



*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, MARCH 8, 2022
6:30 P.M.**



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

A. ROUTINE MATTERS

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

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

- | | |
|---|----|
| 1. Committee of the Whole Strategic Plan-System Priorities 2021-2022 Update – Camillo | C1 |
| 2. Trustee Determination and Distribution – Giancarlo | C2 |
| 3. Capital Priorities Program Submissions 2022-2023 – Clark | C3 |
| 4. Monthly Updates | |
| 4.1 Student Senate Update | - |
| 4.2 Senior Staff Good News Update | - |

D. INFORMATION

- | | |
|--|------|
| 1. Trustee Information | - |
| 1.1 Celebrating Excellence Award Ceremony 2022 – May 5, 2022 | D1.1 |
| 1.2 Niagara Foundation for Catholic Education Annual Benefit Gala – May 20, 2022 | D1.2 |

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
MARCH 8, 2022**

PUBLIC SESSION

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

RECOMMENDATION

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



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, FEBRUARY 8, 2022

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, February 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 Huibers.

2. Roll Call

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

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Frank Fera		✓		
Larry Huibers	✓			
Daniel Moody	✓			
Leanne Prince	✓			
Dino Sicoli	✓			
Paul Turner	✓			
Student Trustees				
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 February 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 January 11, 2022**

Moved by Trustee Turner

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 11, 2022, as presented.

CARRIED

6. **Consent Agenda Items**

6.1 **Elementary and Secondary School Year Calendars 2022-2023**

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2022-2023 school year, as presented.

6.2 **Staff Development Department Professional Development Opportunities**

Presented for information.

6.3 **Capital Projects Progress Report Update**

Presented for information.

Moved by Trustee Burkholder

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. *The Empower™ Reading Program*

Gino Pizzoferrato, Superintendent of Education provided background information on the Empower Reading Program in Niagara Catholic, and introduced Danny Giancola, Student Success Coordinator.

Mr. Giancola presented the Empower™ Reading Program report for Trustee information.

Superintendent Pizzoferrato and Mr. Giancola answered questions of Trustees.

2. *Niagara Student Transportation Services 2021-2022 Annual Plan*

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Niagara Student Transportation Services 2021-2022 Annual Plan.

3. *Monthly Updates*

3.1 *Student Trustees' Update*

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

3.2 *Senior Staff Good News Update*

Senior Staff highlights included:

Superintendent Kinney

- Superintendent Kinney presented news from the program department regarding;
 - Introduction of Indigenous culture and teachings to Kindergarten classrooms across the system;
 - *Coding With Christ* for Kindergarten and Grade 3 classrooms;
 - *I Am a Child of God* social-emotional learning visits K-8;
 - Kindergarten Open House and Registration;
 - DELF (Diplome d'Etudes en Langue Francaise);
 - Launching of the new Tutors in the Classroom – Secondary School Mathematics program.

Superintendent Forsyth-Sells

- Superintendent Forsyth-Sells provided news on Black History month.

3.3 *Trustee Good News Update*

Trustee Moody

- Sending out acknowledgement to Father Gerard for his outstanding work for Catholic Education and the Saint Paul Catholic High School community.

D. INFORMATION

1. Trustee Information

Director Cipriano reminded Trustees to confirm their attendance with Anna Pisano to the April 2022 OCSTA AGM.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

F. BUSINESS IN CAMERA

G. REPORT ON THE IN-CAMERA SESSION

H. ADJOURNMENT

Moved by Trustee Sicoli

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

CARRIED

This meeting was adjourned at 7:50 p.m.

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

Approved on **March 8, 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
MARCH 8, 2022**

PUBLIC SESSION

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES
2021-2022 UPDATE**

The Committee of the Whole System Priorities 2021-2022 Update report is presented for information.

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

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

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

Date: March 8, 2022



REPORT TO THE COMMITTEE OF THE WHOLE MARCH 8, 2022

COMMITTEE OF THE WHOLE SYSTEM PRIORITIES 2021-2022 UPDATE

BACKGROUND INFORMATION

Niagara Catholic District School Board began its Multi-Year Strategic Planning process in January 2021. Throughout the winter, spring and fall of 2021, stakeholder groups were engaged through on-line surveys and small focus groups. In addition, a review of internal and external data was undertaken, culminating in a new Vision, Mission, Values and Strategic Plan for the 2021-2022 school year through to the 2025-2026 School Year and was approved by the Board of Trustees at the November 23, 2021 Regular Meeting of the Board.

The Niagara Catholic District School Board System Priorities identifies 5 pillars of focus for the Board with a number of specific goals recognized in each priority. Specifically the System Priorities and goals are:

1. Advance Student Achievement for all Students
 - Focus on student success promoting and supporting all pathways for student achievement
 - Support students' mental health and wellness
 - Prepare students in global competencies
2. Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education
 - Anchor our work in the Gospel as lived in the person of Jesus Christ
 - Prepare our students to live out the Ontario Catholic School Graduate Expectations
 - Appreciate and highlight faith-based role models putting a 'face to our faith'
 - Recognize and highlight faith role models that are reflective of our schools and communities
3. Foster inclusive, equitable and safe school communities where all are welcomed and 'called by name'
 - Strengthen and promote opportunities for student voice
 - Advance Indigenous education guided by the Truth and Reconciliation recommendations and the local Indigenous community
 - Develop and honour a culture of respect, acceptance and belonging
 - Prioritize a diverse workforce that reflects our communities
4. Manage our resources effectively to build a sustainable Catholic School Board in the Niagara Region
 - Design opportunities to address changing enrollment
 - Optimize our facilities through responsible stewardship and engage in environmental sustainability
5. Foster authentic relationships with all our staff to strengthen our work with students
 - Facilitate positive employee engagement, faith formation, and community belonging
 - Create opportunities to promote staff health and wellness
 - Invest in staff learning opportunities and leadership development

Over the past several weeks, senior staff have engaged in reviewing and deconstructing the individual goals under each priority in order to identify actionable, measureable activities that can be attributed to the goals in order to move the system in the direction approved by the board. Attached (Appendix A), are the 2021-2022 Strategic Plan System Priorities Action Plan whereby the actions, work-plan, measures and areas of responsibility have been identified. This Action Plan will be the blueprint for the work of the system for the remainder of this school year and for the entirety of the 2022-2023 School Year.

During this time, Senior Staff will periodically present outcome monitoring reports to the Board. These reports will be directly linked to our System Priorities and Action plan and will be a report card on the work to date that aligns with each of the Board-approved System Priorities.

The Committee of the Whole System Priorities 2021-2022 Update report is presented for information.

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

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

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

Date: March 8, 2022

2021-2023 Strategic Plan – System Priorities and Action Plan

1. System Priorities -- Advance student achievement for all students

GOAL	ACTION (What will we do to get there?)	WORK PLAN (What are staff doing)	MEASURES (How will we monitor & measure our progress towards achieving our goals?)	RESPONSIBILITY
1.1 Focus on student success promoting and supporting all pathways for student achievement	i. Promote, develop and define alternative and optional programming available for students to pursue different post-secondary destinations.	<ul style="list-style-type: none"> Conduct a needs analysis on staff's understanding of their role in the promotion, development and definition of the Ministry document Creating Pathways to Success" Create a plan of action to respond to the needs analysis. 	<ul style="list-style-type: none"> Findings and opportunities will be identified through gap analysis and recommendations will be made for a plan of action. 	<ul style="list-style-type: none"> Superintendent of Program & Innovation Superintendent of Alternative Education Director of Education
	ii. Increase literacy achievement K to 12 with a focus on early learners.	<ul style="list-style-type: none"> Increase staff awareness and understanding of the <i>Science of Reading</i> as a foundation for K to 3 teaching staff. Develop a Literacy Framework K-12 that is based on the Science of Reading. Develop and implement a tiered approach (e.g. <i>Empower</i>) to reading assessment and instruction in order to foster a learning environment that achieves equitable opportunities for all students to learn to read. 	<ul style="list-style-type: none"> Number of professional development opportunities around the Science of Reading for staff. Monitor School Improvement Plans to ensure the <i>Science of Reading</i> is embedded through FOS visits. Measure staff engagement through their learning and participation. 	<ul style="list-style-type: none"> Superintendent of Program & Innovation Family of Schools' Superintendents Director of Education
	iii. Increase numeracy achievement with a focus to provide support for educators with the implementation of the new Mathematics curriculum in grades 1-9.	<ul style="list-style-type: none"> Conduct an attitudinal survey to determine how teachers can best utilize mathematics resources to their full potential. Create a plan for increasing utilization of resources. 	<ul style="list-style-type: none"> Findings and opportunities will be identified through gap analysis and recommendations will be made for a plan of action. Monitoring School Improvement Plan and Equity. 	<ul style="list-style-type: none"> Superintendent of Program & Innovation Family of Schools Superintendent Director of Education

