



*We are a Christ-centered Catholic faith community
that celebrates diversity and fosters spiritual growth,
inspiring all to reach their full potential in mind, body and spirit.*

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, APRIL 5, 2022
6:30 P.M.**



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

A. ROUTINE MATTERS

1. Opening Prayer – Trustee Turner -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of March 8, 2022 A5
6. Consent Agenda Items -
 - 6.1 Staff Development Department Professional Development Opportunities A6.1
 - 6.2 Capital Projects Progress Report Update A6.2

B. PRESENTATIONS

1. 2022 Niagara Catholic Skills Competition – Joe B1

C. COMMITTEE AND STAFF REPORTS

1. Niagara Catholic Anti Sex Trafficking Protocol – Lee Ann/Domenic C1
2. 2022-2023 Grants for Student Needs Funding – Giancarlo C2
3. Monthly Updates -
 - 3.1 Student Senate Update -
 - 3.2 Senior Staff Good News Update -

D. INFORMATION

1. Trustee Information

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action -

F. BUSINESS IN CAMERA

Nil

G. REPORT ON THE IN CAMERA SESSION

Nil

H. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
APRIL 5, 2022**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF MARCH 8, 2022**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 8, 2022, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, MARCH 8, 2022

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, March 8, 2022 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Prince.

2. Roll Call

Vice-Chair Moody noted that Trustee's Fera and Turner joined electronically.

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

The following staff were in attendance:

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

3. Approval of the Agenda

Moved by Trustee Prince

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of March 8, 2022, as presented.

CARRIED

4. Declaration of Conflict of Interest

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

5. Approval of Minutes of the Committee of the Whole Meeting of February 8, 2022

Moved by Trustee Sicoli

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 8, 2022, as presented.

CARRIED

6. Consent Agenda Items

6.1 Staff Development Department Professional Development Opportunities

Presented for information.

6.2 Capital Projects Progress Report Update

Presented for information.

Moved by Trustee Huibers

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

Nil

C. COMMITTEE AND STAFF REPORTS

1. Committee of the Whole Strategic Plan-System Priorities 2020-2021 Update

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

2. Trustee Determination and Distribution

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

Superintendent Vetrone answered questions of Trustees.

Moved by Trustee Burtnik

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the proposed Trustee redistribution to align with Niagara Catholic family of schools, as presented.

CARRIED

3. Capital Priorities Program Submissions 2022-2023

Clark Euale, Controller of Facilities Services presented the Capital Priorities Program Submissions 2022-2023.

Controller Euale answered questions of Trustees.

4. Monthly Updates

4.1 Student Trustees' Update

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

4.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Pizzoferrato

- The 24th Annual Kids Helping Kids Fundraiser 2022 raised approximately \$33,428.00. The Funds raised jointly support the Niagara Children's Centre and the Niagara Foundation for Catholic Education.
- Knowledgehook is a formative assessment tool for grades 1-10 mathematics. Knowledgehook continues to support educator learning by highlighting inspiring stories of teachers who put research into practice. To date, three Niagara Catholic educators have been recognized provincially. Most recently, this includes Rachel Cha, a teacher at St. Patrick Catholic Elementary School in Niagara Falls.

D. INFORMATION

1. Trustee Information

1.1 Celebrating Excellence Award Ceremony 2022 – May 5, 2022

Director Cipriano extended an invitation to the May 5, 2022 Celebrating Excellence Award Ceremony and asked Trustees to confirm their attendance with Anna Pisano.

1.2 Niagara Foundation for Catholic Education Annual Benefit Gala – May 20, 2022

Director Cipriano highlighted the Niagara Foundation for Catholic Education's Annual Benefit Gala scheduled for May 20, 2022.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Cipriano and Controller Euale provided an update on the flood situation at Holy Cross Catholic Secondary School.

F. BUSINESS IN CAMERA

Nil

G. REPORT ON THE IN-CAMERA SESSION

Nil

H. ADJOURNMENT

Moved by Trustee Prince

THAT the March 8, 2022 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 7:39 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **March 8, 2022.**

Approved on **April 5, 2022.**

Daniel Moody
Vice-Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 5, 2022**

PUBLIC SESSION

TITLE: 2022 NIAGARA CATHOLIC SKILLS COMPETITION

Prepared by: Joseph Zaroda, Associate Superintendent of Education

Presented by: Joseph Zaroda, Associate Superintendent of Education
Ivana Galante, K to 12 Consultant: Business/Technological Education/
Specialist High Skills Major/Co-Op/OYAP

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

Date: April 5, 2022



PRESENTATION BACKGROUND

**Committee of the Whole Meeting
April 5, 2022**

2022 NIAGARA CATHOLIC SKILLS COMPETITION

Over the years Niagara Catholic students participating in Technological Education programs have been given the opportunity to showcase their skills and talents through various competitions at the Board, Provincial, National and International levels. On March 25, 2022, students participated in Niagara Catholic's 19th Annual Skills Competition. The Gold medal winners advance to the 2022 Skills Ontario Competition taking place virtually May 3-4, where Ontario's most talented students compete for the opportunity to represent Ontario at the Skills Canada National Competition on May 26 and 27.

These skills competitions are the only Provincial and National, multi-trade and technology competitions for students and apprentices in the province and the country. Niagara Catholic, along with Skills Ontario and Skills Canada seek to raise awareness and promote the skilled trade and technology sectors to all our youth. By providing a forum where Canadian youth can compete at the various levels, these skills competitions provide practical work experiences related to the skilled trade and technology careers. Every year, more than 500 young people across all regions of Canada participate in over 40 skilled trade and technology categories.

This year Niagara Catholic had a strong presence of female competitors, four of which won Gold medals in the "non-traditional" trade categories of brick masonry, carpentry and horticulture and landscaping. We are pleased to announce that thirty students will be representing Niagara Catholic at the 2022 Skills Ontario Competition in the following categories:

- 2D Computer Animation
- Aesthetics
- Architectural Design
- Auto Service Technology
- Baking
- Brick Masonry
- Cabinet Making
- Carpentry
- Coding
- Culinary Arts
- Electrical Installations
- Graphic Design – Studio Production
- Hairstyling
- Heating Systems Technician
- Home Building

- Horticulture & Landscaping
- Photography
- Plumbing
- Robotics
- TV and Video Production
- Welding

A short video capturing the Niagara Catholic Skills Competition and Awards Ceremony, which celebrates the accomplishments of our students will be presented.

Congratulations is extended to all Niagara Catholic students who participated in this year's Niagara Catholic Skills Competition.

Prepared by: Joseph Zaroda, Associate Superintendent of Education

Presented by: Joseph Zaroda, Associate Superintendent of Education
Ivana Galante, K to 12 Consultant: Business/Technological Education/
Specialist High Skills Major/Co-Op/OYAP

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

Date: April 5, 2022

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 5, 2022**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC ANTI-SEX TRAFFICKING PROTOCOL

The Niagara Catholic Anti-Sex Trafficking Protocol report is presented for information.

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

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

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

Date: April 5, 2022



REPORT TO THE COMMITTEE OF THE WHOLE APRIL 5, 2022

NIAGARA CATHOLIC ANTI-SEX TRAFFICKING PROTOCOL

BACKGROUND INFORMATION

The *Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols* (PPM 166) created by the Ministry of Education and issued on July 6, 2021, sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols. It also includes clearly articulated roles, responsibilities, and accountability measures, along with addressing threats associated with digital technology and the internet. All school boards across Ontario were required to have an Anti-Sex Trafficking Protocol in place by January 31, 2022.

The Niagara Catholic District School Board supports safe, accepting, inclusive and welcoming schools, where all students experience a sense of belonging, with families and communities involved in their achievement and well-being. The Niagara Catholic Anti-Sex Trafficking Protocol provides coordinated action by all community partners to prevent, identify and recognize sex trafficking with responses that facilitate early and appropriate intervention. Niagara Catholic will further develop awareness activities to support building knowledge related to cyber-safety, signs of sex trafficking, stages and impacts, as well as, the school procedures and where to get help.

Niagara Catholic staff received an introduction to the topic of sex trafficking on the Professional Activity Day of February 18, 2022. Niagara Catholic will be providing ongoing training to further develop the skills and knowledge of staff to respond to incidents or suspected trafficking using trauma informed, culturally safe and student centred approaches. By training staff to recognize the signs of sex trafficking, they will be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives, helping to prevent re-victimization and resetting students on a healing trajectory towards positive outcomes.

The Niagara Catholic Anti-Sex Trafficking Protocol (Appendix A) attached is a working document and is available on the Board website. The Niagara Catholic Anti-Sex Trafficking Training Presentation (Appendix B) is also attached for information.

The Niagara Catholic Anti-Sex Trafficking Protocol report is presented for information.

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

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

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

Date: April 5, 2022



Niagara Catholic District School Board

**ANTI-SEX
TRAFFICKING
PROTOCOL**

(Working document) - February 15, 2022



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

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Niagara Catholic Anti-Sex Trafficking Protocol

(Working Document)-February 15, 2022

PURPOSE

The *Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols* (PPM 166) sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols. It also includes clearly articulated roles, responsibilities, and accountability measures, along with addressing threats associated with digital technology and the internet.

This protocol will support coordinated action by all community partners to prevent, identify and recognize sex trafficking and develop responses to facilitate early and appropriate intervention¹.

The Niagara Catholic District School Board supports safe, accepting, inclusive and welcoming schools, where all students experience a sense of belonging, with families and communities involved in their achievement and well-being.

The Catholic Church is fundamentally opposed to human trafficking in all of its forms. According to Pope Francis, human trafficking is an open wound on the body of contemporary society, a scourge upon the body of Christ, and is a crime against humanity.

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning². Safe Schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences.

Due to almost daily contact with students, teachers and other education staff are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of sex trafficking, they will be better equipped to identify the cues and safely intervene if they suspect a

¹ In response to: [Legislative Assembly of Ontario, Private members' motions](#), 42nd Parliament, 1st Session, Motion 122 voted and carried on December 3, 2020.

² Ministry of Education. (2021). [Parent Engagement: Encouraging Parent Involvement in Schools](#).

student is being trafficked or involved in trafficking. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives, helping to prevent re-victimization and resetting students on a healing trajectory towards positive outcomes.

Schools in the Niagara Region are uniquely positioned to identify and support survivors of trafficking and students who are at risk for sex trafficking and sexual exploitation. Due to the proximity of the border and the link to the 401 Corridor³, Niagara Region is a well-known hub for sex trafficking.

In addition, black youth, youth of colour, 2SLGBTQQA+ community, youth living with disabilities, those living in poverty and those with a history of being in child protective services are more likely to be targeted for human trafficking and sexual exploitation and less likely to be identified or report.

The Niagara Catholic District School Board is committed to building safer schools and supporting students, parents/guardians/caregivers, and the school community to end sex trafficking and sexual exploitation of all.

SCOPE

This protocol applies to in-person and online learning. The protocol includes all schools and school board activities, including field trips, overnight excursions, board-sponsored sporting events and board-operated before and after school programs.

DEFINITION OF SEX TRAFFICKING

In accordance with the Policy/Program Memorandum 166⁴ the definition of sex trafficking is: a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining, or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women, girls, and gender diverse individuals, but all people may be a target of sex trafficking.

Note: Indigenous and racialized individuals are especially vulnerable to experiencing sex trafficking. The intersections of colonization, intergenerational trauma, systemic discrimination, and barriers to accessing service compound, which increases the vulnerability of being targeted by traffickers for Indigenous women and girls – of whom comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation, in Canada⁴.

³ Canadian Centre to End Human Trafficking. (2021) [Human Trafficking Corridors in Canada Report](#)

⁴ Ontario Ministry of Education (2021) [Policy/ Program Memorandum 166](#)

STATEMENT OF PRINCIPLES

ROLE OF PARENTS/GUARDIANS AND CAREGIVERS

Parents/guardians and caregivers are key partners in the development, implementation, and review of school board anti-sex trafficking protocols. Care must be given when reaching out to parents/guardians and caregivers, and families to ensure they are safe adults prior to engaging with them on matters regarding the student/s. Outreach to Indigenous parents/guardians and caregivers, as well as outreach to Black and racialized parents/guardians and caregivers, should be trauma-informed and recognize historic and systemic barriers that may impact their participation. Every effort should also be made to reduce cultural and/or linguistic barriers when reaching out to parents/guardians and caregivers about this work.

FOSTER STUDENT VOICES

Students are at the centre of this work and should be involved in efforts to develop actions against sex trafficking. Student groups will be invited to participate and inform the design, development, delivery and implementation of anti-sex trafficking protocols. Niagara Catholic recognizes that students with lived experience are experts and, if willing and appropriately supported through trauma-informed approaches, could share their story and insights as part of efforts to build awareness and empower students.

BUILD MULTI-SECTORAL RELATIONSHIPS WITH COMMUNITY ORGANIZATIONS

Ongoing consultation and engagement with community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches.

The Niagara Catholic District School Board values the input and expertise of the community agencies involved with anti-trafficking work. Partnered agencies who reviewed, provided input and will continue to support this protocol include:

District School Board Of Niagara	Centre De Santé	Sexual Assault Domestic Violence Treatment Centre-Niagara Health
Niagara Chapter of Native Women	YWCA Niagara Region	Bethesda/DSO
Family and Children’s Services Niagara	YMCA of Hamilton	Ontario Native Women’s Association
Pathstone Mental Health	Kristin French Child Advocacy Centre Niagara	The RAFT
Niagara Regional Police Service	Niagara Sexual Assault Centre	Night Light Youth Services
TOES Niagara	Niagara Regional Native Centre	Gillian’s Place
	Victim Services Niagara	

Women's Place of South
Niagara

Niagara Folk Arts
Multicultural Centre

John Howard Society
CMHA Niagara

Niagara Region Public
Health

Local Health Integration
Network

McMaster Children's
Hospital

Youth Wellness Hub
Niagara

Contact Niagara

CASON

Quest Community Health
Centre

Niagara Falls Community
Health Centre

INTERVENTIONS MUST BE SAFE

Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with sex trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

Niagara Catholic employees will receive comprehensive anti-sex trafficking training, school staff will enable them to identify the signs of sex trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students. Training will emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe.

BUILD UP SCHOOL-BASED PREVENTION

The development of the protocol will complement existing prevention efforts in schools, including the teaching of consent, healthy relationships, and healthy sexuality. Niagara Catholic staff will develop an understanding of the historical and social context of sex trafficking and will implement prevention strategies that are responsive to the needs of students and members of the local school community.

RESPECT CONFIDENTIALITY, PRIVACY, AND INFORMED CONSENT

In adherence to the Niagara Catholic Board's privacy policy⁵, Niagara Catholic will ensure that the student fully understands how their information may be used or with whom it may be shared, providing referral relationships with community service organizations while adhering to applicable legal requirements, including those under the *Municipal Freedom of Information and Protection of Privacy Act*; the *Ontario Human Rights Code*; the *Accessibility for Ontarians with Disabilities Act, 2005*; the *Education Act*; and the *Child, Youth and Family Services Act, 2017*.

PROMOTE EQUITABLE AND CULTURALLY SAFE RESPONSES

Niagara Catholic demonstrates a human rights-based, non-judgemental, culturally responsive, survivor-centered, and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking. These protocols and interventions are rooted in upholding

student/ human rights under the *Ontario Human Rights Code*, and *Ontario Education Act*. All aspects of the protocols prioritize the safety, autonomy and choice of the student(s) impacted by trafficking.

STRATEGIES TO RAISE AWARENESS AND PREVENT SEX TRAFFICKING

This protocol provides culturally responsive safe strategies to raise awareness about sex trafficking with students, staff, parents/guardians and caregivers, and the broader school community. It applies to in-person and online learning and includes all school and school board activities, including field trips, overnight excursions, board-sponsored sporting events and board-operated before- and after-school programs.

RAISING AWARENESS OF HUMAN TRAFFICKING FOR PARENTS/GUARDIANS AND CAREGIVERS

In collaboration with the identified partners, Niagara Catholic will further develop awareness activities to support building knowledge related to cyber-safety, signs of sex trafficking, stages and impacts, as well as, the school procedures and where to get help.

Partners include:

- *Administrators*
- *Staff*
- *Students*
- *Survivors*
- *Board Equity Committee*
- *Indigenous Education Lead*
- *Indigenous Education Advisory Council (IEAC)*
- *Mental Health Lead and Mental Health Team*
- *Catholic School Councils*
- *Student Councils*

These activities will include, but are not limited to:

- Providing an online series for parents/guardians and caregivers and caregivers that includes, cyber safety, signs of trafficking and luring, how to get help, and the information on how to access the Anti-Sex Trafficking Protocol and how and where to report
- Sharing information on Board approved social media platforms
- Distributing emails to school communities containing links to community partners, relevant information on signs and stages of trafficking, and protocols on how to report/ what to do if your child has experienced grooming, luring, or trafficking
- Hosting information sessions or supporting and/or promoting events hosted by community members

- Sharing the Anti-Sex Trafficking Protocol with Catholic School Councils
- Presentations with select staff groups on the impacts of sex trafficking within the school community

RAISING AWARENESS FOR STUDENTS

In collaboration with the identified partners, Niagara Catholic will further develop awareness activities to support building knowledge related to cyber-safety, signs of sex trafficking, stages and impacts as well as, the school procedures and where to get help.

Partners include:

- *Administrators*
- *Staff*
- *Students*
- *Survivors*
- *Board Equity Committee,*
- *Indigenous Education Lead*
- *Indigenous Education Advisory Council (IEAC)*
- *Mental Health Lead and Mental Health Team*
- *Catholic School Councils*
- *Student Councils*

Niagara Catholic is committed to supporting students and the school community's safety and wellness. Prevention and education efforts are already taking place to reduce the risk of human trafficking and sexual exploitation. These items are located in the Mental Health and Well-Being Strategy⁶ 2021-2024.

Key partnerships and initiatives include:

- *Big Brothers Big Sisters Niagara- Mentorship Programs "Go Girls" and "Game on"*
- *Niagara Sexual Assault Centre- Presentations for Grades 1-12 on sexual violence, healthy relationships, and sex trafficking*
- *Kristen French Child Advocacy Centre Niagara-Teen Connect and Human Trafficking*
- *YWCA-Teen Talk and S.T.E.P.S*

Student awareness activities include, but are not limited to:

- Building capacity with educators to help students learn skills to identify, develop and maintain healthy relationships to identify and respond to exploitive and coercive behaviour and how to seek help as needed as these skills help protect against human/sex trafficking as found in the Health and Physical Education curriculum Grades 1-8 (2019)
- In class/virtual presentations facilitated by community partners

- Student led initiatives
- Inviting student participation and voice at a community led table to support awareness
- Information available online on the board website (under development)
- Student groups (student senate, student council) sharing information on signs and stages of sex trafficking, how to report concerns related to sex trafficking including how to report anonymously to the board

Niagara Catholic students will be provided with the following information from school staff and administrators

What to do if you or someone you know needs help?

