



*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

BOARD MEETING

**TUESDAY, FEBRUARY 28, 2023
6:30 P.M.**



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

A. ROUTINE MATTERS

- | | | |
|-----|---|--------|
| 1. | Land Acknowledgement | - |
| 2. | Opening Prayer – Trustee Benoit | - |
| 3. | Roll Call | - |
| 4. | Approval of the Agenda | - |
| 5. | Declaration of Conflict of Interest | - |
| 6. | Minutes of the Board Meeting of January 31, 2023 | A6 |
| 7. | <u>Consent Agenda Items</u> | |
| 7.1 | Unapproved Minutes of the Committee of the Whole Meeting of February 14, 2023
and Consideration of Recommendations | A7.1 |
| | 7.1.1 Pupil Accommodation Review Policy (701.2) | A7.1.1 |
| | 7.1.2 Elementary and Secondary School Year Calendars: 2023-2024 | A7.1.2 |
| 7.2 | Capital Procurement Projects Exceeding \$750,000 | A7.2 |
| 7.3 | Approved Minutes of the Special Education Advisory Committee (SEAC)
Meeting of January 11, 2023 | A7.3 |
| 7.4 | In-Camera Agenda Items F1, F2, F3 & F4 | - |

B. DELEGATIONS/PRESENTATIONS

- | | | |
|----|------------------------------------|----|
| 1. | Introduction to EcoSchools – Clark | B1 |
|----|------------------------------------|----|

C. COMMITTEE AND STAFF REPORTS

- | | | |
|----|---|----|
| 1. | Niagara Catholic Strategic Directions Action Plan Mid-Year Achievement Report 2022-2023 | C1 |
| 2. | English: Understanding Contemporary First Nations, Métis, and Inuit Voices – Kim | C2 |
| 3. | Niagara Student Transportation Services 2022-2023 Annual Plan – Giancarlo | C3 |
| 4. | International Education Program Overview – Joe | C4 |
| 5. | Financial Reports as at January 31, 2023 – Giancarlo | C5 |

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

- | | |
|--|------|
| 1. Correspondence | - |
| 2. Report on Trustee Conferences Attended | - |
| 3. General Discussion to Plan for Future Action | - |
| 4. Trustee Information | |
| 4.1 Calendar of Events – March 2023 | D4.1 |
| 4.2 20 th Annual Technological Skills Competition – March 2, 2023 | D4.2 |
| 5. Open Question Period | |
| <i>(The purpose of the Open Question Period is to allow members of the Catholic school supporting public to ask about items on that night's public agenda or any previous agendas, and the Board to answer and react.)</i> | |

E. NOTICES OF MOTION

1. NOTICE OF MOTION SUBMISSION
2. NOTICE OF MOTION PRESENTATION

F. BUSINESS IN CAMERA**G. REPORT ON IN CAMERA SESSION****H. FUTURE MEETINGS AND EVENTS****I. MOMENT OF SILENT REFLECTION FOR LIFE****J. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

**TITLE: MINUTES OF THE SPECIAL BOARD MEETING OF
JANUARY 31, 2023**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Special Board Meeting of January 31, 2023, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, JANUARY 31, 2023

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, January 31, 2023, in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 6:30 p.m. by Chair Di Lorenzo.

A. ROUTINE MATTERS

1. **Land Recognition**

Land Recognition statement was delivered by Student Trustee Zylstra.

2. **Opening Prayer**

Opening Prayers were led by Trustee Joyner.

3. **Roll Call**

Chair Di Lorenzo noted that Trustee Benoit joined electronically.

Trustee	Present	Present Electronically	Absent	Excused
Natalia Benoit		✓		
Joseph Bruzzese	✓			
Rhianon Burkholder	✓			
Danny Di Lorenzo	✓			
Larry Huibers	✓			
Doug Joyner	✓			
Jim Marino	✓			
Paul Turner	✓			
Student Trustees				
Charlotte Johnstone	✓			
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; **Julia Tiessen**, Executive Officer of Human Resources; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services

4. **Approval of the Agenda**

Moved by Trustee Marino
Seconded by Trustee Huibers

THAT the Niagara Catholic District School Board approve the Agenda of the Board Meeting of January 31, 2023, as presented.

CARRIED

5. **Declaration of Conflict of Interest**

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

6. **Approval of Minutes of the Board Meeting of December 20, 2022**

Moved by Trustee Joyner
Seconded by Trustee Bruzzese

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of December 20, 2022, as presented.

CARRIED

7. **Consent Agenda Items**

7.1 **Unapproved Minutes of the Committee of the Whole Meeting of January 17, 2023 and Consideration of Recommendations**

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole of January 17, 2023, as amended.

Remove Pat Rocca from attendance

7.1.1 **Student Trustees Policy (100.4)**

THAT the Niagara Catholic District School Board approve the Student Trustees Policy (100.4), as presented.

7.1.2 **Revised Estimates 2022-2023**

THAT the Niagara Catholic District School Board receive for information the Revised Estimates for the year 2022-2023, as presented.

7.2 **Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of December 7, 2022**

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of December 7, 2022, as amended.

Replace Kathy Burtnik and Dino Sicoli with Doug Joyner and Jim Marino

7.3 Appointment of Niagara Catholic Special Education Advisory Committee (SEAC) Member 2023-2027

THAT the Niagara Catholic District School Board appoint the following local association representative and community representative to serve as a Special Education Advisory Committee members for the term of 2023-2027:

Alyson Wilson – Bethesda Community Services Inc.
Krystine Donato – Community Representative

7.4 Approved Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC) of November 3, 2022

THAT the Niagara Catholic District School Board receive the approved Minutes of the Niagara Catholic Parent Involvement Committee Meeting of November 3, 2022, as presented for information

7.5 In-Camera Items F1, F2 & F3

Moved by Trustee Burkholder
Seconded by Trustee Bruzzese

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

B. DELEGATIONS/PRESENTATIONS

1. Introduction to Accommodation Planning

Clark Euale, Controller of Facilities Services introduced Jack Ammendolia, Consultant (Managing Partner), Watsons & Associates Economists Ltd.

Mr. Ammendolia presented an Introduction to Accommodation Planning.

Mr. Ammendolia answered questions of Trustees.

C. COMMITTEE AND STAFF REPORTS

1. Director's Annual Report

Director Cipriano presented the Director's Annual Report for Trustee information.

Director Cipriano answered questions of Trustees.

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

Nil

2. Report on Trustee Conferences Attended

Trustees Huibers, Burkholder, Joyner and Di Lorenzo reported on the OCSTA Catholic Trustee Seminar held on January 20-21, 2023.

3. General Discussion to Plan for Future Action

1. Professional Development for Trustees will continue into February with a presentation on the Role of Governance.

4. Trustee Information

4.1 Calendar of Events – February 2023

Director Cipriano highlighted the February 2023 Calendar of Events.

Trustees are invited to attend the 12th Annual Julia's Hope Cup on Saturday February 18, 2023 at Chippawa Park Pond in Welland in support of the Hope Centre.

The Time to Shine Formal has been changed from February to April 20, 2023.

5. Open Question Period

None Submitted

E. NOTICES OF MOTION

1. NOTICE OF MOTION SUBMISSION

None Submitted

2. NOTICE OF MOTION PRESENTATION

None Presented

F. BUSINESS IN CAMERA

Moved by Trustee Joyner

Seconded by Trustee Turner

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

CARRIED

The Niagara Catholic District School Board moved into the In Camera Session of the Board Meeting at 8:05 p.m. and reconvened at 8:16 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Joyner

Seconded by Trustee Turner

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of January 31, 2023.

CARRIED

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Burkholder
Seconded by Trustee Bruzzese

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of December 20, 2022, as presented.

CARRIED (Item F1)

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

Moved by Trustee Burkholder
Seconded by Trustee Bruzzese

THAT the January 31, 2023 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 8:17 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **January 31, 2023**.

Approved on **February 28, 2023**.

Danny Di Lorenzo
Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

TITLE: INTRODUCTION TO ECOSCHOOLS

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services
Clara Luke, Senior Program Manager, EcoSchools Canada

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

Date: February 28, 2023



PRESENTATION BACKGROUND

**Board Meeting
February 28, 2023**

INTRODUCTION TO ECOSCHOOLS

Niagara Catholic has participated in the EcoSchools Canada Program since 2007, and proudly boasts that all of our schools have obtained certification of either Bronze, Silver, Gold or Platinum over the years. The exception to this was during the pandemic when it became very challenging to engage our staff and students while working remotely. Even given this challenge, 100% of our schools participated, with many managing certification. The overall success of this program is indicative of the importance that our school communities place on environmental education and conservation.

EcoSchools incorporates environmental education and responsible action into K-12 schools throughout Canada, allowing students, teachers, custodians and parents to get a clear picture of their current environmental practices and take action to reduce their environmental footprint.

Students demonstrate their achievements in environmental learning by leading and taking part in curriculum-linked, student-led initiatives such as The Big Gulp, Earth Hour, Ban the Bottle Campaigns and creating their schools own EcoCode (Mission Statement).

With Earth Month quickly approaching in April, we are challenging the schools to take their learning outdoors considering activities such as Community Clean-up, Creating Homes for Wildlife, Active and Sustainable School Travel, Greenbelt Biodiversity, or Pollinator Gardens among many other exciting ideas.

We continue to strive to inspire, engage and empower our students to make a difference by reducing their energy consumption, minimizing waste, greening school grounds, and encouraging staff and students to become more ecologically literate as Stewards of the Earth.

We welcome EcoSchools Canada to provide a brief presentation outlining the EcoSchools Program for the Board of Trustees, Senior Leadership and the public to provide an overview of the many benefits associated with participation in this exciting and crucial program.

Some additional EcoSchools resources for your information and use:

- [Join the Movement video](#) - short video to introduce others at your school to the EcoSchools program
- [Intro to EcoSchools webinar](#) - more in-depth overview of the EcoSchools program
- [EcoSchools Certification Guide](#)

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services
Clara Luke, Senior Program Manager, EcoSchools Canada

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

Date: February 28, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC STRATEGIC DIRECTIONS ACTION
PLAN MID-YEAR ACHIEVEMENT REPORT 2022-2023**

The Niagara Catholic Strategic Directions Action Plan Mid-Year Achievement Report
2022-2023 is presented for information.

Prepared by: Senior Administrative Council

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

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

Date: February 28, 2023



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE BOARD FEBRUARY 28, 2023

NIAGARA CATHOLIC STRATEGIC DIRECTIONS ACTION PLAN MID-YEAR ACHIEVEMENT REPORT 2022-2023

BACKGROUND INFORMATION

At the November 23, 2021 meeting of the Niagara Catholic District School Board, the following motion was approved;

THAT the Niagara Catholic District School Board approve the Vision, Mission, Values Statements and Strategic Directions for the school years 2021-2022 until 2025-2026 (Appendix A)

The Niagara Catholic Strategic Directions are designed to provide the annual focus for the system towards achieving the outcomes of the Niagara Catholic Multi-Year Strategic Plan (2021-2026). Within the five (5) Strategic Directions, fifteen (15) specific priorities/goals were identified and approved and provide the specific framework to measure the achievement of each direction and strategy within our multi-year strategic plan.

The Board approved MYSP – Strategic Directions were posted on the Niagara Catholic website and copies were provided to Bishop Bergie, the Diocese of St. Catharines, Special Education Advisory Committee (SEAC), Catholic School Council Chairs and the Niagara Catholic Parent Involvement Committee (NCPIC).

At the March 8, 2022 Committee of the Whole meeting, Strategic Plan – System Priorities Action Plan for 2022-2023 was presented to the Board of Trustees. The Action Plan was created by senior staff in order to identify actionable, measureable activities tied to each of the directions and priorities. The Action Plan represents a blueprint for the work of the system in achieving the Strategic Directions of the Board.

As we have reached the approximate mid-point of the 2022-2023 academic year, Senior Administrative Council conducted its annual mid-year review of the progress in achieving the priorities within the Action Plan. The results of the mid-year review were collated and reviewed by Senior Administrative Council, administrators and Board staff as a measurement of our success to date in achieving each Strategic Direction by the conclusion of the academic year. In addition, staff and parent surveys were conducted to gather perceptual data on how our stakeholders believe we are achieving our priorities and goals. Finally, we received feedback from our student senate on how they believed we have achieved the goals set out in our five strategic directions.

Attached to this report (Appendix B) is a copy of the Niagara Catholic System Priorities and Action Plan Mid-Year Achievement Review 2022-2023, outlining the progress to date. Within each priority/goal are the actions, work plan, measures of success, responsibility and progress to date.

Also attached is the Niagara Catholic Strategic Plan Survey for Parents/Guardians (Appendix C), Niagara Catholic Strategic Plan Survey for Staff (Appendix D) and Strategic Plan Feedback Power Point by our Student Senate (Appendix E)

At the conclusion of the 2022-2023 school year, members of Senior Administrative Council, administrators and Board staff will collate, analyze and review all data gathered for the 2022-2023 school year and present a final report to the Board and to all stakeholders.

The annual final report will provide evidenced based information on the achievement of the Board's annual Strategic Directions Action Plan and the achievement of specific goals within Niagara Catholic's multi-year strategic plan, (MYSP)

Attached

Appendix A - Vision, Mission, Values Statements and Strategic Directions for the school years 2021-2026

Appendix B - Niagara Catholic Strategic Directions Action Plan Mid-Year Achievement Review 2022-2023

Appendix C - Niagara Catholic Strategic Plan Survey for Parents/Guardians

Appendix D – Niagara Catholic Strategic Plan Survey for Staff

Appendix E - Strategic Plan Feedback Power Point by our Student Senate

The Niagara Catholic Strategic Directions Action Plan Mid-Year Achievement Report 2022-2023
is presented for information.

Prepared by: Senior Administrative Council

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

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

Date: February 28, 2023



Our Mission

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.

Our Vision

Encountering souls and opening minds so that all students succeed.

Our Values

JUSTICE

We are committed to equity, works of social action, and the celebration of diversity.

COMPASSION

We practice forgiveness, generosity, kindness, humility, and service in our interactions with others.

STEWARDSHIP

We care and act respectfully and responsibly for all God's creation.

ACCOUNTABILITY

We take ownership for the impact and consequences of actions and decisions.

COMMUNITY

We foster connections where all belong and work collaboratively with our partners.

INTEGRITY

We act in a manner that is consistent with gospel values.

FAITHFULNESS

We are nourished by our Catholic faith through the word, spirit, and prayer.



2021-2026 STRATEGIC PLAN

LISTENING, LEARNING, AND LEADING STRATEGIC DIRECTIONS



ADVANCE STUDENT ACHIEVEMENT FOR ALL STUDENTS

- Focus on student success promoting and supporting all pathways for student achievement
- Support students' mental health & wellness
- Prepare students in global competencies



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'



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 & 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



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



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

2022-2023 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	Monitoring/ Progress
<p>1.1 Focus on student success promoting and supporting all pathways for student achievement</p>	<p>i. Promote, develop and define alternative and optional programming available for students to pursue different post-secondary destinations.</p>	<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 	<ul style="list-style-type: none"> Student Support Department present at all Alternative Transition meetings to support the program needs of the students Pathway planning is being done in conjunction with Indigenous Community Partners to further support the pathway planning of our First Nations/Metis/Inuit students Review of the current Referral process for students entering alternative program with a focus on pathway planning through co-op opportunities Update and re-establish School strategy teams in all high schools (completed) <u>Ongoing:</u> <ul style="list-style-type: none"> - Establish regular visits/meetings with school teams to provide ministry updates, ministry and board initiatives, discuss strategies to promote and build programs, recruit students and support school level implementation of these programs. <u>Progress</u> <ul style="list-style-type: none"> - increase inventory of Cooperative Education placements - provide a support package for Cooperative Education teachers - enhance and target school support for student engagement and student completion of SHSM and OYAP programs - increase Reach Ahead and experiential learning opportunities for all SHSM students - increase promotion of OYAP and SHSM through earlier awareness campaign, including campaign specific to indigenous and females in underrepresented sectors. - Monitor staff participation in the execution of key program elements to ensure targets are met, therefore providing greater opportunities for student success in these programs

					<p>- Continue to monitor student enrolment and achievement/ completion data of each program.</p> <p>SHSM DATA: 2022-23 - Enrolled Gr. 11 and 12 students: 1223 ~36% footprint Completion Rate: n/a</p> <p>2021-22 - Enrolled Gr. 11 and 12 students: 1070 = 30% footprint Completion Rate: NCDSB – 88% Province – 68%</p> <p>2020-21 - Enrolled Gr. 11 and 12 students: 932 = 20% footprint Completion Rate: NCDSB – 77% Province – 66%</p> <p>OYAP DATA -- 2022-23 - Participant and Registrant Data – not yet available</p> <p>2021-22 -- OYAP: 136 students OYAP with a Registered Training Agreement (RTA): 22 students Due to the continuing effects of COVID during this school year, many work placements that are trades related still were not taking on co-op students. As a result this restricted students from potentially participating in the OYAP program.</p> <p>2020-21 -- OYAP: 150 students OYAP Participants with a Registered Training Agreement (RTA): 20 students</p> <p>- Continue to collect and review student feedback about learning opportunities - Continue to monitor the use of digital tools, including Brightspace and MyBlueprint, which are used to measure student's readiness for successful transitions to secondary school and their initial postsecondary destination. Grades 7 to 12 students are responsible for making meaningful updates to their Individual Pathways Plan (IPP) at least twice a year. - Collect and review student feedback about learning opportunities - Collect feedback from students and staff to determine awareness about local economic realities and career opportunities</p>
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	<p>ii. Increase literacy achievement K to 12 with a focus on early learners.</p>	<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 	<ul style="list-style-type: none"> ● Monitoring visits with staff to discuss implementation of Haggerty with principals ● Review of EQAO data during school visits to determine school efforts to sustain achievement levels and identify areas for growth ● Discussion with Empower staff during school visits ● Invite EQAO Board to speak to Senior Staff and present to Principals about best practices
	<p>iii. Increase numeracy achievement with a focus to provide support for educators with the implementation of the new Mathematics curriculum in grades 1-9.</p>	<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 	<ul style="list-style-type: none"> ● Monitoring visits working with principals to discuss EQAO data and what it tells us about their school ● Principal discussions around challenges and next steps with Math up ● SO participation in Principal PD on Math up
<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 	<ul style="list-style-type: none"> - Completed-August 2022 Principals' Meeting MH and Well- Being Strategy and Action Plan presented to 100% of Board and School Administrators, and MH Team to support students - Completed- Social Worker complement increased to 9 SWs to provide Tier 2 support - Completed-Professional Activity day, September 2022 mental health and well-being workshops to support 100% of all staff - Creating culturally responsive and safe environment for students through the creation of dedicated spaces in schools to welcome and create opportunities to celebrate student indigeneity - Explore the creation of greater mentoring opportunities for our FNMI students through partnerships with Niagara College

