



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

AGENDA AND MATERIAL

BOARD MEETING

**TUESDAY, APRIL 27, 2021
6:30 P.M.**



SEEDS OF FAITH
MASS • MERCY • MISSION
2018-2021

*Electronic Meeting in Compliance with Education Act Section 207 and
Ontario Regulation 463/97 Section 5.1 (2)
Public Access Phone No: 1-647-558-0588 Meeting ID: 920 4266 1539 Password: 494847*

A. ROUTINE MATTERS

1. Opening Prayers – Trustee Burkholder -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Minutes of the Board Meeting -
 - 5.1 March 23, 2021 A5.1
 - 5.2 April 7, 2021 A5.2
6. Consent Agenda Items
 - 6.1 Unapproved Minutes of the Policy Committee Meeting of March 23, 2021 A6.1
 - 6.2 Approval of Policies
 - 6.2.1 Complaint Resolution Policy (800.3) A6.2.1
 - 6.2.2 Bullying Prevention and Intervention Policy (302.6.8) A6.2.2
 - 6.2.3 Student Expulsion – Safe Schools Policy (302.6.5) A6.2.3
 - 6.2.4 Employee Workplace Harassment Policy (201.7) A6.2.4
 - 6.2.5 Employee Workplace Violence Policy (201.11) A6.2.5
 - 6.3 Staff Development Department Professional Development Opportunities A6.3
 - 6.4 Capital Projects Progress Report Update A6.4
 - 6.5 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of March 3, 2021 A6.5
 - 6.6 In-Camera Agenda Items F1, F3, F4, F5 & F9.1 -

B. DELEGATIONS/PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. System Priorities 2020-2021 Update – Camillo C1
2. State of Infrastructure – Clark C2
3. Niagara Catholic ABA Update 2021 – Gino C3
4. Financial Reports as at March 31, 2021 C4

- | | |
|-----------------------------------|---|
| 5. Monthly Updates | - |
| 5.1 Student Senate Update | - |
| 5.2 Senior Staff Good News Update | - |

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

- | | |
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| 1. Correspondence | - |
| 1.1 Email from Bert Dandy | D1.1 |
| 2. Report on Trustee Conferences Attended | - |
| 3. General Discussion to Plan for Future Action | - |
| 4. Trustee Information | |
| 4.1 Calendar of Events – May 2021 | D4.1 |
| 5. Open Question Period | |
| <i>(The purpose of the Open Question Period is to allow members of the Catholic school supporting public to ask about items on that night's public agenda or any previous agendas, and the Board to answer and react.)</i> | |

E. NOTICES OF MOTION

- | | |
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| 1. Addressing Period Poverty in Niagara Catholic | E1 |
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F. BUSINESS IN CAMERA

G. REPORT ON IN CAMERA SESSION

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

**TITLE: MINUTES OF THE BOARD MEETING OF
MARCH 23, 2021**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of March 23, 2021, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, MARCH 23, 2021

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, March 23, 2021, 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 Chair Huibers.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Sicoli

2. Roll Call

Chair Huibers 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 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

3. **Approval of the Agenda**

Moved by Trustee Prince

Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board approve the Agenda of the Board Meeting of March 23, 2021, as amended:

CARRIED

4. **Declaration of Conflict of Interest**

A Disclosure of Interest was declared by Trustee Huibers with Item F12.2 of the In Camera Agenda. This item pertains to this Trustee. He left the meeting during discussion of this item.

5. **Approval of Minutes of the Board**

5.1 **February 23, 2021**

Moved by Trustee Sicoli

Seconded by Trustee Prince

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of February 23, 2021, as presented.

CARRIED

5.2 **March 9, 2021**

Moved by Trustee Prince

Seconded by Trustee Burkholder

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of March 9, 2021, as presented.

CARRIED

6. **Consent Agenda Items**

6.1 **Unapproved Minutes of the Committee of the Whole Meeting of March 9, 2021 and Consideration of Recommendations**

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole of March 9, 2021, as presented.

6.2 **Approved Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC) of January 7, 2021**

THAT the Niagara Catholic District School Board receive the approved Minutes of the Niagara Catholic Parent Involvement Committee Meeting of January 7, 2021, as presented for information

6.3 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of February 3, 2021

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of February 3, 2021, as presented.

6.4 In-Camera Items F4, F5, F6, F7 & F11.1

Moved by Trustee Prince
Seconded by Trustee Burtnik

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

CARRIED

B. DELEGATIONS/PRESENTATIONS

1. Multi-Year Strategic Planning Process

Director Cipriano provided background information on the Multi-Year Strategic Planning Process and introduced Maria Sanchez-Keane, Principal Consultant of The Centre for Organizational Effectiveness.

Ms. Sanchez-Keane presented the Multi-Year Strategic Planning Process.

Ms. Sanchez-Keane answered questions of Trustees.

C. COMMITTEE AND STAFF REPORTS

1. Procurement and Supply Chain Management Guidelines

Giancarlo Vetrone, Superintendent of Business & Financial Services provided background information on the Procurement and Supply Chain Management Guidelines and introduced Mark Ferri, Administrator of Purchasing Services and Amy Kerr, Coordinator of Purchasing.

Superintendent Vetrone and Mr. Ferri presented the Procurement and Supply Chain Managements Guidelines report for Trustee information.

Superintendent Vetrone and Mr. Ferri answered questions of Trustees.

2. Financial Report as at February 28, 2021

Superintendent Vetrone presented the Financial Report for information.

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

Nil

2. Report on Trustee Conferences Attended

Nil Report

3. General Discussion to Plan for Future Action

3.1 Deferral of April 13, 2021 Committee of the Whole Meeting

Discussion took place regarding deferring the April 13, 2021 Committee of the Whole meeting to the April 27, 2021 Board meeting.

Moved by Trustee Prince
Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board defer the April 13, 2021 Committee of the Whole meeting to the April 27, 2021 Board meeting.

CARRIED

4. Trustee Information

4.1 Calendar of Events – April 2021

Camillo Cipriano highlighted the April 2021 Calendar of Events.

Trustee Turner noted the SAL Meeting date has been changed to April 6, 2021.

4.2 COVID-19 Update

Director Cipriano provided an update on COVID-19 and Controller Euale provided an update on screening testing.

Director Cipriano and Controller Euale answered questions of Trustees.

5. Open Question Period

None Submitted

E. NOTICES OF MOTION

F. BUSINESS IN CAMERA

Moved by Trustee Prince
Seconded by Trustee Sicoli

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

CARRIED

The Niagara Catholic District School Board moved into the In Camera Session of the Board Meeting at 7:41 p.m. and reconvened at 9:55 p.m.

Discussion regarding a Trustee Code of Conduct occurred and a request to defer the decision to a Special Board meeting on Wednesday, April 7, 2021 at 10:00 a.m. was voted upon and passed.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Prince
Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of March 23, 2021.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Prince
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION A: Student Trustees Present of February 23, 2021, as presented.