You can speak with an adult you trust, or call Canada's confidential Human Trafficking Hotline at 1-833-900-1010 for information and support, visit canadianhumantraffickinghotline.ca, If the individual is Indigenous, call, chat or text 1-855-554-4325

If there is immediate danger or if you suspect a child under 18 is being trafficked, call 911 or Niagara Regional Police Service.

A LIST OF DEDICATED SERVICES AND SUPPORT ACROSS ONTARIO THAT HELP VICTIMS, SURVIVORS AND PERSONS AT RISK OF HUMAN TRAFFICKING CAN BE ACESSED HERE:

<https://www.ontario.ca/page/human-trafficking-services-and-supports>.

This includes community and Indigenous-led organizations who provide specialized services and supports to victims of sex trafficking across the province.

RESPONSE PROCEDURES SECTION I

Student discloses to a staff member that they have been/are being sex trafficked or are being lured for sex trafficking.

Overall Points to remember:

1. Do not leave the student alone
2. Do not disclose to **ANYONE** who does not need to be involved (doing so could increase safety concerns of student and/or put others safety at risk)
3. Ensure all people who are aware and/or need to be involved are not breaching confidentiality of the student (i.e. talking to each other about the situation in hallways, classrooms, lunchrooms etc.)
4. Does the student have any individual/cultural needs to consider?

- With student's consent specific support for indigenous students, black students, students of colour, students from the 2SLGBTQQIA+ community, students living with disabilities and students in the care of Family and Children's Services Niagara should be included in the planning with this student.

STAFF PROCEDURES AND RESPONSES

When a staff member receives a disclosure from a student

Steps and Considerations	Procedure	Responsibility/ references
<p>Physical Safety</p> <p>Are there immediate safety concerns? i.e. Is the trafficker onsite? Address those first. Ask the student if they would like to move to another/ private space</p>	<ul style="list-style-type: none"> If the Trafficker is onsite and there is an immediate safety risk to the student call 911 Niagara Regional Police Service (NRPS) Move to an area with privacy to avoid any breaches of confidentiality Do not leave student alone Remind student of your obligation and duty to report 	Staff
<p>Does the student have any physical/emotional needs? Food, water, comfort, fidget toy, items for colouring</p> <p>Are their needs related to culture, language or accessibility that should be considered and included to build safety?</p>	<ul style="list-style-type: none"> Check in if the student has any physical needs that you can accommodate inquire/ assess if there are any needs related to culture, language accessibility etc. 	Staff
<p>Take in student disclosure</p> <p>*Disclosures/ declarations are incredible difficult experiences, students can be terrified and very emotionally vulnerable*</p>	<ul style="list-style-type: none"> Listen without judgement Regulate your own emotions Acknowledge the bravery that it took for the student to disclose Respond from a place of 	Staff

	<p>concern not judgement</p> <ul style="list-style-type: none"> Assure student that their safety is a priority 	
<p>Explain your role and what you will do next</p> <p>Be aware of the trauma associated with the various systems and structures that you must involve i.e., police/Family and Children's Services Niagara</p> <p>Is there someone who can be present to assist with safety and advocacy if necessary?</p>	<ul style="list-style-type: none"> Be open and honest with student about next steps If a duty to report exists then report. Ask student if they would like to be present when you report <p>Let the student know you will advise: Administrator Family and Children's Services Niagara Parents/guardians and caregivers (if deemed safe)</p>	<p>Staff</p> <p>Police Protocol</p> <p>FACS Protocol</p> <p>Community/agency</p> <p>Mental Health Lead</p>
Final Step	<ul style="list-style-type: none"> Contact the administrator Administrator will contact Mental Health Lead for coordination of services 	Staff

WHEN AN ADMINISTRATOR RECEIVES A DISCLOSURE OR SUSPECTS SEX TRAFFICKING

Steps and Considerations	Procedure	Responsibility/ references
If needed before proceeding revisit Anti- Sex Trafficking Protocol	<ul style="list-style-type: none"> Review protocol and attached supporting documents before proceeding 	PPM 166
Ensure safety of staff and student(s)	<ul style="list-style-type: none"> Ensure that the student remains supported by staff If there is a duty for the staff member to report, confirm that the staff have made the report 	Administrator

<p>Contact parents/guardians and caregivers if you do not suspect parents/guardians and caregivers are the trafficker or FACS has not advised to wait on contacting parents.</p> <p>Do the parents/guardians and caregivers have any needs related to cultural safety, language, or accessibility? If so please connect with supports listed on support page*</p>	<ul style="list-style-type: none"> • If identified there is a duty to report, call FACS • If FACS is called, await instructions from FACS before notifying parents • If FACS is NOT called and there are no FACS concerns, contact the parents/ guardians • If the student is 16 or 17 years of age, administrators can contact Family and Children's Services Niagara to conduct an assessment 	<p>Administrator</p>
<p>Complete safety plan with youth until support can be connected (24-72 hours)</p>	<ul style="list-style-type: none"> • Complete with student/parents/ guardians/ caregivers a safety plan until student can be connected with community supports • If there is immediate concern for safety, contact FACS, NRPS as they can provide resources and connection to services and supports 	<p>Administrator View Support page</p>
<p>With the consent of the student/parents/guardians/ caregivers offer community supports</p>	<ul style="list-style-type: none"> • Advise parents/ guardians/caregivers and student that the Mental Health Lead will be contacted to make them aware of the disclosure and obtain community support information. • Connect student/ parents/guardians and caregivers with community support information 	<p>Administrator View support page Mental Health Lead</p>
<p>Debrief with staff</p>	<ul style="list-style-type: none"> • Follow existing debrief practices for receiving 	<p>Administrator View existing debrief</p>

Receiving disclosures of sex trafficking and sexual violence can be challenging and supporting staff is a necessary step	disclosures <ul style="list-style-type: none"> • Offer support numbers for staff (EAP etc) • Offer to check in with staff 	policies
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MENTAL HEALTH TEAM RECEIVES A DISCLOSURE OR SUSPECTS SEX TRAFFICKING

Steps and Considerations	Procedure	Responsibility/ references
Once a report is received, ensure that safety protocols and procedures were followed	<ul style="list-style-type: none"> • Follow up to ensure all procedures were followed • Duty to report • Contacting parents/guardians and caregivers • Safety planning • Ensure any necessary documentation has been completed 	Mental Health Team
Mental Health Team contact to follow up with student/ parents/guardians and caregivers and community partner to initiate collective case conference if student and parent are agreeable	<ul style="list-style-type: none"> • Follow up with student, and parents/guardians and caregivers to offer additional supports • Answer questions and check in on safety plan • If parents/guardians/caregivers and student are agreeable schedule a case conference with supports and involved parties • Have any necessary consent forms completed/signed 	Mental Health Team Community partners parents/guardians and caregivers Student
Are there other students/ families/ staff that may be impacted by this disclosure or that have been witness to the	<ul style="list-style-type: none"> • Assess if there are other people in the school community who may need support or have been 	Mental Health Team Administrators Chaplaincy Leaders Community Partners

luring/trafficking?	<p>impacted by the trafficking/ luring of this student.</p> <ul style="list-style-type: none"> In collaboration with administrators, Chaplaincy Leaders and community partners, provide support/ resources for those who are impacted in the community 	
Reporting to Ministry of Education/ tracking data	<ul style="list-style-type: none"> Report data related to identifying and supporting survivors of trafficking as developed by the Ministry of Education 	Mental Health Team

RESPONSE PROCEDURES SECTION II

Student is targeting, luring, grooming or recruiting another child/youth for the purpose of sex trafficking

Overall Points to remember:

1. Many youth who recruit/traffic other youths were initially trafficked themselves and lure others as a response to their trauma or a direction from their trafficker (Bird K, 2021).
2. When receiving disclosures or observing youth recruiting, consider that this student may be trafficked or have been trafficked in the past whether they disclose this to you or not.
3. If a student does disclose they are being trafficked, refer to the Disclosure Procedure
4. Do not leave the student alone
5. Do not disclose to **ANYONE** who does not need to be involved (doing so could increase safety concerns of student and/or put others safety at risk)
6. Ensure all people who are aware and need to be involved are not breaching confidentiality of the student (ie talking to each other about the situation in hallways, classrooms, lunchrooms etc.
7. Does the student have any individual/cultural needs to consider?
8. With student's consent specific support for indigenous students, black students, students of colour, students from the 2SLGBTQQIA+ community, students living with disabilities and students in the care of Family and Children's Services should be included in the planning with this student.

STAFF PROCEDURES AND RESPONSES IF STUDENT IS TARGETING OR LURING OTHER STUDENTS

Steps and Considerations	Procedure	Responsibility/ references
<p>Get help if both the student recruiting and the student being recruited are at elevated risk and need to be addressed immediately</p> <p>Address any immediate safety concerns for those who are or you suspect are being lured, groomed, recruited or have come forward with information about luring taking place.</p>	<ul style="list-style-type: none"> Address the safety concerns of the student(s) being lured 	<p>Staff-See above procedure for staff when suspected cases of luring or trafficking</p>
<p>Address any immediate safety concerns of the student who is recruiting other students as they are likely trafficked themselves</p>	<ul style="list-style-type: none"> Address immediate safety need of student who is luring other students 	<p>Staff</p>
<p>Is there a teacher or support staff this student has a positive relationship with that can assist right now?</p> <p>Do they have any physical needs? Food, water, comfort, fidget toy, items for colouring.</p> <p>Are their needs related to culture, language or accessibility that should be considered and included to build safety?</p>	<ul style="list-style-type: none"> Check in if the student has any physical needs that you can accommodate Inquire/ assess if there are any needs related to culture, language accessibility etc. 	<p>Staff</p>
<p>Initial safety assessments</p>	<ul style="list-style-type: none"> Assess the level of recruitment- Are they already trafficking others? 	<p>Staff</p>

	<ul style="list-style-type: none"> • Are they safe from their own trafficker? 	
<p>Duty to report:</p> <p>Youth under the age of 16 is at elevated risk or is experiencing trafficking, you must report</p> <p>If the youth is 16 or 17 you may report to Family and Children’s Services Niagara to conduct an assessment and offer support.</p>	<ul style="list-style-type: none"> • Follow current practices on duty to report • You may also need to report for the other student who is being lured 	<p>Staff Duty to Report FACS Protocol Police Protocol</p>
<p>Make an administrator aware/ consult with administrator</p>	<ul style="list-style-type: none"> • Advise administrator of your concerns and steps thus far • Administrator to contact Mental Health Lead 	<p>Staff who observed/received disclosure</p>

ADMINISTRATOR PROCEDURES AND RESPONSES

<p>Notify parents/guardians and caregivers if we are sure that the parents/guardians and caregivers are not the trafficker</p>	<ul style="list-style-type: none"> • Notify the youth and the caregivers of your concerns and why • Discuss safety measures and progressive discipline options • Explain that you are worried that this student is also potentially trafficked • Contact Mental Health Lead for consultation • Offer community supports 	<p>Administrator Student Parents/guardians and caregivers</p>
<p>Notify adults/ caregivers of the student being targeted/ lured if we are sure that the caregiver is not the trafficker</p>	<ul style="list-style-type: none"> • Connect with the parents/guardians/caregivers and student being recruited to provide referrals supports and next steps 	<p>Administrator</p>
<p>Report to Superintendent who will consult with Mental Health Lead</p>	<ul style="list-style-type: none"> • Report to Superintendent / Mental Health Lead • A plan will be made to follow up 	<p>Administrator Superintendent Mental Health Lead</p>

	with the students and continue to offer support and monitor situation	
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MENTAL HEALTH TEAM/ SUPERINTENDENT RESPONSE AND PROCEDURES

Gather information from administrator and ensure all safety and duty to report protocols have been followed	<ul style="list-style-type: none"> • Ensure all existing protocols around duty to report have been completed • Gather information and create a plan of action for follow up • Consult on options related to progressive discipline • Follow procedures for the youth who is being lured or trafficked by another student 	Superintendent Mental Health Lead Possible Attachments: Safety planning document Student rights and responsibilities
Notify parents/guardians/caregiver and student of potential plan of action	<ul style="list-style-type: none"> • Notify administrator, Mental Health Lead, parents/guardians/caregivers and student of options for support, next steps for returning to school, and activate a plan of care, potential disciplinary action and reintegration to safe learning. 	Superintendent Mental Health Team Parents/guardians/caregivers Student Community Partners: Police and Family and Children Services
Document and report to Ministry of Education as required	<ul style="list-style-type: none"> • Report to the Ministry of Education as required. • Document data for statistics/tracking 	Superintendent Mental Health Team

RESPONSE PROCEDURES SECTION III

Student is returning/re-engaging with education after experiencing trafficking or trafficking others

Overall Points to remember:

1. Students who have experienced sex trafficking have endured significant ongoing trauma. Reintegrating back to school can be difficult as many symptoms of trauma may be activated or surface and be ongoing for a long time.
2. Students may also return to traffickers or be trafficked again while they are working to heal.
3. Reintegration processes need to be led by students and be ongoing in the evaluation and adjustments.
4. Do not disclose to **ANYONE** who does not need to be involved (doing so could increase safety concerns of student and/or put others safety at risk)
5. Ensure all people who are aware and need to be involved are not breaching confidentiality of the student (ie talking to each other about the situation in hallways, classrooms, lunchrooms etc).
6. Does the student have any individual/ Cultural needs to consider?
7. With students' consent specific support for indigenous students, black students, students of colour, students from the 2SLGBTQQIA+ community, students living with disabilities and students in the care of Family and Children’s Services Niagara should be included in the planning with this student.

MENTAL HEALTH TEAM/ADMINISTRATORS RESPONSE AND PROCEDURES

Steps and Considerations	Procedure	Responsibility/ references
Meet with all parties involved to plan for returning to school	<ul style="list-style-type: none"> ● With the consent of the student, and parents/guardians/ caregivers, book a meeting to plan for returning to school. This may include community wrap around, administrators and others invested in the student’s success ● Supports to access ● Safety planning 	Mental Health Lead Student Parents/guardians and caregivers Community partners IEP/ILP all supports that are available to support with learning outcomes

<p>Once the plan is established, communicate the plan</p>	<ul style="list-style-type: none"> ● After the plan is established with the student, consider if there is anyone who needs to be communicated with about the plan ● If the student has lured other students, expectations and discipline will be part of the plan. 	
<p>Re-evaluate with student</p>	<ul style="list-style-type: none"> ● Set dates to re-evaluate student success and plan. ● Ongoing evaluation of student's engagement, challenges and successes with the student and their support team ● include supports and roles for parents/guardians/ caregivers 	
<p>Report data</p>	<ul style="list-style-type: none"> ● Report data on the long term and short term success as determined by the Ministry of Education 	

TRAINING FOR SCHOOL BOARD EMPLOYEES

As per PPM 166, Keeping Students Safe Policy Framework for School Board Anti-Sex Trafficking Protocols, training will be provided to all Board employees on P.A. days and staff meetings. Training will be updated to stay current with emerging issues related to trafficking and changes in community services and response.

Niagara Catholic is committed to the ongoing training of all staff. We recognize that training will assist staff in the identification and intervention of sex trafficking and support staff in knowing the policies and procedures on how to best respond.

Currently, the Niagara Catholic District School Board has scheduled virtual presentations February 18, 2022, P.A. day with Timea Nagy from "Timea's Cause", and Krystal Snider "Collaborative Community Solutions", who will present on Sex-Trafficking in schools.

In addition an update on the protocol and strategy and what staff can expect as next steps will accompany the presentation.

Niagara Catholic will be developing virtual modules to be added to the Health and Safety portion of training provided to all staff. New staff will receive training on;

- Key definitions and myths about sex trafficking
- Tactics used by traffickers and signs and stages of sex trafficking
- Information supporting prevention and protective factors, access to resources in the Niagara community as well as Ontario
- Signs that a student may be luring or grooming another student

In addition, Niagara Catholic will provide ongoing training to further develop the skills and knowledge of staff to respond to incidents or suspected trafficking using trauma informed, culturally safe and student centred approaches.

Niagara Catholic understands that survivors of trafficking are experts in the anti-trafficking field and will further provide survivor led training to address:

- Applying an equity lens to combating sex trafficking including training from community agencies such as Niagara Chapter of Native Women, Tools of Empowerment for Success (TOES) Niagara
- Culturally safe supports and interventions
- Response procedures
- Duty to report: Family and Children's Services
- Police reporting procedures
- Roles of the school board employees
- Who to connect with to consult and ask questions
- How staff can care for themselves after receiving disclosures of sex trafficking

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

Following the first year of implementation, school boards may be required to report to the Ministry of Education, their activities to achieve the expectations outlined in this policy framework.

The Ministry of Education will collaborate with school boards, as well as anti-human trafficking partners, to develop a performance measurement framework. This framework will monitor the effectiveness of training (for example, whether staff feel they are more aware and more able to

safely identify and intervene in situations where a student is suspected of being trafficked or trafficking) and whether the protocols respond to the needs of students.

Community anti-human trafficking partners and local agencies, such as Niagara and Indigenous Child and Family Well-Being Agencies, will be invited to participate in the reporting process to the Ministry of Education, in collaboration with school boards, to determine how the protocols have helped children and youth in care stay out of, or exit, human trafficking. This should be measured carefully with performance indicators on how the protocols are preventing trafficking in Ontario communities.

APPENDIX A: GLOSSARY OF TERMS

2SLGBTQIA: Refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism: Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

Cultural responsiveness: “Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools'] doors³.”

Cultural safety: Refers to “an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together⁴.”

Equity lens: Involves “strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy⁵.”

Human rights-based approach: A “conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress⁶.”

Survivor: Used to refer to an individual who has escaped a trafficking situation, whereas *victim* is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficking. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to

³ Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities](#).

⁴ Williams, R. (1999). Cultural safety—what does it mean for our work practice?. Australian and New Zealand journal of public health, 23(2), 213-214.

