



*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, MARCH 9, 2021
6:30 P.M.**

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



Public Access Phone No: 1-647-558-0588 Meeting ID: 981 4516 9352 Password: 642993

A. ROUTINE MATTERS

1. Opening Prayer – Trustee Moody -
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 February 9, 2021 A5
6. Consent Agenda Items -
 - 6.1 Unapproved Minutes of the Policy Committee Meeting of February 23, 2021 A6.1
 - 6.2 Staff Development Department Professional Development Opportunities A6.2
 - 6.3 Capital Projects Progress Report Update A6.3
 - 6.4 In Camera Items F1 & F3 -

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Committee of the Whole System Priorities 2020-2021 Update – Camillo Cipriano C1
2. Niagara Catholic Elementary and Secondary Virtual Schools Family/Student and Educator Feedback 2020-21 – Lee Ann Forsyth-Sells C2
3. Monthly Updates -
 - 3.1 Student Senate Update -
 - 3.2 Senior Staff Good News Update -

D. INFORMATION

1. Trustee Information

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
MARCH 9, 2021**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF FEBRUARY 9, 2021**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 9, 2021, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, FEBRUARY 9, 2021

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held electronically on Tuesday, February 9, 2021

The meeting was called to order at 6:30 p.m. by Vice-Chair Moody.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Fera

2. Roll Call

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

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

The following staff were electronically in attendance:

Camillo Cipriano, Director of Education; **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Kimberly Kinney**, **Gino Pizzoferrato**, **Pat Rocca**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Clark Euale**, Controller of Facilities Services; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services

3. Approval of the Agenda

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of February 9, 2021, as presented.

CARRIED

4. Declaration of Conflict of Interest

Declaration of Conflict of Interest was declared by Trustees Fera, Huibers, and Moody with Item 4.3 of the In Camera Agenda. These trustees have family members who are teachers, or employees of the Board. They left the meeting during discussion of this item.

5. Approval of Minutes of the Committee of the Whole Meeting of January 12, 2021

Moved by Trustee Fera

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 12, 2021, as presented.

CARRIED

6. Consent Agenda Items

Trustee Sicoli requested Item 6.1 be held. This item was moved to Committee and Staff Reports Section C6 of the agenda.

6.1 Unapproved Minutes of the Policy Committee Meeting of January 26, 2021

Moved to Section C6

6.2 Approval of Policies

6.2.1 Accessibility Customer Service Policy (800.8.1)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Accessibility Customer Service Policy (800.8.1), as presented.

6.3 Elementary and Secondary School Year Calendars 2021-2022

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2021-2022 school year, as presented.

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

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Trustee Determination and Distribution

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Trustee Determination and Distribution report.

Director Cipriano and Superintendent Vetrone answered questions of Trustees.

Following discussions, the Board will reach out to the Niagara on the Lake and Pelham communities via Catholic School Councils to determine a need for Trustee redistribution to align with Niagara Catholic's Family of Schools.

2. Committee of the Whole System Priorities 2020-2021 Update

Director Cipriano presented Committee of the Whole System Priorities 2020-2021 Update.

3. Niagara Catholic Mental Health and Well Being Update 2021

Lee Ann Forsyth-Sells, Superintendent of Education provided background information on Niagara Catholics Mental Health and Well Being and introduced Andrea Bozza, Niagara Catholic's Mental Health Lead.

Ms. Bozza presented the Niagara Catholic Mental Health and Well Being Update 2021.

Superintendent Forsyth-Sells and Ms. Bozza answered questions of Trustees.

4. Financial Investment Report as of December 31, 2020

Superintendent Vetrone presented the Financial Investment Report as of December 31, 2020.

5. Monthly Updates

5.1 Student Trustees' Update

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

Student Trustees DiPietro and Yott answered questions of Trustees.

5.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Pizzoferrato

- Niagara Catholic has approximately 110 staff at 33 sites across the system providing in person service to over 75 of our most vulnerable students during this stay at home order. The numbers are attributed to the partnerships that exists, the trust that is in place between families, the commitment of our staff and the ability to prioritize the needs of our students.
- Niagara Catholic is in the process of finalizing an after school program for our students with autism that will focus on virtual service to expose them to coding and robotics. This will prove to be highly engaging.

Superintendent Lee Ann Forsyth-Sells

- St. Alfred Catholic Elementary School support staff have been able to accommodate 5 special needs students at school during the lock down, as well as many online. The EAs and the ERT have truly been outstanding with the flexibility of scheduling, and time allocated for one-to-one breakout sessions. Students are happy at school and are definitely benefitting, and parents are grateful for allowing this to happen. This is a shout out to all the EAs and ERT!
- Emails have been received by parents from both St. Ann and St. James Catholic Elementary Schools in St. Catharines praising the outstanding work of Principals and staff.
- Niagara Catholic is pleased to announce its partnership with Tools of Empowerment for Success Niagara, to launch *What They See Is What They Will BE*, a powerful mentorship program to support students in grades 6 to 12. A grant of \$25,000 from the Niagara Community Foundation will support the implementation of this program. Mentors will receive training in cultural competencies and racial nuances. This program will meet the needs of Black youth, addressing racial disparities and policy and program outcomes; such as data analysis, health, and mental health, education, literary and the performing arts, social impact and innovation and entrepreneurship.

Director Cipriano

- Virtual open houses are complete and Niagara Catholics registration are significantly higher than they have been in the last few years. A report will be brought to the February Board meeting.

6. Consent Agenda Item A6.1 Unapproved Minutes of the Policy Committee Meeting of January 26, 2021

Director Cipriano answered questions of Trustees.

Moved by Trustee Burtnik

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of January 26, 2021, as presented.

CARRIED

D. INFORMATION

1. Trustee Information

1.1 Calendar of Events – February 2021

Director Cipriano highlighted the February 2021 Calendar of Events.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

1.1 Growth and Retention Committee

Trustee Turner provided an update on the Growth and Retention Committee and noted the committee will be put on hold until the Multi-Year Strategic Plan comes to fruition.

- 1.2 Director Cipriano reminded Trustees that Premier Ford announced that the Stay at Home order will be lifted on February 16, 2021. The Board staff will be returning to work gradually and at partial capacity, and the February 23, 2021 Policy and Board meetings will be held at the Catholic Education Centre with Trustees, the Director and Recording Secretary in attendance and Senior Staff and members of the community will continue to attend virtually.

Director Crocco answered questions of Trustees.

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 7:56 p.m. and reconvened at 8:58 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 February 9, 2021.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Sicoli

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 January 12, 2021, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Sicoli

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 January 12, 2021, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee Burtnik

THAT the February 9, 2021 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 **February 9, 2021.**

Approved on **March 9, 2021.**

Daniel Moody
Vice-Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 9, 2021**

PUBLIC SESSION

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES
2020-2021 UPDATE**

The Committee of the Whole System Priorities 2020-2021 update report is presented for information.

Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Senior Administrative Council

Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Senior Administrative Council

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: March 9, 2021



**REPORT TO THE COMMITTEE OF THE WHOLE
MARCH 9, 2021**

**COMMITTEE OF THE WHOLE SYSTEM PRIORITIES 2020-2021
UPDATE**

BACKGROUND INFORMATION

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide an update on the implementation of the annual Board approved System Priorities 2020-2021.