					<ul style="list-style-type: none"> - Completed-Protocol for Suicide Prevention, Intervention and Postvention, and Pathways to Service presented to 100% of administrators for school support - Completed-Anti-Sex Trafficking Protocol training in consultation with Safe and Accepting Schools: 100 %: administrators, Social Workers, Child and Youth Workers, Chaplaincy Leads, ABA/Student Support teams, Mental Health Champions (teachers) and Public Health Nurses - Completed-Roots of Empathy PD with Mary Gordon for Child and Youth Workers (ROE instructors) in partnership with ECCDC - Completed-Project Plaid in November in collaboration with Pathstone Mental Health - Completed-February 2023- PA Day- CYWs- Kids in the Know training with kits provided to each school - Mental Health PD for 100% of IT staff - Completed- ASIST training – 30 staff- February 2023 - safeTALK (suicide awareness) training delivered to 100% NTIP teachers - Collaboration with Contact Niagara and Pathstone Mental Health using the same MH software to allow for transitions to community programs - School Mental Health Ontario resources from www.smho-smso.ca on NCVLE for teachers - Board Mental Health - On-going-Leadership Team Meetings to monitor current MH and Well- Being Strategy and Action Plan and to plan for the coming school year. - Meetings with MH champions
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<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 	<ul style="list-style-type: none"> • School visit discussions around maximizing opportunities during SBT meetings by including central staff in the discussions to build capacity through relevant student related discussions regarding similar profiles of students
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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	Monitoring Progress
<p>2.1 Anchor our work in the Gospel as lived in the person of Jesus Christ</p>	<p>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.</p>	<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 	<ul style="list-style-type: none"> • Pilgrimage - completed Oct 2022 • \$126, 912 raised • Development & Peace Initiatives - completed November 2022 • 31 D&P Schools • Approximately 90 secondary, 120 elementary students, and 20 staff participated in D&P workshops • Secondary Culture of Life Conference - to be completed May 2 & 3, 2023 • 160 secondary students, 30 staff to participate • Focus on Racism & Faith with Fr. Tony Ricard
	<p>ii. Increase faith formation opportunities for staff and students</p>	<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 	<ul style="list-style-type: none"> • Student Retreats <ul style="list-style-type: none"> Gr. 9 Retreats for all secondary schools - completed in fall 2022 Gr. 12 Retreats for all secondary schools - to be completed by June 2023 • Family of Schools Journey Retreats for all Gr. 8 classes- completed fall 2022 • Staff Retreats <ul style="list-style-type: none"> Advent Retreat - completed December 2022 - 40+ participants Lent Retreat- to be completed March 2023 • Principals to include Chaplaincy visits on the school calendars so that families and students are aware of the visits

<p>2.2 Prepare our students to live out the Ontario Catholic School Graduate Expectations</p>	<p>i. Engage students in exploring what it means for them to become an Ontario Catholic School Graduate Expectations.</p>	<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 	<ul style="list-style-type: none"> Journey Retreats - completed Fall 2022 - Workshops on 4 CGE's Gr. 9 Retreats - completed fall 2022 -highlighted CGE's Provide elementary schools with award criteria based on the CGE should they choose to implement these as awards for Grade 8 Graduations.
<p>2.3 Appreciate and highlight faith-based role models putting a 'face to our faith'</p>	<p>i. Review the elementary chaplaincy leader role and model.</p>	<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 	<ul style="list-style-type: none"> 700+ faith formation class visits; (Session1) - completed by December 2022 140+ assemblies focusing on School Patron/Namesake (Session 2)- completed by February 2023 4 faith formation session per class (including the two mentioned above) -to be completed by June 2023 Feedback surveys for students, teachers, and principals to be administered during Session 3 chaplaincy visits - to be completed April 2023
	<p>ii. Recognize and highlight faith role models that are reflective of our schools and communities.</p>	<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 Office Board Chaplaincy Leader Director of Education 	<ul style="list-style-type: none"> Black Saints resource was created and shared with schools highlighting important Black saints, which included reflections and a media activity.Each Elementary School had an assembly session with the Chaplains which focused solely on their school saint so that they could become more familiar with their school namesake, the qualities which made this person a saint and how they themselves could become more like their saint. Our upcoming Board Faith Day in May will have a portion of the day that highlights each school's namesake saint and have school staff highlight how they can be more like them and demonstrate those saintly qualities for their students and their community.

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	Monitoring Progress
<p>3.1 Strengthen and promote opportunities for student voice</p>	<p>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.</p>	<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 	<ul style="list-style-type: none"> Reviewing current approaches in providing equitable service to students and schools to move towards improved efficiency in our service delivery model and the calculated allocation of support staff Needs assessment review discussions with opportunity for input and revision. Consider a greater weighting of sections Ensure accurate use and monitoring of the independence rubric by central staff during service delivery Discussions about the SIEP and how our students with distinct learning needs are factored into the plan Indigenous Champions to be the lead at each school in order to engage the students and offer them a voice in order to best support their learning about their indigeneity. Plans to promote an Indigenous Student Senator to be part of the Student Senate Work with Research and Evaluation to develop a survey to determine the needs of our FNMI students and families regarding the supports, services, and opportunities for greater success. RFL Consultant and Mental Health Lead to meet and plan activities to provide a placemat of resources for Elementary and Secondary Schools. RFL Consultant and Mental Health Lead to meet with Secondary Student Senate to ensure that the Poster/Video contest highlights how Faith and Mental Health work together, as well as to ensure that both Mental Health and Faith are highlighted during the joint week in May.

	<p>ii. Strengthen student voice and engagement for all K-12 students to support their mental health and well-being</p>	<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 	<ul style="list-style-type: none"> • Support the understanding of inter-generational trauma for staff and students. • Continue to invite our members of the Indigenous community to offer greater opportunities for understanding and healing • On-going-Mental Health Lead met with Student Senate to provide mental health awareness and training; and to receive student input about student engagement in mental health activities • On-going Mental Health Lead with the Board Chaplaincy Lead have held meetings with Student Senate to plan for Catholic Education and Mental Health Week, April 30 –May 5,2023 • On-going- Mental Health Lead supported Student Senate about embedding mental wellness into the Student Symposium
<p>3.2 <i>Advance Indigenous Education guided by the Truth & Reconciliation recommendations and the local Indigenous community</i></p>	<p>i. A commitment to professional learning for all staff on the understanding of the Truth and Reconciliation Report.</p>	<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 	<ul style="list-style-type: none"> • All Indigenous Education Advisory Council Committees are co-led with our co-terminus Board in order to effectively address the concerns of the Indigenous community as well as create greater efficiencies around the use of resources through the implementation of our Board Action Plan. • Review all job descriptions and roles to ensure they are responsive and rooted in the Ministry of Education First Nations/Metis/Inuit Framework, the Truth and Reconciliation Calls to Action, and the Catholic Social Teachings/Catholic Graduate Expectations • A working committee has been established with Bishop Bergie, Board Staff, and the Indigenous Community to further explore, promote, and support Truth and Reconciliation projects in the community. • Draft unit of Indigenous Spirituality Unit created in conjunction with Indigenous Consultant, Indigenous Graduation Coach as well as community partners for HRT3M/HRF3O.

					<ul style="list-style-type: none"> Resources provided to all Religion Department Heads for those who teach Grade 11 religion. "Listening to Indigenous Voices" "Aboriginal Beliefs, Values and Aspirations"
	<p>ii. Expand indigenous educational resources, voice and opportunities through collaboration with community partners.</p>	<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 	<ul style="list-style-type: none"> Revisions to our Website are being made to promote Indigenous Community events. Indigenous Champions (1 in each school) are part of a Virtual Learning Environment where resources can be shared and vetted through our Indigenous Consultant Collaborating with our Student Senate in order to create dedicated roles to promote the Indigenous Student Voice The Voluntary and Confidential Self Identification of First Nations/Metis/and Inuit students Administrative Operational Procedure is currently being reviewed and revised. Review our St. Kateri Program in order to provide greater and equitable access to programs for all Indigenous Students throughout the year
<p>3.3 Develop and honour a culture of respect, acceptance and belonging</p>	<p>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.</p>	<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. 	<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 	<ul style="list-style-type: none"> Family of Schools' Superintendents Director of Education 	<ul style="list-style-type: none"> The Board Improvement and Equity Plan 2022-2025- in- progress is a Board plan that focuses on equity, diversity and inclusion in Catholicity, Literacy and Numeracy and Pathways for students Monitoring FOS visits to discuss equity, diversity and inclusion in School Improvement and Equity Plans Completed-The Ministry of Education CRP project has been completed with findings shared with administrators and staff of the participating schools. FOS visits with Principals to monitor Suspension and Expulsion data-ongoing Completed- Principals' Meeting of October 27, 2022 with EQAO Education Officer reviewed contextual, achievement and attitudinal data with 100% of school administrators to review

	<ul style="list-style-type: none"> Continue to work with the Board Equity Committee and administrators on the administration of the student census. 	<ul style="list-style-type: none"> expulsion data on an annual basis. Review of student census survey results with administrators and staff by school to support needs of students 		<p>their EQAO results for their School Improvement and Equity Plans.</p> <ul style="list-style-type: none"> 2022-23 EQAO Assessments include questionnaires related to Sense of Belonging, and Equity, Diversity and Inclusion for participating grades 3, 6 and 9 students and OSSLT with data provided to school administrators Compass study results were presented to 100% of secondary administrators at the Secondary Principals' meeting of November 17th, 2022 to inform School Improvement and Equity Plans and Safe and Accepting Schools' Teams. Equity and Inclusive Education PD session provided by Human Rights Consultant to 100% Library Technicians on October 24, 2022 Professional Activity Day Equity and Inclusive Education PD session presented by the <i>unlearn</i> organization provided professional learning for 100% of secondary teachers/staff on November 25, 2022 Professional Activity Day Equity and Inclusive Education PD session provided by Human Rights Consultant to 100% Board and School administrators and system leaders at the Principal's Meeting on February 23, 2023 focusing on Ant-Black Racism Surveys - Spring 2023 – Voluntary Student Census and School Climate surveys: students, staff and parents/guardians
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 	<ul style="list-style-type: none"> Monitoring for inclusion in the SIEP during monitoring visits
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 Serves Director of Education 	<ul style="list-style-type: none"> Open to invitations to attend initiatives when scheduled Working with St. Paul students and Spec Ed teacher to promote a April Spec Ed Classroom Event at one school to launch the return of such events to all secondary schools

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 	<ul style="list-style-type: none"> • Redesigned all job postings; • Social media job postings have been branded • Collateral hand out material created for OT and EA positions • Careers website scheduled with board website refresh
	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 	<ul style="list-style-type: none"> • Engagement has taken place with RWA

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	Monitoring Progress
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 	<ol style="list-style-type: none"> Updated utilization database created and updated regularly. Detailed audit of classroom usage underway to ensure efficient usage of space in schools. Portable Request Form implemented for SO/Principals for alignment with Facilities enrollment projections and planning.
	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 	<ul style="list-style-type: none"> Growth and Retention Committee reestablished to review enrolment trends, challenges, and opportunities in both elementary and secondary schools. Advanced Placement Program introduced at Blessed Trinity and Saint Paul in September 2022 Advanced Placement Program planned for introduction at ND College, Lakeshore Catholic and Holy Cross Secondary Schools. Staff AP trained during the 2022-2023 school year. School visits completed and professional development training provided for staff at Lakeshore Catholic, Holy Cross, Notre Dame College, Blessed Trinity and Saint Paul for the implementation of Advance Placement Preparatory Courses in 2023-2024. Analysis of data from Blessed Trinity and Saint Paul to measure retention/ student enrolment and student success through the promotion of Advance Placement (AP) and Advance Placement Preparatory (APP) Courses.

	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 	<ul style="list-style-type: none"> ● LTAP update underway. Scheduled delivery of draft for review is Q4-2023.
4.2 Optimize our facilities through responsible stewardship and engage in environmental sustainability	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.	<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 	<ul style="list-style-type: none"> ● Draft Environmental Stewardship & Sustainability Policy has been presented at SAC and Policy Committee. Currently out for vetting.
	ii. Promote educational opportunities for responsible stewardship, and engagement in environmental sustainability with staff and students.	<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 	<ul style="list-style-type: none"> ● Engaging school communities in the EcoSchools Canada Program. Promoting healthy competition between schools for Earth Month activities and overall certification of Bronze, Silver, Gold, or Platinum. ● EcoSchools Canada presentation at Board (28FEB2023).
	iii. Create a Board-wide plan for the utilization of available spaces in schools and Board facilities.	<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 	<ul style="list-style-type: none"> ● Board-wide utilization plan has been created and is updated quarterly. ● All decisions surrounding portable additions are based upon current utilization and enrollment projections.

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	Monitoring Progress
<p>5.1 Facilitate positive employee engagement, faith formation, and community belonging</p>	<p>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.</p>	<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 	<ul style="list-style-type: none"> • Preparation for contract language in the works. • Re-vamped the onboarding for OT's • Introduced uncertified teaching group to engage student talent who are still in teachers college but not yet OCT certified. • Thank you program has been discussed however not launched • Reviewed and organized qualifications to have ability to mine for talent.
	<p>ii. Launch <i>Apply to Education</i> software program, which will automate, streamline and improve internal processes for staff and administrators</p>	<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 	<ul style="list-style-type: none"> • Fully launched - Internal workflows continue to be analyzed and reviewed to optimize efficiency
	<p>iii. Provide opportunities for spiritual retreats with a mindful focus on one's our own personal faith and health journey</p>	<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, meditation) at low/no cost for staff. • Provide them on an ongoing basis, not just occasional sessions. 	<ul style="list-style-type: none"> • Measure overall satisfaction with job and employer through employee engagement surveys • Reduced sick time due to stress/mental health • Increased faith engagement (evangelization/return to church) 	<ul style="list-style-type: none"> • Human Resources • Board Chaplaincy Lead • Director of Education 	<ul style="list-style-type: none"> • Staff Retreats • Advent Retreat- completed December 2022 40+ participants • Lent Retreat- to be completed March 2023 • Advent staff retreat held in December. • Lent retreat to be held in March/April, which will focus on Faith, Food and Traditions.

5.2 Create opportunities to promote staff health and wellness	i. Regular communication about the Employee and Family Assistance Program to eligible Employees (Lifeworks)	<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 	<ul style="list-style-type: none"> Send monthly “did you know” newsletters on EAP offering’s Partnered with mental health lead on collaboration for traumatic event supports. Provide group/individual counseling services after a traumatic event
	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.	<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 	<ul style="list-style-type: none"> HnW strategy has been developed. Survey will be developed for future use.
	iii. Analyze accident trends by position and school. Create accident prevention strategies based on accident/injury causes.	<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 	<ul style="list-style-type: none"> Partnered with special education team to identify gaps in onboarding training needs for EA’s. Slip trips and falls campaign is in the works. Identified as second highest incident.
5.3 Invest in staff learning opportunities and leadership development	i. Provide leadership training, succession planning, and mentorship opportunities.	<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. Leaders will also develop content knowledge and pedagogical knowledge for leading. Create opportunities for mentoring and/or job shadowing. 	<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. Implementation of mentorship opportunities or job shadowing. 	<ul style="list-style-type: none"> Superintendent of Human Resources Services Human Resources Services 	<ul style="list-style-type: none"> Monthly elementary Vice Principal meetings on hot topics identified to support leaders currently in the role ABA strategies, physical incident reporting and incident debrief review OSR AOP review, discussion, case studies Legal issues and case study review on topics generated by the group Guest speaker sessions on Developing Resilient Leadership hosted by CPCO Implementation and monitoring of the SEA AQ course for the VP pool candidates and aspiring leaders. Currently 27 candidates from both elementary and secondary panels are

		<ul style="list-style-type: none">• Empower staff with “acting” supervisory opportunities for absences greater than one week.			<p>participating in monthly professional development sessions from January to December 2023.</p> <ul style="list-style-type: none">• Through a variety of guest speakers, candidates receive professional development to increase awareness and the implementation of the Niagara Catholic Multi-Year Strategic Plan, and Board Governance Polices and Administrative Operational Procedures.
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Niagara Catholic Strategic Plan Survey Parent/Guardian Feedback

February 2023

1337

- Total Responses

2021 · 2026 STRATEGIC PLAN
LISTENING, LEARNING, AND LEADING
STRATEGIC DIRECTIONS

Our Mission
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.

Our Vision
Encouraging souls and opening minds so that all students succeed.

Our Values
JUSTICE
We are committed to equity, works of social action, and the celebration of diversity.
COMPASSION
We practice kindness, generosity, kindness, humility, and service in our interactions with others.
STEWARDSHIP
We care and act respectfully and responsibly for all God's creation.
ACCOUNTABILITY
We take ownership for the impact and consequences of actions and decisions.
COMMUNITY
We foster connections where all belong and work collaboratively with our partners.
INTEGRITY
We act in a manner that is consistent with gospel values.
FAITHFULNESS
We are nourished by our Catholic faith through the word, spirit, and prayer.

ADVANCE STUDENT ACHIEVEMENT FOR ALL STUDENTS
• Focus on student success promoting and supporting all pathways for student achievement
• Support students' mental health & wellness
• Prepare students in global competencies

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'

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 & 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

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

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

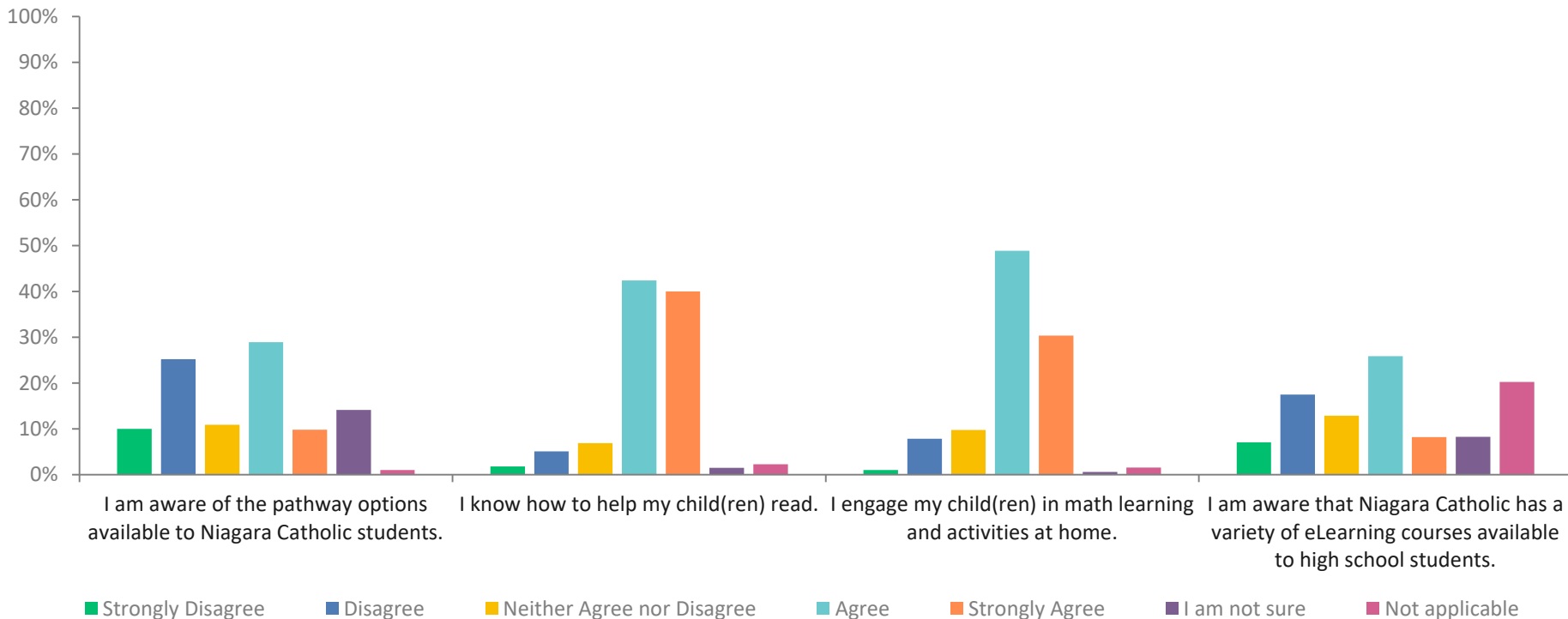
System Priority #1: Advance student achievement for all students.



1.1 Focus on student success promoting and supporting all pathways for student achievement

Select your level of agreement for each statement below.

Answered: 1005 Skipped: 332



System Priority #1: Advance student achievement for all students.



1.1 Focus on student success promoting and supporting all pathways for student achievement

Select your level of agreement for each statement below.