⁵ Douglas, M. D., Willock, R. J., Respress, E., Rollins, L., Tabor, D., Heiman, H. J., & Holden, K. B. (2019). Applying a health equity lens to evaluate and inform policy. Ethnicity & disease, 29 (Supplement 2), 329

⁶ UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

Tactics: Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling, and exploiting a victim to then conduct sexual acts (for example, forcing a victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.

Trauma-informed approaches: Are “policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence⁷.”

Victim: Used to refer to an individual who is in the process of being recruited or is being trafficked, whereas *survivor* is used to refer to an individual who has escaped a trafficking situation. The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced

Appendix B: References

1. [Ontario's Anti-Sex Trafficking Plan for School Boards](#)
2. [Ontario Passes Bill to Strengthen the Fight Against Human Trafficking](#)
3. [Keeping Students Safe – Policy Framework for School Board Anti-Sex Trafficking Protocols](#)
4. [White Ribbon's digital resource](#) (funded by the Ministry of Education)
5. [Ontario's Human Trafficking Digital Education Tool: The Trap](#)
6. [Speak Out: Stop Sex Trafficking](#) (Indigenous-focused awareness campaign)
7. [Ontario's Anti-Human Trafficking Strategy](#)
8. [Ontario's Health and Physical Education Curriculum](#)
9. [Niagara Catholic Privacy Policy \(600.6\)](#)
10. Niagara Catholic Mental Health and Well-Being Strategy 2021-2024
11. Niagara Catholic Compassionate Care Response Guide
12. Protocol Between Niagara Catholic Family and Children's Services
13. Protocol Between Niagara Catholic and Niagara Region Police Services



Niagara Catholic District School Board

Anti-Sex Trafficking Training Presentation

February 2022



Encountering souls and opening minds so that all students succeed.

Introduction

Educators can play an integral role in combatting sex trafficking of school-aged children and youth when equipped with the appropriate tools and necessary skills. This training will provide educators with:

1. An understanding of the urgency and complexity of combatting sex trafficking, including key definitions and signs.
2. General information on preventative measures and responding to students impacted by sex trafficking.
3. An overview of the core components of the Niagara Catholic Anti-Sex Trafficking Protocol and its application to local contexts.
4. Information on additional resources and supports.



Language

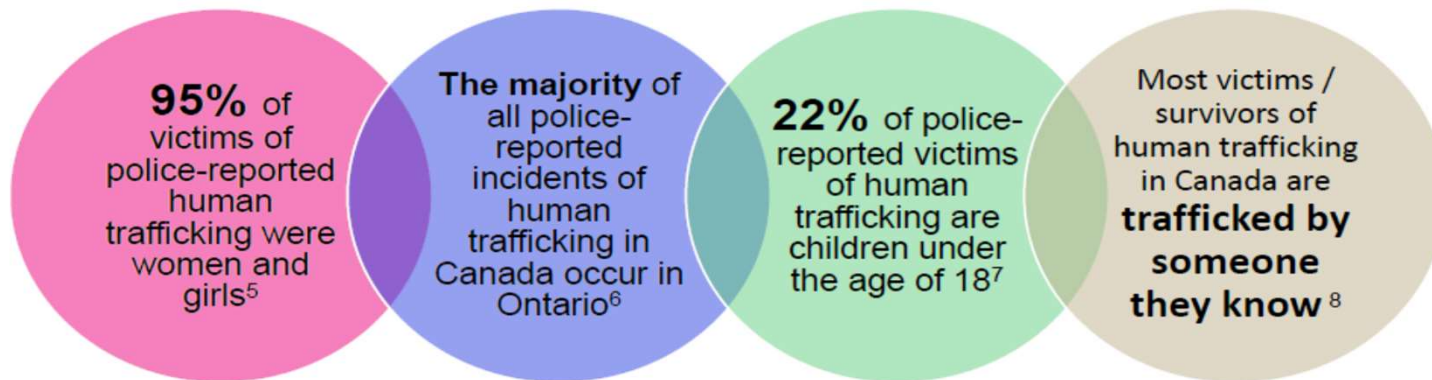
- The term “human trafficking” is used to refer to the control over and exploitation of an individual. In Ontario, human trafficking is most often for sexual exploitation, also known as “sex trafficking” (though cases of labour exploitation are also known to occur).
- “Victim” is to refer to an individual who is in the process of being recruited or is being trafficked.
- “Survivor” is used to refer to an individual who has exited a trafficking situation.

Key Messages

- All students have a right to a safe and nurturing learning environment and a climate that is safe, positive, and free from exploitation at school and in the broader school community.
- Schools can play a unique role to help combat child sexual exploitation and, in particular, sex trafficking.
- Schools can serve as an important partner in identifying, responding to and preventing sex trafficking, including connecting students to supportive services.
- Teachers and other education staff are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults.
- Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with sex trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

Key Definitions and Statistics

- Human trafficking is one of the fastest-growing crimes worldwide, and Ontario is a hub.
- There is no universal experience of human trafficking, and it is known to result in severe trauma for survivors, who may have non-linear healing journeys as they work to rebuild their lives.
- In Ontario, the vast majority of police-reported cases of human trafficking involve sexual exploitation (“sex trafficking”).
- Indigenous women and girls comprise a disproportionate number of persons trafficked for the purposes of sexual exploitation in Canada.



Human Trafficking Involves:

Act (What)	Means (How)	Purpose (Why)
Recruitment	Threat or use of force	Exploitation, including: sexual exploitation
Transfer	Coercion	Forced labour
Transportation	Deception/Fraud	Forced marriage
Harbouring	Abuse of power or vulnerability	Forced organ removal
Receipt of Persons		

Human Trafficking Corridors:



[From Human Trafficking Corridors in Canada Report](#)

Who Is At Risk for Sex Trafficking?

Traffickers identify an individual's vulnerabilities and then target those vulnerabilities to gain trust and form a bond. Since everyone has vulnerabilities, anyone can be at risk of being trafficked. However, there are some specific risk factors that may make an individual more vulnerable:

Females, especially young children/youth, 2SLGBTQQIA+

Indigenous and racialized women and children

Individuals with a history of physical or sexual abuse

Children and youth in care, or transitioning out of care

Homeless and marginalized youth

Individuals with low self esteem, who are isolated or lack a sense of belonging

Who is at risk.....continued

While any student can be sex trafficked, some groups are at increased risk of being trafficked.

- Systemic racism and discrimination have led to a disproportionate number of Indigenous and Black children and youth in care, which can lead to a lack of consistent relationships with caring adults and peers in schools.
- Indigenous peoples are especially vulnerable to sex trafficking due to historic and ongoing systemic discrimination, including intergenerational trauma resulting from residential schools and the “Sixties Scoop” [8]. First Nation youth transitioning from remote Northern communities to schools in urban centres can also face increased safety risks.
- Language barriers, isolation, economic disadvantage or a lack of community and social supports may leave newcomer youth with increased vulnerability to trafficking.
- Students with disabilities may experience bullying and isolation in addition to having difficulty understanding the intentions of others.
- Students who are 2SLGBTQQIA experience high rates of bullying, assaults and sexual abuse, and they may face isolation or displacement if they experience rejection from their family or the community.

Signs to Look For

Possible signs that someone is being groomed for Sex Trafficking include changes such as:

Withdrawing from family and friends

Being secretive about their activities

Having a new boyfriend, girlfriend or friend who they won't introduce to friends and family

Suddenly spending time with an older person or people

Frequently missing

Absences from school or a decline in school performance

Wearing more sexualized clothing

Having new clothing, jewelry etc. that they can't afford to buy

Suddenly having a new or second cell phone with a secret number

Shows signs of physical abuse such as bruising, cigarette burns, fractures etc.

Please note this list is not exhaustive and represents only a selection of possible indicators. Each individual sign should be taken in context, should not be considered in isolation, and should not be taken as “proof” that human trafficking is occurring.

Recruitment, Grooming and Control

Traffickers control their victims through psychological and emotional manipulation. While each person is different, their experiences and feelings may look like:

- Targeting Vulnerabilities and Luring Techniques used to target, recruit, lure and groom victims and often rely on deception and coercion.
- Traffickers can spot and exploit almost any vulnerability, and can be strangers, acquaintances, or friends or family.
- Traffickers sometimes pay sudden attention to individuals and lure them by becoming a friend or boyfriend.

Recruitment, Grooming and Control....continued

Grooming and Control

First, traffickers may offer the person what they want or need, after that comes control and manipulation..

- Traffickers learn what an individual wants or needs (i.e., food, money, affection, attention, material goods, a place to live, drugs, etc.), build trust and reliance by fulfilling these needs, and then use this dependence to manipulate the individual.
- Traffickers control victims in many ways, including withholding food, psychological manipulation, emotional abuse, lies, addiction, threats, violence, isolation, and taking control of identity documents and money. Traffickers may force victims to recruit other victims.

Recruitment, Grooming and Control....continued

Exploitation and Challenges to Exiting

Individuals who are trafficked may not believe or understand that they are a victim of crime and service providers may not recognize the signs of trafficking.

- Traffickers coerce victims into sex, often in exchange for money. This is different from sex work, where the person consents to engage in sex work (and can only do so if they are over 18 years of age).
- It can be very difficult for a survivor to leave a trafficking situation. It can take several attempts before they are able to seek assistance.

Stages of Exploitation

At Risk

- Traffickers identify and seek out individuals based on vulnerabilities that they can manipulate in order to make their victim dependent on them
- **What Could This Look Like:** Luring (often through social media), and grooming (e.g., showering individual with gifts/affection)

Transitioning In

- Trafficker begins to “test limits” of the individual they are targeting to determine how effectively they can control and manipulate behavior
- **What Could This Look Like:** disengagement from previously enjoyed activities (e.g., school, extracurriculars; friend groups); alcohol or substance usage; spending time with a new friend or boyfriend (who may be older)

Entrenchment

- Traffickers use psychological, physical, emotional manipulation to control and exploit the individual
- **What Could This Look Like:** going missing; using language of the sex trade (e.g., “the game”; “tricks”); moods more volatile; isolation from family/friends

Transitioning Away

- Individual begins to look at exiting the exploitative situation, though this may take several attempts
- **What Could This Look Like:** seeking specialized supports; re-engagement in activities previously enjoyed; involvement in friends/family

Manipulation, Control and Consent

- Even if a victim of human trafficking did say yes at any point, that does not mean that they agreed to be trafficked.
- Nobody can agree to be trafficked. Traffickers earn victims' trust and pretend to care about them so they can manipulate and exploit them.
- Anyone under the age of 18 cannot legally consent to have sex in exchange for money, drugs, alcohol, shelter, transportation, food, or any other object or necessity.
- Regardless of the age of the person being exploited, the person(s) responsible for manipulating and exploiting someone is committing a crime.

It is known that traffickers often force victims to recruit others as a part of their experience of exploitation.

This is done for several reasons, including: to try to make victims feel complicit in their own exploitation, as well as in the exploitation of others; to prevent victims from coming forward or seeking help; to avoid detection; and to gain access to new groups of young people (e.g. younger siblings; peers in group care facilities, etc.).

It is important to be mindful that the persons, especially school aged children and youth, recruiting others may be victims themselves.

Respecting and Responding to the Rights of All Students

To support the prevention and response to sex trafficking of students, educators need to:

- Understand that while any student can be impacted by sex trafficking and systemic racism within various social systems (e.g., education, child welfare, policing, health, etc.) have resulted in specific populations being disproportionately impacted by sex trafficking.
- Adopt a human rights-based, non-judgmental, culturally responsive, survivor-centered and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking.
- Seek out culturally responsive services and supports for students through a range of community-based partners, including Indigenous-led organizations.

To support the prevention and response to sex trafficking of students, educators also need to:

- Actively seek to engage all parents and caregivers through outreach to include groups disproportionately impacted by trafficking (e.g., Indigenous, Black and racialized parents and caregivers) in a trauma-informed way, recognizing historic and systemic barriers that may impact their participation.
- Foster student voices, recognizing that students are at the centre of this work and should be involved in efforts to develop actions against sex trafficking.

Supporting Prevention and Enhancing Protective Factors



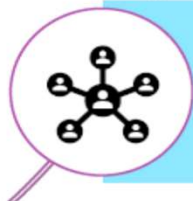
Being observant of changes in behaviour in children and youth (e.g. sudden changes in appearance; sudden changes in friend groups; sudden changes in engagement in school/extracurriculars; appearance of a new friend or boyfriend about whom they are secretive; missing or skipping class; in possession of substances, alcohol, or material goods with no reasonable explanation for how they've obtained them).



Utilizing the Canadian Human Trafficking Hotline, where applicable at 1-833-900-1010. The hotline is for: victims seeking help; people with a tip to report a potential case; members of the public wanting to learn more about the subject.



School staff should connect with their board about their protocol/protocol development, reporting procedures, duty to report, and culturally safe and responsive support available for students and staff.



Participating in localized and community-based responses, including local anti-human trafficking coalitions. These coalitions comprise organizations across sectors working to provide localized responses to human trafficking in their community. For more information, including on if there is an anti-human trafficking coalition in your community, please contact antitraffickingoffice@Ontario.ca.

What to do if you or someone you know needs help?

- If you or someone you know might be at risk, you can speak with an adult you trust, or call Canada's confidential Human Trafficking Hotline at **1-833-900-1010** for information and support, or visit canadianhumantraffickinghotline.ca.
- If there is immediate danger or if you suspect a child under 18 is being trafficked, call 911 or your local police service.



Indigenous Hotline

HELP LINES

**TALK 4 Healing
Indigenous Ont. Hotline
1-855-554-4325**

text, call, live chat

**National Human
Trafficking
Toll Free Hotline
1-888-373-7888**

Key Resources

- Educational [resources and lesson plans](#) for secondary school educators on child sexual exploitation developed by White Ribbon.
- [“The Trap”](#) a human trafficking digital education tool, and facilitated by an adult, teaches children and youth what human trafficking is and equip them with the skills to stay safe.
- [Speak Out: Stop Sex Trafficking](#), an educational campaign focused on raising awareness about sexual exploitation among Indigenous women and youth.

Niagara Catholic Anti-Sex Trafficking Protocol

[CLICK HERE TO VIEW](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
APRIL 5, 2022**

PUBLIC SESSION

TITLE: 2022-2023 GRANTS FOR STUDENT NEEDS FUNDING

The 2022-2023 Grants for Student Needs Funding report is presented for information.

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

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

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

Date: April 5, 2022



COMMITTEE OF THE WHOLE APRIL 5, 2022

2022-2023 GRANTS FOR STUDENT NEEDS FUNDING

BACKGROUND INFORMATION

GSN funding is projected to be \$26.1 billion, an increase of 2.7 per cent, while the average provincial per-pupil funding is projected to be \$13,059 in 2022–23, which is an increase of \$339 or 2.7 per cent from 2021–22. This represents a historic investment in public education and demonstrates the government’s commitment to providing students with access to the skills and opportunities they need to succeed.

This year’s GSN includes targeted investments for a range of initiatives, with highlights including funding for staffing-related student learning needs supporting de-streaming and learning renewal; enhanced supports for mental health and special education; and enhancements to implement recently negotiated terms and conditions of employment for principals and vice principals.

There will continue to be flexible funding through the Supports for Students Fund for one additional year, subject to upcoming labour negotiations, as well as time-limited supports through the Language Grant and the new time-limited COVID-19 Learning Recovery Fund to further support learning recovery, the implementation of de-streamed Grade 9, and other priorities.

The ministry is providing \$304.0 million in time-limited and temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards.

As part of this grant, school boards will be required to provide the option for remote learning in the 2022-23 school year. School boards are permitted to establish one virtual school per elementary and secondary panel based on local demand, where the funding can support the hiring of principals, vice-principals, school-based administrative support and/or Information Technology support. This support is key to meeting staffing needs for school boards so that schools can deliver stability for students and families. Funding must be spent on the priorities identified within this grant, but there is flexibility in how school boards may use the funds between any of these priorities based on local needs. Funded through a table amount, this funding is equivalent to the staffing portion previously provided under the 2021-22 COVID-19 PPF supports.

For the information and the review of the Trustees, we are enclosing the following information:

- APPENDIX A 2022-23 Grants for Student Needs (GSN) Summary
- APPENDIX B 2022:B03 2022-23 Grants for Student Needs Funding
- APPENDIX C 2022:B05 2022-23 Priorities and Partnership Funding (PPF)
- APPENDIX D 2022:B04 Capital Funding for the 2022-23 School Year
- APPENDIX E Learning Recovery Action Plan

The 2022-2023 Grants for Student Needs Funds report is presented for information.

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

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

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

Date: April 5, 2022

GRANTS FOR STUDENT NEEDS 2022-2023

Ministry of Education

February 17, 2022 announcements

April 5, 2022



2022-2023
Grants for
Students
Needs (GSN)
Updates

Changes to the 2022-2023 Targeted Investment

- Supports for de-streaming and learning renewal
- Enhanced supports for Mental Health
- Enhanced support for Special Education
- Enhanced Accountability Measures
- Enhancements for Principal/Vice Principal negotiated terms and conditions
- Technical and routines updates

2022-2023 GSN Highlights

Supports for Student Fund (SSF)
COVID 19 Learning Recovery Fund

Supports for Student Fund (SSF)

- Provides flexible funding to school boards to support the learning needs of students consistent with central agreement obligations.
- Any funding beyond 2022-23 is subject to the upcoming round of central bargaining for groups whose central agreements expire on August 31, 2022. As such, this is time-limited funding.
- Niagara Catholic Estimated funding \$2.3M

CoVid-19 Learning Recovery Action Fund

- time-limited and temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards.
- School boards are permitted to establish one virtual school per elementary and secondary panel based on local demand, where the funding can support the hiring of principals, vice-principals, school-based administrative support and/or Information Technology support.
- Niagara Catholic Estimated CoVid funding \$3.0M
- Niagara Catholic Estimated Learning Recovery Tutorial Plan \$1.7M 50% August 2022 and 50% for 2022-2023

2022-2023 GSN Highlights

Student Mental Health
Broadband Network

Student Mental Health Investment

- Recognizing the importance of promoting positive mental health, especially in light of the COVID-19 pandemic, an increase of \$38.3 million is being provided for student mental health within the Mental Health and Well-Being Grant.
- The base amount is increasing to \$301,723 per school board and the per-pupil amount is increasing to \$6.67.
- A new investment of \$10.0 million is being provided, of which \$5.0 million is to be used for evidence-based mental health programs and resources to support student resilience and mental well-being. The ministry will provide more details on the use of these funds in advance of the 2022-23 school year.
- **Niagara Catholic Enveloped Amount \$435,000 vs 2021-2022 \$128,000**
- **New Investment \$10M - Niagara Catholic Amount \$45,000**

Broadband Network

- This will help to meet the increasing network demand for digital learning in the classroom and increased network capacity. In addition to existing funding available in the GSN, this supplemental funding supports the costs associated with network connectivity, network infrastructure, network security and related network operations in schools and school board buildings as usage increases and technology evolves.
- **Niagara Catholic Amount Estimated \$19.34 per pupil \$383,000**

2022-2023 GSN Highlights

Special Education

Local Special Education Priorities

- Funding of \$16.3 million to enhance support for students with special education needs, previously provided through PPF, is being provided through the Differentiated Special Education Needs Amount (DSENA) Allocation as a new Local Special Education Priorities amount.