<p>1.2 Support students' mental health & wellness</p>	<p>i. Implementation of the Mental Health and Well-Being Strategy and Action Plan 2021-22 in collaboration with all system departments</p>	<ul style="list-style-type: none"> ● The Action Plan includes: welcoming, safe, inclusive, and culturally-responsive schools for in-person and remote learning. ● Evidence-based, culturally-responsive wellness promotion and social-emotional skill development. ● Early identification and early intervention for students with mild to moderate mental health and/or substance use problems. ● Framework for system collaboration and service pathways, both in the schools and community. ● Departmental collaboration to embed mental wellness in all areas. 	<ul style="list-style-type: none"> ● Percentage of board-level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health; including, but not limited to suicide prevention, intervention and post-intervention protocols and pathways to mental health care within and external to the school board. ● Increased student mental wellness as measured through school climate surveys. 	<ul style="list-style-type: none"> ● Superintendent of Education-Mental Health ● Mental Health Lead ● Director of Education
<p>1.3 Prepare students in global competencies</p>	<p>i. Create a learning environment that embeds the Global Competencies in instruction and assessment, and to complement The Ontario Catholic School Graduate Expectations.</p>	<ul style="list-style-type: none"> ● Bring awareness of the Global Competencies, and identify opportunities to integrate global competencies into existing programs, lessons and initiatives. 	<ul style="list-style-type: none"> ● Observations and conversations between principals, FOS superintendents and teachers. 	<ul style="list-style-type: none"> ● Superintendent of Program & Innovation ● Family of Schools' Superintendents ● Director of Education

2. System Priorities -- Celebrate the richness of our Catholic faith and our holistic values-based Catholic education.

GOAL	ACTION (What will we do to get there?)	WORK PLAN (What are staff doing)	MEASURES (How will we monitor & measure our progress towards achieving our goals?)	RESPONSIBILITY
2.1 Anchor our work in the Gospel as lived in the person of Jesus Christ	i. Support and promote opportunities for staff and students to engage in social justice work that promotes Catholic values, and reflects the diversity of our communities.	<ul style="list-style-type: none"> Education of staff and students on the Catholic understanding of justice and charity. Provide new opportunities to outreach to Catholic community partners. Connect students with community partners for volunteer opportunities and building skills. 	<ul style="list-style-type: none"> Student attitudes through student surveys. Number of students and schools participating throughout the year of social justice initiatives. 	<ul style="list-style-type: none"> Board Chaplaincy Leader Director of Education
	ii. Increase faith formation opportunities for staff and students	<ul style="list-style-type: none"> Increased intentional collaboration between chaplaincy leaders and classroom teachers.. Communicating to families these opportunities for students. 	<ul style="list-style-type: none"> Number of participants and opportunities. Measure the faith formation experience. 	<ul style="list-style-type: none"> Board Chaplaincy Leader Director of Education
2.2 Prepare our students to live out the Ontario Catholic School Graduate Expectations	i. Engage students in exploring what it means for them to become an Ontario Catholic School Graduate Expectations.	<ul style="list-style-type: none"> Identifying Ontario Catholic School Graduate Expectations and highlighting them through grade 9 retreats. Encourage principals to incorporate Ontario Catholic School Graduate Expectations into award recognition. Monthly theological sub-themes to directly reflect Ontario Catholic School Graduate Expectations. 	<ul style="list-style-type: none"> Participation in grade 9 retreats. Increase in school-based awards connected to the Ontario Catholic School Graduate Expectations. 	<ul style="list-style-type: none"> Board Chaplaincy Leader Director of Education School Chaplaincy Leaders
2.3 Appreciate and highlight faith-based role models putting a 'face to our faith'	i. Review the elementary chaplaincy leader role and model.	<ul style="list-style-type: none"> Board chaplaincy leader to meet with elementary school principals and all other stakeholders. 	<ul style="list-style-type: none"> The findings and recommendations put forward. 	<ul style="list-style-type: none"> Board Chaplaincy Leader Director of Education

	ii. Recognize and highlight faith role models that are reflective of our schools and communities.	<ul style="list-style-type: none"> ● Profile local school patrons and other local faith leaders through social media platforms. 	<ul style="list-style-type: none"> ● Demonstrated through social media platforms. 	<ul style="list-style-type: none"> ● Communications Officer ● Board Chaplaincy Leader ● Director of Education
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3. System Priorities -- Foster inclusive, equitable and safe school communities where all are welcomed and 'called by name'

GOAL	ACTION (What will we do to get there?)	WORK PLAN (What are staff doing)	MEASURES (How will we monitor & measure our progress towards achieving our goals?)	RESPONSIBILITY
3.1 Strengthen and promote opportunities for student voice	i. Develop approaches to authentically engage and learn from a variety of students at different stages of Board Improvement and Equity Planning and School Improvement and Equity Planning in every school.	<ul style="list-style-type: none"> Encourage staff to provide authentic student experiences from a diverse representation of students when developing school improvement initiatives Encourage staff to purposefully create opportunities for students to develop student voice. Embed EQAO and other attitudinal survey data into School Improvement and Equity Plans. Create opportunities to engage students at the planning and monitoring of the School Improvement and Equity Plan. 	<ul style="list-style-type: none"> The composition of the School Improvement and Equity Plan team is represented by all students. Monitoring of how student attitudinal data is reflected in the School Improvement and Equity Plan. Assess historical participation rates and establish student survey benchmarks. 	<ul style="list-style-type: none"> Family of Schools' Superintendents Superintendent of Education - Mental Health Superintendent of Program & Innovation Director of Education
	ii. Strengthen student voice and engagement for all K-12 students to support their mental health and well-being	<ul style="list-style-type: none"> Collaboration with Student Senate on student-developed and student-centred activities and initiatives for implementation in schools. Increase coordination of Catholic Education and Mental Health Weeks to support the integration of faith and mental health activities and initiatives 	<ul style="list-style-type: none"> Increased student participation in student developed and student-centred activities and initiatives through student feedback surveys completed by Student Senate and students. Monitoring of Mental Health and Well-being initiatives and activities in schools 	<ul style="list-style-type: none"> Superintendent of Education - Mental Health Mental Health Lead; Board Chaplaincy Lead Director of Education

3.2 Advance Indigenous Education guided by the Truth & Reconciliation recommendations and the local Indigenous community	i. A commitment to professional learning for all staff on the understanding of the Truth and Reconciliation Report.	<ul style="list-style-type: none"> ● Provide all Niagara Catholic staff with resources to support their understanding of the Truth and Reconciliation Report. ● Conduct a needs analysis as it pertains to the Truth and Reconciliation Report and the Calls to Action. 	<ul style="list-style-type: none"> ● Post PD analysis of staff awareness and understanding of the report to further inform the Indigenous Education Action Plan. 	<ul style="list-style-type: none"> ● Superintendent - Indigenous Education ● Indigenous Education Team ● Director of Education
	ii. Expand indigenous educational resources, voice and opportunities through collaboration with community partners.	<ul style="list-style-type: none"> ● Increase Indigenous educational support for students and staff. ● Enhance relationships with Indigenous community leaders. 	<ul style="list-style-type: none"> ● An increase in self-identified students. ● Dedicated financial resources. 	<ul style="list-style-type: none"> ● Superintendent - Indigenous Education ● Indigenous Education Team ● Director of Education
3.3 Develop and honour a culture of respect, acceptance and belonging	i. Create a context of expectation with administrators and staff for the awareness and implementation of the Equity and Inclusive Education Administrative Operational Procedures (AOP) and Equity Action Plan (EAP) in schools.	<ul style="list-style-type: none"> ● Review the AOP and EAP at Family of Schools' Meetings and for staff for discussion and understanding to incorporate into teaching and learning for all K-12 students. ● Focus on the delivery of Culturally Responsive Pedagogy (CRP) by sharing the findings of the current Ministry of Education project in three schools with administrators and staff. ● Continue professional learning sessions with administrators and staff on anti-black racism, anti- Indigenous racism, and other Ministry initiatives. ● Continue to work with the Board Equity Committee and administrators on the administration of the student census. 	<ul style="list-style-type: none"> ● Regular review of student achievement data with administrators and staff to support implementation of equity and inclusive education practices in teaching and learning and School Improvement and Equity Plan. ● Staff and students surveys reflect an increase in mathematics achievement and sense of belonging of the inquiry goals. ● Review of suspension and expulsion data on an annual basis. ● Review of student census survey results with administrators and staff by school to support needs of students 	<ul style="list-style-type: none"> ● Family of Schools' Superintendents ● Director of Education

	ii. Continue working with the Community to support and celebrate the cultural differences in our schools.	<ul style="list-style-type: none"> Continue to encourage schools to create and celebrate cultural opportunities. Continue to utilize Days of Significance & Special Events to promote diversity opportunities in schools. 	<ul style="list-style-type: none"> An increase in school level cultural celebrations. Parent engagement surveys. 	<ul style="list-style-type: none"> Family of Schools' Superintendents Director of Education
	iii. Promote opportunities that encourage inclusivity in our classrooms and schools.	<ul style="list-style-type: none"> Identify Board and school level opportunities that promote equity and inclusivity in schools (Recess Project, EcoSchools, Volunteer opportunities, Faith based). 	<ul style="list-style-type: none"> The number of initiatives implemented that are centred on inclusivity. 	<ul style="list-style-type: none"> Family of Schools' Superintendents Superintendent of P&I Superintendent of Student Services Director of Education
3.4 Prioritize a diverse workforce that reflects our communities	i. Re-fresh careers page and develop/create social presence/ employer branding.	<ul style="list-style-type: none"> Explore outsourcing a rebrand of the Niagara Catholic careers page. Create an online presence. Review and update all job postings to engage and market prospective applicants Create monthly social content that profiles the excellence of staff and positions Niagara Catholic as an employer of choice 	<ul style="list-style-type: none"> Social analytics that show unique visitors to career site. Increase of applicants Positive social engagement. Prospective candidates linking to careers page from social platforms 	<ul style="list-style-type: none"> Human Resources Services Director of Education
	ii. Explore outreach community partnerships (i.e. Ready Willing Able, Newcomer Settlement Services, Community Living)	<ul style="list-style-type: none"> Build relationships with community partners and review opportunities to engage and hire (i.e. custodial casual staff through RWA) 	<ul style="list-style-type: none"> Number of partnerships implemented. New hire based on these partnerships. 	<ul style="list-style-type: none"> Human Resources Services Director of Education