Answered: 1005 Skipped: 332

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am aware of the pathway options available to Niagara Catholic students.	10.03% 100	25.18% 251	10.93% 109	28.89% 288	9.83% 98	14.14% 141	1.00% 10	997	2.58
I know how to help my child(ren) read.	1.80% 18	5.11% 51	6.91% 69	42.38% 423	39.98% 399	1.50% 15	2.30% 23	998	4.02
I engage my child(ren) in math learning and activities at home.	1.00% 10	7.86% 79	9.75% 98	48.86% 491	30.35% 305	0.60% 6	1.59% 16	1005	3.93
I am aware that Niagara Catholic has a variety of eLearning courses available to high school students.	7.09% 71	17.47% 175	12.87% 129	25.85% 259	8.18% 82	8.28% 83	20.26% 203	1002	2.25

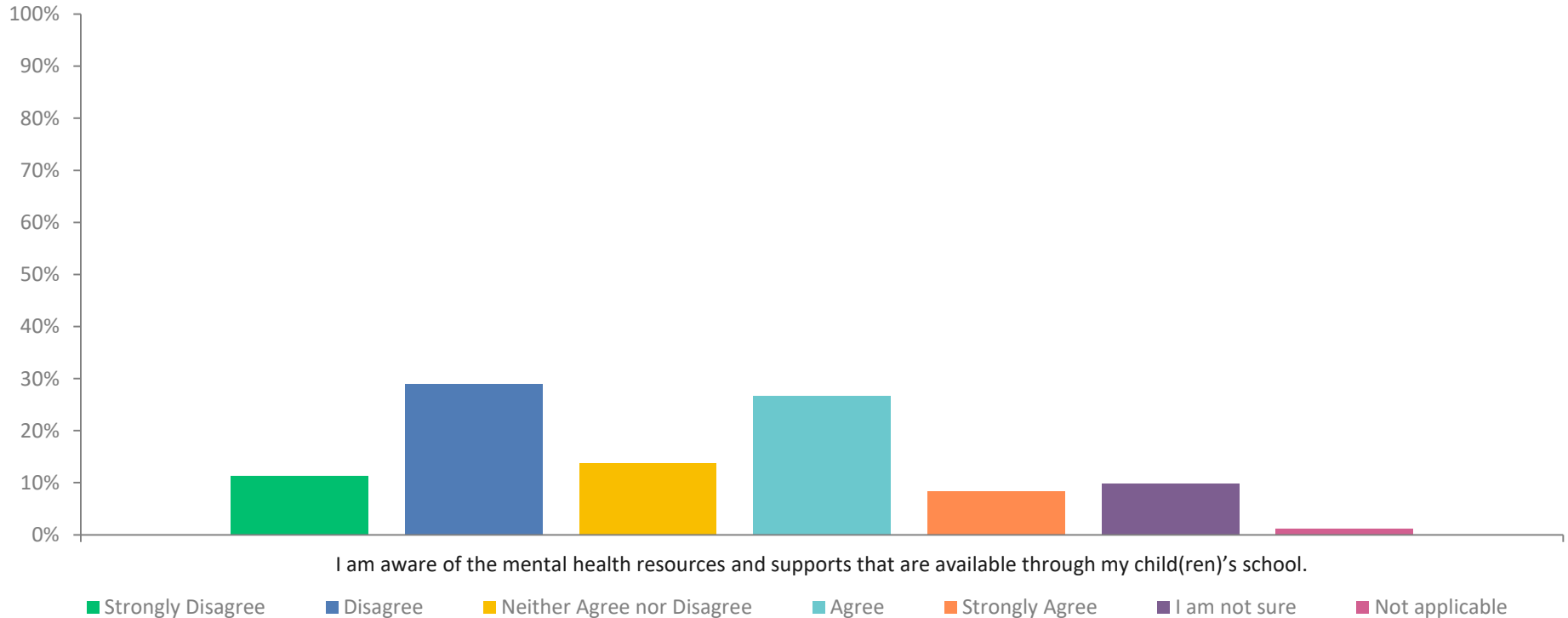
System Priority #1: Advance student achievement for all students.

1.2 Support students' mental health and wellness

Select your level of agreement for each statement below.



Answered: 999 Skipped: 338



System Priority #1: Advance student achievement for all students.



1.2 Support students' mental health and wellness

Select your level of agreement for each statement below.

Answered: 999 Skipped: 338

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am aware of the mental health resources and supports that are available through my child(ren)'s school.	11.31% 113	28.93% 289	13.71% 137	26.63% 266	8.41% 84	9.81% 98	1.20% 12	999	2.59

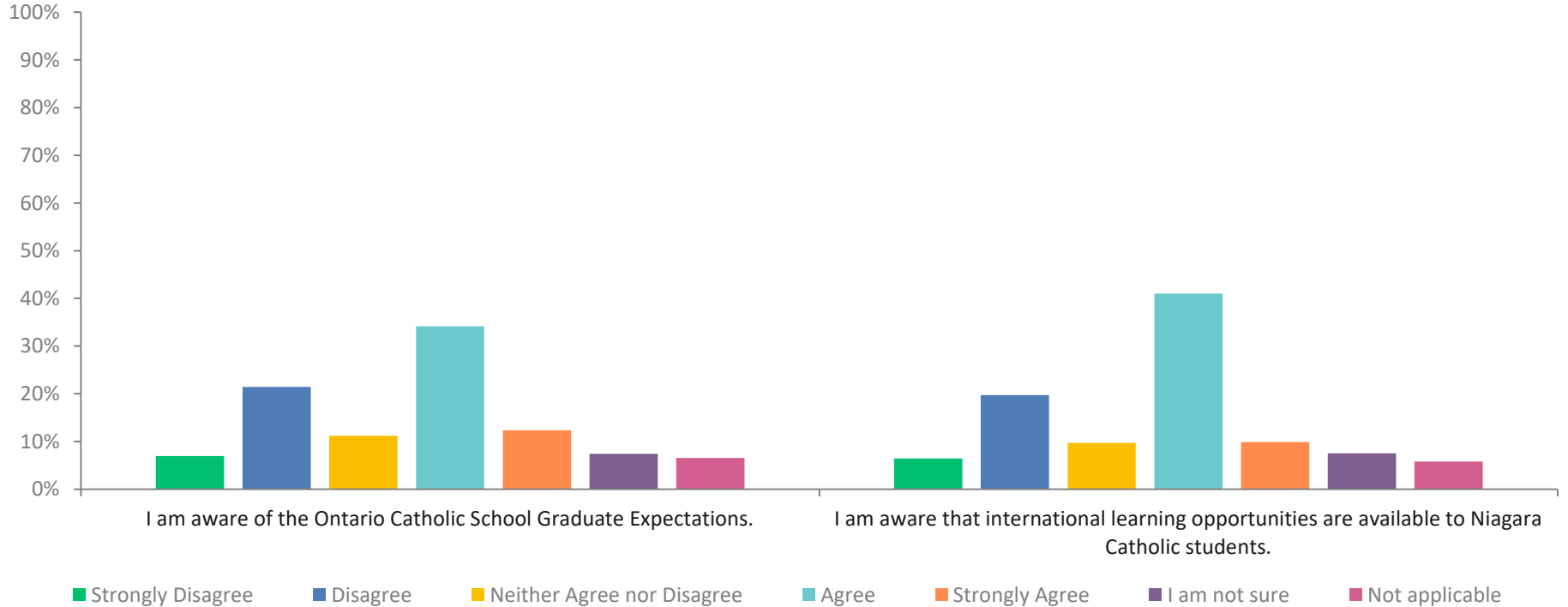
System Priority #1: Advance student achievement for all students.

1.3 Prepare students in global competencies

Select your level of agreement for each statement below.



Answered: 1002 Skipped: 335



System Priority #1: Advance student achievement for all students.



1.3 Prepare students in global competencies

Select your level of agreement for each statement below.

Answered: 1002 Skipped: 335

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am aware of the Ontario Catholic School Graduate Expectations.	6.91% 69	21.44% 214	11.22% 112	34.17% 341	12.32% 123	7.41% 74	6.51% 65	998	2.82
I am aware that international learning opportunities are available to Niagara Catholic students.	6.40% 64	19.70% 197	9.70% 97	41.00% 410	9.90% 99	7.50% 75	5.80% 58	1000	2.88

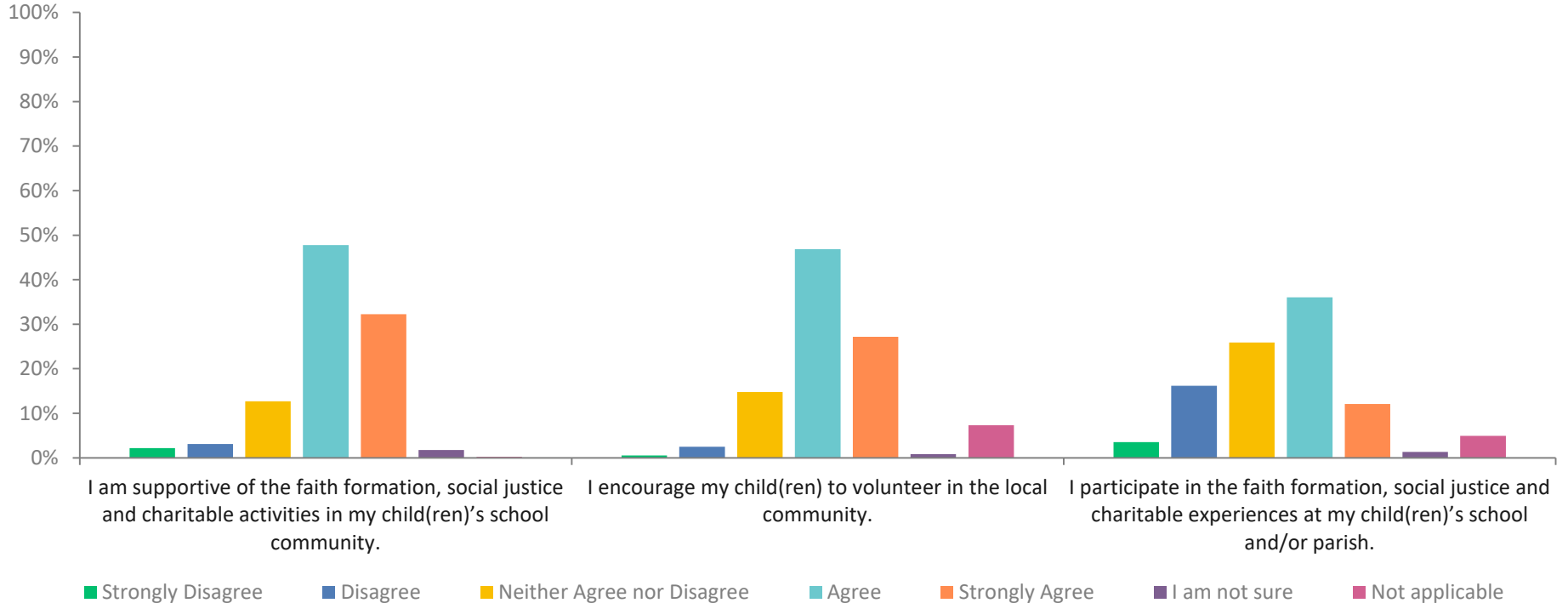
System Priority #2: Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education.

2.1 Anchor our work in the Gospel as lived in the person of Jesus Christ

Select your level of agreement with each statement below.



Answered: 962 Skipped: 375



System Priority #2: Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education.



2.1 Anchor our work in the Gospel as lived in the person of Jesus Christ

Select your level of agreement with each statement below.

Answered: 962 Skipped: 375

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am supportive of the faith formation, social justice and charitable activities in my child(ren)'s school community.	2.19% 21	3.12% 30	12.70% 122	47.76% 459	32.26% 310	1.77% 17	0.21% 2	961	3.99
I encourage my child(ren) to volunteer in the local community.	0.52% 5	2.50% 24	14.79% 142	46.88% 450	27.19% 261	0.83% 8	7.29% 70	960	3.73
I participate in the faith formation, social justice and charitable experiences at my child(ren)'s school and/or parish.	3.55% 34	16.18% 155	25.89% 248	36.01% 345	12.11% 116	1.36% 13	4.91% 47	958	3.18

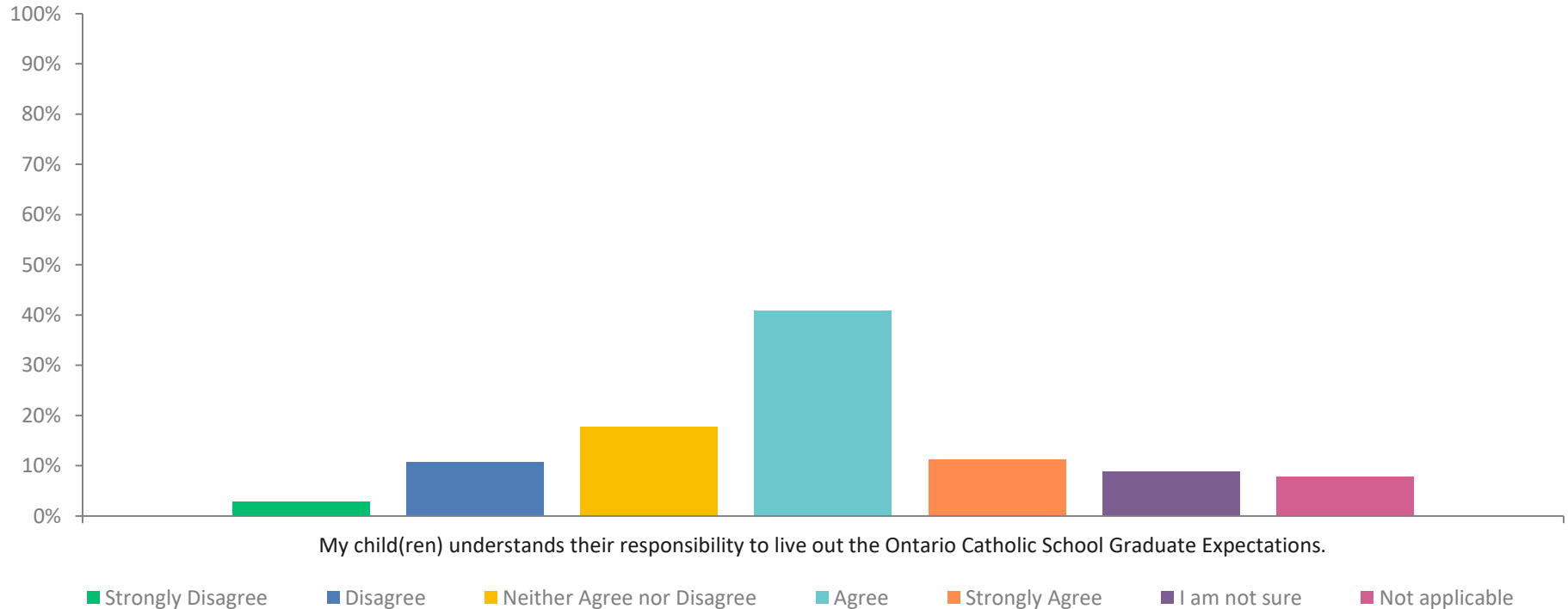
System Priority #2: Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education.

2.2 Prepare our students to live out the Ontario Catholic School Graduate Expectations

Select your level of agreement with each statement below.



Answered: 959 Skipped: 378





System Priority #2: Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education.

2.2 Prepare our students to live out the Ontario Catholic School Graduate Expectations

Select your level of agreement with each statement below.

Answered: 959 Skipped: 378

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
My child(ren) understands their responsibility to live out the Ontario Catholic School Graduate Expectations.	2.92% 28	10.74% 103	17.62% 169	40.88% 392	11.26% 108	8.86% 85	7.72% 74	959	2.97

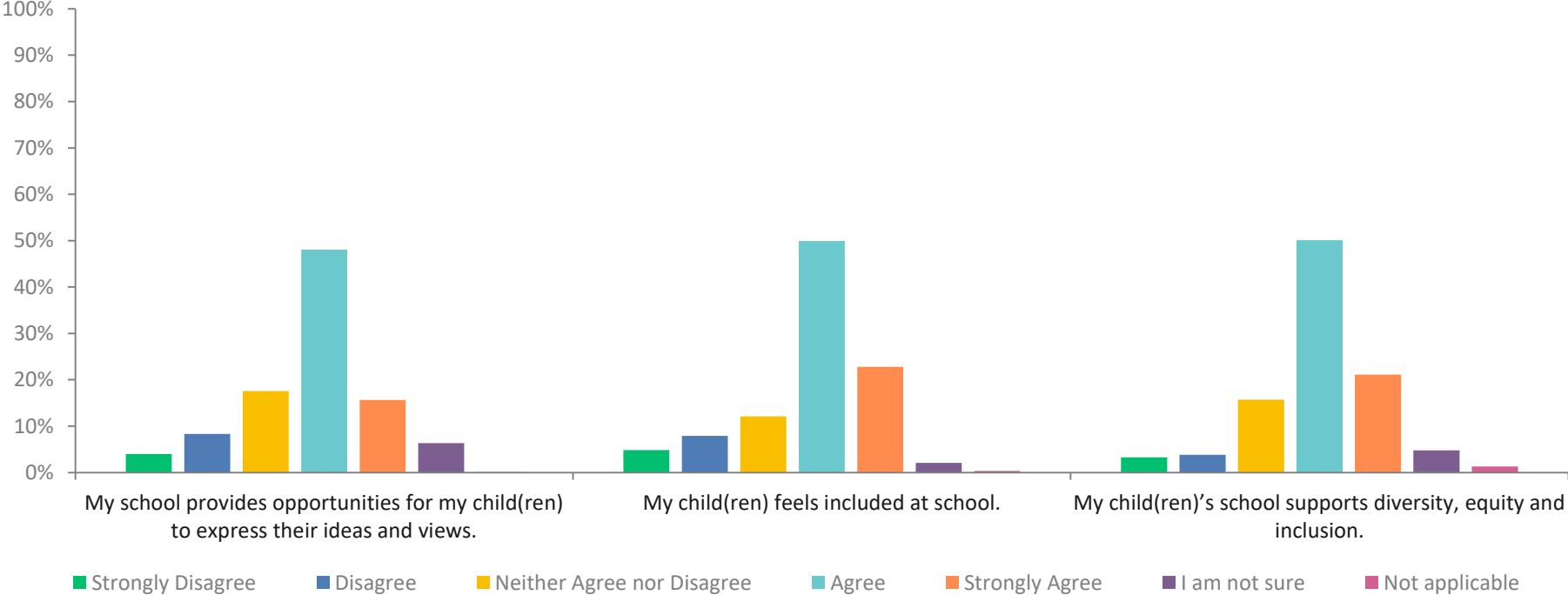
System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.1 Strengthen and promote opportunities for student voice

Select your level of agreement with each statement below.



Answered: 929 Skipped: 408



System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.1 Strengthen and promote opportunities for student voice

Select your level of agreement with each statement below.