CARRIED (Item F1)

Moved by Trustee Prince
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION A: Student Trustees Present of March 9, 2021, as presented.

CARRIED (Item F2)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Prince
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of February 23, 2021, as presented.

CARRIED (Item F4)

Moved by Trustee Prince
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of March 9, 2021, as presented.

CARRIED (Item F5)

Moved by Trustee Prince
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board approve the recommendation as outlined in Item F12.2 of the In Camera Agenda.

CARRIED (Item F12.2)

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

Moved by Trustee Prince

Seconded by Trustee Turner

THAT the March 23, 2021 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 10:00 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **March 23, 2021**.

Approved on **April 27, 2021**.

Larry Huibers
Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

**TITLE: MINUTES OF THE BOARD MEETING OF
APRIL 7, 2021**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of April 7, 2021, as presented.



MINUTES OF THE SPECIAL BOARD MEETING

WEDNESDAY, APRIL 7, 2021

Minutes of the Special Meeting of the Niagara Catholic District School Board, held on Wednesday, April 7, 2021 at 10:00 a.m. 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 10:05 a.m. by Vice-Chair Moody, who chaired the Special Board meeting for Chair Huibers.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer were led by Trustee Turner.

2. Roll Call

Vice-Chair Moody noted that Trustee Huibers was excused. Vice-Chair Moody chaired the Special Board Meeting and Trustee Sicoli acted as Vice-Chair.

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Frank Fera	✓			
Larry Huibers				✓
Daniel Moody	✓			
Leanne Prince	✓			
Dino Sicoli	✓			
Paul Turner	✓			

The following staff were in attendance:

Camillo Cipriano, Director of Education;

Anna Pisano, Recording Secretary/Administrative Assistant, Corporate Services

3. Approval of the Agenda

Moved by Trustee Burtnik

Seconded by Trustee Prince

THAT the Niagara Catholic District School Board approve the Agenda of the Special Board Meeting of April 7, 2021, as presented.

CARRIED

4. Disclosure of Interest

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

B. BUSINESS IN CAMERA

Moved by Trustee Prince

Seconded by Trustee Burkholder

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

CARRIED

The Niagara Catholic District School Board moved into the In Camera Session of the Special Board Meeting at 10:10 a.m. and reconvened at 11:10 a.m.

C. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Prince

Seconded by Trustee Burkholder

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Special Board Meeting of April 7, 2021.

CARRIED

Moved by Trustee Burtnik

Seconded by Trustee Burkholder

THAT move back into the In Camera Session.

CARRIED

The Niagara Catholic District School Board moved back into the In Camera Session of the Special Board Meeting at 11:20 a.m. and reconvened at 11:30 a.m.

Moved by Trustee Fera

Seconded by Trustee Sicoli

THAT contrary to the 3rd Party Investigation Report, the Board finds Trustee Huibers in breach of the Trustee Code of Conduct, as amended.

A recorded vote was taken

NAME	YEA	NAY
Rhianon Burkholder		✓
Kathy Burtnik		✓
Frank Fera	✓	
Daniel Moody	✓	
Leanne Prince		✓
Dino Sicoli	✓	
Paul Turner	✓	

CARRIED

Discussion took place regarding sanctions.

Moved by Trustee Burtnik

Seconded by Trustee Burkholder

THAT given the finding of breach, that the Board censure Trustee Huibers with a letter of censor.

A recorded vote was taken

NAME	YEA	NAY
Rhianon Burkholder	✓	
Kathy Burtnik	✓	
Frank Fera		✓
Daniel Moody		✓
Leanne Prince	✓	
Dino Sicoli		✓
Paul Turner		✓

DENIED

Moved by Trustee Fera

Seconded by Trustee Sicoli

THAT Trustee Huibers be sanctioned from all Board and Committee meetings for a period of six months commencing in May 2021 to January 2022, not including July and August.

A recorded vote was taken

NAME	YEA	NAY
Rhianon Burkholder		✓
Kathy Burtnik		✓
Frank Fera	✓	
Daniel Moody	✓	
Leanne Prince		✓
Dino Sicoli	✓	
Paul Turner	✓	

CARRIED

Moved by Trustee Prince

Seconded by Trustee Burkholder

THAT pending Board Legal approval the 3rd Party Investigation Report be released publically with names redacted in an effort to maintain transparency of the Board.

A recorded vote was taken

NAME	YEA	NAY
Rhianon Burkholder	✓	
Kathy Burtnik	✓	
Frank Fera		✓
Daniel Moody		✓
Leanne Prince	✓	
Dino Sicoli		✓
Paul Turner		✓

DENIED

D. MOMENT OF SILENT REFLECTION FOR LIFE

E. ADJOURNMENT

Moved by Trustee Fera

Seconded by Trustee Prince

THAT the April 7, 2021 Special Meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 12:00 p.m.

Minutes of the Special Meeting of the Niagara Catholic District School Board held on **April 7, 2021**.

Approved on the **April 27, 2021**.

Daniel Moody
Acting Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

TITLE: SYSTEM PRIORITIES 2020-2021 UPDATE

The 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

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

Date: April 27, 2021



REPORT TO THE BOARD APRIL 27, 2021

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 Board on the status of the implementation of the annual System Priorities and Budget to support the Priorities.

