



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

*AGENDA AND MATERIAL*

**BOARD MEETING**

**TUESDAY, MAY 25, 2021  
6:30 P.M.**



**SEEDS OF FAITH**  
MASS • MERCY • MISSION  
2018-2021

*PUBLIC ACCESS LIVE STREAM LINK*  
<https://niagaracatholic.ca/meetings-livestream/>

**A. ROUTINE MATTERS**

- |       |  |        |
|-------|--|--------|
| 1.    | Opening Prayers – Trustee Moody  | -      |
| 2.    | Roll Call  | -      |
| 3.    | Approval of the Agenda   | -      |
| 4.    | Declaration of Conflict of Interest  | -      |
| 5.    | Minutes of the Board Meeting   | -      |
| 5.1   | April 27, 2021   | A5.1   |
| 5.2   | May 11, 2021   | A5.2   |
| 6.    | <u>Consent Agenda Items</u>  |        |
| 6.1   | Unapproved Minutes of the Committee of the Whole Meeting of May 11, 2021<br>and Consideration of Recommendations | A6.1   |
| 6.1.1 | Board By-Laws Policy (100.1)   | A6.1.1 |
| 6.1.2 | Occupational Health and Safety Policy (201.6)  | A6.1.2 |
| 6.1.3 | Student Exclusion From School or Class Policy (NEW)  | A6.1.3 |
| 6.1.4 | Pride Flag   | A6.1.4 |
| 6.2   | Approved Minutes of the Special Education Advisory Committee (SEAC)<br>Meeting of April 7, 2021                  | A6.2   |
| 6.3   | Approved Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC)<br>Meeting of March 4, 2021        | A6.3   |
| 6.4   | Recommendation to the Board by the Niagara Catholic Parent Involvement Committee                                 | A6.4   |
| 6.5   | In-Camera Agenda Items F1, F2, F4, F5, F6, F7 and F11.1  | -      |

**B. DELEGATIONS/PRESENTATIONS**

**C. COMMITTEE AND STAFF REPORTS**

- |     |   |      |
|-----|---|------|
| 1.  | Land Acknowledgement – Ted Farrell                        | C1   |
| 2.  | Financial Reports – Giancarlo Vetrone                     | -    |
| 2.1 | Financial Reports as at April 30, 2021                    | C2.1 |
| 2.2 | 2021-2022 Annual Budget Feedback and Consultation Results | C2.2 |
| 2.3 | 2021-2022 Grants for Student Needs Funding Announcement   | C2.3 |
| 3.  | September 2021 Plan                                       | -    |

**D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS**

1. Correspondence	-
1.1 Email from Emily & Adam Gramowski	D1.1
1.2 Letter from OECTA Secondary and Elementary	D1.2
1.3 Letter from Pride Niagara	D1.3
1.4 Letter from OECTA Secondary	D1.4
1.5 Letter from Niagara Falls Community Health Centre	D1.5
1.6 Letter from Wayne Gates, MPP Niagara Falls	D1.6
1.7 Letter from OUTniagara	D1.7
2. Report on Trustee Conferences Attended	-
3. General Discussion to Plan for Future Action	-
4. Trustee Information	
4.1 Calendar of Events – June 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**

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  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: MINUTES OF THE BOARD MEETING OF  
APRIL 27, 2021**

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**RECOMMENDATION**

**THAT** the Niagara Catholic District School Board approve the Minutes of the Board Meeting of April 27, 2021, as presented.



## MINUTES OF THE BOARD MEETING

**TUESDAY, APRIL 27, 2021**

Minutes of the electronic Meeting of the Niagara Catholic District School Board, held on Tuesday, April 27, 2021

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 Burkholder.

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		✓		
<b>Student Trustees</b>				
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**, 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 Burtnik  
Seconded by Trustee Sicoli

**THAT** the Niagara Catholic District School Board approve the Agenda of the Board Meeting of April 27, 2021, as presented.

**CARRIED**

**4. Declaration of Conflict of Interest**

A Disclosure of Interest was declared by Trustee Huibers with Items F6.3 and F9.1 of the In Camera Agenda. He left the meeting during discussion of these items.

Disclosures of Interest were declared by Trustees Fera and Moody with Item F6.3 of the In Camera Agenda. These trustees have family members who are employees of the Board. They left the meeting during discussion of this item.

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

**5.1 March 23, 2021**

Moved by Trustee Sicoli  
Seconded by Trustee Fera

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

**CARRIED**

**5.2 April 7, 2021**

Moved by Trustee Burtnik  
Seconded by Trustee Prince

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

**CARRIED**

**6. Consent Agenda Items**

Director Cipriano requested Item A6.4 be held. This item was moved to Committee and Staff Reports Section C of the agenda.

**6.1 Unapproved Minutes of the Policy Committee Meeting of March 23, 2021**

**THAT** the Niagara Catholic District School Board receive the unapproved Minutes of the Policy Committee meeting of March 23, 2021, as presented.

**6.2 Approval of Policies**

**6.2.1 Complaint Resolution Policy (800.3)**

**THAT** the Niagara Catholic District School Board approve the Complaint Resolution Policy (800.3), as presented.

**6.2.2 Bullying Prevention and Intervention Policy (302.6.8)**

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

**6.2.3 Student Expulsion Policy (302.6.5)**

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

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

THAT the Niagara Catholic District School Board approve the Employee Workplace Harassment Policy (201.7), as presented.

**6.2.5 Employee Workplace Violence Policy (201.11)**

THAT the Niagara Catholic District School Board approve the Employee Workplace Violence Policy (201.11), as presented.

**6.3 Staff Development Department Professional Development Opportunities**

Presented for information.

**6.4 Capital Projects Progress Report Update**

Moved to Section C6

**6.5 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of March 3, 2021**

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

**6.6 In-Camera Items F1, F3, F4, F5 & F9.1**

Moved by Trustee Prince  
Seconded by Trustee Sicoli

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

**CARRIED**

**B. DELEGATIONS/PRESENTATIONS**

**C. COMMITTEE AND STAFF REPORTS**

**1. System Priorities 2020-2021 Update**

Director Cipriano provided an update on the System Priorities 2020-2021.

**2. State of Infrastructure**

Clark Euale, Controller of Facilities Services presented the Facilities Services: State of Infrastructure report for Trustee information.

Controller Euale answered questions of Trustees.

**3. Niagara Catholic ABA Update 2021**

Gino Pizzoferrato, Superintendent of Education provided background information on the Niagara Catholic Applied Behaviour Analysis program and introduced Julia Nemcko, Board Certified Behaviour Analyst.

Ms. Nemcko presented the Niagara Catholic ABA Update 2021 for Trustee information.

Superintendent Pizzoferrato and Ms. Nemcko answered questions of Trustees.

**4. Financial Report as at March 31, 2021**

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

Superintendent Vetrone answered questions of Trustees.

**5. Monthly Updates**

**5.1 Student Trustees' Update**

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

**5.2 Senior Staff good News Update**

Senior Staff highlights included:

**Superintendent Kinney**

- As Niagara Catholic prepares for de-streaming of Grade 9 math this coming September, professional learning is being facilitated collaboratively through Staff Development and other Board departments. School administrators have been engaged in sessions with Dr. Ann Lopez, full professor at OISE and recognized educator and author, to begin the work of de-streaming. This includes uncovering and recognizing personal bias, dismantling system barriers, and building capacity of educators to support all students to achieve. Sessions are also beginning for educators at both the elementary and secondary level.

**Superintendent Pizzoferrato**

- Appreciation to our front line staff for the proactive work they did to work with families through reviewing the need for in-person learning and supporting both virtual and in-person students.

Upon returning to learning after the Spring Break on April 19th, Niagara Catholic Principals and school staff made it a priority to address the learning needs of all students during the closure period. Through consultation with all stakeholders, classroom teachers and support staff collaborated on individualized learning programs and accommodations to have the greatest number of students learning virtually.

Principals and school staff also considered the requests of families to have students with complex learning needs return to in-person, and after careful consideration made arrangements to welcome these students back. For some, this has meant significant

modifications and changes to their normal routines through the course of the day, a hybrid of in-person direct instruction from classroom teachers and engaging with their classmates who are home learning online, and participating in learning and life skill building activities with the assistance of ERTs, Educational Assistants and other support staff.

**6. Consent Agenda Item A6.4 – Capital Projects Progress Report Update**

Controller Euale provided an update on the Capital Project Progress report to update Trustees on the delay to the opening of Our Lady of the Holy Rosary School to September 2022.

Controller Euale answered questions of Trustees.

**D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS**

**1. Correspondence**

Director Cipriano highlighted information contained in the following correspondence:

**1.1 Email from Bert Dandy**

**2. Report on Trustee Conferences Attended**

Trustee Burtnik commented on the upcoming OCSTA AGM and the lack of discussion from the Niagara Catholic District School Board on the very important resolutions that shape the future of Catholic education.

**3. General Discussion to Plan for Future Action**

Director Cipriano noted that, following discussions at Executive Council meeting regarding future presentations on Governance, the board has secured a former Catholic School Board Trustee and former Catholic School Board Chair, Marion Thomson Howell from Waterloo Catholic. Ms. Howell will be presenting at the May 11, 2021 Committee of the Whole meeting on Trustee Governance in Education.

**4. Trustee Information**

**4.1 Calendar of Events – May 2021**

Director Cipriano highlighted the May 2021 calendar of events.

**5. Open Question Period**

One question was submitted by a separate school supporter.

Director Cipriano read the question.

Moved by Trustee Burtnik

Seconded by Trustee Burkholder

**That** the findings of the third party investigation report be released.

Discussion took place

Trustee Burtnik withdrew the motion.



Trustee Turner requested to go on record stating that the report should be made public at the appropriate time.

## **E. NOTICES OF MOTION**

### **1. Addressing Period Poverty in Niagara Catholic**

Director Cipriano noted that in accordance with the Board Bylaws Item 21, Section xiii (c), the Notice of Motion will be presented to the May 25, 2021 Board Meeting.

## **F. 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 Board Meeting at 9:04 p.m. and reconvened at 9:59 p.m.

## **G. REPORT ON THE IN-CAMERA SESSION**

Moved by Trustee Prince  
Seconded by Trustee Burtnik

**THAT** the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of April 27, 2021.

**CARRIED**

### **SECTION A: STUDENT TRUSTEES PRESENT**

Moved by Trustee Prince  
Seconded by Trustee Sicoli

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

**CARRIED (Item F1)**

### **SECTION B: STUDENT TRUSTEES EXCLUDED**

Moved by Trustee Prince  
Seconded by Trustee Sicoli

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

**CARRIED (Item F3)**

Moved by Trustee Prince  
Seconded by Trustee Sicoli

**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 April 7, 2021, as presented.

**CARRIED (Item F9.1)**

## **H. FUTURE MEETINGS AND EVENTS**

## **I. MOMENT OF SILENT REFLECTION FOR LIFE**

## **J. ADJOURNMENT**

Moved by Trustee Sicoli  
Seconded by Trustee Prince

**THAT** the April 27, 2021 meeting of the Niagara Catholic District School Board be adjourned.

**CARRIED**

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

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Minutes of the Meeting of the Niagara Catholic District School Board held on **April 27, 2021**.

Approved on **May 25, 2021**.

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Larry Huibers  
Chair of the Board

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Camillo Cipriano  
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: MINUTES OF THE SPECIAL BOARD MEETING OF  
MAY 11, 2021**

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**RECOMMENDATION**

**THAT** the Niagara Catholic District School Board approve the Minutes of the Special Board Meeting of May 11, 2021, as presented.



# MINUTES OF THE SPECIAL BOARD MEETING

**TUESDAY, MAY 11, 2021**

Minutes of the Special Meeting of the Niagara Catholic District School Board, held electronically on Tuesday, May 11, 2021 at 8:15 p.m.

The meeting was called to order at 8:15 p.m. by Vice-Chair Moody for Chair Huibers.

## **A. ROUTINE MATTERS**

### **1. Opening Prayer**

Opening Prayer were led by Trustee Fera.

### **2. Roll Call**

Vice-Chair Moody noted that Trustee Huibers was excused.

<b>Trustee</b>	<b>Present</b>	<b>Present Electronically</b>	<b>Absent</b>	<b>Excused</b>
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; **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Kimberly Kinney**, **Gino Pizzoferrato**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Clark Euale**, Controller of Facilities Services; **Linda Marconi**, Executive Assistant – Director of Education.

**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 May 11, 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 Sicoli  
Seconded by Trustee Prince

**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 8:17 p.m. and reconvened at 9:50 p.m.

**C. REPORT ON THE IN-CAMERA SESSION**

Moved by Trustee Sicoli  
Seconded by Trustee Prince

**THAT** the Niagara Catholic District School Board report the motions from the In Camera Session of the Special Board Meeting of May 11, 2021.

**CARRIED**

Trustee Burtnik put forth the following motion:

Moved by Trustee Burtnik  
Seconded by Trustee Burkholder

**THAT** the Niagara Catholic District School Board support the appeal of Trustee Huibers and overturn the breach of the Trustee Code of Conduct.

A recorded vote was taken on the motion.

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

**DENIED**

Trustee Sicoli put forth the following motion:

Moved by Trustee Sicoli  
Seconded by Trustee Fera

**THAT** the Niagara Catholic District School Board support the confirmation that Trustee Huibers breached the Trustee Code of Conduct.

A recorded vote was taken on the motion.

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

**CARRIED**

Trustee Prince put forth the following motion:

Moved by Trustee Prince  
Seconded by Trustee Burtnik

**THAT** the Niagara Catholic District School Board publicly release the findings of the third party investigation into Trustee Huibers' Code of Conduct investigation.

A recorded vote was taken on the motion.

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

**CARRIED**

Third party investigation report attached to minutes as Appendix A.

Trustee Burtnik put forth the following motion:

Moved by Trustee Burtnik  
Seconded by Trustee Burkholder

**THAT** the sanctions imposed at the last meeting of the Board in relation to Trustee Huibers' breach of code of conduct be revoked and that a letter of censure be administered.

A recorded vote was taken on the motion.

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

**CARRIED**

#### **D. MOMENT OF SILENT REFLECTION FOR LIFE**

#### **E. ADJOURNMENT**

Moved by Trustee Prince

Seconded by Trustee Burkholder

**THAT** the May 11, 2021 Special Meeting of the Niagara Catholic District School Board be adjourned.

**CARRIED**

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

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Minutes of the Special Meeting of the Niagara Catholic District School Board held on **May 11, 2021**.

Approved on the **June 8, 2021**.

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Daniel Moody  
Vice-Chair of the Board

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Camillo Cipriano  
Director of Education/Secretary -Treasurer



**PRIVILEGED & CONFIDENTIAL**

Report to:

**Borden Ladner Gervais LLP**

Per: Eric Roher, Partner

March 19, 2021

**RE: Niagara Catholic District School Board Investigation**

Prepared by:

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## Appendices

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January 27, 2021, Email from [REDACTED] .....	A
February 8, 2021, Letter from [REDACTED] .....	B
March 1, 2021, Supplementary Statement from [REDACTED] .....	C
February 15, 2021, Letter from [REDACTED] .....	D
Undated Letter from P Greenberg .....	E
NCDSB Trustee Code of Conduct Policy .....	F
January 6, 2021, Order in Council <a href="#">PC Number 2021-0001</a> , “Minimizing the Risk of Exposure to COVID-19 in Canada Order (Quarantine, Isolation and Other Obligations) (Excerpts) .....	G



## ***1. Introduction and Mandate***

On February 18, 2021, Eric Roher, legal counsel for the Niagara Catholic District School Board (“NCDSB,” or the “Board”), retained Rubin Thomlinson LLP to conduct an impartial investigation into allegations that Larry Huibers, Chair of the Board, had breached the Trustee Code of Conduct Policy (the “Policy”).

Mr Roher advised that he intended to rely on our investigation report in order to assist him in providing the Board with legal advice.

We were asked to make factual findings with respect to the allegations brought to the attention of the Board by two community members, and to determine whether Mr Huibers’ actions constituted a breach of the Policy.

In conducting the investigation, I interviewed the relevant parties, and reviewed the applicable legislation, policies, and guidelines to determine whether Mr Huibers was in breach of the Policy. I confirm that this investigation was carried out impartially and independently.

For the reasons below, I find that Mr Huibers has not breached the Policy.

## ***2. Complaints under the Policy***

Under the Policy, a complaint may be filed by a trustee, or a supporter of Catholic education who is eligible to vote in the election of a Niagara Catholic trustee.

Two complaints were made by members of the public pursuant to the Policy: the first on January 27, 2021, by [REDACTED], and a second on February 8, 2021, by [REDACTED]. Both confirmed with me that they were supporters of Catholic education eligible to vote in school board

trustee elections, and as such I determined that they were entitled to raise an alleged breach under the Policy.

### ***3. Overview of the Allegations***

The complainants both allege that the Chair of the Board, Larry Huibers, had breached the Policy by travelling out of the country in early January 2021.<sup>1</sup>

Prior to meeting with Mr Huibers, I prepared and provided him with the following summary of the allegations, with reference to the specific language of the Policy:

In January 2021, the Chair of the Niagara Catholic District School Board, Larry Huibers, travelled outside of the country during the COVID-19 pandemic. Two complaints were filed with the Board, alleging that by taking this trip, Mr Huibers had ignored the rules in place respecting international travel, had demonstrated a lack of leadership, provided a poor example for Board employees and students, and had tainted the integrity and reputation of the Board.

The complaints alleged that Mr Huibers' conduct amounts to a breach of the Trustee Code of Conduct Policy, in particular that he failed to demonstrate the honesty and integrity required of his position, and failed to respect or comply with the letter and/or spirit of all applicable laws respecting international travel during the pandemic.

### ***4. Conduct of the Investigation***

The conduct obligations of a trustee under the Policy incorporate, by reference, compliance with the *Education Act*, RSO 1990 c. E.2 ("*Education*

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<sup>1</sup> Appendix A – January 27, 2021, Email from ██████████ and Appendix B – February 8, 2021, Letter from ██████████.

Act") (in particular ss. 218.2-218.4), the regulations under the *Education Act*, the By-Laws of the Board,<sup>2</sup> and the *Ontario Catholic School Graduate Expectations (OCSGE)*.<sup>3</sup> Some of these documents in turn make reference to other documents which provide guidance or direction on the responsibilities of trustees, and I also reviewed the NCDSB Vision 2020 Strategic Plan, the 2020 Director's Annual Report, the Ontario Catholic School Trustees' Association — Good Governance Guide,<sup>4</sup> which provided further direction in determining the expectations placed on Catholic school board trustees.

I further reviewed relevant case law on the issue of honesty and integrity, and legal articles on the subject of international travel during the pandemic, as well as media reports respecting high profile individuals, particularly politicians, who engaged in international travel over the past year.

I interviewed the following individuals:<sup>5</sup>

- **March 3, 2021**, by telephone: ██████████, complainant, community member
- **March 5, 2021**, by video conference: Larry Huibers, respondent, Chair of the Board

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<sup>2</sup> *Niagara Catholic District School Board's By-Laws (100.1)*.

<sup>3</sup> See Institute for Catholic Education, <https://iceont.ca/resources/ontario-catholic-school-graduate-expectations/>, accessed March 18, 2021.

<sup>4</sup> Ontario Catholic School Trustees' Association Good Governance Guide <https://www.ocsta.on.ca/oesc-good-governance-guide/>. See in particular Module #3 Roles and Responsibilities; #15 What Makes a Great Board Chair?; and #17 Developing a Code of Conduct.

<sup>5</sup> In accordance with COVID-19 protocols, these interviews were not conducted in person. Though efforts were made to conduct interviews by video rather than telephone, for technical reasons this was not always feasible.

- **March 10, 2021**, *by telephone*: Camilio Cipriano, Director of Education for the Board
- **March 17, 2021**, *by telephone*: [REDACTED]  
[REDACTED]

The second complainant, [REDACTED], declined to be interviewed, but filed a supplementary statement.<sup>6</sup>

## **5. The Evidence**

### **a) [REDACTED]**

The factual allegations from both complainants were essentially the same, that Mr Huibers travelled outside of Canada during the pandemic.

Neither complainant claimed to have any first-hand knowledge of the details or circumstances of Mr Huibers' trip. [REDACTED] indicated that [REDACTED] source of information about Mr Huibers' travel was what [REDACTED] had been told by others, respecting what those others had seen through social media. I specifically asked [REDACTED] if [REDACTED] was aware, as had been reported in local online newspapers, that Mr Huibers claimed this was not a leisure trip. [REDACTED] responded that [REDACTED] did not consider that to be an excuse, noting that many small businesses had had to close during the pandemic.

The complainants, in essence, took the position that the fact that Mr Huibers had travelled to the Caribbean was, regardless of the circumstances, sufficient to justify censure.

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<sup>6</sup> Appendix C – March 1, 2021, Supplementary Statement from [REDACTED]

**b) Larry Huibers**

Mr Huibers' regular employment is as Executive Director of the Housing Help Centre in Hamilton. He is also an avid sailor. His evidence was that he has been, for a number of years, the manager of a sailing team, Touch2Play Racing/Racing for a Cure, that participated in regattas in the Caribbean. The team had a 38' racing yacht, as well as a 45' catamaran used as accommodation and home base for the crew. The team was financed, and the boats were owned, [REDACTED].

Mr Huibers' said that, in March 2020, the team was in Saint Martin / Sint Maarten, a French/Dutch island in the Caribbean, for a regatta, when the COVID-19 global pandemic led to worldwide travel restrictions. As a result, the team and Mr Huibers were required to leave the island on short notice, leaving behind the boats, as well as personal and team equipment. Further races scheduled over the spring and summer were cancelled, and, due to the pandemic, the boats remained in Saint Martin / Sint Maarten. Mr Huibers, as manager, was the individual responsible for management of the boats and equipment.

In November 2020, when it became apparent that the 2021 regatta season would not proceed, [REDACTED] decided to sell the boats. [REDACTED] received an offer for the catamaran. In order to complete the sale, however, certain work had to be done to the boat. There was also the equipment and belongings that had been left behind in March 2020 when the pandemic restrictions were first imposed.

Mr Huibers indicated that there were restrictions in place for entry to Saint Martin / Sint Maarten which limited the option of travel prior to January 2021. In Ontario, the provincial government also implemented a province-

wide shutdown effective December 26, 2020, and announced more stringent measures, including a stay-at-home order to be effective January 14, 2021. Mr Huibers advised that he scheduled his trip to Saint Martin / Sint Maarten in the window between the lifting of travel restrictions to the island, and the stay-at-home order coming into effect in Ontario on January 14, 2021. He left on January 3, 2021, and returned on January 9, 2021, spending five days on Saint Martin / Sint Maarten.

Mr Huibers indicated that there were pandemic-related rules in place in Saint Martin / Sint Maarten which included him being required to take his temperature daily. He was also required to undergo a COVID-19 screening prior to returning to Canada, for which he tested negative. On his return to Ontario, he followed the requisite 14-days in quarantine.

Mr Huibers provided correspondence from ██████████ confirming ████████ responsibilities with the racing team, and confirming in particular that he was tasked with travelling to Saint Martin / Sint Maarten in January 2021 to prepare the catamaran for sale and to recover the equipment that had been left behind in March 2020.<sup>7</sup>

Mr Huibers provided correspondence from the Chair of the board of his employer, the Hamilton Housing Help Centre, confirming that he had also advised them of his trip.<sup>8</sup>

Mr Huibers also indicated that he had advised the Director of Education in December 2020 of his intention to travel in January. He also, in an informal discussion at the board meeting on December 17, 2020, indicated to the other trustees that he was planning on travelling south.

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<sup>7</sup> Appendix D – February 15, 2021, Letter from ██████████.

<sup>8</sup> Appendix E – Undated Letter from P Greenberg.



**c) Camillo Cipriano**

Mr Cipriano is the Director of Education, and *ex officio* secretary to the Board.

He indicated that he knew Mr Huibers was involved with a sailing team, and that, prior to the pandemic, he had often travelled south for sailing events. He confirmed that, in early December, Mr Huibers told him of his plans to travel south. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Mr Cipriano also confirmed that there was an informal discussion amongst the trustees at the board meeting on December 17, 2020, respecting travel to the Caribbean, where Mr Huibers indicated he would be going south in January.

**d) [REDACTED]**

[REDACTED] confirmed the contents of the letter [REDACTED] had provided for Mr Huibers, including that Mr Huibers had been providing professional management to the sailing program for a number of years, and that his responsibilities included logistics, boat maintenance and safety.

████████ confirmed that in November 2020, when it was clear the 2021 racing season would not go ahead, ██████ decided to end the sailboat racing program and sell the boats. ██████ indicated that it was Mr Huibers' role as manager to address the logistics and to prepare the catamaran for sale, and specifically confirmed that this was the purpose of Mr Huibers' trip in January 2021.

### ***6. Findings of Fact***

When making findings of fact in this investigation, the standard of proof I have used is the balance of probabilities, which is the standard used in human rights and civil matters. Essentially, I have determined what is more likely than not to have occurred.

There is, as noted, no dispute that Mr Huibers travelled south in early January 2021.

Mr Huibers was the manager of a sailing team, which included responsibility for the boats and related equipment. I accept Mr Huibers' testimony, corroborated by ██████, that this included the responsibility to prepare the catamaran for sale, and to recover the equipment that had been left behind in March 2020. The trip was necessary in order to complete the sale of the catamaran.

I also accept Mr Huibers testimony that he took the necessary precautions while travelling, and upon his return to Canada was in quarantine as required.

## 7. *Analysis*

The relevant provisions of the Policy<sup>9</sup> are as follows:

### **Civil Behaviour and Communication**

... Catholic Trustees are held to a high standard of conduct and should serve as role models of exemplary behaviour reflective of the values articulated in the *Ontario Catholic School Graduate Expectations*.

Trustees must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;

...

### **Complying with Legislation**

All Trustees will comply with the letter and spirit of all laws of Canada and the Province of Ontario and any contractual obligations of the Board in conducting the business of the Board.

The “values articulated in the *Ontario Catholic School Graduate Expectations*” include guidance on being a “responsible citizen,” such as exercising the rights and responsibilities of Canadian citizenship, and contributing to the common good.<sup>10</sup>

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<sup>9</sup> Appendix F – NCDSB Trustee Code of Conduct Policy.

<sup>10</sup> See note 3, OCSGE #7 “A Responsible Citizen.”

Based on the above, it is clear that Board trustees, and in particular the Chair, are expected to demonstrate a high standard of behaviour, both in their roles as trustees and as members of the community.

These provisions are broad statements of principle, rather than specific conduct requirements. In *Ford (Re)*, [2013 ONMIC 12](#) (CanLII), the then-City of Toronto Integrity Commissioner, now Justice Janet Lieper, described similar provisions in the City of Toronto Councillors Code of Conduct as "aspirational," which would not themselves be the foundation for a finding of a breach, but were used to assist in the interpretation of the specific provisions of the Code of Conduct to determine whether a breach had occurred.

The above provisions, as such, are not intended to be applied in isolation, but are rather to be taken into consideration in the broader assessment of whether specific conduct amounts to a breach.

**a) Did Mr Huibers comply with the law?**

The first question is whether Mr Huibers complied with applicable laws respecting international travel.

It is important to note that there was no actual “ban” on travel. The federal government, rather, put in place various rules respecting entry to Canada. At the time of his return from Saint Martin / Sint Maarten on January 9, 2021, the rules in place included providing a negative COVID-19 test prior to boarding an airplane for Canada, and remaining under quarantine for 14 days after arrival.<sup>11</sup>

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<sup>11</sup> Appendix G – Order in Council [PC Number 2021-0001](#), January 6, 2021, “Minimizing the Risk of Exposure to COVID-19 in Canada Order (Quarantine, Isolation and Other Obligations) (Excerpts).