Answered: 929 Skipped: 408

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
My school provides opportunities for my child(ren) to express their ideas and views.	3.99% 37	8.30% 77	17.56% 163	48.06% 446	15.62% 145	6.36% 59	0.11% 1	928	3.44
My child(ren) feels included at school.	4.86% 45	7.89% 73	12.11% 112	49.95% 462	22.81% 211	2.05% 19	0.32% 3	925	3.71
My child(ren)'s school supports diversity, equity and inclusion.	3.25% 30	3.79% 35	15.69% 145	50.11% 463	21.10% 195	4.76% 44	1.30% 12	924	3.64

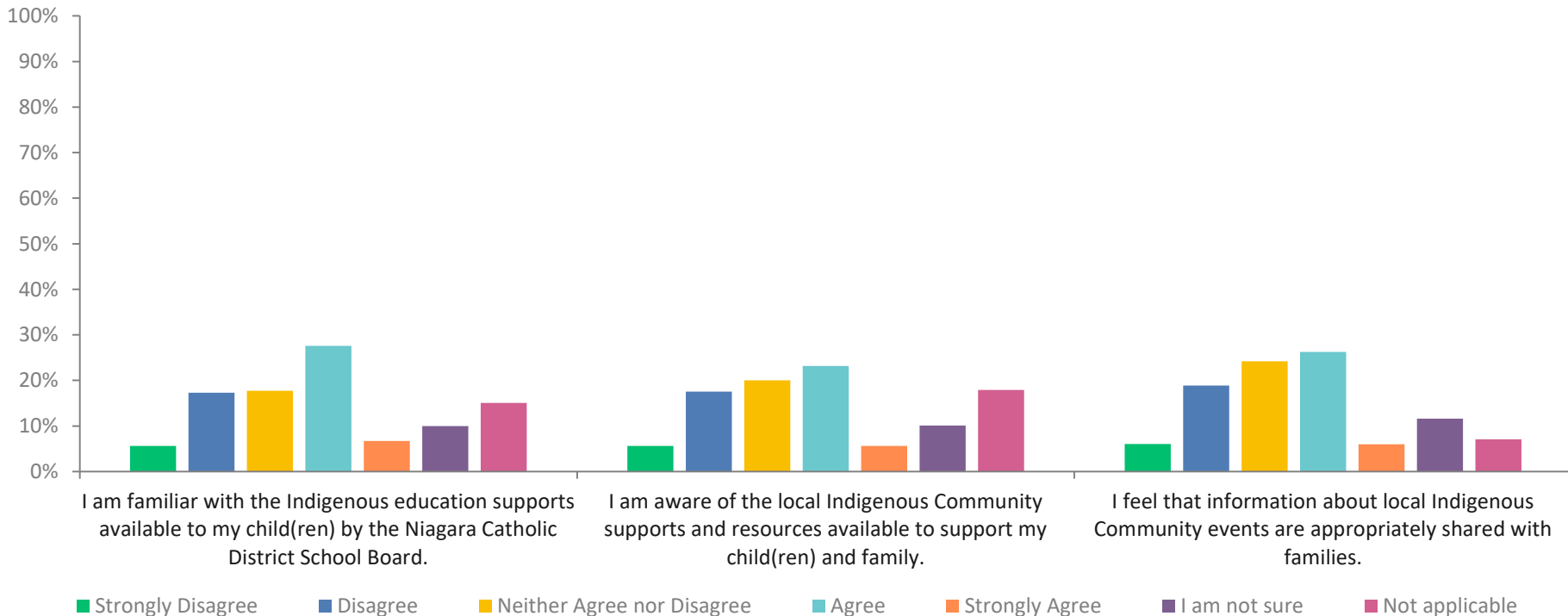
System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.2 Advance Indigenous Education guided by the Truth and Reconciliation recommendations and the local Indigenous community

Select your level of agreement with each statement below.



Answered: 925 Skipped: 412



System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.2 Advance Indigenous Education guided by the Truth and Reconciliation recommendations and the local Indigenous community

Select your level of agreement with each statement below.



Answered: 925 Skipped: 412

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am familiar with the Indigenous education supports available to my child(ren) by the Niagara Catholic District School Board.	5.63% 52	17.32% 160	17.75% 164	27.60% 255	6.71% 62	9.96% 92	15.04% 139	924	2.37
I am aware of the local Indigenous Community supports and resources available to support my child(ren) and family.	5.63% 52	17.55% 162	20.04% 185	23.19% 214	5.63% 52	10.08% 93	17.88% 165	923	2.22
I feel that information about local Indigenous Community events are appropriately shared with families.	6.07% 56	18.87% 174	24.19% 223	26.25% 242	5.97% 55	11.61% 107	7.05% 65	922	2.51

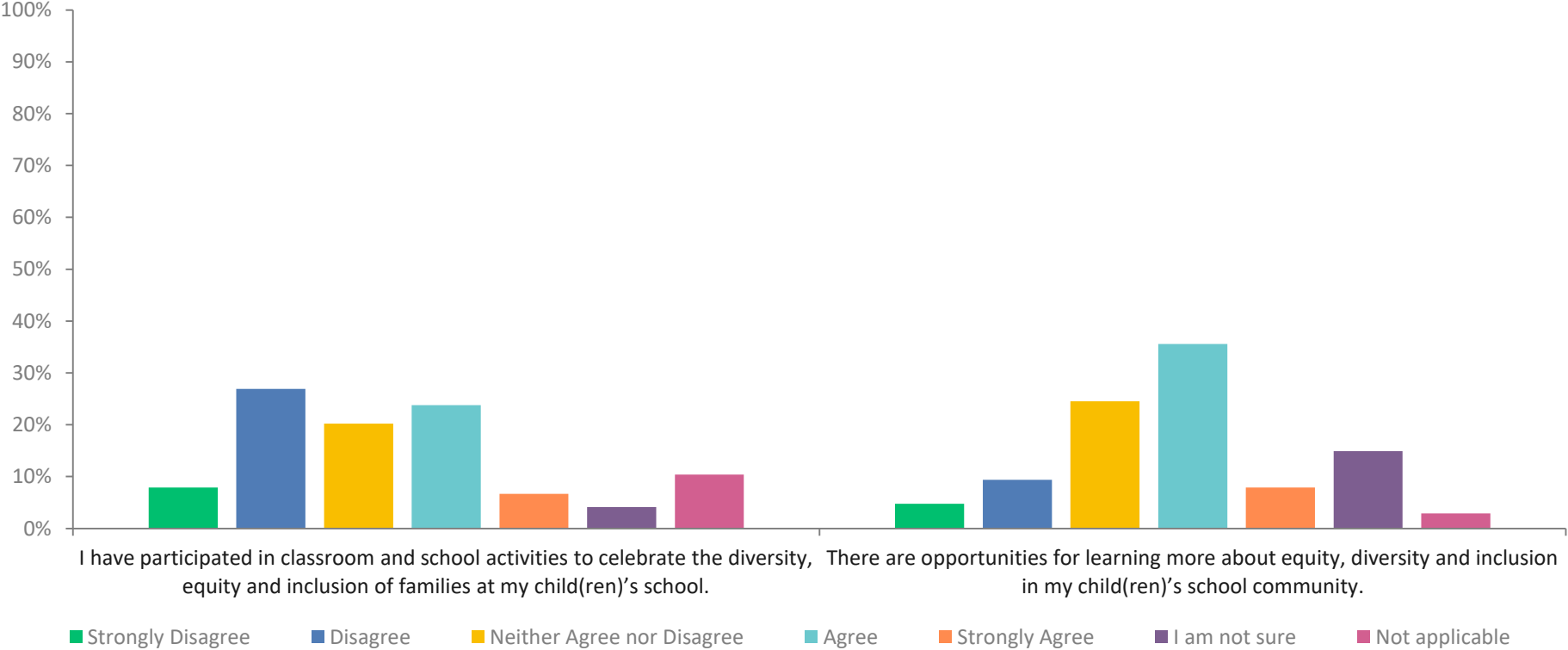
System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.3 Develop and honour a culture of respect, acceptance and belonging

Select your level of agreement with each statement below.



Answered: 928 Skipped: 409



System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.3 Develop and honour a culture of respect, acceptance and belonging

Select your level of agreement with each statement below.



Answered: 928 Skipped: 409

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I have participated in classroom and school activities to celebrate the diversity, equity and inclusion of families at my child(ren)'s school.	7.89% 73	26.92% 249	20.22% 187	23.78% 220	6.70% 62	4.11% 38	10.38% 96	925	2.51
There are opportunities for learning more about equity, diversity and inclusion in my child(ren)'s school community.	4.76% 44	9.41% 87	24.54% 227	35.57% 329	7.89% 73	14.92% 138	2.92% 27	925	2.79

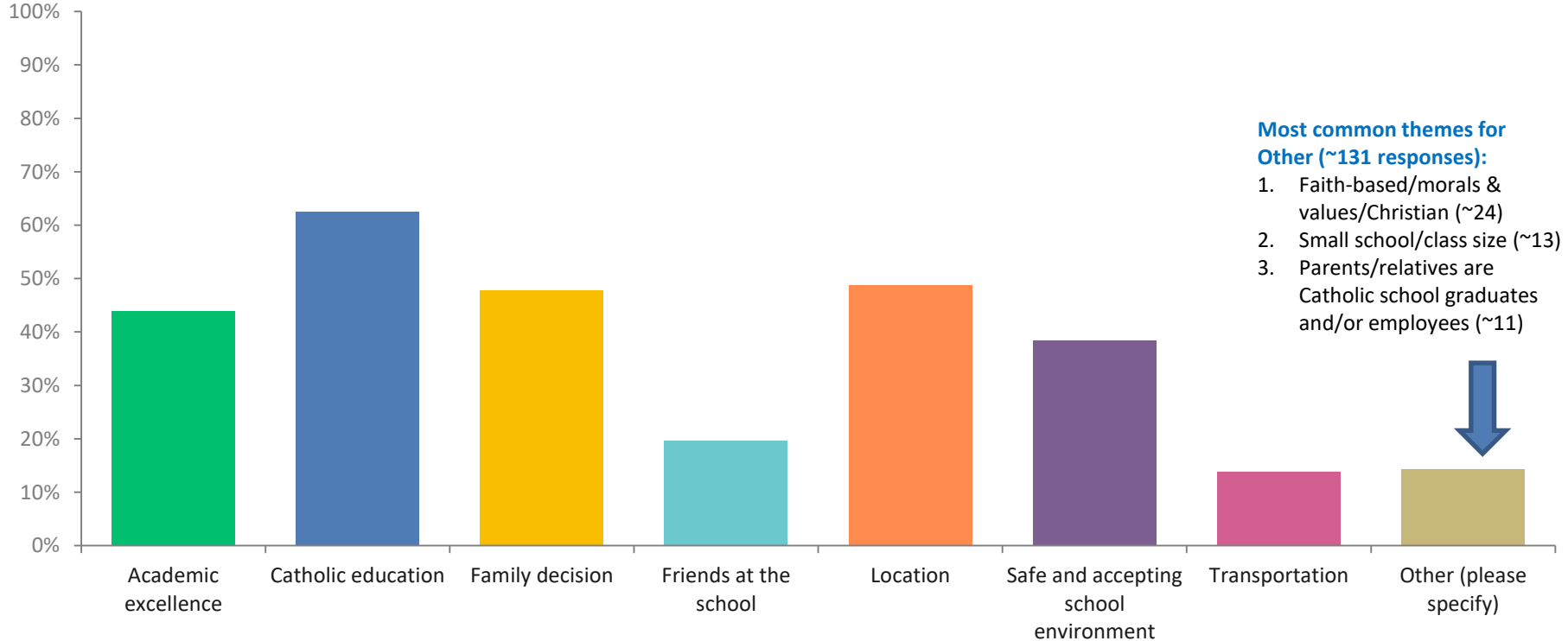
System Priority #4: Manage our resources effectively to build a sustainable Catholic School board in the Niagara Region.



4.1 Design opportunities to address changing enrolment

What factors influenced your decision to enroll your child(ren) at a Niagara Catholic school? Select all that apply.

Answered: 912 Skipped: 425



System Priority #4: Manage our resources effectively to build a sustainable Catholic School board in the Niagara Region.

4.1 Design opportunities to address changing enrolment

What factors influenced your decision to enroll your child(ren) at a Niagara Catholic school? Select all that apply.



Answered: 912 Skipped: 425

ANSWER CHOICES	RESPONSES	Number
Academic excellence	43.86%	400
Catholic education	62.61%	571
Family decision	47.81%	436
Friends at the school	19.74%	180
Location	48.79%	445
Safe and accepting school environment	38.49%	351
Transportation	13.82%	126
Other (please specify)	14.36%	131
TOTAL		2640

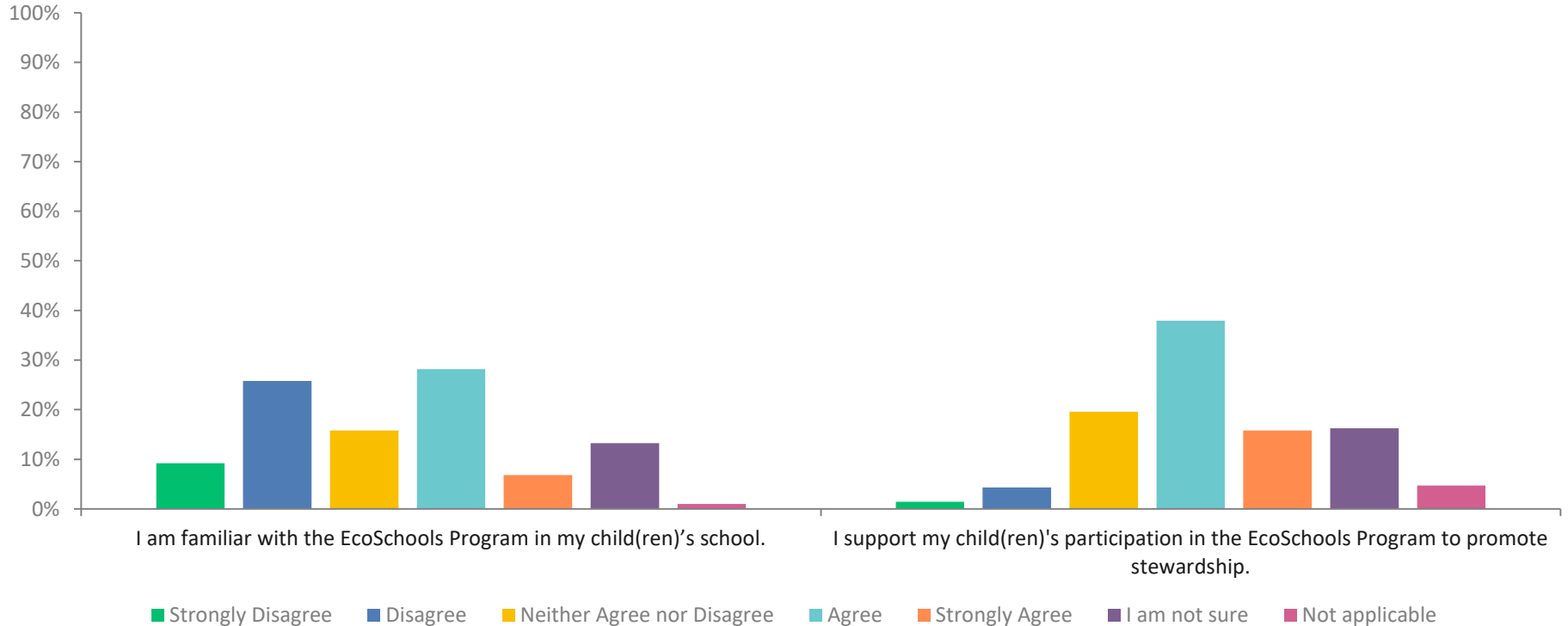
System Priority #4: Manage our resources effectively to build a sustainable Catholic School board in the Niagara Region.

4.2 Optimize our facilities through responsible stewardship and engage in environmental sustainability

Select your level of agreement for each statement below.



Answered: 912 Skipped: 425



System Priority #4: Manage our resources effectively to build a sustainable Catholic School board in the Niagara Region.

4.2 Optimize our facilities through responsible stewardship and engage in environmental sustainability

Select your level of agreement for each statement below.



Answered: 912 Skipped: 425

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am familiar with the EcoSchools Program in my child(ren)'s school.	9.21% 84	25.77% 235	15.79% 144	28.18% 257	6.80% 62	13.27% 121	0.99% 9	912	2.55
I support my child(ren)'s participation in the EcoSchools Program to promote stewardship.	1.43% 13	4.29% 39	19.56% 178	37.91% 345	15.82% 144	16.26% 148	4.73% 43	910	2.99

Niagara Catholic Strategic Plan Survey Staff Feedback

February 2023

333

- Total Responses



2021 · 2026 STRATEGIC PLAN
LISTENING, LEARNING, AND LEADING
STRATEGIC DIRECTIONS

Our Mission
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.

Our Vision
Encouraging souls and opening minds so that all students succeed.

Our Values
JUSTICE
We are committed to equity, works of social action, and the celebration of diversity.
COMPASSION
We practice kindness, generosity, kindness, humility, and service in our interactions with others.
STEWARDSHIP
We care and act respectfully and responsibly for all God's creation.
ACCOUNTABILITY
We take ownership for the impact and consequences of actions and decisions.
COMMUNITY
We foster conditions where all belong and work collaboratively with our partners.
INTEGRITY
We act in a manner that is consistent with gospel values.
FAITHFULNESS
We are nourished by our Catholic faith through the word, spirit, and prayer.

ADVANCE STUDENT ACHIEVEMENT FOR ALL STUDENTS

- Focus on student success promoting and supporting all pathways for student achievement
- Support students' mental health & wellness
- Prepare students in global competencies

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'

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 & 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

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

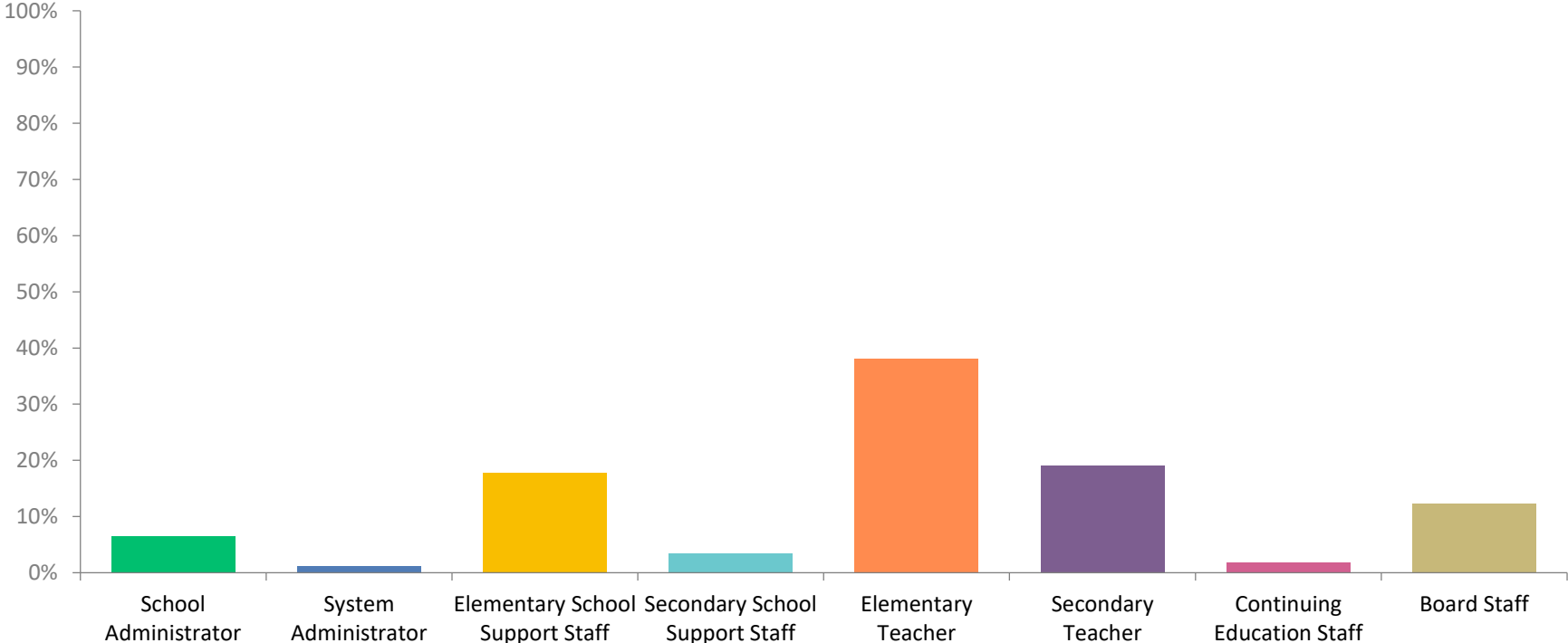
FOSTER AUTHENTIC RELATIONSHIPS WITH ALL OUR STAFF TO STRENGTHEN OUR WORK WITH STUDENTS

- 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

Which best describes your role at the Niagara Catholic District School Board?



• Answered: 326 Skipped: 7



Which best describes your role at the Niagara Catholic District School Board?