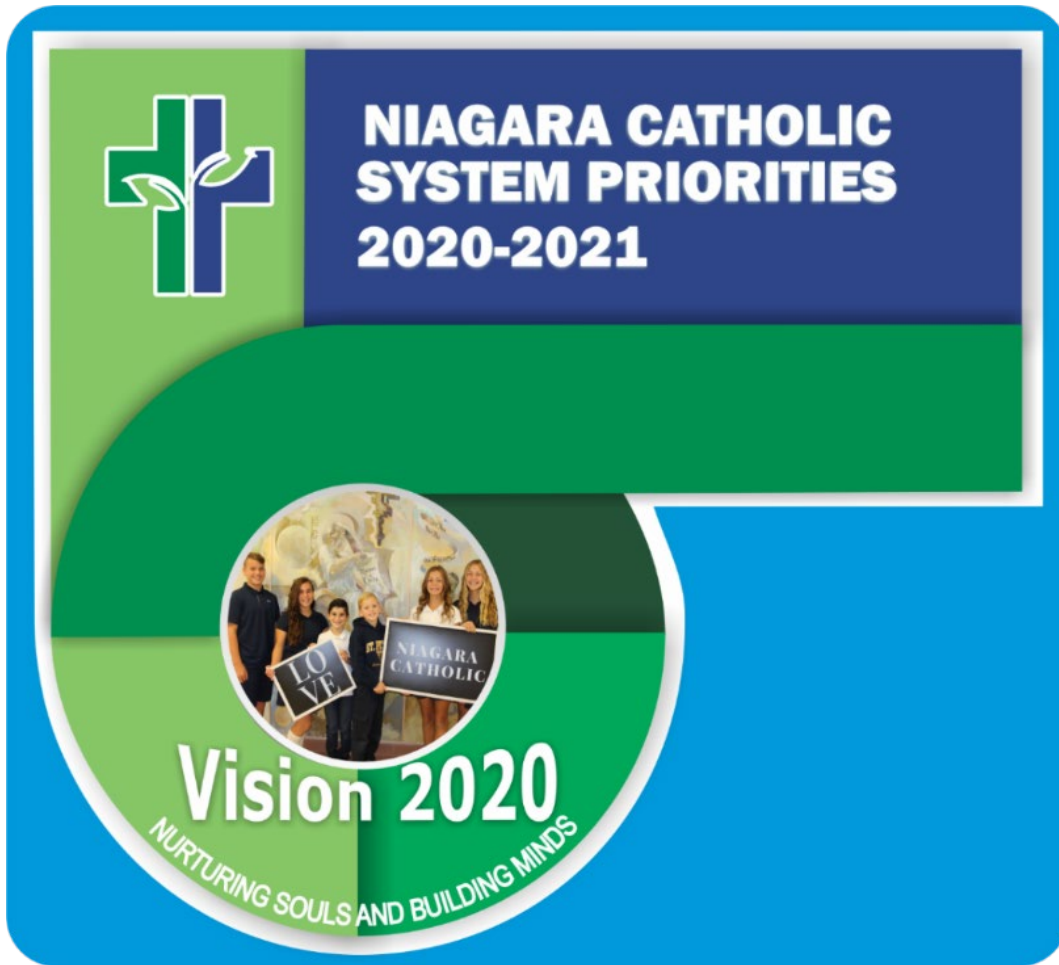
The System Priorities 2020-2021 update report is presented for information.

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

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

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

Date: April 27, 2021



VISION 2020

SYSTEM PRIORITIES 2020-2021 UPDATE

BOARD MEETING
APRIL 27TH, 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)

	<ul style="list-style-type: none"> • 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)
<p>1.2 Ensure that the principles of equity and inclusive education permeate policies, programs, procedures and practices within a Catholic context.</p> <p>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.</p>	<ul style="list-style-type: none"> • Continue to promote equity goal-setting in school improvement planning and the use of the <i>Equity Continuum</i> to support monitoring and evaluation of equity goals in schools and classrooms. • Provide professional learning for New Teacher Induction Program (NTIP) educators about <i>Assessment Through an Equity Lens to Promote Student Well-Being & Belonging</i> • Continue to support staff and student use of resources that support equity and inclusive education, including <i>The Recess Project</i>, <i>EverFi</i>, <i>Rick Hansen Foundation School Program</i> and <i>Unlearn</i> 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:

- Introduces redundant and low cost internet delivered directly at the schools instead of from our data center.
- Increases internet reliability (less outages)
- Enhances optimal learning development outcomes by eliminating certain internet bandwidth availability issues
- Increases cyber security by strengthening Niagara Catholic's security architecture and firewall operations.
- 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 from 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)
- Support material provided to staff focusing on COVID for wellness and safety (4.2.v)

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)
- Board senior staff have reviewed and will continue to monitor data such as enrollment, demographic and other special education data as we determine staffing and other resource needs for the 2021-2022 school year. (5.1.ii)
- Decisions on staffing will based on historical numerical data as well as local contextual information in order to provide the most equitable staffing models. (5.1.ii)

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
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

**TITLE: FACILITIES SERVICES:
STATE OF INFRASTRUCTURE**

The Facilities Services: State of Infrastructure Report
is presented for information.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

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

Date: April 27, 2021



REPORT TO THE BOARD APRIL 27, 2021

FACILITIES SERVICES: STATE OF INFRASTRUCTURE

BACKGROUND INFORMATION

The Facilities Services Department of Niagara Catholic currently oversees a portfolio of assets worth approximately \$650 million in current replacement value (CRV), and a total building area of 262,874 s.m. or 2,829,552 s.f. Our portfolio consists of 49 elementary schools, 8 secondary schools, 4 adult educational facilities, 3 alternative education centres, a maintenance yard, and 2 administrative facilities. The ages of this portfolio ranges from 1947 to 2017 with many additions and alternations completed over the years.

A diverse portfolio such as this requires careful planning and consideration of the overall condition of the facilities in order to ensure optimal operations and maintenance, while providing a safe and healthy environment for our staff and students. In order to facilitate the management of our assets, the Ministry of Education has mandated the use of a common asset management consultant by all school boards. This consultant is on contract to conduct building condition assessments (BCA) and manage facility condition data across Ontario for a 5 year period, at which point the RFP is re-issued and a new consultant selected. All previous data is then migrated to the newly approved consultant to maintain consistency. The current asset management consultant utilized is VFA Inc.

The process followed by all boards including Niagara Catholic is that we provide VFA with access to assess approximately 20% of our portfolio of buildings each year, thereby completing a full cycle every 5 years. The relationship between VFA and the boards is a very close one. VFA requires constant input of updated data from Facilities as we invest in our maintenance or build additions or new schools, or close and demolish existing ones. The data obtained by VFA is invaluable in the overall assessment of our assets and capital planning for a ten year forecast. The yearly BCAs are presented to Facilities for preliminary review and input where necessary, then returned to VFA for implementation into the live database.

There are many key performance indicators highlighted by the asset management database. Among them is the ages and areas of our facilities, the current replacement value (CRV), a summary of deferred maintenance (DM) as recommended by VFA based upon industry standards, and a very important ratio called the Facility Condition Index or FCI. FCI is the ratio of deferred maintenance to total current replacement value and ranges from 0 to 100%. An FCI of 0 indicates zero maintenance requirements over the CRV, or a building in new condition. Conversely, and FCI of 100% or sometimes greater indicates the total deferred maintenance is greater than the CRV, meaning the building has far exceeded its useful life and is prohibitive to repair.

The industry standard for FCI is as follows:

0.0 – 0.05	GOOD
0.6 – 0.10	FAIR
0.11 – 0.30	POOR
0.31 – 0.50	CRITICAL
0.51 – 1.00	DIVEST

The average FCI at Niagara Catholic is currently 0.34 representing a critical state of infrastructure overall. While this may look alarming, a closer look at the data will reveal an individual FCI for each of our facilities. This allows us to prioritize maintenance and capital investments and make critical decisions on the future of our schools. We can also look deeper into the data and determine the best use of resources in one or a group of facilities, thereby creating projects or programs across a number of schools and increasing the individual and overall FCI values. It is also important to note that by making a decision to close, demolish and/or replace a facility, the overall FCI would increase across the entire portfolio by removing a school that is beyond its useful life.