4. System Priorities -- Manage our resources effectively to build a sustainable Catholic School Board in the Niagara Region

GOAL	ACTION (What will we do to get there?)	WORK PLAN (What are staff doing)	MEASURES (How will we monitor & measure our progress towards achieving our goals?)	RESPONSIBILITY
4.1 Design opportunities to address changing enrollment	i. Provide meaningful evidence based reports that will support decision making in managing our resources.	<ul style="list-style-type: none"> Maintain updated information with respect to On the Ground Capacity, staffing, enrollment, and capital planning. Create effective and flexible staffing processes, and identify existing and/or historical practices that have prevented this. 	<ul style="list-style-type: none"> Staffing is timely and optimized. Staffing disruptions are minimized. 	<ul style="list-style-type: none"> HR Services Business & Financial Services Facilities Services Director of Education
	ii. Prioritize student retention in the system.	<ul style="list-style-type: none"> Deliver high quality instructional programs, and provide a variety of sustainable, optional learning environments (virtual learning, e-learning, French Immersion, Advance Placement, and access to appropriate specialized programming). 	<ul style="list-style-type: none"> Maintain current levels of retention with a goal to increase retention. 	<ul style="list-style-type: none"> Family of Schools' Superintendents Director of Education
	iii. Update Long Term Accommodation Plan (LTAP).	<ul style="list-style-type: none"> Provide updated LTAP with specific goals and timelines. 	<ul style="list-style-type: none"> Implementation of updated LTAP in decision making processes (capital priority submissions, disposal of surplus schools). 	<ul style="list-style-type: none"> Controller of Facilities Services Superintendent of Business & Financial Services Director of Education

<p>4.2 Optimize our facilities through responsible stewardship and engage in environmental sustainability</p>	<p>i. Develop a Board Governance Policy and Administrative Operational Procedures to support the implementation of energy management and environmental sustainability throughout the system in all facilities.</p>	<ul style="list-style-type: none"> ● Submit the draft policy to Senior Administrative Council for feedback and approval. ● Submit the policy to the Board Policy Committee. 	<ul style="list-style-type: none"> ● Use key indicators from the AOP to measure implementation of energy management and environmental sustainability throughout the system. ● Share the AOP with staff and students to implement environmental sustainability in all schools. 	<ul style="list-style-type: none"> ● Controller of Facilities Services ● Director of Education
	<p>ii. Promote educational opportunities for responsible stewardship, and engagement in environmental sustainability with staff and students.</p>	<ul style="list-style-type: none"> ● Share information about responsible stewardship and environmental sustainability to promote projects in schools. 	<ul style="list-style-type: none"> ● Increased number of opportunities available for schools. ● Increased participation by schools in projects. 	<ul style="list-style-type: none"> ● Controller of Facilities Services ● Director of Education
	<p>iii. Create a Board-wide plan for the utilization of available spaces in schools and Board facilities.</p>	<ul style="list-style-type: none"> ● Review and update the Board-wide utilization plan on a regular basis (annually, semi-annually). 	<ul style="list-style-type: none"> ● Increased efficiency of use of spaces in schools/facilities. ● Increase number of community partnerships. 	<ul style="list-style-type: none"> ● Controller of Facilities Services ● Director of Education

5. System Priorities -- Foster authentic relationships with all our staff to strengthen our work with students

GOAL	ACTION (What will we do to get there?)	WORK PLAN (What are staff doing)	MEASURES (How will we monitor & measure our progress towards achieving our goals?)	RESPONSIBILITY
5.1 Facilitate positive employee engagement, faith formation, and community belonging	i. Create an engagement strategy specific to Occasional Teachers through an intentional onboarding series (career path highlights, onboarding best practices, value matters communications from Principals, SO's, Director etc.	<ul style="list-style-type: none"> ● Improve onboarding orientation and ongoing connection strategies with OT's. ● Identify contract language that drives accountability to picking up assignments ● Identify qualification skill gaps of our OT rosters and create sourcing strategies to find the talent. ● A "Thank you" program from our principals highlighting specific examples of how an OT made a difference in their school community. 	<ul style="list-style-type: none"> ● Decrease open jobs ● More active and engaged Occasional Teachers ● Increased fill rates to specialized positions 	<ul style="list-style-type: none"> ● Human Resources Services ● Information Technology Services ● Payroll Services ● Director of Education
	ii. Launch <i>Apply to Education</i> software program, which will automate, streamline and improve internal processes for staff and administrators	<ul style="list-style-type: none"> ● Build automated processes that improve service and accountability for users and administrators, i.e. LOA , timesheets, call outs tailored to employee groups, vacation. 	<ul style="list-style-type: none"> ● Fewer human errors, sick pay, timesheets, eliminate redundant work. ● Identify HR resourcing on value add program vs transactional and align. ● Fill rates 	<ul style="list-style-type: none"> ● Human Resources Services ● Information Technology Services ● Payroll Services ● Director of Education
	iii. Provide opportunities for spiritual retreats with a mindful focus on one's our own personal faith and health journey	<ul style="list-style-type: none"> ● Offer after-school/work sessions based on employee levels of interest that integrate faith into the activity (art, yoga, 	<ul style="list-style-type: none"> ● Measure overall satisfaction with job and employer through employee engagement surveys 	<ul style="list-style-type: none"> ● Human Resources ● Board Chaplaincy Lead

		<p>meditation) at low/no cost for staff.</p> <ul style="list-style-type: none"> ● Provide them on an ongoing basis, not just occasional sessions. 	<ul style="list-style-type: none"> ● Reduced sick time due to stress/mental health ● Increased faith engagement (evangelization/return to church) 	<ul style="list-style-type: none"> ● Director of Education
<p>5.2 Create opportunities to promote staff health and wellness</p>	<p>i. Regular communication about the Employee and Family Assistance Program to eligible Employees (Lifeworks)</p>	<ul style="list-style-type: none"> ● Provide staff administrator resources to help support teams through traumatic events. ● Highlight specific services as a “did you know” to help promote services. 	<ul style="list-style-type: none"> ● Increased users ● Identification on the type of services accessed by our staff (mental health, nutrition, etc.) 	<ul style="list-style-type: none"> ● Human Resources Services ● Early Safe Return to Work Specialist
	<p>ii. Pilot: Create a simple survey for a school/site that will provide a start to a needs analysis on the type of wellness programming that would resonate with staff.</p>	<ul style="list-style-type: none"> ● Create programming in partnership with Lifeworks or other paid for service resources in response to a specific school’s wellness survey response. 	<ul style="list-style-type: none"> ● Survey participation ● Post program survey 	<ul style="list-style-type: none"> ● Human Resources Services
	<p>iii. Analyze accident trends by position and school. Create accident prevention strategies based on accident/injury causes.</p>	<ul style="list-style-type: none"> ● Track and report on injuries - their type and costs associated. ● Create prevention strategies. 	<ul style="list-style-type: none"> ● Fewer recurring injuries ● WSIB cost containment ● Reduced rate of absenteeism and less modified hours. 	<ul style="list-style-type: none"> ● Human Resources Services ● Coordinator of Health & Safety ● Joint Health & Safety Committee
<p>5.3 Invest in staff learning opportunities and leadership development</p>	<p>i. Provide leadership training, succession planning, and mentorship opportunities.</p>	<ul style="list-style-type: none"> ● Support the journey from informal to formal leadership through the Leadership Pathway, ensuring aspiring, new and experienced leaders have knowledge and skills in human rights, anti-oppression and equitable practices and how issues of privilege, power and oppression result in inequitable outcomes. 	<ul style="list-style-type: none"> ● Leadership PD opportunities for aspiring leaders across all employee groups. ● Opportunities for staff to experience “acting supervisor” roles. ● An increase in the number of staff in the LIP in applications to leadership positions. 	<ul style="list-style-type: none"> ● Superintendent of Human Resources Services ● Human Resources Services

		<p>Leaders will also develop content knowledge and pedagogical knowledge for leading.</p> <ul style="list-style-type: none">● Create opportunities for mentoring and/or job shadowing.● Empower staff with “acting” supervisory opportunities for absences greater than one week.	<ul style="list-style-type: none">● Implementation of mentorship opportunities or job shadowing.	
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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 8, 2022**

PUBLIC SESSION

TITLE: TRUSTEE DETERMINATION AND DISTRIBUTION

RECOMMENDATION

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.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Lee Ann Forsyth-Sells, Superintendent of Education
Joyce Mercier, Coordinator System Information Support

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

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

Date: March 8, 2022



REPORT TO THE COMMITTEE OF THE WHOLE MARCH 8, 2022

TRUSTEE DETERMINATION AND DISTRIBUTION

BACKGROUND INFORMATION

Under Ontario Regulation 412/00, school boards are responsible for the calculations of trustee determination and distribution. Ontario Regulation 412/00 outlines the steps for determining the number of trustees of the board and the steps for distributing the trustees to the geographic areas within its jurisdiction. Regulation 412/00 includes a number of instructions and tables of data, which contain information used in the determination and distribution calculations.

