



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

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, NOVEMBER 12, 2019
6:30 P.M.**

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



A. ROUTINE MATTERS

- | | |
|---|--------|
| 1. Opening Prayer – Trustee Prince | - |
| 2. Roll Call | - |
| 3. Approval of the Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Approval of Minutes of the Committee of the Whole Meeting of October 8, 2019 | A5 |
| 6. Consent Agenda Items | - |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of October 22, 2019 | A6.1 |
| 6.2 Approval of Policies | - |
| 6.2.1 Employee Meals and Hospitality Policy (201.14) | A6.2.1 |
| 6.2.2 Employee Conferences, Workshops and Meetings Policy (201.15) | A6.2.2 |
| 6.2.3 Acceleration Retention Policy (400.5) | A6.2.3 |
| 6.2.4 Opening or Closing Exercises – Safe Schools Policy (302.6.1) | A6.2.4 |
| 6.3 The Niagara Catholic Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2019-2020 | A6.3 |
| 6.4 Transportation Supports for Children and Youth in Care | A6.4 |
| 6.5 Extended Overnight Field Trip, Excursion and Exchange Committee | A6.5 |
| 6.6 Staff Development Department Professional Development Opportunities | A6.6 |
| 6.7 Capital Projects Progress Report Update | A6.7 |
| 6.8 In Camera Items F1 and F3 | - |

B. PRESENTATIONS

- | | |
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| 1. Niagara Catholic Annual Pilgrimage 2019 | B1 |
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C. COMMITTEE AND STAFF REPORTS

- | | |
|---|----|
| 1. Committee of the Whole System Priorities and Budget 2019-2020 Update | C1 |
| 2. Niagara Catholic Virtual Learning Environment: Tools to Support Pedagogical Documentation and Education and Career Life Planning | C2 |
| 3. Accountability Financial Report 2019-2020 as of October 31, 2019 | C4 |

- 4. Monthly Updates
- 4.1 Student Senate Update -
- 4.2 Senior Staff Good News Update -

D. INFORMATION

- 1. Trustee Information
- 1.1 Spotlight on Niagara Catholic – October 22, 2019 D1.1
- 1.2 Calendar of Events – November 2019 D1.2
- 1.3 Annual Organizational Meeting of the Board – December 3, 2019 – 6:00 p.m. -
- 1.4 December Committee of the Whole Meeting – December 3, 2019 – 6:30 p.m. -
- 1.5 OCSTA Memorandum – 2020 AGM Resolutions D1.5

E. OTHER BUSINESS

- 1. General Discussion to Plan for Future Action -

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF OCTOBER 8, 2019**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of October 8, 2019 as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, OCTOBER 8, 2019

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, October 8, 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 Trustee Fera

2. Roll Call

Vice-Chair Sicoli noted that Trustee Turner was asked to be excused and Superintendent Farrell 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**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Pat Rocca**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Scott Whitwell**, Controller of Facilities Services; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. **Approval of the Agenda**

Moved by Trustee Prince

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of October 8, 2019, as presented.

CARRIED

4. **Declaration of Conflict of Interest**

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

5. **Approval of Minutes of the Committee of the Whole Meeting of September 10, 2019**

Moved by Trustee Burtnik

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

CARRIED

6. **Consent Agenda Items**

6.1 **Unapproved Minutes of the Policy Committee Meeting of September 24, 2019**

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of September 24, 2019, as presented.

6.2 **Approval of Policies**

6.2.1 **Employee Workplace Harassment Policy (201.7)**

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Workplace Harassment Policy (201.7), as presented.

6.2.2 **Emergency Instructors Elementary Policy (NEW)**

THAT the Policy Committee recommend to the Committee of the Whole approval of the Emergency Instructors Elementary Policy, as presented.

6.2.3 **Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW)**

THAT the Policy Committee recommend to the Committee of the Whole approval of the Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy, as presented.

6.3 **Annual Reports for Catholic School Councils and the Niagara Catholic Parent Involvement Committee 2018-2019**

Presented for information.

6.4 Staff Development Department Professional Development Opportunities

Presented for information.

6.5 Capital Projects Progress Report Update

Presented for information.

6.6 In Camera Items F1 and F3

Moved by Trustee Huibers

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Committee of the Whole System Priorities and Budget 2019-2020 Update

Director Crocco and members of Senior Administrative Council presented Committee of the Whole System Priorities and Budget 2019-2020 Update.

Director Crocco and Senior Staff answered questions of Trustees.

2. Education Quality and Accountability Office (EQAO) 2018-2019 Results for Ontario Secondary School Literacy Test (OSSLT), Grade 9 Assessment of Mathematics and Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division

Lee Ann Forsyth-Sells, Superintendent of Education presented the Education Quality and Accountability Office (EQAO) 2018-2019 Results for Ontario Secondary School Literacy Test (OSSLT), Grade 9 Assessment of Mathematics and Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division report for Trustee information.

Director Crocco and Senior Staff answered questions of Trustees.

3. Niagara Catholic District School Board Level Graduation Rates for the 2013-2014 Grade 9 Cohort – August 2018

Superintendent Forsyth-Sells presented the Niagara Catholic District School Board Level Graduation Rates for the 2013-2014 Grade 9 Cohort – August 2018 report for Trustee information.

4. Accountability Financial Report 2019-2020 as of September 30, 2019

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2019-2020.

Superintendent Vetrone answered questions of Trustees.

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 Lee Ann Forsyth-Sells

- St. Christopher Catholic Elementary School has received a Community Development Grant of \$5,266. 38 from Canadian Tire Jumpstart Charities. Niagara Catholic is working with YMCA Niagara to coordinate the Jumpstart PLAY (Physical Literacy Academy for Youth) after school program two days a week for ten weeks. Students in Grades 1 to 3 will have opportunities to learn and practice fundamental physical literacy skills. Physical activities will focus on skill development, social engagement and fun. Students will also build healthy literacy skills and enjoy healthy snacks during this program. Principal Morawek has reported that 16 students have registered for this program.

D. INFORMATION

1. Trustee Information

Director Crocco confirmed the presentation of items D1.4 to D1.6 for the information or questions of Trustees and highlighted for discussion items D1.3 and D1.6.

1.1 Spotlight on Niagara Catholic – September 24, 2019

1.2 Calendar of Events – October 2019

1.3 Knights of Columbus Bishop's Charities Dinner – October 19, 2019

Director Crocco highlighted the Knights of Columbus Bishop's Charities Dinner being held on October 19, 2019.

Trustees were asked to confirm their attendance with Anna Pisano.

1.4 OCSTA Memorandum – 2020 OCSTA Trustee Award of Merit

1.5 OCSTA Memorandum – 2020 OCSTA Student Trustee Alumni Award

A motion was presented to nominate former Student Trustee Dr. Robert Murray for the 2020 OCSTA Student Trustee Alumni Award.

Moved by Trustee Burtnik

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board support the nomination of Dr. Robert Murray for the 2020 OCSTA Student Trustee Alumni Award.

CARRIED

1.6 OCSTA 2020 Catholic Trustees Seminar – January 17-18, 2019

Director Crocco highlighted the OCSTA 2020 Catholic Trustees Seminar scheduled for January 17-18, 2019

Trustees were asked to confirm their attendance with Anna Pisano in order to ensure room bookings.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Crocco informed the Board of the continued implementation of the System Priorities and that Senior Staff are working on various reports and the formation of committees as per the direction of the Board.

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 7:29 p.m. and reconvened at 8:57 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 October 8, 2019.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Huibers

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 September 10, 2019, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Huibers

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 September 10, 2019, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee Prince

THAT the October 8, 2019 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 8:58 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **October 8, 2019.**

Approved on **November 12, 2019.**

Dino Sicoli
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF OCTOBER 22, 2019**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of October 22, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, OCTOBER 22, 2019

Minutes of the Policy Committee Meeting held on Tuesday, October 22, 2019 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

1. Opening Prayer

The meeting was opened with a prayer by Trustee Fera

2. Attendance

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

Trustees:

Rhianon Burkholder

Student Trustees:

Jade Bilodeau

Luca DiPietro

Staff:

John Crocco, Director of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Giancarlo Vetrone, Superintendent of Business & Finance

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

3. **Approval of Agenda**

Moved by Trustee

THAT the October 22, 2019 Policy Committee Agenda be approved, as amended.

MOVE ITEMS 6.7 TO 6.6, 6.9 TO 6.7 AND 6.6 TO 6.9

APPROVED

4. **Declaration of Conflict of Interest**

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

5. **Minutes of the Policy Committee Meeting of September 24, 2019**

Moved by Trustee Prince

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of September 24, 2019, as presented.

APPROVED

6. **Policies**

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO NOVEMBER 12, 2019 COMMITTEE OF THE WHOLE MEETING

6.1 **Employee Meals and Hospitality Policy (201.14)**

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Employee Meals and Hospitality Policy (201.14) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the November 12, 2019 Committee of the Whole Meeting to approve the revisions to the Employee Meals and Hospitality Policy (201.14), as presented.

APPROVED

6.2 Employee Conferences, Workshops and Meetings Policy (201.15)

Superintendent Vetrone presented feedback received from the vetting process and highlighted recommended amendments to the Employee Conferences, Workshops and Meetings Policy (201.15) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Link conference form

Moved by Trustee Prince

THAT the Policy Committee recommend to the November 12, 2019 Committee of the Whole Meeting to approve the revisions to the Employee Conferences, Workshops and Meetings Policy (201.15), as presented.

APPROVED

6.3 Acceleration Retention Policy (400.5)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Acceleration Retention Policy (400.5) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Amend bullet 1 to “*Students may be recommended for either acceleration or retention from a number of services: parents/guardians, classroom teacher, principal and other related individuals who impact upon the child’s academic/social justice.*”

Moved by Trustee Prince

THAT the Policy Committee recommend to the November 12, 2019 Committee of the Whole Meeting to approve the revisions to the Acceleration Retention Policy (400.5), as presented.

APPROVED

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

Superintendent Forsyth-Sells presented feedback received from the vetting process and highlighted recommended amendments to the Opening or Closing Exercises – Safe Schools Policy (302.6.1) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the November 12, 2019 Committee of the Whole Meeting to approve the revisions to the Opening or Closing Exercises – Safe Schools Policy (302.6.1), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.5 Establishment and Cyclical Review of Policies Policy (100.5)

Director Crocco, presented the Establishment and Cyclical Review of Policies Policy (100.5). The Policy Committee reviewed and made two edits to the draft Authority Matrix to attach to the policy for vetting.

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Policy, be vetted from October 23, 2019 to January 15, 2020 with a recommended deadline for presentation to the Policy Committee in January 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.6 Trustee Electronic Meetings (Board and Committees) Policy (100.8)

Director Crocco, presented the Trustee Electronic Meetings (Board and Committees) Policy (100.8).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Policy, be vetted from October 23, 2019 to January 15, 2020 with a recommended deadline for presentation to the Policy Committee in January 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.7 Code of Conduct – Safe Schools Policy (302.6.2)

Superintendent Forsyth-Sells presented the Code of Conduct – Safe Schools Policy (302.6.2).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Policy, be vetted from October 23, 2019 to January 15, 2020 with a recommended deadline for presentation to the Policy Committee in January 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.8 Purchasing/Supply Chain Management Policy (600.1)

Superintendent Vetrone and Mark Ferri, Administrator of Purchasing Services, presented the Purchasing/Supply Chain Management Policy (600.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Policy, be vetted from October 23, 2019 to January 15, 2020 with a recommended deadline for presentation to the Policy Committee in January 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.9 Volunteering in Catholic Schools Policy (800.9)

Frank Iannantuono, Superintendent of Education/Human Resources, presented the Volunteering in Catholic Schools Policy (800.9).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Bullet 1 change “no” to “not”

The Policy Committee requested that the Policy, be vetted from October 23, 2019 to January 15, 2020 with a recommended deadline for presentation to the Policy Committee in January 2020, for consideration to the Committee of the Whole and Board in February 2020.