As noted above, I accept that Mr Huibers followed these rules. There is no basis on which to conclude that Mr Huibers has contravened any law.

**b) Did Mr Huibers demonstrate honesty and integrity, and comply with the spirit of the law?**

The central issue in this matter is whether, by travelling to the Caribbean during the pandemic, Mr Huibers failed to demonstrate honesty, integrity, and respect for the spirit of the law. I will address each in turn.

i. Honesty

Mr Huibers was honest with respect to his plans to travel. He told the Director of Education in early December that he would be going. He told the Trustees of his trip at a board meeting on December 17, 2020. He cleared the trip with his employer.

When allegations of impropriety were raised in the media, he proactively provided information about the details of his trip, which were subsequently reported in further news articles.

I conclude that Mr Huibers demonstrated honesty in disclosing his intention to travel, and in his response to the media reports. He has not contravened the Policy obligation with respect to honesty.

ii. Integrity

The words "honesty and integrity" have been considered, often in tandem, in the realm of professional licensing (e.g., for doctors, lawyers, real estate agents, or liquor licence holders), and in the context of wrongful dismissal in employment. How these terms have been interpreted in these situations provides some guidance as to how they should be applied under the Policy.

In *Law Society of Upper Canada v Hennessey*, [2008 ONLSHP 35](#) (CanLII), the Law Society Tribunal considered what was meant by integrity, at paras 22-24:

What constitutes integrity? In the Panel's view integrity is a person's uncompromising commitment to our society's cultural norms – its ethical and moral standards. These, of course, include honesty and fair dealing but they are more than that. They include a compassionate understanding of the effect of one's conduct on others.

Where the Panel finds that the member has failed to act with integrity in the context of this case it means that the member, in failing to provide the standards of service required of a competent lawyer, has done so with a callous disregard for the effect that such failure had or might have had on the persons concerned.

The member has termed this as recklessness on his part. The Panel believes that callousness goes beyond that. Recklessness says the member took a risk and must suffer the consequences. It is the effect of the recklessness on him. Callous disregard is the effect on others.

In *Law Society of Upper Canada v Farkas*, [2017 ONLSTH 75](#) (CanLII), the Law Society Tribunal also noted, at para 18, that there is a distinction between a lack of integrity and poor judgment or lack of professional competence.

A similar approach has been taken in employment law. In *Cavic v Costco Wholesale Canada Limited*, [2012 ONSC 5307](#) (CanLII), at para 44, the court suggested that the conduct in question would have to go beyond poor judgment in considering whether the termination of a manager for cause was justified based on the obligations to demonstrate honesty, integrity, and to lead by example.

These references are not to suggest that Mr Huibers' decision to travel should necessarily be considered poor judgment; rather, the point is that integrity means something more.

In the circumstances of this case, I do not see that Mr Huibers having taken the trip can be considered a failure to demonstrate integrity. He had an obligation to the sailing program as its manager, which he met, and he made the necessary plans and took the necessary and required precautions to minimize the risk that his trip would contribute to the spread of COVID-19. Rather than disregarding the impact of his actions on others, he took the appropriate steps to minimize the impact.

iii. Respect for the Spirit of the Law

The issue of integrity is also closely related to respect for the spirit of the law.

As has been observed by some legal commentators,<sup>12</sup> the fact that the federal government's approach to travel is based on testing and quarantine, rather than through a travel ban, may be due to the fact that the ability to leave and re-enter Canada is a constitutional right under s. 6(1)<sup>13</sup> of the *Canadian Charter of Rights and Freedoms*.

The fact that it is a *Charter* right, however, does not mean that travelling outside the country is by definition beyond reproach, any more than the *Charter* protections respecting freedom of expression mean an individual in

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<sup>12</sup> See, for example, Omar Ha-Redeye, "Defining Essential Travel During the Pandemic," [Slaw.ca](#), January 3, 2021, and Patricia Hughes, "The Federal Travel Requirements: Musing about Constitutional Questions," [Slaw.ca](#), February 2, 2021.

<sup>13</sup> Section 6(1) of the *Charter* reads:

Every citizen of Canada has the right to enter, remain in and leave Canada.

a public position can use whatever racist or derogatory language they want without consequence. See *Ford (Re)*, [2015 ONMIC 1](#) (CanLII).

The spirit of the rules respecting travel are that there is a common good in taking appropriate measures to control of the spread of COVID-19. The rules and advisories recommend against unnecessary travel, but also recognize that some travel will be necessary, in which case additional precautions must be followed. These may be considered our current “cultural norms” respecting the pandemic, to which integrity would expect “uncompromising commitment”, based on *Law Society of Upper Canada v Hennessey*, above.

I have accepted that it was necessary to travel to Saint Martin / Sint Maarten to address the unique circumstances of the sailing team, and the sale of the boat. As manager of the team, the specific responsibility for those matters lay with Mr Huibers. He made appropriate arrangements, including a relatively short time abroad, to work within the limitations imposed both by the Canadian and Ontario governments, and by the authorities in Saint Martin / Sint Maarten. His approach and actions were reasonable in the circumstances.

I find, as such, that Mr Huibers acted with honesty, integrity, and with respect for the letter and spirit of the legal restrictions in place to address the COVID-19 pandemic when he travelled outside of Canada in January 2021.

### **c) Comparison with other public figures**

I also note that the complaints pointed to other public figures who have been called out for international travel during the pandemic, including the Ontario Minister of Finance, the CEOs of hospitals in Niagara/Hamilton



and London, and the Oakville Chief of Police. There are, of course, other examples. Any consequences or sanctions imposed on those individuals, however, will have arisen in the context of their particular positions, and may well have involved factors beyond whether their conduct was in breach of any code of conduct.

It is, in my view, not appropriate to draw any conclusions or make any findings in the present case based on how other cases of international travel have been addressed.

### **8. Conclusion**

Based on the above, I conclude that Mr Huibers travel in early January 2021 did not contravene the Policy.

Date: March 19, 2021



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Per: Bruce M R Best  
**RUBIN THOMLINSON LLP**

# **APPENDIX A**

**From:** [REDACTED]

**Sent:** Wednesday, January 27, 2021 4:15 PM

**To:** Cipriano, Camillo [REDACTED]

**Cc:** Burtnik, Kathy <kburtnik@cogeco.ca>; Prince, Leanne <leanneprince02@gmail.com>; Fera, Frank <frankfera4@gmail.com>; Moody, Daniel <moots91@gmail.com>; Turner, Paul <paulturnernd@hotmail.com>; Huibers, Larry <LarryHuibersTrustee@gmail.com>; Burkholder, Rhianon <rhianon.burkholder@gmail.com>; Sicoli, Dino <dpsicoli@bell.net>

**Subject:** guidelines and protocols

Dear Director & Secretary Treasurer Cipriano:

I am writing to you in regards to the Ontario State of Emergency Act, 7.0.1 (1) of the Emergency Management and Civil Protection Act (EMPCA), as it relates to the non-essential travel for all citizens of this province.

Allow me to prelude by saying that I am very impressed and humbled by the hard work and safety efforts put forth by the NCDSB employees and most of the trustees, under your leadership. For the most part, it is great to see the NCDSB leadership team leading by example and adhering to travel restrictions put in place.

Having yourself, the trustees and superintendents abide by government measures, by cancelling plans for travelling abroad over the Christmas and New Year holidays, is truly an example of integrity, humility and our Catholic faith.

Director Cipriano, I write to you in particular, regarding unfortunate recent information which has come to light and is being talked about amongst parents, teachers and even some students within our board. It is my understanding that the current chair of the NCDCB, Trustee Larry Huibers, selfishly left the country to leisurely vacation abroad, showing a shameless disregard to the direction put forth by our government to protect our communities. His actions are unfortunate as they paint a negative light on the NCDSB leadership and provide a very poor example for the vast number of board employees and thousands of students who look to the trustees for direction and confidence. Chair Huiber's hapless and unpropitious actions have set a very poor precedent for the board trustees and the position of the chair in particular, as he neglected to fulfill his responsibility in prioritizing the health and safety of our community.

I respectfully bring to your attention that a number of civil servants, politicians and community leaders have done this very same thing and have either resigned from their position or have been let go due to the public outcry. While public health officials pleaded with Canadians to remain home as COVID-19 cases surged, the following individuals believed that they were above this and chose to travel on their vacations. The mayor of Oakville was removed by the Police Board, in addition, MPP Rod Phillips, MP's David Sweet and Kamal Khera, as well as our NHS CEO and Board of Directors member, Dr. Thomas Stewart have all been either let go or took the honourable route of resigning.


I am calling on the Trustees of the Niagara Catholic District School Board to act responsibly, and hold to account Chair and Trustee Larry Huibers, for his very irresponsible and selfish actions. A precedent must be set to hold to account the elected representatives of our board for any and all actions that either break the law or tarnish the integrity and reputation of our Catholic school board. Trustee Huibers should do what is honourable and step down as Trustee; at the very least he should resign as board chair. Our Premier Doug Ford had set precedent amongst his team by showing a zero-tolerance policy for those who did the same.

I thank-you for your time and attention to this important matter.

Sincerely,


████████████████████

# **APPENDIX B**



February 8, 2021

Niagara Catholic District School Board Trustees and Director of Education,

I am writing to you regarding information that came to my attention concerning Larry Huibers, Chair of the Board as he left the country during the pandemic  I am bringing this to the attention of all Niagara Catholic School Board Trustees for investigation. I believe he is in violation of the Trustee Code of Conduct Policy. He failed to demonstrate honesty, and integrity. He refused to abide with the Federal, Provincial, Municipal laws and public health guidelines.

You will recall how Premier Ford dealt with the members of his government that left the country during the pandemic. He immediately requested their resignation and dismissed them from their assignment without any excuses or special clauses.

I am calling on the Trustees of Niagara Catholic to do the right thing and request his resignation as Chair, and call on the Minister of Education to remove him as a Trustee, if he does not resign willingly.

The Minister of Education in a recent public announcement reinforced the stay-at-home rules to assist in controlling the pandemic. Obviously, Trustee Huibers believes that emergency rules apply to everyone but himself - a true lack of respect and leadership. This is a deplorable and irresponsible behaviour.

Please inform me on how you are going to proceed with this investigation.

Sincerely,



# **APPENDIX C**

March 1, 2021

As a follow-up to our initial correspondence here is my personal statement regarding Chair Larry Huibers:



During this pandemic I have been passionate about following government restrictions and expect others to follow as well. My family, friends and I have been diligent in observing government laws because it is the proper thing to do morally and ethically. When others do not follow the restrictions their behaviour may be risking the health of others. I have written emails to Premier Ford and had conversations with Wayne Gates, MPP regarding the lack of respect for rules exhibited by tourists and business owners in Niagara Falls. Their blatant lack of respect for stay at home orders by the Provincial government during a pandemic is deplorable. Those actions should have consequences.

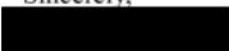
We are all feeling COVID fatigue but we must follow the advice of the Physicians and government officials.



Rules are made to protect everyone and as responsible citizens we must follow them for the greater good. A position of leadership must include the qualities of integrity and honesty to gain the trust and respect of those people they are serving.

I confirm that I am a strong supporter of Catholic Education and am eligible to participate in the election of a Niagara Catholic trustee.

Sincerely,





# **APPENDIX D**

**PRIVATE & CONFIDENTIAL**

Date: February 15, 2021

To Whom It May Concern:

Subject: Larry Huibers – Contract Project Manager – Sailboat Racing Team

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**Overview**

Larry Huibers has provided professional project management to our sailboat racing program for the past 7 years, 5 of which have been in the Caribbean. In his role Larry manages the logistics, crew recruitment and retention, regatta registration and management, public relations and boat management. The program operates a 38' racing yacht and a 45' catamaran for crew accommodations and as a base of operation.

The boats winter in the Caribbean.

**Duties**

Larry's duties encompass the following:

- i. Crew recruitment and scheduling.
- ii. Event coordination.
- iii. Maintaining the safety requirements and preventative maintenance schedule for both boats.
- iv. Coordinating the logistics of moving the vessels between various countries (covering hundreds of miles of ocean) with various entry requirements.


**COVID Impact**

When COVID hit in March 2020, Larry wrapped up our sailing activities in the Caribbean. Like the rest of the world, I hoped it would be resolved quickly. Due to locked borders, our boats were stranded in St. Marten throughout the hurricane season of summer and fall. No one was able to retrieve personal and team equipment from the boats due to the lock down.

In November, when it became apparent that the 2021 racing season was in jeopardy, I decided to cancel the program and divest the assets. Larry, in his role as manager, was given the task of closing the program down and preparing the boat for sale. It required travel outside of Canada. Larry carried out these activities between January 4 – 9, 2021.

Based on my knowledge of Larry Huibers, I am confident that he conducted himself with the highest level of professionalism and safety during this time.

Yours Truly

# **APPENDIX E**

As Chair of the Housing Help Centre Board of Directors, I would like to make the following comment regarding the January traveling of Larry Huibers, Executive Director of the Housing Help Centre.

As Board Chair, I was aware of the travel arrangements of Larry Huibers in the first week of January 2021. The travel was not for a vacation but to attend to contracted work for another employer.

Larry Huibers is an honest individual. He is a man of integrity who has always maintained the safety and wellbeing of the Agency and community we service to the highest standards.

The Board of Directors recognizes the excellent work that Larry Huibers has done in the past for our community and he continues to receive our full support.

Truly,

Peter Greenberg,

Board Chair

# **APPENDIX F**



Niagara Catholic District School Board  
**TRUSTEE CODE OF CONDUCT POLICY**  
STATEMENT OF POLICY

100 – Board

Policy No 100.12

Adopted Date: November 23, 2010

Latest Reviewed/Revised Date: March 20, 2018

## MISSION STATEMENT

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board (the “Board”), the Trustee Code of Conduct Policy is in compliance with the Ontario *Education Act*, Regulations, other relevant legislation and the Board’s Mission Statement. The 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.

## INTEGRITY AND DIGNITY OF OFFICE

The Niagara Catholic District School Board Trustee Code of Conduct governs individuals elected as a Trustee (“Trustees”) under section 218 of the *Education Act*.

Elected Catholic Trustees occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel Values, the teachings of the Catholic Church. To minimize risk and legal exposure to the Board and to protect a Trustee’s personal liability, Trustees must comply with the *Education Act* and Regulations, the *Municipal Freedom of Information and Protection of Privacy Act* and Regulations, the *Municipal Conflict of Interest Act*, the *Niagara Catholic District School Board's By-Laws (100.1)* and Policies and Administrative Procedures and any other Act or Regulation that may be applicable to the Trustee's duties.

Individual Trustees are committed to open and transparent communication with its students, parents/guardians, employees, Catholic ratepayers and all educational partners through effective system and school-based communication procedures.

It is imperative that the Trustees act, and be seen to act, in the best interests of the public they serve. Catholic Trustees are elected to represent all stakeholders in the Board by articulating and supporting a shared commitment to excellence in Catholic education that promotes student achievement and well-being through the delivery of effective and appropriate education programs, services and effective stewardship of the Board's resources.

Trustees are governors, advocates and community leaders. As governors, Trustees provide strategic direction and oversight through Board policies to maintain the focus on student achievement and well-being. As advocates, Trustees inform and influence public perceptions of Catholic education and provincial education law and policy. As community leaders, Catholic Trustees engage with the public they serve to build understanding, awareness, guidance and active support for publicly funded Catholic education.

In compliance with subsection 218.1 (f) of the *Education Act*, Trustees are statutorily required to entrust the day to day management of the Board to its staff through the Board’s Director of Education. As outlined in Section 218.1 of the *Education Act* no individual or group of Trustees has the authority to give direction to staff.

In keeping with this statutory obligation, Trustees who are contacted by an employee of the Board with respect to an issue of employment, may listen to the concern, offer no judgement on the specifics of any concern presented and, if required, will facilitate in guiding the employee to the relevant Collective Agreement, Terms and Conditions or Board Policy. Trustees will bring information regarding the concern to the attention of the Director of Education.

Trustees who are contacted by a student, parent, guardian, constituent or supporter of Catholic education will listen to the concern, provide no judgement on the specifics of the concern presented, and if required, direct the individual to the Board's Complaint Resolution Policy or relevant Board Policy. Trustees will bring information regarding the concern to the attention of the Director of Education.

## CATHOLIC FAITH, COMMUNITY AND CULTURE

Each Niagara Catholic District School Board Trustee shall, within the duties prescribed in the *Education Act*, its Regulations and other applicable legislation and reflecting a ministry within the Church:

- Acknowledge that Catholic schools are an expression of the teaching mission of the Church;
- Provide an example to the Catholic community that reflects the teaching of the Church;
- Provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the Minister of Education;
- Recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- Respect the confidentiality of the Board;
- Ensure the affairs of the Board are conducted with openness, justice and compassion;
- Work to improve personal knowledge of current Catholic educational research and practices;
- Affirm a strong sense of Christian Catholic community; and
- Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic education in Canada.

## CIVIL BEHAVIOUR AND COMMUNICATION

Catholic Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall at all times act with decorum and shall be respectful of other Trustees, the Director of Education, staff, all members of the Niagara Catholic community, as well as the public. As stewards of the system, Catholic Trustees are held to a high standard of conduct and should serve as role models of exemplary behaviour reflective of the values articulated in the *Ontario Catholic School Graduate Expectations*.

Trustees must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability; and
- Respect the rights of others.

Trustees shall be prepared for meetings, avoid disrupting the process and refrain from engaging in conduct or contributing to a tone of sarcasm or denigration during meetings of the Board and at all other times that would discredit or compromise the integrity of the Board.

In performing their duties as Trustees, and in all matters of communication including email, telephone and face-to-face meetings, respectful language and professionalism are expected.

The Trustees are bound to uphold and comply with all Board Policies, procedures and protocols. Subject to the duty of a Trustee under subsection 218.1(e) of the *Education Act* to uphold the implementation of any Board resolution after it is passed by the Board, a Trustee may not make disparaging remarks about another Trustee or a group of Trustees in expressing comments, or disagreement or speculate on the motives of a Trustee, a group of Trustees, or Board staff. With the exception of the Chair of the Board and/or the Director of Education, no individual Trustee or group of Trustees has the authority to speak on behalf of the Board.

Any Trustee who fails or refuses to comply with the rules of the Board, uses offensive language, disobeys the decisions of the Chair or the Board on points of order, or makes any disorderly noise or disturbance may be ordered by the Chair to leave for the remainder of the meeting and, in the case of a refusal to do so, may, on the order of the Chair, be removed from the room where such meeting is taking place and/or the Board office. Such a removal will be recorded in the Minutes of the meeting.

Subsection 207(3) of the *Education Act* addresses the exclusion of persons from Board Meetings. It provides:

“The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

## COMPLYING WITH LEGISLATION

All Trustees will comply with the letter and spirit of all laws of Canada and the Province of Ontario and any contractual obligations of the Board in conducting the business of the Board.

Trustees acknowledge they may only act on behalf of the Board through resolution and may not act individually or purport to represent the interests of the Board without the knowledge and consent of the Board of Trustees shown through resolution.

Trustees shall ensure that all information they communicate in the course of their duties is accurate and complete.

It is every Trustee's responsibility to familiarize themselves with their duties and any requirements of them as prescribed by the *Education Act and Regulations*, the *Municipal Freedom of Information and Protection of Privacy Act and Regulations*, the *Municipal Conflict of Interest Act* and any other Act or Regulation that may be applicable to the Trustee's duties and/or Ministry of Education requirements and the *Niagara Catholic District School Board's By-Laws (100.1)*, Policies and Administrative Procedures.

All Trustees are expected to comply with the following duties of Board members as set out in section 218.1 of the *Education Act*:

A member of a board shall,

- a. carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;
- b. attend and participate in meetings of the board, including meetings of board committees of which he or she is a member;
- c. consult with parents, students and supporters of the board on the Board's multi-year plan under clause 169.1 (1) (f);
- d. bring concerns of parents, students and supporters of the board to the attention of board staff through Policies determined by the Board;
- e. uphold the implementation of any Board resolution after it is passed by the Board;
- f. entrust the day-to-day operations and management of the board to its staff through the board's director of education;
- g. maintain focus on student achievement and well-being; and
- h. comply with the board's code of conduct.



## UPHOLDING DECISION

Trustees must understand their role as a corporate body and the expectation that they may deliberate with many voices but must act as one.

Trustees must:

- Accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board;
- Uphold the implementation of any Board resolution after it is passed by the Board;
- Comply with *Niagara Catholic District School Board By-Laws (100.1)*, Policies and Administrative Procedures; and
- Refrain from speaking on behalf of the Board unless authorized to do so by the Board. The only official spokespersons for the Board are the Chair of the Board and the Director of Education.

## AVOIDANCE OF PERSONAL ADVANTAGE AND CONFLICT OF INTEREST

All Trustees are expected to comply with the provisions of the *Municipal Conflict of Interest Act*, which requires that Trustees declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from participating in related decisions.

Trustees are not permitted to vote on, discuss, or attempt to influence voting on matters in which they have a direct or indirect pecuniary interest. The direct or indirect pecuniary interest of a parent, spouse or child is deemed to be the interest of the Trustee. Subsection 3(1) of the *Municipal Conflict of Interest Act* provides:

“For the purpose of this Act, the pecuniary interest, direct or indirect, of a spouse or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.”

Any direct or indirect financial interest on the part of the Trustee may raise a conflict of interest. A direct conflict of interest will arise where the Trustee himself or herself stands to benefit or suffer financially by a decision of the Board.

Where a Trustee, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the Trustee shall:

- Prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- Not take part in the discussion of, or vote on any question in respect of the matter;
- Not discuss the issue with any other person;
- Not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- Where the meeting is not open to the public, the Trustee shall, in addition to complying with the requirements outlined above, leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the Trustee has not been disclosed by reason of the Trustee’s absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements at the first meeting of the Board attended by the Trustee, after the meeting referred to above.

When the meeting is open to the public, every declaration of interest and the general nature of that interest shall be recorded in the minutes of the Board meeting. When the meeting is not open to the public, every declaration of interest, but not the general nature of that interest, shall be recorded in the minutes of the next meeting of the Board that is open to the public.

It is an expectation of the Board that Trustees will comply with the provisions of the *Municipal Conflict of Interest Act* and avoid conflicts of interest as set out in this Trustee Code of Conduct Policy (“Code of Conduct”).

Every Trustee is responsible and accountable for exercising good judgment and avoiding situations that might present a conflict of interest or the appearance of a conflict of interest and, where a conflict of interest might exist, each Trustee has an affirmative duty to disclose such conflict when it becomes apparent.

No Trustee shall use his or her position, authority or influence for personal, financial or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate. Every Trustee shall uphold and enhance all Board business operations by:

- Maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board;
- Fostering the highest standard of professional competence among those for whom they are responsible;
- Complying with and being seen to comply with the letter and spirit of:
  - the laws of Canada and the Province of Ontario
  - contractual obligations applicable to the Board; and
- Rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.

A Trustee shall not use his or her position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the Trustee, or the interests of a relative, friend and/or business associate of the Trustee.

A Trustee must not participate in any decision or recommendation in which he or she or a relative, friend or business associate may have a financial, commercial or business interest.

When the Board is to decide on an issue, at a meeting that is open to the public, about which a member has an unavoidable conflict of interest, that member shall not comment or vote on the issue or influence the voting on the issue either prior to, during or after the meeting and must leave the Board Room.

When the Board is to decide on an issue, at a meeting that is not open to the public, about which a member has an unavoidable conflict of interest, that member shall not comment or vote on the issue or influence the voting on the issue either prior to, during or after the meeting and must leave the Board Room.

## LOBBYING

On occasion, lobbyists may attempt to communicate with Trustees for the purpose of influencing Trustees with respect to the procurement of goods and services and the awarding of contracts. Trustees must report such inquiries to the Director of Education forthwith. Trustees must not use their influence to gain or advance the interest of any particular party during a procurement process.

## CONFIDENTIALITY

All Trustees acknowledge that, as part of their duties to the Board they may be privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the Board that may provide a financial, business, commercial or competitive advantage, and that they may be privy to private and confidential student and personnel information, and/or legal matters and opinions. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, financial information, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the Board.

Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, firm, or other entity, or disclose to any third

party the Board's proprietary or confidential information disclosed or entrusted to that Trustee, and Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to section 122 of the *Criminal Code* and this Code of Conduct.

The confidentiality of personal/educational student and family information received in the course of duties must be respected, protected and kept confidential. Trustees are required to keep all information received, including but not limited to, in-camera discussions and actions in complete confidence. Information received should not be discussed or reviewed in public or where another student, parent, employee or member of the school community or public could accidentally overhear or read such information.

Except as required by law, and in accordance with the *Education Act* and *Municipal Freedom of Information and Protection of Privacy Act*, all Trustees agree not to use or disclose the personal and/or educational information of students and their families that may come to the attention of a Trustee.

Except as required by law, and in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, all Trustees agree not to use or disclose the personal and/or employment information of Board employees and their families that may come to the attention of a Trustee.

A Trustee's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives his or her term as Trustee.

## **BOARD RESOURCES**

No Trustee shall use Board resources for personal gain. No Trustee shall permit relatives, friends and/or business associates to use Board resources for personal gain. Trustees recognize that such inappropriate use of Board resources, directly or indirectly, for their benefit may constitute a breach of trust contrary to section 122 of the *Criminal Code* and this Code of Conduct.

All Trustees shall fully comply with all Board Policies, Protocols, Procedures and Administrative Procedures regarding the use of Board resources, including information technology resources.

## **PROCEDURES FOR GIFTS AND HOSPITALITY**

Although moderate hospitality is an accepted courtesy in business relationships, Trustees should not allow themselves to reach a perceived position whereby they might influence a Board decision as a consequence of accepting such hospitality. If there is uncertainty regarding what is considered an appropriate honoraria or hospitality to give or receive, the Trustee should discuss this with the Chair of the Board.

Trustees should not use their position for improper gain or benefit, nor under any circumstances accept gifts.

Gifts and donations, by any Trustee, to any groups or individuals will not be reimbursed.

Gifts and donations may be made on behalf of the Board of Trustees as a whole, if approved in advance by the Chair of the Board and the Director of Education.

## **ENFORCEMENT OF CODE OF CONDUCT AND MUNICIPAL CONFLICT OF INTEREST ACT**

A breach of this Code of Conduct by a Trustee may be dealt with by the following procedures:

A Trustee or a supporter of Catholic education who is eligible to participate in the election of a Niagara Catholic trustee who has reasonable grounds to believe that a Trustee(s) has breached this Code of Conduct may bring the alleged breach, in writing, to the attention of the Board through the Chair of the Board, or

the Vice-Chair, in the event that the alleged breach is with the Chair of the Board or the Chair of the Board is unavailable.

If a Trustee has reasonable grounds to believe that another Trustee has breached this Code of Conduct, he or she must bring the alleged breach forward as soon as reasonably possible. The Board may choose not to deal with an alleged breach should the alleged breach come to the Board's attention after: (a) one year after the incident to which the alleged breach relates; or (b) if there are a series of incidents, after one year after the last in the series. A Trustee may apply to the Board for an extension of this time limit, and the Board may grant such an extension if the Board is satisfied that the delay in bringing the alleged breach forward was incurred in good faith and no substantial prejudice will result to any person affected by the delay.

If an alleged breach is brought to the attention of the Board, the document setting out the breach together with any other materials will be provided to the Director of Education in the Director's role as Secretary to the Board. The Director of Education will place the matter in the Trustee and Director Only section of the next *In-Camera* Board Meeting.