Increase Special Education Amount (SEA) per Pupil

- Funding of \$7.4 million is being provided through the SEA Allocation to support more assistive technology for students with special education needs. In the SEA Per-Pupil Amount component,
- the base is increasing to \$20,000 and the amount per pupil is increasing to \$39.461.
 - Niagara Catholic's estimated funding \$800,000 vs. 2021-2022 \$733,000

2022-2023
GSN
Highlights

Labour Provisions
Bargaining Agency Fees

Labour Provision

- A labour provision is being included for the first year of the upcoming round of central bargaining with teachers' federations and education worker unions whose agreements expire August 31, 2022. These funds, subject to the outcome and conclusion of negotiations, are to be included as budgeted expenses and used to help manage labour costs when they are confirmed.

Central Employer Bargaining Agency Fees Allocation

As announced in 2021–22, the Central Employer Bargaining Agency Fees Allocation was revised to better reflect the trustees' associations' cost structures since the introduction of the School Boards Collective Bargaining Act, 2014. Starting in 2022–23, funding amounts for district school boards will be adjusted based on changes to the GSN benchmarks and their respective trustees' association's total 2021–22 annual expenses.

2022-2023 GSN Highlights

Keeping up with costs
Student Transportation

Non-Staff Benchmarks

- The ministry is providing a 5.45 per cent cost update to the non-staff portion of the School Operations Allocation benchmark, which consists of a 2.3 per cent cost update to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs) and an additional 3.15 per cent cost update to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently.
- In addition, the ministry is providing a 2.3 per cent cost update outside of the School Operations Allocation benchmark for other non-staff benchmarks and non-staff funding amounts throughout the GSN.

Student Transportation

- The ministry continues to review student transportation with the aim to achieve a more equitable and needs-based student transportation system in Ontario. While the review is underway, the Student Transportation Grant will be maintained at the previous year's funding level with adjustments for school boards with enrolment growth. A cost update amount of 2.0 per cent is included in the Student Transportation Grant, but has not been allocated board-by board at this time.

2022-2023 GSN Highlights

Ongoing Implementation
and other Changes

Differentiated Funding for Online Learning

- The online and in-person learning credit load benchmarks are being updated for the second year of a multi-year trajectory.
- The online learning credit load benchmark assumes approximately 15% of secondary students will take one course online in 2022-23.
 - [Niagara Catholic Estimates approximately 33 credits](#)

Retirement Gratuities

- This is the eleventh year of a 12-year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks.

School Operations Allocation – Supplementary Area Factor

- This is the fourth 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.

Technical Enrolment Policy Update

- A regulatory clarification is planned such that students who are pursuing remote learning or exclusively online learning and reside out of province will not qualify for GSN funding. Similarly, the ministry intends to update regulations so that the right to attend for property owners, or their children, who reside outside of Ontario, is limited to in-person learning only.

2022-2023 GSN Highlights

Priority and Partnership
Funding (PPF)

Key Priority	\$	Objective
De-streaming Implementation Supports	\$35,100	The focus of this funding is to prepare Grade 8 students for their transition to Grade 9, and support Grade 9 students to be successful in the de-streamed Grade 9 program
Early Intervention in Math for students with Special Education Needs	\$111,300	Funding may be used to support elementary students with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math.
Entrepreneurship Education Pilot Projects	\$20,000	provide innovative pilot projects that promote entrepreneurship education for secondary students and are developed/provided in partnership with local third-party organizations
Health Resources, Training and Supports	\$12,900	Deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues.
Math Strategy	\$239,500	Funding to support additional board and school positions to support student math performance. Board-based math learning leads will support student achievement in math and the implementation of the de-streamed Grade 9 math course and the elementary math curriculum.

2022-2023 GSN Highlights

Priority and Partnership
Funding (PPF) - continue

Key Priority	\$	Objective
Skilled Trades Bursary Program	\$13,000	provide bursaries to students who have earned or are learning two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway
Special Education Additional AQ subsidy for Educators	\$11,800	Funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as "D-Special Education Specialist".
Summer Learning Special Education Supports	\$121,000	Deliver transition programs and additional staffing during the summer for students with special education needs.
Tutoring Supports	\$1,741,200	Access tutoring during a variety of time slots to meet student need (i.e., before and after school, during the school day, on weekends, and during the summer) Tutoring programs will prioritize math and literacy and other foundational learning skills

2022-2023 GSN Highlights

CAPITAL FUNDING

School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the 2022-23 school year, the ministry will be investing an additional \$1.4 billion through the following two programs.

- School Condition Improvement at \$1,070 million; and
- School Renewal Allocation projected to be over \$370 million.
 - [Niagara Catholic Estimated Funding \\$3.7M](#)

School Condition Improvement

- Direct 70% of the SCI funds to address major building components (foundations, roofs, windows) and systems (plumbing and heating, ventilation and air conditioning)
- The other 30% of SCI funding can continue to address building interiors and surrounding site components (utilities, parking and pavements)
 - [Niagara Catholic Estimated Funding 12.9M](#)

Capital Capacity Planning (CPC)

The CPC program is intended to:

- Help school boards develop capital plans to effectively manage their schools;
 - Identify and develop potential facility partnership opportunities in underutilized schools that have been deemed by the board as being viable to support such arrangements; and
 - Provide support to hire third-party mediation services to facilitate municipal/board planning discussions and to support cooperative planning.
- [This funding \(\\$46,217\) is moving to the Facility Operations and Renewal grant.](#)

Projected Enrolment

Tax Proportion

REGULAR SCHOOL ENROLMENT

	2021-2022	2022-2023	EST. CHG
Elementary Panel	14,147	13,800	(347)
Secondary Panel	6,217	6,030	(187)
Regular Day School	20,364	19,830	(534)

Estimated reduction in 2022-2023 GSN funding \$4.0M.

ENROLMENT MARKET SHARE – NIAGARA REGION

	English- Language Public Board	English- Language Roman Catholic Board	French- Language Public District School Board	French- Language Separate District School Board
2022 Niagara	62.092%	33.871%	0.973%	3.064%
2018 Niagara	59.640%	36.453%	1.050%	2.857%
2014 Niagara	59.485%	37.079%	0.768%	2.668%

Special Education Envelope

Change in Funding

	2022-2023	2021-2022	CHG
Measures of Variability Amount (MOV)	\$2,264,300	\$2,181,081	\$83,219
Statistical Prediction Model	\$8,644,753	\$8,514,157	\$130,596
Other Staffing Resources	\$236,722	-	\$236,722
Total Additional Funding			\$450,000
SEPPA	\$16,232,451	\$15,909,431	(\$323,019)

SEPPA – special education per-pupil amount allocation has been reduced because of reduction in projected enrolment for 2022-2023. This results in essentially no additional funding to the envelope.

Dates for Submission of Financial Reports

Date	Description
June 30, 2022	School Board Estimates for 2022–23
November 15, 2022	School Board Financial Statements for 2021–22
December 15, 2022	School Board Revised Estimates for 2022–23
May 15, 2023	School Board Financial Report for September 1, 2022 to March 31, 2023

2022-2023
GSN
Highlights

Reporting Dates



**Ministry of Education**

Education Labour and Finance
Division

315 Front Street West
11th 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^e étage
Toronto (Ontario) M7A 0B8

2022:B03

Date: February 17, 2022

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: **2022–23 Grants for Student Needs Funding**

I am writing to provide you with information about the Ministry of Education's Grants for Student Needs (GSN) funding for the 2022-23 school year.

GSN funding is projected to be \$26.1 billion, an increase of 2.7 per cent, while the average provincial per-pupil funding is projected to be \$13,059 in 2022–23, which is an increase of \$339 or 2.7 per cent from 2021–22. This represents a historic investment in public education and demonstrates the government's commitment to providing students with access to the skills and opportunities they need to succeed.

This year's GSN includes targeted investments for a range of initiatives, with highlights including funding for staffing-related student learning needs supporting de-streaming and learning renewal; enhanced supports for mental health and special education; and enhancements to implement recently negotiated terms and conditions of employment for principals and vice-principals.

A. \$651.1 MILLION TO SUPPORT STUDENT LEARNING NEEDS

There will continue to be flexible funding through the Supports for Students Fund for one additional year, subject to upcoming labour negotiations, as well as time-limited supports through the Language Grant and the new time-limited COVID-19 Learning Recovery Fund to further support learning recovery, the implementation of de-streamed Grade 9, and other priorities.

Supports for Students Fund (SSF)

The ministry is providing \$212.7 million through the SSF (also known as Investment in Systems Priorities in some central agreements), which provides flexible funding to school boards to support the learning needs of students consistent with central agreement obligations. This fund is being continued into 2022-23 to stabilize supports for students due to learning disruption, and school boards should continue to use this funding for its intended purpose under respective collective agreements for appropriate employee groups. Any funding beyond 2022-23 is subject to the upcoming round of central bargaining for groups whose central agreements expire on August 31, 2022. As such, this is time-limited funding.

Note that funds provided through the Adult Day School/Continuing Education Supplement of the Continuing Education and Other Programs Grant may be required for compensation or staffing under the SSF, depending on the collective agreements for some employee groups.

COVID-19 Learning Recovery Fund

The ministry is providing \$304.0 million¹ in time-limited and temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards.

As part of this grant, school boards will be required to provide the option for remote learning in the 2022-23 school year. School boards are permitted to establish one virtual school per elementary and secondary panel based on local demand, where the funding can support the hiring of principals, vice-principals, school-based administrative support and/or Information Technology support. This funding can also be used to support staff previously funded under the Education Worker Protection Fund per the Canadian Union of Public Employees' central collective agreement that expires on August 31, 2022.

This support is key to meeting staffing needs for school boards so that schools can deliver stability for students and families. Funding must be spent on the priorities identified within this grant, but there is flexibility in how school boards may use the funds between any of these priorities based on local needs. Funded through a table amount, this funding is equivalent to the staffing portion previously provided under the 2021-22 COVID-19 PPF supports.

¹This amount includes district school boards and isolate board school authorities.

School boards should plan for this funding to expire at the end of August 2023.

Recent Immigrant Supplement

The ministry continues to provide \$134.4 million in time-limited funding through the Recent Immigrant Supplement of the Language Grant, which was introduced in the 2021-22 school year. This funding is intended to address the out-year financial implications of the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic.

This funding is supplementary to 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).

School boards will continue to generate top-up funding, where needed, if actual weighted enrolment falls below the level determined by the 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.

B. \$103.3 MILLION FOR PRIORITY INVESTMENTS

Student Mental Health Investment

Recognizing the importance of promoting positive mental health, especially in light of the COVID-19 pandemic, an increase of \$38.3 million is being provided for student mental health within the Mental Health and Well-Being Grant. This amount includes an increase of \$25.2 million² through the Supporting Student Mental Health Allocation, transferred from Priorities and Partnerships Funding (PPF). This funding will continue to support student mental health to foster the continued learning and well-being of students. The base amount is increasing to \$301,723 per school board and the per-pupil amount is increasing to \$6.67. Starting this year, this allocation is enveloped meaning that it must be utilized for school or school board-based mental health staffing, programs, and initiatives.

A new investment of \$10.0 million is being provided, of which \$5.0 million is to be used for evidence-based mental health programs and resources to support student resilience and mental well-being. The ministry will provide more details on the use of these funds in advance of the 2022-23 school year.

The total investment in student mental health, including PPF, is about \$90 million representing a 420 per cent increase in funding since 2017-18.

²This amount includes district school boards and isolate board school authorities.

Further details on the \$3.0 million in the new Well-Being and Positive School Climates Allocation can be found in the PPF transfers to GSN section below.

Local Special Education Priorities

Funding of \$16.3 million³ to enhance support for students with special education needs, previously provided through PPF, is being provided through the Differentiated Special Education Needs Amount (DSENA) Allocation as a new Local Special Education Priorities amount. In alignment with the prior year, school boards may use this funding to address local priorities such as retaining additional educational and/or professional and paraprofessional staff (e.g., special education resource teachers, educational assistants, speech-language pathologists, occupational therapists, and psychologists, among others) and other local priorities such as evidence-based programs and interventions, as well as transition supports.

Increased Special Equipment Amount (SEA) Per-Pupil Amount

Funding of \$7.4 million is being provided through the SEA Allocation to support more assistive technology for students with special education needs. In the SEA Per-Pupil Amount component, the base is increasing to \$20,000 and the amount per pupil is increasing to \$39.461.

Increased Northern Adjustment within the DSENA

Funding of \$1.4 million is being provided through the DSENA Measures of Variability (MOV) Northern Adjustment.

- The amount for the North East cooperative, administered by District School Board Ontario North East, will be increased by \$0.6 million to \$4.1 million.
- The amount for the North West cooperative, administered by Thunder Bay Catholic District School Board, will be increased by \$0.3 million to \$2.3 million.
- The amount for the Northern French-language cooperative, administered by the Conseil scolaire public du Grand Nord de l'Ontario, will be increased by \$0.5 million to \$3.6 million.

This increase is being added through the Northern Supports component, sub-category 7A, of the DSENA MOV Northern Adjustment.

Broadband Network Operations

To support access to quality online learning opportunities for all students, funding of \$39.9 million is being provided through a combination of the Pupil Foundation Grant (PFG) and the Geographic Circumstances Grant for broadband network operations. This will help to meet the increasing network demand for digital learning in the classroom and increased network capacity. In addition to existing funding available in the GSN, this supplemental funding supports the costs associated with network connectivity, network infrastructure, network security and related network operations in schools and school board buildings as usage increases and technology evolves. There will be performance metrics that school boards are

³This amount includes district school boards and isolate board school authorities.

expected to maintain associated with this funding. Additional information on this will be shared in the near future.

This additional funding is being provided through a new Broadband Network Operations per-pupil amount (\$19.34) in the PFG, with a Broadband Network Operations Top-Up Allocation within the Geographic Circumstances Grant to ensure every district school board receives a minimum amount of \$125,000.

The support for ongoing evolution of broadband networks and network security builds on similar initiatives since 2018 that have helped all schools reach a minimum standard of secure connectivity. It is a key way that the government is helping to meet the needs of students in accessing quality learning opportunities and preparing them for success in the increasingly digital economy.

C. LABOUR-RELATED CHANGES

Updates to benchmarks and other funding elements are being made to reflect the recently negotiated memorandum of settlement on terms and conditions of employment for principals and vice-principals. Updates impacting prior years will be made through amendments to prior year GSN regulations over the coming months. A provision for upcoming labour negotiations has also been included. Since union agreements expire on August 31, 2022, school boards are to set up a provision for these expenses, subject to the outcome and conclusion of negotiations. Further information on how to budget for and record this provision will be released as part of the SB-Memo on the 2022-23 Estimates Education Finance Information System (EFIS) forms.

Salary Increase for Principals and Vice-Principals

Salary benchmarks for principals and vice-principals will be increased by one per cent.

Benefits Increase

Benefits funding adjustments are being made through the Benefits Trust Allocation for employee groups that have agreements with provisions that impact the 2022-23 school year (i.e. principals and vice-principals, Conseil des associations en éducation pour les avantages sociaux - Education Council of Associations for Benefits, and Elementary Teachers' Federation of Ontario – Education Workers).

In-School Administration and Leadership Benchmark Alignment

The funded salary benchmarks for principals and vice-principals are being unified for the elementary and secondary panels within the In-School Administration and Leadership Allocation. The principal salary benchmark will be \$127,058 and the vice-principal salary benchmark will be \$121,496 for elementary, secondary and combined schools.

The ministry is also unifying the funded school office support staff salary benchmark to \$46,922 for elementary, secondary and combined schools. Board by board impacts of these changes

have been mitigated by providing \$818,689 in additional funding supports for combined schools.

Labour Provision

A labour provision is being included for the first year of the upcoming round of central bargaining with teachers' federations and education worker unions whose agreements expire August 31, 2022. These funds, subject to the outcome and conclusion of negotiations, are to be included as budgeted expenses and used to help manage labour costs when they are confirmed.

Central Employer Bargaining Agency Fees Allocation

As announced in 2021–22, the Central Employer Bargaining Agency Fees Allocation was revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014*. Starting in 2022–23, funding amounts for district school boards will be adjusted based on changes to the GSN benchmarks and their respective trustees' association's total 2021–22 annual expenses.

D. KEEPING UP WITH COSTS

Non-Staff Benchmarks

The ministry is providing a 5.45 per cent cost update to the non-staff portion of the School Operations Allocation benchmark, which consists of a 2.3 per cent cost update to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs) and an additional 3.15 per cent cost update to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently. The latter was previously provided as temporary PPF funding to mitigate the impacts of the COVID-19 pandemic.

In addition, the ministry is providing a 2.3 per cent cost update outside of the School Operations Allocation benchmark for other non-staff benchmarks and non-staff funding amounts throughout the GSN.

Student Transportation

The ministry continues to review student transportation with the aim to achieve a more equitable and needs-based student transportation system in Ontario. While the review is underway, the Student Transportation Grant will be maintained at the previous year's funding level with adjustments for school boards with enrolment growth. A cost update amount of 2.0 per cent is included in the Student Transportation Grant, but has not been allocated board-by-board at this time. An update on this funding will be provided at later time. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.

E. SUPPLY CHAIN CENTRALIZATION

The ministry expects school boards to continue to make every effort to operate as efficiently as possible. This includes taking advantage of opportunities to minimize costs, as well as generate savings and efficiencies on products and services through the use of Vendor of Record (VOR) arrangements as outlined in the Interim Measures of the Broader Public Sector Procurement Directive. For clarity, a VOR arrangement could be an Enterprise VOR arrangement managed by the Ministry of Government and Consumer Services, or any other arrangement available to the school board, such as the Ontario Education Collaborative Marketplace.