- Answered: 326 Skipped: 7

ANSWER CHOICES	RESPONSES	Number
School Administrator	6.44%	21
System Administrator	1.23%	4
Elementary School Support Staff	17.79%	58
Secondary School Support Staff	3.37%	11
Elementary Teacher	38.04%	124
Secondary Teacher	19.02%	62
Continuing Education Staff	1.84%	6
Board Staff	12.27%	40
TOTAL		326

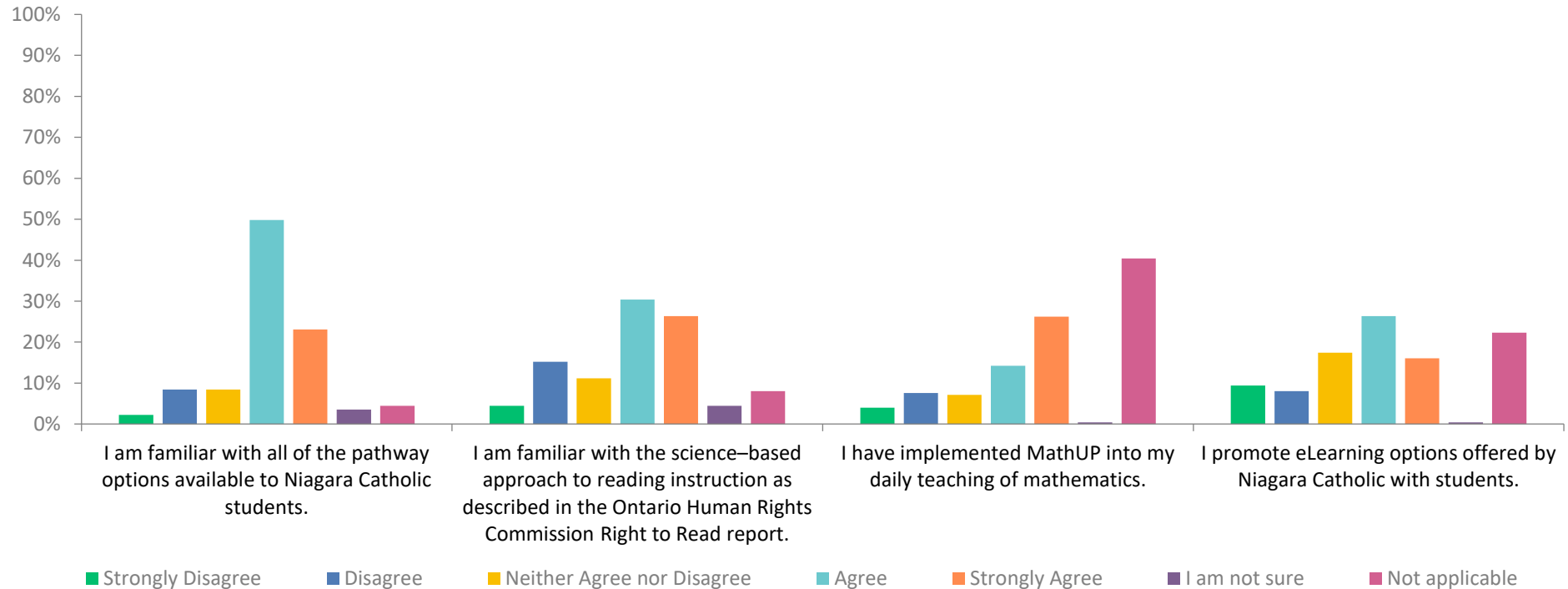
System Priority #1: Advance student achievement for all students.

1.1 Focus on student success promoting and supporting all pathways for student achievement

Select your level of agreement for each statement below.



- Answered: 225 Skipped: 108



System Priority #1: Advance student achievement for all students.

1.1 Focus on student success promoting and supporting all pathways for student achievement

Select your level of agreement for each statement below.



- Answered: 225 Skipped: 108

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am familiar with all of the pathway options available to Niagara Catholic students.	2.22% 5	8.44% 19	8.44% 19	49.78% 112	23.11% 52	3.56% 8	4.44% 10	225	3.59
I am familiar with the science–based approach to reading instruction as described in the Ontario Human Rights Commission Right to Read report.	4.46% 10	15.18% 34	11.16% 25	30.36% 68	26.34% 59	4.46% 10	8.04% 18	224	3.21
I have implemented MathUP into my daily teaching of mathematics.	4.00% 9	7.56% 17	7.11% 16	14.22% 32	26.22% 59	0.44% 1	40.44% 91	225	2.28
I promote eLearning options offered by Niagara Catholic with students.	9.38% 21	8.04% 18	17.41% 39	26.34% 59	16.07% 36	0.45% 1	22.32% 50	224	2.63

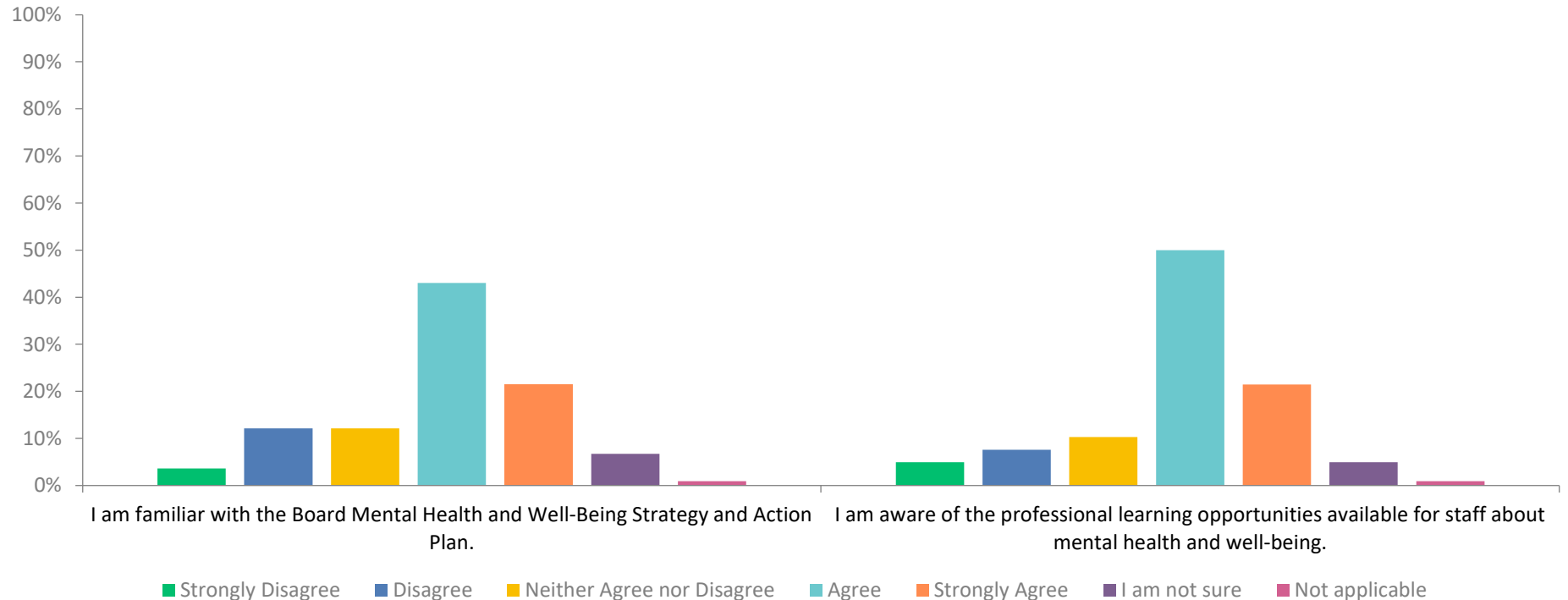
System Priority #1: Advance student achievement for all students.

1.2 Support students' mental health and wellness

Select your level of agreement for each statement below.



- Answered: 224 Skipped: 109



System Priority #1: Advance student achievement for all students.



1.2 Support students' mental health and wellness

Select your level of agreement for each statement below.

- Answered: 224 Skipped: 109

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am familiar with the Board Mental Health and Well-Being Strategy and Action Plan.	3.59% 8	12.11% 27	12.11% 27	43.05% 96	21.52% 48	6.73% 15	0.90% 2	223	3.44
I am aware of the professional learning opportunities available for staff about mental health and well-being.	4.91% 11	7.59% 17	10.27% 23	50.0% 112	21.43% 48	4.91% 11	0.89% 2	224	3.58

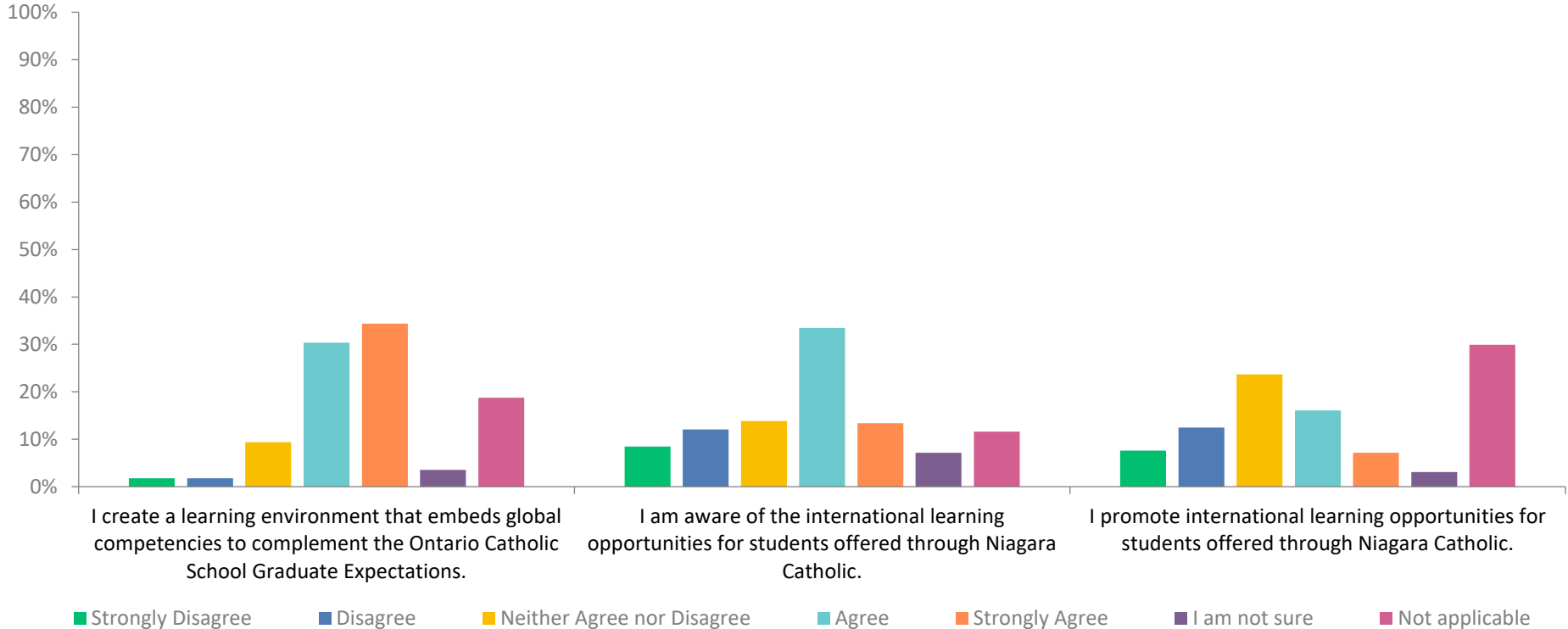
System Priority #1: Advance student achievement for all students.



1.3 Prepare students in global competencies

Select your level of agreement for each statement below.

• Answered: 224 Skipped: 109



System Priority #1: Advance student achievement for all students.

1.3 Prepare students in global competencies

Select your level of agreement for each statement below.



- Answered: 224 Skipped: 109

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I create a learning environment that embeds global competencies to complement the Ontario Catholic School Graduate Expectations.	1.79% 4	1.79% 4	9.38% 21	30.36% 68	34.38% 77	3.57% 8	18.75% 42	224	3.27
I am aware of the international learning opportunities for students offered through Niagara Catholic.	8.48% 19	12.05% 27	13.84% 31	33.48% 75	13.39% 30	7.14% 16	11.61% 26	224	2.75
I promote international learning opportunities for students offered through Niagara Catholic.	7.59% 17	12.50% 28	23.66% 53	16.07% 36	7.14% 16	3.12% 7	29.91% 67	224	2.04

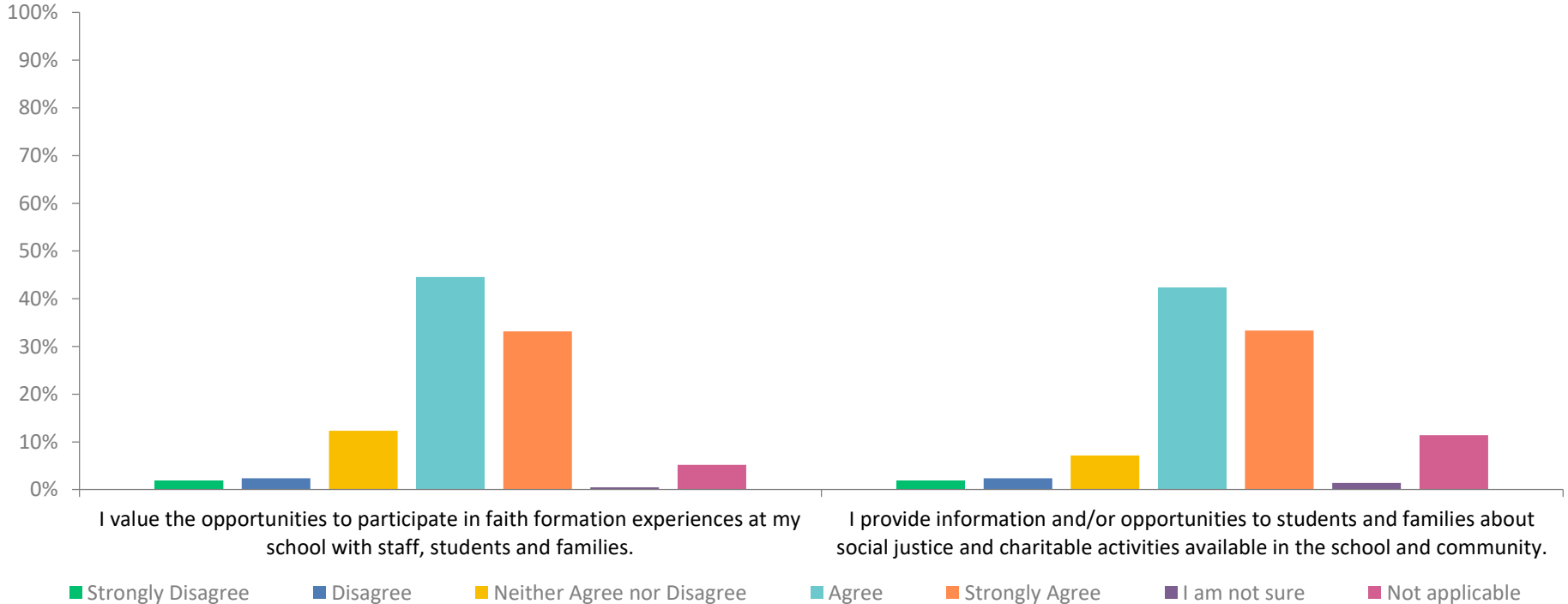
System Priority #2: Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education.

2.1 Anchor our work in the Gospel as lived in the person of Jesus Christ

Select your level of agreement with each statement below.



- Answered: 211 Skipped: 122



System Priority #2: Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education.

2.1 Anchor our work in the Gospel as lived in the person of Jesus Christ

Select your level of agreement with each statement below.



• Answered: 211 Skipped: 122

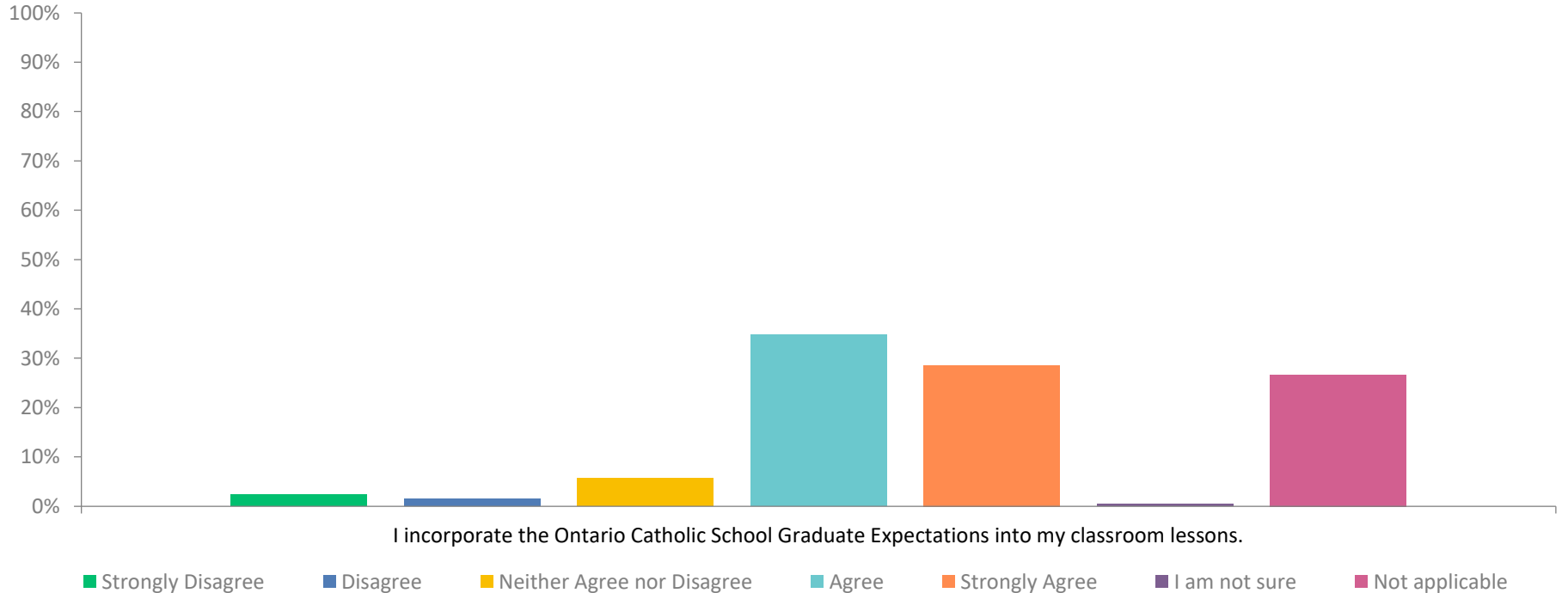
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I value the opportunities to participate in faith formation experiences at my school with staff, students and families.	1.90% 4	2.37% 5	12.32% 26	44.55% 94	33.18% 70	0.47% 1	5.21% 11	211	3.88
I provide information and/or opportunities to students and families about social justice and charitable activities available in the school and community.	1.90% 4	2.38% 5	7.14% 15	42.38% 89	33.33% 70	1.43% 3	11.43% 24	210	3.64

System Priority #2: Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education.

2.2 Prepare our students to live out the Ontario Catholic School Graduate Expectations

Select your level of agreement with each statement below.

- Answered: 210 Skipped: 123



System Priority #2: Celebrate the richness of our Catholic Faith and our holistic values-based Catholic Education.

2.2 Prepare our students to live out the Ontario Catholic School Graduate Expectations Select your level of agreement with each statement below.



- Answered: 210 Skipped: 123

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I incorporate the Ontario Catholic School Graduate Expectations into my classroom lessons.	2.38% 5	1.43% 3	5.71% 12	34.76% 73	28.57% 60	0.48% 1	26.67% 56	210	3.04

System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.1 Strengthen and promote opportunities for student voice

Select your level of agreement with each statement below.



- Answered: 201 Skipped: 132



System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.1 Strengthen and promote opportunities for student voice

Select your level of agreement with each statement below.