At the *In-Camera* Board Meeting where the alleged breach of the Code of Conduct is presented, legal counsel to the Board will be present to advise the Board with respect to legal matters related to relevant legislation and the Code of Conduct process as set out in the Code of Conduct. In compliance with Sections 198 and 283.1 of the *Education Act*, for the Board to meet, the Director of Education will be present as Secretary to the Board to take minutes. All other staff who attend meetings of the Board will be excused from the Trustee and Director Only section of the *In-Camera* portion of the meeting of the Board where the Code of Conduct complaint is presented.

At the *In-Camera* meeting of the Board at which the alleged breach is presented, the Board will direct Board legal counsel to oversee an independent investigation conducted by an external investigator as selected by Board legal counsel. The results of the external investigation will be presented to the Board by Board legal counsel and the external investigator upon completion. Based on the results of the external investigation, the Board will determine whether there has been a breach of the Code of Conduct.

If the Board determines that a Trustee has not breached the Code of Conduct, the Board may impose sanctions or consequences on the relevant individual(s), which includes a Trustee or Trustees, who have brought the complaint forward. The sanctions or consequences will be determined in consultation with Board legal counsel.

If the Board determines that a Trustee has breached the Code of Conduct, the Board may impose one or more of the following sanctions:

- Censure of the Trustee.
- Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
- Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.

A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.

In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.

If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board.

The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice, which date will be at least 14 days after the notice is received by the Trustee.

The Board shall consider any written submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanction imposed by the Board is also revoked.

If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.

If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination of the alleged breach was made by the Board.

Despite subsection 207(1) of the *Education Act* which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

- The security of the property of the Board;
- The disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;
- The acquisition or disposal of a school site;
- Decisions in respect of negotiations with employees of the Board; or
- Litigation affecting the Board.

The meeting of the Board shall be In-Camera (closed to the public) when the subject matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the Board.

The Board shall take the following actions by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- Make a determination that a Trustee has breached this Code of Conduct.
- Impose a sanction on a Trustee for a breach of this Code of Conduct.
- Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct.
- Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above.

When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting. The *Statutory Powers Procedure Act* does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*.

Nothing in this Code of Conduct prevents a Trustee's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that Act.

A Trustee who is subject to a Board inquiry to determine whether the Trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process.

In the event that a Trustee has been found to have not breached the Code of Conduct, all legal expenses for the Trustee involved in a Code of Conduct complaint will be reimbursed by the Board.

On May 30, 2017, the *Modernizing Ontario's Municipal Legislation Act, 2017* ("Bill 68") received royal assent. The provisions of Bill 68 amending the *Municipal Conflict of Interest Act* (the "Amendments") do not come into force until March 1, 2019.

Under the Amendments, Trustees who declare a conflict of interest in accordance with the *Municipal Conflict of Interest Act* will be required to file a written statement with the Secretary of the Board declaring their interest and including a description of its general nature. The Board will be required to maintain a registry that may be accessed by members of the public, containing copies of (i) Trustees' written statements declaring their interest; and (ii) corresponding meeting minutes. The Board will develop and maintain procedures for public access to the registry, including any reasonable limits on such access.

The Amendments also enable Trustees to consult municipal Integrity Commissioners for the purpose of ensuring compliance with the *Municipal Conflict of Interest Act*, and to mitigate any penalty imposed on a Trustee in the event of their later having been found to have acted in contravention of the Act. The Board will develop and maintain procedures to facilitate Trustees' consultation with municipal Integrity Commissioners, where appropriate.

The Board will comply with the requirements contained in the Amendments when these come into force.

### ***References***

- [\*Criminal Code, Section 122\*](#)
- [\*Education Act, Subsection 207\(1\); Subsection 207\(3\); Section 218.1; Section 218.3\*](#)
- [\*Municipal Conflict of Interest Act, Subsection 3\(1\)\*](#)
- [\*Municipal Freedom of Information and Protection of Privacy Act\*](#)
- [\*Ombudsman Act\*](#)
- [\*Ontario Catholic School Graduate Expectations\*](#)
- [\*Niagara Catholic District School Board Policies/Procedures\*](#)
  - [\*Board's By-Laws \(100.1\)\*](#)
  - [\*Complaint Resolution Policy \(800.3\)\*](#)
  - [\*Trustee Expenses and Reimbursement Policy \(100.13\)\*](#)
  - [\*Trustee Honorarium Policy \(100.11\)\*](#)
- [\*Terms and Conditions and Collective Agreements\*](#)

# **APPENDIX G**



**PC Number:** 2021-0001

**Date:** 2021-01-06

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Whereas the Governor in Council is of the opinion, based on the declaration of a pandemic by the World Health Organization, that there is an outbreak of a communicable disease, namely coronavirus disease 2019 (COVID-19), in the majority of foreign countries;

Whereas the Governor in Council is of the opinion that the introduction or spread of the disease would pose an imminent and severe risk to public health in Canada;

Whereas the Governor in Council is of the opinion that the entry of persons into Canada who have recently been in a foreign country may introduce or contribute to the spread of the disease in Canada or new variants of the virus causing COVID-19 that pose risks that differ from those posed by other variants but that are equivalent or more serious;

And whereas the Governor in Council is of the opinion that no reasonable alternatives to prevent the introduction or spread of the disease are available;

Therefore, Her Excellency the Governor General in Council, on the recommendation of the Minister of Health, pursuant to section 58 of the *Quarantine Act*, makes the annexed *Minimizing the Risk of Exposure to COVID-19 in Canada Order (Quarantine, Isolation and Other Obligations)*.

...

## **Entering by aircraft — COVID-19 molecular test and quarantine plan**

**(3)** Subject to subsection (4), every person who enters Canada by aircraft must meet the following requirements:

**(a)** before boarding the aircraft for the flight to Canada, they must:

**(i)** if the person is five years of age or older, provide to the aircraft operator evidence containing the following elements that they received a negative result



for a COVID-19 molecular test that was performed on a specimen that was collected no more than 72 hours, or no more than another period under any other provision of the *Aeronautics Act*, before the aircraft's initial scheduled departure time:

- (A) the person's name and date of birth,
- (B) the name and civic address of the laboratory that administered the test,
- (C) the date the specimen was collected and the test method used, and
- (D) the test results,

(ii) provide to the Minister of Health a quarantine plan that includes, among other things, the civic address of the place where they plan to quarantine themselves during the 14-day period that begins on the day on which they enter Canada and their contact information for that period, and

(iii) provide the quarantine plan by electronic means specified by the Minister of Health, unless they are in a class of persons who, as determined by the Minister of Health, are unable to submit their quarantine plans by electronic means for a reason such as a disability, inadequate infrastructure, a service disruption or a natural disaster, in which case the quarantine plan may be provided in a form and manner and at a time specified by the Minister of Health; and

(b) they must retain the evidence referred to in subparagraph (a)(i) for the 14-day period that begins on the day on which they enter Canada.

...

## **Day order is made**

18 This Order comes into force at 11:59:59 p.m. Eastern Standard Time on January 6, 2021.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: LAND ACKNOWLEDGEMENT**

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The Land Acknowledgement report is presented for information.

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Prepared by: Ted Farrell, Superintendent of Education  
Brian Kon, Indigenous Lead

Presented by: Ted Farrell, Superintendent of Education  
Brian Kon, Indigenous Lead  
Kelsey Huxley, Teacher – Saint Kateri Catholic Secondary School  
Marco Magazzeni, Coordinator of Experiential Learning and Alternative Programming and  
Community Partnerships Lead  
Krista Moscato, Consultant – Literacy/ESL

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

Date: May 25, 2021



## REPORT TO THE BOARD MAY 25, 2021

### LAND ACKNOWLEDGEMENT

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#### PURPOSE

A Land Acknowledgement recognizes and demonstrates respect for First Nations, Métis and Inuit (FNMI) as the traditional stewards of Turtle Island (North America). It acknowledges the enduring relationship that continues between Indigenous Peoples and their traditional territories.

This report supports the strategic direction to advance student achievement for all by ensuring via the enabling strategy to create equity. As a Catholic learning community it is imperative that all students, in particular Indigenous students, feel welcome and supported in our schools.

#### BACKGROUND INFORMATION

The Land Acknowledgment that is to be used within the Niagara Catholic District School Board has been endorsed by the Indigenous Education Advisory Committee (IEAC) and is used throughout the Regional Municipality of the Niagara Region, including Brock University, Niagara College, various city councils and the Niagara Region.

In September 2021, the saying of the Land Acknowledgement will be part of the Opening Exercises at each school site. The Land Acknowledgement will be said prior to the anthem and an opening prayer will be an important step in raising awareness of both students and staff of the important role that we can play in responding to the Calls to Action contained as part of the recommendations of the Truth and Reconciliation Commission of Canada.

Niagara Region Land Acknowledgement:

*"We begin this [meeting/event] by acknowledging the land on which we gather is the traditional territory of the Haudenosaunee and Anishinaabe peoples, many of whom continue to live and work here today. This territory is covered by the Upper Canada Treaties and is within the land protected by the Dish With One Spoon Wampum agreement. Today this gathering place is home to many First Nations, Métis and Inuit peoples and acknowledging reminds us that our great standard of living is directly related to the resources and friendship of Indigenous people."*

#### BOARD IMPLEMENTATION

Schools have received Indigenous Education Memo #25: Land Acknowledgement which included a voice recording of important Indigenous terms: Anishinaabe, Haudenosaunee, Métis and Inuit recorded by our two Student Trustees – Luca DiPietro and Sydney Yott.

In the fall, each school and school board site will receive a live-edge wood plaque with the Land Acknowledgement inscribed for prominent display near the main entrance created at the Launch Centre powered by Niagara Catholic. The plaques were designed and created by students.

The use of the Land Acknowledgement throughout Niagara Catholic to date has been at important events and Graduation Ceremonies. Daily use of the Land Acknowledgement has been encouraged and is fully supported by our Indigenous Lead Brian Kon and will help to support the implementation of the Board Action Plan to support Indigenous education throughout the board for all pupils.

A brief presentation will be made at the Board Meeting.

The Land Acknowledgement report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education  
Brian Kon, Indigenous Lead

Presented by: Ted Farrell, Superintendent of Education  
Brian Kon, Indigenous Lead  
Kelsey Huxley, Teacher – Saint Kateri Catholic Secondary School  
Marco Magazzeni, Coordinator of Experiential Learning and Alternative Programming and  
Community Partnerships Lead  
Krista Moscato, Consultant – Literacy/ESL

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

Date: May 25, 2021

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: FINANCIAL REPORTS AS AT APRIL 30, 2021**

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The financial reports as at April 30, 2021 is presented for information.

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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: May 25, 2021



## REPORT TO THE BOARD MAY 25, 2021

### FINANCIAL REPORT AS AT APRIL 30, 2021

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#### Variance Notes:

1. **Supply Staff** - Niagara Catholic has experienced a drastic rise in replacement costs year-to-date. This increase is attributed to a rise in sick occurrences for Teachers, Education Assistants and Early Childhood Educators. The current pandemic has resulted in additional quarantine and sick days occurrences attributed to staff members taking greater precaution to keep their staff and students in a safe working environment. The urgency to ensure greater rates of replacement for these staffing groups has resulted in expanded casual lists. Approximately 96.89% of annual budget for replacement has been consumed by year-to-date April. The forecasted unfavourable variance is estimated to be approximately \$1.0M and total replacement costs are expected to be approximately \$7.8M for the 2020-2021 school year.
2. **Student Technology** – with the implementation of various modalities of learning for our staff and student resulting in the advent of virtual and hybrid learning. Additional investments in endpoint devices, software licensing and expanded online applications has been an important priority for Niagara Catholic. Approximately 87% of the annual budget has been spent to date and Niagara Catholic is projected to forecast an unfavourable variance of \$600,000.
3. **Grounds Maintenance** – due to the mild winter season the snow plow and salting costs for 2020-2021 were substantially down from previous years. The favourable variance in this account is projected to be approximately \$800,000.
4. **Transportation** – with the closure periods during the 2020-2021 school year NSTS's transportation costs are projected to be slight down. The portion of Niagara Catholic's favourable variance is projected to be approximately \$600,000. However, the Ministry of Education and NSTS continue to reconcile any potential fuel claw back percentages while buses continue to be off the road.
5. **Board Administration, Human Resources and Payroll Services** – the changes in learning modalities and leadership during the 2020-2021 has created pressures in our administration, in particular, our Human Resource Services and Payroll services. To respond to these pressures in workload and to aligning to the Ministry of Education requirements and reporting, both departments have an unfavourable variance. The Human Resources department's unfavourable variance is approximately \$80,000 and Payroll amounts to \$25,000.

Niagara Catholic continue to project an operating deficit, but has revised that deficit down to approximately 1.5M from \$2.3M for year-end. This deficit is well within our Ministry of Education 2% of operating dollars compliance required with unlocked reserves.

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

**APPENDIX A** Interim Financial Report as at April 30, 2021

**APPENDIX B** Financial Variance Report as at April 30, 2021

**APPENDIX C** Detailed Board Financials April 30 2020 vs April 30 2021

The financial reports as at April 30, 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: May 25, 2021

**Niagara Catholic DSB  
2020-21 Interim Financial Report**

**For the Month Ending April 30, 2021**

**Summary of Financial Results**

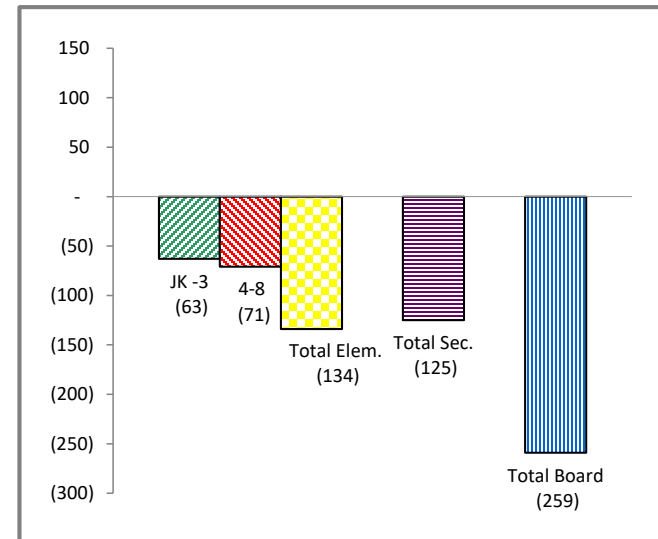
(\$Thousands)	Estimates	Revised Estimates	Forecast	In-Year Change	
				\$	%
<b>Revenue</b>					
Operating Grants	232,593	231,991	232,570	579	0.2%
Capital Grants	23,207	23,127	23,127	-	0.0%
Other	11,713	27,264	28,470	1,206	10.3%
<b>Total Revenue</b>	<b>267,513</b>	<b>282,382</b>	<b>284,167</b>	<b>1,785</b>	<b>0.7%</b>
<b>Expenditures</b>					
Classroom	203,845	211,744	211,254	(490)	(0.2%)
Other Operating	7,610	7,715	8,039	324	4.3%
Transportation	10,767	11,417	10,760	(657)	(6.1%)
Pupil Accomodation	39,532	40,449	40,796	347	0.9%
Other	5,631	4,483	4,483	-	0.0%
PSAB Adjustments	128	10,372	10,372	-	0.0%
<b>Total Expenditures</b>	<b>267,513</b>	<b>286,180</b>	<b>285,704</b>	<b>(476)</b>	<b>(0.2%)</b>
<b>In-Year Surplus (Deficit)</b>	<b>-</b>	<b>(3,798)</b>	<b>(1,537)</b>	<b>2,261</b>	<b>n/a</b>
Prior Year Accumulated Surplus (Deficit)	16,258	16,258	16,258	-	0.0%
<b>Accumulated Surplus (Deficit) for Compliance</b>	<b>16,258</b>	<b>12,460</b>	<b>14,721</b>	<b>2,261</b>	<b>18.1%</b>

**Summary of Enrolment**

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

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

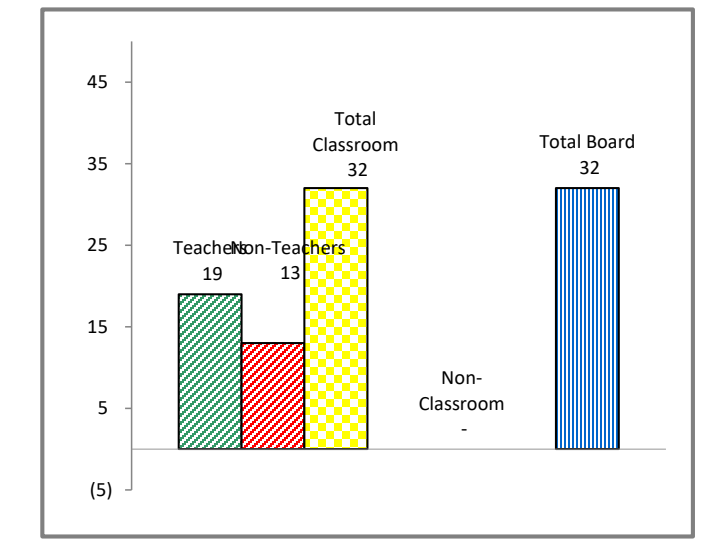
**Changes in Enrolment: Budget v. Forecast**



**Summary of Staffing**

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

**Changes in Staffing: Budget v. Forecast**





Niagara Catholic DSB  
Interim Financial Report  
For the Month Ending April 30, 2021  
(\$ thousands)

Budget Assessment						
2020-21						
	Estimates	Revised Estimates	Forecast	Change		Material Variance Note
				\$ Increase (Decrease)	% Increase (Decrease)	
<b>OPERATING</b>						
<b>Classroom Instruction</b>						
Teachers	132,697	138,118	137,926	(192)	-0.14%	
Supply Teachers	6,577	6,724	7,754	1,030	15.66%	Increase in sick time occurrences
Teacher Assistants and ECEs	22,559	23,564	22,958	(606)	-2.69%	Rate Differential between permanent and casual
Classroom Computers	744	888	1,523	635	85.35%	Investment in endpoint devices
Textbooks and Supplies	4,582	4,792	4,727	(65)	-1.42%	
Professionals and Paraprofessionals	8,063	8,657	8,603	(54)	-0.67%	
Library and Guidance	4,040	4,473	4,110	(363)	-8.99%	Savings in supplies and savings
Staff Development	504	595	199	(396)	-78.57%	Virtual Learning environment
Department Heads	318	329	315	(14)	-4.40%	
Principal and Vice-Principals	10,405	10,884	11,085	201	1.93%	
School Office	5,770	6,038	5,734	(304)	-5.27%	Saving in supplies and services
Co-ordinators and Consultants	2,588	2,666	2,392	(274)	-10.59%	
Continuing Education	4,998	4,016	3,928	(88)	-1.76%	
<b>Total Instruction</b>	<b>203,845</b>	<b>211,744</b>	<b>211,254</b>	<b>(490)</b>	<b>(0.2%)</b>	
<b>Administration</b>						
Trustees	263	264	255	(9)	(3.4%)	
Director/Supervisory Officers	1,178	1,190	1,349	159	13.5%	Increase budget for ELHT newly retired senior staff
Board Administration	6,169	6,261	6,435	174	2.8%	Human Resources and Payroll temporary and contract staff
<b>Total Administration</b>	<b>7,610</b>	<b>7,715</b>	<b>8,039</b>	<b>324</b>	<b>4.3%</b>	
<b>Transportation</b>	<b>10,767</b>	<b>11,417</b>	<b>10,760</b>	<b>(657)</b>	<b>(6.1%)</b>	Closure period - expected clawback percentage
<b>Pupil Accomodation</b>						
School Operations and Maintenance	22,425	23,342	23,689	347	1.5%	Health and Safety and Air Optimization increased spending
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%	
<b>Total Pupil Accomodation</b>	<b>39,532</b>	<b>40,449</b>	<b>40,796</b>	<b>347</b>	<b>0.9%</b>	
<b>Other</b>						
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		-	-	0.0%	
<b>Total Other Expenditures</b>	<b>5,631</b>	<b>4,483</b>	<b>4,483</b>	<b>-</b>	<b>0.0%</b>	
<b>TOTAL EXPENDITURES</b>	<b>267,385</b>	<b>275,808</b>	<b>275,332</b>	<b>(476)</b>	<b>(0.2%)</b>	
<b>PSAB Adjustments</b>	<b>128</b>	<b>10,372</b>	<b>10,372</b>			
	<b>267,513</b>	<b>286,180</b>	<b>285,704</b>			



## FINANCIAL MONTH END REPORT

	August 31, 2021			April 30, 2021			August 31, 2020			April 30, 2020		
	Revised Estimates *	Actual	% Used	Revised Estimates	Actual	% Used	Revised Estimates	Actual	% Used	Revised Estimates	Actual	% Used
	\$	\$		\$	\$		\$	\$		\$	\$	
Classroom Teachers	137,950,075	91,050,225	66.00%	133,211,204	89,243,021	66.99%						
Supply Staff	6,724,939	6,515,602	96.89%	6,637,066	4,822,191	72.66%						
Teacher Assistants	17,978,303	13,886,474	77.24%	16,144,060	13,032,677	80.73%						
Early Childhood Educator	5,585,589	4,239,945	75.91%	5,378,731	3,985,834	74.10%						
Computers	1,523,267	1,339,757	87.95%	636,000	559,913	88.04%						
Textbooks/Supplies	5,256,719	2,648,018	50.37%	5,381,917	2,391,320	44.43%						
Student Support - Professional & Para-Prof.	8,836,691	5,670,971	64.18%	8,072,964	4,879,309	60.44%						
Library & Guidance	4,473,361	3,014,581	67.39%	3,994,668	3,126,612	78.27%						
Staff Development - Instructional	631,012	101,969	16.16%	485,500	154,766	31.88%						
Co-ordinators & Consultants/Program Support	2,367,476	1,552,657	65.58%	2,439,959	1,649,215	67.59%						
Principals & Vice-Principals	10,883,935	7,186,058	66.02%	10,390,193	6,910,574	66.51%						
School Office	6,038,151	4,529,176	75.01%	5,369,918	4,192,821	78.08%						
Continuing Education	3,991,581	2,623,655	65.73%	4,894,637	3,022,929	61.76%						
Department Heads	328,525	-	0.00%	316,328	-	0.00%						
<b>Instruction Total</b>	<b>212,569,624</b>	<b>144,359,089</b>	<b>67.91%</b>	<b>203,353,145</b>	<b>137,971,182</b>	<b>67.85%</b>						
Trustees	264,409	190,071	71.89%	264,735	205,468	77.61%						
Directors & Supervisory Officers	1,205,095	915,717	75.99%	1,204,227	874,201	72.59%						
Other Board Administration	6,300,805	4,500,933	71.43%	5,964,133	4,005,206	67.15%						
<b>Administration Total</b>	<b>7,770,309</b>	<b>5,606,721</b>	<b>72.16%</b>	<b>7,433,095</b>	<b>5,084,875</b>	<b>68.41%</b>						
Transportation	11,223,537	8,408,531	74.92%	10,767,254	7,207,091	66.94%						
Transportation - Provincial Schools	93,431	52,759	56.47%	44,000	36,821	83.69%						
<b>Transportation Total</b>	<b>11,316,968</b>	<b>8,461,290</b>	<b>74.77%</b>	<b>10,811,254</b>	<b>7,243,913</b>	<b>67.00%</b>						
Operations & Maintenance - Schools	23,587,021	15,037,615	63.75%	21,627,309	14,011,033	64.78%						
School Renewal	705,948	267,190	37.85%	996,073	287,680	28.88%						
Amortization	13,364,040	9,019,698	67.49%	16,103,700	10,735,800	66.67%						
Other Pupil Accommodation	3,036,696	2,664,116	87.73%	3,391,687	1,643,703	48.46%						
<b>Pupil Accomodation Total</b>	<b>40,693,705</b>	<b>26,988,618</b>	<b>66.32%</b>	<b>42,118,769</b>	<b>26,678,216</b>	<b>63.34%</b>						
Other Non-Operating	117,487	-	0.00%	-	-	-						
School Generated Funds	4,366,452	-	0.00%	7,410,200	-	0.00%						
Provision for contingencies	271,179	-	0.00%	-	-	-						
<b>Other Expenses Total</b>	<b>4,755,118</b>	<b>-</b>	<b>0.00%</b>	<b>7,410,200</b>	<b>-</b>	<b>0.00%</b>						
<b>TOTAL EXPENSES</b>	<b>277,105,724</b>	<b>185,415,718</b>	<b>66.91%</b>	<b>271,126,463</b>	<b>176,978,187</b>	<b>65.28%</b>						

\* Updated for changes made since submission;



## FINANCIAL MONTH END REPORT, BY CATEGORY

### Instruction

	April 30, 2021 Actual	April 30, 2020 Actual
<b>SALARY</b>		
Classroom Teachers	81,419,878	79,549,862
Supply Staff	5,960,546	4,468,517
Teacher Assistants and Early Childhood Educators	14,294,844	13,290,759
Student Support - Professional & Para-Prof.	4,330,882	3,639,727
Library and Guidance	2,474,037	2,578,573
Staff Development	13,921	78,677
Co-ordinators & Consultants/Program Support	1,357,479	1,441,578
Principals & Vice Principals	6,472,057	6,222,123
School Office	2,869,608	2,541,390
Continuing Education	1,947,021	2,135,724
<b>Total Salary</b>	<b>121,140,275</b>	<b>115,946,929</b>
<b>BENEFITS</b>		
Classroom Teachers	9,531,377	9,532,011
Supply Staff	555,055	353,674
Teacher Assistants and Early Childhood Educators	3,831,575	3,727,752
Student Support - Professional & Para-Prof.	1,008,467	916,845
Library and Guidance	476,302	485,457
Staff Development	1,093	6,857
Co-ordinators & Consultants/Program Support	183,464	179,057
Principals & Vice Principals	713,184	647,323
School Office	791,825	759,273
Continuing Education	410,099	458,942
<b>Total Benefits</b>	<b>17,502,442</b>	<b>17,067,194</b>
<b>STAFF DEVELOPMENT</b>		
Prof Development - Academic	100,181	124,982
Prof Development - Non Academic	4,733	24,337
Prof Memberships - Non Academic	2,500	1,055
<b>Total Staff Development</b>	<b>107,414</b>	<b>150,374</b>
<b>SUPPLIES AND SERVICES</b>		
Supplies and Services	5,377,653	4,453,137
<b>OPERATIONS</b>		
Garbage Disposal	425	334
<b>Total Operations</b>	<b>425</b>	<b>334</b>
<b>VEHICLE</b>		
Fuel	4,575	4,047
Repairs and Maintenance	1,023	3,010
<b>Total Vehicle</b>	<b>5,597</b>	<b>7,057</b>
<b>RENTAL</b>		
Rental - Instruction	24,512	24,512
<b>Total Rental</b>	<b>24,512</b>	<b>24,512</b>
<b>FEES AND CONTRACTUAL</b>		
Audit Services	-	3,576
Association Fees	14,149	14,259
Contractual Services	8,638	217,225
Professional Fees	171,318	60,290
Liability Insurance	-	3,351
Public Fares/Transit Fees	228	5,191
Home Stay Honorariums	-	10,475
<b>Total Fees and Contractual</b>	<b>194,332</b>	<b>314,368</b>
<b>OTHER</b>		
Interest and Bank Charges	6,438	7,277
<b>Total Other</b>	<b>6,438</b>	<b>7,277</b>
<b>TOTAL</b>	<b>144,359,089</b>	<b>137,971,182</b>