Supply Ontario is a new provincial agency established to address challenges in Ontario's supply chain system. It will transform and move public procurement forward, leveraging Ontario's \$29.0 billion annual purchasing power to further advance value creation to benefit our economy, business, and Ontarians. The ministry has established an EDU Supply Chain Centralization Transition Working Group to serve as a resource for school boards as the government and Supply Ontario move forward with supply chain centralization.

F. PPF & OTHER LANGUAGES IN EDUCATION (OLE) TRANSFERS TO GSN

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

Parents Reaching Out (PRO) Grants

Funding of \$2.4 million to support PRO Grants is moving from PPF into a new component of the Parent Engagement Allocation within the School Foundation Grant. This new PRO component, funded through a combined amount of \$1,500 per school board and \$500 per school committee, supports school boards to work with their Parent Involvement Committees (PICs) in order to lead initiatives that address local parent needs and/or remove barriers that prevent parents from participating and engaging fully in their children's learning and educational progress.

With this change, the Parent Engagement Allocation has three components – PIC, School Council, and PRO – each with its own funding calculation. School boards are reminded that they are expected to comply with Ontario Regulation 612/00: *School Councils and Parent Involvement Committees*.

Canada-Ontario Agreement for French as a Second Language (FSL)

Funding of \$7.9 million to support the additional costs of FSL initiatives and activities undertaken by English-language school boards in keeping with the Canada–Ontario Agreement on Minority-Language Education and Second Official-Language Instruction is moving from OLE and will be enveloped as a new Areas of Intervention component of the FSL Allocation within the Language Grant.

Funded through a table amount, the new Areas of Intervention component is provided to help English-language school boards enhance FSL-focused supports for educational staff and enrich the FSL learning environments and opportunities available to all students. With this change, the FSL Allocation has two components: Per-Pupil and Areas of Intervention.

Implementation of Aménagement linguistique Initiatives and Strategies to Retain and Engage Students

The \$120,000 for the implementation of Aménagement linguistique initiatives and strategies to retain and engage students is moving from PPF into the board component of the Actualisation linguistique en français Allocation within the Language Grant.

Funding of \$10,000 for each of the 12 French-language school boards is provided to help French-language school boards develop language planning initiatives in schools. These initiatives will help to engage students and increase their sense of belonging to the French-language school system and Francophone communities, as set forth by the Aménagement linguistique policy for French-language schools in Ontario.

Well-Being and Mental Health Bundle

Funding of \$3.0 million for the Well-Being and Mental Health Bundle is moving from PPF into a new Well-Being and Positive School Climates Allocation within the Mental Health and Well-Being Grant as previously noted above. This new Well-Being and Positive School Climates Allocation, funded through a base amount of \$10,000 per district school board and a per-pupil amount of \$1.14, supports school boards in meeting local needs and priorities that promote and support well-being and inclusive education, including strengthening positive school climates. This funding enables school boards to support activities in their improvement and multi-year strategic plans.

Learning and Innovation Fund for Teachers (LIFT)

Funding of \$3.5 million to support ongoing teacher professional learning through the LIFT is moving from PPF into a new Teacher Learning and Innovation Allocation within the Cost Adjustment and Teacher Qualifications and Experience Grant. The Teacher Learning and Innovation Allocation includes a base amount of \$20,000 per district school board and increased amounts depending on average daily enrolment (ADE), providing an additional \$25,000 for ADE of 500 or more and an additional \$18,000 for ADE of 50,000 or more. The Teacher Learning and Innovation Allocation enables school boards to support teacher collaboration, responsive learning and sharing of effective practices within schools, within school boards and across the province.

G. ENHANCED ACCOUNTABILITY MEASURES

Secondary Class Size Compliance Framework

To support the government's commitment to improving public education and advancing student achievement, the ministry is introducing a class size compliance framework to the

secondary panel starting in the 2022-23 school year. In previous years, school boards were required to report both elementary and secondary class sizes to the ministry; however, the compliance framework applied only to the elementary provisions of the regulation. There are no proposed changes to the collection process for secondary class size. The ministry will provide further information as part of the class size reporting process for the 2022-23 school year in the coming months.

H. ONGOING IMPLEMENTATION AND OTHER CHANGES

Differentiated Funding for Online Learning

The online and in-person learning credit load benchmarks are being updated for the second year of a multi-year trajectory. Reflecting the change in required online credits announced in Policy/Program Memorandum 167, the 2022-23 secondary benchmark for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.15) and in-person learning (approximately 7.35). The online learning credit load benchmark assumes approximately 15% of secondary students will take one course online in 2022-23.

Retirement Gratuities

This is the eleventh 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 is 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 2022–23. 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 fourth 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.

Teacher Job Protection Funding Allocation

This is the final year of the four-year Teacher Job Protection Funding Allocation, which is available for teacher job protection for classroom teachers impacted by the changes to class sizes in 2019–20 and 2020–21. Given the reduction in the funded average secondary class size to 23 in 2020–21, it is projected that no funding will be generated through this allocation this year.

Technical Enrolment Policy Update

A regulatory clarification is planned such that students who are pursuing remote learning or exclusively online learning and reside out of province will not qualify for GSN funding. Similarly, the ministry intends to update regulations so that the right to attend for property owners, or their children, who reside outside of Ontario, is limited to in-person learning only.

I. CAPITAL

Details of capital funding programs are provided in a separate memorandum, **2022:B04**.

Amount for School Condition Improvement

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 continued investment in school renewal is in addition to the up to \$656.5 million in approvals that school boards have received under the federal-provincial COVID-19 Resilience Infrastructure Stream, which is part 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 through an updated Addendum to the 2022–23 Technical Paper for Isolate Board School Authorities in the coming months.

K. REPORTING

Dates for Submission of Financial Reports

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

Date	Description
June 30, 2022	School Board Estimates for 2022–23
November 15, 2022	School Board Financial Statements for 2021–22
December 15, 2022	School Board Revised Estimates for 2022–23
May 15, 2023	School Board Financial Report for September 1, 2022 to March 31, 2023

Rural and Northern Education Funding (RNEF) – Schools List

By June 30, 2022, 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 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
Broadband	Teresa Allen	teresa.allen@ontario.ca
Capital Renewal	Andrea Dutton	andrea.dutton@ontario.ca
Capital Priorities, Site Acquisition, Project Accountability and Child Care Capital	Paul Bloye	paul.bloye@ontario.ca
Central Labour Agreements	Cory Mitic	cory.mitic@ontario.ca
Curriculum and Assessment Implementation and Additional Educational Software Licensing	Jennifer Chan	jennifer.chan3@ontario.ca
Executive Compensation	Colleen Hogan	colleen.hogan@ontario.ca
Financial Accountability, Reporting Requirements, and Regional Internal Audit	Med Ahmadoun	med.ahmadoun@ontario.ca
French-language Education	Anne-Sophie Leduc	annesophie.leduc@ontario.ca
Indigenous Education	Taunya Paquette	taunya.paquette@ontario.ca
Online Learning	Laurie McNelles	laurie.mcnelles2@ontario.ca
Operating Funding Modelling (including Benefits Trusts Funding Model)	Paul Duffy	paul.duffy@ontario.ca
Operating Funding Policy (including Benefits Trusts Policy)	Romina Di Pasquale	romina.dipasquale@ontario.ca
Professionalism, Teaching Policy and Standards	Anshoo Kamal	anshoo.kamal@ontario.ca

Subject	Contact	Email
Regional Offices and French as a Second Language	Hanca Chang	hanca.chang2@ontario.ca
Special Education	Claudine Munroe	claudine.munroe@ontario.ca
Student Achievement	Dianne Oliphant	dianne.oliphant@ontario.ca
Student Mental Health	Shirley Kendrick	shirley.kendrick@ontario.ca
Student Transportation	Mehul Mehta	mehul.mehta@ontario.ca
Student Well-Being and Parent Engagement	Suzanne Gordon	suzanne.gordon@ontario.ca

General questions regarding the GSN release can be emailed to: EDULABFINANCE@ontario.ca.

M. OTHER GSN MATERIALS

For further information, please see GSN Projections for the 2022–23 School Year, which are available on the [Education Funding webpage](#). The GSN Technical Paper will be released in the coming weeks.

N. CONCLUDING REMARKS

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 subject to such regulations, if and when made.

In closing, the ministry would like to thank you and acknowledge the continued, ongoing and extraordinary work of school board teams to support students, families and the broader community, especially while navigating the unique challenges of the recent school years. We remain committed to working closely with you to facilitate the next school year, with the best interest of Ontario’s students in mind.

Sincerely,

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division



Ministry of Education
Strategic Policy and Planning Division

315 Front Street West, 9th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation
**Division des politiques et de la planification
stratégiques**

315, rue Front Ouest, 9 étage
Toronto (Ontario) M7A 0B8

2022: B05

Date: February 17, 2022

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

From: Phil Graham
Assistant Deputy Minister
Strategic Policy and Planning Division

Subject: **2022-23 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 2022-23. These commitments are being released in conjunction with the 2022-23 Grants for Student Needs (GSN) and will support our plan to promote learning recovery, positive mental health, and the growth and development of students across Ontario.

Following two years of disruption due to the COVID-19 pandemic, we remain committed to supporting learning recovery and the health, well-being and safety of students, educators, school staff and the broader community. We are pleased to provide funding continuity through PPF for programs that have the greatest impact in the classroom and on students.

The PPF is supplemental to the GSN and is reviewed and assessed by the ministry each year.

Learning Recovery Supports

In response to the disruption caused by the pandemic, the ministry has released its five-point plan to support learning recovery and support student mental health and well-being. Details on this plan can be found in memorandum [2022: B02 Learning Recovery Action Plan](#), including expanded summer learning opportunities and a comprehensive tutoring supports program.

Board-delivered Expanded Summer Learning (\$10.12M)

The ministry will continue to make summer learning opportunities available including credit, upgrading and non-credit courses funded through the Grants for Student Needs (GSN). In addition, \$10.12 million in PPF is being made available to school boards for the following expanded summer learning supports for students.

Summer Learning for Students with Special Education Needs – School board allocations in Appendix A

The ministry will provide \$10 million for the 2022-23 school year school boards to deliver transition programs and additional staffing during the summer for students with special education needs.

Summer Learning for First Nation Students

The ministry will provide \$0.12 million to support school boards in covering the cost of First Nation students enrolling in school board summer learning opportunities in Summer 2022. This includes:

- First Nation students over the age of 21, who are already enrolled in a school of a school board through the Reciprocal Education Approach (REA) or through an Education Services Agreement (ESA)
- Students who will be registering with the school board in September 2022 and;
- Students, including those over the age of 21, who attend First Nation/federally-operated schools both on- and off-reserve.

Additionally, funding will continue to be available for summer learning programming focused on literacy and numeracy administered by third parties such as the Council of Ontario Directors of Education, Frontier College and Centre Franco's Eurêka!.

Tutoring Supports Program (\$175.2M) – School board allocations in Appendix A

In order to address the impacts of the COVID-19 pandemic, the ministry is making an historic investment of approximately \$175 million over the current and next school year for a new Tutoring Supports Program to be administered by school boards. Boards will receive amended 2021-22 PPF transfer payment agreements (TPAs) with 50% of the allocation to be spent by August 31, 2022. The remaining 50% will be included in 2022-23 school board PPF TPAs at the start of the school year. Program implementation can begin immediately and must begin no later than the first week of April based on the following criteria:

- An average group size of 5 students
- Smaller average group size, including 1:1 individual tutoring, for students who would benefit from more attention based on student need
- Options will be provided to students to access tutoring during a variety of time slots to meet student need (i.e., before and after school, during the school day, on weekends, and during the summer)
- Tutoring programs will prioritize math and literacy and other foundational learning skills
- Programs may be offered in collaboration with community partners

Additional parameters will be provided in the Tutoring Supports schedule of school board PPF TPAs.

Professional Assessments and Reading Intervention Programs (\$25.00M)

This funding will support school boards to provide reading intervention programs and conduct professional assessments to support struggling readers and address learning recovery following COVID-19-related disruption. In order to support immediate student needs, these funds will be made available for the remainder of the 2021-22 school year and continue into 2022-23. Additional details will be provided in school board PPF TPAs.

TRANSFERS TO GSN FOR THE 2022-23 SCHOOL YEAR

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 2022-23. Additional details regarding these allocations can be found in the 2022-23 GSN B memo:

1. Parents Reaching Out Grants – \$2.4 million
2. Implementation of French-Language Aménagement linguistique Initiatives and Strategies to Retain and Engage Students – \$120,000
3. Well-Being and Positive School Climates Allocation (formerly Well-Being and Mental Health Bundle – \$3.0 million
4. Learning and Innovation Fund for Teachers (LIFT) – \$3.5 million

In addition, some 2021-22 COVID-19 PPF supports have been transferred to the 2022-23 GSN and further details can be found in memorandum [2022: B03 Grants for Student Needs Funding \(GSN\)](#).

2022-23 PPF ALLOCATIONS

The PPF will provide over \$355 million in funding to education partners for the 2022-23 school year, in addition to \$175 million for Tutoring Support referenced above.

To facilitate school boards' budget planning for 2022-23, the ministry is confirming approximately \$144.17 million of PPF to school boards and school authorities to support ministry priorities. Within this amount:

- \$ 70.46 million is allocated by program **and** by school board in this memorandum (**see Appendix A**); and
- \$ 73.71 million has been allocated by program, with school board allocations to be confirmed later in the year.

PPF PROGRAM ALLOCATIONS

PPF priority themes are outlined in the following table, with further program details below:

Key Priority	Objective	Amount
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> .	\$1.20M
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.	\$43.30M
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.	\$7.99M
Special Education	To improve support for children and youth with special education needs and their families and educators.	\$7.48M
Student Pathways	To support students as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.	\$20.44M
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.	\$36.15M
System Support	To provide support to the education system, including teacher professional learning.	\$21.00M

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

French-Language Education

Board Math Learning Leads (\$1.2M) – School board allocations in Appendix A

French-language funding for board-based Math Learning Leads. Other projects also support student success and well-being through the development of innovative literacy and numeracy resources or student- and teacher-focused initiatives, for example.

Indigenous Education

Indigenous Graduation Coach (\$3.92M) – School board allocations in Appendix A

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 between the First Nation school system and the provincial school system or into post-secondary education, training or labour market opportunities.

“Anishinaabemodaa” 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.

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.

First Nation School Support Program (\$0.21M) – School board allocations in Appendix A

Keewatin Patricia District School Board (KPDSB) seconded 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.

Math

Math Strategy (\$39.30M) – 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 student achievement in math and the implementation of the de-streamed Grade 9 math course and the elementary math curriculum. School-based math learning facilitators are a targeted support for schools demonstrating the greatest need.

Math Strategy – Additional Qualifications (\$4.00M)

Funding for school boards to subsidize Additional Qualifications (AQ) courses in math for educators. 2022-23 will be year four of a \$20 million allocation over five-years. This program is application-based. To receive this funding, boards are asked to submit an [application](#) by **June 30, 2022**. Teachers who have completed any of the eligible courses between September 1, 2022 to August 31, 2023 are eligible for this subsidy.

Subsidy will cover the full amount of the AQ, up to a maximum of six hundred and fifty dollars (\$650). If the total funding requested from all school boards exceeds the \$4 million allocation, the ministry will consider the number of teachers in each board to determine the final funding amounts.

Mental Health and Well-Being

School Mental Health Ontario (SMH-ON) (\$6.50M) – School board allocation 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 2022-23 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, the delivery of consistent professional learning to school-based mental health clinicians and cross-sectoral work with partners in other sectors to ensure alignment with the broader provincial system of mental health services.

Health Resources, Training and Supports (\$1.29M) – School board allocations in Appendix A

This funding is used to develop new resources and supports, and to deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues. In past years, this has included supports connected to cannabis use, vaping, gaming, and nutrition. For school year 2022-23, school boards are encouraged to continue using funds to support effective implementation the ministry's Policy Program Memorandum (PPM) on anti-sex trafficking.

Physical Activity Through Cricket (\$0.20M)

Application-based funding to encourage a maximum number of students to learn, try, practice and compete in cricket through the school setting. With the rapid increase in participation and popularity of cricket in the province, it is important to provide quality opportunities for youth to learn about cricket and be involved in organized sport. The goal of this program is for representation across all genders, including providing a supportive environment for girls to

participate in physical activity.

Period Poverty: Enhanced Student Access to Menstrual Products (in-kind provision of supplies)

This initiative provides free menstrual products to school boards to distribute to schools. Providing all students who menstruate with convenient access to free period products supports their full participation in school activities, reduces stigma and promotes gender equality.

Special Education

Supporting Students with Special Education Needs/ Students with Disabilities (\$6.00M)

Application-based funding for school boards to implement initiatives to prevent and remove accessibility barriers experienced by students with special education needs and/or disabilities. Applications would be submitted to fund projects that related to Awareness & Training, Curriculum-Instruction-Assessment, Digital Learning & Technology, and Organizational Barriers.

Special Education Additional Qualification (AQ) Subsidy for Educators (\$1.00M) – School board allocations in Appendix A

Funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as "D-Special Education Specialist".

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

Funding to support select school boards to explore and implement successful practices in transitioning students with developmental disabilities to work through 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 SHSM sectors identified as having the strongest focus on technological education and the skilled trades. A call for applications was issued on January 21, 2022 and applications for 2022-23 funding are being submitted by school boards in February 2022. 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 second of the three-year expansion; boards may choose to apply for this funding in any or all of the three years. The Skills Development and Apprenticeship Branch (SDAB) will notify boards of their approved expansion funding amounts by the end of March via an email to Directors of Education. Feedback on expansion funding applications will also be visible on the SHSM online reporting site (Enhanced Data Collection Solution – EDCS) near that time.

Experiential Professional Learning in the Skilled Trades for Guidance Teacher-Counsellors (\$3.00M)

This new funding for school boards is to coordinate and provide experiential professional learning opportunities for all guidance teacher-counsellors to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career. The professional learning activities should be experiential in nature, a minimum of a half-day throughout the school year and developed/provided in partnership with local skilled trades employers and organizations. This year will be the first of three years of funding, and board allocations will be included in 2022-23 school board PPF TPAs at the start of the school year.

Entrepreneurship Education Pilot Projects (\$1.80M) – School board allocations in Appendix A

This new funding for school boards is to provide innovative pilot projects that promote entrepreneurship education for secondary students and are developed/provided in partnership with local third-party organizations that have expertise in entrepreneurship, for example, local Chambers of Commerce. Projects related to STEM and/or the skilled trades are encouraged, and 50 per cent of funding must be dedicated to providing students' seed funding for their entrepreneurial projects/ideas. Local and provincial events showcasing students' entrepreneurial projects/ideas will take place in Spring 2023. This year will be the first of three years of funding.