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 to support the Priorities.

The Committee of the Whole System Priorities 2020-2021 update report is presented for information.

Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Senior Administrative Council

Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Senior Administrative Council

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: March 9, 2021



VISION 2020

SYSTEM PRIORITIES 2020-2021 UPDATE

COMMITTEE OF THE WHOLE
MARCH 9TH, 2021



System Priorities 2020-2021

<p>Provide Supports for Success</p>	<ol style="list-style-type: none"> 1. Enhance career pathways for students that support individual pathway plans. Enhance career pathway planning and opportunities for all students. 2. Ensure that the principles of equity and inclusive education permeate policies, programs, procedures and practices within a Catholic context. 3. Employ mental health resources and supports to improve the achievement, resiliency and well-being of students. 4. Implement Board and School Bullying Prevention and Intervention Plans to support accepting, equitable and safe schools. 5. Implement the principles of Applied Behavioural Analysis to support student independence.
<p>Enhance Technology for Optimal Learning</p>	<ol style="list-style-type: none"> 1. Promote the use of emerging technologies to support both student learning and staff professional development. 2. Improve WiFi access and capacity for all students in schools. 3. Implement Disaster Recovery Plan 4. Promote partnerships that align with merging social service models and needs.
<p>Building Partnerships and School Hubs</p>	<ol style="list-style-type: none"> 1. Nurture the Catholic identity of schools and the board to promote stronger Catholic values, virtues, and practices, highlighted through the annual theological theme. 2. Strengthen the Family-School-Church Triad. 3. Facilitate ongoing communication opportunities with parents/guardians to support student success.
<p>Strengthen Human Resource Practices and Develop Transformational Leadership</p>	<ol style="list-style-type: none"> 1. Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success. 2. Facilitate ongoing Health, Safety and Wellness initiatives focused on employees returning to work.
<p>Create Equity and Accessibility of Resources</p>	<ol style="list-style-type: none"> 1. Enhance resource allocation to identified schools based on specific indicators.
<p>Ensuring Responsible Fiscal and Operational Management</p>	<ol style="list-style-type: none"> 1. Improve our financial stewardship and improved transparency
<p>Address Changing Demographics</p>	<ol style="list-style-type: none"> 1. Update the Long-Term Accommodation Plan. 2. Enhance community partners to access space in schools.

1. Provide Supports for Success

Implemented & In-Progress

1.1 Enhance career pathways for students that support individual pathway plans. Enhance career pathway planning and opportunities for all students.

- i. Further implementation of MyBlueprint career planning software as part of student programming in Grades 7-12.
- ii. Provide education to students, parents and staff on education and career potential in all pathways: apprenticeship, workplace, university, college, vocation and Community Living.

- The *myBlueprint* portfolio was presented as part of the PD Day on November 18th as a tool for Assessment and Evaluation to further support secondary teachers with ongoing assessment and evaluation practices due to the octomester, and to bring additional focus to *myBlueprint*'s portfolio as a career pathway planning tool. (1.1.i)
- *myBlueprint* user data is collected monthly to understand user patterns and for future planning purposes. (1.1.i)
- The Niagara Catholic plan for the Individual Pathways Plan (IPP) through *myBlueprint* will be reviewed this year. (1.1.i)
- Niagara Catholic partnered with Niagara Workplace Planning Board and Brock to host the annual Pathways Speakers Summit virtually on Feb. 10th.
 - Industry experts from the Niagara Region spoke to students about a variety of potential pathways and careers available, and staff presented on how Niagara Catholic has pathways for our students to all the potential careers highlighted that night.
 - Students are currently using *myBlueprint*, a pathways planning and career information resource to select their courses. (1.1.ii)
- The Young Women's Event - Explore Your Future Series Virtual includes 4 editions plus a kick-off event that was held in October 2020, with the last event ending in April 2021. Each event highlights STEM careers in the different sectors: construction sector, motive power sector, industrial and power sector, and services sector. The series includes interactive workshops, students hear from a diverse range of powerful women with careers in the skilled trades and technologies field. These women help students learn how to make connections and informed decisions regarding their futures in these fields. (1.1.ii)
- Planning is underway to offer a course next year in the area of Horticulture and Landscaping for our Special Needs students highlighting potential career possibilities for them in what is very important industry in our Region.(1.1.ii)
- Expanding Ontario Youth Apprenticeship Program (OYAP) through SCWI Offering
 - Approval has been granted to offer OYAP Level 1 programs in Hairstyling and Welding. Hairstyling has started in semester 2 and is currently running. Welding has been moved to semester 1 of the 2021-22 school year.
 - OYAP Level 1 allows students to complete the level 1 in-school portion of their apprenticeship while still in high school. The Training Delivery Agent is tied to Niagara College. What this means for students is that once they graduate from high school, and they have an employer, the student goes right into level 2 of their apprenticeship. This program basically gives the student a "jump-start" to their apprenticeship. (1.1.ii)
- Virtual SHSM Reach Ahead sessions – various sectors (e.g. Arts & Culture, Business, Health & Wellness, Hospitality & Tourism, Info & Comm Tech, Advanced Manufacturing,

Transportation) – delivered by Niagara College for Niagara Catholic students. Students learn about many career opportunities available in that sector, participate in interactive activities delivered by Niagara College faculty, as well as learn about the programs that are offered at Ontario colleges. These sessions are being delivered March through to end of April. (1.1.ii)

1.2 Ensure that the principles of equity and inclusive education permeate policies, programs, procedures and practices within a Catholic context.

- i. That the principles of equity and inclusive education inform Board and School Improvement Plans for Student Achievement and Well-Being, and that policies, programs, procedures and practices support the diverse needs of students.

- Continue to promote equity goal-setting in school improvement planning and the use of the *Equity Continuum* to support monitoring and evaluation of equity goals in schools and classrooms.
- Provide professional learning for New Teacher Induction Program (NTIP) educators about *Assessment Through an Equity Lens to Promote Student Well-Being & Belonging*
- Continue to support staff and student use of resources that support equity and inclusive education, including *The Recess Project*, *EverFi*, *Rick Hansen Foundation School Program* and *Unlearn* resources.
- Continue to collaborate with research and community partners to plan administration of surveys (COMPASS and Middle Development Instrument {MDI}) that can support better understanding of students' needs in order to plan and implement changes that support student health and well-being, and increase a sense of belonging for all students.
- Work on Ministry of Education funding applications to support equity work, including demographic data and culturally responsive and relevant pedagogy projects.

1. Provide Supports for Success

Implemented & In-Progress

1.3 *Employ mental health resources and supports to improve the achievement, resiliency and well-being of students.*

- i. That the Board's Mental Health Strategy and Action Plan for 2020-2021 align with School-Mental Health Ontario and Board resources and supports.

Mental Health Resources to improve the achievement, resiliency and well-being of students.

- Implementation of evidence-informed mental health programming, for prevention, promotion and awareness. This is implemented at the school level, and includes *Zones of Regulation*, *Roots of Empathy*, *MindUp*, and *EverFi* modules, delivered by Child and Youth Workers.
- Professional development provided by the Mental Health Lead and team for all staff, focused on trauma-sensitive schools, managing anxiety, and how to access supports for students.
- Embedding mental health literacy in all Faith Formation activities, led by the Chaplaincy team at the school level. The focus is on having conversations about how our faith and mental health are linked, and coping strategies for stressful situations.
- Implementing a new 3-year *Board Mental Health and Well-being Strategy* for 2020-2023 and Action Plan for 2020-2021, aligned with School Mental-Health Ontario and Board resources, in partnership with public health and community agencies, such as Pathstone Mental Health.