INFORMATION

6.10 Policies Currently Being Vetted to November 11, 2019

- Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2)
- Religious Accommodation Policy (100.10.1)

6.11 Policy and Guideline Review 2018-2019 Schedule

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

7. Date of Next Meeting

November 26, 2019 – 4:00 p.m.

8. Adjournment

The meeting adjourned at 5:46 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
EMPLOYEE MEALS AND HOSPITALITY POLICY (201.14)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Meals and Hospitality Policy (201.14), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Policy Committee
Recommended by: Policy Committee
Date: November 12, 2019



Niagara Catholic District School Board

EMPLOYEE ~~MEALS AND~~ HOSPITALITY POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.14

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

In keeping with, the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board acknowledges that the employees may incur expenses related to their work for the Board. It is the Policy of Niagara Catholic District School Board that staff designated by the Director of Education may provide hospitality on behalf of the Board where necessary and reasonable in the course of their duties.

Hospitality is defined as the provision of food, beverages, accommodations, transportation, and/or other amenities expensed to Board funds, **for the benefit, reception and entertainment of guests/visitors, school community members, and business partners.**

The Board shall assume no obligation to reimburse hospitality expenses that are not in compliance with this Policy.

The Niagara Catholic District School Board shall comply with the Broader Public Sector Expenses Directive in a manner that achieves value for money ~~while treating all employees fairly and equitably.~~ These expenditures shall be reasonable, transparent, appropriate and as approved.

All expenditures related to Hospitality shall be made available through the Freedom of Information (FOI) requests.

Expenditures shall be reimbursed in accordance with administrative procedures established by the Director of Education.

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

References

- ***Niagara Catholic District School Board Policies/Procedures***
 - [*Code of Conduct Policy \(302.6.2\)*](#)



EMPLOYEE ~~MEALS AND~~ HOSPITALITY POLICY

ADMINISTRATIVE PROCEDURES

APPROVAL PROCEDURE

1. All employees shall be reimbursed for approved expenses, which are incurred in fostering good relationships and networking.
2. Employees are directed to ensure that the expenses related to Hospitality are reasonable and economical and that they are required in carrying out their responsibilities.

REIMBURSEMENT PROCEDURE

1. All claims for reimbursement of expenses require the authorization of the supervisor. All claims for reimbursement of expenses by the Director of Education are to be approved by the Chairperson of the Board.
2. **All requests for payment of expenses related to hospitality** ~~All claims for reimbursement of expenses~~ shall be supported by original receipts, as well as the Credit Card Slips. The receipts shall indicate the specific purpose of the ~~travel and~~ hospitality, ~~indicating~~ **including** location, dates and individuals in attendance.
3. All claims for reimbursement of expenses should be submitted on a monthly basis, following the appropriate procedures and **shall be claimed during the appropriate corresponding budget year.** ~~using the prescribed expense forms.~~
4. **Appropriate procedures for reimbursement of hospitality expenses would be submitting either a payment request or an expense claim, as appropriate, in financial software.**
3. ~~All expenses shall be claimed during the appropriate corresponding budget year.~~
4. ~~All claims for hospitality shall be submitted for reimbursement and/or for payment using the appropriate forms and related procedures, including:~~
 - ~~*Niagara Catholic Cheque Requisition Form*~~
 - ~~*Niagara Catholic Request for Payment of Corporate Card Form*~~
 - ~~*Niagara Catholic Request for Payment of Purchasing Card Form*~~
 - ~~*Niagara Catholic Request for Reimbursement of Petty Cash Form*~~

~~All requests for payment of expenses related to hospitality shall be supported by the original receipts and related details. The following expenses and charges will be eligible for reimbursement and/or payment: travel costs by automobile and other means, hotel room charges (standard room rates), meals (including food, beverages, taxes and gratuities), telephone calls, taxi costs, parking fees, etc.~~

5. The following expenses and charges will not be eligible for reimbursement and/or payment: **gift cards**, movies or entertainment charges, charges for use of recreational/fitness facilities, alcohol, charges incurred

by a family member, parking violation charges, traffic violation charges, and lavish gifts. ~~for staff and other individuals.~~

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
EMPLOYEE CONFERENCES, WORKSHOPS AND MEETINGS
POLICY (201.15)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Conferences, Workshops and Meetings Policy (201.15), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Policy Committee
Recommended by: Policy Committee
Date: November 12, 2019



Niagara Catholic District School Board
**EMPLOYEE CONFERENCES, WORKSHOPS
AND MEETINGS POLICY**
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.15

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board recognizes and supports where appropriate the value of professional staff development and that, conventions, conferences, and meetings assist in facilitating this objective.

All employees are encouraged to attend business related and Board approved conferences, workshops and meetings in their capacity as Niagara Catholic District School Board employees.

Authorized employee expenditures incurred while attending conferences, conventions, and other professional development activities as an approved representative of the Niagara Catholic District School Board shall be reimbursed.

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

References

- ***Niagara Catholic District School Board Policies/Procedures***
 - [*Code of Conduct Policy \(302.6.2\)*](#)



Niagara Catholic District School Board
**EMPLOYEE CONFERENCES, WORKSHOPS
AND MEETINGS POLICY**
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.15

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

APPROVAL PROCEDURE

1. For all Conferences, Workshops and Meetings, which are held outside the Province of Ontario, prior approval by the Director of Education shall be required.
2. All Requests to Attend Conferences, Workshops and Meetings Forms shall be approved by the immediate supervisor and the appropriate managing Senior Administrative Council member.
3. All eligible employees shall be reimbursed for approved expenses, which are incurred while attending conferences, workshops and meetings.
4. Employees shall ensure that the expenses related to Conferences and Workshops are reasonable and economical and that they are required in carrying out their responsibilities.

REIMBURSEMENT PROCEDURE

1. All claims for reimbursement of expenses require the authorization of the immediate supervisor. Expense claims by the Director of Education are to be approved by the Chairperson of the Board.
2. All expense claims shall be supported by original receipts, as well as the credit card slips. The receipts shall indicate the specific purpose of the travel and hospitality, indicating location, dates and individuals in attendance.
3. All expense claims ~~and requests for reimbursement of the Employees should~~ shall be submitted ~~on a monthly basis~~ within a month of the date of the Conference, Workshop or Meeting, following the appropriate procedures and using the prescribed expense forms.
4. All expenses shall be claimed during the appropriate corresponding budget year.
5. ~~All requests for payment of expenses related to Conferences, Workshops and Meetings shall be submitted for reimbursement and/or for payment, using the appropriate Employee Conferences, Workshops and Meetings Form and the related instructions. designated form.~~
- 6.5. All requests for payment of expenses related to Conferences, Workshops and Meetings shall be supported by the original receipts and related details. The following expenses and charges will be eligible for reimbursement and/or payment: travel costs by automobile and other means, hotel room charges (standard room rates), meals (including food, beverages, taxes and gratuities – **subject to per meal limits**), telephone calls, taxi costs, parking fees, etc.
- 7.6. The following expenses and charges will not be eligible for reimbursement and/or payment: movies or entertainment charges, charges for use of recreational/fitness facilities, alcohol, charges incurred by a family member, parking violation charges, traffic violation charges. **This list is not meant to be all**

inclusive. Eligibility for reimbursement will be at the discretion of the Superintendent of Business and Financial Services.

Adopted Date:	March 27, 2017
Revision History:	December 17, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
ACCELERATION RETENTION POLICY (400.5)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Acceleration Retention Policy (400.5) as presented.

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

Presented by: Policy Committee

Recommended by: Policy Committee

Date: November 12, 2019



Niagara Catholic District School Board

ACCELERATION/RETENTION POLICY (ELEMENTARY)

STATEMENT OF POLICY

400 – Educational Programs

Policy No 400.5

Adopted Date: April 22, 2003

Latest Reviewed/Revised Date: November 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, **the Board supports the student achievement and well-being of all students within its inclusive model of Catholic education.** ~~it is the policy to allow students at the elementary level to progress from grade to grade in accordance with their individual performance. Students will generally be placed in classes with their age appropriate peers. The placement of students must be based on all the factors influencing the student's progress including academic social, emotional and physical growth considerations. It is the general practice of the Board that elementary students are placed in the age appropriate grade level at their home school.~~

~~When a request is made to accelerate or retain a student~~ **The decision to accelerate or retain a student is the sole responsibility of the school Principal.** ~~who will consult with the parent(s), guardian, advocate, classroom teacher, appropriate Co-ordinator of Special Education, Department personnel and Family of Schools Superintendent.~~ **Factors for consideration to accelerate or retain a student that may include, but are not limited to, academic achievement, emotional and social, well-being and physical, and other information in the best interests of the student.**

~~Consideration for either acceleration or retention should be initiated early within the current school year (September or October). Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year and prior to February 1st for the following term.~~

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

References

- [**Education Act**](#)
- [**Growing Success: Assessment Evaluation and Reporting in Ontario Schools, 2010**](#)
- [**Growing Success: The Kindergarten Addendum 2016**](#)
- [**Learning for All 2013**](#)
- [**Ministry of Education - Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013**](#)

Niagara Catholic Policies and Procedures

- [**Admission of Elementary and Secondary Students Policy \(301.1\)**](#)
- [**Assessment, Evaluation, Reporting and Homework Policy \(301.10\)**](#)
- [**Complaint Resolution Policy \(800.3\)**](#)



Niagara Catholic District School Board

ACCELERATION/RETENTION POLICY (ELEMENTARY)

ADMINISTRATIVE PROCEDURES

400 – Educational Programs

Policy No 400.5

Adopted Date: April 22, 2003

Latest Reviewed/Revised Date: November 26, 2013

ACCELERATION DEFINITIONS

Acceleration: The advancement of a ~~child student~~ to one grade level beyond ~~that which is normally associated with their current grade/age placement.~~ **Usually, a student should not be grade accelerated more than once during the elementary school years.**

Retention: The withholding of promotion to ~~or the placement of a student in~~ **at the next** grade level other than an age appropriate setting. **Usually, a student would be retained only once during elementary school.**

- ~~It is the practice of this Board to place students in the grade appropriate to age.~~
- ~~Since lateral enrichment activities are available to students who require them regardless of grade, students should not be grade accelerated more than once during the elementary school years.~~
- ~~Grade acceleration is only one of many options to be considered when determining effective enrichment programming for students.~~

RETENTION

~~The withholding of promotion to, or the placement of a student in a grade level other than an age appropriate setting.~~

- ~~It is the general practice of this Board to place students in the grade appropriate to age.~~
- ~~Retention is only to be considered an option if the student will benefit from an additional year at the grade level. Consideration may be given to the following: maturation level, ability, social/emotional factors, standardized assessments.~~
- ~~Retention should not be utilized as a consequence for negative behaviour or truancy.~~
- ~~Grade retention is not deemed to be a viable option for students who have been identified as Exceptional through the IPRC process.~~
- ~~Alternative interventions: resource assistance and support, modifications and accommodations to program (IEP) and assessment results should be in place for each student.~~
- ~~During the completion of Term 1 or Term 2 Report Cards, prior to selecting 'Promotion at Risk', it is understood that the principal and teacher have discussed this option in light of the procedures for Retention.~~

PROCESS: Acceleration/ Retention

In accordance with the *Education Act*, it is the duty of the Principal to promote students as they progress through elementary school.