Recognition of Experiential Learning Credit (RELC) Pilot (\$1.00M)

The ministry will pilot experiential learning programs in select boards that support students to gain important job and life skills outside of the classroom. Additional information will be forthcoming.

The Skilled Trades Bursary Program (\$1.00M) – School board allocations in Appendix A

The Skilled Trades Bursary Program provide bursaries to students who have earned or are earning 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. This is the second year of funding for this pilot program. This year, in response to feedback from Year 1 of the pilot, funding will be distributed to all boards and boards that participated last year will see a change in previous funding.

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

The Learn and Work Bursary Program provide bursaries to historically underserved students in a subset of school boards who are enrolled in a cooperative education program and have financial and other barriers to completing the OSSD. Eligible students would be identified by guidance teams based on the selection criteria.

Supporting Student Potential

Early Intervention in Math for Students with Special Education Needs (\$8.32M) – School board allocations in Appendix A

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. Funding may be used to support elementary students with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math.

Focus on Youth (FOY) (\$7.65M)

The Focus on Youth program provides learning and employment opportunities for youth in select low-income neighbourhoods who face challenges that hinder their learning, achievement and full participation in school, and barriers to employment due to circumstances directly linked to systemic inequality, racism and discrimination and their lived experiences of socio-economic disadvantage. Participating school boards collaborate with community organizations to deliver initiatives aimed at promoting engagement by offering youth employment/leadership opportunities, including by hiring youth to facilitate pro-social activities for younger students in their communities where such opportunities are limited.

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

This funding is intended to improve the educational experience and outcomes of children and youth in care by ensuring positive and stable connections to school, school supports and learning opportunities during times of instability and transition. The program promotes mental health, well-being and positive educational experiences by providing transportation to support a stable school experience and ensures that the unique identities of children and youth in care are supported by community and cultural connections, positive relationships with peers and caring adults at their school.

Graduation Coach Program for Black Students (\$4.11M)

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 by hiring graduation coaches with lived experience and connections to Black communities to provide direct support and mentorship to Black students, with the assistance of school staff and school board leadership.

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.

De-Streaming Implementation Supports Program (\$3.00M) – School board allocations in Appendix A

This is a continuation of funding to support the implementation of de-streamed Grade 9. The focus of this funding is to prepare Grade 8 students for their transition to Grade 9, and support Grade 9 students to be successful in the de-streamed Grade 9 program and prepare for their transition to Grade 10 and the senior program. Funding can be used to support the learning needs of Grade 8 and 9 students, capacity building for Grade 8 to 10 educators, planning for Indigenous students who are transitioning/have transitioned from First Nations elementary schools, and student and family information sessions and workshops.

Demographic Data Gathering (\$2.50M)

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

Keeping Students in School (\$0.60M) – School board allocations in Appendix A

Pilot to support select school boards to examine their discipline practices, with the goal of addressing discipline disproportionality. This pilot project has been designed to develop promising practices with a focus on identifying structural inequities related to discipline in schools, including suspensions and expulsions. The pilot includes a series of system/school leaders' working sessions, focused on principals and superintendents as equity leaders and a series of in-school ministry-supported learning sessions for school teams. Schools will critically examine and change conditions that lead to suspension/expulsion practices. School and system leaders will work on enhancing their skills for working with marginalized students, families and staff so that decisions related to addressing student behaviour are fair and equitable.

Broadening Horizons (\$0.13M)

This funding is intended to deepen school boards' capacity to address equity and human rights priorities, and target barriers that limit student success in schools, particularly in rural and northern boards.

System Support

Connectivity at Schools Program (CASP) (\$20.00M)

This is the second year of the CASP. The ministry is providing funding to school boards to support connectivity infrastructure-related projects to support online learning based on applications received. The CASP program (totalling \$40.00M over two years) will ensure that students and teachers can continue to seamlessly participate in secure, online and remote learning and support local challenges with in-school internet connectivity. Funding has been distributed to school boards based on applications received in the 2021-22 school year for multi-year projects.

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.

TRANSFER PAYMENT ADMINISTRATION

For the upcoming school year, the ministry will continue to provide school boards with integrated (multi-project) Transfer Payment Agreements (TPAs) through Transfer Payment Ontario (TPON), the centralized digital system for government transfer payments.

The ministry is continuing to implement a phased approach in the adoption of TPON, to enable further efficiencies in the administration and management of TPAs. We appreciate your support in successfully completing the first phase: establishing PPF TPA access and execution through TPON, in 2021-22.

Reporting will be the next phase added to TPON. School boards should expect report-backs for 2022-23 PPF TPAs will be migrated to this digital system. Reduction and/or streamlining of reporting requirements will be a particular focus of this new phase. Boards will be able to access, complete, and submit PPF reporting requirements through TPON. Further details on this reporting approach, including any relevant training, will be provided in fall 2022.

2022-23 PPF contracts will be released on TPON in September 2022. To access and approve PPF TPAs, school board staff must have registered accounts on the TPON system. Additional details on how to create an account on TPON can be found in **Appendix B**.

For further inquiries related to TPON, please contact EDU-PPF-FPP@ontario.ca.

2021-22 PPF FUNDS

Given additional COVID-19 related investments to support students in the 2021-22 school year, repurposing of 2021-22 PPF will not be permitted.

All PPF funds should be spent for the original purpose intended and articulated in signed transfer payment agreements. Unspent funds from 2021-22 PPF must be recovered by the ministry and will not be available for repurposing or carrying forward.

NEXT STEPS

If you require further information about 2022-23 PPF initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry acknowledges the ongoing and extraordinary work of school board teams to support students, families and the broader community, especially while navigating the unique challenges of the recent school years. Working together, we are supporting Ontario's children and students to maximize their performance and well-being.

Phil Graham
Assistant Deputy Minister
Strategic Policy and Planning Division

ATTACHMENTS

Appendix A – School Board Funding Allocations

Appendix B – Transfer Payment Ontario (TPON) Registration and FAQ

- 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)
 - Executive Director, Ontario Public School Boards' Association (OPSBA)
 - Executive Director, Council of Ontario Directors of Education (CODE)
 - 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)
 - Chair, Education Workers' Alliance of Ontario (EWAO)
 - Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
 - Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
 - Executive Director, Catholic Principals' Council of Ontario (CPCO)
 - Executive Director, Ontario Principals' Council (OPC)

Ministry of Education

Capital and Business Support
Division

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**2022:B04**

Date: February 17, 2022

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

From: Didem Proulx
Assistant Deputy Minister of Education
Capital and Business Support Division

Subject Capital Funding for the 2022-23 School Year

As a follow up to memorandum 2022:B03, 2022-23 Grants for Student Needs Funding (GSN), this memo provides details related to 2022-23 school year capital funding and application-based programs and policies:

1. Funding for School Renewal
2. School Operations Allocation
3. Capital Planning Capacity
4. Lease or Sale of Site/Property
5. Site Acquisition
6. Temporary Accommodation Allocation
7. Capital Priorities Program
8. Rapid (Modular) Build Pilot
9. Capital Accountability
10. Major Capital Project Progress Report
11. Roll-out of the Education Capital Information System
12. Ontario Builds Signage
13. Communications Protocol

1. Funding for School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the 2022-23 school year, the ministry will be investing an additional \$1.4 billion through the following two programs.

- School Condition Improvement at \$1,070 million; and
- School Renewal Allocation projected to be over \$370 million.

This investment is in addition to approximately \$656.5 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

School Condition Improvement (SCI)

School Condition Improvement is a capital renewal program that allows school boards to revitalize and renew aged building components that have exceeded or will exceed their useful life cycle. Items eligible for SCI funding are identified through the ministry's School Facility Condition Assessment Program. Projects must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis).

For the 2022-23 school year, the ministry will allocate \$1,070 million to school boards through this program. As in prior years, 2022-23 SCI funding has been allocated in proportion to a school board's total assessed five-year renewal needs (relative to the provincial total) and reflects assessment results from 2020. Only school facilities (school board owned or capital lease) that were open and operating in the 2021-22 school year are considered for funding.

The ministry would like to remind school boards of the appropriate use of SCI funds. School boards are required to direct 70 per cent of their SCI funds to address major building components (e.g., foundations, roofs, windows) and systems (e.g., plumbing and heating, ventilation, and air conditioning). The remaining 30 per cent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (e.g., utilities, parking, and pavements).

Unspent funds in any given school year will be carried forward to the next school year and continue to follow the "70/30" rule. School boards are also reminded that all SCI-funded expenditures must be depreciable in nature and must be reported in the ministry's renewal database. Payments will be made twice a year based on reported expenditures.

Please see Appendix A for individual school board SCI allocations.

School Renewal Allocation (SRA)

The School Renewal Allocation is a multi-faceted program. It allows school boards to revitalize and renew aged building systems and components. This includes roof replacement and replacing of aged HVAC systems. SRA funding also allows school boards to undertake capital improvements (e.g., add new ventilation systems to increase fresh air intake, address program-related needs and invest in accessibility-related enhancements such as ramps, elevators, electronic door opening systems). In addition, SRA also allows school boards to address maintenance requirements such as painting, roof patching and pavement/parking repairs.

While school boards are provided the above flexibility under SRA, the ministry encourages school boards to prioritize SRA expenditures to address facility condition, ventilation, health and safety, and general code requirements (including accessibility).

For the 2022-23 school year, the ministry is projecting the funding allocation to be over \$370 million.

Please see Appendix A for individual school board SRA allocations.

Renewal Expenditures on Leased Properties

For additions, alterations or improvements to a school building acquired under a lease, school boards are required to seek the minister's approval.

Note that school boards:

- Are required to advise the Minister of the sale, disposition, or lease, where the lease exceeds a year, of any of its schools; and
- Require the approval of the Minister to enter into an agreement with a university, college of a university, or the board of governors of a polytechnical institute or of a college of applied arts and technology, in respect of the provision, maintenance and use of educational or recreational facilities on the property of either of the parties to the agreement.

Renewal Accountability

The ministry expects that school boards will spend their renewal funds on schools that need to remain open and operating. For schools that are scheduled to be closed or are under consideration for closure, renewal funds should only be used to address renewal needs that could compromise the continuing operation of these schools in the short term (including any health and safety considerations). Renewal funds cannot be spent on administrative or operations buildings, on a community hub or to increase the gross floor area of a school facility.

Please see Appendix B for summary guidelines of eligible expenditures under the SCI and SRA programs.

Note: The use of renewal funds is subject to audit. The ministry may follow up on reported expenditures. Failure to provide details when requested could result in the ministry either having to recover or withhold funds.

2. School Operations Allocation

The School Operations Allocation allows school boards to address the cost of operating school facilities (e.g., heating, lighting, maintaining, cleaning). For the 2022-23 school year, funding under this allocation is projected to be approximately \$2.2 billion.

Updates for the 2022-23 school year include:

- A 5.45 per cent cost update to the non-staff portion of the School Operations Allocation benchmark, which consists of a 2.3 per cent cost update to assist school boards in managing the increases in commodity prices (i.e., electricity, natural gas,

facility insurance, and other costs) and an additional 3.15 per cent cost update to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently. The latter was previously provided as temporary PPF funding to mitigate the impacts of the COVID-19 pandemic.

- The ministry will continue the fourth year of the 5-year phase-in of the Supplementary Area Factors (SAF), for both elementary and secondary, started in the 2019-20 school year (20 per cent per year).
 - Revisions to the board-specific elementary and secondary Supplementary Area Factors (SAFs) align with proposed changes of secondary class loadings of 23.
 - Changes only apply to base school operations.

See Appendix C for SAFs based on the proposed changes to secondary class size.

3. Capital Planning Capacity (CPC)

The CPC program is intended to:

- Help school boards develop capital plans to effectively manage their schools;
- Identify and develop potential facility partnership opportunities in underutilized schools that have been deemed by the board as being viable to support such arrangements; and
- Provide support to hire third-party mediation services to facilitate municipal/board planning discussions and to support cooperative planning.

For the 2022-23 school year, school board funding levels under the CPC program will be maintained from the previous year.

See Appendix D to review your funding under this program.

4. Lease or Sale of Site/Property

Please note that the following is for your information and does not constitute legal advice. For advice on how the law applies to your situation, you may wish to seek legal advice.

Boards are reminded that the *Education Act* provides opportunities for school boards to lease, sell, or otherwise dispose of real property. Ministerial approval may be required in certain instances.

Under section 194 (3) (a) of the *Education Act*, if a board proposes to lease, sell or otherwise dispose of property that is surplus to the board's requirements, a school board is required to follow Ontario Regulation 444/98 - Disposition of Surplus Real Property and Acquisition of Real Property (O. Reg. 444/98).

Under section 194 (3) (b) of the *Education Act*, a school board is required to seek ministerial approval if it proposes to lease, sell or otherwise dispose of any of its property as part of a plan to provide accommodation for pupils on all or part of its property that is the subject of its proposal.

The provisions above are not intended to be exhaustive. When leasing or selling property, school boards are expected to seek their own legal advice to assess the applicability of the *Education Act* and accompanying regulations.

5. Site Acquisition

School boards are reminded that they are now required to provide the ministry with advance notification of all site acquisitions, expropriations, and leases, and that the Minister has the authority to deny the transaction. This requirement applies to all site acquisitions, whether funded through ministry provided funding, Education Development Charge revenues, or otherwise. School boards are to complete and submit the Notification of Site Acquisition form to their Capital Analyst. The Minister's 60-day window to respond to a school board's site acquisition notification will begin with the ministry's receipt of a satisfactorily completed Notification of Site Acquisition form with other supporting documents if required.

For those school board requests that accompany the Notification of Site Acquisition, such as a request for funding or an exemption to apply Proceeds of Disposition to the acquisition, the ministry review period may be longer than the required 60-day period and as such it is recommended that school boards take this into account when submitting these types of requests.

For the 2022-23 school year, the ministry will continue to consider funding support to school boards for the acquisition of land for ministry approved capital projects. School boards may request this funding support from the ministry at any time during the year through the completion and submission of the Notification of Site Acquisition form to their Capital Analyst. Please note, when requesting ministry funding for a site that is not included in an Education Development Charge Background study, an appraisal completed by an independent 3rd party appraiser is required.

The ministry is also requesting that school boards engage with local municipal governments before purchasing land and before finalizing any plans about future school investments.

6. Temporary Accommodation Allocation

For 2022-23, the ministry will continue to fund \$40 million for the Temporary Accommodation Allocation in proportion to school boards' historical share of temporary accommodation activity. This funding may be used for portable moves, leases, and purchases, as well as for lease costs for permanent instructional space.

As a reminder, boards may also use their School Renewal Allocation to support the repair/retrofit and replacement of existing portables due to condition. Boards are encouraged to use their Temporary Accommodation allocation prior to directing Renewal allocation funds towards existing portable costs. Renewal funding cannot be used for net new portables that would increase the board's inventory.

To ensure fair and accurate temporary accommodation funding in future years, it is recommended that school boards reflect any changes to their portable inventory in the School Facilities Inventory System.

See Appendix E to review your funding under this program.

7. Capital Priorities Program

As part of the government's 10-year commitment to education infrastructure, the Capital Priorities Program provides funding for capital projects for new or expanded schools to address local accommodation pressures, replace schools in poor condition, consolidate underutilized schools, address the needs of under-served French-language rights holders, and create new or renovated licensed child care spaces in schools as part of the larger school capital project.

As outlined in Memorandum 2022:B01 – Launch of 2022-23 Capital Priorities Program including Child Care Capital Funding, the ministry invited school boards to submit up to five requests for funding consideration through the 2022-23 Capital Priorities program to address their highest priority capital needs. Requests are to be submitted to CapitalProgramBranch@ontario.ca with a copy to their Capital Analyst by February 25, 2022.

8. Rapid (Modular) Build Pilot

The ministry, working in partnership with Infrastructure Ontario and school boards, launched a pilot project with a select number of projects identified through the 2021-22 Capital Priorities Program. The pilot will deploy a programmatic approach in the planning, procurement, and delivery of Rapid (Modular) Build projects that will include the following elements:

- Centralized approach to procurement and project delivery through the bundling of projects, aggregated at a provincial level;
- Delivery of Rapid (Modular) construction technology; and
- The creation of standardized designs for common elements (i.e., classrooms, hallways, etc.) for new spaces to be constructed.

Selected projects are currently being assessed for feasibility requirements for the pilot and once this process is complete there will be additional communication. Projects that do not proceed in the pilot will continue to be completed by school boards.

9. Capital Accountability

The funding approved for major capital construction projects through the Capital Priorities and Child Care Capital programs represents a significant investment in school infrastructure by the Government of Ontario. School boards are responsible and will be

held accountable for measures to ensure that the cost and scope of any approved projects are within the approved funding amounts.

As a reminder, school boards must receive ministry approval if the total cost of a capital project exceeds the funding source amounts approved by the ministry. School boards are expected to ensure adequate controls are in place in managing project budgets.

Furthermore, school boards are reminded that they are to seek a revised Approval to Proceed if they anticipate project costs to exceed their project's existing Approval to Proceed with the school board identifying additional funding sources to support the excess costs.

Excess costs incurred prior to receiving ministry approval may remain the responsibility of the school board and may impact future Capital Priorities project approvals for school boards. School boards are reminded to adhere to accountability rules regarding the use of renewal funds (see Appendix B for guidance).

If your school board chooses to amend the project scope of an approved major capital construction project, you are required to inform your Capital Analyst prior to engaging your architect regarding the new proposed scope to confirm whether a revised Minister's approval is required. School boards may not proceed with scope amended project designs without ministry approval.

If your amended project requires additional ministry funding, the school board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

In addition, any changes to the approved child care capital component of the project will require the approval of your Consolidated Municipal Service Manager or District Social Services Administration Board (CMSM or DSSAB) and you will be required to re-submit a revised Joint Submission – Capital Funding for Child Care form.

Lean Review of the Capital Approval Process

We appreciate the efforts in completing capital projects and want to ensure efficient ministry processes are in place to assist with their successful, timely completion while continuing to address sound accountability measures. As a result, the ministry has undertaken a Lean Review of the Capital Approval Process, including approvals for space templates and Approval to Proceed requests, for both school and child care projects. The review was led by the Lean Delivery Team within the Ontario Public Service and included feedback from school boards.