Trustee Distribution 2022-2026 by Municipality Calculation - Ontario Regulation 412/00:

Section 6

School Boards are responsible for determining the geographic allocation of its members, and is required to pass a resolution prior to March 31 of an election year to determine its Trustee distribution, as well as circulate the Determination and Distribution Report to the designated public authorities. School Boards are able to designate some of its areas as low population areas to allow appropriate representation for such areas. Staff recommends not to designate any area within Niagara Catholic as a low population area.

The distribution of Trustees by municipality is calculated in accordance with Section 6 of O. Reg. 412/00, and will follow the steps outlined on Page 13-14 of the Trustee Determination and Distribution Guide. The calculation uses the PEG Report as the official document to be used as the population reference to calculate trustee distribution.

To calculate the “Electoral Quotient Grouped by Area” used to determine the number of Trustee per Municipality and by Ward, the below formulae is utilized.

$$A \times B = C$$

A = the Population Electoral Group Representation in a Municipality/Ward

B = the total number of Trustees allocated to the Board

C = the total Population Electoral Group Representation in the jurisdiction of the Board

Under the provisions of Ontario Regulation 412/00, the Board is required to approve the following resolutions:

- A resolution confirming that the Board has determined the number of trustees to be elected in its jurisdiction, in accordance with the Regulation
- A resolution stating that the Board has given consideration to designating low population areas and that the Board has decided to designate a municipality as a low population municipality or that the board has decided not to designate any municipality as a low population area.

- A resolution stating that the Board has distributed the total number trustees to the municipal areas under the jurisdiction of the Board, in accordance with the Regulation.
- The Board is required to send a copy of the results of the trustee determination and distribution, including data and calculations to the following:

The Minister of Education
The Election Clerk of each Municipality
The Secretary of each coterminous School Board.

Feedback Survey March 1, 2022

Following the direction of the Board of Trustees, Niagara Catholic staff conducted a survey via the Catholic School Councils to provide the Board of Trustees additional feedback from communities that would be affected outside the family of schools (NOTL and Pelham). This was completed to determine if there is support for a Trustee redistribution to align with Niagara Catholic family of schools.

The Board of Trustees requested a representation of two jurisdictions through our Catholic School Councils. This representation would be comprised of one elementary and one secondary from each jurisdiction.

Niagara-on-the-Lake proposal involved feedback from schools in St. Catharines and Niagara Falls.

Pelham proposal involved feedback from schools in Welland and Grimsby.

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

- APPENDIX A Calculation of the Current and Proposed Trustee Distribution 2022 - 2026
- APPENDIX B Trustee Determination and Distribution Guide 2022
- APPENDIX C Feedback Survey – Trustee Distribution March 1, 2022

RECOMMENDATION

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.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Lee Ann Forsyth-Sells, Superintendent of Education
Joyce Mercier, Coordinator System Information Support

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

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

Date: March 8, 2022

CALCULATION OF TRUSTEE DISTRIBUTION FOR THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 2014 - 2022
CURRENT

Box #	#	Municipality	2014 Electors of the Board	2018 Electors of the Board	2022 Electors of the Board	Electoral Quotient based on 8	Electoral Quotients Grouped by Area	# of Trustees Distributed Area
1	2602	West Lincoln	1,819	1,734	1,933	0.187		
2	2615	Grimsby	5,011	5,040	4,882	0.472	1.295	1
3	2622	Lincoln	3,385	3,272	3,441	0.333		
4	2732	Pelham	3,380	3,183	3,136	0.303		
5	2629	St. Catharines	21,006	19,044	18,334	1.774	1.720	2
6	Ward 1	St. Catharines (Merritton)	3,836	3,613	3,479	0.337	0.822	1
7	2731	Thorold	5,202	4,822	5,014	0.485		
8	2703	Fort Erie	5,438	4,998	4,800	0.464		
9	2711	Port Colborne	4,260	4,022	3,659	0.354	0.898	1
10	2714	Wainfleet	920	853	823	0.080		
11	2719	Welland	11,694	10,633	10,156	0.982	0.980	1
12	2725	Niagara Falls	21,844	21,072	20,954	2.027	2.229	2
13	2627	N-O-T-L	2,198	2,137	2,089	0.202		
TOTALS			89,993	84,423	82,700	8	8	8

PROPOSAL

CALCULATION OF TRUSTEE DISTRIBUTION FOR THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 2014 - 2022

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12	2725	Niagara Falls	21,844	21,072	20,954	2.027	2.027	2
TOTALS			89,993	84,423	82,700	8	8	8

**Trustee Determination and
Distribution Guide
for Ontario District School Boards
2022**

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This document is intended as a guide only. Users should rely on their legal counsel for advice on all questions relating to the subject matter of this document.

INTRODUCTION

Before each general election, every board of trustees determines the number of trustee positions on their board¹ and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D). By March 31 of an election year, school boards are required to complete a D&D Report showing their D&D calculations, and, by April 3 in the election year, to submit it to:

- the Minister of Education;
- the election clerks for all municipalities within the board's jurisdiction;
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D process plays an important role in ensuring that representation on school boards is democratic and fair. It also allows trustee candidates to identify and select an electoral ward in which to run. Therefore, it is very important for school boards to make accurate D&D calculations.

This guide offers two options to help you complete the D&D calculations:

- an online D&D calculator, which you can find on the Web page of the Ontario Education Services Corporation (OESC) at <http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>
- a manual approach using the steps and templates provided in this guide

The guide has three sections:

- Section I provides information and steps for completing the D&D Report.
- Section II sets out key dates for the 2022 election.
- Section III contains frequently asked questions about the D&D process and answers to them.

1. The terms *school board* and *board* are used in this document to refer to district school boards.

SECTION I

Trustee Determination and Distribution: A Responsibility of District School Boards

The number of elected school trustees and their distribution over a board's jurisdiction are governed by the *Education Act* and by Ontario Regulation (O. Reg.) 412/00: Elections to and Representation on District School Boards.

Trustee Determination

The number of elected trustee positions on a board is the number that was determined for the board for the purposes of the 2006 general election, with the following provisos (section 58.1 (10.0.1) of the *Education Act*):

- For a school board whose number of elected trustees was increased by order of the Minister following the isolate board mergers in 2009, the total number of elected trustees includes the additional position(s) ordered by the Minister.
- A board may by resolution reduce its number of elected trustees to not fewer than five.
- A board that has experienced a change in population or area of jurisdiction may use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

Trustee Distribution

Boards are responsible for allocating their elected trustee positions over their area of jurisdiction. They do this by:

- combining local municipalities and local municipal wards in their area of jurisdiction into a number of geographic areas;
- allocating their trustee positions to these areas. The steps are set out in O. Reg. 412/00, and the process is referred to as **trustee distribution**.

If a board has formed a geographic area that includes two or more municipalities, then the board must identify the municipality with the largest population of the board's electoral group. This is known as the **lead municipality**. The school board election clerk of the lead municipality has certain responsibilities for the entire geographic area, such as accepting nominations and announcing the result of the vote.

Determination and Distribution Report

School boards are required to submit a Determination and Distribution Report (D&D Report) to the Minister of Education, the election clerks for all municipalities within the board's jurisdiction, and the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D Report must include:

- the D&D results;
- if applicable, the identification of any lead municipality;

- a copy of the data and calculations by which
 - the D&D results were reached
 - any lead municipality was identified;
- copies of all relevant board resolutions.

The submission deadline for the D&D Report is April 4, 2022.

What Do You Need to Get Started?

1. Population of Electoral Group Report

The first piece of information you will need to complete your D&D Report is the population of the electoral group for each of the local municipalities and local municipal wards within your school board's area of jurisdiction. The Municipal Property Assessment Corporation (MPAC) produces this data and will provide a Population of Electoral Group Report (PEG Report) to your board by **February 15, 2022**.

In some cases, an area without municipal organization is attached to a municipality for school board election purposes. Other areas without municipal organization are deemed to be municipalities under the *Education Act*. The PEG Reports contain the electoral group data for these areas as well.

2. Board Resolution Regarding Low Population Municipalities

You will need to know whether or not your board is designating any municipalities within its jurisdiction as "low population" areas. Boards whose area of jurisdiction includes more than one municipality **must** pass a resolution by **March 31, 2022**:

- designating one or more municipalities as low population municipalities; or
- declaring that no such designation will be made (O. Reg. 412/00, s. 4).

This resolution must be included in your D&D Report.

Typically, a board will designate one or more municipalities as a low population area to allow for greater representation to an area than would be accorded by a strict representation-by-population approach. There is no limit on the number of low population areas a board may designate.

Designating municipalities as low population areas affects the calculation of trustee distribution by allowing the board to increase the sum of electoral quotients for those municipalities by either one or two. It does not affect the total number of trustees for the board.

3. Board Resolution Regarding Voluntary Reduction of Board Members

School boards may reduce the number of elected trustees below the number provided for in the Education Act and O. Reg. 412/00, but not below the minimum number of five members. This can be done only by a resolution of the board.

If a school board chooses to exercise this option, the resolution must be passed before **March 31, 2022**. A copy of the resolution must be included in the D&D Report.