For the purposes of both acceleration and retention is to be followed:

1. Students may be recommended for either acceleration or retention from a number of services: parents/guardians, classroom teacher, principal and other related individuals who impact upon the child's academic/social justice.
~~Parents/guardians may submit a written request to the Principal to accelerate or retain a student. should be initiated early within the current school year (September or October) for placement the following year. Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year and prior to February 1st for the following term.~~
2. The Principal, in consultation with the parents/guardians, classroom teacher, Educational Resource Teacher, Family of Schools' Superintendent, and the Coordinator of Special Education, will review the request and the timing of the request.

The following information will be reviewed by the Principal in consideration of a decision:

- i. Academic achievement
 - ii. Emotional and social well-being
 - iii. Any other information and/or extenuating circumstances
3. The Principal will contact ~~notify~~ the parents/guardians to notify them of the decision and will provide written notification of the decision. ~~in writing.~~
 4. In cases where the parents/guardians are not in agreement with the decision of the Principal, the Principal shall inform the parents/guardians of the Niagara Catholic District School Board's *Complaint Resolution Policy (800.3)* and notify the ~~appropriate~~ Family of Schools' Superintendent.
 5. All documentation pertaining to the decision to accelerate or retain a student must be filed in the documentation folder in the Ontario Student Record (OSR).

Identification of Students

~~Students may be recommended for either acceleration or retention from a number of services: classroom teacher, parents/guardian, principal, other related individuals who impact upon the child's academic/social life.~~

Timeline

~~Consideration for either acceleration or retention should be initiated early within the current school year (September or October). Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year and prior to February 1st for the following term.~~

Confirmation

~~Once a student has been identified as a potential candidate for either acceleration or retention, and with support of the principal and parents, the appropriate Special Education Department Coordinator is to be contacted for consultation.~~

Assessment

~~A student brought forward through Steps 1, 2 and 3 is to be assessed by the appropriate tests / personnel as determined by the Principal and Special Education Department Coordinator. The results are to be shared with the classroom teacher, the parent / guardian, principal and student (where appropriate).~~

Decision

~~A recommendation by the principal to accelerate or retain a student is to be made in consultation with the parents/guardian, classroom teacher and appropriate Special Education Department personnel. The parents of the student will be provided with recommendations in writing. A copy of the decision will be placed in the student's OSR.~~

Approval

~~In cases where the parents are in agreement, the principal will contact the appropriate Family of Schools Superintendent. Final approval for the acceleration or retention of a student will be made with the support of the Family of Schools Superintendent.~~

Appeal

~~In cases where the parent(s) are not in agreement with the decision, the Principal shall contact the appropriate Family of Schools Superintendent and inform the parent(s) of the Niagara Catholic District School Board's [Complaint Resolution Policy \(800.3\)](#). A copy of the decision shall be placed in the student's OSR.~~

Adopted Date:	April 22, 2003
Revision History:	November 26, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
OPENING OR CLOSING EXERCISES – SAFE SCHOOLS
POLICY (302.6.1)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Opening or Closing Exercises – Safe Schools Policy (302.6.1), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: November 12, 2019



Niagara Catholic District School Board
OPENING OR CLOSING EXERCISES POLICY
(Safe Schools Policy)
STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.1

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: November 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, **opening or closing exercises reflect the distinctiveness of Catholic education, Catholic beliefs and traditions, and the Ontario Catholic School Graduate Expectations in all Niagara Catholic schools.**

Daily opening **and/or closing** exercises ~~at all schools within~~ the Niagara Catholic District School Board will include a prayer that reflects ~~the~~ Gospel values and ~~our~~ the Catholic faith. A specific **scriptural** reading or reflection may also be included ~~as part of the prayer or in addition to the prayer~~ to enhance the message for the day.

To instill pride and respect for self and country, all schools in the Niagara Catholic District School Board must include the singing/**playing** of “O Canada” as part of daily opening exercises. ~~In accordance with the two official languages of Canada,~~ Principals will ensure that the **singing/playing** of the national anthem will include ~~both English and French lyrics~~ **the two official languages of Canada.**

~~Principals may include the recitation of Pledge of Canadian citizenship as part of any opening or closing ceremony.~~

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

References

- [**Education Statutes and Regulations of Ontario Act s.304**](#)
- [**O. Regulation 435/00, s.1**](#)

Niagara Catholic District School Board Policies/Procedures

- [**Safe and Accepting Schools Policy \(302.6\)**](#)
- [**Equity and Inclusive Education \(100.10\)**](#)
- [**Religious Accommodation \(100.10.1\)**](#)



Niagara Catholic District School Board
OPENING OR CLOSING EXERCISES POLICY
(Safe Schools Policy)
ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.1

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: November 26, 2013

OPENING OR CLOSING EXERCISES

In accordance with the *Education Act*, all pupils are required to participate in the opening or closing exercises unless:

- In the case of a pupil who is less than 18 years old, if the parent or guardian applies to the Principal of the school for an exemption for the exercises.
- In the case of a pupil who is at least 18 years old, if the pupil applies to the principal for an exemption from the exercises.

Daily opening or closing exercises **must** include:

1. the singing of “O Canada” in accordance with the two official languages of Canada. Principals will ensure that the singing/playing of the national anthem, O Canada will include with the two official languages of Canada both English and French lyrics; and
2. a prayer, with a specific scriptural reading or reflection.

PLEDGE OF CITIZENSHIP

The Principal, after consultation with staff and the Catholic School Council for advice, may decide to include the reciting of the pledge of Canadian citizenship in opening or closing exercises or at a specifically designated time of the year. This practice shall be reviewed on an annually basis at the beginning of each school year.

Pledge of Citizenship:

- I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.

EXEMPTIONS

A student is not required to sing O Canada or recite the pledge of citizenship in the following circumstances:

- In the case of a pupil who is less than 18 years old, if the pupil’s parent/guardian applies in writing to the Principal of the school for an exemption from the exercises.
- In the case of a pupil who is at least 18 years old, if the pupil applies in writing to the Principal for an exemption from the exercises.

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 November 26, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC BOARD IMPROVEMENT PLAN FOR
STUDENT ACHIEVEMENT AND WELL-BEING (BIPSAW)
2019-2020**

The Niagara Catholic Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2019-2020 report is presented for information.

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

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

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

Date: November 12, 2019



REPORT TO THE COMMITTEE OF THE WHOLE NOVEMBER 12, 2019

NIAGARA CATHOLIC BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING (BIPSAW) 2019-2020

BACKGROUND INFORMATION

The Niagara Catholic Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2019-2020 has been designed to align with the Board's Strategic Directions and Enabling Strategies:

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

The Board Improvement Plan for Student Achievement and Well-Being supports the System Priorities that have been developed for 2019-2020, and approved by the Board, to improve the student achievement and well-being for all students in the Board.

The four pillars of Catholic Faith, Community and Culture, Literacy, Numeracy, and Pathways form the foundation of the BIPSAW with a focus on Outcomes, "What is our intended impact?", Outputs, "What do we do?", Inputs, "What do we invest?", and, Monitoring, "How will we know we are successful?".

The System Improvement Learning Cycle (SILC) has been incorporated into the planning process providing time for Senior Administrative Council, along with Principals and staff, to Plan, Act, Assess and Reflect on the Board Improvement Plan for Student Achievement and Well-Being to inform school improvement planning and the development of School Improvement Plans for Student Achievement and Well-Being.

The Board Improvement Plan for Student Achievement and Well-Being 2019-2020 has been posted on the Board website.

The Niagara Catholic Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2019-2020 has been included in this report (Appendix A).

The Niagara Catholic Board Improvement Plan for Student Achievement and Well-Being
(BIPSAW) 2019-2020 report is presented for information.

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

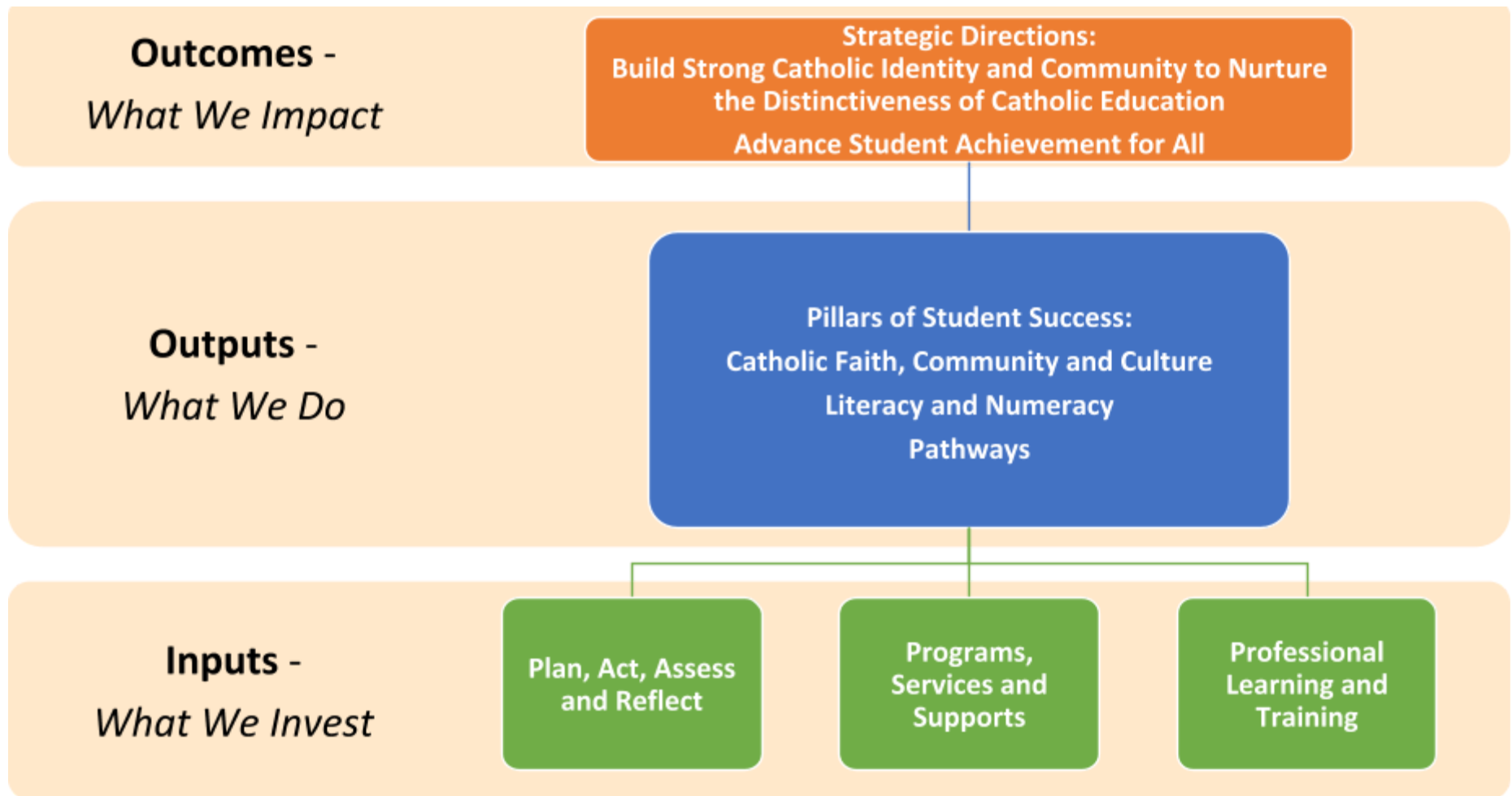
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