As a result of the review, the ministry has made a number of internal improvements with more changes to be implemented throughout the year. With the changes made to date, the ministry has been able to reduce approval timelines by up to 50% for 80% of the capital requests made to the ministry.

10. Major Capital Project Progress Report

It is essential for the ministry to have an in-depth understanding of the status of the projects, the time to completion and the resulting multi-year funding requirements. This information serves as the base for the government's multi-year plan and is critical in minimizing reprofiling requirements that adversely impact allocation available in the future years.

The ministry collects the information twice a year in the March Report and the Financial Statements. The objective is to minimize ad hoc requests, have a better understanding of on-the-ground activity (including planning), support provincial multi-year planning requirements for the annual budget and enhance general policy and program development.

11. Roll-out of the Education Capital Information System (ECIS)

ECIS is a project intended to modernize and replace the existing legacy School Facilities Inventory System (SFIS) with a new integrated and automated solution. The new solution will improve efficiency and effectiveness in the administration of Education and Child Care capital and operating funding, while automating the overall business processes, and meeting Ontario Public Service (OPS) Application and Security standards and other government mandated compliances. ECIS will be delivered to all school boards and school authorities using a phased approach starting in Spring 2022.

Information to administer grants that originated from SFIS in prior years will now be collected and tracked through ECIS starting with the 2021-22 school year wrap-up. To facilitate data transfer and synchronization between SFIS and ECIS, it is important to note that SFIS is now available as "Read Only" to all users.

As part of the roll-out of ECIS, ministry staff will be scheduling training sessions with all school board users to ensure a smooth transition process. Pending the ECIS roll-out, the ministry will continue to work with school boards to ensure that the dataset required for the 2021-22 and the 2022-23 school years financial reporting are complete and reliable.

12. Ontario Builds Signage

As indicated in Memorandum 2020: SB28 – Ontario Builds Signage for Capital Projects, for Capital Priorities and Early Years Capital and Child Care Capital projects approved in 2019-20 projects and onwards, school boards are required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

In those circumstances where a site is not currently owned by school boards for the approved project(s), signage is required to be installed within 60 days of the date of site acquisition.

For projects approved prior to 2019-20, these projects are not required to have Ontario Builds signage, however, if a school board would like to post a sign for projects that are currently in the planning or construction phase, they are welcome to do so.

As indicated in Memorandum 2021: B12 – COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects, as part of the Government of Canada’s Investing in Canada Infrastructure Plan (ICIP), all Ministry of Education capital projects must feature two digital signs of the same size on the recipient school board and schools’ websites; one digital sign will follow the visual identity as specified by the Government of Canada, the other should remain in line with the visual identity that has been established by Ontario’s Ministry of Education for Ontario Builds signage.

13. Communications Protocol

School boards are reminded to follow the ministry’s updated communications protocol requirements for all ministry-funded major capital construction projects as outlined in Appendix F.

Should you have any questions related to the communication requirements, please contact the ministry’s Communications Branch: MinistryofEducation@ontario.ca.

Key Contacts

Thank you for your ongoing cooperation. If you have any questions or require additional information, please contact:

Contact	Subject Area
Andrea Dutton, Director Capital Policy Branch (416) 500-8402 Andrea.Dutton@ontario.ca	Funding for School Renewal School Operations Allocation Capital Planning Capacity Program
Paul Bloye, Director Capital Programs Branch (416) 325-8589 Paul.Bloye@ontario.ca	Capital Priorities Funding Child Care Capital Funding Land Priorities Funding Temporary Accommodation Allocation Capital Accountability
Colleen Hogan, Director Business Operations Strategic Support Branch (437) 997-9473 Colleen.Hogan@ontario.ca	Rapid (Modular) Build Pilot
Mehul Mehta, Director School Board Advanced Support Branch (647) 448-3862 Mehul.Mehta@ontario.ca	School Facilities Inventory System Education Capital Information System

Original Signed by

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

c: School Board Facilities Managers

Appendix A: 2022–23 SCI and SRA Funding

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
1	District School Board Ontario North East	13,657,239	3,131,383
2	Algoma District School Board	12,013,180	3,356,727
3	Rainbow District School Board	12,672,023	3,251,464
4	Near North District School Board	4,171,531	2,718,465
5.1	Keewatin-Patricia District School Board	7,821,643	2,054,769
5.2	Rainy River District School Board	3,047,272	1,201,091
6.1	Lakehead District School Board	8,026,950	2,369,398
6.2	Superior-Greenstone District School Board	4,788,991	1,357,912
7	Bluewater District School Board	6,395,833	3,592,359
8	Avon Maitland District School Board	11,864,413	3,635,015
9	Greater Essex County District School Board	24,826,954	6,364,620
10	Lambton Kent District School Board	17,824,545	4,618,139
11	Thames Valley District School Board	51,188,107	13,860,722
12	Toronto District School Board	246,158,224	45,750,835
13	Durham District School Board	17,760,483	10,996,351
14	Kawartha Pine Ridge District School Board	15,095,457	6,696,357
15	Trillium Lakelands District School Board	10,858,974	3,469,100
16	York Region District School Board	28,393,137	17,660,872
17	Simcoe County District School Board	11,955,074	8,966,783
18	Upper Grand District School Board	10,830,906	6,273,155
19	Peel District School Board	46,150,207	21,192,170
20	Halton District School Board	21,076,858	10,483,825
21	Hamilton-Wentworth District School Board	18,541,208	8,620,098
22	District School Board of Niagara	23,700,639	7,988,327
23	Grand Erie District School Board	17,107,047	5,741,555
24	Waterloo Region District School Board	32,561,332	10,341,306
25	Ottawa-Carleton District School Board	46,198,850	15,064,366
26	Upper Canada District School Board	19,277,943	7,278,588
27	Limestone District School Board	16,751,791	4,542,774
28	Renfrew County District School Board	6,554,859	2,857,076
29	Hastings and Prince Edward District School Board	10,679,004	3,521,593
30.1	Northeastern Catholic District School Board	3,241,149	1,056,632
30.2	Nipissing-Parry Sound Catholic District School Board	1,676,648	893,503
31	Huron-Superior Catholic District School Board	2,623,555	1,151,108
32	Sudbury Catholic District School Board	5,307,414	1,371,887
33.1	Northwest Catholic District School Board	302,039	700,705
33.2	Kenora Catholic District School Board	1,561,960	569,585
34.1	Thunder Bay Catholic District School Board	4,767,205	1,610,823
34.2	Superior North Catholic District School Board	1,817,860	728,971
35	Bruce-Grey Catholic District School Board	1,345,304	1,003,527
36	Huron Perth Catholic District School Board	2,611,486	876,789
37	Windsor-Essex Catholic District School Board	10,374,674	3,522,920
38	London District Catholic School Board	6,158,117	3,968,365
39	St. Clair Catholic District School Board	4,157,272	1,553,682
40	Toronto Catholic District School Board	49,899,170	16,343,882
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	5,414,912	2,267,769

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
42	York Catholic District School Board	12,485,975	6,758,854
43	Dufferin-Peel Catholic District School Board	22,928,635	9,857,206
44	Simcoe Muskoka Catholic District School Board	4,161,543	3,220,731
45	Durham Catholic District School Board	5,614,139	3,144,624
46	Halton Catholic District School Board	5,668,670	4,867,906
47	Hamilton-Wentworth Catholic District School Board	7,722,027	4,717,397
48	Wellington Catholic District School Board	1,072,076	1,265,217
49	Waterloo Catholic District School Board	7,103,056	4,051,005
50	Niagara Catholic District School Board	12,902,606	3,789,656
51	Brant Haldimand Norfolk Catholic District School Board	2,489,977	1,828,873
52	Catholic District School Board of Eastern Ontario	4,971,760	2,158,217
53	Ottawa Catholic School Board	17,629,182	7,713,634
54	Renfrew County Catholic District School Board	4,703,893	1,122,861
55	Algonquin and Lakeshore Catholic District School Board	7,204,539	2,234,784
56	Conseil scolaire de district du Nord-Est de l'Ontario	892,114	878,101
57	Conseil scolaire public du Grand Nord de l'Ontario	4,535,999	1,264,951
58	Conseil scolaire Viamonde	9,647,892	2,905,989
59	Conseil des écoles publiques de l'Est de l'Ontario	4,856,971	3,021,495
60.1	Conseil scolaire de district catholique des Grandes Rivières	13,841,049	3,420,528
60.2	Conseil scolaire de district catholique Franco-Nord	3,574,434	1,042,928
61	Conseil scolaire de district catholique du Nouvel-Ontario	6,103,521	1,966,454
62	Conseil scolaire de district catholique des Aurores boréales	512,649	641,732
63	Conseil scolaire catholique Providence	4,134,910	1,886,490
64	Conseil scolaire catholique MonAvenir	8,787,353	2,879,607
65	Conseil scolaire de district catholique de l'Est ontarien	8,928,834	2,875,001
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	8,316,757	4,304,040

Appendix B: Eligibility Criteria under SCI & SRA

Eligible Expenditures	SCI	SCI	SRA
	Restricted (70%)	Unrestricted (30%)	
Capital – Renew / Replace Components			
Substructure (e.g., foundations, basement walls)	Yes	Yes	Yes
Shell / Superstructure (e.g., roofs, exterior walls and windows)	Yes	Yes	Yes
Interiors (e.g., stairs, floor finishes, ceilings)	No	Yes	Yes
Services (e.g., plumbing, HVAC, fire protection and electrical)	Yes	Yes	Yes
Equipment & Furnishings (e.g., <u>fixed</u> items only)	No	Yes	Yes
Special Construction & Demolition (i.e., hazardous waste removal)	No	Yes	Yes
Building Sitework (e.g., parking lots, site lighting, pavements, site utilities)	No	Yes	Yes
Capital – Other			
Portables repair and retrofits	No	No	Yes (TA funds should be used first)
Additional portable purchase (i.e., adding to board inventory)	No	No	No
Program or accommodation related changes and retrofits (e.g., science labs converted into standard classroom)	No	No	Yes
New building enhancements: Non-renewal projects (e.g., accessibility, air conditioning, building automation systems, etc.)	No	No	Yes
Administrative facilities	No	No	No
Construction (e.g., changes to gross floor area or the replacement of existing building structures)	No	No	No
Salaries and wages for school board staff	No	No	No
Service debt (SRA only for previously encumbered debt. No allowance for new debt)	No	No	No
Moveable furniture and equipment (e.g. vehicles, furniture, equipment, computer hardware and computer software)	No	No	No
Community partners	No (should operate on cost-recovery basis)		
Outdoor Education Centre	Requires minister's approval		
Leased Site	Requires minister's approval		
Operating			
Maintenance (e.g., costs incurred to service or maintain the tangible capital asset until the end of its estimated useful life)	No	No	Yes (with board-specific caps)

Appendix C: 2022-23 Supplementary Area Factors (SAFs)

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
1	District School Board Ontario North East	1.000	1.246
2	Algoma District School Board	1.000	1.180
3	Rainbow District School Board	1.000	1.151
4	Near North District School Board	1.000	1.097
5.1	Keewatin-Patricia District School Board	1.000	1.052
5.2	Rainy River District School Board	1.000	1.034
6.1	Lakehead District School Board	1.047	1.013
6.2	Superior-Greenstone District School Board	1.017	1.184
7	Bluewater District School Board	1.000	1.052
8	Avon Maitland District School Board	1.000	1.101
9	Greater Essex County District School Board	1.000	1.012
10	Lambton Kent District School Board	1.000	1.072
11	Thames Valley District School Board	1.000	1.075
12	Toronto District School Board	1.154	1.148
13	Durham District School Board	1.013	1.049
14	Kawartha Pine Ridge District School Board	1.000	1.114
15	Trillium Lakelands District School Board	1.000	1.010
16	York Region District School Board	1.000	1.050
17	Simcoe County District School Board	1.007	1.024
18	Upper Grand District School Board	1.000	1.019
19	Peel District School Board	1.000	1.011
20	Halton District School Board	1.000	1.023
21	Hamilton-Wentworth District School Board	1.012	1.016
22	District School Board of Niagara	1.000	1.081
23	Grand Erie District School Board	1.000	1.081
24	Waterloo Region District School Board	1.000	1.015
25	Ottawa-Carleton District School Board	1.064	1.115
26	Upper Canada District School Board	1.000	1.158
27	Limestone District School Board	1.000	1.225
28	Renfrew County District School Board	1.000	1.167
29	Hastings and Prince Edward District School Board	1.000	1.115
30.1	Northeastern Catholic District School Board	1.019	1.599
30.2	Nipissing-Parry Sound Catholic District School Board	1.111	1.057
31	Huron-Superior Catholic District School Board	1.000	1.052
32	Sudbury Catholic District School Board	1.002	1.090
33.1	Northwest Catholic District School Board	1.000	1.000
33.2	Kenora Catholic District School Board	1.000	1.000
34.1	Thunder Bay Catholic District School Board	1.000	1.089
34.2	Superior North Catholic District School Board	1.123	1.000

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
35	Bruce-Grey Catholic District School Board	1.003	1.072
36	Huron Perth Catholic District School Board	1.000	1.006
37	Windsor-Essex Catholic District School Board	1.000	1.101
38	London District Catholic School Board	1.000	1.021
39	St. Clair Catholic District School Board	1.002	1.000
40	Toronto Catholic District School Board	1.000	1.042
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1.005	1.073
42	York Catholic District School Board	1.004	1.018
43	Dufferin-Peel Catholic District School Board	1.000	1.006
44	Simcoe Muskoka Catholic District School Board	1.000	1.044
45	Durham Catholic District School Board	1.052	1.000
46	Halton Catholic District School Board	1.000	1.014
47	Hamilton-Wentworth Catholic District School Board	1.000	1.061
48	Wellington Catholic District School Board	1.000	1.001
49	Waterloo Catholic District School Board	1.000	1.048
50	Niagara Catholic District School Board	1.000	1.022
51	Brant Haldimand Norfolk Catholic District School Board	1.000	1.038
52	Catholic District School Board of Eastern Ontario	1.009	1.011
53	Ottawa Catholic School Board	1.066	1.020
54	Renfrew County Catholic District School Board	1.127	1.015
55	Algonquin and Lakeshore Catholic District School Board	1.046	1.020
56	Conseil scolaire de district du Nord-Est de l'Ontario	1.040	1.073
57	Conseil scolaire public du Grand Nord de l'Ontario	1.000	1.135
58	Conseil scolaire Viamonde	1.014	1.274
59	Conseil des écoles publiques de l'Est de l'Ontario	1.023	1.158
60.1	Conseil scolaire de district catholique des Grandes Rivières	1.016	1.091
60.2	Conseil scolaire de district catholique Franco-Nord	1.111	1.098
61	Conseil scolaire de district catholique du Nouvel-Ontario	1.000	1.041
62	Conseil scolaire de district catholique des Aurores boréales	1.000	1.658
63	Conseil scolaire catholique Providence	1.000	1.232
64	Conseil scolaire catholique MonAvenir	1.020	1.331
65	Conseil scolaire de district catholique de l'Est ontarien	1.000	1.006
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.031	1.105

Appendix D: 2022-23 Capital Planning Capacity

Board ID	Board Name	CPC (\$)
1	District School Board Ontario North East	150,111
2	Algoma District School Board	150,111
3	Rainbow District School Board	150,111
4	Near North District School Board	150,111
5.1	Keewatin-Patricia District School Board	111,123
5.2	Rainy River District School Board	83,185
6.1	Lakehead District School Board	150,111
6.2	Superior-Greenstone District School Board	111,123
7	Bluewater District School Board	163,370
8	Avon Maitland District School Board	122,173
9	Greater Essex County District School Board	163,370
10	Lambton Kent District School Board	163,370
11	Thames Valley District School Board	198,728
12	Toronto District School Board	361,309
13	Durham District School Board	55,525
14	Kawartha Pine Ridge District School Board	163,370
15	Trillium Lakelands District School Board	163,370
16	York Region District School Board	66,758
17	Simcoe County District School Board	55,525
18	Upper Grand District School Board	46,217
19	Peel District School Board	80,238
20	Halton District School Board	55,525
21	Hamilton-Wentworth District School Board	179,392
22	District School Board of Niagara	207,330
23	Grand Erie District School Board	163,370
24	Waterloo Region District School Board	55,525
25	Ottawa-Carleton District School Board	235,269
26	Upper Canada District School Board	235,269
27	Limestone District School Board	135,432
28	Renfrew County District School Board	122,173
29	Hastings and Prince Edward District School Board	150,111
30.1	Northeastern Catholic District School Board	111,123
30.2	Nipissing-Parry Sound Catholic District School Board	83,185
31	Huron-Superior Catholic District School Board	111,123
32	Sudbury Catholic District School Board	32,095
33.1	Northwest Catholic District School Board	32,095
33.2	Kenora Catholic District School Board	83,185
34.1	Thunder Bay Catholic District School Board	83,185
34.2	Superior North Catholic District School Board	32,095

Board ID	Board Name	CPC (\$)
35	Bruce-Grey Catholic District School Board	32,095
36	Huron Perth Catholic District School Board	32,095
37	Windsor-Essex Catholic District School Board	122,173
38	London District Catholic School Board	135,432
39	St. Clair Catholic District School Board	38,514
40	Toronto Catholic District School Board	310,483
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	38,514
42	York Catholic District School Board	207,330
43	Dufferin-Peel Catholic District School Board	207,330
44	Simcoe Muskoka Catholic District School Board	46,217
45	Durham Catholic District School Board	38,514
46	Halton Catholic District School Board	46,217
47	Hamilton-Wentworth Catholic District School Board	46,217
48	Wellington Catholic District School Board	32,095
49	Waterloo Catholic District School Board	38,514
50	Niagara Catholic District School Board	46,217
51	Brant Haldimand Norfolk Catholic District School Board	122,173
52	Catholic District School Board of Eastern Ontario	122,173
53	Ottawa Catholic School Board	163,370
54	Renfrew County Catholic District School Board	111,123
55	Algonquin and Lakeshore Catholic District School Board	38,514
56	Conseil scolaire de district du Nord-Est de l'Ontario	32,095
57	Conseil scolaire public du Grand Nord de l'Ontario	111,123
58	Conseil scolaire Viamonde	46,217
59	Conseil des écoles publiques de l'Est de l'Ontario	122,173
60.1	Conseil scolaire de district catholique des Grandes Rivières	178,050
60.2	Conseil scolaire de district catholique Franco-Nord	32,095
61	Conseil scolaire de district catholique du Nouvel-Ontario	150,111
62	Conseil scolaire de district catholique des Aurores boréales	32,095
63	Conseil scolaire catholique Providence	94,234
64	Conseil scolaire catholique MonAvenir	46,217
65	Conseil scolaire de district catholique de l'Est ontarien	178,050
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	135,432