Another very useful tool we can utilize from the asset database is the deferred maintenance of our facilities. With this information, we can look forward into each year and plan ahead for the alternations or upgrades necessary to maintain an acceptable level of FCI. The current cumulative deferred maintenance at Niagara Catholic is in excess of \$170 million which is why we have our FCI sitting at 0.34. DM is estimated each year and the yearly investment into facilities maintenance has a direct relationship with it as well as the overall FCI. Basically, the more we invest in our facilities, the lower our deferred maintenance and the higher our overall FCI.

The government funding available to Niagara Catholic on a yearly basis is as follows:
School Renewal Allocation (SRA) - \$3.8 million/year
School Condition Improvement (SCI) - \$12.4 million/year

We also have periodic funding opportunities including the COVID-19 Resilience Infrastructure Stream (\$7.089 million), Optimizing Air Quality and Ventilation (\$552,300) and Climate Action Incentive Funding (\$463,649) that we are taking advantage of this year.

For the purpose of this presentation, we will look at the cost/benefit analysis of a few scenarios utilizing our funding over a 5 year period, to illustrate how this will affect the overall condition of our portfolio of assets over time. From this information, we will set multi-year targets for the improvement of our FCI both individually and cumulatively across the portfolio.

In conclusion, the goal of this presentation is to share the process followed by Facilities Services in the overall management of our assets at Niagara Catholic, and to illustrate the high level key performance indicators that assist in making critical decisions with respect to planned alterations, maintenance, additions, demolitions, or new construction. We will also share with you the current state of the infrastructure at Niagara Catholic with a plan for improvement over the coming years.

The Facilities Services: State of Infrastructure Report
is presented for information.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

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

Date: April 27, 2021

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC ABA UPDATE 2021

The Niagara Catholic ABA Update 2021 report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education
Angela De Lisio, ABA Lead
Cathy McMullin, ABA Lead
Julia Nicholson, ABA Lead
Julia Nemcko, BCBA

Presented by: Julia Nemcko, BCBA

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

Date: April 27, 2021



REPORT TO THE BOARD APRIL 27, 2021

NIAGARA CATHOLIC ABA UPDATE 2021

BACKGROUND INFORMATION

The Ministry of Education continues to work with Ontario school boards through Superintendents responsible for Student Support Services and the Applied Behaviour Analysis (ABA) portfolio and ABA clinicians/professionals to support Ontario schools with resources and supports to increase student safety and achievement through the implementation of ABA strategies and interventions. As educators, we are all entrusted to support students in celebrating the gifts that God has given them. Jesus Christ is the model for teaching and we are called upon to reflect and tailor our practices to be living witnesses of Christ.

Teachings and Values of Our Faith Reflected in Our Practice

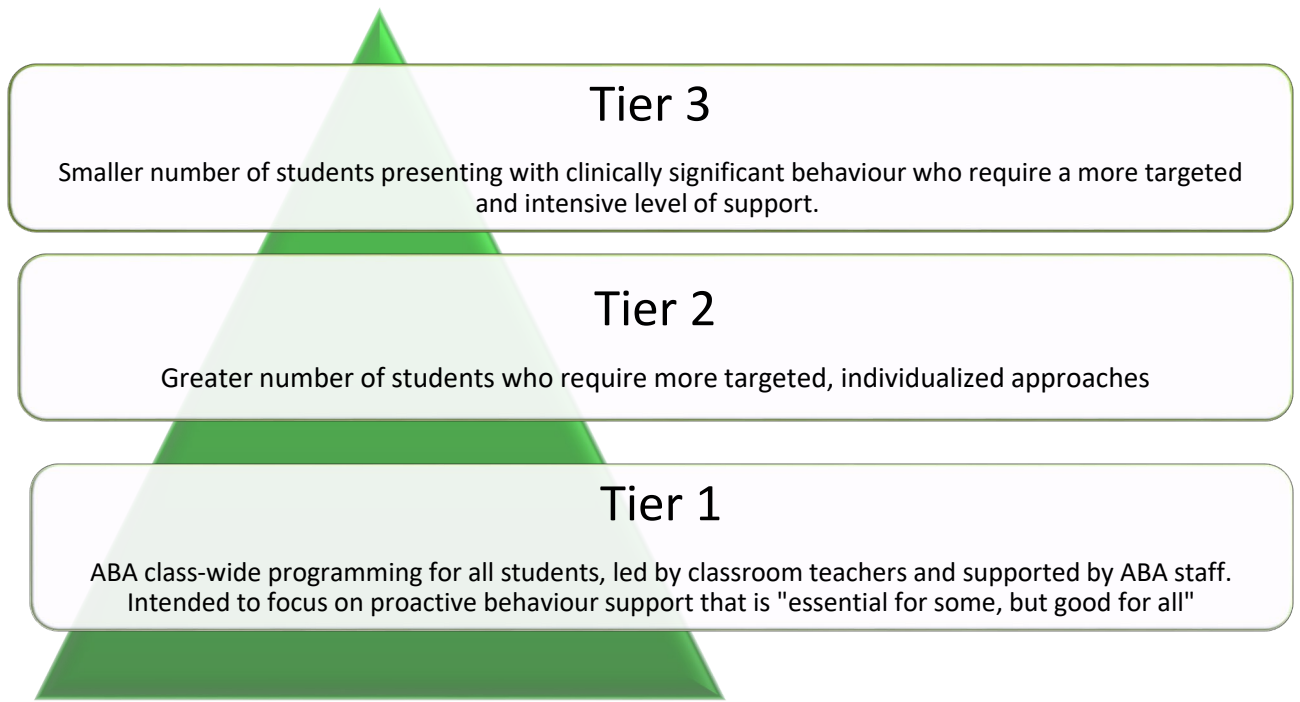
The principles of ABA align directly with the mission, vision and values of the Niagara Catholic District School Board and the Ontario Catholic Graduate Expectations (OCSGE) in the belief that interfering behaviours in student learning ultimately interfere with a child's ability to build meaningful relationships with themselves, with others and with God. In implementing ABA in every classroom, as an evidence-based intervention for behaviour, our primary goal is to provide all students with full accessibility to their potential as children of God and to coach them through the generalization of ABA strategies, tools and work systems to become:

1. Discerning believers
2. Effective communicators
3. Reflective thinkers
4. Responsible life-long learners
5. Collaborative contributors
6. Caring family members

ABA is an evidence-based, targeted intervention that has the potential to leverage equity, inclusion and full accessibility for all learners, especially our most vulnerable learners, so that every learner may assume their rightful position as a faith-filled contributor and valued member of a Catholic Learning Community. This vision will require:

- Seeing behaviour and intervention through the lens of our faith and through Christ's eyes
- Adopting an **ABA for All** lens where ABA is embedded in all teaching and learning practices
- An interdisciplinary approach where clinical and educational excellence meet to create new and innovative spaces for student learning, student dignity and student wellness

Multi-Tiered System of Support



Data Summary of ABA Team Involvement from September 2020- March 2021

Operational Definitions of Involvement:

Contacts Made: Number of contacts made with the school. Observation may be indirect or direct and can include: preference assessments, FBAs, school based team meetings, case conferences, conducting competency based training (BST) in classrooms supporting staff and students working through skill acquisition programming/challenging behaviors.