Mental Health Supports: Mental Health Team/personnel, and other supports to improve the achievement, resiliency and well-being of students.

- Increase in the Social Work team (eight clinical social workers) to provide in-person and virtual therapy for students with mental health issues (both in-school and for students learning virtually) for elementary and secondary schools and alternative programs.
- Increase in the Child and Youth Worker team to provide crisis management and prevention/awareness/promotion programming at the school level.
- Implementation of a support model for schools with positive COVID-19 cases:
 - The Mental Health Lead reaches out to the principal to reinforce the ability to consult and to share EAP and counselling resources available to staff.
 - The Mental Health Lead supports the pre-return meeting for staff the day before isolated staff and students return to school.
- Implementation of a grief and bereavement support model in collaboration with the Chaplaincy Team.

1. Provide Supports for Success

Implemented & In-Progress

1.4 Implement Board and School Bullying Prevention and Intervention Plans to support accepting, equitable and safe schools.

- i. That the Board and School Bullying Prevention and Intervention Plans for 2020-2021 align with the Ministry of Education initiatives and Board policies.

- Principals/vice-principals have received the *Niagara Catholic Bullying Prevention and Intervention Plan* to inform their *School Bullying Prevention and Intervention Plans* as part of their *School Improvement Plan for Student Achievement and Well-Being* for 2020-2021.
- Board and school plans promote a whole-school approach, ensuring a safe, accepting, equitable and inclusive environment, free of bullying, harassment and discrimination aligned with Ministry initiatives and Board policies.
- Niagara Catholic students and staff participated in *Bullying Awareness and Prevention Week* activities on November 15 to 20.

1.5 Implement the principles of Applied Behavioural Analysis to support student independence.

- i. Provide supports to staff and students through the further implementation of the Applied Behaviour Analysis Team, continue to develop Staff Capacity and promote student independence

ABA to support student independence

- ABA Supervisors and Facilitators continue to build system capacity by providing student specific intervention when required.
- ABA staff provide Tier 1 intervention – “necessary for some....good for all” model. General strategies are shared and modelled for school staff on an individual or staff basis.
- Increase and reorganization of ABA Team: 1 Behaviour Analyst (Clinical Supervisor), 3 ABA Leads & 8 ABA Facilitators using a tiered approach to service.
- Programs have been offered for after-school and during summer school.
- Parent/Staff online presentations during school closure in partnership with Bethesda.

2. Enhance Technology for Optimal Learning

Implemented & In-Progress

2.1 Promote the use of emerging technologies to support both student learning and staff professional development.

i. Comprehensive review of distant learning service delivery model and experiences during COVID-19.

ii. Explore opportunities for new secondary course offerings that use digital platforms to deliver teacher-led virtual learning.

iii. Promote use of Brightspace parent portal to include all elementary schools.

iv. Expand pilot for deployment of additional endpoint devices for early learning and primary division.

v. Facilitate technology inventory to update and acquire technology licenses that best reflect the needs of both academic programming and corporate applications.

- Teachers at the Elementary Virtual School deliver Ontario curriculum using whole group, small group, and individual instruction, using the NCVLE and Google Platform. (2.1.i)
- Teachers use a wide variety of instructional tools such as slides, video recordings, charts, and teacher created materials.(2.1.i)
- Total enrollment for the Elementary Virtual School – 2,527; total number of classes – 101. (2.1.i)
- All staff are currently using the Brightspace D2L or Google Workspace tools through the NCVLE. (2.1.ii)
- The move to remote learning has required all staff be familiar with the platforms which improves our ability to offer increased course offerings in the future. (2.1.ii)
- Several new courses such as ASM4U – Media Arts, HSC4M World Culture, PPZ3C Health for Life, BTA3O Information and Communications Technology and HIF10 – Individual and Family Living are being offered in our virtual school for all students. (2.1.ii)
- Next year a new course has been approved for Lakeshore Catholic - TDR3/4M-Technology Design Robotics.
 - The course examines how tech design is influenced by human, environmental, financial and material requirements and resources. Students will research, design, build and assess solutions that meet specific human needs using working drawings, and other communication methods to present their design ideas.
 - This will blend the current robotics course with the design aspect and we have local businesses- Oskam Steel, who are excited to partner. This will be a nice connection for SHSM students. (2.1.ii)
- Currently there are 550 parents accessing the Brightspace platform; approximate 25% of parents remain active checking online for updates on a regular basis; in September and October there were 50% active on a regular basis; all parents who have registered receive daily or weekly updates about their child's progress; Brightspace progress is ongoing. (2.1.iii)
- Due to the pandemic, global shortage and closure period did not allow this pilot project to expand; alternatively purchases of 1,500 chromebooks, 150 tablets with wifi, 25 mobile wifi took place since September to address technology needs for the system. (2.1.iv)
- Completed a board-wide audit of software applications used for education, which included the following:
 - Standardizing on software and applications used in classroom(s) streamline our software catalogue, reduce redundancy and training required, as well as reduce overall costs.
 - Additional reduction in overall costs due to bulk purchasing of software when possible.
 - Improved service and support from the Digital Learning Team & IT Service Desk.

(Cont'd)

2.1 Promote the use of emerging technologies to support both student learning and staff professional development.

vi. Implement software platforms to improve work-flow processes where possible.

- Maintain the current levels of software support which is critical for educators.
- Leverage OECM and OSAPAC when possible.
- Input from multiple stakeholders throughout the process, ensuring the right software, tools and resources. (2.1.v)

IT Services is currently working directly with the Ministry of Education on a project, currently on track, on schedule and on budget to deliver SD-WAN technology to all of our schools and administrative sites. SD-WAN stands for Software Defined - Wide Area Network. It is an advanced software platform which provides the following features:

- A. Introduces redundant and low cost internet delivered directly at the schools instead of from our data center.
- B. Increases internet reliability (less outages)
- C. Enhances optimal learning development outcomes by eliminating certain internet bandwidth availability issues
- D. Increases cyber security by strengthening Niagara Catholic's security architecture and firewall operations.
- E. Reduces risk to the school board and ensures that classroom use of technology and board administration is not disrupted from cyber-attack events. (2.1.vi)

vii. SEA-IT Program (an online ordering platform) is being used to facilitate the order SEA equipment.

- SEA-iT has been implemented and set-up to meet the needs of Niagara Catholic students. (2.1.vii)
- SEA-iT is our online platform that initiates, manages and tracks SEA equipment access for students. (2.1.vii)
- Refresher training will be offered at an upcoming new ERT meeting for those who want to attend. (2.1.vii)

viii. Implement Elite Program to facilitate a digital referral process.