Completing the Determination and Distribution Calculations

Summary of Steps: Completing Your D&D Report

1. Gather the following information:

- the number of trustee positions determined by your board in 2006 and, if applicable, the number of additional trustees ordered by the Minister in 2010 (see Appendix C);
- your board's 2022 PEG Report;
- if applicable, the name(s) of any municipalities within your board's jurisdiction that have been designated as low population municipalities, and whether the sum of electoral quotients for those municipalities is to be increased by one or two;
- a copy of the provisions regarding distribution set out in sections 4 to 8 of O. Reg. 412/00, available online at http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000412_e.htm.

If you wish to calculate whether your board may have additional trustees, you may use the online calculator on the OESC's Web page. If you are doing a manual calculation, you will need:

- a copy of the six tables contained in O. Reg. 412/00, which are reproduced in Appendix A;
- a copy of the rules set out in O. Reg. 412/00, which are reproduced in Appendix B, for determining the number of additional members based on your board's dispersal factor.

2. Determine your board's number of trustee positions:

- For most boards, this will be the number determined for the purposes of the 2006 election, unless:
 - the Minister ordered additional trustees for your board in 2010 following the isolate board mergers; or
 - your board has passed a resolution to reduce its number of elected trustees to not fewer than five; or
 - your board has experienced a change in population or area of jurisdiction and would like to use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

3. Allocate the trustee positions to the geographic areas formed by your board. This step requires the calculation of the electoral quotient for each municipality or municipal ward using the PEG data provided by MPAC. The online calculator will do this for you. If you wish to do a manual calculation, you will find the steps and templates you may use for this purpose on pages 10 to 14. In either case, you will need to know:

- the number of elected trustee positions;
- the number of municipalities/municipal wards and unorganized territories in your board's jurisdiction;
- the number, if any, of designated low population municipalities;
- the number (one or two) by which the sum of their electoral quotients would be increased.

4. Make copies of the D&D calculations. If you used the Web-based calculator, it provides an option for printing your calculations. If you used a manual method, copy your completed D&D templates or any other chart you may have used for your calculations.

5. Seek approval from your board on the number of trustees to be elected and their geographic distribution. Note that all resolutions must be passed by **March 31, 2022**.
6. Prepare your D&D Report and send it, by **April 4, 2022**, to the Minister, the school board election clerks for all the municipalities within the area of jurisdiction of the board and the secretary of every other board that is wholly or partially within the area of jurisdiction of your board. The completed D&D Report must include:
 - the D&D results;
 - if applicable, the identification of any lead municipality;
 - a copy of the data and calculations by which the D&D results were reached and by which any lead municipality was identified;
 - copies of all relevant board resolutions.

Trustee Determination – Using the Online Calculator

The online calculator can be found on the website of the OESC at <http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>.

You will be provided with two options for proceeding:

Option 1: If you are not recalculating your board's elected trustee positions, then you will be taken to a Web page where you will select your board name and enter the total population of your board's electoral group that will be used in the trustee distribution calculation.

Once you select your board, a number will be generated, which is the total number of elected trustees for your board. If your board has recently passed a resolution to reduce the number of trustees, you can choose the board's new number of trustees from a drop-down menu.

Option 2: If your board wishes to recalculate its number of elected trustee positions, then you will be taken to a Web page that you can use to determine whether a change in your board's population or area of jurisdiction would allow your board to have more trustees. You will be asked to identify your board name and enter the population of your board's electoral group. When you click on the Next button, the calculator will determine the allowable number of trustees for your board. If the resulting number is greater than the number for 2006 (including trustees ordered by the Minister, if applicable), the greater number is your board's maximum allowable number of trustees.

You will then be guided to the trustee distribution calculator.

Trustee Distribution – Using the Online Calculator

Enter the names of all local municipalities and local municipal wards in your jurisdiction, and their corresponding electoral group population. The calculator will then calculate the electoral quotients. If you indicated that your board has designated one or more low population municipalities, it will also calculate the alternative electoral quotients.

The **electoral quotient** is a number that represents the number of trustee(s) a board can have in a particular geographic area.

The **alternative electoral quotient** is a number that represents an increased electoral quotient for low population municipalities and a decreased electoral quotient for other municipalities. As such, it allows for greater representation to low population municipalities than would be accorded by a strict representation-by-population calculation.

The calculator template can be printed and included in your D&D Report.

The final step is to allocate the trustee positions to geographic areas in your school board by following the rules set out in O. Reg. 412/00:

- Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.
- Section 7 of O. Reg. 412/00 sets out the distribution provisions for boards that have designated one or more low population municipalities.

To allocate trustee positions, combine the municipalities, municipal wards, and territories without municipal organization to create geographic areas (i.e., clusters). The number of geographic areas cannot exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number, and the number of trustees allocated to a geographic area should be, as nearly as practicable, the sum of the electoral quotients for that area.

For example, if the sum of the electoral quotients for a geographic area is 1.6, the distribution rules would require the board to look at other possible combinations of municipalities and municipal wards that would result in a quotient closer to a whole number. See the example on page 14.

When clustering municipalities, territories without municipal organization, and municipal wards to create geographic areas, it is also important to think about the demographics of your board's jurisdiction. Consideration could be given to distributing trustee positions in such a way so that the voices of all, including marginalized communities, are heard at the board table.

Municipalities, municipal wards, and territories without municipal organization that make up geographic areas do not need to be adjacent to one another. The board can combine nonadjacent areas throughout the board's jurisdiction.

Any person can make a submission to a board about the establishment of geographic areas. The board is required to take these submissions into consideration in arriving at its decision to form a geographic area (section 58.1 (13) of the *Education Act*).

You are now ready to prepare your report to present to the board.

Trustee Determination – Manual Calculation Using Templates

If your board will **not** be recalculating its number of elected trustee positions, then your board's number of elected trustees will be:

- the number determined for the purposes of the 2006 election; **or**
- the number determined for the purposes of the 2006 election plus any additional positions ordered by the Minister in 2010 as a result of the isolate board mergers; **or**
- a lower number, in accordance with a resolution passed by the board to reduce the number of elected trustees. The number cannot be lower than five.

Provide this number in your D&D Report.

Recalculating Your Board's Number of Trustees (Optional)

If your board has experienced a change in population or in area of jurisdiction, you may use the steps and templates that follow to calculate whether the determination formula in O. Reg. 412/00 would allow additional trustees. All of the tables from O. Reg. 412/00 that are used in the calculation are reproduced in Appendix A to this guide.

Step 1:

Find the population of your board's electoral group from your 2022 PEG Report. Enter this figure in Box 1 of the Trustee Determination Template found on page 9 of this guide.

Step 2:

Refer to "Table 1 – Board Areas" in O. Reg. 412/00. Enter your board's area as shown in that table in Box 2.

Step 3:

Divide your board's electoral group population (Box 1) by your board's area (Box 2) to determine your board's density figure. Enter that figure in Box 3.

Step 4:

Refer to "Table 5 – Dispersal Factors" in O. Reg. 412/00. Enter your board's dispersal factor in Box 4.

Step 5:

Refer to "Table 2 – Number of Members Based on Electoral Group Population" in O. Reg. 412/00. Using the population of your board's electoral group (Box 1), enter the corresponding number of trustees based on electoral group population in Box 5.

Step 6:

Refer to "Table 3 – Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using the board density figure (Box 3), enter the corresponding number of additional trustees based on board density in Box 6.

Step 7:

Refer to "Table 4 – Maximum Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using your board area figure (Box 2), enter the maximum number of additional trustees based on board density in Box 7.

Step 8:

In Box 8, enter the lesser of the numbers in Box 6 and Box 7.

Step 9:

Refer to the rules set out in O. Reg. 412/00 regarding dispersal (see dispersal rules in Appendix B). Using your board's dispersal factor (Box 4), enter the corresponding number of additional trustees based on dispersal in Box 9.

Step 10:

In Box 10, enter the greater of the numbers in Box 8 and Box 9.

Step 11:

Calculate the total of Box 5 plus Box 10 and enter it in Box 11.

Step 12:

Referring to the final day school average daily enrolment (not counting pupils enrolled in Junior Kindergarten) from your board's 2021-22 Estimates data, take the corresponding figure from "Table 6 – Minimum Number of Members Based on Board Enrolment" found in O. Reg. 412/00 and enter it in Box 12.

Step 13:

Select the greater of the numbers in Box 11 and Box 12. This is the number of your elected trustee positions of your board based on the formula in O. Reg. 412/00.

You have now completed trustee determination and are ready to calculate trustee distribution.

Trustee Determination Template – Manual Calculation

DATA	SOURCE	FIGURE
1. Population of electoral group	MPAC	Box 1:
2. Board area	Table 1, O. Reg. 412/00	Box 2:
3. Board density	Population/area	Box 3:
4. Dispersal factor	Table 5, O. Reg. 412/00	Box 4:
5. Number of population-based trustees	Table 2, O. Reg. 412/00	Box 5:
6. Number of density-based trustees	Refer to Table 3, O. Reg. 412/00 using board density figure	Box 6:
7. Number of density-based (area adjusted) trustees	Refer to Table 4, O. Reg. 412/00, using board area figure	Box 7:
8. Lesser of Box 6 and Box 7	Refer to rules set out in O. Reg. 412/00, s.3	Box 8:
9. Number of additional trustees based on dispersal	Refer to rules set out in O. Reg. 412/00, s.3, using dispersal factor	Box 9:
10. Total number of additional trustees (greater of Box 8 and Box 9)	Refer to rules set out in O. Reg. 412/00, s.3	Box 10:
11. Number of population-based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	Box 11:
12. Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	Box 12:

Number of elected trustees = the greater of the numbers in Box 11 and Box 12

Trustee Distribution – Manual Calculation Using Templates

If you choose to calculate trustee distribution manually, the following templates and series of steps allow you to calculate your board's electoral quotients and alternative electoral quotients.