# FINANCIAL MONTH END REPORT, BY CATEGORY

## Trustees



		April 30, 2021 Actual		April 30, 2020 Actual
<b>SALARY</b>				
<b>Trustees</b>		61,768		62,137
	<b>Total Salary</b>	61,768		62,137
<b>BENEFITS</b>				
<b>Trustees</b>		4,060		3,844
	<b>Total Benefits</b>	4,060		3,844
<b>STAFF DEVELOPMENT</b>				
<b>Prof Development - Non Academic</b>		778		13,391
	<b>Total Staff Development</b>	778		13,391
<b>SUPPLIES AND SERVICES</b>				
<b>Computer Equipment</b>		-		21
<b>Internet Connectivity</b>		1,920		1,920
<b>Travel/Mileage</b>		243		1,163
	<b>Total Supplies and Services</b>	2,163		3,104
<b>FEES AND CONTRACTUAL</b>				
<b>Association Fees</b>		120,815		122,993
	<b>Total Fees and Contractual</b>	120,815		122,993
<b>OTHER</b>				
<b>Other Expenditures</b>		485		-
	<b>Total Other</b>	485		-
<b>TOTAL</b>		<b>190,071</b>		<b>205,468</b>

**FINANCIAL MONTH END REPORT, BY CATEGORY**  
**Directors & Supervisory Officers**



	April 30, 2021 Actual		April 30, 2020 Actual
<b>SALARY</b>			
Senior Staff	640,937		651,271
Total Salary	640,937		651,271
<b>BENEFITS</b>			
Senior Staff	140,508		67,896
Total Benefits	140,508		67,896
<b>STAFF DEVELOPMENT</b>			
Prof Development - Academic	1,343		8,291
Prof Development - Non Academic	3,576		1,783
Prof Memberships - Academic	11,618		9,990
Prof Memberships - Non Academic	2,085		2,085
Total Staff Development	18,622		22,150
<b>SUPPLIES AND SERVICES</b>			
Hospitality	1,582		945
Printing and Copying	10,699		12,294
Travel/Mileage	53		353
Total Supplies and Services	12,334		13,593
<b>FEES AND CONTRACTUAL</b>			
Legal Services	94,679		82,745
Professional Fees	7,627		20,146
Total Fees and Contractual	102,307		102,891
<b>OTHER</b>			
Other Expenditures	1,009		16,401
Total Other	1,009		16,401
<b>TOTAL</b>	<b>915,717</b>		<b>874,201</b>

**FINANCIAL MONTH END REPORT, BY CATEGORY**  
**Other Board Administration**



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

	April 30, 2021 Actual	April 30, 2020 Actual
<b>SALARY</b>		
Department Manager	487,180	466,722
Technical and Specialized Caretaker	451,778	438,144
Temp. Assistance	124,395	100,307
Caretaker - replacement	96,415	48,864
Clerical	2,522	12,307
Technicians - Student Supp	939,383	862,161
	35,051	-
<b>Total Salary</b>	<b>2,136,723</b>	<b>1,928,505</b>
<b>BENEFITS</b>		
Department Manager	100,381	98,441
Technical and Specialized Caretaker	117,788	116,575
Temp. Assistance	38,503	35,582
Caretaker - replacement	6,354	6,703
Clerical	200	1,097
Technicians - Student Supp	313,097	233,741
	6,319	-
<b>Total Benefits</b>	<b>582,642</b>	<b>492,139</b>
<b>STAFF DEVELOPMENT</b>		
Prof Development - Non Academic	6,939	26,732
Prof Memberships - Non Academic	12,389	6,594
<b>Total Staff Development</b>	<b>19,328</b>	<b>33,325</b>
<b>SUPPLIES AND SERVICES</b>		
Supplies and Services	1,200,919	960,925
<b>MAINTENANCE</b>		
Electrical	6,541	7,958
Roofing	380	342
Exterior Grounds	996	501
General Bldg Repairs	35,029	34,261
Hardware and Tools	10,502	15,381
Health and Safety	-	654
HVAC	5,808	7,575
Interior Bldg Repairs	41,591	44,147
Landscaping	6,244	6,123
Plumbing	2,992	2,508
<b>Total Maintenance</b>	<b>110,083</b>	<b>119,450</b>
<b>OPERATIONS</b>		
Cleaning Equipment and Supplies	29,596	23,901
Fire and Life Safety	4,385	4,238
Garbage Disposal	2,194	2,396
Grass Cutting	4,596	7,131
Intrusion Alarms	498	552
Recycling	413	578
Security and Surveillance	30,170	21,565
Snow Removal and Salting	32,157	43,017
Uniforms	360	404
<b>Total Operations</b>	<b>104,368</b>	<b>103,780</b>
<b>UTILITIES</b>		
Electricity	71,190	62,545
Heating - gas	31,728	30,541
Water and Sewage	12,102	2,767
<b>Total Utilities</b>	<b>115,020</b>	<b>95,853</b>
<b>RENTAL</b>		
Rental - Other	15,201	15,153
<b>Total Rental</b>	<b>15,201</b>	<b>15,153</b>
<b>FEES AND CONTRACTUAL</b>		
Audit Services	(413)	1,886
Contractual Services	8,792	33,361
Legal Services	152,589	88,898
Professional Fees	17,750	49,084
<b>Total Fees and Contractual</b>	<b>178,717</b>	<b>173,228</b>
<b>OTHER</b>		
Claims and Settlements	9,502	4,352
Interest and Bank Charges	27,433	75,376
Other Expenditures	996	3,120
<b>Total Other</b>	<b>37,931</b>	<b>82,848</b>
<b>TOTAL</b>	<b>4,500,933</b>	<b>4,005,206</b>

## FINANCIAL MONTH END REPORT, BY CATEGORY

### Transportation



	April 30, 2021 Actual		April 30, 2020 Actual
<b>SALARY</b>			
Technical and Specialized	-		217
Total Salary	-		217
<b>BENEFITS</b>			
Technical and Specialized	-		9
Total Benefits	-		9
<b>SUPPLIES AND SERVICES</b>			
Transportation/Field Trips	135,462		158,690
Total Supplies and Services	135,462		158,690
<b>OPERATIONS</b>			
Cleaning Products	410,750		-
Total Operations	410,750		-
<b>RENTAL</b>			
Rental - Other	19,200		19,200
Total Rental	19,200		19,200
<b>FEES AND CONTRACTUAL</b>			
Contractual Services	7,592,539		6,840,130
Professional Fees	27,146		27,146
Total Fees and Contractual	7,619,685		6,867,276
<b>OTHER</b>			
Transfers to Other Boards	276,193		198,521
Total Other	276,193		198,521
<b>TOTAL</b>	<b>8,461,290</b>		<b>7,243,913</b>

**FINANCIAL MONTH END REPORT, BY CATEGORY**  
**Pupil Accomodations**



NIAGARA CATHOLIC  
BOARD OF EDUCATION

	April 30, 2021 Actual	April 30, 2020 Actual
<b>SALARY</b>		
Department Manager	330,737	315,641
Technical and Specialized	738,654	758,340
Caretaker	4,761,694	4,120,832
Cleaner	240,451	267,223
Caretaker - replacement	412,082	335,987
Cleaner - replacement	9,727	2,109
Clerical	127,891	118,966
<b>Total Salary</b>	<b>6,621,236</b>	<b>5,919,096</b>
<b>BENEFITS</b>		
Department Manager	67,875	63,174
Technical and Specialized	203,469	205,471
Caretaker	1,592,422	1,420,524
Cleaner	83,236	90,228
Caretaker - replacement	51,567	36,386
Cleaner - replacement	884	151
Clerical	46,192	44,266
<b>Total Benefits</b>	<b>2,045,644</b>	<b>1,860,199</b>
<b>STAFF DEVELOPMENT</b>		
Prof Development - Non Academic	1,721	3,006
Prof Memberships - Non Academic	31,521	1,612
<b>Total Staff Development</b>	<b>33,242</b>	<b>4,618</b>
<b>SUPPLIES AND SERVICES</b>		
Supplies and Services	103,143	165,424
<b>MAINTENANCE</b>		
Electrical	72,371	66,883
Roofing	21,024	29,499
Exterior Grounds	125,998	137,583
General Bldg Repairs	297,438	357,254
Hardware and Tools	34,868	69,375
Health and Safety	-	1,788
HVAC	544,951	198,906
Interior Bldg Repairs	71,538	108,695
Landscaping	1,378	2,644
Plumbing	72,367	77,894
Portables	17,724	39,341
School General	28,691	29,383
<b>Total Maintenance</b>	<b>1,288,347</b>	<b>1,119,244</b>
<b>OPERATIONS</b>		
Cleaning Equipment and Supplies	470,299	355,843
Fire and Life Safety	126,179	122,354
Garbage Disposal	52,510	46,831
Grass Cutting	89,119	51,547
Intrusion Alarms	36,137	22,030
Recycling	14,881	16,019
Security and Surveillance	178,911	187,263
Snow Removal and Salting	629,268	1,624,226
Uniforms	9,420	9,238
<b>Total Operations</b>	<b>1,606,723</b>	<b>2,435,350</b>
<b>UTILITIES</b>		
Electricity	1,838,094	1,464,653
Heating - gas	810,870	584,369
Water and Sewage	343,965	183,591
<b>Total Utilities</b>	<b>2,992,928</b>	<b>2,232,613</b>
<b>VEHICLE</b>		
Fuel	12,321	25,524
Repairs and Maintenance	25,178	27,845
<b>Total Vehicle</b>	<b>37,499</b>	<b>53,369</b>
<b>RENTAL</b>		
Rental - Other	3,978	50,553
Rental - Instruction	420,642	372,299
<b>Total Rental</b>	<b>424,620</b>	<b>422,852</b>
<b>FEES AND CONTRACTUAL</b>		
Contractual Services	10,490	5,470
Professional Fees	85,429	62,397
Property Insurance	174,354	131,840
Liability Insurance	288,495	246,455
Vehicle Insurance	11,408	12,086
<b>Total Fees and Contractual</b>	<b>570,175</b>	<b>458,248</b>
<b>OTHER</b>		
Amortization	9,019,698	10,735,800
Debenture Interest	2,243,474	1,271,404
Interest and Bank Charges	1,889	-
<b>Total Other</b>	<b>11,265,061</b>	<b>12,007,204</b>
<b>TOTAL</b>	<b>26,988,618</b>	<b>26,678,216</b>



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: 2021-2022 ANNUAL BUDGET FEEBACK AND  
CONSULTATION RESULTS**

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The 2021-2022 Annual Budget Feedback and Consultation Results report is presented for information.

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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: May 25, 2021



**REPORT TO THE BOARD  
MAY 25, 2021**

**2021-2022 ANNUAL BUDGET FEEDBACK AND CONSULTATION  
RESULTS**

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

- APPENDIX A** 2021 Highlight of Budget Survey Report  
**APPENDIX B** 2021 Budget Survey Results with data visualization

The 2021-2022 Annual Budget Feedback and Consultation Results report is presented for information.

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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: May 25, 2021



**2021 HIGHLIGHT OF BUDGET  
SURVEY RESULTS  
WHAT WE HEARD**

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**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
2021-2022 ANNUAL BUDGET FEEDBACK AND CONSULTATION RESULTS  
MAY 25, 2021**

## 2021 Budget Consultation

Senior Staff with the support of our Board of Trustees engaged our catholic community to gather ideas and feedback as we begin to draft the annual budget for approval by the Board of Trustees. This consultation process provided our key stakeholders and partners to provide input and identify where they would like to see the Board focus resources for the 2021-2022 school year.

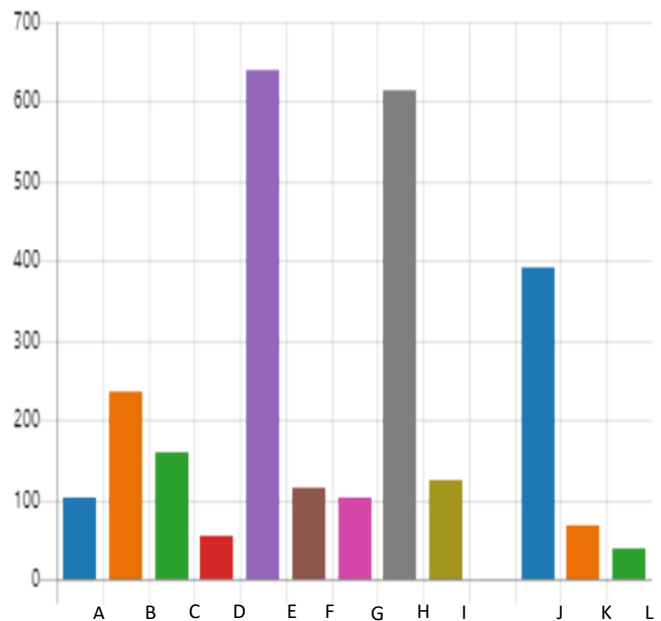
This report outlines and highlights some results of the 2021 survey and is used by Niagara Catholic as we begin our process to support the draft 2021-2022 annual budget, which is presented to the Board of Trustees ahead of setting the 2021-2022 original estimates in June.

The Survey was available to all catholic supports including, but not exclusive to our parents/guardians, staff, students and parish priest from April 21<sup>st</sup> to May 7<sup>th</sup>. As a result, there were **2,641 responses** to the survey.



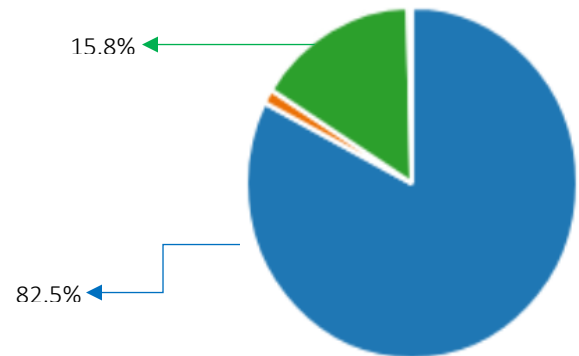
## Respondents Municipalities

	Municipality	Number of Responses
A	Fort Erie	103
B	Grimsby	235
C	Lincoln	160
D	Niagara on the Lake	53
E	Niagara Falls	640
F	Pelham	115
G	Port Colborne	101
H	St. Catharines	613
I	Thorold	124
J	Welland	391
K	West Lincoln	68
L	Other	38



## Respondents Demographics

● Parent/Guardian	2180
● Student	35
● Staff	416
● Community	10
● Pastor	0



The number of respondents indicates a drastic increase from prior year's surveys. However, the disproportionate responses by demographic grouping indicates more encouragement from students and key catholic stakeholders is needed. The pandemic has impacted our in person engagement with key stakeholders, but we are very pleased by the responses received by parents/guardians and staff members.

## Results Overview by Rankings

Survey respondents who are part of either the elementary or secondary panel were asked to rank the most important resource allocation at their respective schools. These two questions were asked of only students and staff that worked for their respective panel.

The following is the overall ranking of the top five from most important to least important:

### QUESTION #6

#### RANK WHERE RESOURCES SHOULD BE FOCUSED ON IN ELEMENTARY SCHOOLS

Elementary	1 <sup>st</sup> Choice		2 <sup>nd</sup> Choice	Total
1. Technology	28.3%	1	30.8%	59.1%
2. Special Education Supports	26.7%	3	21.9%	48.6%
3. Classroom Supplies	23.9%	2	26.3%	50.2%
4. Professional Development	7.3%	5	4.9%	12.2%
5. Health and Safety	6.9%	4	7.7%	14.6%

## QUESTION #7

### RANK WHERE RESOURCES SHOULD BE FOCUSED ON IN SECONDARY SCHOOLS.

Secondary	1 <sup>st</sup> Choice		2 <sup>nd</sup> Choice	Total
1. Technology	51.2%	2	27.2%	78.4%
2. Classroom Supplies	13.6%	1	34.0%	47.6%
3. Special Education Supports	15.4%	3	14.8%	30.2%
4. Lack of Replacement	7.4%	4	9.9%	17.3%
5. Professional Development	4.9%	5	6.2%	11.1%

Survey respondents were asked to rank the most important goals set out by the Ministry of Education to better prepare students for the future.

The following is the overall ranking of the most important to least important:

## QUESTION #8

### LIST OF GOALS BY THE MINISTRY OF EDUCATION TO BETTER PREPARE STUDENTS FOR THE FUTURE.

	1 <sup>st</sup> Choice		2 <sup>nd</sup> Choice	Total
1. Mental Health	30.1%	4	17.7%	47.8%
2. Science, Engineering, Technology and Math (STEM)	28.6%	2	20.3%	48.9%
3. Financial Literacy	25.1%	1	26.6%	51.7%
4. Health and Physical Education	9.7%	3	20.4%	30.1%
5. Skilled Trades	5.4%	5	13.2%	18.6%
6. Indigenous Education	1.1%	6	1.8%	2.9%

Survey respondents were asked to rank the most important key opportunities to improve student achievement.

The following is the overall ranking of the most important to least important:

## QUESTION #9

### LIST OF KEY OPPORTUNITIES TO IMPROVE STUDENT ACHIEVEMENT.

	1 <sup>st</sup> Choice		2 <sup>nd</sup> Choice	Total
1. Enhance Pathways for students	64.4%	3	21.4%	85.8%
2. Promote emerging technologies	19.4%	1	38.8%	58.2%

3. Enhanced opportunities for social justice	9.4%	2	25.7%	35.7%
4. Promote global competencies	6.8%	4	14.0%	20.8%

Survey respondents were asked to rank the most important partnership initiative to improve engagement with our communities.

The following is the overall ranking of the most important to least important:

## QUESTION #10

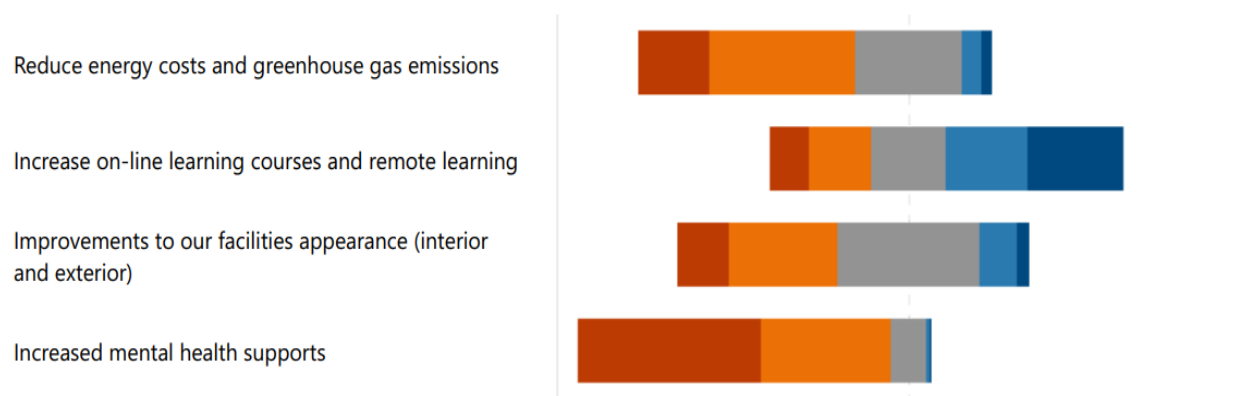
### IMPROVE ENGAGEMENT WITH OUR COMMUNITY

	1 <sup>st</sup> Choice		2 <sup>nd</sup> Choice	Total
1. Enhanced communication with parents/guardians	68.7%	4	11.7%	80.4%
2. Enhance communication with partners	12.5%	1	50.3%	62.8%
3. Exploring partnerships with local agencies and/or other organizations	12.0%	2	22.5%	34.5%
4. Enrich school-parish-home partnership	6.7%	3	15.5%	22.2%

## Results Overview: Resource Allocation

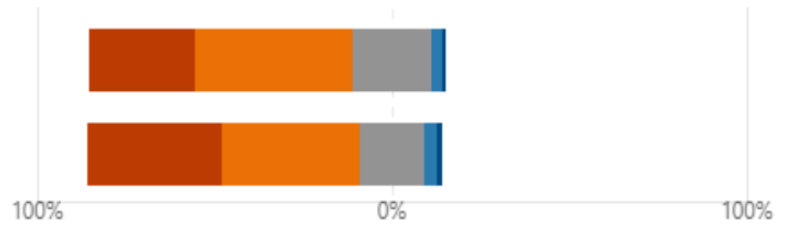
Survey respondents were asked where Niagara Catholic should focus more resources on the following initiatives.

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree



Improved Health and Safety initiatives

Increase in co-curricular activities and investment in sports facilities





# NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

## Nurturing Souls and Building Minds

### Survey Results

2641

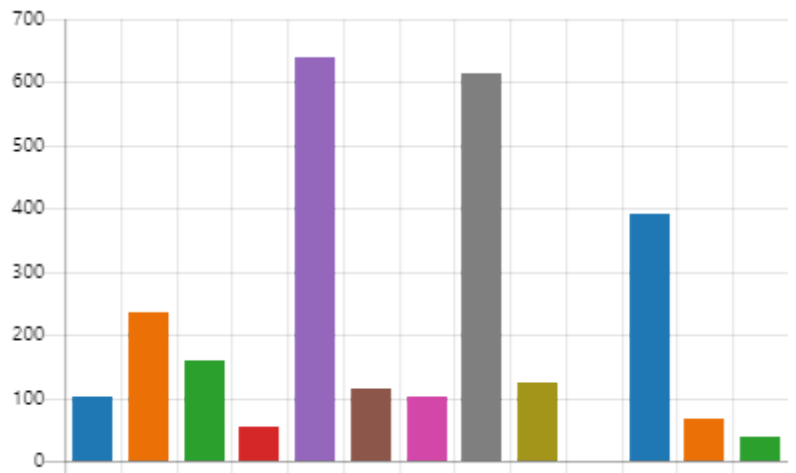
Responses

08:25

Average time to complete

#### 1. Which municipality (city or township) in the Niagara Region do you reside in?

● Fort Erie	103
● Grimsby	235
● Lincoln	160
● Niagara on the Lake	53
● Niagara Falls	640
● Pelham	115
● Port Colborne	101
● St. Catharines	613
● Thorold	124
● Wainfleet	0
● Welland	391
● West Lincoln	68
● Other	38



#### 2. Choose one of the following that best describes you:

● Parent/Guardian	2180
● Student	35
● Staff	416
● Community	10
● Pastor	0



3. What panel(s) do you currently have your student(s) enrolled in our school district?

<span style="color: blue;">●</span> Elementary Panel	1470
<span style="color: orange;">●</span> Secondary Panel	458
<span style="color: green;">●</span> Both Panels	302



4. Are you in elementary or secondary school?

<span style="color: blue;">●</span> Elementary	8
<span style="color: orange;">●</span> Secondary	27



5. Please indicate the location of your primary job assignment?

<span style="color: blue;">●</span> Elementary Panel	239
<span style="color: orange;">●</span> Secondary Panel	135
<span style="color: green;">●</span> Central Office	42

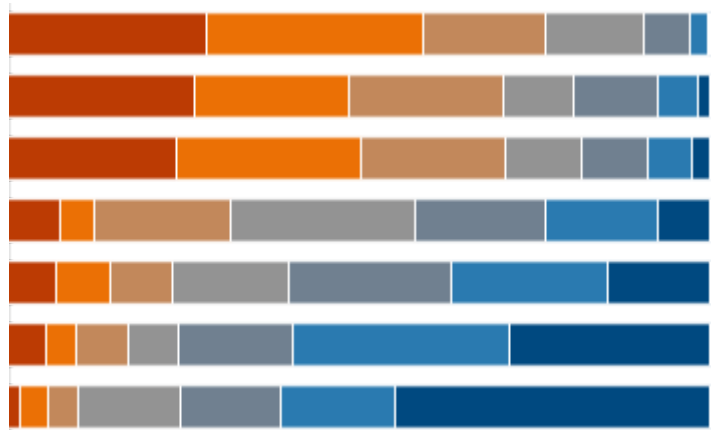


6. The following are a list of resources provided to elementary schools

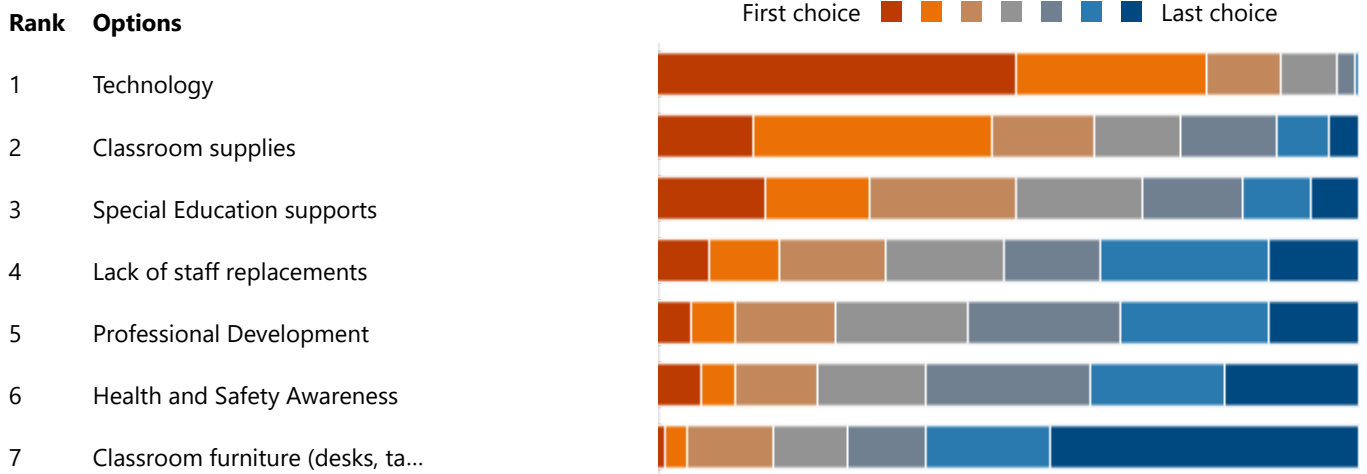
**Rank Options**

- 1 Technology
- 2 Special Education supports
- 3 Classroom supplies
- 4 Professional Development
- 5 Health and Safety Awareness
- 6 Attendance and replacement ...
- 7 Classroom furniture (desks, ta...