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

Date: November 12, 2019



Niagara Catholic District School Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2019-2020



Nurturing Souls and Building Minds



Catholic Faith, Community and Culture

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

Outcome – What is our intended impact?	Ensure that the principles of equity and inclusive education within a Catholic context support the needs and potential of all students.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Promote the theological theme of “mercy” as a call for each of us to be merciful to one another in support of positive relationships among all education stakeholders. ➤ Improve the consistency of classroom implementation for Universal Design for Learning (UDL), differentiated instruction and assessment, evaluation and reporting. ➤ Increase sense of belonging for all students by building educator capacity in Culturally Responsive and Relevant Pedagogy (CRRP). ➤ Expand opportunities in the area of Tier 1 mental health supports that will enhance a tiered approach to prevention and intervention. ➤ Facilitate the educational principles identified by the Truth and Reconciliation Commission (TRC) for Indigenous education. ➤ Create greater opportunities to implement an inclusive environment to further facilitate measurable independence.
Inputs – What do we invest?	<ul style="list-style-type: none"> ❖ Develop and implement resources that promote the theological theme of “mercy” among all staff, students and families, and with parish and community partners. ❖ Provide professional learning to promote CRRP through shifts in educator mindset and practices, including Critical Consciousness Practitioner Inquiry (CCPI) in support of racialized students. ❖ Set goals for equity and inclusion in School Improvement Plans for Student Achievement and Well-Being. ❖ Support Board and school programs and projects and student-led initiatives that support learning about equity and inclusion. ❖ Ensure implementation of culturally appropriate educational programs for Indigenous students in order to improve student success and graduation rates. ❖ Participate in the Landscape of Nations 360 degrees initiative and develop resources to support teachers. ❖ Promote the use of the <i>Rick Hansen Foundation School Program (RHFSP)</i> school accounts that promote accessibility and inclusion champions in schools through classroom lessons and resources connected to curriculum. ❖ Utilize the <i>Equity Continuum</i> to assess equitable and inclusive practices in classrooms and schools and to remove systemic barriers. ❖ Continue to support policy implementation and provide professional learning related to equitable and inclusive practices in assessment and evaluation for K-12 educators and administrators. ❖ Create a Board Safe and Accepting Schools Team with diverse education stakeholders to develop and implement the <i>Board Bullying Prevention and Intervention Plan</i> for 2019-2020.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● monitor alignment of supports provided in school improvement plans through School Effectiveness Framework reviews ● review and analyze EQAO results and graduation rates ● analyze data from the Indigenous Education Analytical Profile ● collect and review identity-based student data related to race and ethnicity ● collect feedback from School Improvement and Safe and Accepting Schools Teams to monitor and evaluate the outcomes of equity goals and the Board <i>Bullying Prevention and Intervention Plan</i> ● Consider multiple sources of data, including Census, Niagara Poverty Reduction Network, Maplewood, Baragar and Board Interface Tools, to review, analyze and evaluate initiatives

Outcome – What is our intended impact?	Support the critical linkage between mental health and well-being and student success.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Support vulnerable students including youth-at-risk to stay in school to graduation. ➤ Continue to provide the resources and professional development for staff to improve mental health literacy through the implementation of the tiered approach to mental health services. ➤ Promote well-being through sustained implementation of physical and mental health supports, and social-emotional programs.
Inputs – What do we invest?	<ul style="list-style-type: none"> ❖ Deliver a tiered model of service to meet the needs of diverse learners. ❖ Continue to implement the Student Support referral process based on student goals and teaching to independence. ❖ Collaborate with internal and external partners to deliver an integrated service model to meet Individual Education Plan (IEP) goals. ❖ Continue to provide educators with strategies that promote trauma-sensitive classrooms and to implement mindfulness, Christian meditation and self-regulation practices in all classrooms. ❖ Continue to implement programs aligned with the <i>Healthy Schools Framework</i> and in collaboration with organizations and researchers, including Drop Everything And Move (DEAM), <i>Play Like a Champion</i>, EVERFI online learning modules related to health and wellness, <i>The Recess Project</i>, <i>Adolescent Social Relationships</i> and the <i>Brock Healthy Youth Project (BHYP)</i>. ❖ Integrate experiences and learning about the arts, health and wellness to develop initiatives for students that promote well-being.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● review and analyze data collected from activities outlined in the Board’s Mental Health Strategy ● review data related to support delivery and outcomes for students and staff with mental health challenges

Outcome – What is our intended impact?	Enhance communication opportunities with parents, partners, schools and community.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Increase wrap-around services for students through community partners. ➤ Redesign and develop a new corporate website to enhance communication with partners.
Inputs – What do we invest?	<ul style="list-style-type: none"> ❖ Continue to work with community agencies to improve access and reduce wait times for student services. ❖ Work with IT and Communications staff responsible for website redesign. ❖ Collaborate with research partners and organizations in order to engage in evidence-informed practices and knowledge mobilization that supports learning about improving outcomes for all students.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● collect feedback about community partnerships and service access ● track website usage

Outcome – What is our intended impact?	Promote partnerships that align with merging social service models and needs.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Create a parent support portal that provides resources and community contacts for families. ➤ Collaborate with community agencies through the Niagara Children’s Planning Council to address emotional vulnerability of students.
Inputs – What do we invest?	<ul style="list-style-type: none"> ❖ Develop a parent support portal. ❖ Administer the Middle Development Instrument (MDI) to support the Niagara Children’s Planning Council collective impact framework to address emotional vulnerability for elementary students.

Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● track access to parent portal ● review and analyze Board and individual school MDI results
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Outcome – What is our intended impact?	Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Strengthen partnership with Brock University to expand the offering of Additional Qualification (AQ) courses tailored to meet the ongoing needs of Niagara Catholic educators. ➤ Facilitate opportunities for teachers to share best pedagogical practices for teachers. ➤ Implement a virtual professional development plan to meet identified school and system needs. ➤ Increase the usage and leverage a virtual conferencing platform to deliver professional development remotely and increase collaboration between employees across Niagara Catholic.
Inputs – What do we invest?	<ul style="list-style-type: none"> ❖ Collaborate and leverage relationships with Brock University to deliver AQ courses. ❖ Plan and deliver professional learning experiences according to Ministry of Education mandates and staff needs, with a focus on mathematics, mental health assistance and management, Kindergarten, assessment and evaluation, MindUp curriculum and the Zones of Regulation, Christian meditation, technology-enabled learning, workplace violence awareness, coaching teachers to teachers, and online resources. ❖ Provide a variety of delivery models for professional learning including face-to-face, job-embedded, after-school/work and online. ❖ Collaboration among Board departments to plan and deliver professional learning training and sessions for staff. ❖ Use the Niagara Catholic Virtual Learning Environment (NCVLE) to share approved resources and deliver online professional learning modules.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● review and analyze staff feedback about professional learning, the effectiveness of delivery methods and resource usage ● track usage of the NCVLE

Outcome – What is our intended impact?	Enhance and support staff wellness programs.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Develop the Terms of Reference for the Staff Wellness Committee to meet the needs of all employees. ➤ Implement a program to support the mental health of all staff to address the diverse needs of all students. ➤ Enhance programs and policies to improve return to work initiatives for all staff. ➤ Develop support programs through Chaplaincy and parish outreach initiatives.
Inputs – What do we invest?	<ul style="list-style-type: none"> ❖ Collaborate with the diverse members of the Staff Wellness Committee to determine mandates and terms of reference. ❖ Connect with community partners and agencies that can help determine the best programs to enhance the wellness of all staff. ❖ Work with Chaplaincy Leaders and parishes to examine existing programs that can support the well-being of staff.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● review Employee Assistance Program data ● track staff absence data ● collect and review staff survey data and feedback



Literacy and Numeracy

Strategic Direction: Advance Student Achievement for All

Outcome – What is our intended impact?	Support student progress and improved achievement in literacy and numeracy for all students.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Support the instructional core and provide interventions for students to develop literacy skills. ➤ Provide supports for students and staff required for K-12 implementation of Ministry of Education mathematics initiatives.
Inputs – What do we invest?	<ul style="list-style-type: none"> ❖ Provide professional learning for intermediate teachers to meet the needs with persistent challenges in literacy. ❖ Continue to support implementation of the K-2 and K-3 Fountas and Pinnell Benchmark Assessment system. ❖ Deliver after-school English language programs at select elementary and secondary schools. ❖ Continue the partnership with the Brock Learning Lab to provide literacy and numeracy intervention for select students. ❖ Build teacher capacity to support English Language Learners (ELL), especially in schools with increased newcomer, international and VISA student enrolment. ❖ Promote arts-based learning and provide experiences for performance and self-expression through the arts. ❖ Continue to implement and use the <i>Common European Framework of Reference (CEFR)</i> with core FSL teachers in both elementary and secondary schools to build teacher capacity and student confidence. ❖ Build FSL teacher capacity in order for senior students in FSL to be successful in challenging the DELF (Diplôme d'étude de la langue Française). ❖ Continue to develop knowledge and expertise of French Immersion teachers in all disciplines. ❖ Advance educator knowledge using evidence from research-based resources (e.g., <i>PRIME, Numeracy Nets, Ontario Numeracy Assessment Package {ONAP}</i>) to inform precise and personalized instruction to improve math learning and achievement for every student. ❖ Continue implementation of PPM 160 <i>Protected Time for Daily Mathematics Instruction, Grades 1 to 8</i>, with an emphasis on supporting intentional number talks and games. ❖ Emphasize the use of research-based professional math resources available in all elementary and secondary schools to develop computational fluency in purposeful number talks. ❖ Focus on nurturing a community and culture of problem solving, as it is learning through problem solving that students are given numerous opportunities to connect mathematical ideas and to develop conceptual understanding. Problem solving forms the basis of effective mathematics programs and should be the mainstay of mathematical instruction. ❖ Expand implementation of the <i>MathUP</i> program for select elementary schools. ❖ Embed financial literacy across the disciplines to ensure teaching and learning in all elementary and secondary classrooms. ❖ Provide ongoing professional learning in mathematics through Niagara Catholic-Brock University Additional Qualification courses.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● review and analyze student achievement data ● review findings of teachers about mathematics common assessments by students ● review feedback from staff training and coaching sessions

Outcome – What is our intended impact?	Improve the teaching and learning experience through access and technology enabled active learning to include global competencies.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Implement the Niagara Catholic Virtual Learning Environment (NCVLE) for all staff. ➤ Review and update the Technology Plan that builds in a renewal plan for the purchase of new technology. ➤ Design a plan which provides online options for students to align with e-learning strategies from the Ministry with a Catholic perspective. ➤ Explore the implementation of <i>Brightspace</i> communication platform within the NCVLE and a real-time platform between teachers and parents/guardians. ➤ Advance teaching practices that engage with global competencies for learning.
Inputs – What do we invest?	<ul style="list-style-type: none"> ❖ Provide training for staff to engage in technology enabled learning using the NCVLE. ❖ Support school administrators in planning for the purchase of new technology. ❖ Provide resources for student portfolios, including <i>Brightspace Portfolio</i>, to support assessment, evaluation and reporting. ❖ Provide resources to administrators, staff, students and families to develop a culture of privacy and digital discipleship.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● track utilization of technology platforms ● track investments in technology ● monitor support provided by Technology-Enabled Learning and Teaching contact (TELT) and coaching staff