- eLite offers a multi-use suite of tools to support staff across the system in documenting case conferences, SBT summaries and tracking, and an electronic request for student support submission process. (2.1.viii)
- Student Support Area team members is now able to document their consultation and recommendations on requests for student support through eLite, and make them available to the student's school team. (2.1.viii)
- ERT/Principal training on October 14-15 began system-wide implementation. (2.1.viii)
- *Brightspace Parent Portal* information has been provided to all principals. This portal can inform parents about what is happening with their child. Younger students are most likely accessing the child's login at home. (2.1.viii)
- Use of *Brightspace Portfolio* (Connections to 3.0) allows the teacher to collect evidence that follows the students throughout their journey with Niagara Catholic. Teachers can add items from school which consist of both photo or video evidence and student's reflection. The educator can select to share and showcase items back with parents. Promoting the connection home. Educators are also able to send home instructions to that parents can help populate this portfolio at home. (2.1.viii)

(Cont'd)

2.1 Promote the use of emerging technologies to support both student learning and staff professional development.

- PD opportunities supporting educators in reflecting on the learning experiences planned and pedagogical documentation that can provide opportunities for children and parents to reflect on the learning and determine next steps in learning, both at school and at home. (2.1.viii)
- Provided PD after school session to support Communication of Learning. (2.1.viii)

2. Enhance Technology for Optimal Learning

Implemented & In-Progress

2.2 Improve WiFi access and capacity for all students in schools.

- i. Modernization project that will result in high speed internet.

- Installation of the broadband modernization project infrastructure completed for all eight high schools. The launch is scheduled for January 31, 2021. The remaining 54 sites are scheduled to be completed by May 31, 2021, which will include the CEC.
- Provided NCVLE and Google Platform training on the September 1st Professional Activity Day to all staff, including Occasional Teachers.
- Continue to provide weekly training sessions on NCVLE and Google Platform/Tools to all staff at various times (morning, afternoon after-school) of the day to accommodate teaching schedules. Sessions have been recorded for staff to access when needed.
- Continue to embed NCVLE and Google Platform/Tools in training sessions in all curriculum areas (Math, Literacy, Religion/Family Life, Health & PE, Assessment & Evaluation).
- Program & Innovation, Research Assessment and Evaluation and Staff development co-created a new website – *Ready, Set, Pivot* for remote learning to support staff in the transition to remote learning due to COVID-19 school closures.
- February 12th PA Day to offer 80 minutes of additional levelled NCVLE and Google Platform/Tools training to all staff.

2.3 Implement Disaster Recovery Plan

- i. Invest in a level of redundancy for key platforms to allow operations to continue.

IT Services is currently working with the procurement team to invest in incremental hardware expansion to scale IT Operations for enhanced disaster recovery capability. Once the needed hardware is in place and the newly optimized backup, archival and ransomware protection framework is in place, we will be engaging with a 3rd party to help us formalize our end to end disaster recovery processes. This will then be discussed and reviewed with the Ministry of Education and reviewed by our internal and external auditors to ensure full compliance with existing and emerging standards and regulations.

Our disaster recovery plan will evolve into a disaster recovery programme which will be operationalized and maintained over time to ensure that we have rapid recovery capability in the event of a disaster scenario. Core disaster recovery will include:

In the event of a disaster scenario, the goal is to rapidly recovery essential services and their dependencies, followed by restoration of remaining services in a prioritized manner.

3. Building Partnerships and School Hubs

Implemented & In-Progress

3.1 Nurture the Catholic identity of schools and the board to promote stronger Catholic values, virtues, and practices, highlighted through the annual theological theme.

- i. Staff engagement in faith development opportunities.
- ii. Student engagement in faith development opportunities.
- iii. Enhance and promote the collaboration and integration of faith and mental health resources and supports.
- iv. Enhance opportunities for shared professional development between parish and school staff.

- Faith Day (Sept 2020) virtual retreat focused on theological theme *Seeds of Faith: Mission* and the importance of spiritual self-care in order to fulfill our mission in Catholic Education to spread the Good News. (3.1.i)
- Early stages of developing additional virtual staff retreats and faith formation webinar series. (3.1.i)
- Expanded elementary mini-retreat program to include all classes from K-7, in addition to the Grade 8 Journey Retreat (this includes virtual retreats for students attending the Virtual School - these will be facilitated in the spring. (3.1.ii)
- Inclusion of a mental health component in all elementary and secondary retreats through collaboration with Board Mental Health Lead and Secondary CYWs. (3.1.ii)
- Joint Professional Activity Day focusing on positive self-care promoting annual theological theme (2020-2021: *Mission*) through retreat and mental health training. (3.1.iii)
- Inclusion of a mental health component in all school retreats led by the Chaplaincy team (K-8: 9 & 12). (3.1.iii)
- Combined Chaplaincy and Mental Health support for grief and bereavement of staff or students in schools. (3.1.iii)
- In lieu of the previously cancelled Advent Faith Formation gathering, a joint webinar for clergy, administrators, and trustees focusing on our theological theme of “mission” will be presented during the Season of Lent. Our presenter will be Joe Farris, a Catholic speaker, missionary and former school teacher from North Carolina. Confirmation of final details, including date, will be take place this week.
- This webinar will follow up with a resource shared with all participants to encourage further engagement at the local level between principals and pastors. (3.1.iv)

3.2 Strengthen the Family-School-Church Triad.

- i. Encourage students, staff, family engagement with their local parish and pastors throughout the Diocese of St. Catharines.

- Collaboration with the Diocese of St. Catharines to develop sacramental preparation classes through the NCVLE to assist parishes in preparing students for the sacraments due to current health and safety restrictions impacting group gathering capabilities.
- Chaplaincy leaders and school administrators collaborating with local pastors to maintain the sacramental life of the school, including virtual class visits and live-streamed or pre-recorded Mass.
- Developed a Virtual Chapel for the board which is accessible to students, staff, families, and the broader community through the Board website and NCVLE.

3. Building Partnerships and School Hubs

Implemented & In-Progress

3.3 *Facilitate ongoing communication opportunities with parents/guardians to support student success.*

- i. Provide parents/guardians of secondary students access to real-time attendance/marks through the Maplewood parent portal.
- ii. Promote Catholic School Councils, activities and membership to represent school communities.
- iii. Provide on-going parent/guardian learning opportunities in the use of digital learning platforms to support their children at home

- Marks are available to parents through Maplewood as teachers publish them. (3.3.i)
- Report cards were available to parents online the week of November 30th. (3.3.i)
- Parents also have access to community service hours and transcript information through the portal. Parents also have access to their child's timetable. (3.3.i)
- Catholic School Councils have met and selected their Chair/Co-Chairs for this school year. (3.3.ii)
- Regular Catholic School Council meetings are being held virtually for parent engagement and input. (3.3.ii)
- The NCPIC provides a newsletter insert to Catholic School Councils through the principals. (3.3.ii)
- A survey will be issued to parents/guardians of the Virtual School to receive feedback about student achievement. (3.3.ii)
- Virtual Elementary Parent-Teacher interviews were have been held virtually to discuss student progress. (3.3.ii)
- The Digital Learning team supports parents and guardians. (3.3.iii)

4. Strengthen Human Resource Practices and Develop Transformational Leadership

Implemented & In-Progress

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

- i. Promote and support opportunities in achievement of Additional Qualifications, specifically in the areas of French, Mathematics and teaching and learning through e-learning, and additional Mental Health support.
- ii. Promote ongoing and various opportunities for staff to become familiar with NCVLE, Google Classroom and Brightspace technologies to provide ongoing support for students beyond the classroom instruction.