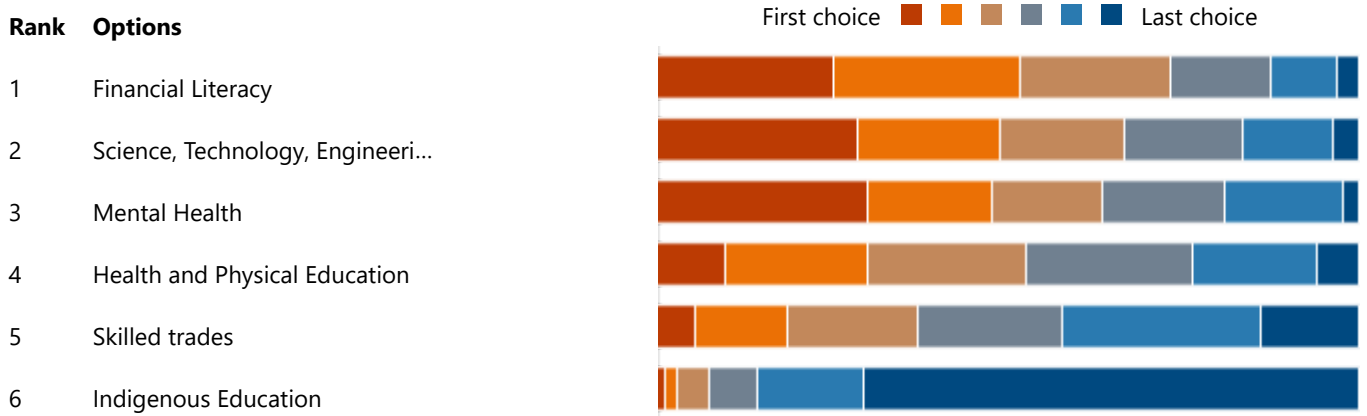
First choice ■ ■ ■ ■ ■ ■ Last choice



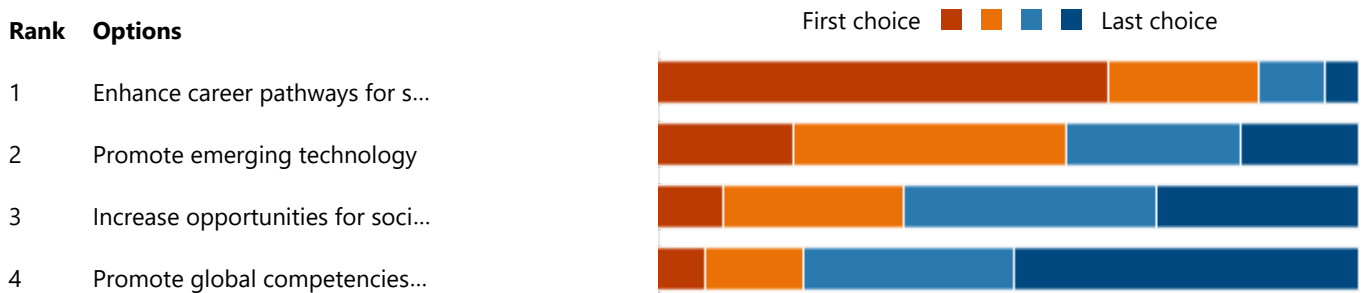
7. The following are a list of resources provided to secondary schools



8. The following is a list of goals by the Ministry of Education to better prepare students for the future.



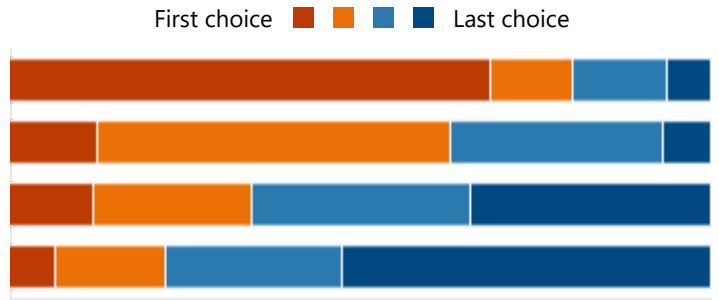
9. The following is a list of key opportunities to improve student achievement .



## 10. Engagement with our communities is a key priority of Niagara Catholic.

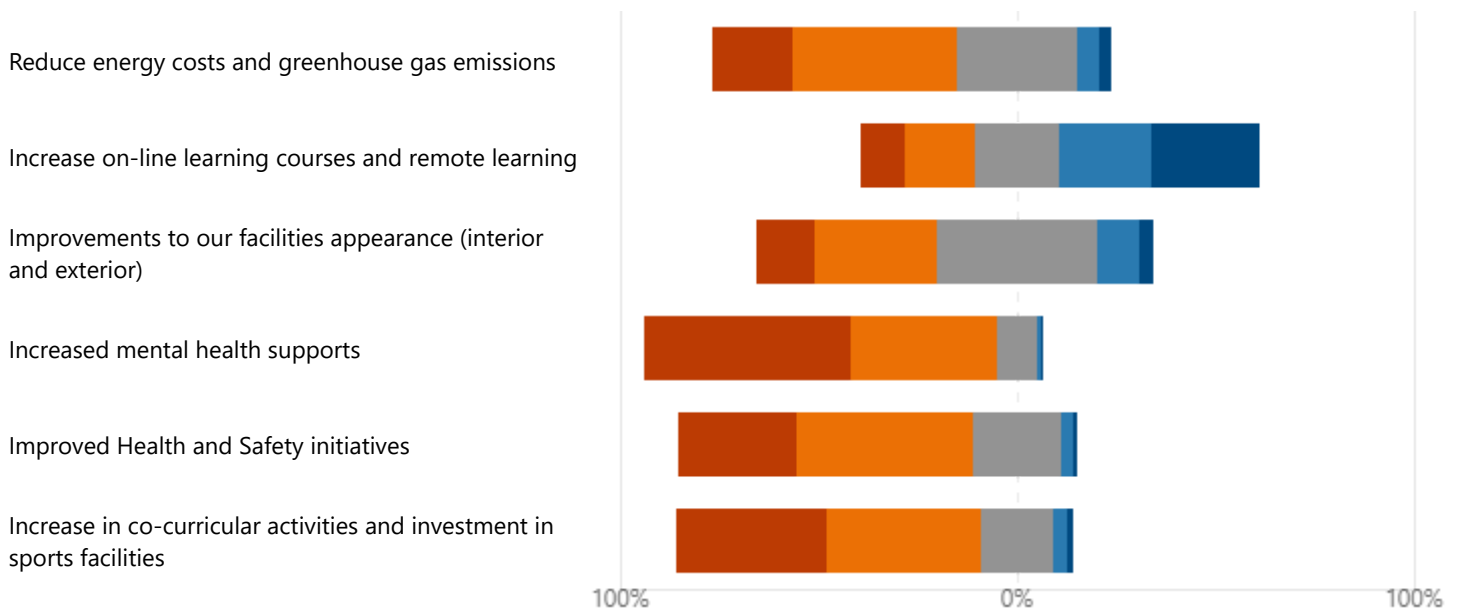
**Rank Options**

- | Rank | Options                           |
|------|-----------------------------------|
| 1    | Enhance communication with ...    |
| 2    | Enhance community partnersh...    |
| 3    | Explore partnerships with loca... |
| 4    | Enrich school-parish-home pa...   |

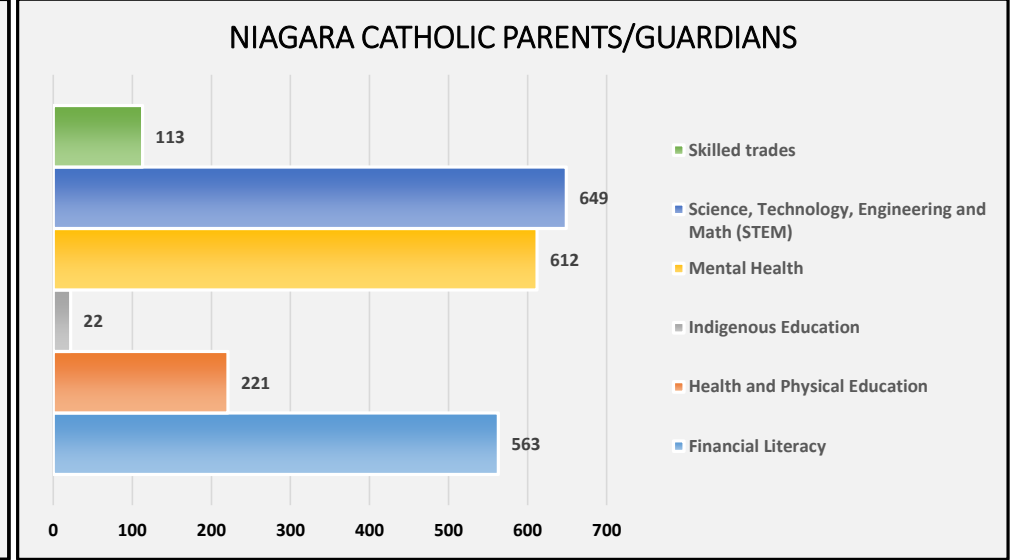
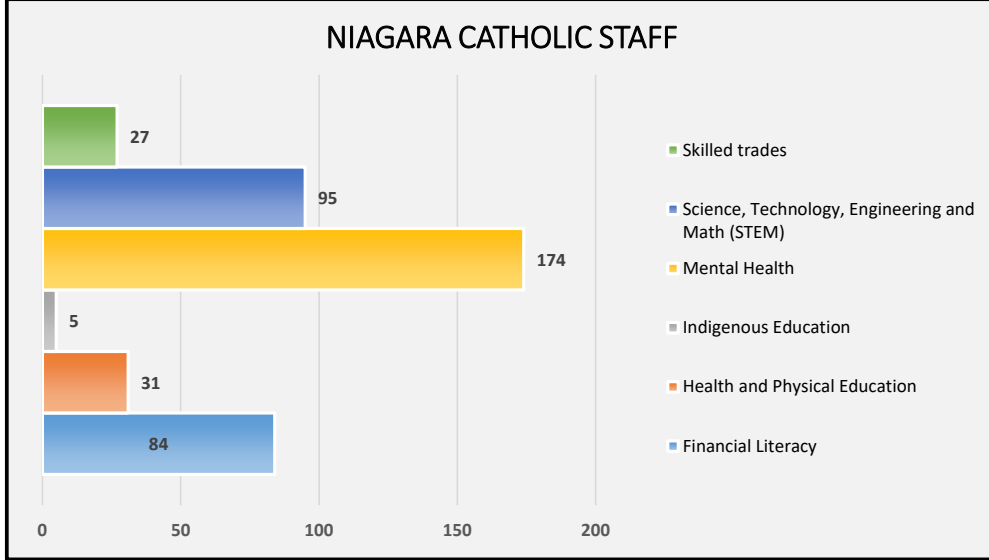


## 11. Should Niagara Catholic focus more resources on the following initiatives?

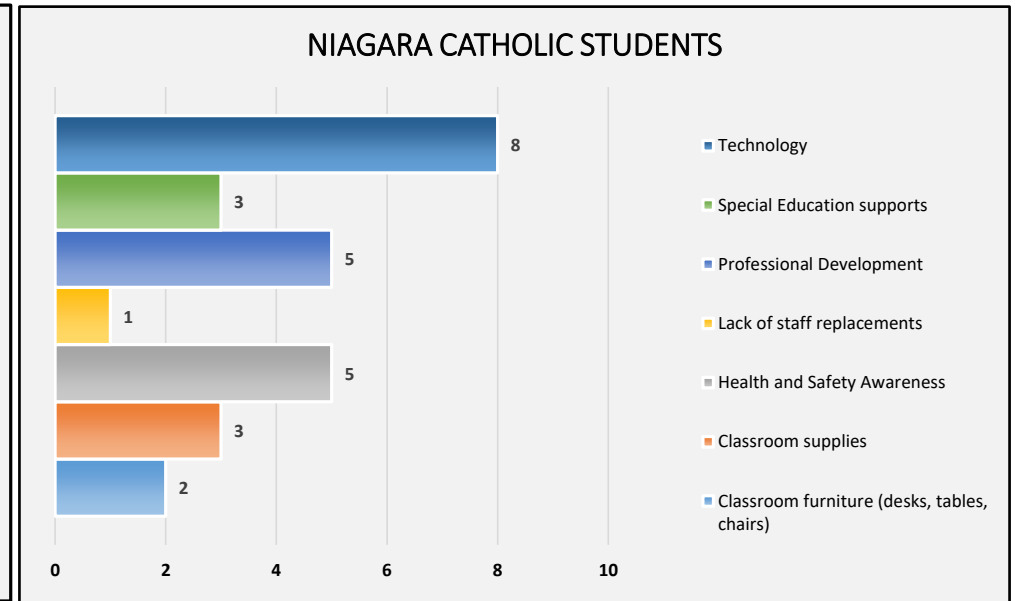
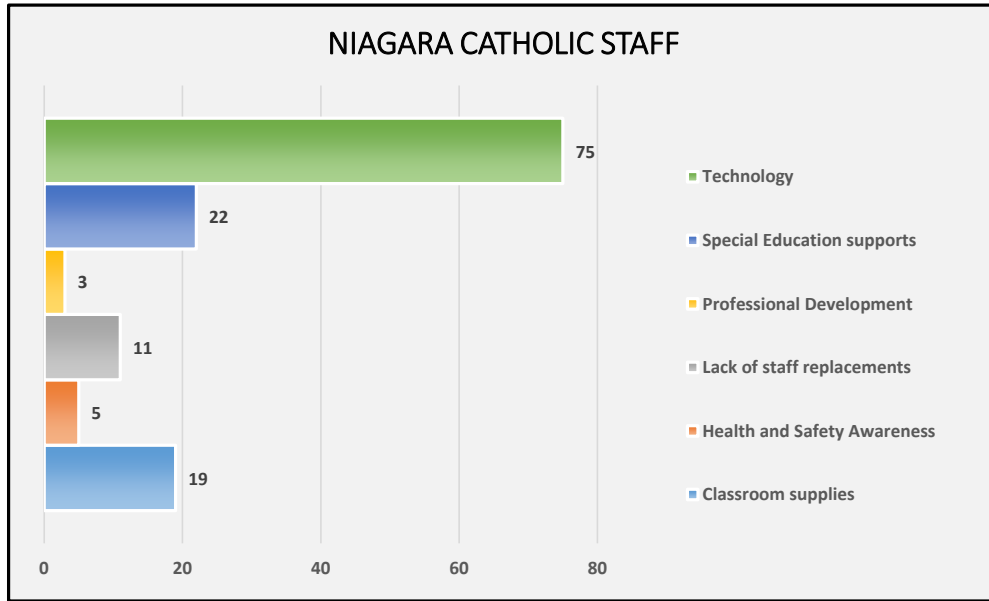
Strongly Agree (dark red)   Agree (orange)   Neutral (grey)   Disagree (light blue)   Strongly disagree (dark blue)



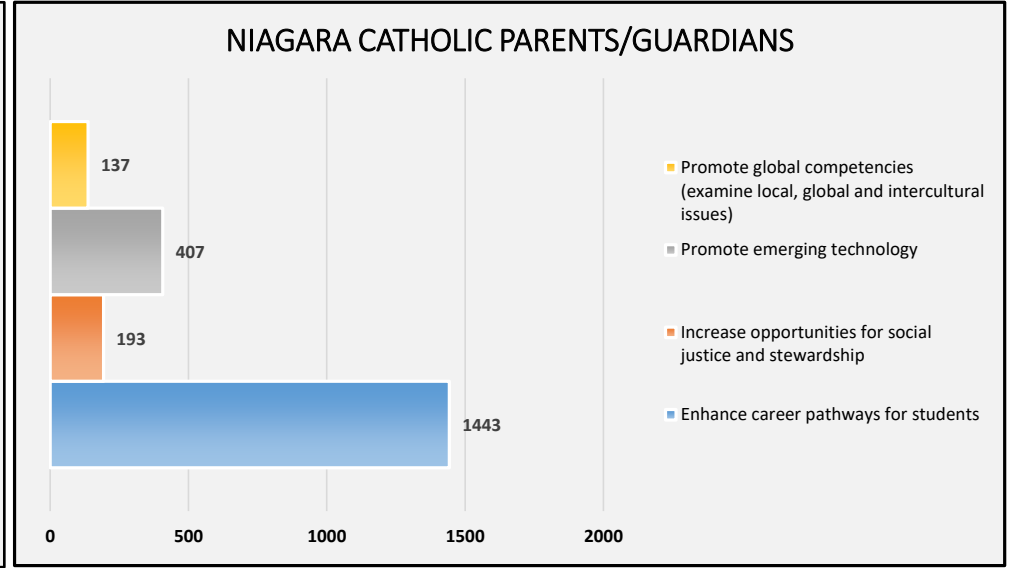
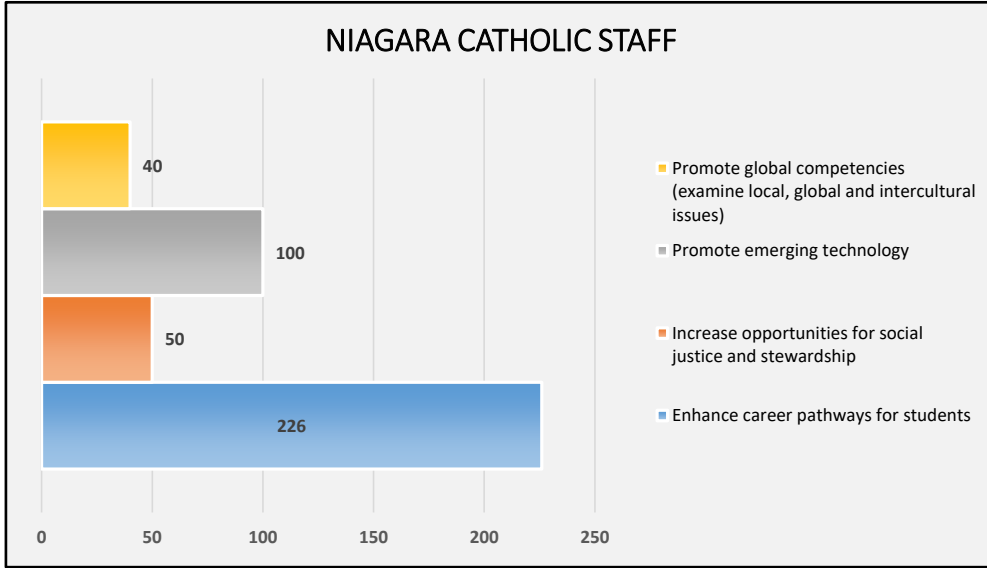
## MINISTRY GOALS - HIGHEST PRIORITY



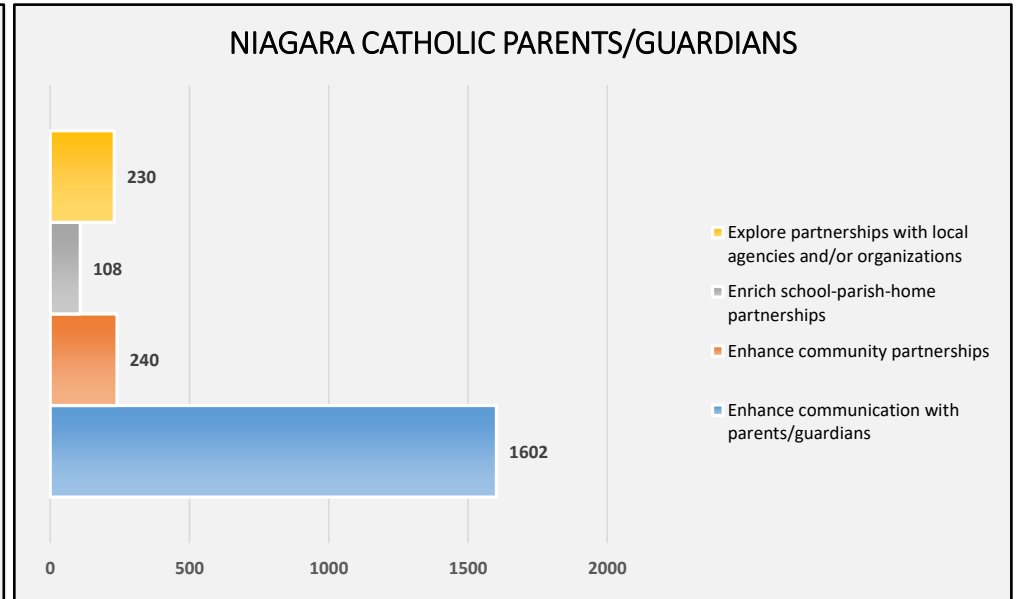
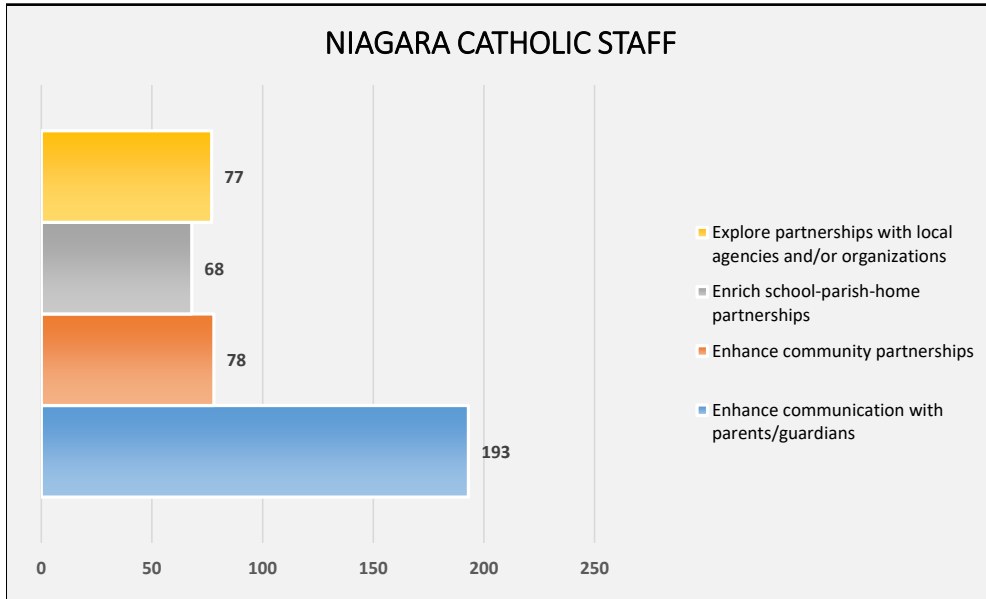
## LIST OF RESOURCES IN SCHOOL - HIGHEST PRIORITY



## KEY OPPORTUNITIES TO IMPROVE STUDENT ACHIEVEMENT



## ENGAGEMENT WITH OUR COMMUNITY - HIGHEST PRIORITY



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: 2021-2022 GRANTS FOR STUDENT NEEDS FUNDING  
ANNOUNCEMENT**

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The 2021-2022 Grants for Student Needs Funding Announcement report is presented for information.

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

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

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

Date: May 25, 2021



**REPORT TO THE BOARD MEETING  
MAY 25, 2021**

**2021-2022 GRANTS FOR STUDENT NEEDS FUNDING  
ANNOUNCEMENT**

**BACKGROUND INFORMATION**

Over the past two school years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario. School boards, educators, students and their families have demonstrated resiliency and flexibility in responding to changes in their learning environments and we have come a long way in embracing new ways of teaching, learning and connecting. These efforts have helped schools remain healthy and safe places to learn and work and have supported the continuity of learning for students during this difficult time.

To respond to these challenges for the 2021-22 school year, the Ontario government will place renewed focus and supports on learning recovery and renewal, equity and student mental health and well-being, while continuing to implement strategies that protect the health and safety of students and staff and support flexibility in school board operations.

**Planning for the 2021-2022 School Year**

**Unlock Reserves**

Subject to Lieutenant Governor in Council approval, school boards will continue to be allowed to unlock their reserves by accessing up to two per cent of their operating budget from their reserve funds to support the safe operation of schools. Where school boards access more than a total of two per cent of their operating allocation from their reserves for the safe operation of schools over the 2020-21 and 2021-22 school years, the ministry would provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021- 22 operating allocation.

**Projected Funding Allocations for Applicable CoVid-19 Supports (\$4.8M)**

Additional Staffing Support	Additional School Operations Support	Projected Reserves to be drawn upon	Transportation	Special Education Support	Mental Health Support	Re-engaging students and Reading Assessment
\$3,186,533	\$275,261	\$4,905,045	\$677,100	\$191,709	\$314,095	\$203,402

The Portion of unlocked reserves amount to approximately \$4.9M for Niagara Catholic District School Board for 2021-2022.



## **Grants for Student Needs**

GSN funding for 2021–22 is projected to be \$25.6 billion, an increase of 2.2 per cent, while the average provincial per-pupil funding is projected to be \$12,686 in 2021–22, which is an increase of \$152 or 1.2 per cent from 2020–21.

This year's GSN includes updates to COVID-19 supports, changes to how online learning classes are funded, and transfers from PPF, enhanced accountability measures, and ongoing investments to reflect the third year of the labour agreements.

## **Online Learning – E-Learning Secondary**

In 2020–21, the Online Learning Adjustment Allocation was based on the number of credits offered in 2017–18, funded at an average class size of 30. To align the policy with the funding benchmarks, beginning this year the secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The online learning credit load benchmark assumes approximately 8% of secondary students will take one course online in 2021–22. For planning purposes, school boards can anticipate the participation rate to be adjusted to approximately 16% in 2022–23 and 26% in 2023–24.

## **Keeping up with Costs**

The ministry will provide a two per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs).

## **Student Technological Devices**

As part of the realignment of supports for COVID-19 in 2021–22, the ministry is integrating the \$14.9 million to support technology-related costs into a combination of the Pupil Foundation Grant and Geographic Circumstances Grant. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices. In addition to funding available in the Classroom Computers component, the ministry is providing a per-pupil amount (\$7.11) through the new Student Technological Devices component for students in Kindergarten to Grade 12 to support technology-related costs. This amount will be supplemented with a top-up allocation within the Geographic Circumstances Grant to ensure that every school board receives a minimum of \$50,000. As this funding will be provided through the Pupil Foundation Grant and Geographic Circumstances Grant, the COVID-19 Technology-Related Costs Allocation has been eliminated.

## **New in 2021–22**

Transfer of \$23.6 million for Specialist High Skills Major (SHSM) into the GSN. The \$23.6 million for SHSM, which was previously funded through PPF, is being transferred into the GSN. This funding will flow through the existing SHSM Allocation within the Learning Opportunities Grant.

## **Supporting Student Mental Health Allocation**

As part of the realignment of supports for COVID-19 for the 2021–22 school year, the ministry is integrating the \$10 million for mental health supports into a new Supporting Student Mental Health Allocation. This continued funding is intended to foster the learning and well-being of students.

### **2021-2022 Priorities and Partnership Funding (PPF)**

<b>PPF Initiative</b>	<b>Funding Amount</b>
Math Strategies	\$239,500
Well-Being and Mental Health Bundle	\$33,200
Educators Autism Additional Qualification (AQ) Subsidy	\$14,000
Parent Reaching Out (PRO) Grant	\$26,200
Learning and Innovation Fund for Teachers	\$45,000
<b>Total PPF</b>	<b>\$357,900</b>

### **Important Reporting Dates:**

<b>Date</b>	<b>Description</b>
June 30, 2021	School Board Estimates for 2021-2022
November 15, 2021	School Board Financial Statements for 2020-2021
November 19, 2021	School Board Enrolment Projections for 2022-2023
December 15, 2021	School Board Revised Estimates for 2021-2022
May 13, 2022	School Board Financial Report for Sept – March, 31, 2022

**APPENDIX A** 2021-22 Grants for Student Needs Funding 2021:B08

**APPENDIX B** 2021-22 Priorities and Partnerships Funding (PPF) 2021:B10

**APPENDIX C** Planning for the 2021-22 School Year 2021:B07

The 2021-2022 Grants for Student Needs funding announcement presented for information.

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

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

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

Date: May 25, 2021

**Ministry of Education**

Education Labour and Finance  
Division

315 Front Street West  
11<sup>th</sup> Floor  
Toronto ON M7A 0B8

**Ministère de l'Éducation**

Division des relations de travail et du  
financement en matière d'éducation

315, rue Front Ouest  
11<sup>e</sup> étage  
Toronto (Ontario) M7A 0B8

**2021:B08**

**Date:** May 4, 2021

**Memorandum To:** Directors of Education  
Senior Business Officials  
Secretary/Treasurers of School Authorities

**From:** Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

**Subject:** **2021–22 Grants for Student Needs Funding**

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I am writing to provide you with information about the Ministry of Education's Grants for Student Needs (GSN) funding for 2021–22. This information is being provided in conjunction with the release of the 2021–22 school year allocations for the Priorities and Partnerships Funding (PPF) and the ministry's 2021–22 COVID-19 supports that provides for another year of resources totalling more than \$1.6 billion. At this time, school boards are expected to budget for approximately half of these resources where the remaining resources will be confirmed by the ministry in the Fall, if needed for the second half of the year. This continued support builds upon more than \$1.6 billion in resources made available in 2020–21 to support the safe reopening and operation of schools across Ontario. More information on the above PPF investments can be found in 2021:B07 and 2021:B10.