• Answered: 201 Skipped: 132

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I create a learning environment for students to express their ideas and views.	1.00% 2	0.50% 1	1.49% 3	25.37% 51	60.20% 121	0% 0	11.44% 23	201	4.09
I have regular communication with students to discuss their progress in learning and achievement.	1.00% 2	1.00% 2	3.48% 7	29.85% 60	47.26% 95	0.50% 1	16.92% 34	201	3.69
I create a learning environment that supports diversity, equity and inclusion.	1.99% 4	0% 0	1.99% 4	23.88% 48	62.19% 125	0% 0	9.95% 20	201	4.14

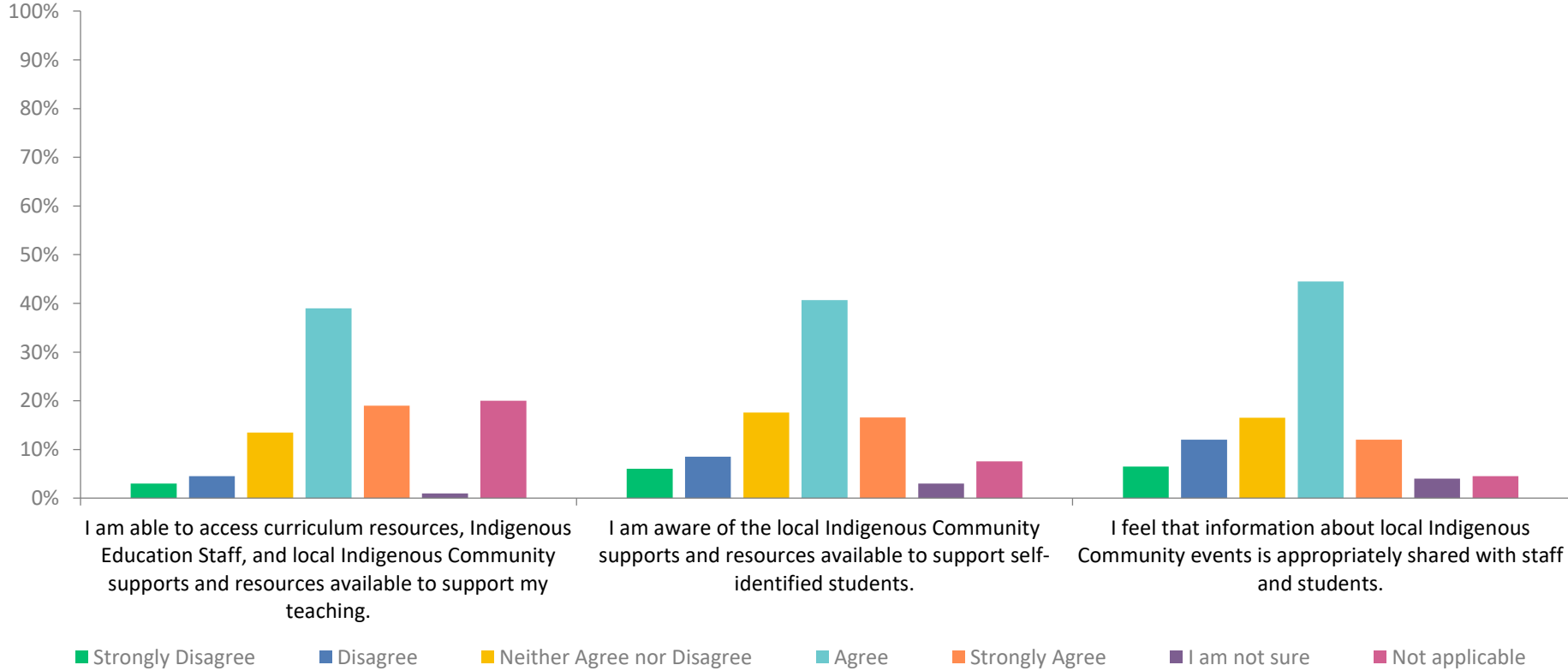
System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.



3.2 Advance Indigenous Education guided by the Truth and Reconciliation recommendations and the local Indigenous community

Select your level of agreement with each statement below.

• Answered: 200 Skipped: 133



System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.2 Advance Indigenous Education guided by the Truth and Reconciliation recommendations and the local Indigenous community

Select your level of agreement with each statement below.



- Answered: 200 Skipped: 133

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am able to access curriculum resources, Indigenous Education Staff, and local Indigenous Community supports and resources available to support my teaching.	3.00% 6	4.50% 9	13.50% 27	39.00% 78	19.00% 38	1.00% 2	20.00% 40	200	3.04
I am aware of the local Indigenous Community supports and resources available to support self-identified students.	6.03% 12	8.54% 17	17.59% 35	40.70% 81	16.58% 33	3.02% 6	7.54% 15	199	3.22
I feel that information about local Indigenous Community events is appropriately shared with staff and students.	6.50% 13	12.00% 24	16.50% 33	44.50% 89	12.00% 24	4.00% 8	4.50% 9	200	3.18

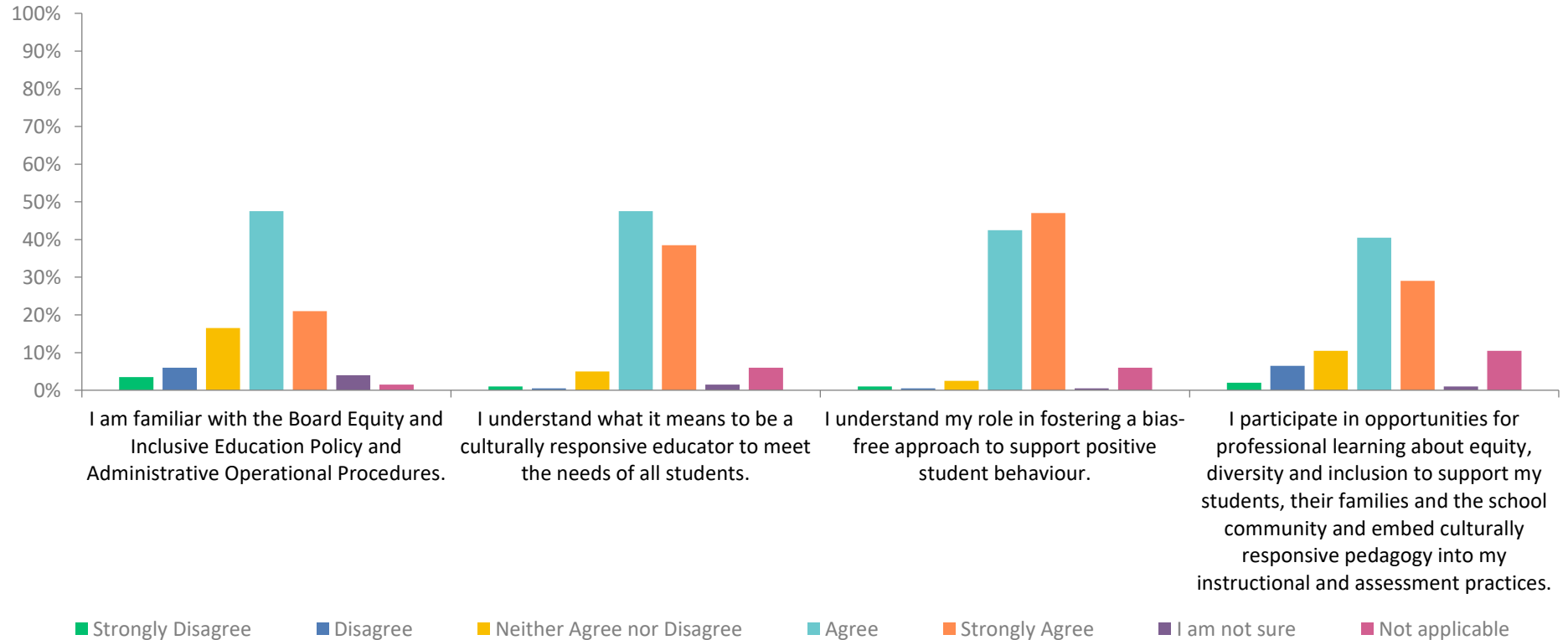
System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.



3.3 Develop and honour a culture of respect, acceptance and belonging

Select your level of agreement with each statement below.

• Answered: 200 Skipped: 133



System Priority #3: Foster inclusive, equitable and safe school communities where all are welcomed and called by name.

3.3 Develop and honour a culture of respect, acceptance and belonging

Select your level of agreement with each statement below.



• Answered: 200 Skipped: 133

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I am familiar with the Board Equity and Inclusive Education Policy and Administrative Operational Procedures.	3.50% 7	6.00% 12	16.50% 33	47.50% 95	21.00% 42	4.00% 8	1.50% 3	200	3.6
I understand what it means to be a culturally responsive educator to meet the needs of all students.	1.00% 2	0.50% 1	5.00% 10	47.50% 95	38.50% 77	1.50% 3	6.00% 12	200	4.00
I understand my role in fostering a bias-free approach to support positive student behaviour.	1.00% 2	0.50% 1	2.50% 5	42.50% 85	47.00% 94	0.50% 1	6.00% 12	200	4.14
I participate in opportunities for professional learning about equity, diversity and inclusion to support my students, their families and the school community and embed culturally responsive pedagogy into my instructional and assessment practices.	2.00% 4	6.50% 13	10.50% 21	40.50% 81	29.00% 58	1.00% 2	10.50% 21	200	3.54

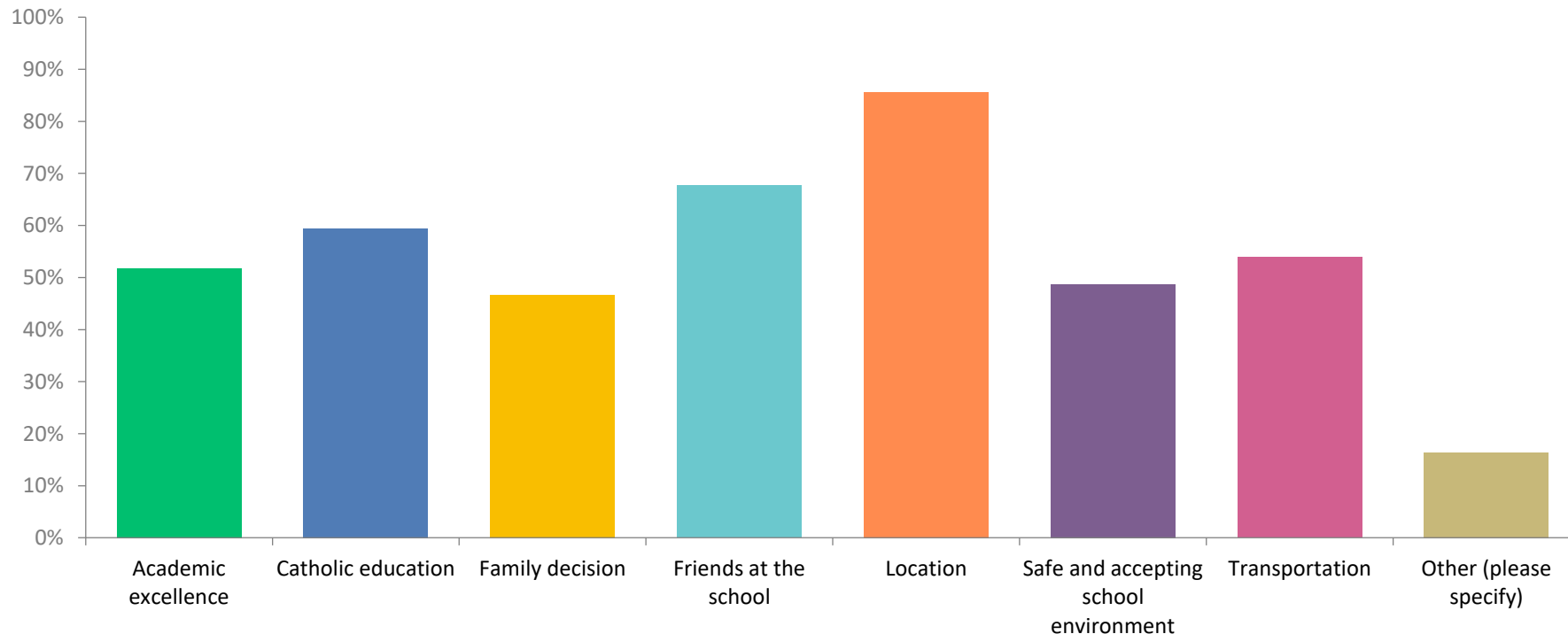
System Priority #4: Manage our resources effectively to build a sustainable Catholic School board in the Niagara Region.

4.1 Design opportunities to address changing enrolment



What factors do you think influence the decision of families to enroll their child(ren) at a Niagara Catholic school? Select all that apply.

• Answered: 195 Skipped: 138



System Priority #4: Manage our resources effectively to build a sustainable Catholic School board in the Niagara Region.



4.1 Design opportunities to address changing enrolment

What factors do you think influence the decision of families to enroll their child(ren) at a Niagara Catholic school? Select all that apply.

- Answered: 195 Skipped: 138

ANSWER CHOICES	RESPONSES	Number
Academic excellence	51.79%	101
Catholic education	59.49%	116
Family decision	46.67%	91
Friends at the school	67.69%	132
Location	85.64%	167
Safe and accepting school environment	48.72%	95
Transportation	53.85%	105
Other (please specify)	16.41%	32
TOTAL		839

Most common themes:
1. School reputation
2. Supports at the school

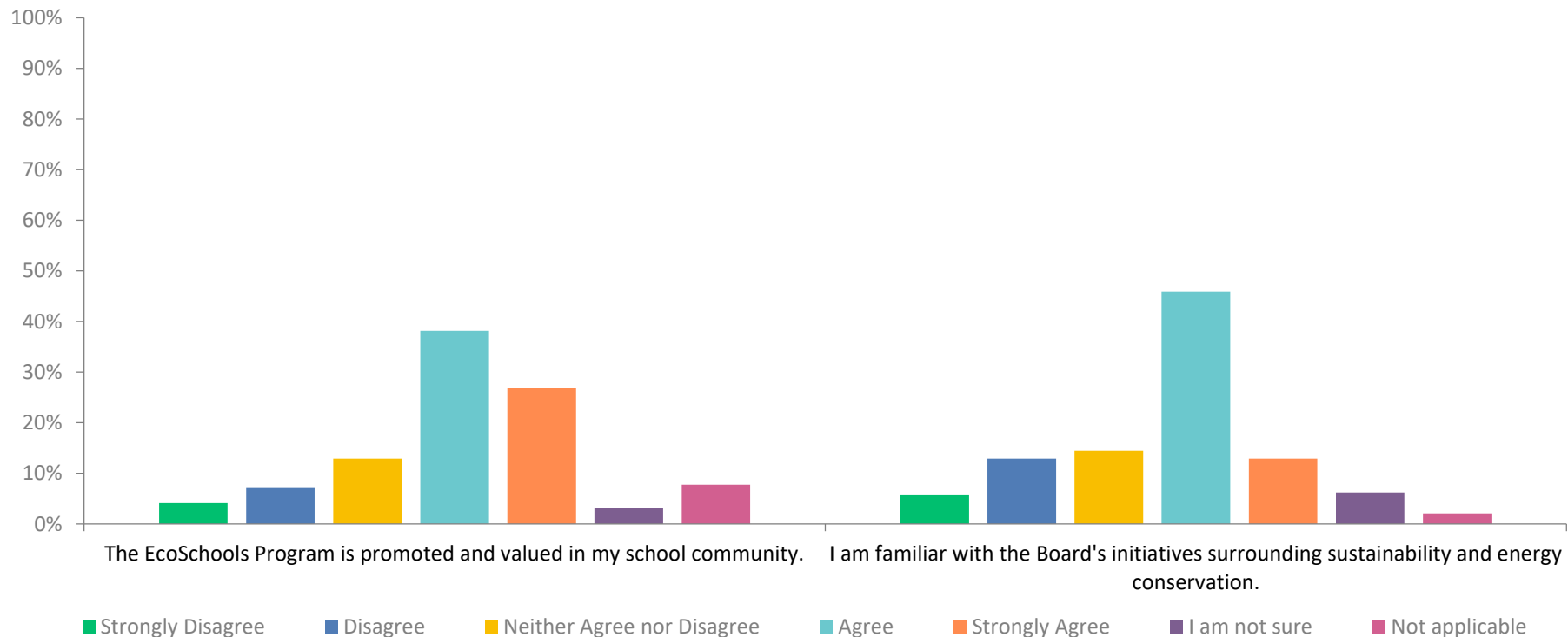
System Priority #4: Manage our resources effectively to build a sustainable Catholic School board in the Niagara Region.



4.2 Optimize our facilities through responsible stewardship and engage in environmental sustainability

Select your level of agreement for each statement below.

- Answered: 194 Skipped: 139



System Priority #4: Manage our resources effectively to build a sustainable Catholic School board in the Niagara Region.

4.2 Optimize our facilities through responsible stewardship and engage in environmental sustainability

Select your level of agreement for each statement below.



• Answered: 194 Skipped: 139

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
The EcoSchools Program is promoted and valued in my school community.	4.12% 8	7.22% 14	12.89% 25	38.14% 74	26.80% 52	3.09% 6	7.73% 15	194	3.44
I am familiar with the Board's initiatives surrounding sustainability and energy conservation.	5.67% 11	12.89% 25	14.43% 28	45.88% 89	12.89% 25	6.19% 12	2.06% 4	194	3.23

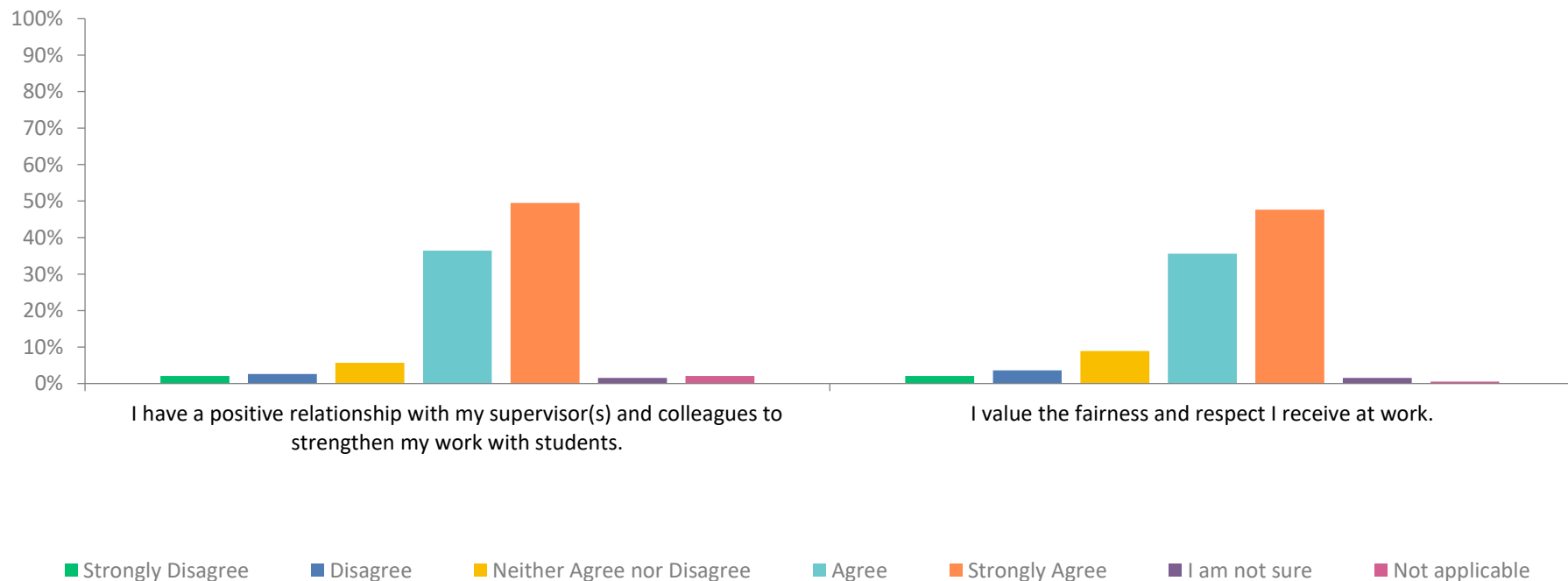
System Priority #5: Foster authentic relationships with all staff to strengthen our work with students.