- The following opportunities were provided:
 - Brock University partnership on AQ FSL Part 1 – Offered fall Course – 10 participants.
 - Brock University partnership on AQ ASD – Offered Fall Course – 20 participants – Fully Subsidized.
 - Brock University partnership on AQ ASD – Offering Winter Course – Fully Subsidized for 20 teachers.
 - Applied and received funding for AQ - Math Part 1, 2, or 3 (Fully subsidized 25 teachers).
 - Offered PQP Part 1 in Cooperation with CPCO.
 - September PA Day 1 – Health and Safety Training & NCVLE Training.
 - September PA Day 2 – Mathematics training on new curriculum.
 - September PA Day 3 – Faith Formation & Mental Health and Well-Being Training
 - November PA Day – Mathematics Training for System (including keynote speaker. Dr. Suurtam).
 - November PA Day – EA Training on Special Education Topics (*Understanding Function of Behaviour and Providing Students with Replacement Behaviours*. Continue to develop work systems for students for positive reinforcement. Easy-To-Implement, Evidence-Informed Mental Health Practices For Catholic Elementary Classrooms). (4.1.i)
- Ongoing weekly NCVLE and Google Platform training for staff. (4.1.i)
- Educators have been working with the Digital Learning team through job-embedded virtual coaching. Staff have on-demand support. Staff have also been able to book dedicated time through MS Bookings Pages presented to staff in the NCVLE. (4.1.ii)
- Self-paced resources have been presented to all staff online to present them with instruction on utilizing tools in the NCVLE and G-Suite. (4.1.ii)
- Time was dedicated to support staff on the November 18th PA day to support all staff through live webinars on various topics. Including the NCVLE and *Brightspace*.
- After-school webinars have been presented to staff on various topics, with additional larger webinars in the works. (4.1.ii)
- Digital-Led Learners have been identified to support the adoption of technology at each site. These educators will also be presented with information and resources to support changes in technology. (4.1.ii)
Providing monthly PD afterschool webinars - outdoor learning, virtual play experiences, Bitmoji instructional. (4.1.ii)
- Creating resources and lesson ideas to support literacy, math, self-regulation, outdoor learning, and all areas of the Kindergarten program and four frames - posted regularly in the Early Years NCVLE portal. (4.1.ii)

Cont'd

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

- iii. Promote the active use of the Professional Development Calendar and links to job-embedded professional development on NCVLE for all employee groups which extend beyond the Professional Activity Days.
- iv. Enhance professional development for staff as a result of the learning during COVID-19.
- v. Develop staff capacity to implement practices that honour and engage Indigenous perspectives to provide Indigenous learners with culturally responsive supports.

- Providing FSL Part 1 Course in cooperation with Brock University – 10 teachers
- Providing AQ Math P/J Part 1 Course in cooperation with Brock University – 17 teachers
- Providing ASD course in cooperation with Brock University – 17 teachers
- Applied for Math AQ funding...awarded 52k in new funding. Confirmed by MOE on March 2, 2021
- Providing PQP Part 1 in cooperation with CPCO
- Hosted February PA Day focused on ASD, Equity and NCVLE for all staff (offered over 25 workshops)
- Staff are actively using the Booking function of NCVLE to schedule time/job embedded with consultants per all subject areas and NCVLE
- Continue to offer after school workshops in all subject areas (see CW report for March) (4.1.iii)

- Landscape of Nations 360
 - Participating in year 3 of project
 - Focus of year 3 is to develop professional development modules that can be rolled out to all staff within NCDSB
 - PD will directly relate to curriculum and Essential Understandings resource that has been created by the Landscape of Nations 360 team. (4.1.v)
- Legacy School Resources
 - Received Legacy School kits for all school sites
 - Working in collaboration with the Diocese as well as the Indigenous Lead, Mental Health Lead and Consultants to develop a plan to support staff and students with the roll-out of the resource which focuses on Residential Schools (e.g. How do we support staff and students who may question their faith as a result of learning about the experiences of students that attended Residential Schools?) (4.1.v)
- PA Day - Building Indigenous Presence in the Classroom
 - Focus of the session was on providing a view of curriculum and classroom while addressing how inaccuracies and misunderstandings between Europeans and First People continue today.
 - The session also focused on what teachers can do in their classrooms to overcome some of these discrepancies.
 - World Views of Indigenous People session
 - Focus of session was on addressing the images and issues that have recently made their way into the mainstream media (e.g. land claims, fisheries, pipelines) and the session perspectives as they are reported in print, air, and online

Cont'd

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

- An Indigenous Graduate's Vision of Self within Niagara Catholic
- A graduate of Saint Paul spoke of how it felt being Indigenous within the Catholic school system. Focus of session was on his experiences and the coping mechanisms he used to navigate as a student, as well as the lack of legitimate references within the curriculum and within the physical environment of his Indigenous culture/identity. (4.1.v)
- Other supports:
 - Time sensitive memos re: Indigenous events in the school calendar
 - Classroom support upon request (class presentations/workshops – teachers usually stay in the room)
 - Teacher resources available through the VLE
 - Review materials for use in classroom
 - Sourced community members for class specific activities/teachings (and, vetted guests sourced by teachers)
 - Ensured focus is on all three First Peoples
 - Early Years program workshop – overview of Indigenous culture and resource list
 - Review library resources of existing inventory and recommend new purchases. (4.1.v)

4. Strengthen Human Resource Practices and Develop Transformational Leadership

Implemented & In-Progress

4.2 Facilitate ongoing Health, Safety and Wellness initiatives focused on employees returning to work.

- i. Promote the Use of Applied Behaviour Analysis Principles in the learning environment.
- ii. Making employees aware of the components of a safe working environment including strategies such as facilitating Joint Health and Safety Inspections at school sites upon the return of staff and students.
- iii. Monitor and communicate Workplace Violence data received from Online Reporting Tool through Health and Safety memos to all staff and through the provision of data for Joint Health and Safety Inspections.
- iv. Continue to provide staff with strategies to work from home in a safe manner.
- v. Through the shared ownership of the Staff Wellness Committee, develop a plan to integrate the needs of staff to meet their overall wellness. The definition of wellness will be defined within the parameters of the Committee.

- The Student Support Department has certified all members of the ABA Team (12 members including Behaviour Analyst, ABA Leads and ABA Facilitators) as Behaviour Management Systems (BMS) Trainers. 4.2.i)
- Health and safety monthly inspections continue and are documented on e-base. Safety concerns are addressed through work orders generated from inspections.
- Training completed for staff on COVID re-opening plan (PA day).
- Employees sent memo on safe practices when working from home and CEC-trained on office safety protocols when returning.
- New worker orientation ongoing, and when staff return to work through union support and HR Wellness Coordinator.
- Staff meetings continue to address minimizing travel of staff between schools.
- Memos reminding staff of resources available for mental health form mental Health Team.
- Ongoing training of staff when new information becomes available (4.2.ii).
- Communication to all staff on how to safely work from home.
 - In addition to safety, review of Niagara Catholic privacy and security policies, how to set up work spaces, how to work with children present, hazard awareness, and ergonomic adjustments was also presented. (4.2.iv)

5. Create Equity and Accessibility of Resources

Implemented & In-Progress

5.1 Enhance resource allocation to identified schools based on specific indicators.

- i. Review and further enhance equity of resources to identify schools, including human resources, to provide programs, supports and services to meet the needs of students and staff.
- ii. Review Board and School data in 2020-2021 to inform decisions for human and material resource allocation.
- iii. Enhance what is currently being used to engage individuals while utilizing current resources.