GSN funding for 2021–22 is projected to be \$25.6 billion, an increase of 2.2 per cent, while the average provincial per-pupil funding is projected to be \$12,686 in 2021–22, which is an increase of \$152 or 1.2 per cent from 2020–21<sup>1</sup>.

This year's GSN includes updates to COVID-19 supports, changes to how online learning classes are funded, transfers from PPF, enhanced accountability measures, and ongoing investments to

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<sup>1</sup> Excludes GSN stabilization funding for 2020–21.

reflect the third year of the labour agreements. This year's GSN also includes technical and other routine updates.

As noted in memorandum 2021: B04 *2021–22 School Year*, school boards should take a conservative approach in their planning for the 2021–22 school year given the uncertainty in enrolment.

## **A. COVID-19 SUPPORTS IN THE 2021-22 GSN**

In 2020: B08 *2020–21 Grants for Student Needs Funding*, the ministry announced an investment of \$25 million to support extraordinary costs related to the COVID-19 outbreak in the 2020–21 school year. This was included in the more than \$1.6 billion in resources available in 2020-21. Starting in 2021–22, in recognition of the continuing need for additional funding for technology resources and mental health supports, the ministry is now planning for these allocations to be ongoing elements within the GSN.

Additionally, there will be other time-limited supports through the Language Grant in the GSN (outlined below) demonstrating the government's ongoing support for the health, safety and well-being of students and staff during the pandemic. For further details on COVID-19 resources for 2021-22 through both the GSN and PPF, please see the April 27, 2021: B07 memo from Minister Lecce and Deputy Minister Naylor, *Planning for the 2021-22 School Year*.

### **Technology Resources - Moving to the Pupil Foundation Grant (PFG) and Geographic Circumstances Grant (GCG)**

The ministry will provide \$14.9 million in 2021–22 to support technology-related costs. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices.

This funding is provided through a new Student Technological Devices per-pupil amount (\$7.11) for students in Kindergarten to Grade 12 in the PFG, with a Student Technological Devices Top-Up Allocation within the GCG to ensure every school board receives a minimum amount of \$50,000.

### **Mental Health Supports - Moving to the Mental Health and Well-Being Grant**

The ministry will provide \$10.1 million in 2021–22 to support student mental health to foster the continued learning and well-being of students. This is in addition to \$49.0 million through PPF for special education, mental health and well-being and equity initiatives for temporary COVID-19 funding supports.

This funding is provided through a new Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant.

School boards may use this funding for the following student mental health related purposes:

- employ mental health professionals to directly support students
- provide professional learning and training for educators, school-based mental health professionals, and system leaders

- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available
- student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

Funding will be provided to school boards through a per-board amount (\$100,858) and a per-pupil amount (\$1.34). School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

### **Recent Immigrant Supplement**

Due to the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic and closed borders, \$79.6 million in time-limited mitigation funding is being provided to supplement the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation (for English-language school boards) and the Programme d'appui aux nouveaux arrivants (PANA) Allocation (for French-language school boards). This funding is expected to help school boards continue to offer the same level of support to students requiring ESL/ELD and PANA programs.

The Recent Immigrant Supplement will ensure school boards generate minimum funding based on total weighted enrolment for each of the four years that generated funding through the ESL/ELD Recent Immigrant Component and the PANA Allocation in their 2019–20 Financial Statements. School boards will generate top-up funding to get to this minimum if actual weighted enrolment falls below this level.

## **B. ONLINE LEARNING AND REMOTE LEARNING**

### **Online Learning**

The ministry is updating the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning.

In 2020–21, the Online Learning Adjustment Allocation was based on the number of credits offered in 2017–18, funded at an average class size of 30. To align the policy with the funding benchmarks, beginning this year the secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The online learning credit load benchmark assumes approximately 8% of secondary students will take one course online in 2021–22. For planning purposes, school boards can anticipate the participation rate to be adjusted to approximately 16% in 2022–23 and 26% in 2023–24. These planning assumptions may be reviewed based on experience and policy objectives.

Under this new approach, the Online Learning Adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant has been eliminated.

## **Remote Learning**

As noted in *2021:B04 2021–22 School Year*, school boards that are planning to deliver remote learning through virtual schools in 2021–22 should use the existing secondary class size average for staffing fully remote classes. Hybrid models should also apply in-person class size requirements.

## **C. KEEPING UP WITH COSTS**

The ministry will provide a two per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs).

## **D. PPF TRANSFERS TO GSN**

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following three PPF allocations will be transferred into the GSN:

### **Specialist High Skills Major (SHSM) \$23.6M**

SHSM programs support Grade 11 and 12 students in gaining sector-specific skills, knowledge and training in the context of education and career/life planning activities that assist them in their planning and transition from secondary school to apprenticeship training, college, university, or the workplace.

This allocation will be transferred and consolidated within the existing SHSM Allocation of the Learning Opportunities Grant. The SHSM amounts will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation and adjusted in-year as necessary to reflect updated enrolment data.

### **After-School Skills Development (ASSD) Programs \$6.1M**

ASSD Programs implemented by school boards provide students with autism spectrum disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities, outside of the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. This allocation will be transferred to, and enveloped within, the existing Behaviour Expertise Amount (BEA) Allocation of the Special Education Grant.

### **Integrated Services for Northern Children (ISNC) \$1.44M**

The ISNC funding supports the coordinated assessment, consultation and treatment services on a multi-agency, multi-ministry basis to children and youth with physical, psychological and educational challenges in under-served rural and remote communities in Northern Ontario. This allocation will be transferred into the Northern Adjustment category, under the Measures of Variability component of the Differentiated Special Education Needs Amount within the Special Education Grant. ISNC funding will flow to the lead school board of each of the three regional Northern Adjustment cooperatives, to support regionally determined special education

priorities that are addressed through joint, innovative and cost-effective special education programs and services, including in under-served rural and remote communities.

## **E. ENHANCED ACCOUNTABILITY MEASURES**

### **Indigenous Education and the Program Leadership Grant (PLG)**

The Indigenous Education Grant (IEG) is being adjusted to include greater accountability measures and is being streamlined as follows:

- The Indigenous Languages Allocation and First Nations, Métis and Inuit Studies Allocation will be enveloped. School boards will be required to spend the allocations on each program and the use of any funding surplus beyond what is needed to run these courses is to be reported through the Board Action Plan (BAP). School boards are required to deliver these programs if a minimum of eight secondary pupils of the board enroll in the course.
- The Indigenous Education Lead position funding, previously funded through both the Per-pupil Amount (PPA) Allocation in the IEG and PLG, will now be fully funded through the PLG. Each school board will continue to generate 1.0 Supervisory Officer salary and benefits benchmark and will also generate 10.44 per cent in travel and professional development. The remaining PPA Allocation will be realigned within the IEG to become a component of the BAP Allocation, which will continue to be enveloped.
  - School boards continue to be required to spend at least half of the benchmark on the lead salary and benefits, and any remainder will be transferred to the BAP for current or future years' IEG spending.
  - As in previous years, the Indigenous Education Lead must be a full-time position and must be dedicated. Job splitting is not permitted, unless an exemption is requested by the school board in writing and approved by the Indigenous Education Office.

The ministry would also like to remind school boards that children and youth in care of children's aid societies (including First Nation's Caring Societies) may choose to attend a First Nation school, under the Reciprocal Education Approach (REA), subject to a First Nation school's admission policies. The REA requires that school boards provide funding support for students, who would ordinarily be eligible to be pupils of the board to attend a First Nation school when requirements and eligibility criteria are met.

### **Library Staffing**

The ministry will be introducing additional requirements to enhance reporting for library staffing funding to get greater insight into how school boards are using the funding. School boards that are not fully utilizing this funding on library purposes will be asked for a multi-year plan highlighting their vision and next steps to address any underspending in this area.

## **F. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) MANDATORY REQUIREMENT**

Starting in 2021–22, the ministry is requiring that a newly revised PLAR process be available for all eligible adult learners (mature students). The PLAR process provides recognition of adult learning towards the Ontario Secondary School Diploma, where relevant and appropriate, and helps to minimize duplication of learning required. This enables the student to more quickly earn a high school diploma, expediting their goal to gain employment, improve their employment situation, or participate in further education or training.

The ministry will provide additional details through the release of a revised Policy/Program Memorandum (PPM) 132: Prior Learning Assessment and Recognition (PLAR) for Mature Students in the spring of 2021.

## **G. PLANNING FOR THE FUTURE**

### **Student Transportation**

In 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable, efficient, and needs-based student transportation system in Ontario. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level, with adjustments for enrolment growth.

### **School Board Administration and Governance and Secondary Class Size Accountability Requirements**

As noted in *2020:B08 2020–21 Grants for Student Needs Funding*, the ministry is reviewing accountability requirements for compliance with the school board administration and governance enveloping provision and the secondary provisions of the Class Size Regulation (O. Reg. 132/12). The ministry aims to complete this review for the 2022–23 school year.

Starting in 2022–23, the class size compliance framework will be expanded to include the secondary provisions of Ontario Regulation 132/12 - *Class Size*.

## **H. ONGOING IMPLEMENTATION AND OTHER CHANGES**

### **Labour Funding**

The ministry will adjust salary benchmarks<sup>2</sup> by one per cent. The ministry will also provide benefits funding that vary by employee group, reflecting central agreements, which include up to one per cent increases for benefits' plan maintenance or improvements and additional inflationary increases. The Supports for Students Fund (SSF) will also continue, and all funds should be used consistent with the central agreement obligations.

Funding also continues to be available through the Teacher Job Protection Fund for classroom teachers, if needed, in relation to the changes to class sizes in 2019–20 and 2020–21.

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<sup>2</sup> Does not include directors of education, senior administration staff, principals or vice-principals



### **Retirement Gratuities**

This is the tenth year of a 12-year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction will be applied to the benefits benchmarks in the foundation grants with equivalent adjustments to the benchmarks in the supplemental grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2021–22. This recovery, which began in 2016–17, will be over the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that school boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

### **School Operations Allocation - Supplementary Area Factor**

This is the third year of the five-year phase-in of updates to the Supplementary Area Factor for base school facility operations, within the School Facility Operations and Renewal Grant, to reflect a secondary class size of 23.

### **Additional Educational Software Licensing**

The per-pupil amount is being increased to \$0.84 and the minimum amount per school board is being increased to \$50,000 through the top-up allocation. These funds are being given directly to school boards, as the ministry's last term-limited licences for digital learning tools expire, to help support their own choice and purchase of licences. This funding is for digital tools that support learning in and outside of the classroom and is provided through a per-pupil component in the Pupil Foundation Grant, with a top-up allocation within the Geographic Circumstances Grant.

### **Central Employer Bargaining Agency Fees**

The Central Employer Bargaining Agent Fees Allocation is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). The 2021–22 GSN reflects funding amounts per district school board which are based on the maximum annual revenue of their respective trustees' association. Starting in 2022–23, the district school boards funding amounts will be adjusted each year based on a number of factors, including changes to the GSN benchmarks and each trustees' association's total annual expenses.

As part of this revision, the Central Employer Bargaining Agency Fees – Supplemental (\$1.2 million) PPF is being transferred and consolidated within the existing Central Employer Bargaining Agency Fees Allocation within the GSN.

### **Parent Engagement Allocation - Moving to the School Foundation Grant (SFG)**

The Parent Engagement Allocation is provided to support the parent engagement activities of a school board's Parent Involvement Committee and school councils. This committee and these school councils support the implementation of a wide range of policies, programs, strategies, and initiatives that involve parents. Moving the Parent Engagement Funding Allocation from

the School Board Administration and Governance Grant (SBAGG) to the SFG will better delineate funding for parent engagement based on local needs since the SFG provides school-based funding for in-school administration and leadership.

### **Capital Planning Capacity (CPC) Allocation – Moving to the School Facility Operations and Renewal Grant**

The CPC program supports school boards in acquiring additional resources to undertake a range of capital planning-related activities. To better reflect the purpose of this allocation, the CPC Allocation is being moved from the SBAGG to the School Facility Operations and Renewal Grant, which addresses the costs of operating school facilities (heating, lighting, maintaining, and cleaning) as well as the costs of repairing and renovating schools.

### **Asset Management Software Allocation**

School boards are provided with this funding to offset the cost of licensing and related fees associated with approved software that supports the implementation of effective renewal programs and tracks school condition over time. An update on this funding will be provided at a later point in time, pending completion of procurement. As such, amounts are not yet allocated on a board-by-board basis.

### **Non-Instructional Spaces Amount - Moving to the School Facility Operations and Renewal Grant**

Funding for the Non-Instructional Spaces Amount is being moved from the SBAGG into the School Operations Allocation of the School Facility Operations and Renewal Grant. This funding is provided to support the operating costs of non-instructional spaces such as teacherages in isolate board school authorities that were merged with and continued as district school boards in 2009. As of the 2021–22 school year, three district school boards continue to maintain such non-instructional spaces as part of their facility inventory which they acquired when they merged with isolate board school authorities. The allocations provided to the three district school boards will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation.

### **Calculation of In-Year Deficit for Balanced Budget Compliance**

To reduce school board and ministry administrative burden and simplify the calculation of in-year deficit for different purposes, O. Reg. 488/10 *Determination of Boards' Surpluses and Deficits* will be amended to exempt the following three adjustments from the calculation of in-year deficit for balanced budget compliance purposes:

- The amortization of accumulated surplus set aside to offset the amortization of unfunded employee future benefits
- The amortization of accumulated surplus set aside to offset the amortization expense of committed capital spending funded by school boards' accumulated surplus
- The amortization of accumulated surplus set aside to offset the difference between sinking fund interest earned and the amortization expense of the assets supported by the sinking fund debentures

As a result of the change above, a corresponding change is being made to O. Reg 280/19 *Calculation of Maximum In-Year Deficit* where these three adjustments will no longer be exempted from the calculation of the adjusted in-year deficit.

## I. CAPITAL

Details of capital funding programs are provided in a separate memorandum, 2021:B09.

### School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the upcoming school year, the ministry will continue to invest approximately \$1.4 billion to maintain and improve the condition of schools. This investment is in addition to almost \$700 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

## J. ISOLATE BOARD SCHOOL AUTHORITIES

As in previous years, funding for isolate board school authorities will be adjusted, as appropriate, to reflect changes in funding to district school boards. As such, funding for isolate board school authorities may include adjustments to some of the items presented in this memorandum. The ministry will provide further information to isolate board school authorities concerning their 2021–22 funding, through an updated Addendum to 2021–22 Technical Paper for Isolate Board School Authorities in the near future.

## K. REPORTING

### Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 30, 2021	School Board Estimates for 2021–22
November 15, 2021	School Board Financial Statements for 2020–21
November 19, 2021	School Board Enrolment Projections for 2022–23 to 2025–26
December 15, 2021	School Board Revised Estimates for 2021–22
May 13, 2022	School Board Financial Report for September 1, 2021 to March 31, 2022

### Rural and Northern Education Funding (RNEF) – Schools List

By June 30, 2021, school boards must submit to the ministry the list of all the additional schools, approved by board of trustees' motion, to be eligible to spend the RNEF Allocation on these specific schools. Please submit these motions along with the list of these additional schools to [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca) including the school name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). **Please include "RNEF" in the subject line of your email.**

## L. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Email
Additional Educational Software Licensing	Jennifer Chan	<a href="mailto:jennifer.Chan3@ontario.ca">jennifer.Chan3@ontario.ca</a>
Benefits Trusts Funding, Central Employer Bargaining Agency Fees Allocation, and Retirement Gratuities	Romina Di Pasquale	<a href="mailto:romina.dipasquale@ontario.ca">romina.dipasquale@ontario.ca</a>
Capital Priorities and Project Accountability	Paul Bloye	<a href="mailto:paul.bloye@ontario.ca">paul.bloye@ontario.ca</a>
Financial Accountability and Reporting Requirements	Med Ahmadoun	<a href="mailto:med.ahmadoun@ontario.ca">med.ahmadoun@ontario.ca</a>
Indigenous Education	Taunya Paquette	<a href="mailto:taunya.paquette@ontario.ca">taunya.paquette@ontario.ca</a>
Operating Funding	Paul Duffy	<a href="mailto:paul.duffy@ontario.ca">paul.duffy@ontario.ca</a>
Prior Learning Assessment and Recognition & Specialist High Skills Major	Dianne Oliphant	<a href="mailto:dianne.oliphant@ontario.ca">dianne.oliphant@ontario.ca</a>
School Renewal	Andrea Dutton	<a href="mailto:andrea.dutton@ontario.ca">andrea.dutton@ontario.ca</a>
Special Education / Student Mental Health	Claudine Munroe	<a href="mailto:claudine.munroe@ontario.ca">claudine.munroe@ontario.ca</a>
Student Transportation	Mehul Mehta	<a href="mailto:mehul.mehta@ontario.ca">mehul.mehta@ontario.ca</a>

General questions regarding the 2021–22 GSN release can be emailed to:

[EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca)

## M. OTHER GSN MATERIALS

For further information, please see the 2021–22 Education Funding Technical Paper and GSN Projections for the 2021–22 School Year, which are available on the [Education Funding webpage](#).

## N. NOTICE

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act* or other legislation as required. Such regulations have not yet been made.

Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

In closing, the ministry would like to acknowledge the ongoing work of school board teams to support students, families and the broader community during this challenging time. The ministry looks forward to working closely with you to facilitate the next school year.

Sincerely,

Original signed by

Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

**Ministry of Education**

Deputy Minister

438 University Avenue, 5<sup>th</sup> Floor  
Toronto ON M7A 2A5**Ministère de l'Éducation**

Sous-ministre

438, avenue University, 5<sup>e</sup> étage  
Toronto (Ontario) M7A 2A5**2021: B10**

**Date:** May 4, 2021

**Memorandum To:** Directors of Education  
Secretary/Treasurers of School Authorities

**From:** Nancy Naylor  
Deputy Minister

**Subject:** **2021-22 Priorities and Partnerships Funding (PPF)**

I am writing to provide you with information about the Ministry of Education's Priorities and Partnerships Funding (PPF) for 2021-22. These projections are being released in conjunction with the 2021-22 Grants for Student Needs (GSN).

Ontario continues to modernize education funding to deliver a sustainable and world-class system so students can succeed in school and beyond – while ensuring investments have the greatest impact in the classroom, and on students, as the province continues to respond to the COVID-19 pandemic. The PPF is supplemental to the GSN and is reviewed and assessed by the ministry each year.

**COVID-19 SUPPORTS**

Although the evolving public health landscape is difficult to predict, we recognize that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports to school boards.

COVID-19 related funding will be allocated for such items as staffing to support the delivery of smaller cohorts, cleaning, remote learning, student transportation, learning recovery and renewal, special education, mental health and well-being. For further details on COVID-19 resources for 2021-22 through both the GSN and PPF, please see the May 4, 2021: B07 memo from Minister Lecce and Deputy Minister Naylor, Planning for the 2021-22 School Year.

## TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, some existing PPF allocations have been transferred into the GSN beginning in 2021-22. The ministry is pleased to provide continuity of funding for these programs through the GSN funding mechanism. Additional details regarding these allocations can be found in the 2021-22 GSN materials, including the B Memo and technical paper:

1. Specialist High Skills Major (SHSM) (Base Funding) – \$23.6 million
2. After School Skills Development (ASSD) Programs – \$6.1 million
3. Integrated Services for Northern Children (ISNC) – \$1.44 million

The Central Employer Bargaining Agent Fees Allocation within the GSN is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). As part of this revision, the Central Employer Bargaining Agency Fees – Supplemental (\$1.2 million) PPF is being transferred and consolidated within the existing Central Employer Bargaining Agency Fees Allocation within the GSN.

The ministry intends to continue reviewing opportunities for additional transfers in future years.

## FUNDING ALLOCATIONS

For 2021-22, the PPF will provide over \$288 million in funding to education partners to support students.

To facilitate school boards' budget planning for 2021-22, the ministry is confirming approximately \$122.2 million of PPF funding to school boards and school authorities to support ministry priorities. Within this amount:

- \$60.1 million is allocated by program and by school board in this memorandum (see **Appendix A**); and
- \$62.1 million has been allocated by program, with school board allocations to be confirmed later in the year.

## TRANSFER PAYMENT ADMINISTRATION

For the upcoming school year, the ministry will continue to provide school boards with integrated (multi-project) Transfer Payment Agreements (TPAs).

Starting in 2021-22, the ministry is adopting Transfer Payment Ontario (TPON) as a new enterprise-wide system to manage TPAs. All 2021-22 PPF contracts will be released on the TPON system. TPON will provide school boards with a centralized digital system for all government

transfer payments, enabling further efficiencies in the administration and management of TPAs.

TPAs will be available on TPON following a brief period to allow for TPON registration and training sessions for PPF recipients. The ministry is implementing a phased approach in the adoption of TPON in order to support a smooth transition. Initially, TPON will be used for accessing and executing TPAs. Ministry program staff and board staff will continue to work on program implementation together. PPF payments will continue to be managed through the Education Financial Information System (EFIS). There will be no change in the process used to flow funds to school boards. Once PPF TPA execution has been established through TPON, reporting will be the next phase to be added; school boards should expect that report-backs for PPF TPAs will be migrated to this digital system throughout the 2021-22 and 2022-23 school years.

### **Access to the Transfer Payment Ontario (TPON) System**

To access and approve 2021-22 PPF TPAs, school board staff must have registered accounts and complete training on the new TPON system. Over the next few weeks, ministry staff will deliver several training sessions to demonstrate the use and functionality of TPON, as well as respond to any questions and concerns.

Please see **Appendix B** for additional details and information on how to create an account on TPON and register for upcoming training sessions.

We appreciate your support in this transition to the TPON system for PPF contracts with the ministry.

### **PPF PROGRAM ALLOCATIONS**

PPF priority themes are outlined in the following table, with further program details below:  
Note: Numbers may not add due to rounding.

Key Priority	Objective	Amount
Engaging Parents and Communities	To involve parents and communities in their children’s education and in program decision-making. Parents and communities will be vital partners in Ontario’s online learning and equity initiatives.	\$2.47M
French-Language Education	To provide opportunities, tailored supports, and multimedia resources to students in Ontario’s French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i> .	\$0.12M



Key Priority	Objective	Amount
Indigenous Education	To support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.	\$6.61M
Math	To support Ontario's students in meeting provincial math standards.	\$44.32M
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success. Also provides students with physical health and safety supports.	\$9.50M
Special Education	To improve support for children and youth with special education needs and their families and educators.	\$1.86M
Student Pathways	To support students as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.	\$14.64M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed. This also includes equity initiatives, and anti-racism and de-streaming supports.	\$19.01M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively, including labour-related commitments, broadband, administrative efficiencies, and teacher professional learning.	\$23.67M

Descriptions of the initiatives under these PPF themes are below. Where available at this time, school board allocations are provided in Appendix A. Some school board allocations will be confirmed at a later date.

### **Engaging Parents and Communities**

*Parents Reaching Out Grants (\$2.47M) – School board allocations in Appendix A*

These grants will support parents in identifying barriers and opportunities to strengthen parent engagement in their own communities and enable more parents to support their child's learning and well-being.

## **French-Language Education**

*Implementation of Aménagement linguistique initiatives and strategies to retain and engage students (\$0.12M) – School board allocations in Appendix A*

Funding to assist French-language school boards in the implementation of aménagement linguistique initiatives in French-language schools in Ontario with a view to engage students and develop their sense of belonging to the French-language school system and their community.

## **Indigenous Education**

*Indigenous Graduation Coach (\$3.92M)*

The Indigenous Graduation Coach Program provides funding to targeted district school boards for the recruitment of Indigenous Graduation Coaches to support Indigenous students in obtaining an Ontario Secondary School Diploma and successfully transition into post-secondary education, training or labour market opportunities.

*Rapid Response Northern Schools Team (\$0.80M) – School board allocations in Appendix A*

The Rapid Response Northern Schools Team (RRNST) is a trained, trauma-informed team comprised of board-employed, certified educators, administrators and related positions (e.g., Elders) to respond to urgent requests made by remote First Nation communities experiencing a temporary crisis. The RRNST can be mobilized and deployed quickly upon the request of a First Nation to keep classrooms and schools open in remote First Nation communities and support the academic success and well-being of students.

*Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.27M)*

AYEP gives Grade 11 and 12 First Nation, Métis, and Inuit students in identified school boards an opportunity to earn two senior business studies credits through a program based on the Ontario business studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers and business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

*Keewatin Patricia District School Board (KPDSB) / Keewaytinook Okimakanak Board of Education (KOB) (\$0.21M) – School board allocations in Appendix A*

KPDSB second a principal to support the capacity development of educators and administrators in partnering with First Nation-operated schools to support First Nation students' success and well-being as they transition from remote and fly-in communities, as young as age 12, into provincially funded schools.

*“Anishinaabemodaa” – “Let’s speak Ojibwe” Initiative (\$1.41M) – School board allocations in Appendix A*

The Rainy River District School Board (RRDSB), the Seven Generations Education Institute and SayITFirst work in partnership to develop pathways for Ojibwe speakers to become Early Childhood Education workers and certified classroom teachers. With progress, the focus will shift to developing early education language programming, with the goal of creating a cohort of children ready for immersion programming. To date, the initiative has helped to sustain and expand language learning in ten First Nation communities associated with the initiative.

## **Math**

*Math Strategy (\$40.32M) – School board allocations in Appendix A*

Funding to support additional board and school positions to support student math performance. Board-based math learning leads will support the implementation of the new de-streamed Grade 9 math course, in addition to continuing to support the implementation of the elementary math curriculum. School-based math learning facilitators are a targeted support for those schools demonstrating the greatest need. In September 2021, the Ministry of Education will begin the process of ending early streaming of math for students in Grade 9 and will work with school boards as they transition students into a de-streamed Grade 9 math course.

*Math Strategy – Additional Qualifications (\$4.00M)*

Funding for school boards to subsidize Additional Qualifications courses in math for educators. 2021-22 will be year three of a \$20 million allocation over five-years. This program is application-based. To receive this funding, please submit an [application](#) by June 30, 2021.

## **Mental Health and Well-Being**

*Well-Being and Mental Health Bundle (\$3.00M) – School board allocations in Appendix A*

Funding to support school boards and authorities to meet local needs and priorities that promote well-being and mental health, including safe, healthy, inclusive and accepting learning environments. This funding enables school boards and authorities to support activities in their improvement and multi-year strategic plans, as well as their three-year Mental Health and Addictions Strategy, and annual Action Plan for Mental Health.

*School Mental Health Ontario (SMH-ON) (\$6.50M) – School board allocations in Appendix A*

As part of the government’s commitment to build a comprehensive and connected multi-year mental health and addictions system across the lifespan, funding for School Mental Health Ontario (SMH-ON) will continue. SMH-ON will receive \$6.5 million in 2020-21 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, and the delivery of consistent professional learning to school-based mental health clinicians.

## Special Education

### *Educators Autism Additional Qualification (AQ) Subsidy (\$1.01M) – School board allocations in Appendix A*

Continuation of funding will support teacher participation in the Teaching Students with Communication Needs (Autism Spectrum Disorder) AQ Course. Boards applied in 2019-20 for funding over three years.

### *Pilot to Improve School-Based Supports for Students with ASD (\$0.37M) – School board allocations in Appendix A*

Continuation of funding to support the provision of dedicated space on school site for external Applied Behaviour Analyst (ABA) practitioners to provide direct service to students with Autism Spectrum Disorder (ASD) in 11 pilot school boards.