There are two templates to choose from:

1. If your board has **not** designated any municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution – Template A (Boards with No Low Population Areas)*.
2. If your board **has** designated one or more municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution – Template B (Boards with Low Population Municipalities)*.

Template A (Boards with No Low Population Municipalities)

Step 1:

Enter the **total** population of the board's electoral group as Figure A in the *Trustee Distribution – Template A*. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

Step 2:

Enter the board's number of elected trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

Step 3:

List all municipalities and/or municipal wards in the area of your board's jurisdiction in Column 1, and enter the corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

Step 4:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient tells you how many trustees you can have in each municipal ward or municipality. For this step:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the total number of elected trustee positions (Figure B);
- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward.)

Step 5:

This final step allows you to determine the allocation of trustees to geographic areas in your school board. In most cases, the number of areas listed in Column 1 will be greater than the number of trustees on your board. In order to determine the geographic areas a trustee will represent, combine the municipalities/municipal wards/territories without municipal organization into geographic areas, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.

<p>Trustee Distribution – Template A (Boards with No Low Population Municipalities)</p> <p>Population of electoral group = _____ (Figure A)</p> <p>Total number of elected trustees = _____ (Figure B)</p>		
COLUMN 1	COLUMN 2	COLUMN 3
Name of Municipality/Ward	Electoral Group Population	Electoral Quotient

Template B (Boards with Low Population Municipalities)

Step 1:

Enter the **total** electoral population group of the school board as Figure A in the Trustee Distribution – Template B. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

Step 2:

Enter the number of board trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

Step 3:

Referring to your board resolution, in Chart 1 list all municipalities within your board's jurisdiction that have been designated as low population in Column 1, and their corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

Step 4:

In Chart 2, list all remaining municipalities in your board's jurisdiction, i.e., those that have **not** been designated as low population municipalities, in Column 1, and their corresponding electoral group population in Column 2.

Step 5:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient is an indicator of the level of trustee representation warranted in a particular municipality based on population and geographic size. For both Chart 1 and Chart 2:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the number of board members (Figure B);
- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward in Charts 1 and 2.)

Step 6:

This step calculates the alternative quotients for all municipalities within your board's jurisdiction (i.e., both low population and remaining ones).

Using Chart 1 (low population municipalities):

- i. total the electoral group population for all municipalities designated as low population (Column 2) and enter that total as Figure C;
- ii. total the electoral quotients for all municipalities designated as low population (Column 3) and enter that total as Figure D;
- iii. add to the total of electoral quotients (Figure D) the number determined by the board's resolution designating areas as low population municipalities (the number will be either 1 or 2 – refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure C (the total electoral group population for all municipalities designated as low population);
- v. record the number calculated in Column 4 of Chart 1 – Alternative Quotient.

Using Chart 2 (remaining municipalities):

- i. total the electoral group population for all remaining municipalities (Column 2) and enter that total as Figure E;
- ii. total the electoral quotients in Column 3 and enter that total as Figure F;
- iii. subtract from the total of electoral quotients (Figure F) the number determined by the board's resolution designating municipalities as low population (the number will be either 1 or 2 – refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure E (the total electoral group population for all municipalities not designated as low population areas);
- v. record the number calculated in Column 4 of Chart 2 – Alternative Quotient.

Step 7:

This final step allows you to allocate the trustee positions to geographic areas in your school board. To determine the allocation, combine the municipalities/municipal wards into geographic areas within each grouping, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

You are now ready to prepare your D&D Report to present to the board.

Trustee Distribution – Template B
(Boards with No Low Population Municipalities)

Population of electoral group = _____ (Figure A)

Total number of elected trustees = _____ (Figure B)

CHART 1 – LOW POPULATION MUNICIPALITIES

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Name of Low Population Area	Electoral Group Population	Electoral Quotient	Alternative Quotient
	Total (Figure C)	Total (Figure D)	

CHART 2 – REMAINING MUNICIPALITIES

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Name of Low Population Area	Electoral Group Population	Electoral Quotient	Alternative Quotient
	Total (Figure E)	Total (Figure F)	

Example**Trustee Distribution – Forming Geographic Areas**

Number of trustees = 5

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Name of Municipality/ Ward	Electoral Quotient	Sum of Electoral Quotient	Geographic Area
Municipality 1 (Ward 1)	0.30	0.94	Area 1 (1 trustee)
Municipality 1 (Ward 2)	0.29		
Municipality 1 (Ward 3)	0.35		
Municipality 2	0.61	1.04	Area 2 (1 trustee)
Municipality 3 (Ward 1)	0.18		
Municipality 3 (Ward 2)	0.25		
Municipality 3 (Ward 3)	0.25	1.0	Area 3 (1 trustee)
Municipality 3 (Ward 4)	0.24		
Municipality 3 (Ward 5)	0.28		
Municipality 4 (Ward 1)	0.23		
Municipality 4 (Ward 2)	0.13	1.05	Area 4 (1 trustee)
Municipality 4 (Ward 3)	0.19		
Municipality 5 (Ward 1)	0.14		
Municipality 5 (Ward 2)	0.09		
Municipality 6	0.23		
Municipality 7	0.27	0.97	Area 5 (1 trustee)
Municipality 8	0.97		

In the above illustration, a school board has eight municipalities in its area of jurisdiction and five trustee positions. To distribute its trustee positions, the board formed five geographic areas by combining municipalities and municipal wards.

The sum of the electoral quotient for each geographic area is close to a whole number, which represents the number of trustees for that area (Column 3). Further, the number of geographic areas does not exceed the allowable number of trustees – five in this case.

Need Help with D&D Calculations?

If you need assistance completing your D&D calculations, help is available.

Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations. You may also contact the Education Equity Secretariat at the Ministry of Education by email at lcgb@ontario.ca.

SECTION II

Key Dates for 2022 Elections

ACTIVITY	DATE
MPAC data (PEG Reports) sent to boards	By February 15, 2022
<ol style="list-style-type: none">1. Boards may pass resolutions determining the number of their trustees and must pass resolutions determining their trustee distribution.2. Boards whose area of jurisdiction includes more than one municipality must pass a resolution establishing, or not establishing, low population areas.3. Last day for resolution to reduce trustee numbers	By March 31, 2022
D&D Reports sent to the Minister, school board election clerks and secretaries of other school boards in the board's jurisdiction	By April 4, 2022
Deadline for appeals by municipality regarding trustee distribution	April 21, 2022
Notices of appeal sent by secretary of the board (i.e., the Director of Education) to the Ontario Land Tribunal (OLT)	By April 25, 2022
Beginning of nomination and campaign period	May 1, 2022
Deadline for OLT decision regarding appeal of trustee distribution calculations	June 10, 2022
Nomination day: last day for <ul style="list-style-type: none">• filing nomination, and• withdrawal of candidacy	August 19, 2022, 2:00 pm
Compliance audit committee established	Before October 1, 2022
Voting day	October 24, 2022
Board of Trustees' term of office begins	November 15, 2022
Campaign period ends	January 3, 2023
Financial filing deadline for candidates	March 31, 2023, 2:00 pm

SECTION III

Questions and Answers

Note: For more detailed information about the election process, visit the website of the Ministry of Municipal Affairs and Housing at <http://www.mah.gov.on.ca/Page219.aspx>.

Trustee Determination and Distribution (D&D)

Q. What does trustee D&D mean?

A. Before each general election, the board of trustees of each district school board calculates the number of elected trustee positions on their school board and distributes these positions across the board's area of jurisdiction. This process is known as trustee D&D.

Q. Who is responsible for the D&D process within the jurisdiction of the board?

A. The outgoing board of trustees is responsible for trustee D&D calculations. Using population data received from the Municipal Property Assessment Corporation (MPAC), school boards follow the rules under the Education Act and its regulations to establish the number of trustee positions on the school board and to allocate the positions to geographic areas within the board.

Q. Why do school boards designate low population municipalities?

A. Designation of low population municipalities allows school boards to provide greater representation to rural or other municipalities than they would otherwise have under a strict representation-by-population approach.

Q. What is dispersal?

A. Many geographically large school boards have schools that are a long distance from the school board office. A dispersal factor is included in the formula for calculating a school board's number of trustees to ensure adequate representation of the school board community in these circumstances.

Q. How is the dispersal factor calculated?

A. The dispersal factor expresses the percentage of elementary schools of the school board located more than 200 kilometres from its central office. The Ministry of Education calculates the dispersal factor value for all school boards and sets it in the regulation (Table 5, O. Reg 412/00).

The dispersal factor value for each school board is calculated according to the following formula:

$$\frac{\text{number of elementary schools located } > 200 \text{ km from school board office} \times 100}{\text{Total number of elementary schools}} = \text{Dispersal factor}$$

Q. Why are the Population of Electoral Group (PEG) Reports significant?

A. PEG Reports reflect the population of the board's electoral group in each local municipality and local municipal ward within its jurisdiction. Boards must use the PEG data to calculate the electoral quotients they use to distribute trustee positions over their territory and, if applicable, for determining whether an increase in the PEG would be sufficient to allow additional trustee positions under the formula in O. Reg. 412/00.