5.1 Facilitate positive employee engagement, faith formation and community belonging

Select your level of agreement for each statement below.

• Answered: 193 Skipped: 140



System Priority #5: Foster authentic relationships with all staff to strengthen our work with students.



5.1 Facilitate positive employee engagement, faith formation and community belonging

Select your level of agreement for each statement below.

• Answered: 193 Skipped: 140

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I have a positive relationship with my supervisor(s) and colleagues to strengthen my work with students.	2.08% 4	2.60% 5	5.73% 11	36.46% 70	49.48% 95	1.56% 3	2.08% 4	192	4.18
I value the fairness and respect I receive at work.	2.09% 4	3.66% 7	8.90% 17	35.60% 68	47.64% 91	1.57% 3	0.52% 1	191	4.17

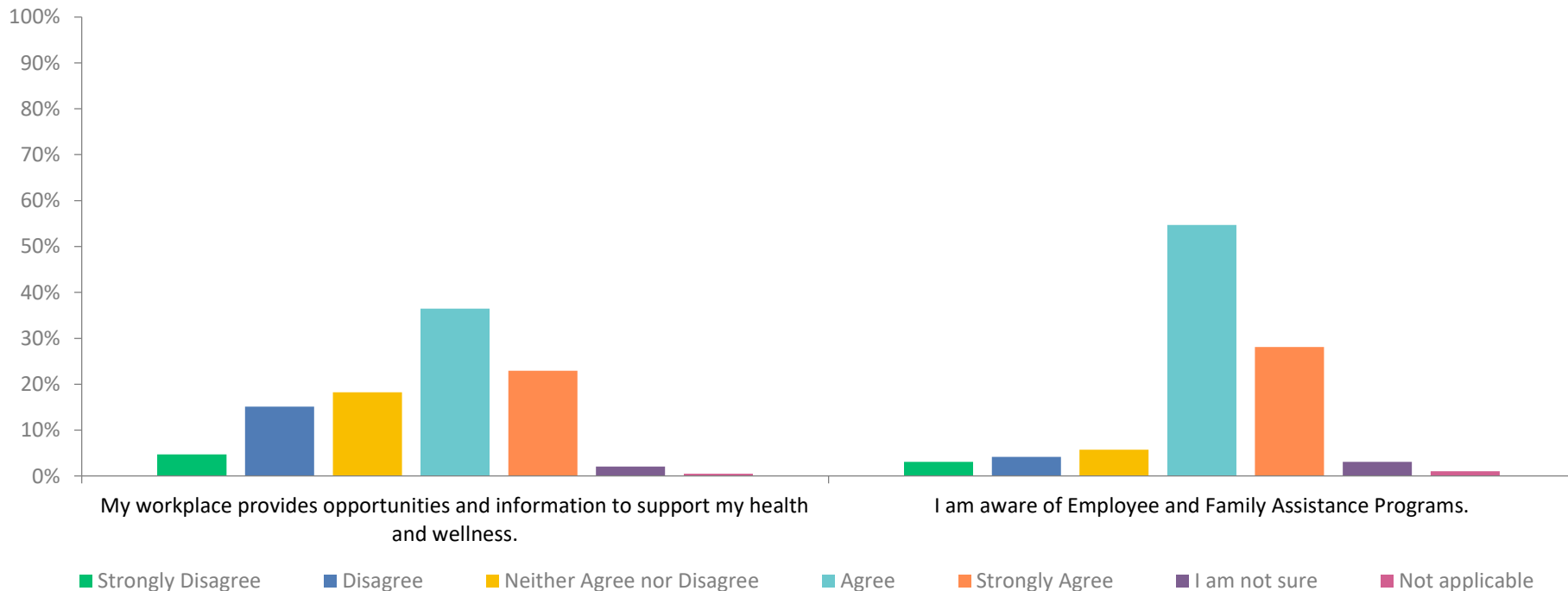
System Priority #5: Foster authentic relationships with all staff to strengthen our work with students.



5.2 Create opportunities to promote staff health and wellness

Select your level of agreement for each statement below.

- Answered: 192 Skipped: 141



System Priority #5: Foster authentic relationships with all staff to strengthen our work with students.

5.2 Create opportunities to promote staff health and wellness

Select your level of agreement for each statement below.

- Answered: 192 Skipped: 141

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
My workplace provides opportunities and information to support my health and wellness.	4.69% 9	15.10% 29	18.23% 35	36.46% 70	22.92% 44	2.08% 4	0.52% 1	192	3.5
I am aware of Employee and Family Assistance Programs.	3.12% 6	4.17% 8	5.73% 11	54.69% 105	28.12% 54	3.12% 6	1.04% 2	192	3.88

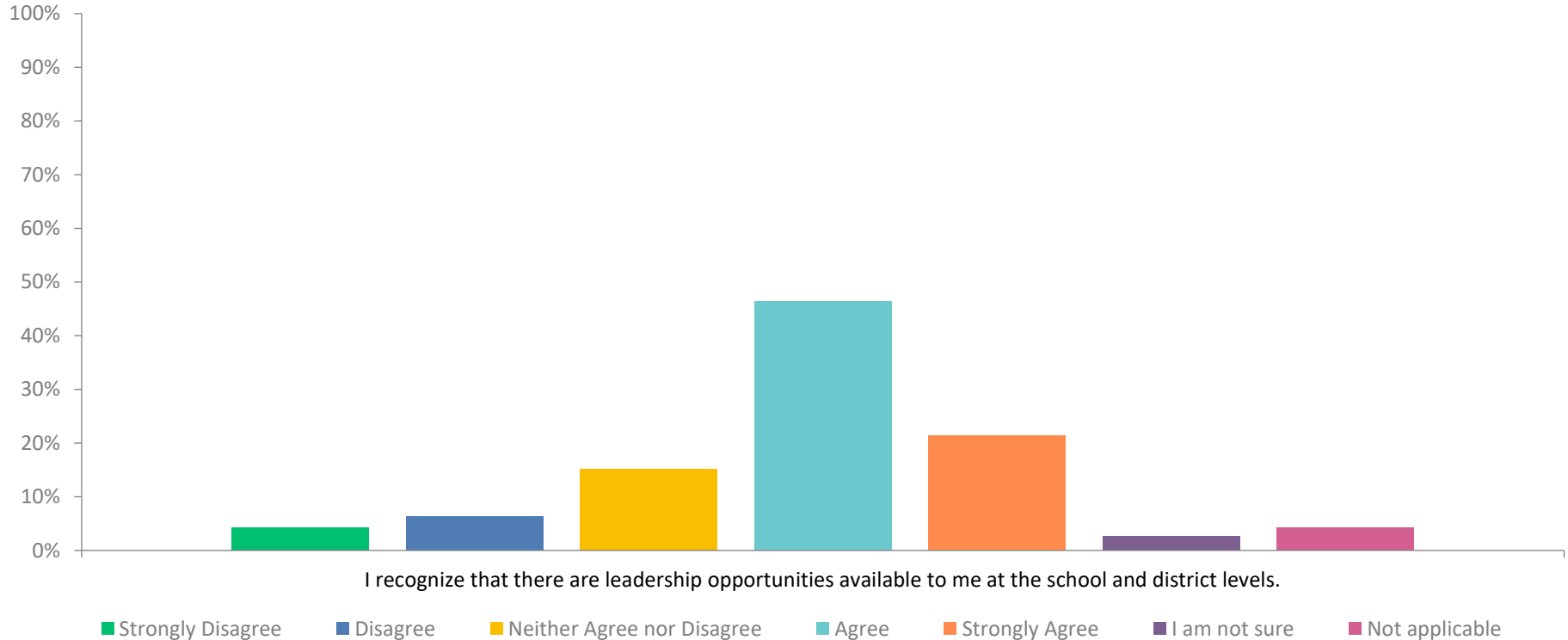
System Priority #5: Foster authentic relationships with all staff to strengthen our work with students.

5.3 Invest in staff learning opportunities

Select your level of agreement for each statement below.



- Answered: 192 Skipped: 141



System Priority #5: Foster authentic relationships with all staff to strengthen our work with students.



5.3 Invest in staff learning opportunities

Select your level of agreement for each statement below.

- Answered: 192 Skipped: 141

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	I AM NOT SURE	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
I recognize that there are leadership opportunities available to me at the school and district levels.	4.17% 8	6.25% 12	15.10% 29	46.35% 89	21.35% 41	2.60% 5	4.17% 8	192	3.54

STRATEGIC PLAN FEEDBACK

Student Senators – February 14, 2023 –
Poetic Technique as Qualitative Data Experience



Our Mission

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.

Our Vision

Encountering souls and opening minds so that all students succeed.

Our Values

JUSTICE

We are committed to equity, works of social action, and the celebration of diversity.

COMPASSION

We practice forgiveness, generosity, kindness, humility, and service in our interactions with others.

STEWARDSHIP

We care and act respectfully and responsibly for all God's creation.

ACCOUNTABILITY

We take ownership for the impact and consequences of actions and decisions.

COMMUNITY

We foster connections where all belong and work collaboratively with our partners.

INTEGRITY

We act in a manner that is consistent with gospel values.

FAITHFULNESS

We are nourished by our Catholic faith through the word, spirit, and prayer.



2021 · 2026 STRATEGIC PLAN

LISTENING, LEARNING, AND LEADING STRATEGIC DIRECTIONS



ADVANCE STUDENT ACHIEVEMENT FOR ALL STUDENTS

- Focus on student success promoting and supporting all pathways for student achievement
- Support students' mental health & wellness
- Prepare students in global competencies



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'



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 & 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



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



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

As a student, the **most important part** of the Niagara Catholic Strategic Plan is...

- “ensuring total academic success for all students”
- “directing the funds, staff and any person involved in Niagara Catholic to operating their best with regard to the success of our students”
- “inclusivity”
- “ensuring that we accomplish our goals”



In my school, **celebrating the richness of our Catholic Faith** looks like...

- “saying prayers...open discussion in religion class...taking part in mass together”
- “mixing Catholicity with interactive activities for students”
- “helping others without judgement and unconditionally supporting your peers”
- “embracing Catholic faith and education, with respect to the diverse religions in the school”



When it comes to **advancing student achievement for all students**, I think we are doing **well...**

- “supporting students and educating about mental health”
- “making opportunities accessible for everyone”
- “providing a variety of post-secondary pathways”
- “offering both eLearning and in-person classes to accommodate everyone’s learning needs”

A question that comes to mind
when I think about **equitable,
inclusive and safe school
communities** is...

- “What more can be done to keep students from being left out or less valued?”
- “What can we do to ensure student success rates are high & how can we make coming to school an enjoyable experience?”
- “How are we progressing in ways that benefit well-being for all?”
- “Can building strong relationships with peers increase confidence in bringing up injustices you’re noticing around your school?”

When it comes to the Strategic Plan, the part that has been the **most difficult to achieve** is...because...

- “to ensure that stakeholder needs are met, as well as Catholic needs, in an every-growing and ever-changing society”
- “fostering an environment where everyone feels included and respected”
- “encouraging people to be brought together in the richness of our faith is difficult since not every student wants to come together”
- “employee engagement because staff can sometimes have a lot of other responsibilities or don’t feel the need to get involved”

I think we will know we have made
**progress on the Strategic Directions
and Priorities** when...

- “students’ grades have started to improve we will notice the plan has worked by increasing motivation and productivity”
- “all students have the necessary supports and resources and show greater academic success but feel as if the school truly cares for their success”
- “a continued increase in enrolment would signify continued success and progress in the strategic plan”
- “every student can come to school, be safe, included, properly educated and get along as a community”

Give the piece of writing or “poem”
a meaningful **title**.

- “The Goal to Improve All”
- “A Pathway of Insight”
- “For the Good of Students”
- “The Blueprint of Student Success”

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

**TITLE: UNDERSTANDING CONTEMPORARY FIRST NATIONS,
MÉTIS AND INUIT VOICES COURSE - NBE3U/3C LAUNCH**

The Understanding Contemporary First Nations, Métis and Inuit Voices Course -
NBE3U3C Launch report is presented for information.

Prepared by: Kim Kinney, Superintendent of Education
Nicole Pigeau, Indigenous Consultant
Andrea Stranges, K-12 Literacy Consultant

Presented by: Kim Kinney, Superintendent of Education
Nicole Pigeau, Indigenous Consultant
Andrea Stranges, K-12 Literacy Consultant

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

Date: February 28, 2023



REPORT TO THE BOARD FEBRUARY 28, 2023

UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS AND INUIT VOICES COURSE - NBE3U3C LAUNCH

BACKGROUND INFORMATION

The Niagara Catholic District School Board has made the decision to replace the current grade 11 English ENG3U/3C courses with NBE3U/3C, effective September 2023/24, to fulfill the mandatory English credit requirement toward completion of the Ontario Secondary School Diploma (OSSD). This decision highlights our shared commitment to build ‘student capacity for intercultural understanding, empathy, and mutual respect’ as outlined in the calls to action in Canada’s Truth and Reconciliation Commission Report (2015) and aligns with our Multi-Year Strategic Plan – “Foster inclusive, equitable and safe school communities where all are welcomed and ‘called by name’. The First Nations, Métis, and Inuit Studies curriculum document states that the grade 11 course, “English: Understanding Contemporary First Nations, Métis, and Inuit Voices may be used to meet the grade 11 English compulsory credit requirement” (FNMI curriculum doc. Pg 18, 2019). As such, Niagara Catholic is in alignment with other boards in Ontario who have either already implemented this decision or are poised to replace ENG3U/3C with NBE3U and 3C for the 2023/24 school year.

These mandatory courses explore the themes, forms, and stylistic elements of a variety of literature, emerging from First Nations, Métis, and Inuit cultures in Canada and will reflect our Catholic Graduate Expectations and Catholic Social Teachings. This decision follows Calls to Action #62 and #63 of the Truth and Reconciliation Commission report and aligns with Niagara Catholic’s system priorities that support our commitment to student achievement, as well as equity, inclusivity and culturally relevant practices in education.

We are committed to achieving the goal, included in Niagara Catholic’s multi-year strategic plan, to “advance Indigenous Education, guided by the Truth and Reconciliation recommendations and the local Indigenous community”. Additionally, taking this necessary step ensures that Niagara Catholic’s actions are in alignment with Article 15.2 in the United Nations Declaration of the Rights of Indigenous Peoples.

As outlined in the Education Funding: Technical Paper 2022-23, “The Indigenous Education Grant provides funding for programs and initiatives to support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.”

In preparation and support for the launch of the Indigenous Voices courses, the Program and Innovation Department, in collaboration with staff from Indigenous Education, has undertaken the following action items:

- Communication to Secondary Principals and Vice-Principals
- Communication to Student Services, and Guidance Departments
- Communication and meetings with English Program Chairs
- Program and Innovation system memo including sample communication that secondary schools could use to inform school community of pertinent details about the plan for the Indigenous Voices course(s).
- Release time provided for secondary educators to attend Professional Development sessions designed to inform and support staff who tentatively will be teaching NBE3U/3C beginning September 2023.

Session 1 – December 12, 2022

Topic: Trauma, Thanksgiving and Love

Session 2 – February 17, 2023

Topic: Developing an Understanding of the Historical Framework from an Indigenous Lens
Facilitated by: David A. Robertson, award-winning Canadian author from Norway House Cree Nation

Session 3 – TBD, 2023

Topic: Relationships

Facilitated by: Dr. Niigaan Sinclair, Anishinaabe columnist, commentator, writer, educator and Assistant Professor at the University of Manitoba

Session 4 – Date TBD

Topic: Media Portrayals

Facilitated by: Drew Hayden Taylor, award-winning playwright, author, columnist, film maker and lecturer who is originally from Curve Lake First Nation in Ontario – specific details still in progress

A course writing committee will be created (March – June 2023) comprised of secondary educators with a variety of professional knowledge and experience, including lived experience, to review the Ministry Curriculum, create a syllabus for our community, a set of desired learning goals and outcomes, as well as a framework for teaching.

A variety of texts and resources are being explored and reviewed that would support the Indigenous Voices courses (NBE3C/U). Those resources that have been selected will be purchased centrally through Program and Innovation to support all Niagara Catholic secondary schools.

Niagara Catholic is proud and excited to move forward with supporting and growing Indigenous education in our schools and we look forward to the positive outcomes that will result from our senior students experiencing the Indigenous Voices course(s).

The Understanding Contemporary First Nations, Métis and Inuit Voices Course - NBE3U3C
Launch report is presented for information.

Prepared by: Kim Kinney, Superintendent of Education
Nicole Pigeau, Indigenous Consultant
Andrea Stranges, K-12 Literacy Consultant

Presented by: Kim Kinney, Superintendent of Education
Nicole Pigeau, Indigenous Consultant
Andrea Stranges, K-12 Literacy Consultant

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

Date: February 28, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

**TITLE: NIAGARA STUDENT TRANSPORTATION SERVICES
2022-2023 ANNUAL PLAN**

The Niagara Student Transportation Services (NSTS) 2022-2023 Annual Plan report is presented for information.

Prepared by: Sarb Sandhu, Executive Director NSTS

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

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

Date: February 28, 2023



REPORT TO THE BOARD FEBRUARY 28, 2023

NIAGARA STUDENT TRANSPORTATION SERVICES 2022-2023 ANNUAL PLAN

BACKGROUND INFORMATION

In the 2021 – 2022 school year, Niagara Student Transportation Services (NSTS) celebrated its 15-year anniversary (March 2022). NSTS remains in a strong position to meet the challenges of the future and fulfill our mandate of providing safe, effective and efficient transportation services to the students of Niagara.

NSTS has faced many challenges over the last 15 years and as we look to the future, we know that driver shortages, staff retirements and contract procurement will all be impactful. NSTS continues to implement initiatives and explore innovative solutions to develop stability and business continuity.

The team continues to be focused and with their specialized expertise and skills they are able to innovate and deliver consistent results in an ever evolving student transportation sector. We continue to build a community and learning culture by promoting collaboration, collective knowledge sharing and better awareness through feedback. The team's collective commitment to continuously improve is one of its greatest strengths.

The Niagara Student Transportation Services Board of Directors has three representatives appointed from each member school board for a total of six (6) Directors. The Management Advisory Committee is comprised of the Superintendent of Business from each of the school boards. There are thirteen (13) staff positions at NSTS. The Executive Director reports to the Board of Directors through the Management Advisory Committee and serves as the Secretary to the Board.

NSTS holds the contracts directly with the service providers on behalf of member school boards. Contracts on 70% of bus routes are stable until August 2024 and on 30% of bus routes until August 2030. In the 2022-23 school year, there are 548 school bus routes.

APPENDIX A – Niagara Student Transportation Services 2022-2023 Annual Plan

The Niagara Student Transportation Services (NSTS) 2022-2023 Annual Plan report is presented for information.

Prepared by: Sarb Sandhu, Executive Director NSTS

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

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

Date: February 28, 2023



NIAGARA STUDENT TRANSPORTATION SERVICES
2022-2023 ANNUAL PLAN
January 2023

TABLE OF CONTENTS

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2023-24 & BEYOND PRIORITIES	16

NIAGARA STUDENT TRANSPORTATION SERVICES

Who Are We?

Niagara Student Transportation Services (NSTS) is a consortium between the District School Board of Niagara and the Niagara Catholic District School Board.

NSTS was established in 2007 and is incorporated as a not-for-profit organization.

Mission Statement:

NSTS is committed to student success by providing safe, effective and efficient transportation services to the learners of Niagara!

2022-23 BOARD OF DIRECTORS

Warren Hoshizaki
President

Camillo Cipriano
Vice-President

Stacy Veld
Director/Chairperson Management
Advisory Committee

Giancarlo Vetrone
Director/Vice-Chairperson Management
Advisory Committee

Simon Hancox
Director

Pat Rocco
Director

OFFICER

Sarb Sandhu
Executive Director
Secretary to the Board



EXECUTIVE DIRECTOR MESSAGE

In the 2021 – 2022 school year, Niagara Student Transportation Services (NSTS) celebrated its 15-year anniversary (March 2022). NSTS remains in a strong position to meet the challenges of the future and fulfill our mandate of providing safe, effective and efficient transportation services to the students of Niagara.