### *Developmental Disabilities Pilot: Student Transitions (\$0.48M)*

Pilot to support select school boards to explore successful practices in transitioning students with developmental disabilities to work through the use of an intensive job-placement program.

## Student Pathways

### *Expansion of Specialist High Skills Majors (SHSM) (\$13.20M)*

Application-based funding to support expansion of the number of programs and student enrolment in the 13 sectors identified as having the strongest focus on technological education and the skilled trades<sup>1</sup>. Applications for 2021-22 funding were submitted by school boards in February 2021. As part of this expansion, funding will also be provided to support current and expanded SHSM Dual Credit programs with a technological education and skilled trades focus. This year will be the first of the three-year expansion; boards may choose to apply for this funding in any or all of the three years.

### *The Learn and Work Bursary Program (\$0.44M) – School board allocations in Appendix A*

The Learn and Work Bursary Program provides a bursary to vulnerable and underserved students in 18 school boards who are enrolled in a cooperative education program and have financial and other barriers to completing the Ontario Secondary School Diploma (OSSD). Eligible students would be identified by guidance teams based on the selection criteria.

### *The Skilled Trades Bursary Program (\$1.00M)*

The new Skilled Trades Bursary Program provides a bursary to students that complete two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway and have financial and other barriers to completing their Ontario Secondary School Diploma (OSSD). Eligible students would be identified by guidance teams based on the selection criteria.

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<sup>1</sup> The 13 identified sectors are Agriculture, Aviation and Aerospace, Construction, Environment, Energy, Food Processing, Forestry, Horticulture and Landscaping, Hospitality and Tourism, ICT, Manufacturing, Mining and Transportation.

## **Supporting Student Potential**

### *Graduation Coach Program for Black Students (\$2.94M)*

This funding is focused on addressing systemic barriers to achievement and well-being and supporting the success of Black students. The program involves providing intensive, culturally-responsive support to Black students and hiring graduation coaches with connections to Black communities to act as mentors to Black students, with the assistance of school staff and board leadership.

### *Transportation Supports for Children and Youth in Care (\$6.60 M)*

To improve the educational outcomes and well-being of children and youth in care, funding for transportation services enables students to stay in their school of origin when their residence changes until a more natural transition time, so they have stability at school, can focus on their learning, and maintain academic standing and graduate.

### *Human Rights and Equity Advisors (\$3.24M)*

Funding for select school boards to employ Human Rights and Equity Advisors (HREAs) who work with the Director of Education and with the board's senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues and increase the board's compliance with human rights law.

### *Demographic Data Gathering (\$2.50M)*

Collecting and analyzing demographic data to gain a clearer understanding of who Ontario students and staff are in order to enable school and system leaders to more precisely apply resources to support student success and better-informed hiring decisions.

### *Culturally Relevant and Responsive Pedagogy (\$0.59M)*

Funding to support an approach that is used to address disparities in student achievement and well-being by creating equitable and respectful learning environments that develop student responsibility, citizenship, and community engagement.

### *Guidance and Career Education Additional Qualifications Subsidies (\$0.69M)*

Application-based funding will be available to support school boards to subsidize Guidance and Career Education additional qualification (AQ) courses for eligible teachers that are registered with the Ontario College of Teachers and self-identify as Black, Indigenous or racialized and complete one of the following:

- Guidance and Career Education – Part 1
- Guidance and Career Education – Part 2
- Guidance and Career Education Specialist

School boards may apply for this funding using an [online form](#).

*Pilot to Support Early Intervention in Math for Students with Special Education Needs (Grades 4-6) (\$2.45M)*

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. The focus will be on grades 4-6, with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math. Funding and application details will be made available soon.

## **System Support and Efficiencies**

*Broadband Modernization Program (BMP) (\$8.37M)*

Funding to provide access to reliable, fast, secure and affordable internet services to all students and educators in schools across Ontario – including those in rural and northern communities. The current target connectivity speed is 1 megabit per second (Mbps) per student or educator, in a secure, scalable and sustainable network that can adapt to future needs following a common network architecture across the province.

*New Teacher Induction Program - Enhancing Teacher Development Fund (NTIP-ETD) (\$1.00M)*

The NTIP-ETD supplements the GSN funding formula by providing funded support for boards who experience a significant increase in the number of new permanent hires from the previous year and/or have new hires past Year 2 on the Teacher Qualifications and Experience Grid. Boards apply to the ministry for funding if either of these categories impact their ability to support the development of their new teachers. For some boards this funding is critical to the delivery of NTIP as these new teachers must be supported and are required to successfully complete two teacher performance appraisals.

*Learning and Innovation Fund for Teachers (\$3.50M) – School board allocations in Appendix A*

These funds will enable school boards to support teacher collaboration, learning and sharing of effective practices within schools, within boards and across the province. Further program details will be communicated to boards.

*Excellence in Education Administration Fund (\$10.80M)*

The ministry will continue its focus on efficiency and excellence in education administration through the Excellence in Education Administration Fund (EEAF). The EEAF supports school boards in driving modernization and transformation by reviewing their operations with a goal of finding efficiencies while making sure vital programs and services are protected. The EEAF is available to all 72 district school boards and any district school boards that has not participated in the EEAF program to date, will be required to submit a report to the ministry by August 31, 2022. The ministry will be sharing further details through school board transfer payment agreements shortly.

## **UNDERSPENDING OF 2020-21 PPF FUNDS**

While repurposing of 2019-20 PPF was permitted for emerging COVID-related supports, this approach is not being replicated for 2020-21 PPF funds, given the additional COVID-related investments that have been issued via both GSN and PPF to support students in the 2020-21 school year.

All PPF funds should be spent for the original purpose that is intended and articulated in signed transfer payment agreements. Unspent 2020-21 PPF funds must be recovered by the ministry and will not be available for repurposing or carrying forward.

The ministry will continue to work closely with the sector to support student needs in the 2021-22 school year.

## **NEXT STEPS**

If you require further information about the 2021-22 PPF initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry looks forward to continuing our strong collaboration with education partners. Working together, we are supporting Ontario's children and students to maximize their performance and well-being.

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Nancy Naylor  
Deputy Minister of Education

## **ATTACHMENTS**

Appendix A – School Board Funding Allocations

Appendix B – Transfer Payment Ontario (TPON) System: Registration, Training and FAQs

- c: Superintendents of Business and Finance  
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
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Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)  
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)  
Chair, Ontario Council of Educational Workers (OCEW)  
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Executive Director, Catholic Principals' Council of Ontario (CPCO)  
Executive Director, Ontario Principals' Council (OPC)



**Ministry of Education**

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Toronto ON M7A 2A5

**Ministère de l'Éducation**

438, avenue University, 5<sup>e</sup> étage  
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**2021 : B07**

**Date:** May 4, 2021

**Memorandum to:** Chairs of District School Boards  
Directors of Education  
Secretary/Treasurers of School Authorities

**From:** Stephen Lecce  
Minister of Education

Nancy Naylor  
Deputy Minister

**Subject:** Planning for the 2021-22 School Year

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Over the past two school years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario. School boards, educators, students and their families have demonstrated resiliency and flexibility in responding to changes in their learning environments and we have come a long way in embracing new ways of teaching, learning and connecting. These efforts have helped schools remain healthy and safe places to learn and work and have supported the continuity of learning for students during this difficult time.

In the year ahead, we remain committed to the health, well-being and safety of students, educators, school staff and the broader community. We recognize that disruptions as a result of the pandemic have impacted student learning, well-being and engagement, with a disproportionate impact on under-served groups. We also acknowledge that the uncertainty of the public health landscape for the upcoming school year will present ongoing challenges for the education sector.

To respond to these challenges for the 2021-22 school year, the Ontario government will place renewed focus and supports on learning recovery and renewal, equity and student mental health and well-being, while continuing to implement strategies that protect the health and safety of students and staff and support flexibility in school board operations. To support

planning and implementation we are providing initial guidance for the next school year and will remain responsive to any changes that may be required due to the evolving public health environment.

Included in this memo are funding allocations, initial school board guidance and new initiatives to support the safe operation of schools in 2021-22. The Ministry of Education (the ministry) will continue to work closely with the Ministry of Health and the Chief Medical Officer of Health, and in Summer 2021 will confirm further details of the health and safety strategies required for the upcoming school year. This will include guidance on requirements such as masking, hand hygiene and screening, as well as the designation of school boards that will continue with an adapted secondary school delivery model in September.

## **Planning for the 2021-22 School Year**

### Continued COVID-19 Funding Supports

Since the start of the pandemic, the Ontario government has made over \$1.6 billion in resources available to support the safe reopening and operation of schools across Ontario, including \$763 million in funding through the federal Safe Return to Class Fund.

Although the evolving public health landscape is difficult to predict, we recognize that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports, with more than \$1.6 billion in resources available to school boards throughout the year. The ministry will continue to work with the Ministry of Health and the Chief Medical Officer of Health to determine when public health measures in schools can be eased or lifted.

Investments through Priorities and Partnerships Funding (PPF) totalling \$487.9 million, include:

- \$304.0 million to help support school boards in having staffing in place to navigate a safe school year. School boards may use this funding to support teachers, early childhood educators, educational assistants, custodians, school-based administrative support, principals and vice-principals to facilitate smaller cohorts, physical distancing, enhanced cleaning and the delivery of remote learning. Funding will be allocated to school boards reflecting a base funding amount of \$600,000 per district school board and \$150,000 per isolate school board, as well as projected total 2021-22 Average Daily Enrolment (ADE). This funding may be re-directed towards COVID-19 related special education, mental health and well-being related expenses;
- \$65.5 million for enhanced cleaning protocols and other health and safety measures in student transportation;
- \$49.0 million for special education, mental health and well-being and equity initiatives;
- \$29.4 million for increased costs related to school operations in recognition of the need to operate ventilation systems longer and replace filters more frequently. This funding

will be allocated to provide for a 2% increase to the non-staff school operations benchmark, in recognition of additional costs for non-staff operations related to COVID-19. A further 1.25% will be provided to support costs related to enhanced filtration;

- \$20.0 million for re-engaging students and reading assessment supports, further detailed below. Funding will be allocated to school boards reflecting a base funding amount of \$20,000 per school board as well as a per pupil allocation, and school authorities, the Provincial and Demonstration School Branch and the Centre Jules-Léger Consortium will each be allocated \$20,000;
- \$20.0 million in connectivity supports for remote learning technology (as part of a two-year remote learning technology investment totaling \$40.0 million), such as improvements to connectivity within school buildings (an application-based funding process will be communicated in the future); and

See Appendix A for more information and funding amounts by school board, as applicable, on items above. Any remaining elements may be communicated before the start of the school year.

As part of the accountability requirements for the aforementioned PPF COVID-19 investments, school boards will be required to report to the ministry, on a monthly basis, information on spending and staffing activities (to date and projected). More information on this requirement will be provided in the coming weeks.

The ministry will also provide the following COVID-19 supports through the Grants for Student Needs (GSN), subject to Lieutenant Governor in Council approval, totalling \$104.6 million:

- \$79.6 million in time-limited supports through the Language Grant, to help school boards continue to offer the same level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD) and the Programme d'appui aux nouveaux arrivants (PANA) programs;
- \$14.9 million in continued funding to support technology-related costs, to help replace some devices that may be out-of-date and the procurement of additional student devices; and
- \$10.1 million to support mental health to foster the continued learning and well-being of students. This may include employing mental health professionals, professional learning and training, release time for professional development, collaborating with community mental health providers, student engagement opportunities, and the collection, analysis and reporting of student mental health related information.

More information on the above GSN investments can be found in 2021:B08 2021–22 Grants for Student Needs Funding.

Finally, subject to Lieutenant Governor in Council approval, school boards will continue to be allowed to unlock their reserves by accessing up to two per cent of their operating budget from

their reserve funds to support the safe operation of schools. Where school boards access more than a total of two per cent of their operating allocation from their reserves for the safe operation of schools over the 2020-21 and 2021-22 school years, the ministry would provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Through the combination of ministry funding and reserves access, it is anticipated that up to \$507.9 million will be available for this purpose, detailed in Appendix A. Additional information can be found in 2021:SB08 2021-22 Estimates (District School Boards).

At this time, school boards are expected to budget for approximately half of the above resources to support the first half of the school year, including access to one per cent from their reserves. This excludes resources related to the GSN investments of \$104.6 million as well as PPF investments to improve connectivity for remote learning technology of \$20 million, and for learning recovery and renewal of \$20 million, which are being allocated in their entirety. The ministry will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice.

The ministry intends to provide school boards with a Transfer Payment Agreement for the total 2021-22 COVID-19 Priorities and Partnerships Fund investments reflecting the funding allocations above as well as the remaining resources, if applicable, in the Fall.

In addition to the funding noted above that will be reflected in the Transfer Payment Agreements and GSN allocations, additional investments for the following COVID-19 supports are being administered centrally.

As the safety of students and staff continues to be a key priority in the reopening of Ontario schools, the government will continue to provide required personal protective equipment (PPE) and critical supplies and equipment, e.g. cleaning supplies, through the Ministry of Government and Consumer Services and the pandemic stockpile. It is estimated that for the 2021-22 school year, these products will value up to \$450.0 million.

The government is also investing \$86.0 million to support school-focused nurses in public health units and testing in schools.

#### Remote Learning Offerings and Virtual Learning Resources

For 2021-22, school boards will continue to be required to offer remote learning options consistent with PPM 164. While we recognize that some school boards have begun the process of seeking parental decisions on whether students will be learning in-person or remotely in September, we ask that boards delay any deadlines for parents to respond until June 1, 2021 at the earliest.

The ministry provides all school boards access at no cost to Ontario's Virtual Learning Environment for use by educators and students, powered by D2L's Brightspace for use by educators and students. This provides a secure online Learning Management System to host and deliver online, remote and blended learning. School boards should ensure that all

educators and educational support staff have an account to access their board's Learning Management System.

[Policy/Program Memorandum: 164 Requirements for Remote Learning](#) outlines remote learning requirements for school boards, including requirements respecting access to remote learning devices by students and synchronous learning requirements for school boards.

New for the 2021-22 school year and in response to educators' requests for additional elementary digital learning content, TVO and TFO are currently developing English-language and French-language elementary digital learning course packs, aligned with curriculum expectations for each subject in Grades 1-8 and Kindergarten. These supplemental resources will become available through the Summer for educators should they wish to incorporate them for in-person or remote learning with the start of the next school year. They may also support students to continue their learning: for example, students could review content online at home to help with homework or to support learning retention through the summer months.

## **Ensuring Health and Safety**

### Cohorting and Timetabling for In-Class Instruction

As in 2020/21, school boards should plan to operate elementary schools full time in-person. Elementary students should continue to be cohorted with their classmates and their homeroom teacher. Specialized teachers, for classes such as French as a second language/English (in French-language school boards), the arts, and health and physical education, are still able to go into classrooms to provide the full breadth of programming for students. Students may be pulled into smaller groups for supports (e.g., ESL, ALF and PANA) with students from other cohorts based on local health advice.

In secondary schools, school boards are to adopt secondary timetabling methods that emphasize cohorting of students as much as possible and to limit the number of student-to-student contacts. School boards will be required to limit schedules to two in-person classes (such as quadmestering) with exceptions for schools where contacts can be limited by cohorting grades or if the overall size of the school is small, making contact tracing manageable. Boards that are considering an alternative to the quadmester approach should contact Yael Ginsler, Assistant Deputy Minister of the Student Achievement Division at [yael.ginsler@ontario.ca](mailto:yael.ginsler@ontario.ca).

The intention is to plan for full time in-person learning for secondary schools. However, school boards are also asked to have plans in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses:

- Adapted timetables and a study hall where instruction is split between in-person instruction and remote to allow for tighter cohorting; and
- Full remote delivery.

Full guidance on 2021-22 health and safety measures will be communicated to school boards in Summer 2021. This will include guidance on requirements such as masking, hand hygiene, cohorting for clubs and other extracurriculars and screening, as well as the designation of school boards that would need to open with an adapted secondary school delivery model in September.

## **Supporting Student Success and Achievement**

### Learning Recovery and Renewal

We know educators across Ontario have implemented measures to help mitigate learning disruption as much as possible. These include maintaining high calibre in-person learning with key health and safety measures, providing remote learning when in-person learning could not take place, and expanding summer school programs for two consecutive years.

Ontario students, like in many jurisdictions around the world, have experienced disruption to learning. Some students may have gaps in learning, with some having disengaged. Learning disruption is not easy to measure and impacts students differently.

Ontario's learning recovery and renewal approach will include a focus on student mental health and well-being, early reading and math, re-engaging students, special education, targeted French language supports, and educator readiness including professional learning communities and opportunities to share effective practices. More information will be communicated to support these priorities.

### Community Involvement Graduation Requirement

Typically, secondary school students are required to earn 40 hours of community involvement activities as part of the requirements for earning an Ontario Secondary School Diploma (OSSD).

In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of 20 hours for graduating students. This is consistent with changes made in the 2020-21 school year.

The community involvement graduation requirement of 40 hours will be restored in 2022-23 and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.

At the principal's discretion, the following activities will be deemed eligible for all secondary students for their community involvement activities in the 2021-22 school year:

- Activities that take place during the time allotted for the instructional program on a school day (e.g., walking a younger neighbour or sibling to and from school, helping younger siblings with their homework)
- Activities that include up to 10 hours of paid work, with the requirement to complete a reflection exercise indicating how their work contributed to service for others (e.g., grocery work during the pandemic)
- Activities that consist of duties normally performed in the home (e.g., students could help an elderly relative with errands, provide after-school care for a sibling)

School boards are permitted to develop their own electronic processes for collecting, recording and validating community involvement hours, including allowing electronic signatures that validate students' hours.

With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

#### Online Learning Graduation Requirement

As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.

Further information will be provided regarding the opt-out process as well as the extent to which credits earned during remote learning due to the COVID-19 pandemic can be counted toward the online learning graduation requirement.

To this end, secondary schools should continue to keep track of student enrolment in full-time and adapted model remote learning.

#### Ontario Secondary School Literacy Test (OSSLT)

Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement,

through participating in the OSSLT, adjudication or the Ontario Secondary School Literacy Course (OSSLC).

While Grades 10 and 11 and non-graduating students are encouraged to take the OSSLT, to provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students who may not be able to enter a school building, they can be enrolled in the OSSLC or be provided with an adjudication without having an unsuccessful attempt at the OSSLT.

EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration.

### EQAO Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform. Field tests were provided for the new online Grade 9 math assessment and the online OSSLT.

In 2021-22, regular EQAO assessments will resume, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.
- Where applicable, students will continue to receive individual reports.

For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

### Specialist High Skills Major (SHSM) OSSD

In the 2020-21 school year, the ministry provided guidance to school boards regarding a formalized substitution process for students to earn the SHSM/OSSD. The same substitution parameters will be extended to students graduating in the 2021-22 school year. Further information will be shared with SHSM Board Leads in future webinars.

### Cooperative Education

The requirements for offering cooperative education courses, as outlined in the Cooperative Education curriculum, including the classroom and community placement components, remain



in effect. Cooperative education placements should be offered virtually, where feasible. In-person community placements can be arranged in alignment with the direction and recommendations of local health units, the direction of the local school board, and within the safety and curriculum requirements of the Cooperative Education curriculum.

For students who are enrolled in cooperative education courses, if the in-person or virtual community placement needs to be suspended after the student has already begun their placement component (and no alternative or virtual placement is possible), students can work with their co-op teacher to modify their co-op Learning Plans so that they can still work to achieve the curriculum expectations and earn their credit(s). Where feasible, these learners should be provided with opportunities to connect virtually with industry partners on career exploration activities and experiential learning opportunities.

The Ministry of Education's policy regarding WSIB coverage remains unchanged. Please note that PPM76a, *Workplace Safety and Insurance Coverage for Students in Work Education Programs*, applies to in-person and virtual placements, as do the requirements for ensuring health, safety and well-being outlined in the [Cooperative Education curriculum](#).

### Assessment, Evaluation and Reporting

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

For 2021-22, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student's final mark.

Boards may allow for electronic signatures to be used by school principals (or their delegate) on the Communication of Learning and report cards, in accordance with their own policies and advice from their legal counsel. School boards should determine the appropriate means for sending the report card to students and families, either in paper or electronic copy, giving consideration to issues such as privacy, security, and safety. Paper copies should be provided at the parent's request. Schools continue to be required to file a signed copy of all report cards in the student's Ontario Student Record.

### Early Development Instrument

Information on children's developmental health and well-being prior to Grade 1 is collected throughout the province using the Early Development Instrument (EDI). The EDI is a questionnaire that teachers complete about the skills and abilities of each of their Year 2

(senior) kindergarten students. It measures developmental health and wellbeing across five domains:

- physical health and well-being
- social competence
- emotional maturity
- language and cognitive development
- communication skills and general knowledge

Since 2004, the EDI has been collected across the province in three-year cycles: over a three-year period for Cycle 1 (2004-06), Cycle 2 (2007-09), and Cycle 3 (2010-12), and in a single year, every three years, for Cycle 4 (2015) and Cycle 5 (2018).

In the previous school year, the sixth edition of the EDI was postponed. In 2021-22, the EDI will be implemented in the winter of 2022 in all Kindergarten classes across the province.

#### Free one-on-one online support

TVO's Mathify will continue to offer free, one-on-one online support provided by Ontario certified teachers, to help students improve their math skills, build math understanding and confidence with the help of a math tutor.

Eurêka! is a French-language free online learning support program provided by Centre franco where qualified and certified Ontario teachers offer their help to students in French-language schools with their schoolwork and improve their learning in all subject areas.

### **Providing Flexibility in School Board Operations**

#### School Board Electronic Meetings

In 2020, the Ministry of Education brought forward amendments to [Ontario Regulation 463/97](#) (Electronic Meetings and Meeting Attendance) under the *Education Act* to most recently waive the requirement for school board trustees to attend meetings in person until November 30, 2021.

To continue to support the ongoing operation of school boards in the upcoming school year, the ministry will recommend regulatory amendments that, if approved, would extend the ability for trustees to continue meeting by entirely electronic means until November 14, 2022 (the end of the next trustee period).

## School Year Calendars

[Regulation 304](#) (School Year Calendar, Professional Activity Days) under the *Education Act* sets out requirements for school year calendars, including deadlines for boards to submit their school year calendars to the ministry.

The ministry will recommend regulatory amendments to Regulation 304 that, if approved, would establish:

- March 1 as the annual submission deadline for all calendars (regular and modified)
- May 1 as the annual submission deadline for a regular calendar, if modified calendars are not approved by April 15
- August 15 as the annual submission deadline for general outlines of the Professional Activity (PA) day activities

These proposed changes would not impact the upcoming submission dates for the 2021-22 school year calendars, which have already been named by the Minister. They would apply to the submission of calendars in the spring of 2022 for the 2022-23 school year and for subsequent school years.

Amendments are also being proposed that, if approved, would expedite communication of calendar submission deadlines as required in an emergency.

Please note that the proposed regulatory amendments set out above for both school board electronic meetings and school year calendars are subject to approval by the Lieutenant Governor in Council and are subject to change. We will continue to keep you informed.

## Professional Activity (PA) Days

*Policy/Program Memorandum (PPM) No. 151: Professional Activity Days Devoted to Provincial Education Priorities* will be revised and issued to school boards reflecting the ministry's directions on PA days for the 2021-22 school year. Topics for the three mandatory PA days will include:

- health and safety protocols, mental health and well-being
- learning recovery and intervention strategies
- mathematics, including the elementary math curriculum and Grade 9 de-streamed math course
- anti-racism, anti-discrimination training
- instructional approaches to online/remote learning
- anti-sex trafficking and anti-bullying, including cyber-bullying

The mandatory PA day topics can be integrated. Consideration to supporting students with special education needs, as well as anti-racism, anti-discrimination and inclusion of all students, should be integrated across all professional learning topics. Ontario Regulation 304 provides for

each school board to determine the timing of its PA days. This should be done with adherence to any provisions in local Collective Agreements.

To ensure readiness for the 2021-22 school year, the ministry encourages school boards to address the following topics prior to the start of student instruction:

- health and safety protocols, mental health and well-being; and
- learning recovery and intervention strategies.

The ministry will provide resources to support boards in the implementation of the PA days. Materials will be available in August through the Virtual Learning Environment and throughout the 2021-22 school year.

### **Engagement with First Nations and Indigenous Education Partners**

First Nation, Métis and Inuit students have been significantly impacted by the COVID-19 pandemic. In order to improve access to equitable, culturally appropriate and safe education for all Indigenous students, we encourage school boards to engage with their local Indigenous education partners in planning discussions for the 2021-22 school year, including the implementation of the Grade 9 de-streamed math course, to ensure that First Nation, Métis and Inuit perspectives are incorporated.

We recognize that the past two school years have been challenging and we are grateful for the continued hard work of our partners to ensure a high-quality education for all students across the province. We look forward to sharing more details on health and safety requirements for 2021-22 later in the Summer.

Thank you for your ongoing partnership.