Strategic Direction: Advance Student Achievement for All

Outcome – What is our intended impact?	Enhance career pathway planning and opportunities for all students.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Continue to explore and expand dual-credit courses, Specialist High Skills Major (SHSM) programs, Cooperative Education and the Ontario Youth Apprenticeship Program (OYAP) opportunities and the need for Advanced Placement courses for students. ➤ Increase opportunities for engagement of students and parents/guardians, particularly for intermediate students, led by secondary Guidance support. ➤ Support implementation of an enhanced career planning software with students, staff and parents/guardians.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Promote dual-credit and Specialist High Skills Major (SHSM) programs, Cooperative Education and OYAP among staff, students and families. ✓ Promote STREAM (Science, Technology, Religion, Arts and Mathematics) through curricular and co-curricular activities and experiential learning in schools and the community. ✓ Continue to implement programs to align with the “Recommendations for Highly Skilled Workforce” as well as local workforce indicators. ✓ Provide information sessions for students and parents/guardians about careers and pathway opportunities at both the elementary and secondary panels. ✓ Implement career planning software in Grades 7-12. ✓ Implement software for planning and tracking coop and OYAP students with their experiential learning. ✓ Facilitate early and ongoing communication with parents/guardians about transitions from elementary to secondary school for students with special needs. ✓ Increase partnerships with community agencies, post-secondary, business and industry. ✓ Continue implementation of the Ministry’s <i>Creating Pathways to Success</i> program in all schools supported by the implementation of career planning software. ✓ Connect schools with local industry businesses and communities. ✓ Conduct regular Student Support team meetings. ✓ Conduct early and ongoing transition meetings with parents/guardians.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● review data from Supervised Alternative Learning Programs (SALPs) ● track graduation rates ● track Dual Credit, SHSM and OYAP enrolment and achievement/completion data ● monitor and evaluate career pathway programs and alternative education opportunities ● track the usage of the career planning software platform by Grades 7-12 students and educators

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

**TITLE: TRANSPORTATION SUPPORTS FOR CHILDREN AND
YOUTH IN CARE**

The Transportation Supports for Children and Youth in Care report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

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

Date: November 12, 2019



REPORT TO THE COMMITTEE OF THE WHOLE NOVEMBER 12, 2019

TRANSPORTATION SUPPORTS FOR CHILDREN AND YOUTH IN CARE

BACKGROUND INFORMATION

Transportation Supports for Children and Youth in Care is an application-based program that provides funding to provincially-funded district school boards to support school stability of children and youth in care. Research indicates that when children and youth in care experience a move from one residence to another midway through a school year their academic pathways and social supports are often interrupted, potentially negatively impacting their attendance, academic outcomes and well-being.

Targeted funding enables district school boards to tailor transportation supports in exceptional circumstances for children and youth in care. This allows students in care to temporarily remain in their home school when they experience a residence change that typically would require them to switch schools during the school year. Transportation to the home school is provided when it is in the student's best interest until a more natural transition time (e.g., end of the semester or school year).

Beginning in 2017-2018, funding was made available to district school boards to implement local transportation supports. In year one, 43 district school boards received funding, allowing over 800 students to benefit from the program. In 2018-2019, 55 district school boards received funding, allowing over 900 students to benefit from the program. The Niagara Catholic District School Board has participated in the program since its inception.

The Ministry of Education will continue to provide funding for transportation supports for eligible students for the period of September 2019 to June 2020. The Niagara Catholic District School Board has applied for funding.

The grant supports each of the strategic directions of the Board through the following enabling strategies:

Provide Supports for Student Success

- *Ensure that the principles of equity and inclusive education, within a Catholic context, support the needs and potential of all students*

Create Equity and Accessibility of Resources

- *Enhance resource allocation to identified schools based on specific indicators*

Ensure Responsible Fiscal and Operational Management

- *Maintain Financial Stewardship*

PROGRAM OBJECTIVES

- Promote stability, support and continued learning of children and youth in care during times of transition;
- Help students maintain positive relationships with peers and caring adults at their home school during changes in residence.

PROGRAM HIGHLIGHTS

- District school boards are expected to collaborate with local children's aid societies.
- District school boards will enter into an agreement with the ministry for approved amounts based on submitted applications.
- Final funding amounts will reflect actual costs and may be adjusted within the school year, as necessary, based on in-year reporting and availability of funding.
- New in 2019-2020: the program's eligibility criteria have been expanded to support children and youth in care who are in Care and/or Treatment, Custody and Correctional (CTCC) programs.

In 2017-2018, 15 students in Niagara Catholic were supported by the program as they transitioned to different homes throughout the Niagara Region.

In 2018-2019, 21 students, 14 elementary and 7 secondary students were supported in the program throughout the Board.

The schools that these students continued to attend were:

- St. Mary Catholic Elementary School in Niagara Falls
- St. Elizabeth Catholic Elementary School
- St. Andrew Catholic Elementary School
- St. Nicholas Catholic Elementary School
- Our Lady of Victory Catholic Elementary School
- Mother Teresa Catholic Elementary School
- St. Patrick Catholic Elementary School in Niagara Falls
- Mary Ward Catholic Elementary School
- St. Ann Catholic Elementary School in St. Catharines
- Canadian Martyrs Catholic Elementary School
- Denis Morris Catholic High School
- Saint Francis Catholic Secondary School
- Saint Michael Catholic High School, and
- Saint Paul Catholic High School.

An accountability report is provided to the Ministry at the conclusion of the year based that includes information on the impact that the program has had on students. The report has provided evidence that the program has had a positive impact on student achievement and well-being in Niagara Catholic.

The Transportation Supports for Children and Youth in Care report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

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

Date: November 12, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

**TITLE: EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND
EXCHANGE APPROVAL COMMITTEE 2019-2020**

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2019-2020 report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

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

Date: Tuesday, November 12, 2019



REPORT TO THE COMMITTEE OF THE WHOLE NOVEMBER 12, 2019

EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND EXCHANGE APPROVAL COMMITTEE 2019-2020

BACKGROUND INFORMATION

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee continues to review proposals for 2019-2020 extended overnight field trips, excursions and exchanges as submitted to date. The composition of the approval Committee is as follows:

1 Supervisory Officer	-	Ted Farrell
1 Secondary School Vice-Principal	-	Andrew Bartley
1 Secondary School Principal	-	Andrew Boon
1 Elementary School Principal	-	Joe Tornabuono
1 Program Department Consultant	-	Krista Moscato

As defined in the Niagara Catholic Educational Field Trip Policy (400.2) Administrative Procedures, an Extended Overnight Field Trip is:

- “Any school/board sponsored and supervised activity, on scheduled instructional days, beyond the school property that requires four or five more night lodgings”
or
- “Requiring an individual flight ticket of \$600.00 or more.” (Part II, A.4)

An Excursion is defined as follows:

- “A trip not directly linked to specific subject curriculum expectations, but provided to enrich a student’s overall Catholic education. An excursion is a trip that is planned and arranged for secondary school students that would be held during the year when the students are not normally expected to be attending classes and that does not adhere to all guidelines and procedures relating to Educational Field Trips.” (Part II, A.5)

Attached to this information report is an Executive Summary of a 2019-2020 Extended Overnight Field Trip as submitted on Tuesday, November 12, 2019. (Appendix A)

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2019-2020
report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

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

Date: Tuesday, November 12, 2019

EXECUTIVE SUMMARY

Appendix A

Extended Overnight Field Trip, Excursion and Exchange Committee Approval – 2019-2020

SCHOOL	TYPE	APPROVAL REQUIRED	DESTINATION	CURRICULUM UNIT/THEME	EDUCATION VALUE	FAITH COMPONENT	DATE	NUMBER OF STUDENTS, STAFF & CHAPERONES ON TRIP	DURATION	COST (APPROX)	TRANSPORTATION
Holy Cross Catholic Secondary School Blessed Trinity Catholic Secondary School Saint Francis Catholic Secondary School Saint Paul Catholic High School Saint Michael Catholic High School	Extended Overnight Field Trip	Superintendent Extended Overnight Field Trip Committee and SAC	Belgium, Amsterdam Region, Berlin, Nuremberg & Munich	History, World Religions	Students will compare and contrast European and Canadian culture through an exploration of educational sites as they commemorate the 75 th Anniversary of the Victory in Europe in World War II, the Liberation of the Netherlands and the significance of Canadian Involvement.	Students will attend Mass on Sunday, May 3 rd and again on Saturday, May 9 th , 2020	Friday, May 1 st , 2020 to Sunday, May 10 th , 2020	<p>As this is a group trip between 5 Secondary Schools, student numbers will be confirmed once known.</p> <p>This trip will require a minimum of 35 students in order to run.</p> <p>Staff Members and Chaperones will be determined once student numbers are finalized and will be in accordance with Board Policy.</p>	10 days (5 school days) 9 nights	<p>\$3,859.00 per person (includes transportation to and from airports, airfare, insurance, accommodations, full time tour director, breakfast and dinner daily)</p> <p>Additional Costs to include spending money, lunches, beverages and any additional meals</p>	Students will travel by Air, Coach Bus.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

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

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: November 12, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MEETING NOVEMBER 12, 2019

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

In alignment with the Board's Vision 2020 Strategic Plan and Annual System Priorities, the Department of Staff Development, as an integral aspect of its mandate, acts as the point of co-ordination among various departments. Thus ensuring that all professional development opportunities for staff, both teaching and non-teaching, occur in a seamless fashion to minimize disruptions to the myriad services provided within our Niagara Catholic community.

The following is a listing of activities occurring during the period November 12, 2019 through December 3, 2019.

Tuesday, November 12, 2019

Elementary EQAO Reporting Workshop (Catholic Education Centre)

- The EQAO online reporting application enables users to examine EQAO achievement results in various ways; including, globally for their school in relation to demographic and student attitude and behaviour data, and also for groups of students. A workshop about data literacy and the use of the EQAO reporting application to analyze Junior EQAO Mathematics data will be held for two (2) participants from select schools, including the Principal and either a Vice-Principal or Education Resource Teacher or a junior teacher.

Tuesday, November 12, 2019

Secondary EQAO Reporting Workshop (Catholic Education Centre)

- The EQAO online reporting application enables users to examine EQAO achievement results in various ways; including, globally for their school in relation to demographic and student attitude and behaviour data, and also for groups of students. A workshop about data literacy and the use of the EQAO reporting application to analyze EQAO Grade 9 Mathematics data will be held for three (3) participants from each school: (1) Secondary Principal, (1) Vice-Principal and (1) secondary teacher.

Wednesday, November 13, 2019

Joint Health & Safety Refresher Training (Monsignor Clancy Catholic Elementary School)

- The Niagara Catholic District School Board, in conjunction with the Public Services Health & Safety Association, will hold a one day refresher training to satisfy the conditions set out in the Occupational Health and Safety Act for select school staff.

Wednesday and Thursday, November 13, 14, 2019

Applied Suicide intervention Skills training (ASIST) (Four Points Sheraton on Schmon Parkway)

- As part of Niagara Catholic's Safe and Accepting Schools initiatives, and the Board's Mental Health Strategy we are continuing to provide Applied Suicide Intervention Skills Training (ASIST) for staff. ASIST is a two-day intensive, interactive, and practice-dominated course designed to help

individuals to recognize risk and to learn how to intervene in order to prevent the immediate risk of suicide.