- Continue to incorporate evidence-based software (i.e. Baragar Systems, Maplewood, EFIS, SFIS, Maplewood, Social Economic Indicators) to inform our decision-making process. (5.1.i)
- Continue to utilize the Independence Rubrics to assist schools in communicating the support required for student with special education needs. (5.1.i)
- Utilize programs such as eLite and SEA-IT in order to facilitate the delivery of programs, services, and technology for students with special education needs. (5.1.i)

6. Ensuring Responsible Fiscal and Operational Management

Implemented & In-Progress

6.1 *Improve our financial stewardship and improved transparency*

- i. Improve and increase capacity in our internal financial reporting for management.
- ii. Improve ministry reporting and internal reliance data
- iii. Continue to optimize our cash management strategy

- Preliminary launch of Jet Reports to key stakeholders, while continuing to expand its capabilities to improved our internal financial management reporting and offers a timely, relevant and reliable monthly reporting tool to monitor and track financial activity. (6.1.i)
- Continue to ensure compliance and reporting to the Ministry of Education through data internal auditing procedures and continued professional development for staff. (6.1.ii)
- Monitoring our monthly cash flow position to optimize interest revenue and ensure a flexible strategy between short-term and long-term investments to allow for ease of liquidity. (6.1.iii)

7. Address Changing Demographics

Implemented & In-Progress

7.1 *Update the Long Term Accommodation Plan*

- i. Use updated enrolment to optimize school utilization throughout the system to address capacity issues as per Ministry Pupil Accommodation Review.
- ii. Throughout the updating of the Long Term Accommodation Plan, through a transparent process, dialogue and input will be invited from all stakeholders, including students, staff, parents, pastors and community partners.

7.2 *Enhance community partners to access space in schools*

- i. Engage community organizations.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 9, 2021**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC VIRTUAL ELEMENTARY AND
SECONDARY SCHOOLS FAMILY/STUDENT AND
EDUCATOR FEEDBACK 2020-21**

The report on the Niagara Catholic Elementary and Secondary Virtual Schools Family/Student and Educator Feedback 2020-21 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
Christine Battagli, Consultant-Research, Assessment, Evaluation and Reporting

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: March 9, 2021



REPORT TO THE COMMITTEE OF THE WHOLE MARCH 9, 2021

NIAGARA CATHOLIC VIRTUAL ELEMENTARY AND SECONDARY SCHOOLS FAMILY/STUDENT AND EDUCATOR FEEDBACK 2020-21

BACKGROUND INFORMATION

In September 2020, Niagara Catholic established the Elementary and Secondary Virtual Schools.

Elementary and secondary students enrolled in the virtual schools have been learning remotely since that time, including during the school closure period.

The Ministry of Education (MOE), as per Policy/Program Memorandum (PPM) No.164, requires school boards to monitor and evaluate experiences with remote learning, and gather feedback from students, parents/guardians and staff.

School boards are expected to develop and implement a process for data collection related to:

- areas in which educators require additional support in implementing remote learning, including providing student and educator access to technology and the Internet;
- strategies to provide training related to the identified areas of need, including learning and well-being;
- details of implementation progress and monitoring activities, including the number of exemptions from synchronous learning and what alternative approaches were used;
- parent and student feedback on the impact of remote learning, including:
 - level of student engagement in learning;
 - ease of online learning participation;
 - access to teachers;
 - ease and access to technology;
- information on how parent and student feedback is being taken into account in the delivery of remote learning.

Data covering the school year must be provided to the Ministry no later than July 31 of each year in which there are periods of remote learning.

School boards are expected to make adjustments to their implementation of the requirements in PPM No. 164 on the feedback collected throughout the school year.

The attached timeline details the major activities that support compliance with PPM No. 164.

Dates	Details
September to December 2020	<ul style="list-style-type: none"> ✓ Review requirements for monitoring and evaluation as per PPM No. 164 with select Board staff ✓ Collaborate with Superintendents, Research, Assessment, Evaluation and Reporting consultant and virtual schools' administrators to determine questions for family/student and educator surveys ✓ Create questions for online surveys and determine data collection and analysis schedule ✓ Open surveys for the duration of the school year with draft dates to promote survey-taking and draft dates to monitor feedback (for example, at December 2020, April and June 2021)
December 7-18, 2020	<ul style="list-style-type: none"> ✓ Open family/student and educator surveys for currently enrolled virtual school families/students and educators
December 18, 2020	<ul style="list-style-type: none"> ✓ Share results of the family/student and educator surveys with the virtual schools' Superintendents
January 7, 2021	<ul style="list-style-type: none"> ✓ Discuss results of the first data collection for the educator survey with virtual schools' Superintendents, Program & Innovation Superintendent, Research, Assessment, Evaluation and Reporting consultant and Staff Development coordinator
January to February 2021	<ul style="list-style-type: none"> ✓ Create action items based on the first data collection of the educator survey to: <ul style="list-style-type: none"> a) promote job-embedded professional learning opportunities b) establish and promote Microsoft Bookings for one-on-one support with consultants and coaches c) determine and provide additional job-embedded training about the Niagara Catholic Virtual Learning Environment (NCVLE) during the February 12 Professional Activity Day d) review end-point devices and provide where required ✓ Create infographic to highlight family/student survey results and share in the RAED Update for the Principals' Meeting on February 18, 2021
March 2021	<ul style="list-style-type: none"> ✓ Collect feedback about the number of students exempted from the minimum requirements for synchronous learning and what alternative approaches are being used
March 9, 2021	<ul style="list-style-type: none"> ✓ Share summary results of the first data collection of the family/student and educator surveys in a Committee of the Whole report with a PowerPoint
April 9, 2021	<ul style="list-style-type: none"> ✓ Roll up data from surveys completed from January 2021 to present to determine results to date and compare to first collection ✓ Determine and share how feedback has and will continue to inform next steps related to: <ul style="list-style-type: none"> a) areas in which educators require additional support in implementing remote learning b) strategies to provide training related to the identified areas of need, including learning and well-being ✓ Develop an infographic about how parent and student feedback is being taken into account in the delivery of remote learning
July 31, 2021	<ul style="list-style-type: none"> ✓ Report to the Ministry of Education as per PPM No. 164

The report on the Niagara Catholic Virtual Elementary and Secondary Schools Family/Student and Educator Feedback 2020-21 is presented for information.