Training: Any time spent with a member of the school-based team outside of BST (Educational Assistants, Classroom Teacher, Educational Resource Teacher, or Principal). This may include: PD, staff skill development, and/or skill acquisition/ behaviour reduction programming training in the form of booster sessions based on program integrity checks.

ABA Involvement (September 2020 – March 2021)	
Schools Accessing ABA Services	46 (81%) <i>have had involvement</i>
Number of Students	275 <i>*Team members may collaborate to service the same student(s)</i>
Number of Contacts	1340
Number of Trainings	248

Niagara Catholic Applied Behaviour Analyst (ABA) Human Resource Supports

Title	Number of Staff	Description of Role
Board Certified Behaviour Analyst (BCBA)	1	<p>The BCBA works within an interdisciplinary team and is responsible for prioritizing and responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> • Adherence to best practice while providing clinical supervision where necessary to BCBA staff, or those pursuing certification in compliance with the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts • Provide clinical supervision to ABA Leads and ABA Facilitators • Trains staff to conduct evidence-based behavioural assessments, develop behavioural interventions, as well as supervise, model and coach school staff regarding the implementation of strategies. • Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities and then monitor implementation for students identified as Tier 3 • Support and coach system and school staff in conducting Functional Behaviour Assessments (FBAs), developing Behaviour Support Plans (BSPs) and Safety Plans • Create and facilitate formal and informal professional development opportunities for system staff • Liaise with various professional and clinical resources both within and external to the Board to ensure students have access to required resources
Applied Behaviour Analyst (ABA) Lead	3	<p>The ABA Lead works within an interdisciplinary team and is responsible for prioritizing and responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> • Provide supervision and direction to ABA Facilitators through the Targeted ABA Intervention (TABAI) model • Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities and then monitor implementation for students identified as Tier 2 • Support and coach system and school staff in conducting FBAs, developing BSPs and Safety Plans in consultation with the BCBA for students identified as Tier 2 • Train staff to collect, summarize and analyze data related to the implementation of strategies, behaviour support plans, and safe intervention plans to be communicated to internal and external stakeholders • Create and facilitate formal and informal professional development opportunities for system staff
Applied Behaviour Analyst (ABA) Facilitator	8	<p>The ABA Facilitator works within an interdisciplinary team and is responsible for responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> • Frontline support for the implementation of TABAI model, including: <ul style="list-style-type: none"> ○ the Behaviour Skills Training (BST) component ○ providing ongoing support to schools ○ data summaries on progress for individual student programs • Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities, coaching and direct support in creation of required materials, and then monitor implementation for students identified as Tier 2 and 3

Additional Team Responsibilities

Behaviour Management Systems (BMS)

BMS is a training system for education workers to manage behaviour within schools. As of October 2020, all members of the ABA team have been certified as BMS Instructors. Since September 2020, ABA staff have provided 31 virtual BMS sessions. Team members have also offered one-to-one sessions for those who have not been able to participate in virtual trainings and are working with students in which principles of BMS can be applied, as well as “booster sessions” to ensure staff feel comfortable and proficient in employing the principles of BMS and utilizing physical blocks/releases and containments, especially fears surrounding utilization of these techniques during the COVID-19 Pandemic.

ABA Staff Professional Development (PD)

Multiple members of the team are BCBA candidates, working towards candidacy, or BCBAs through designation and are required to complete ongoing education to maintain their certification. The entire team continually participates in self-directed PD, as well as identified targeted PD listed below to ensure efficacy of practice, opportunity to collectively debrief and to provide ongoing mentorship:

- Provided by The Ontario Association of Behaviour Analysis (ONTABA), the team completed a five-part series on jurisprudence and ethics (“The Ethical Behaviour Analyst”)
- ONTABA Annual Conference 2020
- ONTABA Ethics and Professional Practice Series: Applying the New ONTABA JE Standards to Tricky Situations
- Staff have also reviewed, rated and summarized webinars from Pennsylvania State University’s Autism Conference to share with the system.

Staff PD and Capacity Building

The team is actively involved in providing professional development to system staff.

System-wide PD provided within the past year:

January 2020	Presentation to Educational Assistants (EAs) entitled “Prompting & Reinforcement: Level 2” with an emphasis on conducting preference assessments
February 2020	presentation on Mindfulness to all EAs, Early Childhood Educators (ECEs) and Child and Youth Workers (CYWs)
February 2021	Virtual presentations to EAs, CYWs, ECEs, elementary and secondary teachers, and elementary principals. Topics included: “Eat, Pray, Love ABA”, “Talk Data to Me...A Deeper Dive into ABA”, “Let’s get Virtual with ABA” and “Navigating Tricky Situations Through the Lens of Mental Health & ABA”
March 2021	The BCBA supports 48 educators in the <i>ABA for Educators Level 1</i> online course. Additionally, 12 educators have enrolled in the <i>Enhanced Training for Autism</i> course offered through the Sonderly Platform, hosted by the Geneva Centre for Autism.

Additional examples of staff PD/capacity building include:

- Presenting virtually to EAs who were transitioning to work for the virtual school, with a focus on adapting ABA principles for the online learning environment.
- Presenting to principals enrolled in an Additional Qualification course for Autism/ABA and providing practicum ideas.
- An in-person Boardmaker Presentation provided to Canadian Martyrs support staff (EAs and ECEs).

- A virtual presentation was created and recorded by team members for staff at St. James created on the use first-then boards, and responding to challenging behaviours.
- French Immersion ABA Support Collaboration with two French Immersion teachers to develop French ABA resources (i.e., first/then board, classroom expectations, Get Ready, Do, Done board (GRDD), choice board).
- Team members have provided “Booster Sessions” on programming and strategies at various schools, both in-person and virtually. This provides school staff with the opportunity to ask questions and build confidence in programs and strategies, and ensures that all staff members are being delivered consistent messaging
- Providing Tier 1 class wide strategies for educators (i.e., GRDD system, group reinforcement contingencies)
- Peer Awareness presentations have been completed by members of the team to teach neurotypical classmates about Autism Spectrum Disorder (ASD), and other exceptionalities. The presentation focuses on celebrating student differences, and how to be a supportive classmate
- In February 2020, based upon the Program for the Education and Enrichment of Relational Skills (PEERS) curriculum was offered to five grade 7 and 8 students with ASD at Holy Name.
- In 2020/21, the 6-week Superflex program was provided to classes at St. Augustine, St. Gabriel Lalemant, Our Lady of Victory, and the Learning Strategies Social Skills Class (LSSSC) at St. Charles. The objective of the Superflex program is for participants to increase their knowledge base around their own brain function, social thinking and increase their understanding of social expectations in an attempt to promote a prosocial learning environment.