Friday, November 15, 2019

Professional Activity Day – All Sites

- The primary venue for all elementary and secondary school staff is their home school.
- The day in both the elementary and secondary panels will focus on the following topics:
 - o The Elementary PA Day Program will focus on the mathematics learning, Prime Assessment, number talks, and games.
 - o The Secondary PA Day Program will focus on the Prime Assessment, MyBluePrint and the Niagara Catholic Virtual Learning Environment (NCVLE).

Thursday, November 21, 2019

Health and Physical education Professional Development (Catholic Education Centre)

- A series of professional development sessions will be held on November 21st and December 10th, 11th, 12th 2019 and regarding the 2019 Addendum to The Kindergarten Program and Grades 1-8 Health and Physical Education curriculum. The Professional Development sessions will support teachers with the changes to The Kindergarten Program and Grades 1-8 Health and Physical Education curriculum.

Thursday, November 28, 2019

Indigenous Teaching in Kindergarten Workshop

- To support kindergarten educators in the planning and delivery of Indigenous Education in the Kindergarten program, an after school workshop is being offered on Thursday, November 28th from 4:00 p.m. to 6:00 p.m. at Saint Kateri Tekakwitha Centre, in the former village of St. John located at 3054 Orchard Hill Road, Thorold.
- The gathering will explore a deeper understanding of Indigenous Teachings and how educators can provide authentic experiential learning in the Kindergarten classroom. Brian Kon, Indigenous Lead will co-facilitate the discussions and provide land-based experiences including conversations about Tipi structures within the learning environments both indoors and outdoors (a portion of the workshop will take place in the on-site tipi), dream catcher activity, totem poles and their meaning, and an opportunity to prepare Bannock (a traditional bread). Links to Indigenous picture books and resources suitable for early learners will also be shared.

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: November 12, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: November 12, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

CAPITAL PROJECTS PROGRESS REPORT UPDATE

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

IN PROGRESS

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

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: November 12, 2019



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
NOVEMBER 12, 2019**

APPENDIX A

OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY SCHOOL

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

Current Status: Received MOE approval to proceed to tender. Tender documents being developed.

Project Information:

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



Project Funding:

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

Project Costs:

	<u>Budget</u>	<u>Paid</u>
Construction Contract	TBD	0
Fees & Disbursements	TBD	\$114,401
Other Project Costs	TBD	\$39,016
	<hr/>	<hr/>
	\$1,557,887	\$153,416

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 21, 2017	December 21, 2017
Ministry Approval (space)		
Architect Selection	July 17, 2018	
Design Development	January 2019	
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2020	
Official Opening & Blessing		

Project Team:

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



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
NOVEMBER 12, 2019**

APPENDIX B

MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL

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

Current Status: Seeking approval to proceed to tender from MOE.

Project Information:

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



Project Funding:

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

Project Costs:

	Budget	Paid
Construction Contract	TBD	42,054
Fees & Disbursements	TBD	243,195
Other Project Costs	TBD	68,092
	\$5,040,382	353,341

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	March 13, 2018	March 13, 2018
Ministry Approval (space)		
Architect Selection	July 19, 2018	
Design Development	September 25, 2018	
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2021	
Official Opening & Blessing		

Project Team:

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC ANNUAL PILGRIMAGE 2019

The Niagara Catholic Annual Pilgrimage 2019 report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education
Lidia Di Lorenzo, Religion and Family Life Consultant

Presented by: Ted Farrell, Superintendent of Education
Lidia Di Lorenzo, Religion and Family Life Consultant

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

Date: Tuesday, November 12, 2019



REPORT TO THE COMMITTEE OF THE WHOLE NOVEMBER 12, 2019

NIAGARA CATHOLIC ANNUAL PILGRIMAGE 2019

BACKGROUND INFORMATION

This year marked the 44th anniversary of the Annual Pilgrimage, which began at Notre Dame College School in 1975 by Fr. Jim Mulligan C.S.C. Over the years, the Annual Pilgrimage has grown to include all Niagara Catholic secondary schools, joined by many students from our Catholic elementary schools, staff, parents, trustees, alumni and community members.

On Sunday, October 27th, our pilgrims braved the rain and wind in a day of sacrifice, as they walked along canal banks, trails and city streets, raising \$123,491 for missions and projects supporting those in need.

SUMMARIES PROVIDED BY THE SCHOOLS

Blessed Trinity Catholic Secondary School

Blessed Trinity Catholic Secondary School had a very successful Pilgrimage with the theme of *'Two Worlds, One Family.'* To begin the day, Father Bill Derosie celebrated Mass. It brought students from all of Blessed Trinity's family of schools together with Blessed Trinity students, staff and their families. The Gospel message focused on the "who, what, when and why" of the Pilgrimage. Pilgrims were united in faith, drawn together in a common mission, to help brothers and sisters in the Dominican Republic. Our theme reminded us that we are all children of God, called to love and serve those less fortunate around the world.

This year marked Blessed Trinity's 16th Annual Pilgrimage. We are proud that our students, in solidarity with all the students of Niagara Catholic, brought the Gospel to life through this event. The rain and wind did not stop the spirit of the Thunder family from walking in solidarity with our brothers and sisters from Las Pajas. With 330 participants, Blessed Trinity certainly made a commitment to eradicate poverty and walk the walk. Social justice is alive and flourishing at Blessed Trinity.

Denis Morris Catholic High School

It's never easy to ask teenagers to give up a Sunday morning, or to raise money, or to walk in the rain; but inspired by moving and true-life stories of hope and faith, the Denis Morris Catholic High School family accepted the challenge and continued the Pilgrimage tradition. The Denis Morris Pilgrimage theme of *'Let Love Rule'* was inspired by the words of Saint Paul to the Romans: *"Do not conform to the patterns of this world, let your heart be transformed."* For our 26th straight year, Denis Morris students walked in solidarity for the students of Ecole Immaculee Conception in Pilot, Haiti. We walked to provide a better-quality education for our Haitian sisters and brothers, as well as better access to water for the people of Jalapa, Guatemala in support of the Wells of Hope campaign.

There were about of 300 Denis Morris Catholic pilgrims comprised of students, teachers, support staff, parents and friends who participated in the pilgrimage. Despite the rain, spirits were high, and those who experienced the Mass and walk remarked on its very peaceful and uplifting message. In a spirited homily

delivered by Father Don Lizzotti, we were reminded that walking in solidarity with the poorest of the world makes an impact in our local and global community. This annual event highlights the inspiring and important work commissioned by the Denis Morris Catholic High School family as members of the body of Christ.

Holy Cross Catholic Secondary School

Despite the weather and early start time, about 150 Holy Cross students, staff and alumni gathered at the school to begin their Annual Pilgrimage. Celebrating students' commitment to hope, this year's pilgrimage theme was '*Hope in Haitian Creole.*' The scripture inspiration was "*We are all one in Christ.*" (Gal. 3:28.) Prior to departure, our prayer focused on commitment and how actions speak louder than words. We met Denis Morris and Saint Francis students, staff and school communities at Market Square. After celebrating Mass, we left for the final leg of our Pilgrimage through the streets of downtown St. Catharines. Upon returning to Holy Cross, we had a light lunch and fellowship.

The money raised will support students at Sainte-Croix de Thibodeau School in Haiti. Among other things, the school needs assistance with educational materials, classroom repairs, and providing children with their hot meal for the day. We are optimistic that our contribution will help bring hope to those at Sainte-Croix de Thibodeau.

Lakeshore Catholic High School

Lakeshore Catholic's Gatorwalk Pilgrimage has been held for 20 years to support organizations in Dominica. The organizations which inspired the pilgrims this year were varied. St. John's Primary School is a privately assisted school, known for its Catholic identity and the academic and moral uplifting of all. The Grange Nursing Home for Seniors and CALLS, a Centre where Adolescents Learn to Love and Serve, were also motivation for the pilgrims.

This year about 200 staff and students walked the pilgrimage with the theme of '*We Will Walk You!*' Lakeshore Catholic students and staff gathered in the auditorium on the morning of Sunday, October 27th to celebrate Mass with Bishop Bergie. The pilgrims then embarked on their walk along a new city route. The city route took them across two bridges and afforded them the opportunity to engage with community members about the purpose of the walk. The pilgrims returned to Lakeshore Catholic for lunch and fellowship when the walk was completed.

Notre Dame College School

Since 1975, the students and staff of Notre Dame have gathered on a Sunday late in October to put their feet to the Gospel through the Annual Pilgrimage for the developing world. Our theme was '*Plant the Seed of Change,*' inspired by the Parable of the Mustard Seed. We kicked off our Pilgrimage campaign with our grade-level assemblies. Students from our Social Climate Committee created and led the assemblies, which focused on the effects of climate change on the most vulnerable in our world and our call as followers of Christ to care for creation as well as the poor. In addition to raising funds for our partners in the developing world, we were all challenged to make changes in our daily habits to help lessen our carbon footprint. Carpooling, walking or biking and reducing waste were encouraged.

After all of the hard work and a cold, rainy and windy walk for 14 kilometers along the Welland Canal, we gathered in Dillon Hall for our Annual Pilgrimage Mass and candlelight liturgy. Fr. Jim Mulligan C.S.C., the founder of the Annual Pilgrimage, was our celebrant along with Fr. Al Mahoney C.S.C., Fr. Don Layden C.S.C., and Fr. Gerald Cormier C.S.C. Our estimated 850 pilgrims including students, staff, alumni, parents, siblings, and students from all eight of our associated Catholic elementary schools attended the Mass. Half of the money raised will go to Development and Peace, for its projects throughout the global south. One quarter will go to Yancana Huasy, a school and rehabilitation facility outside Lima, Peru, run by the Holy Cross Fathers. The Dominican Canadian Community Development Group, an organization started by Notre Dame Alumni, serving those living in rural communities in the Dominican Republic, will receive the final 25 percent.

Saint Francis Catholic Secondary School

At Saint Francis this year, students formed a committee in early September to develop this year's theme. Starting with the theme song *'Higher Love,'* students challenged classmates to look inside their hearts and find it within themselves to turn up and contribute to our Annual Pilgrimage. An assembly was held in early October to officially kick off the Pilgrimage season, followed by various chapel presentations and a campaign that included announcement prayers and classroom competitions.

Approximately 150 to 200 students braved the weather to walk the walk on Pilgrimage Sunday. The day began with registration and a prayer service in the gymnasium and this year, a surprise visit from special guests Rita and Geoff Doppenberg of the Centro de Esperanza in Guatemala. Part of our funds go to help a young man with autism named Javier attend school and receive physiotherapy. Rita and Geoff were presented with a Pilgrimage t-shirt which will be given to Javier later this week. Students then marched to the Market Square. Upon arriving, we joined our brothers and sisters from Denis Morris and Holy Cross and celebrated Mass together. Fr Lizzotti reminded students to continue to fight the good fight and keep the faith. Following Mass, the three schools joined in their walk through downtown St. Catharines.

Saint Michael Catholic High School

On Sunday, October 27th, students from Saint Michael walked together with students from Saint Paul Catholic High School in our Annual Pilgrimage. This year's theme was *'With Faith and Action, Nothing is Impossible.'* We began our journey with a kick-off assembly that was themed around taking a journey to Rwanda. A great deal of support and enthusiasm was shown for our Pilgrimage, which inspired us throughout our Pilgrimage season.