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

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Date: March 9, 2021



NIAGARA CATHOLIC VIRTUAL ELEMENTARY AND SECONDARY SCHOOLS FAMILY/STUDENT AND EDUCATOR FEEDBACK 2020-21

Committee of the Whole Meeting of March 9, 2021



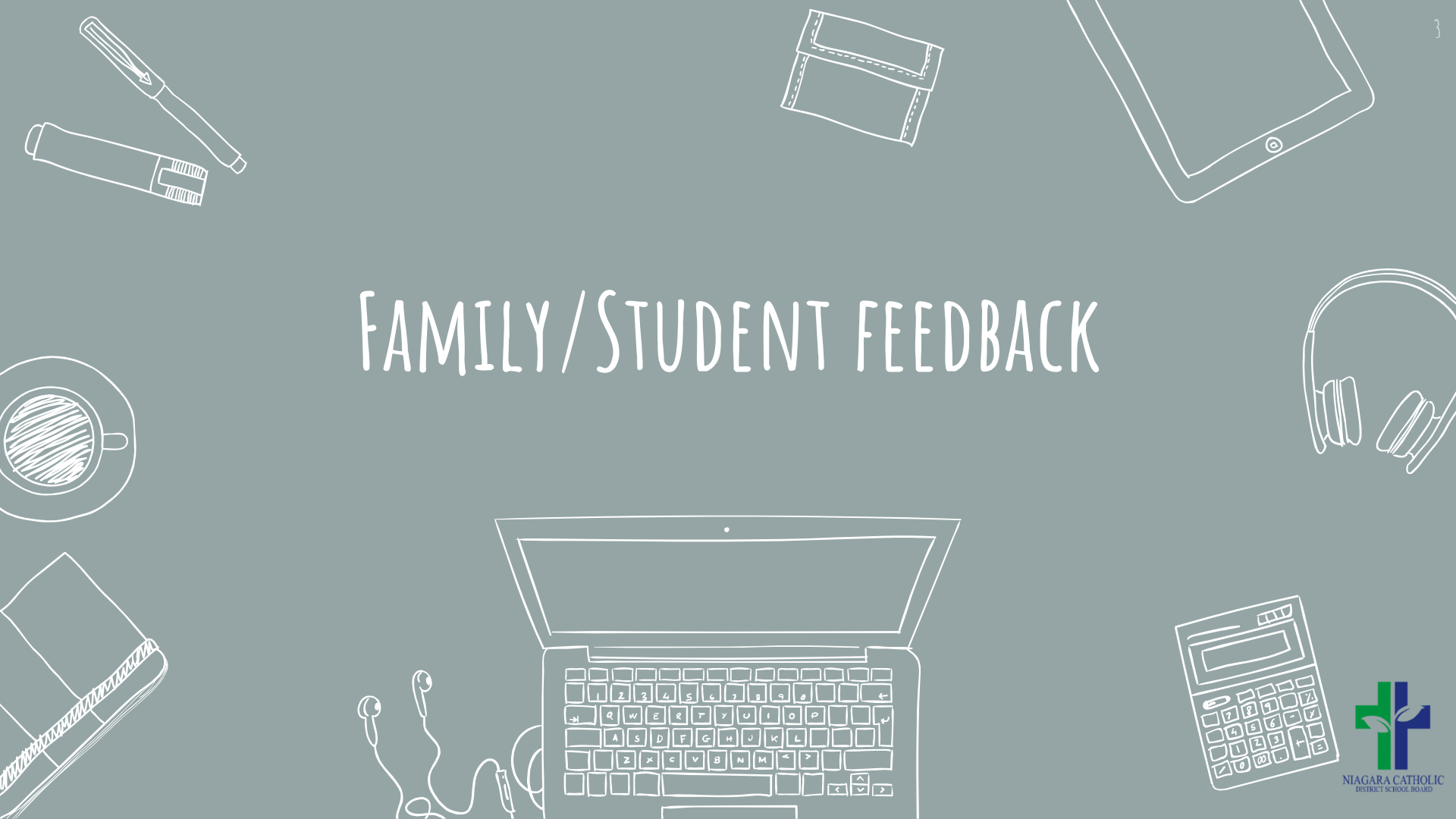
Presented by C. Battagli



OVERVIEW

Who	Parents/guardians, students and teachers of the Niagara Catholic Virtual Elementary and Secondary Schools
What	Invited to participate in a survey to gather feedback about their experiences of remote learning
Where	Online, via Survey Monkey
When	<ul style="list-style-type: none">✓ First opportunity to participate in the surveys was December 2020✓ The surveys remain open for data collection and analysis will take place at key times
Why	<ul style="list-style-type: none">✓ To comply with the Ministry of Education Policy/Program Memorandum No. 164 – Requirements for Remote Learning✓ To understand and support our students, families and staff as they experience remote learning✓ To help ensure equity and inclusion for students learning at home

FAMILY/STUDENT FEEDBACK



NIAGARA CATHOLIC VIRTUAL SCHOOLS

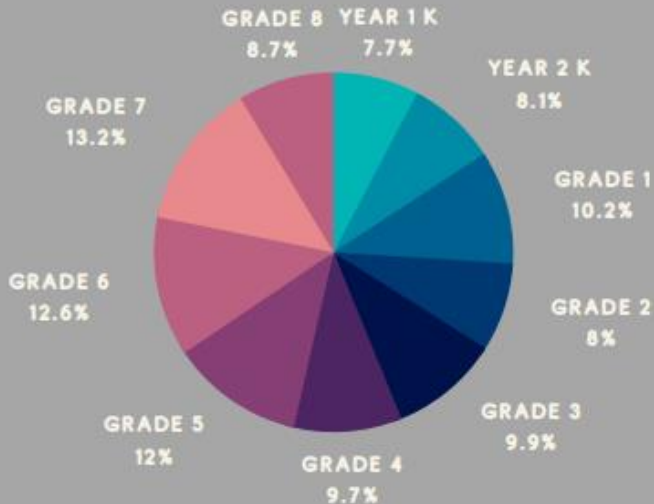


NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

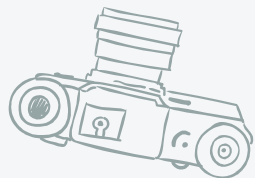
FEEDBACK ABOUT REMOTE LEARNING

600 FAMILIES PROVIDED FEEDBACK FOR 897
KINDERGARTEN TO GRADE 12 STUDENTS BY
DECEMBER 18, 2020

PERCENTAGE OF RESPONSES FOR ELEMENTARY SCHOOL GRADES



*9.7% French Immersion students



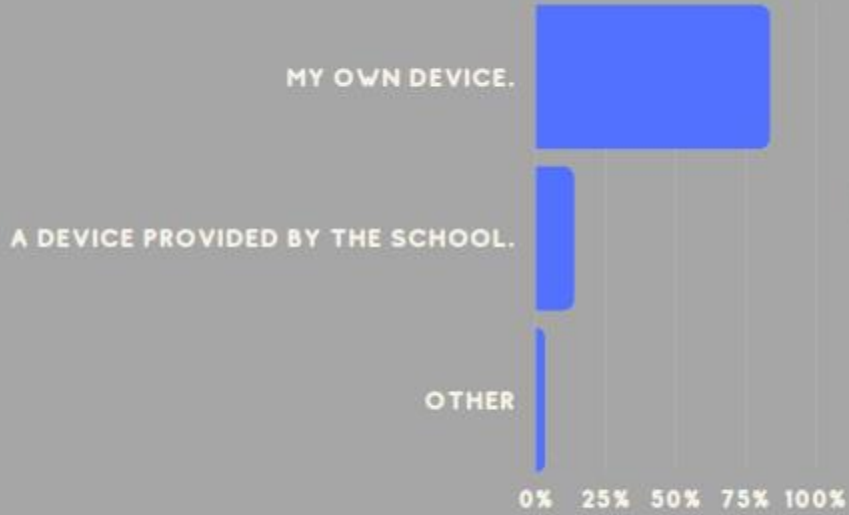
NUMBER OF RESPONSES FOR SECONDARY SCHOOL GRADES