After School Skill Development Program (ASSDP)

This program is available for students with a diagnosis of Autism Spectrum Disorder (ASD) and the goal is to provide opportunities to strengthen social, communication, life skills and leisure skills.

- *Winter 2020:* the Musical Heartists Camp was run out of Sacred Heart school for 9 students with ASD. This camp provided students with an opportunity to explore music, create and use their own musical instruments while at the same time, successfully participate in social engagement, turn taking and problem solving.
- *Summer 2020:* Two camps were run for students with varying learning profiles. This camp offered unique hands on experiences, experiments and movement opportunities. ABA staff facilitated and demonstrated each component of the camp virtually. Camp kits were delivered to all families prior to the camp containing all materials necessary for each activity scheduled for the week long camp
- *Spring 2021:* In collaboration with LearnStyle, a virtual robotics and coding camp is being offered to junior, intermediate, and secondary students with ASD throughout Niagara Catholic. Students will have the opportunity to engage in social interactions and build friendships through a shared interest in computers, coding and robotics.
- *Summer 2021:* Potential virtual summer camps with themes that may include arts and crafts, science experiments and cooking are being explored.

Transition Supports

The team is preparing for incoming Kindergarten students transitioning to NCDSB by attending observations and meetings to prepare for their transition to school next year. The team has participated in ERT meetings with elementary school and high school ERTs to support the transition from students in Gr. 8 to Gr. 9, or to the special education classroom. The team provides extensive wraparound support for students transitioning from other school boards, including boards from outside Niagara.

Family Supports

The ABA team strives for consistent communication with families to obtain input and share plans for program implementation within the schools. Support may also include:

- Assist families to navigate social services and connect with outside agencies, such as: Contact Niagara, Community Living, Autism Ontario, Pathstone Mental Health Services, Niagara Children's Centre- Speech Services Niagara-CAST, Powerhouse for sibling support.
- Support families/schools in connecting with private ABA providers
- Assisting families/schools with connecting with Bethesda regarding Ontario Autism Program (OAP), Special Services at Home (SSAH) funding, Children's Developmental Assessment Services (CDAS)
- Assisting families and school staff in interpreting outside agency assessments/reports to assist with school programming and comprehension
- Assisting families with direction to receive assessments for potential diagnoses
- Supporting the development of letters for medical professionals regarding medical support for diagnoses and/or behaviours. The team will also provide data summaries for schools/families to provide to medical professionals.

Virtual Supports

The team has been able to review research, consult with other professionals, and brainstorm within our own team to adapt our services to offer virtual support to families and schools during the COVID-19 Pandemic restrictions. ABA virtual supports consist of: conducting virtual trainings, meetings, consultations, and observations. The team has also been able to support schools in the use of virtual lessons, first-then boards, and token economies. The team continues to prioritize the health and safety of students and staff by exploring virtual options prior to physically entering a school to provide services. The team is currently working both virtually and within schools to support students and staff.

COVID-19 Resources

The team developed skill development programming based upon the Assessment of Basic Language and Learning Skills - Revised (ABLBS-R) for schools to administer to families during the Covid-19 shutdown in 2020. These activities targeted 13 different domains, such as fine motor, spelling, receptive language and reading, by means of common household items to teach these skills. In addition, the team created a series of tip sheets for schools and families to support their use of ABA in the classroom and at home. Tip sheets included information pertaining to the use of Natural Environment Training (NET), building instructional control, and utilizing visual schedules.

Clinical Goals meet Educational Programming

The team continues to collaborate with our BRT team to align the core principles of ABA (data collection, individualized programming, positive reinforcement and generalization of skills) with educational programming and social-emotional learning. As our interdisciplinary teams continue their collaboration, we strive to ensure that educational goals are aligned with clinical goals to leverage equity and inclusion for all as well as greater accessibility for staff and students to adopt an ABA for All stance.

Community Partnerships/Collaborations

Brock University

Under the direct supervision of the BCBA, the team has supported multiple Brock Master's student's final practicum placements for the Masters of Applied Disabilities program. Mentorship of Master level students provides an invaluable free service to school communities and has positively contributed to the applicant pool for ABA team positions.

Niagara College

The ABA team has hosted Niagara College Autism and Behavioural Science (ABS) placement students throughout the school year. The team has created and presented an orientation to students and have supported them in meeting their placement requirements for each semester. The ABS students are placed in schools where ABA Facilitators frequent for their direct support, as well as ensuring ABA programming is occurring for their observations and opportunities are available for implementation.

Bethesda Community Services

The ABA Leads and Behaviour Analyst participated in the Children's Advisory Committee meetings with other community partners. During the month of June 2020, Bethesda and the ABA Team collaborated on a webinar entitled "Supporting Learning at Home". The webinar was offered three times for school professionals and three times for families.

McMaster- Hamilton Health Sciences (HHS)

The ABA Leads and Behaviour Analyst participate in the Regional Community Partners in Education meeting. School boards and community agencies within Niagara participate in the meeting to discuss updates from HHS, including potential updates to the OAP.

Conclusion

To conclude, during this challenging time of COVID-19, the Niagara Catholic ABA Team is grateful for the ongoing support of the Ministry of Education, Superintendent of Student Support Services, and the Board of Trustees for ensuring that best practices for supporting our student's behavioural needs are being met and prioritized by funding essential programs and by maintaining and expanding our team. ABA resources, services and supports have been making a difference for students and staff who are managing difficult transitions and uncertainty, directly impacting student behaviour and the safety of students, staff and our communities. As members of a Catholic learning community, we are called to contribute to collaborative practices to provide opportunities for students and staff to continue to learn to reach their full potential. The team will continue to work in partnership with school administrators and staff to ensure that the safety and behavioural needs of all students continue to be at the forefront of all decision-making and that student achievement and success continues to be our collective goal.

The Niagara Catholic ABA Update 2021 report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education
Angela DeLisio, ABA Lead
Cathy McMullin, ABA Lead
Julia Nicholson, ABA Lead
Julia Nemcko, BCBA

Presented by: Julia Nemcko, BCBA

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

Date: April 27, 2021

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

TITLE: FINANCIAL REPORTS AS AT MARCH 31, 2021

The financial reports as at March 31, 2021 is presented for information.

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

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

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

Date: April 27, 2021



REPORT TO THE BOARD APRIL 27, 2021

FINANCIAL REPORT AS AT MARCH 31, 2021

BACKGROUND

Over the last year, Niagara Catholic has witnessed extraordinary steps that staff have taken to safely support the learning journey for our students in what continues to be unprecedented and uncertain times.