Appendix E: 2022-23 Temporary Accommodation Allocation

DSB	School Board Name	Allocation (\$)
1	District School Board Ontario North East	-
2	Algoma District School Board	39,745
3	Rainbow District School Board	113,955
4	Near North District School Board	-
5.1	Keewatin-Patricia District School Board	-
5.2	Rainy River District School Board	79,489
6.1	Lakehead District School Board	-
6.2	Superior-Greenstone District School Board	-
7	Bluewater District School Board	378,390
8	Avon Maitland District School Board	139,106
9	Greater Essex County District School Board	139,106
10	Lambton Kent District School Board	83,619
11	Thames Valley District School Board	1,669,276
12	Toronto District School Board	317,957
13	Durham District School Board	1,073,106
14	Kawartha Pine Ridge District School Board	596,170
15	Trillium Lakelands District School Board	-
16	York Region District School Board	1,450,681
17	Simcoe County District School Board	2,466,488
18	Upper Grand District School Board	635,915
19	Peel District School Board	810,977
20	Halton District School Board	2,870,129
21	Hamilton-Wentworth District School Board	900,014
22	District School Board of Niagara	914,128
23	Grand Erie District School Board	586,703
24	Waterloo Region District School Board	1,804,547
25	Ottawa-Carleton District School Board	1,768,638
26	Upper Canada District School Board	119,234
27	Limestone District School Board	79,489
28	Renfrew County District School Board	68,496
29	Hastings and Prince Edward District School Board	238,192
30.1	Northeastern Catholic District School Board	-
30.2	Nipissing-Parry Sound Catholic District School Board	19,872
31	Huron-Superior Catholic District School Board	-
32	Sudbury Catholic District School Board	-
33.1	Northwest Catholic District School Board	19,872
33.2	Kenora Catholic District School Board	-
34.1	Thunder Bay Catholic District School Board	-
34.2	Superior North Catholic District School Board	-

DSB	School Board Name	Allocation (\$)
35	Bruce-Grey Catholic District School Board	287,498
36	Huron Perth Catholic District School Board	40,730
37	Windsor-Essex Catholic District School Board	532,952
38	London District Catholic School Board	2,060,112
39	St. Clair Catholic District School Board	488,893
40	Toronto Catholic District School Board	3,312,272
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	59,617
42	York Catholic District School Board	119,234
43	Dufferin-Peel Catholic District School Board	473,980
44	Simcoe Muskoka Catholic District School Board	675,660
45	Durham Catholic District School Board	1,022,134
46	Halton Catholic District School Board	2,557,232
47	Hamilton-Wentworth Catholic District School Board	218,596
48	Wellington Catholic District School Board	99,362
49	Waterloo Catholic District School Board	3,580,628
50	Niagara Catholic District School Board	423,943
51	Brant Haldimand Norfolk Catholic District School Board	278,213
52	Catholic District School Board of Eastern Ontario	99,362
53	Ottawa Catholic School Board	1,689,149
54	Renfrew County Catholic District School Board	-
55	Algonquin and Lakeshore Catholic District School Board	334,012
56	Conseil scolaire de district du Nord-Est de l'Ontario	79,489
57	Conseil scolaire public du Grand Nord de l'Ontario	42,197
58	Conseil scolaire Viamonde	624,649
59	Conseil des écoles publiques de l'Est de l'Ontario	99,362
60.1	Conseil scolaire de district catholique des Grandes Rivières	-
60.2	Conseil scolaire de district catholique Franco-Nord	-
61	Conseil scolaire de district catholique du Nouvel-Ontario	-
62	Conseil scolaire de district catholique des Aurores boréales	-
63	Conseil scolaire catholique Providence	583,089
64	Conseil scolaire catholique MonAvenir	297,788
65	Conseil scolaire de district catholique de l'Est ontarien	19,872
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	516,681

Appendix F: Communications Protocol – Public Communications, Events and Signage

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered **joint** communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Invitations to the Minister of Education

Openings

School boards are to inform the ministry of ***all project completions*** and invite the Minister of Education to ***all*** openings of:

- New schools
- New additions, including those with new child care spaces, EarlyON Child and Family centres, or community hubs.
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address below if the date of your event changes.

To invite the minister to your event:

- Send an email invitation as soon as possible to minister.edu@ontario.ca
- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. School boards may be asked to delay announcements in order to accommodate the minister or a representative. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at minister.edu@ontario.ca with **at least three weeks' notice**
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can **send your draft public communications to** MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified

Ontario Builds Signage

The Government of Ontario introduced Ontario Builds signage to promote important investments in Ontario's education and child care system.

For Capital Priorities, Early Years Capital and Child Care Capital projects announced in 2019-20 or later, school boards are required to produce and display Ontario Builds signage at the site of construction.

Timelines for Signage Placement on Approved Project Sites

To ensure timely placement of signage school boards are to adhere to the following timelines for placement of signage:

- Projects with Acquired Sites - Signage is required to be installed **within 60 days** of receiving ministry funding approval notification and release of any communication embargo.
- Projects where sites are not currently owned by school boards: Signage is required to be installed **within 60 days** from the date of site acquisition.

Signage Installation Instructions

To create a sign, boards can access the Ontario Builds templates, artwork and visual identity guide at www.ontario.ca/page/ontario-builds-templates. Some examples of project descriptions that boards might use on signs include “New school and child care centre,” “New school,” or “New school addition.”

For Francophone communities, please use the Ontario Builds visual identity guide for French designated areas.

For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Please arrange signage approval from all partners.

Obtaining approval

Before producing a physical sign, email a digital proof to MinistryofEducation@ontario.ca to obtain approval of the design. Please cite the project identification number included in the original ministry approval funding letter.

Once school boards receive design proof approval notification from the ministry, they can arrange production and installation of signs. Boards are responsible for all related costs.

Installing and Maintaining Signs

Once signage is in place, it is required that school boards email a photograph of the installed sign to the ministry at MinistryofEducation@ontario.ca. **Please remember to cite the project identification number included in the ministry funding approval letter.**

Install signs in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety issues, school boards should consult appropriate provincial and municipal authorities.

Signs should be posted at all stages of a project and maintained in a good state of repair. This includes before construction work starts and throughout construction. Signs can be removed within six months of the completion of the project.

Contact

For questions or support on the communications protocol and Ontario Builds signage, please email the ministry at MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

Ministry of Education315 Front Street West, 14th Floor
Toronto ON M7A 0B8**Ministry of Education**315 Front Street West, 14th Floor
Toronto ON M7A 0B8**2022:B02**

Date: February 17, 2022

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: **Learning Recovery Action Plan**

Over the past two years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario and across the globe. Throughout this period our collective focus has been on delivering the best educational experience while protecting schools against the spread of COVID-19. Despite these efforts, we know the pandemic has had far reaching impacts on the learning development and mental health of students, staff, and families across the province.

Now is the time that we must look to the future to ensure our students have the supports they need to get back on track. That is why as we look to the 2022-23 school year, we have launched a **5-point action plan for learning recovery**. The plan leverages and expands upon proven, high-yield programs and supports, and introduces new investments to address critical gaps. Our full plan to support learning recovery and modernize education is outlined as follows:

1. **Measure and assess** by reintroducing provincial EQAO assessments after a two-year pause to better understand student learning levels and additional opportunities for support going forward;
2. **Strengthen numeracy and literacy skills** by investing \$15 million in summer learning with expanded opportunities for targeted student populations, providing over \$11 million in funding to support de-streaming and investing \$25 million in reading intervention programs and professional assessments;
3. **Focus on student resilience and mental well-being** by stabilizing \$80 million of historic mental health funding made last year, providing an additional \$10 million for enhanced supports, and committing to consult, in partnership with the Ministry of Health, to leverage the best available evidence on emerging student mental health needs to support resilience and mental well-being, in alignment

with [Ontario's Roadmap to Wellness](#) and within the continuum of mental health care;

4. Deliver comprehensive tutoring supports through school boards, including in partnership with local community organizations, and the expansion of online tutoring through Mathify and Eurêka! supported by a major investment of \$176 million; and
5. **Modernize education** to better prepare students for job and life skills by investing over \$8 million in the 2022-23 school year.

This plan builds upon the decisive action to protect students and historic investments to address learning disruption and support student resilience and mental well-being.

Last year, the Ministry of Education allocated \$85.5 million to support learning recovery and renewal, including \$62 million for summer learning, \$20 million for re-engagement and reading assessment supports, and \$3.5 million for professional learning supports. This was on top of significant investments in the Grants for Student Needs (GSN). More than 500,000 students have taken advantage of expanded summer learning opportunities over the last two years. Summer learning enrolments increased by 18% in 2020 over the previous year, with an additional increase of 37% in 2021.

This year, the education sector will be supported by additional historic investments with over \$500 million in Priorities and Partnerships Funding (PPF), as outlined in memorandum *2022:B05 2022-23 Priorities and Partnerships Funding*, and a 2.7% increase in the GSN, bringing the 2022-23 total GSN investment to \$26.1 billion, as outlined in memorandum *2022:B03 Grants for Student Needs Funding*.

The plan includes over \$176 million for tutoring supports in the 2021-22 and 2022-23 school years - the single largest investment in tutoring. This funding will enable school boards to offer tutoring in small groups during the school day, before-and-after school, on weekends, and in the summer – including in partnership with local community organizations, to deliver targeted, culturally appropriate programming for students where and when they need it. The Ministry of Education is also supporting the expansion of online tutoring through Mathify and Eurêka! so more students can access these services.

In addition to these investments, the ministry is providing \$304 million through the GSN for temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards. See memorandum *2022:B03 Grants for Student Needs Funding* for more details.

The balance of the plan focuses on reading and math skills, student resilience and mental well-being, and our continued efforts to modernize education and provide

diverse pathways to better connect school to job and life skills.

Taken together, these investments will help to recover, renew and build up the education system for the future, and support programs with the greatest impact in the classroom and on students – including students who need our support the most.

Additional details on the learning recovery plan are provided below.

1. Measure and Assess

EQAO provincial assessments are being re-introduced this year following a two-year pause to support a greater understanding of student needs and where additional focus may be needed going forward. These assessments will include gaining an understanding of the impacts of the COVID-19 pandemic on student learning in various regions and populations.

Used along with information on student outcomes such as credit accumulation and graduation rates, EQAO assessment results provide a more comprehensive picture of Ontario's education system's outcomes for students.

EQAO results will be available for the start of the 2022-23 school year, which will establish a baseline for system performance. Following this, the ministry will engage the K-12 sector, pedagogical experts and at-risk communities to identify where additional supports may be needed and establish targets for improvement.

2. Strengthen Numeracy and Literacy Skills

Numeracy and literacy are vital academic and life skills that all students need to succeed in the labour market and thrive during and after their education experience. To further support learning recovery, the government is investing in foundational learning supports in reading and math.

The ministry is investing \$25 million in evidence-based reading programs and professional assessments to support learning recovery.

The ministry will continue to make available summer learning opportunities, including credit, upgrading and non-credit courses funded through the GSN, and by investing \$15 million, including \$10 million for expanded opportunities for targeted student populations, including students with special education needs and summer programming in Provincial and Demonstration Schools.

The ministry will also continue to extend access to school board summer learning programming in 2022 and 2023 for First Nations students living on reserve. Subject to Lieutenant Governor in Council (LGIC) approval, school boards shall not charge fees for First Nations students enrolled in school board summer learning programming, including:

- First Nations students who are already students of the school board via the Reciprocal Education Approach (REA) or/and an Education Services Agreement (ESA);
- First Nations students who will be registering with the school board in September 2022, including students over the age of 21; and
- First Nations students who may be living on reserve and are enrolled in First Nation/federally-operated schools, including students over the age of 21.

For more information regarding funding and reporting requirements for First Nations students accessing school board summer learning programming, school boards should reach out to IEO@Ontario.ca.

Funding will continue to be available for summer learning programming focused on literacy and numeracy that are administered by third parties such as the Council of Ontario Directors of Education and Frontier College.

The ministry will provide a digital resource for Kindergarten to Grade 1 students to support the development of oral French-language skills. It is accessible to teachers, students and parents. Educators can also access a newly created resource focused on the development of phonological awareness of intermediate and junior level students whose first language is not French. Eurêka!'s virtual summer program will also be available for French-language students.

In addition to staff funding available in the GSN, the ministry will be supporting the implementation of a fully de-streamed Grade 9 by investing \$3 million in PPF for school boards to offer transition supports for students and over \$8 million in PPF to support early interventions for students with special education needs to help prepare them for a de-streamed curriculum.

School boards will also receive funding for the fourth year of the \$200 million four-year Math Strategy. This will allow school boards to hire board- and school-based positions and to provide opportunities for educators to participate in professional learning. Board-based leads will support the implementation of math curriculum, including the elementary curriculum and the de-streamed Grade 9 math course. School-based facilitators provide coaching to teachers in schools demonstrating the greatest need.

3. Focus on student resilience and mental well-being

Prioritizing student mental health is essential to support learning recovery. A focus on resilience and mental well-being underpins all elements of the ministry's learning recovery plan and is critical to enabling students to get back on track and succeed.

In order to support student resilience and mental well-being, the ministry is stabilizing and strengthening historic funding made last year by securing this funding in the 2022-23 GSN and providing an additional \$10 million in GSN funding for mental health programs and resources, for a total investment of \$90 million. In addition, funding for

School Mental Health Ontario will continue in order to provide implementation support to all 72 district school boards. See memorandum *2022:B03 2022-23 Grants for Student Needs Funding* for more details.

The mental health components of the learning recovery plan may include:

- Mandatory professional learning for educators on mental health;
- Working with the Ministry of Health to consult with stakeholders to leverage the best available evidence on emerging student mental health needs and the potential of a graduation requirement on resilience and mental well-being; and
- Continuing to support student resilience and well-being through:
 - mentally healthy classrooms and learning environments
 - effective and responsive school mental health supports
 - connections to the broader provincial system of mental health care.

4. Deliver Comprehensive Tutoring Supports

Research indicates that investments in tutoring programs can be successful in supporting learning recovery for students. Research also shows that not addressing learning needs immediately can result in greater learning gaps in math and literacy over time.

That is why Ontario is making a major investment of over \$176 million in expanded tutoring supports. This includes \$175 million to school boards to provide tutoring for the remainder of the 2021-22 school year, and in the 2022-23 school year ahead.

School boards are encouraged to implement tutoring programs immediately and all programs will be in place by April 1, 2022 with the following parameters:

- Average group size of 5 students with smaller average groups for students who would benefit from more attention based on student need;
- Options to access tutoring at a variety of times to meet student need including during the school day, before-and-after school, on weekends and in the summer;
- Prioritization of math and literacy skills and other foundational learning skills; and
- May be delivered with local community partners and third parties that support learning in a trusted environment grounded in the language, culture and community norms for students.

Delivery models should emphasize in-person and school-based programs that address student needs at each school board. For example, models can include withdrawal from a class during the school day; a tutor can be present in the classroom, with the teacher present, to work with a sub-group of students; or drop-in programs may be available to students.

Further information on parameters for tutoring programs can be found in memorandum *2022:B05 2022-23 Priorities and Partnerships Funding* and will be provided through 2021-22 and 2022-23 PPF transfer payment agreements with school boards.

Further, Ontario is investing \$1.4 million per year in the expansion of year-round online tutoring supports in mathematics and reading. This includes scaling up [Mathify](#) online 1:1 tutoring services to immediately provide math tutoring for more weekend hours with plans to expand across grades starting with Grades 4-5. Investments will also expand [Eurêka!](#) online tutoring services to reach more students in French for Grades 1 and 2 and math for Grades 7-9 and 11-12.

5. Modernize Education

Building on our efforts to help students get back on track, the ministry is also looking to the future—by supporting all students to unlock their full potential in a rapidly changing world and develop the skills they need to succeed in any pathway they choose.

In order to modernize education to better prepare students with the job and life skills they need to be successful, Ontario is investing over \$8 million in the 2022-23 school year to:

- Revise curriculum that is aligned with labour demand with emphasis on job and life skills;
- Launch entrepreneurship education pilot programs requiring partnership between school boards and third-party organizations to help students develop these important skills;
- Pilot experiential learning programs that support students to gain important job and life skills outside of the classroom.
- Expand access to Dual Credit programs, including for Indigenous students; and
- Respond to [Apprenticeship Youth Advisors recommendations](#) by developing online modules on skills students need to succeed in the skilled trades and funding experiential learning for guidance counsellors to help students navigate skilled trades pathways.

The ministry will continue to engage with stakeholders and partners on other modernization initiatives, as well as exploring ways to increase First Nation, Métis and Inuit educators in the publicly-funded education system, including alternative entry pathways for Indigenous language teachers.

Professional Development

Finally, we know the success of our Learning Recovery Action Plan will require the continued commitment, dedication and support of school boards and educators. The ministry is stabilizing the Teacher Learning and Innovation Allocation through the 2022-23 GSN (see memorandum *2022:B03 2022-23 Grants for Student Needs Funding*) to further demonstrate the ministry's commitment to teacher growth and development. This \$3.5 million funding allocation will continue to enable school boards to support teacher

collaboration, responsive learning and the sharing of effective practices within schools and school boards across the province. While school boards use this fund in accordance with local needs, we recognize the importance of teachers working together to better understand the learning recovery needs of their students and identify strategies that would work best to meet the needs, and as such encourage the use of this fund for such collaborative efforts.

In further recognition of learning recovery and the ongoing work needed to support our students, it has been included as one of the priority areas for the three mandatory Professional Activity (PA) days for the 2022-23 school year as communicated in the memo released on Tuesday, February 8, 2022. An updated Policy/Program Memorandum No. 151 to reflect the ministry's direction on PA days for the 2022-23 school year will follow shortly.

We know this has been an unprecedented time for education in Ontario and around the globe, and we are committed to working together to give our students the support they need to thrive. Thank you for your collaboration and support of learning recovery and modernization for students across Ontario.

Sincerely,

Stephen Lecce
Minister of Education

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)
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
President, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
President, Ontario Public School Boards' Association (OPSBA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
President, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)
Executive Director, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)
Executive Director, Council of Ontario Directors of Education (CODE)
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)

Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
President, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
President, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
President, Ontario Secondary School Teachers' Federation (OSSTF)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Educational Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)
President, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)
Executive Director, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)