Sincerely,

Stephen Lecce  
Minister

Nancy Naylor  
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
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## Appendix A: Projected Funding Allocations for Applicable COVID-19 Supports

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
1	DSB Ontario North East	1,422,580	161,908	2,378,240	517,400	135,985	256,744	78,326
2	Algoma DSB	1,804,780	178,138	2,966,911	576,800	148,059	269,171	105,427
3	Rainbow DSB	2,231,298	208,436	3,817,409	883,900	161,533	283,038	135,669
4	Near North DSB	1,809,234	172,157	2,895,849	751,900	148,200	269,315	105,742
5.1	Keewatin-Patricia DSB	1,148,558	101,339	1,673,219	334,200	127,329	247,835	58,896
5.2	Rainy River DSB	860,137	51,128	866,676	202,200	118,218	238,458	38,445
6.1	Lakehead DSB	1,652,250	122,324	2,376,566	420,600	143,241	264,211	94,611
6.2	Superior-Greenstone DSB	758,748	62,121	717,510	104,200	115,015	235,161	31,256
7	Bluewater DSB	2,727,387	264,305	4,258,280	923,000	177,205	299,167	170,845
8	Avon Maitland DSB	2,486,473	256,236	3,854,403	801,500	169,594	291,334	153,763
9	Greater Essex County DSB	5,199,270	483,008	8,755,349	874,100	255,292	379,534	346,117
10	Lambton Kent DSB	3,333,239	321,547	5,336,787	857,200	196,344	318,865	213,804
11	Thames Valley DSB	11,183,958	1,146,633	19,563,063	3,122,200	444,350	574,112	770,470
12	Toronto DSB	31,499,030	3,721,149	60,746,276	3,950,600	1,086,108	1,234,608	2,210,937
13	Durham DSB	9,949,682	999,955	16,521,810	1,476,200	405,359	533,982	682,952
14	Kawartha Pine Ridge DSB	4,979,506	479,017	8,338,797	1,419,400	248,350	372,389	330,535
15	Trillium Lakelands DSB	2,598,878	267,472	4,141,855	967,100	173,145	294,989	161,733
16	York Region DSB	16,632,844	1,696,047	29,245,072	2,679,700	616,482	751,269	1,156,830
17	Simcoe County DSB	7,495,027	718,543	12,503,254	1,366,100	327,816	454,175	508,901
18	Upper Grand DSB	5,129,755	485,608	8,406,464	1,282,600	253,096	377,274	341,188
19	Peel DSB	20,492,512	2,033,872	36,377,501	3,021,300	738,410	876,757	1,430,505
20	Halton DSB	9,057,528	884,175	14,864,693	1,115,600	377,175	504,976	619,692
21	Hamilton-Wentworth DSB	7,095,159	673,025	12,137,493	1,051,000	315,184	441,174	480,548
22	DSB of Niagara	5,637,846	538,014	9,361,766	1,321,600	269,147	393,793	377,215
23	Grand Erie DSB	3,897,814	367,275	6,271,762	861,600	214,179	337,220	253,836
24	Waterloo Region DSB	8,922,865	863,236	14,700,194	1,159,900	372,921	500,598	610,144

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
25	Ottawa-Carleton DSB	9,982,835	1,073,366	18,063,570	2,684,000	406,406	535,060	685,303
26	Upper Canada DSB	3,888,155	438,959	7,074,677	2,033,000	213,874	336,906	253,151
27	Limestone DSB	3,101,025	313,965	5,134,243	1,037,400	189,008	311,315	197,339
28	Renfrew County DSB	1,751,537	172,559	2,602,335	560,500	146,377	267,439	101,651
29	Hastings and Prince Edward DSB	2,501,305	250,077	3,993,261	954,900	170,063	291,816	154,815
30.1	Northeastern Catholic DSB	883,609	42,093	819,949	208,300	118,959	239,221	40,110
30.2	Nipissing-Parry Sound Catholic DSB	942,550	51,728	931,215	228,100	120,821	241,137	44,289
31	Huron-Superior Catholic DSB	1,114,469	67,410	1,348,132	234,300	126,252	246,727	56,479
32	Sudbury Catholic DSB	1,397,821	93,118	1,814,889	395,700	135,203	255,939	76,571
33.1	Northwest Catholic DSB	759,538	20,789	499,351	87,500	115,040	235,187	31,312
33.2	Kenora Catholic DSB	754,895	16,799	493,680	72,200	114,893	235,036	30,983
34.1	Thunder Bay Catholic DSB	1,501,283	96,697	2,104,353	351,800	138,472	259,303	83,907
34.2	Superior North Catholic DSB	677,770	25,886	361,558	34,600	112,457	232,529	25,514
35	Bruce-Grey Catholic DSB	1,195,335	67,335	1,269,343	288,500	128,807	249,356	62,213
36	Huron Perth Catholic DSB	1,199,023	66,229	1,317,757	356,400	128,923	249,476	62,475
37	Windsor-Essex Catholic DSB	3,191,047	283,090	4,968,430	585,800	191,852	314,242	203,722
38	London District Catholic School Board	3,358,825	303,142	5,270,513	1,063,400	197,152	319,697	215,618
39	St. Clair Catholic DSB	1,731,020	125,966	2,252,219	455,600	145,729	266,772	100,196
40	Toronto Catholic DSB	11,987,735	1,221,920	22,195,225	2,063,900	469,741	600,245	827,463
41	Peterborough V N C Catholic DSB	2,526,713	211,308	3,711,079	764,300	170,865	292,642	156,616
42	York Catholic DSB	7,177,563	697,289	11,970,140	1,172,400	317,787	443,854	486,391
43	Dufferin-Peel Catholic DSB	10,405,774	1,034,393	18,090,185	1,322,500	419,767	548,811	715,292
44	Simcoe Muskoka Catholic DSB	3,467,546	311,761	5,347,941	826,700	200,587	323,231	223,327
45	Durham Catholic DSB	3,330,982	295,396	4,999,757	552,800	196,272	318,791	213,644
46	Halton Catholic DSB	5,396,529	503,317	8,248,000	592,200	261,524	385,948	360,104
47	Hamilton-Wentworth Catholic DSB	4,458,241	418,581	7,129,837	501,000	231,883	355,441	293,574
48	Wellington Catholic DSB	1,648,413	108,067	2,059,320	285,100	143,120	264,087	94,339
49	Waterloo Catholic DSB	3,825,953	344,326	5,787,582	472,100	211,909	334,884	248,741

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
50	Niagara Catholic DSB	3,186,533	275,261	4,905,045	677,100	191,709	314,095	203,402
51	Brant Haldimand Norfolk Catholic DSB	2,001,809	153,358	2,651,411	363,300	154,283	275,576	119,397
52	Catholic DSB of Eastern Ontario	2,322,524	192,184	3,762,369	1,203,500	164,415	286,004	142,138
53	Ottawa Catholic DSB	6,450,041	647,137	11,260,345	1,646,000	294,804	420,200	434,805
54	Renfrew County Catholic DSB	1,215,583	75,459	1,443,339	329,200	129,446	250,014	63,649
55	Algonquin and Lakeshore Catholic DSB	2,073,871	166,326	3,064,562	723,200	156,560	277,919	124,507
56	CSD du Nord-Est de l'Ontario	887,608	52,442	1,059,534	141,000	119,086	239,351	40,393
57	CSP du Grand Nord de l'Ontario	936,565	77,236	1,316,638	205,100	120,632	240,943	43,865
58	CS Viamonde	2,347,313	230,527	4,537,922	1,311,200	165,198	286,810	143,896
59	CÉP de l'Est de l'Ontario	2,782,077	266,663	5,257,178	1,007,000	178,932	300,945	174,723
60.1	CSD catholique des Grandes Rivières	1,301,479	124,091	2,187,699	432,800	132,160	252,807	69,739
60.2	CSD catholique Franco-Nord	940,033	63,604	1,135,734	241,900	120,742	241,055	44,111
61	CSD catholique du Nouvel-Ontario	1,419,488	119,952	2,351,835	434,500	135,888	256,644	78,107
62	CSD catholique des Aurores boréales	712,850	23,341	530,216	62,300	113,565	233,669	28,002
63	CS catholique Providence	1,843,703	161,917	3,109,187	648,800	149,289	270,436	108,186
64	CS catholique MonAvenir	2,803,207	264,136	5,483,110	1,803,400	179,600	301,632	176,221
65	CSD catholique de l'Est ontarien	1,928,927	197,732	3,358,991	729,600	151,981	273,207	114,229
66	CSD catholique du Centre-Est de l'Ontario	3,943,891	365,240	7,539,111	1,283,200	215,634	338,719	257,103
	<b>DSB Total</b>	<b>303,261,355</b>	<b>29,368,836</b>	<b>507,889,967</b>	<b>65,470,000</b>	<b>16,135,404</b>	<b>25,015,270</b>	<b>19,880,000</b>
15148	James Bay Lowlands Secondary School Board	173,860	13,567	Note 1	7,500	28,237	58,259	20,000
15199	Moose Factory Island District School Area Board	186,370	9,242	Note 1	7,500	28,722	58,758	20,000
15202	Moosonee District School Area Board	183,533	4,511	Note 1	7,500	28,612	58,645	20,000



DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
79910	Penetanguishene Protestant Separate School Board	194,882	3,844	Note 1	7,500	29,024	59,068	20,000
	Centre Jules-Léger Consortium	N/A	N/A	N/A				20,000
	Provincial and Demonstration Schools	N/A	N/A	N/A				20,000
	<b>Total</b>	<b>304,000,000</b>	<b>29,400,000</b>	<b>507,889,967</b>	<b>65,500,000</b>	<b>16,250,000</b>	<b>25,250,000</b>	<b>20,000,000</b>

Note 1: Although not included in the table above, school authorities can also unlock their reserves by accessing up to two per cent of their operating budget from their reserve funds to support the safe operation of their school. Where they have accessed more than a total of two per cent of their operating allocation from their reserves for the safe operation of their school over the 2020-21 and 2021-22 school years, the ministry will provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Note 2: Numbers may not add due to rounding.

## **Additional Information**

### 2021-22 Transportation Health and Safety Funding

The ministry is providing a total of \$65.5 million to support enhanced COVID-19 health and safety measures in student transportation for the 2021-22 school year. This funding is intended to support enhanced cleaning protocols (e.g., additional labour, supplies), to assist in reducing the number of students on school buses to support physical distancing, and to address other pressures school boards may face in transporting students as a result of COVID-19.

The \$65.5 million in funding will be allocated to school boards proportional to school boards' 2021-22 Transportation Grant allocation. Isolate board school authorities will each receive an amount of \$7,500. See below for board-by-board allocations.

Eligible expenses for this funding include the following:

- Potential pressures/incremental costs associated with running routes at less than full capacity to allow for physical distancing. This may include additional bus routes or runs to allow for programmatic choices (i.e., at the secondary panel) to allow for appropriate cohorting.
- Additional staffing and/or overtime related to enhanced cleaning on school purpose vehicles.
- Equipment and auxiliary supplies that would support effective enhanced cleaning protocols not supplied by MGCS and purchased by student transportation service providers or school boards.
- Additional costs associated with specific cleaning and disinfection products or PPE for use on school purpose vehicles not supplied by MGCS.

### Special Education, Mental Health and Well-being and Equity Funding

The ministry is providing a total of \$49 million for enhanced COVID-19 Special Education, Mental Health and Well-being and Equity supports. This funding includes \$6.45M to support equity initiatives, focused on supports for Black, Indigenous and racialized students, underserved students from low socio-economic communities and students with disabilities. Details on the specific program initiatives being supported will be communicated at a later date. Detailed information on Special Education Supports and Mental Health Supports is listed below.

### *Special Education Supports (\$16.25M)*

To support students with special education needs, the ministry is providing school boards and isolate school authorities with a \$16.25 million investment in PPF funding for the 2021-22 school year. This one-time funding amount is available to school boards to support students with special education learning needs by providing additional staffing resources, additional learning resources such as assistive technology, interventions that can be used to address learning gaps, and/or professional assessments based on local needs.

### *Mental Health Supports (\$25.25M)*

The purpose of this Student Mental Health 2021-22 PPF is to support school-based mental health in order to foster the continued learning and well-being of students during this school year as recovery begins from the COVID-19 pandemic.

School boards may use this funding for the following school-based mental health related purposes:

- employ mental health professionals to directly support students;
- provide professional learning and training for educators, school board employed school-based mental health professionals, and school and system leaders;
- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available;
- student engagement opportunities regarding mental health; and/or
- the collection, analysis and reporting of student mental health related information.

If you require further information on the COVID-19 funding supports, please contact:

<b>Subject</b>	<b>Contact</b>	<b>Email</b>
Connectivity supports for remote learning technology	Jasun Fox	<a href="mailto:jasun.fox@ontario.ca">jasun.fox@ontario.ca</a>
Re-engaging students and reading assessment supports	Dianne Oliphant	<a href="mailto:dianne.oliphant@ontario.ca">dianne.oliphant@ontario.ca</a>
Personal protective equipment and critical supplies and equipment	Andrea Dutton	<a href="mailto:andrea.dutton@ontario.ca">andrea.dutton@ontario.ca</a>
Reserves & Reserves Funding	Med Ahmadoun	<a href="mailto:med.ahmadoun@ontario.ca">med.ahmadoun@ontario.ca</a>
Staffing Supports other than Special Education & Student Mental Health / School Operations Enhancement Funding	Paul Duffy	<a href="mailto:paul.duffy@ontario.ca">paul.duffy@ontario.ca</a>
Special Education / Student Mental Health	Claudine Munroe	<a href="mailto:claudine.munroe@ontario.ca">claudine.munroe@ontario.ca</a>
Student Transportation	Mehul Mehta	<a href="mailto:mehul.mehta@ontario.ca">mehul.mehta@ontario.ca</a>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: CORRESPONDENCE  
EMAIL FROM EMILY & ADAM GRAMOWSKI**

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Dear Secretary to the Board of Trustees- NCDSB:

I was very pleased to see that Waterloo Region's Catholic school board will be flying the pride flag. I am a mother of two children at NCDSB and a therapist in the region. I would hope that everyone on the board supports the pride flag being flown to demonstrate inclusivity and safety for our youth. I am requesting that the flag is present for pride month.

Your website states:

***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.***

Flying the flag would demonstrate the values identified above including Social Justice. **Social Justice** is all about working towards a more equal society. Part of this is ensuring that people are treated with dignity and respect.

Please take a moment to reflect on the information below from research and the CDCs position.

*Having a school that creates a safe and supportive learning environment for all students and having caring and accepting parents are especially important. Positive environments can help all youth achieve good grades and maintain good mental and physical health. However, some LGB youth are more likely than their heterosexual peers to experience negative health and life outcomes*

*According to data from the 2015 national [Youth Risk Behavior Survey \(YRBS\)](#), of surveyed LGB students:*

- *10% were threatened or injured with a weapon on school property*
- *34% were bullied on school property.*
- *28% were bullied electronically.*
- *23% of LGB students who had dated or went out with someone during the 12 months before the survey had experienced sexual dating violence in the prior year.*
- *18% of LGB students had experienced physical dating violence.*

*I would like to note that Ms. Burtnik who is my local trustee has not responded to my emails. I sent two (2) emails to the entire board, I only received 2 responses, 1 from Mr. Turner, and the other response from Mr. Huibers. \*\* please note I think I forgot Mr. Sicoli. He has now been included.*

**A trustee's role is to maintain a focus on student achievement, well-being and equity and to participate in making decisions that benefit the board's entire jurisdiction while representing the interests of their constituents. Trustees must also communicate the views and decisions of the board back to their constituents.**

May 10, 2021 addition;

Can you please add that the Toronto Catholic District School Board and the Waterloo Catholic District school board have voted in favour.

Warmly,

*Emily Gramowski & Adam Gramowski*

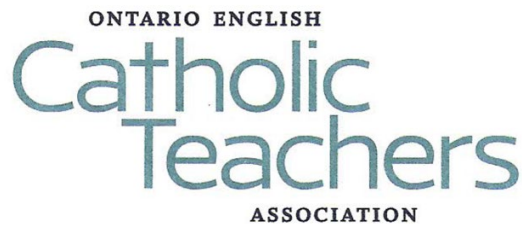
*Home school: St. Theresa of Calcutta- St. Catharines*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: CORRESPONDENCE  
LETTER FROM OECTA SECONDARY AND ELEMENTARY**

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May 17, 2021

TO: Camillo Cipriano, Director of Education and Secretary to the Board

Good Day Mr. Cipriano,

The Pride flag is a symbol of the dignity of all people including those in the LGBTQ2SI+ community. Flying the flag is a crucial action for the school board to take not only on behalf of the students and staff who identify as LGBTQ2SI+, but also for their parents and families, along with others in the broader community. It is a way of recognizing the struggles endured by people who identify as LGBTQ2SI+, while tangibly demonstrating our Catholic school community's support for the human rights of all. It is a meaningful gesture showing our belief in the unconditional love of God for us all, as well as a rebuke of those who continue to hold prejudice. And it is a small step toward creating a culture that respects the health and well-being of LGBTQ2SI+ people.

Throughout Pride month, our Association will be displaying our OECTA rainbow Pride flag. We strongly urge the Niagara Catholic District School Board to join us by flying the traditional Pride flag at the board office as a sign of support for our members, students, and others in the community. We look forward to your response to our request.

We request that this letter be placed on the May 25<sup>th</sup> Board meeting agenda as correspondence.

Marie Balanowski  
President Niagara Elementary Unit

Lisa Bowers  
President Niagara Secondary Unit

**NIAGARA ELEMENTARY UNIT O.E.C.T.A.**  
610 Broadway Avenue  
Welland, Ontario  
L3C 5M7  
Phone: 905-735-7015 Fax: 905-735-9268  
Email: neu@vaxxine.com

**NIAGARA SECONDARY UNIT O.E.C.T.A.**  
505 Lincoln Street  
Welland, Ontario  
L3B 4N9  
Phone: 905-732-9530  
Email: nsuoecta@gmail.com

Cc: Larry Huibers, Chair of the NCDSB



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: CORRESPONDENCE  
LETTER FROM PRIDE NIAGARA**

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## Pride Niagara

4 Queen Street, St. Catharines, ON L2R 3B0  
Email: [info@prideniagara.com](mailto:info@prideniagara.com) | [www.prideniagara.com](http://www.prideniagara.com)

---

May 8<sup>th</sup>, 2021

Attention: Secretary of the Board of Trustees – NCDSB

While COVID-19 continues to impact everyday life, Pride Niagara's work has not diminished.

As you know, marginalized groups are disproportionately affected in times of uncertainty. Therefore, the support from the Niagara Catholic School Board to Niagara's Lesbian Gay Bisexual Transgender Queer/Questioning Plus (LGBTQ+) communities is more important than ever.

LGBTQ+ people face unique challenges during the pandemic, including increased discrimination, mental health issues, connectedness and belonging. Many of the LGBTQ+ youth are also navigating isolation with unsupportive family members and living conditions.

As communities around the world prepare for Pride in June - a month marked with commemoration, recognition, and celebrations, we invite Niagara Catholic School Board to join the festivities. Celebrating and acknowledging our strengths, is key to the health and safety of the members of our LGBTQ+ community.

The acknowledgement of the Niagara Catholic School Board, followed with accountability, has a large impact on our LGBTQ+ community across the Niagara Region.

Since the Halton Catholic District School Board voted against flying the Pride flag at its schools, the response from the community has been momentous, passionate, and clear. Concerned, loving and supportive parents from multiple schools within the Niagara Catholic School Board district, are requesting diversity, acceptance and acknowledgment of the students who are far too often overlooked.

As the predominant voice in Niagara's LGBTQ+ community, we stand with these parents and their children. Pride Niagara would like to invite the Niagara Catholic District School Board to join us, on Tuesday June 1st, and celebrate Niagara Pride week!

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## Pride Niagara

4 Queen Street, St. Catharines, ON L2R 3B0  
Email: [info@prideniagara.com](mailto:info@prideniagara.com) | [www.prideniagara.com](http://www.prideniagara.com)

---

We are asking each school within the Niagara Catholic District, to raise the Pride flag with the respective school Principal with student representation. Ideally, each school would have the flag raised for a minimum of Niagara Pride Week (June 1st- June 6, 2021), but ideally the entire month.

Pride Niagara would also like to extend an invitation to the Niagara Catholic District School Board to be a part of our Annual Pride Flag Ceremonies, held on Tuesday, June 1st, 2021. If each school would supply a brief 30 second video of the flag raising with their principal and student representative, we would proudly include them in our virtual celebration on June 1st.

Pride Niagara would love to continue building the traditions within our many diverse communities within the Niagara Region and sincerely hope we can work together.

Sincerely,

A handwritten signature in black ink, appearing to read "Enzo De Divitiis". The signature is stylized and cursive.

Enzo De Divitiis  
Chairperson 2020/2021  
Pride Niagara Board of Directors

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: CORRESPONDENCE  
LETTER FROM OECTA SECONDARY**

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# Niagara Secondary Unit OECTA

505 Lincoln St., Welland, ON L3B 4N9

Camillo Cipriano, Director of Education and Secretary to the Board

Niagara Catholic District School Board

427 Rice Road,

Welland, ON

L3C 7C1

May 20, 2021

Dear Mr. Cipriano,

We request that this letter be placed on the May 25<sup>th</sup> Board meeting agenda as correspondence.

We are writing to you on behalf of the more than 500 Niagara Secondary Catholic teachers to encourage you to join parents, students, teachers, education workers, and communities in rejecting the Ford government's inequitable hybrid learning plan that disadvantages our students.

As trustees, you have a responsibility to speak up and serve our students and communities, to help realize the best possible publicly funded education system in Ontario. Our schools need you now to harness your influence and reject the Ford government's failed hybrid model.

Hybrid learning, where remote and in-person learning are delivered simultaneously, fails the Niagara Catholic District School Board. It fails our students, parents, teachers, education workers, and publicly funded education.

As Catholic teachers, we strive to create classrooms that are equitable for all. Hybrid learning creates a two-tiered education system that:

- widens the inequalities faced by marginalized communities and students who do not have access to reliable technology or internet;
- leaves behind many students, where remote learners are relegated to a passive experience that fails to provide the building blocks essential to long-term educational success;
- divides teachers and education workers' attention between in-person and remote learners, creating barriers to providing students with individual support;
- creates real privacy concerns for students, parents, teachers, and education workers; and
- exacerbates emotional and mental health concerns already elevated because of the pandemic.

To recover from COVID-19 and strengthen publicly funded education, our schools need significant reinvestment, not less. The Ford government's hybrid learning plan is a privatization scheme that will only further underfund our already underfunded schools.

We urge you to join us in supporting Ontario's world-class publicly funded education system. Reject the failed hybrid learning model. Use the position of responsibility you have been entrusted with by voters across the

ADDRESS

PHONE

CELL

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WEB

505 Lincoln St., Welland, ON L3B 4N9

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905-394-9384

[nsuocta@gmail.com](mailto:nsuocta@gmail.com)

[www.nsuocta.com](http://www.nsuocta.com)

Niagara Region to call on the Ford government to re-focus on proactively and properly funding our schools. The pandemic has not ended. In September our schools and communities will still need:

- smaller class sizes, so students can get the individual attention they deserve and to allow for proper physical distancing;
- robust tracing and testing protocols that serves the needs and encourages the participation of everyone in the community;
- more professional services and supports, to address learning losses and mental health needs; and
- immediate, substantial investments in school infrastructure and technology, including improved ventilation.

Teachers, parents, and education experts widely recognize that in-person learning is the best and most equitable environment for realizing student success. The hybrid model leaves students without vital supports and may have devastating and far-reaching consequences for remote and in-person learners alike.

### **Take Action: Reject Hybrid Learning**

We cannot further risk the educational and emotional well-being of the students we serve. Niagara Secondary's Catholic teachers urge you to stand with us and reject the Ford government's inequitable, underfunded, and short-sighted hybrid learning model.

Please act to:

- dedicate the necessary staffing and resources to ensure that in-person and remote learning are delivered separately;
- pass a motion calling on the Ford government to abandon its hybrid privatization scheme and properly invest in our publicly funded education system; and
- write an open letter to Premier Doug Ford, Education Minister Stephen Lecce, and other stakeholders to demonstrate to our communities that this board champions in-person learning.

Sincerely,

Lisa Bowers

President

Niagara Secondary Unit, OECTA

cc: Mr. Larry Huibers, Chair of the Board  
Niagara Secondary Unit Executive  
Niagara Secondary Unit Membership

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: CORRESPONDENCE  
LETTER FROM NIAGARA FALLS COMMUNITY HEALTH  
CENTRE**

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## Niagara Falls Community Health Centre

4790 Victoria Ave, Niagara Falls, ON L2E 4C2 • Phone: 905-356-4222 • Fax: 905-356-1636 • www.nfchc.ca

May 20<sup>th</sup>, 2021

Dear Chair Huibers,

I am writing on behalf of the Board and clients of Niagara Falls Community Health Centre (NFCHC) in support of the recommendation to fly the rainbow pride flag for the month of June being brought forth to the NCDSB's Board of Trustees.

NFCHC works to remove barriers to health and wellness for all, including LGBTQ2+ individuals who we know face increased instances of discrimination. As a result, many LGBTQ2+ individuals experience poorer mental health compared to that of their cisgender, heterosexual peers. This is especially true for LGBTQ2+ youth, many of which attend the very schools in which you are committed to serving.

Our youth and LGBTQ2+ programs and services at NFCHC continue to demonstrate that safe and inclusive spaces are vital to the wellbeing of LGBTQ2+ folk and have wide reaching benefits for our broader communities. Unfortunately for many youth, even their own homes are not safe spaces to be their authentic selves and/or to experience acceptance. As organizations who serve youth, we must be committed to ensuring youth feel fully supported to reach their highest potentials and feel welcome in our spaces. Flying the rainbow flag at all NCDSB schools and administrative offices would provide a strong symbol of hope and acceptance to all LGBTQ2+ NCDSB students and faculty alike and provide a strong symbol of positive leadership in our community .

Thank you for your attention to this matter.

Sincerely,

Laura Blundell, she/her  
Executive Director  
Niagara Falls Community Health Centre



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: CORRESPONDENCE  
LETTER FROM WAYNE GATES, MPP NIAGARA FALLS**

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# Wayne Gates

## MPP, NIAGARA FALLS

May 19, 2021

Chair Huibers,

I hope you and the NCDSB Board of Trustees are safe and well during this challenging year.

I am writing to you today in support of the motion currently before your Board of Trustees requesting authorization to fly the rainbow flag at NCDSB administrative headquarters and schools during the month of June, beginning this year.

As a New Democrat, we have a proud history fighting alongside the queer and gender diverse community. We must honour the courageous 2SLGBTQQIA+ activists and organizations who have fought tirelessly against hatred and violence targeting the 2SLGBTQQIA+ community. Also, we must remember those in our community and around the world who continue to suffer from persecution, violence, and erasure.

Flying the Pride flag signals to 2SLGBTQQIA+ staff, students, and community members that their school is safe, inclusive and welcoming. This is an important step towards ensuring all staff and students, regardless of sexual orientation or gender identity are shown the respect, dignity, and full spectrum of human rights that everyone deserves.

I am excited to join in NCDSB staff, students and parents in celebrating Pride 2021 throughout Niagara.

Kind regards,

Wayne Gates, MPP  
Niagara Falls, Fort Erie, and Niagara-on-the-Lake

### Niagara Falls

6746 Morrison Street, Unit 1  
Niagara Falls, ON L2E 6Z8  
Tel 905-357-0681  
Fax 905-357-9456  
wgates-co@ndp.on.ca

### Fort Erie

Douglas Heights Senior Centre  
265 High St.,  
Fort Erie, ON L2A 3R4  
Tel 905-871-8868  
Fax 905-871-4717

### Niagara-on-the-Lake

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

**TITLE: CORRESPONDENCE  
LETTER FROM OUTNIAGARA**

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May 14th, 2021

Dear Chair Larry Huibers and Director & Secretary to the Board Camillo Cipriano,

On behalf of the board of OUTniagara and our partners, I encourage Trustees of the Niagara Catholic District School Board to pass the motion at its May 25th meeting to fly the rainbow flag at its administrative headquarters and schools during the Pride month of June, beginning this year.

OUTniagara is a non-profit organization that connects and supports Niagara's sexual- and gender-diverse communities.

We are pleased by the board's Committee of the Whole decision to unanimously recommend to fly the flag, a visible and powerful symbol of inclusion, diversity, and acceptance, and we understand that the next step is board approval.

There are more than 21,000 students and 3,000 staff in the Niagara Catholic board. Many of them, as well as parents and visitors, are members of Niagara's 2SLGBTQIA+ communities, and all deserve to be supported with respect and dignity in a safe environment. People who experience life under the rainbow umbrella and are also Black, Indigenous, People of Colour, and Transgender need in particular to know that they are safe and supported.

Flying the rainbow flag would be a solid first signal to all students that they are valued. While important, it is a symbol, and hard and consistent work is required to ensure that in practice and policies, schools are indeed safe, inclusive, and nurturing. OUTniagara and our partners offer our assistance in moving forward.

Thank you for your attention to this matter. We will be watching the vote on May 25th with anticipation.

Regards,



Celeste Turner (they/them)  
Chair, OUTniagara

This letter has received endorsement from the following community agencies:

Emily Kovacs, Executive  
Director, Niagara Folk Arts  
Multicultural Centre



Nancy Garner, Executive  
Director, Quest Community  
Health Centre



Kim Ansell, Chair, PFLAG St.  
Catharines & Niagara Chapter



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

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

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# JUNE 2021

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2 SEAC Meeting	3	4	5
6	7	8 SAL Meeting CW Meeting	9	10	11 Elementary PA Day	12
13	14	15 Policy Committee Meeting Board Meeting	16	17	18 Audit Committee Meeting	19
20	21	22	23	24	25	26
27	28	29 Secondary PA Day	30 Elementary and Secondary PA Day			

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
BOARD MEETING  
MAY 25, 2021**

***PUBLIC SESSION***

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

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**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.

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



## NOTICE OF MOTION

### ADDRESSING PERIOD POVERTY IN NAGARA CATHOLIC

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#### 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.

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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.