School boards informed the ministry in the fall about significant unexpected enrolment decline as a result of the COVID-19 pandemic of about 40,000 fewer students, the government mitigated the related financial impacts by providing approximately \$400 million in one-time stabilization funding. This funding allowed school boards to maintain teaching and education worker positions and a high standard of programming during the pandemic.

As we look towards the 2021-22 school year, Niagara Catholic will take a cautious approach in their planning given the uncertainty in enrolment and adjust accordingly for one-time funding that was provided in 2020-21.

Given the millions of dollars received from the province and the investment in additional staff to meet the needs of this unprecedented year. It is understandable that Niagara Catholic may issue more than the typical number of redundancy notices to its staff this spring as it reconciles the removal of these one-time funds for 2021-2022 school year.

The following information is attached for the review of the Trustees:

APPENDIX A Interim Financial Report as at March 31, 2021

APPENDIX B Detailed Financial Variance Report as at March 31, 2021

The financial reports as at March 31, 2021 is presented for information.

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

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

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

Date: April 27, 2021

Niagara Catholic DSB
2020-21 Interim Financial Report

For the Month Ending March 31, 2021

Summary of Financial Results

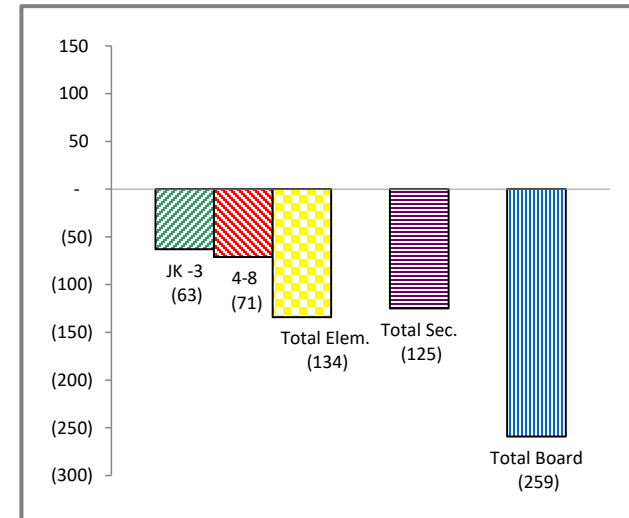
(\$Thousands)	Estimates	Revised Estimates	Forecast	In-Year Change	
				\$	%
Revenue					
Operating Grants	232,593	231,991	232,770	779	0.3%
Capital Grants	23,207	23,127	23,127	-	0.0%
Other	11,713	27,264	28,470	1,206	10.3%
Total Revenue	267,513	282,382	284,367	1,985	0.7%
Expenditures					
Classroom	203,845	211,744	211,047	(697)	(0.3%)
Other Operating	7,610	7,715	8,009	294	3.9%
Transportation	10,767	11,417	11,317	(100)	(0.9%)
Pupil Accomodation	39,532	40,449	41,135	686	1.7%
Other	5,631	4,483	5,233	750	13.3%
PSAB Adjustments	128	10,372	10,372	-	0.0%
Total Expenditures	267,513	286,180	287,113	933	0.3%
In-Year Surplus (Deficit)	-	(3,798)	(2,746)	1,052	n/a
Prior Year Accumulated Surplus (Deficit)	16,258	16,258	16,258	-	0.0%
Accumulated Surplus (Deficit) for Compliance	16,258	12,460	13,512	1,052	8.4%

Summary of Enrolment

ADE	Revised Estimates	Forecast	In-Year Change	
			#	%
Elementary				
JK -3	6,588	6,525	(63)	-1.0%
4-8	7,468	7,397	(71)	-1.0%
Total Elementary	14,056	13,922	(134)	-1.0%
Secondary <21				
Pupils of the Board	6,294	6,174	(120)	-1.9%
Other Pupils	48	43	(5)	-10.4%
Total Secondary	6,342	6,217	(125)	-2.0%
Total	20,398	20,139	(259)	-1.3%

Note: Forecast will be based on October 31st count date

Changes in Enrolment: Budget v. Forecast

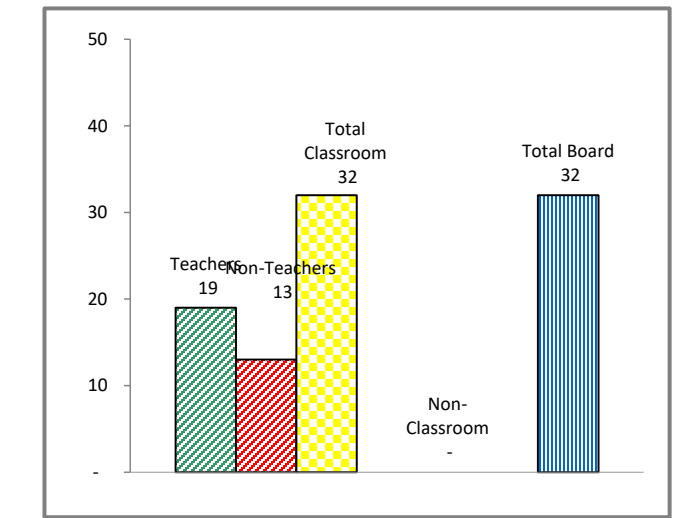


Highlights of Changes in Enrolment:

Summary of Staffing

FTE	Revised Estimates	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	1,213	1,232	19	1.6%
Non-Teachers	766	779	13	1.7%
Total Classroom	1,979	2,011	32	1.6%
Non-Classroom	247	247	-	0.0%
Total	2,226	2,258	32	1.4%

Changes in Staffing: Budget v. Forecast



Highlights of Changes in Staffing:

Interim Financial Report
For the Month Ending March 31, 2021
(\$ thousands)