Pilgrimage Sunday started with Father Paul MacNeil presiding over Mass, followed by our cold, wet walk through Niagara Falls. Saint Michael students were walking to support the Hope for Rwanda's Children Fund, which provides scholarships and educational assistance to the descendants of the victims of the Rwandan Genocide. We had 422 students walking, plus staff and Saint Michael family members acting as crossing guards and supervisors for the walk. We are grateful to the entire Saint Michael community for their support. Students successfully braved the rain and the wind, and despite a power outage, it was a great day!

Saint Paul Catholic High School

On Pilgrimage Sunday, approximately 200 Saint Paul Catholic High School students, staff and associated Catholic elementary school students walked in solidarity for Haiti. We raised money for our sister school Ste. Croix de Milot in Milot, Haiti. The funds raised will allow Ste. Croix de Milot to add classrooms to the existing school, have local carpenters build classroom desks, and purchase chalkboards, paper and pencils.

We had the pleasure of sharing our morning with Saint Michael Catholic High School. We celebrated Mass officiated by Father Paul MacNeil. In solidarity, we then completed an approximate eight kilometer walk through south Niagara Falls. Our theme throughout our weeks of planning and preparation was to focus on the words from 1 Corinthians 16:14: *'Let all that you do, be done in love.'* The Bible challenges us to be motivated by love. To achieve this, we must stay close to God because God is love and He teaches us what love looks like, even in the worst of times. This Pilgrimage, allowed everyone to see and experience God as He was meant to be, in all his fullness and grace. This year's Pilgrimage Sunday was inspiring. Walking together with a common goal, we displayed our connection to others and our faithfulness.

The motivation to walk the Annual Pilgrimage may have varied from school to school; some walked to provide clean water to people thousands of miles away, others walked to help educate children in small villages, and others walked to help seniors age with dignity. A constant for past 44 years has been the desire to share Christ's love and inspire hope in others by providing for their basic needs.

This report will include a presentation by students.

The Niagara Catholic Annual Pilgrimage 2019 report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education
Lidia Di Lorenzo, Religion and Family Life Consultant

Presented by: Ted Farrell, Superintendent of Education
Lidia Di Lorenzo, Religion and Family Life Consultant

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

Date: Tuesday, November 12, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND
BUDGET 2019-2020 UPDATE**

The Committee of the Whole System Priorities and Budget 2019-2020 update report is presented for information.

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

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

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

Date: November 12, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

**COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET
2019-2020 UPDATE**

BACKGROUND INFORMATION

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide a verbal update on the implementation of the annual Board approved System Priorities and Budget 2019-2020.

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

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

The Committee of the Whole System Priorities and Budget 2019-2020 update report is presented for information.

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

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

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

Date: November 12, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC VIRTUAL LEARNING
ENVIRONMENT: TOOLS TO SUPPORT PEDAGOGICAL
DOCUMENTATION AND EDUCATION AND CAREER LIFE
PLANNING**

The Niagara Catholic Virtual Learning Environment: Tools to Support Pedagogical Documentation and Education and Career Life Planning report is presented for information.

Prepared by: Jeff Maxwell, Technology Enabled Teaching and Learning Consultant
Jennifer Pirosko, Coordinator of Student Success
Yolanda Baldasaro, Superintendent of Education

Presented by: Jeff Maxwell, Technology Enabled Teaching and Learning Consultant
Jennifer Pirosko, Coordinator of Student Success

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

Date: November 12, 2019



REPORT TO THE COMMITTEE OF THE WHOLE NOVEMBER 12, 2019

NIAGARA CATHOLIC VIRTUAL LEARNING ENVIRONMENT: TOOLS TO SUPPORT PEDAGOGICAL DOCUMENTATION AND EDUCATION AND CAREER LIFE PLANNING

BACKGROUND INFORMATION

As outlined on the Ministry of Education website, in March 2018, the Ministry of Education secured a new multi-year contract with D2L (Desire to Learn) Corporation to provide all publicly funded school boards with a license for a Virtual Learning Environment.

The Virtual Learning Environment (VLE) is a dynamic learning platform that is available for use by school boards at no cost. The VLE is a safe and secure learning environment that offers students and educators with online software that provides capability for:

- Virtual classrooms for eLearning and blended learning delivery;
- Learning object repositories for accessing and sharing digital resources;
- Easy access to digital resources to support student and educator learning.
- Parent Engagement through access to student progress and updates from teachers;
- Electronic portfolio for creation, documentation, assessment and sharing of learning;
- Professional Learning for access to learning resources and tracking.

Appendix A, *What's Included in Ontario's VLE*, provides an overview of the platform's capability.

September 2018 saw the initial launch of the Niagara Catholic Virtual Learning Environment (NCVLE), built upon and aligning with the Ministry of Education VLE. The NCVLE is available to all Niagara Catholic Principals and Vice-Principals, educators and students, as is accessed through a single sign-on process, alleviating the need for remembering multiple usernames and passwords. The NCVLE is a robust learning environment that provides staff and students with access to both Board purchased and Ministry of Education integrated learning resources and digital tools that support a wide variety of student learning experiences and staff professional development. The NCVLE is connected to our Student Information System and has the capability to create virtual classrooms with prepopulated class lists and resources.

Highlighted in this report are two digital applications housed and accessed via the NCVLE:

- Brightspace Portfolio – a pedagogical documentation tool used to document and share student learning in a virtual platform;
- MyBlueprint – a digital tool to support education and career life planning.

BRIGHTSPACE PORTFOLIO (GRADES K-6)

Brightspace Portfolio provides an online artifact space classrooms and individual learners where students have the ability to submit evidence to document their learning. It will maintain the students' portfolio evidence from previous years as they move forward in their education.

Brightspace Portfolio allows users to interact with it using the Portfolio App on iOS or Android devices as well as submitting evidence online through the NCLE. Evidence of learning can consist of an artifact (video, photo or file) and/or student voice (audio or text). Educators have the ability to use Brightspace Portfolio to tag and organize evidence to support student learning. Curriculum expectations can be imported into student portfolios to track student growth and achievement. Student portfolios can also be used to document students' pathway planning.

New for the 2019-2020 school year, Niagara Catholic will be launching the Brightspace Parent Portal in selected elementary schools to help parents stay connected to their children's learning experience. Selected educators from Mary Ward Catholic, Cardinal Newman Catholic, St. Alfred Catholic, St. Andrew Catholic and St. Patrick Catholic (Port Colborne) Elementary schools will be able to share information about student learning with parents through our Niagara Catholic Virtual Learning Environment (NCVLE). This launch will help shape the use of the Brightspace Parent Portal for all of Niagara Catholic. A template letter introducing the use of this parent portal is included in Appendix B.

MYBLUEPRINT (GRADES 7-12)

Effective September 2019, Niagara Catholic began utilizing MyBlueprint, a Grades 7-12 Education and Career Planning software.

MyBlueprint is a Canadian company that focuses on an inquiry based approach to follow a comprehensive education and career planning process that meets the learning needs, interests and aspirations of all students.

Niagara Catholic will utilize MyBlueprint for three main purposes:

1. Course Selection
 - Set secondary school timetables
 - Grades 9-12 student course selection and plan path to graduation
 - Grade 8 registration
2. Career/ Education Planner
 - Focus use by Grades 7-12 students
 - Career lessons and resources for use by students and educators
 - Student driven Individual Pathways Plan (portfolios)
3. Specialist High Skills Major (SHSM) Planner
 - Track SHSM students to fulfill requirements
 - Record certifications and courses

The implementation plan for MyBlueprint hopes to:

- increase student engagement in pathways planning;
- build staff awareness of pathway opportunities and job markets that may vary from their own experiences;
- better align with Ministry Initiatives: Creating Pathways to Success, Premier's Highly Skilled Workforce Expert Panel Report, Experiential Learning, Skill Development;
- increase Specialist High Skills Major enrolment – this new tool will identify potential candidates for SHSM and allows students, parents and staff to track student progress towards completion of requirements; and,
- provide a portfolio tool that supports reflection on experiential learning and enables a connection to education and career pathways exploration.

The use of the NCVLE and the digital tools highlighted above support the following 2019-2020 Niagara Catholic System Priorities and Enabling Strategies:

Provide Supports for Success

- Enhance career pathway planning and opportunities for all students.

Enhance Technology for Optimal Learning

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

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.

A power point presentation regarding an overview of the NCVLE, Brightspace Portfolio and MyBlueprint will be provided at the Committee of the Whole meeting.

Appendix A: *What's Included in Ontario's VLE*

Appendix B: *Template Letter*

The Niagara Catholic Virtual Learning Environment: Tools to Support Pedagogical Documentation and Education and Career Life Planning report is presented for information.

Prepared by: Jeff Maxwell, Technology Enabled Teaching and Learning Consultant
Jennifer Pirosko, Coordinator of Student Success
Yolanda Baldasaro, Superintendent of Education

Presented by: Jeff Maxwell, Technology Enabled Teaching and Learning Consultant
Jennifer Pirosko, Coordinator of Student Success

Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: November 12, 2019

What's Included in

Ontario's



Portfolio

Capture pictures, videos and audio recordings of student work. Add student reflections, teacher feedback and curriculum alignment. Share with parents. Archive collections for future reflection. Document learning.

Sharing Repository

Upload files, weblinks, quizzes. Add descriptions and tags. Search, preview and add to your virtual classroom all within one tool. Add reviews and rankings.

Parents

Share activity feed messages, calendar of events and portfolio items. Alert parents when work is outstanding. Target communication between board, school and classroom. All from one easy, safe & secure interface.

Virtual Classrooms

Upload resources, create quizzes, engage in discussions, organize events, collect assessments, provide feedback, connect to other digital tools and resources, send announcements and more! All from your virtual classroom.

Professional Learning

Automatically assign courses, track progress, compile results. Issue certificates, track renewal dates, manage staff. Model strong pedagogy. A complete professional learning solution in the same space as your virtual classrooms.

Learning. Whenever, Wherever



<SCHOOL LETTER HEAD>

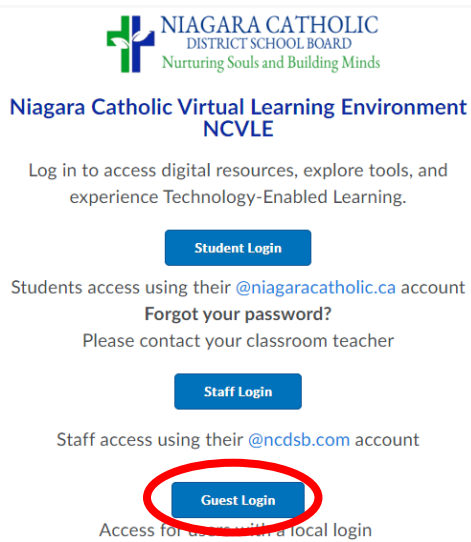
<DATE>

Dear Parents/Guardians:

Niagara Catholic is launching a new Brightspace Parent Portal in a few selected elementary schools this fall to help you stay connected to your child's learning experience. Educators will be able to share information through our Niagara Catholic Virtual Learning Environment (NCVLE). This launch will help shape the use of the Brightspace Parent Portal for all of Niagara Catholic.

<Teacher/Class Name> will be participating in the field test during the 2019-2020 school year. Please ensure that your email address is registered with the school if you are interested in participating in this launch. Please contact <Secretary Name> by phone, email or in person if you need to update your contact information.