Q. Why do school boards have to wait until February 15 before receiving the PEG Reports?

A. The PEG Reports reflect the population of electoral groups as of January 1, 2022. The gap between January 1 and February 15 is to allow time for the collection of the data and preparation and delivery of reports to each municipality and district school board in the province.

Q. If I have a question about the D&D process, whom can I contact for help?

A. Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations.

You may also contact the Education Equity Secretariat at the Ministry of Education at lcgb@ontario.ca.

APPENDIX A

TABLES FROM ONTARIO REGULATION 412/00

TABLE 1
BOARD AREAS

Item	Name of Board	Area (km ²)
1.	District School Board Ontario North East	24,922
2.	Algoma District School Board	9,623
3.	Rainbow District School Board	14,757
4.	Near North District School Board	17,020
5.	Keewatin-Patricia District School Board	7,245
6.	Rainy River District School Board	10,552
7.	Lakehead District School Board	5,274
8.	Superior-Greenstone District School Board	18,959
9.	Bluewater District School Board	8,686
10.	Avon Maitland District School Board	5,639
11.	Greater Essex County District School Board	1,872
12.	Lambton Kent District School Board	5,505
13.	Thames Valley District School Board	7,278
14.	Toronto District School Board	634
15.	Durham District School Board	1,963
16.	Kawartha Pine Ridge District School Board	6,998
17.	Trillium Lakelands District School Board	12,133
18.	York Region District School Board	1,774
19.	Simcoe County District School Board	4,901
20.	Upper Grand District School Board	4,192
21.	Peel District School Board	1,258
22.	Halton District School Board	970
23.	Hamilton-Wentworth District School Board	1,127
24.	District School Board of Niagara	1,883
25.	Grand Erie District School Board	4,067
26.	Waterloo Region District School Board	1,383
27.	Ottawa-Carleton District School Board	2,806
28.	Upper Canada District School Board	12,112
29.	Limestone District School Board	7,193
30.	Renfrew County District School Board	8,740

Item	Name of Board	Area (km ²)
31.	Hastings and Prince Edward District School Board	7,200
32.	Northeastern Catholic District School Board	25,464
33.	Nipissing-Parry Sound Catholic District School Board	10,597
34.	Huron-Superior Catholic District School Board	9,815
35.	Sudbury Catholic District School Board	9,317
36.	Northwest Catholic District School Board	11,965
37.	Kenora Catholic District School Board	3,070
38.	Thunder Bay Catholic District School Board	4,936
39.	Superior North Catholic District School Board	18,716
40.	Bruce-Grey Catholic District School Board	8,686
41.	Huron Perth Catholic District School Board	5,639
42.	Windsor-Essex Catholic District School Board	1,872
43.	London District Catholic School Board	7,278
44.	St. Clair Catholic District School Board	5,505
45.	Toronto Catholic District School Board	634
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	10,324
47.	York Catholic District School Board	1,774
48.	Dufferin-Peel Catholic District School Board	2,754
49.	Simcoe Muskoka Catholic District School Board	10,640
50.	Durham Catholic District School Board	1,963
51.	Halton Catholic District School Board	970
52.	Hamilton-Wentworth Catholic District School Board	1,127
53.	Wellington Catholic District School Board	2,696
54.	Waterloo Catholic District School Board	1,383
55.	Niagara Catholic District School Board	1,883
56.	Brant Haldimand Norfolk Catholic District School Board	4,067
57.	Catholic District School Board of Eastern Ontario	12,112
58.	Ottawa Catholic District School Board	2,806
59.	Renfrew County Catholic District School Board	7,851
60.	Algonquin and Lakeshore Catholic District School Board	16,101
61.	Conseil scolaire public du Nord-Est de l'Ontario	46,499
62.	Conseil scolaire public du Grand Nord de l'Ontario	65,681
63.	Conseil scolaire Viamonde	68,014
64.	Conseil des écoles publiques de l'Est de l'Ontario	38,041
65.	Conseil scolaire de district catholique des Grandes Rivières	25,452
66.	Conseil scolaire de district catholique Franco-Nord	10,597

Item	Name of Board	Area (km ²)
67.	Conseil scolaire de district catholique du Nouvel-Ontario	19,226
68.	Conseil scolaire de district catholique des Aurores boréales	38,587
69.	Conseil scolaire catholique Providence	28,980
70.	Conseil scolaire catholique MonAvenir	40,407
71.	Conseil scolaire de district catholique de l'Est ontarien	5,326
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	33,543

TABLE 2
NUMBER OF MEMBERS BASED ON ELECTORAL GROUP POPULATION

Item	Total Population of Electoral Group	Number of Members
1.	Less than 30,000 persons	5
2.	30,000 to 44,999 persons	6
3.	45,000 to 59,999 persons	7
4.	60,000 to 99,999 persons	8
5.	100,000 to 149,999 persons	9
6.	150,000 to 249,999 persons	10
7.	250,000 to 399,999 persons	11
8.	400,000 to 999,999 persons	12
9.	1,000,000 to 1,499,999 persons	17
10.	1,500,000 persons or more	22

TABLE 3
NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY

Item	Density	Number of Additional Members
1.	Less than 1.00	7
2.	1.00 or more but less than 1.25	6
3.	1.25 or more but less than 1.50	5
4.	1.50 or more but less than 2.00	4
5.	2.00 or more but less than 3.00	3
6.	3.00 or more but less than 4.00	1
7.	4.00 or more	0

TABLE 4
MAXIMUM NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY

Item	Board Area	Number of Additional Members
1.	Less than 8,000 square kilometres	0
2.	8,000 square kilometres or more but less than 12,000 square kilometres	1
3.	12,000 square kilometres or more but less than 25,000 square kilometres	3
4.	25,000 square kilometres or more but less than 40,000 square kilometres	6
5.	40,000 square kilometres or more	The lesser of 7 and the difference between 12 and the number of members based on electoral group population set out in Table 2 for the population of the board's electoral group.

TABLE 5
DISPERSAL FACTORS

Item	Name of Board	Dispersal Factor
1.	District School Board Ontario North East	16.0
2.	Algoma District School Board	8.6
3.	Keewatin-Patricia District School Board	47.1
4.	Lakehead District School Board	8.7
5.	Superior-Greenstone District School Board	50.0
6.	Northeastern Catholic District School Board	25.0
7.	Huron-Superior Catholic District School Board	31.3
8.	Northwest Catholic District School Board	20.0
9.	Kenora Catholic District School Board	20.0
10.	Algonquin and Lakeshore Catholic District School Board	3.0
11.	Conseil scolaire public du Nord-Est de l'Ontario	50.0
12.	Conseil scolaire public du Grand Nord de l'Ontario	20.0
13.	Conseil scolaire Viamonde	8.9
14.	Conseil des écoles publiques de l'Est de l'Ontario	5.4
15.	Conseil scolaire de district catholique des Grandes Rivières	21.4
16.	Conseil scolaire de district catholique du Nouvel-Ontario	20.7
17.	Conseil scolaire de district catholique des Aurores boréales	80.0
18.	Conseil scolaire catholique Providence	10.7
19.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.8
20.	All other boards	0.0

TABLE 6**MINIMUM NUMBER OF MEMBERS BASED ON BOARD ENROLMENT**

Item	Day School Average Daily Enrolment	Minimum Number of Members
1.	10,000 to 13,999 pupils	6
2.	14,000 to 21,499 pupils	7
3.	21,500 to 29,999 pupils	8
4.	30,000 to 44,999 pupils	9
5.	45,000 to 84,999 pupils	10
6.	85,000 or more pupils	11

APPENDIX B

DISPERSAL RULES FROM ONTARIO REGULATION 412/00

Subsection 3 (2), paragraph 4:

Determine the number of additional members based on dispersal in accordance with the following rules:

- i. If the dispersal factor set out for the board in Table 5 is 0, the number of additional members based on dispersal is 0.
- ii. If the dispersal factor set out for the board in Table 5 is greater than 0 and less than 10, the number of additional members based on dispersal is 1.
- iii. If the dispersal factor set out for the board in Table 5 is 10 or more but less than 25, the number of additional members based on dispersal is 2.
- iv. If the dispersal factor set out for the board in Table 5 is 25 or more but less than 50, the number of additional members based on dispersal is 3.
- v. If the dispersal factor set out for the board in Table 5 is 50 or more, the number of additional members based on dispersal is 4.