Budget Assessment						
	a	b	c = b - a	d = c/a		
	2020-21					
	Estimates	Revised Estimates	Forecast	Change		Material Variance Note
				\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING						
Classroom Instruction						
Teachers	132,697	138,118	137,610	(508)	-0.38%	Favourable rate differential
Supply Teachers	6,577	6,724	7,448	724	11.01%	Drastic rise in supply costs
Teacher Assistants and ECEs	22,559	23,564	23,187	(377)	-1.67%	
Classroom Computers	744	888	1,523	635	85.35%	Endpoint devices for remote learning
Textbooks and Supplies	4,582	4,792	5,227	435	9.49%	E-Learning software investments
Professionals and Paraprofessionals	8,063	8,657	8,603	(54)	-0.67%	
Library and Guidance	4,040	4,473	4,048	(425)	-10.52%	
Staff Development	504	595	199	(396)	-78.57%	More remote virtual learning sessions
Department Heads	318	329	315	(14)	-4.40%	
Principal and Vice-Principals	10,405	10,884	10,919	35	0.34%	
School Office	5,770	6,038	5,751	(287)	-4.97%	
Co-ordinators and Consultants	2,588	2,666	2,313	(353)	-13.64%	Reallocation of expenses still pending
Continuing Education	4,998	4,016	3,904	(112)	-2.24%	
Amortization and Write-downs				-	#DIV/0!	
Total Instruction	203,845	211,744	211,047	(697)	(0.3%)	
Administration						
Trustees	263	264	255	(9)	(3.4%)	
Director/Supervisory Officers	1,178	1,190	1,349	159	13.5%	Retirement Gratuities
Board Administration	6,169	6,261	6,405	144	2.3%	
Total Administration	7,610	7,715	8,009	294	3.9%	
Transportation	10,767	11,417	11,317	(100)	(0.9%)	
Pupil Accomodation						
School Operations and Maintenance	22,425	23,342	24,028	686	3.1%	
School Renewal	706	706	706	-	0.0%	
Other Pupil Accomodation	3,037	3,037	3,037	-	0.0%	
Amortization and Write-downs	13,364	13,364	13,364	-	0.0%	
Total Pupil Accomodation	39,532	40,449	41,135	686	1.7%	
Other						
School Generated Funds -Expenditures	4,366	4,366	4,366	-	0.0%	
Loss on disposal of assets	117	117	117	-	0.0%	
Other	1,148		750	750	65.3%	
Total Other Expenditures	5,631	4,483	5,233	750	13.3%	
TOTAL EXPENDITURES	267,385	275,808	276,741	933	0.3%	
PSAB Adjustments	128	10,372	10,372			
	267,513	286,180	287,113			

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

**TITLE: CORRESPONDENCE
EMAIL FROM BERT DANDY**

From: **bert dandy** <gpo8383@gmail.com>
Date: Thu, Apr 22, 2021 at 10:23 PM
Subject: Chairman Huibers trip out of country.
To: <Camillo.cipriano@ncdsb.com>
Cc: Larry Huibers <LarryHuibersTrustee@gmail.com>

To: Board Members of the Niagara District Catholic School Board

I am having problems comparing sanctions imposed recently by municipal councils and school boards in Niagara. West Lincoln Mayor Dave Bylsma, Niagara Falls Councillor Carolyn Ioannoni and Niagara Catholic District School Board chair Larry Huibers appear to have committed various breaches. The penalties imposed do not seem to have any relation to the seriousness of the actions for which they have been sanctioned. The three offences vary in their nature, seriousness, penalty imposed and connection to the public office held at the time.

Bylsma was in violation of provincial law, presented a threat to public health and spread COVID-19 falsehoods and did so using his position as mayor. He has been removed from his position on a township committee and likely from the regional board of health. Ioannoni, who was in violation of the city council's code of conduct, did so while acting as councillor and had her pay and her position on city committees suspended for 3 months.

Huibers, in his role as a private citizen, went against advisories of the province and his school board but obeyed all the rules and laws regarding public health. He has been barred from board and committee meetings until January 2022.

It all makes no sense. The most serious offender, Bylsma gets off with a slap on the wrist. Somewhere in the middle, Ioannoni loses 3 months' pay. Huibers, who arguably broke no rules and caused minimum harm, loses his right to represent his constituents at board and committee meetings. Of much more concern is the denial of his right to debate and vote on matters affecting his constituents. In my view only the ratepayers can exercise this sanction and only at the next election. The NCDSB should not take steps

which effectively disenfranchise the residents, parents and children of St. Catharines.

--

Bert Dandy

(Former Separate School Representative, Scarborough Board of Education - 12 years)

5267 Stamford St

Niagara Falls, ON, L2E 1N2

289-547-8383

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
CALENDAR OF EVENTS – MAY 2021**

MAY 2021

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
APRIL 27, 2021**

PUBLIC SESSION

**TITLE: NOTICE OF MOTION
ADDRESSING PERIOD POVERTY IN NIAGARA CATHOLIC**

RECOMMENDATION

THAT the Director be authorized to explore a partnership with an appropriate organization(s) to secure access to quality menstrual products and education materials at no cost or minimal cost to the Board;

THAT a report be provided to the Board no later than September 21, 2021 with a timeline to implement in all 8 secondary schools, Pope Francis Centre and Adult Education Centres initially followed by all elementary school sites.

Prepared by: Trustee Prince
Date Submitted: April 27, 2021
To be Presented: May 25, 2021
Date: April 27, 2021



NOTICE OF MOTION

ADDRESSING PERIOD POVERTY IN NAGARA CATHOLIC

BACKGROUND INFORMATION

Trustee Prince submitted the following Notice of Motion on April 27, 2021 (Appendix A)

RECOMMENDATION

THAT the Director be authorized to explore a partnership with an appropriate organization(s) to secure access to quality menstrual products and education materials at no cost or minimal cost to the Board;

THAT a report be provided to the Board no later than September 21, 2021 with a timeline to implement in all 8 secondary schools, Pope Francis Centre and Adult Education Centres initially followed by all elementary school sites.

Prepared by: Trustee Prince

Date Submitted: April 27, 2021

To be Presented: May 25, 2021

Date: April 27, 2021

Notice of Motion

Addressing Period Poverty in Niagara Catholic

April 27, 2021

Moved: *Leanne Prince* (signed electronically) Leanne Prince, Trustee Grimsby, Lincoln, West Lincoln and Pelham

Seconded: *Larry Huibers* (signed electronically) Larry Huibers, Trustee St Catharines

Access to Free Menstrual Products

Whereas, lack of access due to economic factors - often referred to as “period poverty” - impacts girls and women around the world and can be especially damaging at puberty, when school interactions are crucial to a girl’s development; and

Whereas, nearly one in seven Canadian girls have either left school early or missed school entirely because they did not have access to the feminine care products they needed to manage their periods; and

Whereas, menstrual hygiene products are not optional and are necessary and essential to women’s and girls’ health, comfort and participation in work, school and society; and

Whereas, other Ontario school boards, municipal, provincial, and federal governments have already taken steps to provide free menstrual hygiene products to students and staff; and

Whereas, the Board honours student voice and recognizes the many secondary students, notably OSTA-AECO, who have petitioned various Board of Trustees to ask for “free, quality period products in all schools” and further stated, “that this relatively small act would immensely improve the health and well-being of students all over the region who cannot afford the essential products they so desperately need while menstruating.”; and

Whereas, this matter also affects most students before they enter secondary school; and

Therefore, be it resolved: That the Director be authorized to explore a partnership with an appropriate organization(s) to secure access to quality menstrual products and education materials at no cost or minimal cost to the Board; (b) That a report be provided to the Board no later than September 21, 2021 with a timeline to implement in all 8 Secondary Schools, Pope Francis Centre and Adult Education Centres initially followed by all Elementary School sites.