Parents can access the Brightspace Parent Portal by going to: <https://niagaracatholic.elearningontario.ca/>.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD
Nurturing Souls and Building Minds

Niagara Catholic Virtual Learning Environment
NCVLE

Log in to access digital resources, explore tools, and experience Technology-Enabled Learning.

Student Login

Students access using their @niagaracatholic.ca account
Forgot your password?
Please contact your classroom teacher

Staff Login

Staff access using their @ncdsb.com account

Guest Login

Access for users with a local login

This link will bring you to the page pictured to the left.

Please use the "Guest Login" option at the bottom of the page.

The username is the email address that you have provided to your child's school.

Click "**Forgot your password**" to receive an email with a password reset link. Once you have created a password you will be able to access the site and see your child's work in progress.

Clicking on your child's name will enable you to see evidence of learning that has been shared by the teacher. You will be able to see posts by the teacher in this virtual space and portfolio evidence that has been shared. Communication through this platform is one way only.

Brightspace for Parents can be accessed on phones, tablets, and desktop – so you can stay connected wherever you are. We are excited to provide you with this virtual seat in the classroom.

If you have any questions regarding this platform, please contact us at <provide contact information for school>.

Sincerely,

Principal Signature

<Name of Principal>

Teacher Signature

<Name of Teacher>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
NOVEMBER 12, 2019**

PUBLIC SESSION

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2019-2020 – AS OF
OCTOBER 31, 2019**

The Accountability Financial Report 2019-2020 – as of October 31, 2019 is presented for information.

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

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

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

Date: November 12, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

**ACCOUNTABILITY FINANCIAL REPORT 2019-2020 – AS OF
OCTOBER 31, 2019**

BACKGROUND INFORMATION

Ministry Update

District School Board Enrolment Projections for 2020-2021 to 2023-2024

As part of the annual process of determining Grants for Student Needs (GSN) requirements for the upcoming 2020-2021 school year, the ministry is requesting that school boards submit their enrolment projections by November 22, 2019. The Ministry is requesting both the preliminary revised estimates enrolments numbers for 2019-2020 school year and the projected average daily enrolment (ADE) for 2020-2021 to 2023-2024.

DAY SCHOOL ENROLMENT

Pupils of the Board less than 21 years of age

	2019-20	2020-21	2021-22	2022-23	2023-24
Total Headcount					
Junior Kindergarten (JK)	1,300	1,300	1,300	1,300	1,300
Kindergarten (SK)	1,318	1,320	1,300	1,300	1,300
Average Daily Enrolment					
Junior Kindergarten (JK)	1,285	1,315	1,300	1,300	1,300
Kindergarten (SK)	1,305	1,305	1,300	1,300	1,300
Grades 1 to 3	4,188	4,055	3,900	3,900	3,900
Grades 4 to 6	4,432	4,240	4,200	4,050	3,900
Grades 7 to 8	2,984	3,020	2,900	2,860	2,830
Grades 4 to 8	7,416	7,260	7,100	6,910	6,730
Total Elementary	14,194	13,935	13,600	13,410	13,230
Total Secondary	6,450	6,350	6,300	6,200	6,100
Total Day School	20,644	20,285	19,900	19,610	19,330

Class Size Regulation

The class size regulation has been updated to reflect the new class size requirements for the 2019-2020 school year. This includes a regulated class size average of 24.5, for Grades 4 to 8, for all school boards. Grades 9 to 12 class size requirements have also been updated to reflect a board-wide average of 22 plus attrition.

Calculation of Maximum In-Year Deficit Regulation

A new regulation has been created to specify the in-year deficit that school boards are authorized to have in the 2018-2019 fiscal year and the conditions that school boards must meet to be authorized to have in-year deficit in 2019-2020 and subsequent fiscal years. School boards will keep the flexibility to incur an in-year deficit, but a new requirement has been added for 2019-2020 and subsequent years requiring school boards to submit an in-year deficit elimination plan showing how the deficit will be eliminated within two years.

Fees for Central Bargaining Regulation

The fees for Central Bargaining regulation provides the framework for the support of labour relations activities for the trustees' associations by authorizing the flow of funds from school boards to trustees' associations through the annual GSN process.

The Accountability Financial Report 2019-2020 – As of October 31, 2019 report is presented for information.

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

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

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

Date: November 12, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – OCTOBER 22, 2019**



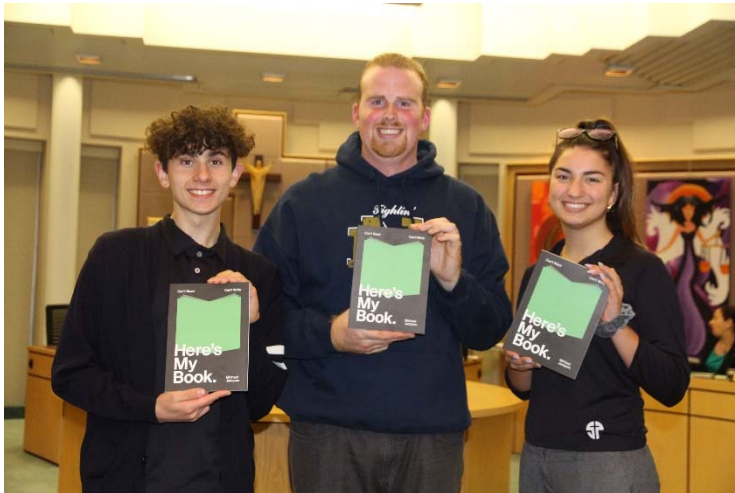
October 22, 2019

Polices Approved

Trustees approved two new policies during the October 22 Board meeting, and changes to an existing one.

Emergency Instructors Elementary Policy (New) and ***Catholic Leadership: Supervisory Officer and Controller of Facilities Services Policy (New)***, as well as the ***Employee Workplace Harassment Policy (201.7)***, are available on the Board website for review.

Michael Jacques Shares his Journey with Niagara Catholic Trustees



Michael Jacques is a proud graduate of Notre Dame College School.

He is a proud nine-year employee of Sobeys, and an avid baseball and basketball player.

He's a fantastic author and speaker.

Oh, and Michael, who lives in his parents' "very nice

basement," lives with autism and an intellectual disability.

The author of *Can't Read, Can't Write, Here's My Book*, shared the sometimes touching and often hilarious story of his life with trustees and an audience of student teachers at the October 22 Board meeting. His presentation, assisted by his Executive Assistant father, focused on how he set goals to graduate from high school instead of receiving his leaving certificate (even if it took him seven years) and to write a book (that took him five-and-a-half) and ultimately became a strong advocate for others with similar challenges.

Quick with quips about his sister ("she's my older sister, so she snooped," Jacques said about his sister borrowing the iPad he'd used to dictate his book and discovering what

he'd been doing), and his family, Jacques is as personable as he is resilient. At age 28, he's an accomplished speaker, having presented to 30 Niagara Catholic elementary schools, two Niagara Catholic secondary schools, at a Faith Day and a Grade 12 retreat. And that's just local. He's been on television, completed a book-signing tour through Atlantic Canada and presented to Apple, after the company contacted him to share how he'd used their technology to write his book.

Now, Michael is being considered by the Queen's Commonwealth Trust – overseen by Prince Harry and his wife, the Duchess of Sussex – as an inspiring youth leader who is making a change in Canada.

"I taught Michael, and I can tell you, I learned a lot more from him than he did from me," said trustee Paul Turner, who taught Michael at Notre Dame College School.

Trustee Dan Moody credited Michael for his quick wit, and trustee Kathy Burtnik noted how much he impressed everyone he meets. When she asked Michael how his Catholic education shaped who he had become, Michael had this to say.

"It helped me graduate. That meant a lot to me, because it was my main goal. They were on my side, especially (retired principal) Ralph DeFazio, who was always there to listen and help me."

Chair of the Board Frank Fera added his praise for Michael, congratulating him on his achievements.

Stay Connected with Niagara Catholic

Big changes are coming to our website in the next few weeks! Be sure to check it out in early November. The timing is perfect – just in time for our new social media campaign to launch, featuring a fantastic new secondary school video and some awesome new photos of students. You won't want to miss a thing, so be sure you stop by often to see our news and events. Speaking of which, check out our Good News section now for some stories about Lou Ferrigno, the original Incredible Hulk's [visit to St. Vincent de Paul Catholic Elementary School](#), a [\\$5,000 donation of musical instruments](#) to St. Kateri Catholic Elementary and Secondary Schools from Musiccounts, and our [awesomegraduation rate for 2018-2019](#).

These stories and more are also available on our social media platforms, so make sure you like us on [Facebook](#) and follow us on [Twitter](#) and [Instagram](#), for updates, like Notre Dame College School's video quest to have US Open tennis champion Bianca Andreescu visit the school for its Healthy School campaign, and important breaking news. It's the best way to stay in the know.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

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



NOVEMBER 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9 Take our Kids to Work Day SEAC Meeting	10 NCPIC Meeting	11	12
13	14	15 SAL Meeting CW Meeting	16	17	18 Elementary and Secondary PA Day	19
20	21	22	23 Kindergarten Open House	24	25	26
27	28	29	30 Secondary Open Houses November 19, 21 and 27	31		
		1 Policy Committee Meeting Board Meeting	2	3	4	5

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
NIAGARA CATHOLIC'S 12TH ANNUAL CELEBRATING
JUNIOR ARTISTS – NOVEMBER 18, 2019**



You are cordially invited to attend the 12th Annual

Celebrating Junior Artists

Gallery Gala Opening

Monday, November 18, 2019

6:30 - 7:30 PM

Niagara Catholic District School Board

Catholic Education Centre

427 Rice Road, Welland, Ontario

RSVP to nadine.lauzon@ncdsb.com
by Thursday, November 14, 2019

A Niagara Catholic Annual Event

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
NOVEMBER 12, 2019**

PUBLIC SESSION

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



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*

May 6, 2019

MEMORANDUM

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

FROM: Nick Milanetti, Executive Director

SUBJECT: 2020 AGM Resolutions

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

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

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

Attachments

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



Ontario Catholic School
Trustees' Association

Guidelines for Preparing Resolutions

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

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

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

The resolution:

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

B. Steps in Preparing a Resolution

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

C. Writing A Resolution

Structure

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

1. Preamble

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

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

2. Resolving Clauses

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

3. Submission Statement

Please include the following information in the submission statement.

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

D. **Submission Deadline Date**

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

E. **Regulations**

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

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

Template

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

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

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

Seconded by: [Seconder's Name]

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

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

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

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

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

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

Therefore be it Resolved that:

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

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

Explanation of Committee Recommendations & Resolution Session Procedures

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

Explanation of Committee Recommendations

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

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

Resolution Session Procedures

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

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

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

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

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

Grouped Resolutions

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

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

Resolutions Handled Individually

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

A. Resolutions with committee recommendations

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

B. Resolutions without committee recommendations

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

C. Amendments from the Floor

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

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

If the amendment is defeated:

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

D. Members’ Discussion Rights

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

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

Revised May 1, 2019



Ontario Catholic School Trustees' Association

Our Mission

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

Our Vision

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

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

1. Enhance Political Advocacy for Catholic Education

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

2. Engage Trustees in an Enriched Development Program

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

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

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



2019 OCSTA Resolutions with AGM Decisions

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



2019 OCSTA Resolutions with AGM Decisions

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

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

5. MEETINGS OF MEMBERS

5.9 Resolutions from CDSB's

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

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

Template

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

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

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

Seconded by: [Seconder's Name]

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

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

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

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

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

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

Therefore be it Resolved that:

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

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