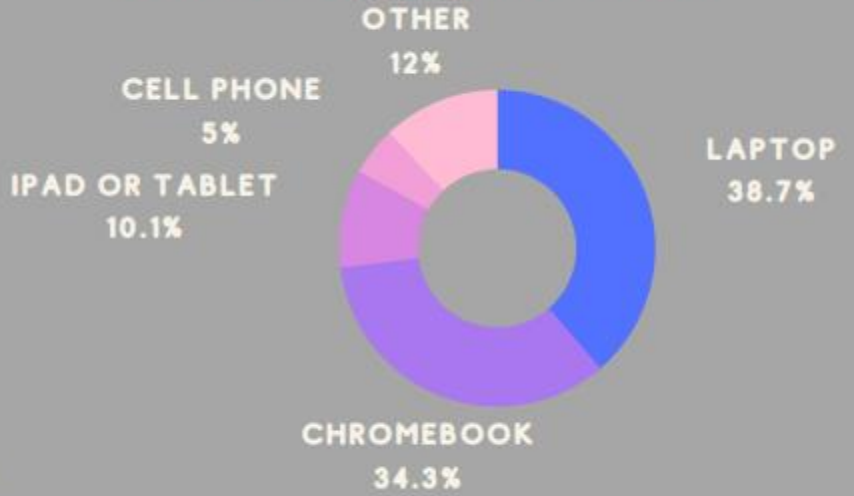
*9.16% of all responses are for secondary students.



WHAT DEVICE ARE YOU USING?

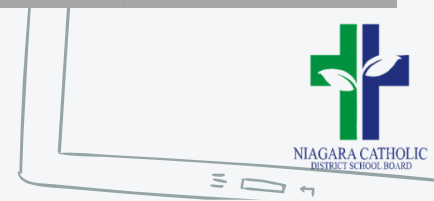


WHAT TYPE OF DEVICE IS BEING USED TO COMPLETE MOST DAILY TASKS?



*Other may include a combination of school and own devices.

*Most other devices are desktop computers.





BASED ON EXPERIENCES IN THE VIRTUAL SCHOOL...

**STUDENTS ARE ENGAGED IN LEARNING
THROUGH THE VIRTUAL CLASSROOM.**



85.5% Agree

IT IS EASY FOR STUDENTS TO PARTICIPATE IN ONLINE LEARNING.



79.83% Agree




87.5% Agree

**STUDENTS CAN ACCESS THEIR TEACHERS
TO SUPPORT THEIR LEARNING.**





STUDENTS HAVE ACCESS TO THE TECHNOLOGY THEY NEED TO LEARN ONLINE.

 **90% Agree**

**IT IS EASY FOR STUDENTS TO USE TECHNOLOGY APPLICATIONS, LIKE
THE NIAGARA CATHOLIC VIRTUAL LEARNING ENVIRONMENT (NCVLE)
AND GOOGLE WORKSPACE.**

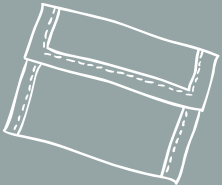
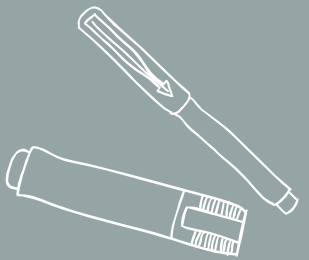


 **81.67% Agree**

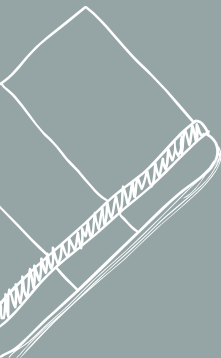


NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD





EDUCATOR FEEDBACK



BASED ON THE EXPERIENCES OF ELEMENTARY EDUCATORS IN THE VIRTUAL SCHOOL...

65.11% Agree

My students have access to a suitable device to engage in remote learning.

**43
teachers**

46.51% Agree

My students have access to reliable wifi to engage in remote learning.

53.49% Agree

I have access to suitable Board devices to provide remote learning to my students.

60.46% Agree

I have reliable wifi to provide remote learning to my students.

NIAGARA CATHOLIC VIRTUAL ELEMENTARY SCHOOL EDUCATOR FEEDBACK

- 43 respondents in total
- Of the 43 respondents, 32 provided at least one comment
- Of the 32, 26 provided two comments
- Of the 32, 19 provided three comments
- Many comments had more than one theme



NIAGARA CATHOLIC VIRTUAL ELEMENTARY SCHOOL EDUCATOR FEEDBACK

Themes included:

- Time considerations for professional learning, supervision, preparation and planning
- Available content and lessons for staff and students
- Appropriate devices and reliable wifi for staff and students
- Support for students with special education needs
- Diagnostic assessments for use online
- Access to materials for students learning at home
- Classroom engagement and management
- Well-being for students and staff



BASED ON THE EXPERIENCES OF SECONDARY EDUCATORS IN THE VIRTUAL SCHOOL...

61.9% Agree

My students have access to a suitable device to engage in remote learning.

**21
teachers**

57.14% Agree

My students have access to reliable wifi to engage in remote learning.

57.14% Agree

I have access to suitable Board devices to provide remote learning to my students.

85.71% Agree

I have reliable wifi to provide remote learning to my students.

NIAGARA CATHOLIC VIRTUAL SECONDARY SCHOOL EDUCATOR FEEDBACK

- ❖ 21 respondents in total
- ❖ Of the 21 respondents, 11 provided at least one comment
- ❖ Of the 11, 9 provided two comments
- ❖ Of the 11, 5 provided three comments
- ❖ Some comments had more than one theme



NIAGARA CATHOLIC VIRTUAL SECONDARY SCHOOL EDUCATOR FEEDBACK

Themes included:

- Time considerations for preparation and planning
- Available content for students
- Appropriate devices for staff and students
- Support for students with special education needs and access to Student Support Services
- Classroom engagement and management (regarding use of cameras by students)
- Additional training on the use of the Niagara Catholic Virtual Learning Environment (NCVLE)



FEEDBACK FOR CHANGE

Making adjustments to remote learning
Centering equity in remote learning










MAKING ADJUSTMENTS TO REMOTE LEARNING AND CENTERING EQUITY IN REMOTE LEARNING



Families/Students

- ✓ Provide devices
 - ✓ Increase resources to support use of the NCVLE
 - ✓ Provide information to families via the NCVLE and Maplewood Parent Portal
 - ✓ Accommodate students and families, which may include exemption from synchronous learning
- 
- 
- 


Educators

- 
- ✓ Provide devices
 - ✓ Increase resources to support use of NCVLE and other digital tools (Google Workspace)
 - ✓ Increase job-embedded professional learning
 - ✓ Increase support staff for virtual schools
 - ✓ Develop the mindset of culturally responsive educators
- 



NEXT ADMINISTRATION

For the Niagara Catholic Virtual Secondary School:

- teachers and students are invited to participate the last Monday of each Term (March 8, 2021)
 - parents/guardians are invited to participate in March 2021
- 

For the Niagara Catholic Virtual Elementary School:

- teachers and families are invited to participate in March 2021
- 