APPENDIX C

TRUSTEE POSITIONS ESTABLISHED FOR THE PURPOSE OF THE 2006 GENERAL ELECTION AND ADDITIONAL TRUSTEE POSITIONS ORDERED BY THE MINISTER IN 2010

#	Board Name	2006 Positions	Additional Positions Ordered by the Minister
1.	District School Board Ontario North East	10	-
2.	Algoma District School Board	10	-
3.	Rainbow District School Board	8	-
4.	Near North District School Board	8	-
5.	Keewatin-Patricia District School Board	9	1
6.	Rainy River District School Board	6	-
7.	Lakehead District School Board	8	-
8.	Superior-Greenstone District School Board	8	-
9.	Bluewater District School Board	9	-
10.	Avon Maitland District School Board	9	-
11.	Greater Essex County District School Board	10	-
12.	Lambton Kent District School Board	10	-
13.	Thames Valley District School Board	12	-
14.	Toronto District School Board	22	-
15.	Durham District School Board	11	-
16.	Kawartha Pine Ridge District School Board	10	-
17.	Trillium Lakelands District School Board	9	-
18.	York Region District School Board	12	-
19.	Simcoe County District School Board	11	-
20.	Upper Grand District School Board	10	-
21.	Peel District School Board	12	-
22.	Halton District School Board	11	-
23.	Hamilton-Wentworth District School Board	11	-
24.	District School Board of Niagara	11	-
25.	Grand Erie District School Board	10	-
26.	Waterloo Region District School Board	11	-
27.	Ottawa-Carleton District School Board	12	-
28.	Upper Canada District School Board	10	-
29.	Limestone District School Board	9	-
30.	Renfrew County District School Board	8	-

#	Board Name	2006 Positions	Additional Positions Ordered by the Minister
31.	Hastings and Prince Edward District School Board	9	-
32.	Northeastern Catholic District School Board	8	-
33.	Nipissing-Parry Sound Catholic District School Board	6	-
34.	Huron-Superior Catholic District School Board	9	-
35.	Sudbury Catholic District School Board	6	-
36.	Northwest Catholic District School Board	7	1
37.	Kenora Catholic District School Board	5	1
38.	Thunder Bay Catholic District School Board	6	-
39.	Superior North Catholic District School Board	8	-
40.	Bruce-Grey Catholic District School Board	6	-
41.	Huron Perth Catholic District School Board	5	-
42.	Windsor-Essex Catholic District School Board	9	-
43.	London District Catholic School Board	8	-
44.	St. Clair Catholic District School Board	7	-
45.	Toronto Catholic District School Board	12	-
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	7	-
47.	York Catholic District School Board	10	-
48.	Dufferin-Peel Catholic District School Board	11	-
49.	Simcoe Muskoka Catholic District School Board	8	-
50.	Durham Catholic District School Board	8	-
51.	Halton Catholic District School Board	9	-
52.	Hamilton-Wentworth Catholic District School Board	9	-
53.	Wellington Catholic District School Board	6	-
54.	Waterloo Catholic District School Board	9	-
55.	Niagara Catholic District School Board	8	-
56.	Brant Haldimand Norfolk Catholic District School Board	6	-
57.	Catholic District School Board of Eastern Ontario	7	-
58.	Ottawa Catholic District School Board	10	-

#	Board Name	2006 Positions	Additional Positions Ordered by the Minister
59.	Renfrew County Catholic District School Board	6	-
60.	Algonquin and Lakeshore Catholic District School Board	10	-
61.	Conseil scolaire public du Nord-Est de l'Ontario	12	-
62.	Conseil scolaire public du Grand Nord de l'Ontario	12	-
63.	Conseil scolaire Viamonde	12	-
64.	Conseil des écoles publiques de l'Est de l'Ontario	12	-
65.	Conseil scolaire de district catholique des Grandes Rivières	9	-
66.	Conseil scolaire de district catholique Franco-Nord	6	-
67.	Conseil scolaire de district catholique du Nouvel-Ontario	10	2
68.	Conseil scolaire de district catholique des Aurores boréales	11	1
69.	Conseil scolaire catholique Providence	11	-
70.	Conseil scolaire catholique MonAvenir	12	-
71.	Conseil scolaire de district catholique de l'Est ontarien	8	-
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	11	-

	As a Catholic School Council, is there any interest in reviewing the Trustee representation for your area?	If "Yes", please provide a maximum of three reasons for the interest and any comments below:		If "No", please provide a maximum of three reasons and any comments below:		
	<i>Response</i>	<i>Comment 1:</i>	<i>Comment 2:</i>	<i>Comment 1:</i>	<i>Comment 2:</i>	<i>Comment 3:</i>
1	Yes	We feel that the trustee should be within the same area as the school	More in tune with area needs and interests			
2	Yes	Differences in allocation of trustees	Role of trustees, e.g. value add of more than one trustee			
3	Yes					
4	Yes	If they are Representing us, then without communication how are they know what our needs are?	Without knowledge of our representative how can we affectiy contact or communicate with them.			
5	No			I feel the trustee representation reflects the populations they represent		
6	No			They are functioning as they should	They are now familiar with the school	They should be given the rest to the year before making any decisions
7	No					
8	No					
9	No					
10	No					

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 8, 2022**

PUBLIC SESSION

TITLE: CAPITAL PRIORITIES PROGRAM SUBMISSIONS 2022-2023

The Capital Priorities Program Submissions 2022-2023 report is presented for information.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

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

Date: March 8, 2022



REPORT TO THE COMMITTEE OF THE WHOLE MARCH 8, 2022

CAPITAL PRIORITIES PROGRAM SUBMISSIONS 2022-2023

BACKGROUND INFORMATION

On February 4, 2022, the Ministry of Education announced the launch of the 2022-23 Capital Priorities Program and requested that school boards provide their 2022 Capital Priorities Program submissions with associated business cases by February 25, 2022.

The Capital Priorities Program provides school boards with the opportunity to identify and address their most urgent pupil accommodation needs including accommodation pressures, replacing schools in poor condition, supporting past consolidation decisions and creating new licensed child care spaces by the 2026-2027 school year. Projects associated with consolidations that do not have a completed Pupil Accommodation Review are not considered. With the additional challenges school boards are facing with the COVID pandemic, the Ministry has reduced the burden associated with this year's Capital Priorities submissions. School boards were asked to submit up to five (5) projects for consideration under the 2022-23 Capital Priorities program, down from ten (10) projects that were requested in previous years.

The Niagara Catholic Long Term Accommodation Plan 2016-2021(LTAP) provided the historical, current and future enrolment information to guide the board, municipalities, and the public and potential partners on the long term accommodations within the system. Based on the enrolment information and demographics, the LTAP outlines potential short, medium and long term strategies to address accommodation issues through Attendance Area Reviews, Pupil Accommodation Reviews, relocation of programs such as French Immersion and expanding community partnerships to maximize utilization and guide future capital priority submissions.

Guided by the LTAP, updated demographic data and supported by the purchase of appropriate school sites through Education Development Charges, the following projects were submitted for the 2022-23 Capital Priorities Program:

Priority	School	Need	Project Description	Benchmark Funding
1	Niagara Falls Elementary School	Accommodation Pressures	New 354 pupil place school	\$9.2 million including site works funding from EDCs
2	Blessed Trinity Catholic Secondary School	Accommodation Pressures	Permanent addition for 210 pupils	\$6.4 million

The Capital Priorities Program Submissions 2022-2023 report is presented for information.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

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

Date: March 8, 2022

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 8, 2022**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
CELEBRATING EXCELLENCE AWARDS CEREMONY 2022
MAY 5, 2022**



MEMO: Director's Memorandum – DM 299 (2021-2022)
MEMO TO: Elementary and Secondary Principals/Vice-Principals
FROM: Camillo Cipriano, Director of Education
DATE: Thursday, March 3, 2022
RE: **CELEBRATING EXCELLENCE AWARD CEREMONY 2022**
CONTACT: Linda Marconi, Executive Assistant

In 2019, the first annual Celebrating Excellence Awards Ceremony was held to acknowledge the recipients of the Distinguished Alumni, Inspiration and Catch the Spirit Student Awards. We are pleased to once again be celebrating this event on Thursday, May 5, 2022 at the Niagara Falls Convention Centre.

The evening will begin at 7:00 p.m. with a liturgy, followed by the presentation to the student, staff and alumni award recipients. A light reception will take place afterwards.

Distinguished Alumni & Inspirations Awards

The Inspiration and Distinguished Alumni nomination forms can be found in the Newsroom section of the My Niagara Catholic website. A Communications Notice was also sent to all staff on February 23rd with a link to these forms. Nominations are due by **Friday, April 8, 2022**.

Catch the Spirit Student Award

In recognition of the excellence within students, one student from each elementary and secondary school and one student from our Continuing Education Learning Centres will be selected by an in-school selection committee chaired by the principal. Selection criteria can be found in the attachment below.

ACTION REQUIRED - Student information is to be submitted using this [Google form](#), and is due by **Thursday, April 14, 2022**.

NOTE: Please inform your student that they have been selected for the award. Further details of the Celebrating Excellence Ceremony will be sent to schools at a later date to share with the parents/guardians of the recipients.

Thank you to all principals, vice-principals and staff for participating in the recognition and celebration of student, staff and alumni accomplishments.

Attachments:

- [Distinguished Alumni Award Nomination Form](#)
- [Inspiration Award Nomination Form](#)
- [Catch the Spirit Student Award Selection Criteria](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 8, 2022**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
NIAGARA FOUNDATION FOR CATHOLIC EDUCATION
ANNUAL BENEFIT GALA – MAY 20, 2022**

NIAGARA FOUNDATION
for
CATHOLIC EDUCATION

Annual Benefit

Gala

with honorary guest,
Most Reverend Gerard Bergie, D.D.
Bishop of St. Catharines

Supporting students in need and providing scholarships



Friday, May 20, 2022
Club Roma Event & Conference Centre
6:00 p.m.

\$100.00/person

Payment can be made online at www.niagaracatholic.ca or by cheque payable to the *Niagara Foundation for Catholic Education* (\$30 Tax receipt available upon request)

Payment must be received by May 11, 2022

If paying by cheque, please send payment and information below to Anna Pisano, Niagara Catholic District School Board, 427 Rice Rd, Welland ON L3C 7C1. For any further information call 905-735-0240 Ext 214 or email foundationgala@nfce.org

Name _____ # attending _____ Payment \$ _____

Email address _____ Phone # _____