NSTS has faced many challenges over the last 15 years and as we look to the future, we know that driver shortages, staff retirements and contract procurement will all be impactful. NSTS continues to implement initiatives and explore innovative solutions to develop stability and business continuity.

The team continues to be focused and with their specialized expertise and skills they are able to innovate and deliver consistent results in an ever-evolving student transportation sector. We continue to build a community and learning culture by promoting collaboration, collective knowledge sharing and better awareness through feedback. The team's collective commitment to continuously improve is one of its greatest strengths.

I welcomed Mark Doyle as the Assistant Director effective February 7, 2022. Mark's leadership and understanding of passenger transportation and contracts will benefit student transportation professionals in Niagara for years to come.

As I reflect on the year, I know it hasn't been easy adjusting to change and processing what we have collectively been through during the pandemic and transition at NSTS. Despite it all, we prevailed and safely connected students to education, which for me is the most important part of what we do. It is a group effort and one that could not be possible without the amazing people we have at NSTS.

S Sandhu

KEY CONSORTIUM MILESTONES

School Year	Milestone Achievement
2006-07	DSBN and Niagara Catholic signed Consortium Agreement to form NSTS and filed as a corporation under the Corporations Act of Ontario.
2007-08	Integrated the student database of both school boards for transportation planning purposes to start planning as a single entity.
2008-09	First school year operating as a single entity with staff serving students of both school boards in specific geographic areas.
2009-10	Implement harmonized policies and administrative procedures for both school boards and ranked Moderate-High on first Effectiveness & Efficiency Review.
2010-11	Implemented new planning and routing software by Georef to support enhanced data management, route planning and secure web portals.
2011-12	Implemented competitive procurement in West Niagara , harmonized all service offerings and implemented major efficiency projects across Niagara.
2012-13	Achieved High rating on Effectiveness & Efficiency Review.
2013-14	Achieved full compliance to BPS Procurement Directive, equipped 100% of vehicles with GPS.
2014-15	Modernized First Ride program for students new to the bus and for students with individualized transportation needs.
2015-16	Implemented Intertrain in presentations for school bus safety and behaviour management program in schools.
2016-17	Office moved to St. Vincent de Paul Catholic Elementary School and commenced initiatives to support driver recruitment and retention.
2017-18	Added two new staff positions to recognize increasing demands on resources from alternative education, special programs and driver shortage challenges.
2018-19	Hosted first Niagara School Bus Professionals event and negotiated contract solutions to improve driver recruitment and retention.
2019-20	Implemented extended contracts on 70% of routes, camera program on 25% of routes and experienced service disruption due to COVID-19.
2020-21	Implemented competitive procurement on 30% of routes, modified services to respond to COVID-19, and business continuity measures, including SaaS, and added new position to support Executive Director.
2021-22	Seamless transition of the organization to a new leadership team with focus on business results, continuity and building on key stakeholder relationships. Collaborated with Bus Operators to ensure all school buses were compliant with new Eight Lamp Amber-Red

ORGANIZATIONAL OVERVIEW

Mission

NSTS is committed to student success by providing safe, effective and efficient transportation services to the learners of Niagara!

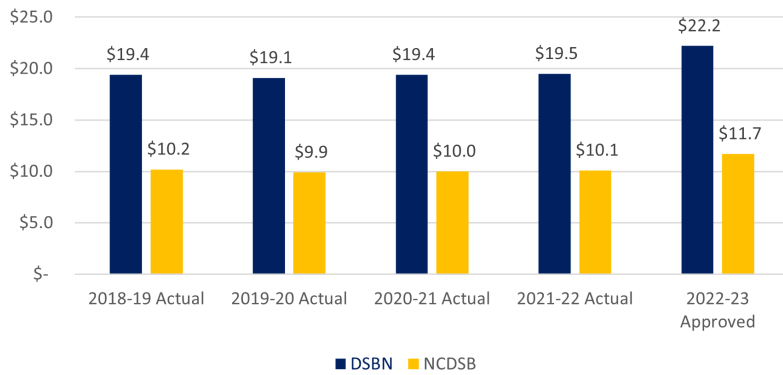
Scope & Financials

In the 2022-23 school year, there are 35,703 students eligible for transportation and 33,112 students transported with projected expenditures of \$33.8 million. Not all eligible students are riding the bus, 2,641 are attending virtual school or Opted-Out of transportation.

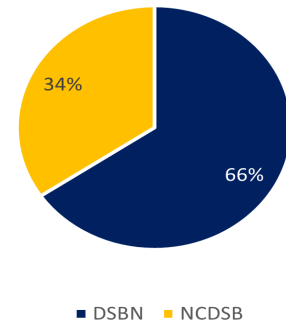
Both school boards are projected to have expenditures equal to student transportation Grants for Student Needs (GSN).

In the 2022-23 school year, the cost per student transported for DSBN is projected to be \$1,087 and for Niagara Catholic \$919. For historical context, the following charts represent the previous five years:

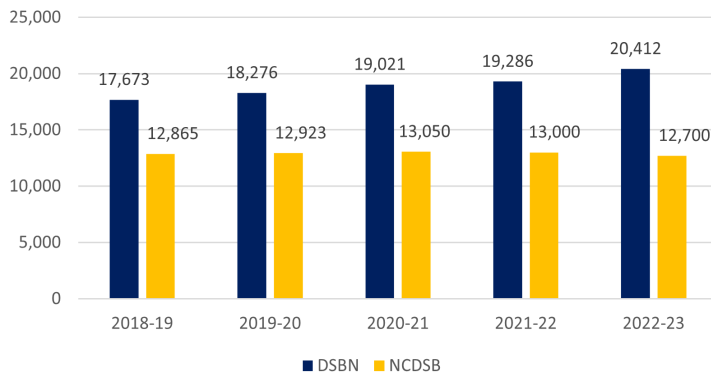
Transportation Expenditure by Board



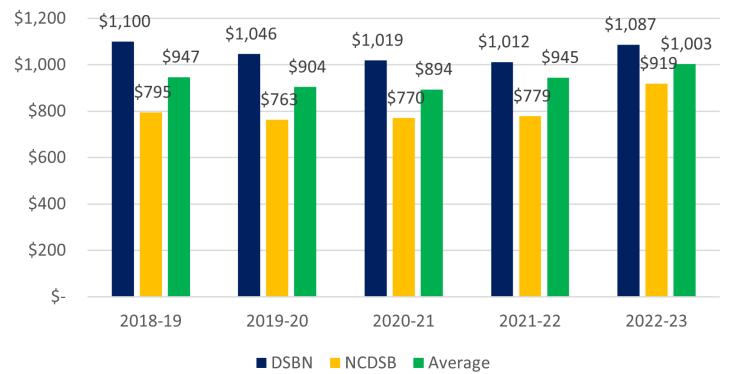
Approved Budget per Board
Total \$33,860,445.00

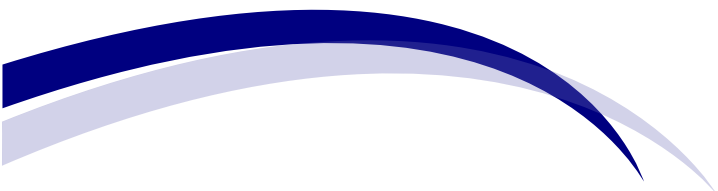


Number of Students Transported



Cost Per Student Transported



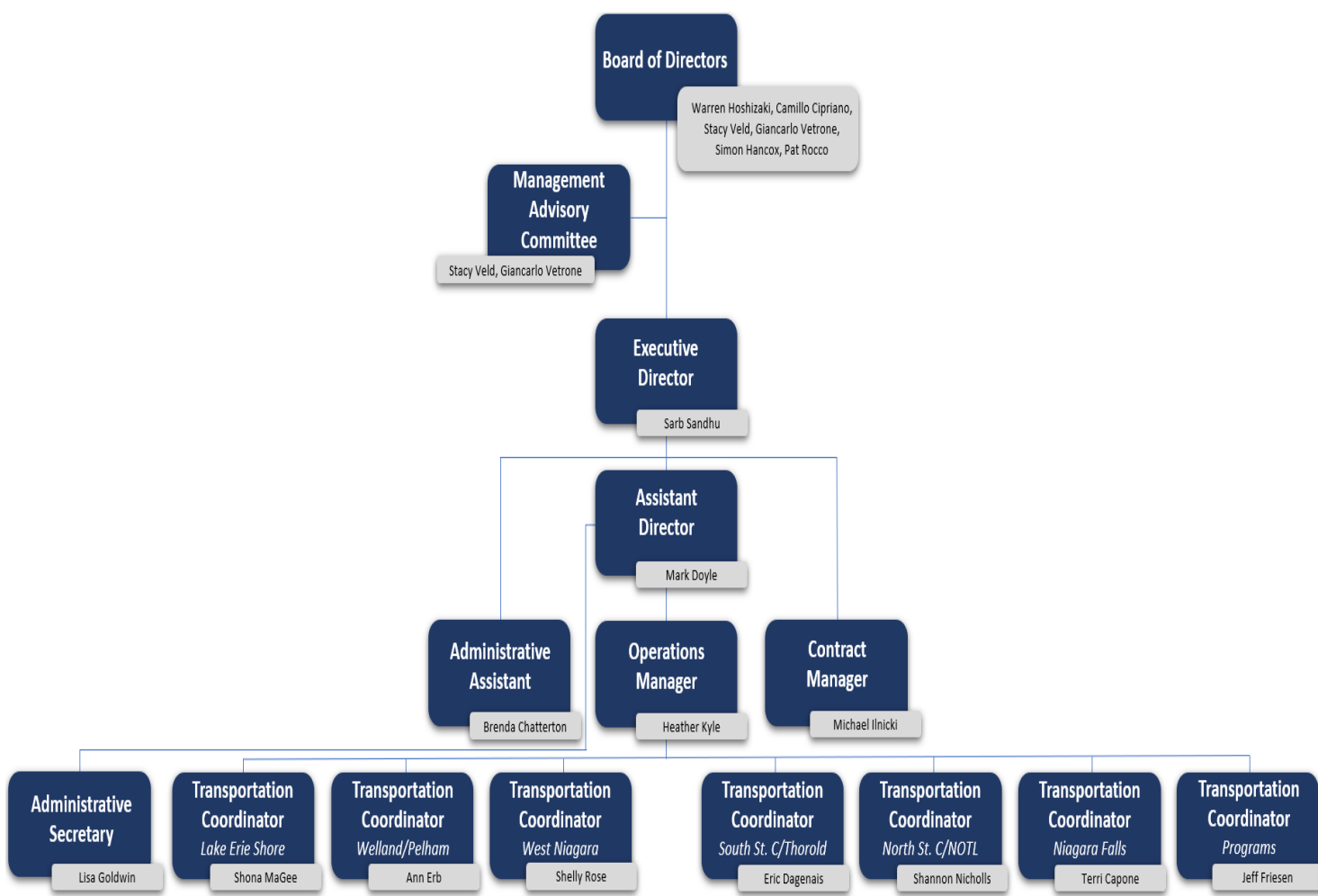


ORGANIZATIONAL OVERVIEW CONTINUED

Organizational Structure

The Board of Directors has three representatives appointed from each member school board for a total of six (6) Directors and the 2022-23 Directors are listed on Page 3. The Management Advisory Committee is comprised of the Superintendent of Business from each of the school boards.

There are thirteen (13) staff positions at NSTS. The Executive Director reports to the Board of Directors through the Management Advisory Committee and serves as the Secretary to the Board. All staff report to the Executive Director and the chart below shows the 2022-23 positions and staff:

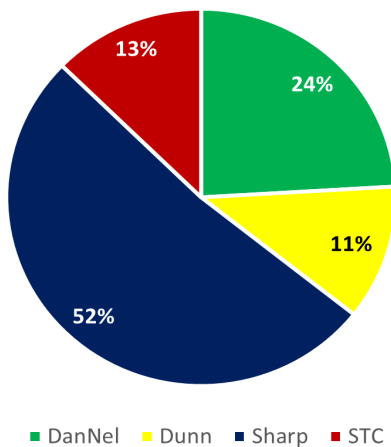


ORGANIZATIONAL OVERVIEW CONTINUED

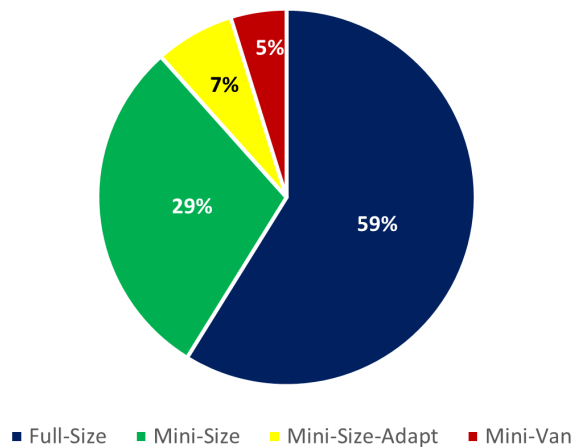
Service Providers

NSTS holds the contracts directly with the service providers on behalf of member school boards. Contracts on 70% of bus routes are stable until August 2024 and on 30% of bus routes until August 2030. In the 2022-23 school year, there are 548 school bus routes.

Bus Route Share by Operator



Bus Routes by Size of Vehicle



Driver Demographic & Years of Services

Since the 2019-20 school year, both the implementation of competitive procurement results on 30% of routes and the pandemic has impacted the driver demographic and years of service. The average number of years of driving with our Operators is 5.84 years. NSTS continues to work with service providers on driver recruitment and retention strategies.

Years of Driving Experience	
Less than one year	19%
1-2 years	20%
3-9 years	40%
10-14 years	14%
15-19 years	2%
20-24 years	2%
25-39 years	2%
40 years or more	1%

ORGANIZATIONAL OVERVIEW CONTINUED

Consortium Driver Investment

It is important to consider the effectiveness of the driver recruitment and retention programs implemented over the last few years and future pressures on student transportation to make the appropriate investments.

- Continue school parking program, School Bus Times newsletter, School Bus Professional Appreciation Day, annual professional development event held by NSTS and other consortium initiatives that communicates value of drivers and monitors that reinforces that the school bus is an extension of the classroom.
- Support service providers' financial investment in enhanced recruitment and retention efforts, beyond technical and financial proposals in competitive procurement. Enhancement expenditures may include additional P.R.I.D.E. driver trainers, training on Saturdays incurring overtime costs and implementing a sitting spare driver payment strategy for income certainty for spare drivers to retain these critical staff positions.
- Demographic of drivers continues to include retirees from full-time work and young parents. Ongoing consideration needs to be given to the impact of minimum wage increases, daycare changes, route changes and options for additional work.
- A multi-pronged driver recruitment campaign to raise public awareness and attract new school bus professionals to the industry.



INCLEMENT WEATHER CANCELLATIONS

	Schools	Transportation
2010-11	1	1
2011-12	0	0
2012-13	1	1
2013-14	0	3
2014-15	1	2
2015-16	0	2
2016-17	0	0
2017-18	1	1
2018-19	3	9
2019-20	0	1
2020-21	1	1
2021-22	2	5



ORGANIZATIONAL OVERVIEW CONTINUED

Technology Deployed

- Georef's BusPlanner suite of products is deployed for planning and managing student transportation, including secure web portals and Software as a Service (SaaS) hosting and technical support.
- All school buses are equipped with GPS (Zonar, Synovia).
- Twenty-five (25%) of vehicles are equipped with internal-facing and external-facing cameras (Gatekeeper).

Administrative Support

- Both school boards provide financial services and procurement support, and other fee for service support, under SLA. Specific to DSBN SLA also includes human resources, payroll and benefit administration and IT services and Niagara Catholic's SLA includes office lease, custodial services and phone service.
- DSBN Casual Secretary List, AnswerPlus and Interlock Issue Tracker provide support during back-to-school or other times of staff resource constraint.
- Insurance is purchased through OSBIE.

Community Partners

- Niagara Region Public Health is the primary partner for Active School Travel (AST) programs, and the AST network includes all twelve (12) municipalities, Niagara's crossing guard committee, Safety Village, Heart Niagara and Niagara Regional Police Services.
- Niagara Regional Police Services is the primary partner in the external-facing video camera program.
- NSTS is a member of Niagara's geospatial group with reciprocal data sharing for local GIS-related data.
- Intertrain provides school bus student safety training in schools featuring Buster the Bus for Kindergarten to Grade 3 and Grades 4 to 8, including videos that are available on the NSTS website. These contracted services are through OECM, and in addition Intertrain has developed videos that are available on the NSTS website to support the First Ride program featuring Buzzy the Bee and a pedestrian safety program featuring Blue the Butterfly.



2022-23 PRIORITIES

2022-23 Key Objectives:

The 2022-23 school year is another crucial year for the Consortium as NSTS prepares for its 16th year anniversary and the challenges as we look to the future. We know that driver shortages, staff retirements and contract procurement will all be impactful. NSTS continues to implement initiatives and explore innovative solutions to develop stability and business continuity.

Key objectives include:

1. Driver recruitment and retention to alleviate service impacts from route and spare driver shortages;
2. Foster a community and learning culture by promoting collaboration, cross training, and collective knowledge sharing. Document procedures to help with future onboarding and avoid knowledge silos.
3. Contract activities on 70% of routes for procurement of contracts expiring August 2024. Consider extending contracts to not enter final year of contract for stability for drivers and planning. Consider cost pressures, new technology, new procedures to inform contract terms and conditions.

Immediate and Ongoing Priorities:

- Monitor route driver and spare driver staffing levels, take action to collapse or re-assign routes as required to support on-time service performance.
- Respond to inquiries from the Ministry of Education on routing simulation (Dec 2022), for funding decisions impacting the 2023-24 school year and monitor ongoing communications to further inform local policy and operational decisions.
- Align resources and processes to support staff, school and family communication to effectively respond to increased students eligible for transportation due to growth, alleviate capacity pressures on buses and to respond to driver and vehicle concerns.
- Update and align documentation for governance and staff to reflect current practices of the Consortium, including Consortium Agreement and consortium procedures.



2022-23 PRIORITIES CONTINUED

(N) is New Priority specific to the 2022-23 school year

(A) is an Annual Priority

January to March Priorities:

- (A) Commence planning for 2023-24 school year focused on capacity planning for increasing enrolment and transportation eligibility, and forecast new vehicles and drivers by March 31 to service providers.
- (A) While planning for the 2023-24 school year, determine if bell time efficiencies can offset new vehicle and driver requirements, to reduce strain on limited resources and engage the Management Advisory Committee in 2022-23 plans and preliminary budget.
- (A) Reconcile year-to-date fuel escalation contractual requirement and funding provision.
- (A) Engage staff in annual appraisal and development plan process.
- (A) Project impact of CPI increase for equivalent contractual terms increase and Ontario minimum wage potential impact on driver recruitment and retention to engage Management Advisory Committee in planning for 2023-24 financial and contractual decisions.
- (A) Plan Active School Travel (AST) Spring in to Spring campaign for pedestrian safety training.
- (N) Align staff areas to alleviate capacity pressures of growth areas on specific Area Transportation Coordinators.
- (A) Opt-In process for those eligible for transportation.
- (A) Develop communications plan to more effectively communicate with schools and families for back-to-school for the 2023-24 school year.
- (N) Monitor Niagara Catholic phone system procurement for implementation timelines for the Consortium and facilitate training for staff.

2022-23 PRIORITIES CONTINUED

April to June Priorities:

- (A) Complete March 31 year-end financial process and project total expenditures to financial year-end August 31, 2023 to report to Management Advisory Committee.
- (A) Complete consultation for 2023-2024 bell time changes and finalize budget submission to each school board.
- (A) Hold 2023-24 planning meetings with planning departments on enrolment projections and special education consultants of both school boards to validate planning assumptions.
- (A) Execute Active School Travel (AST) Spring in to Spring campaign for pedestrian safety training.
- (A) Plan following school year Consortium driver engagement activities with newsletters, PD Event and additional learnings to support recruitment and retention.
- (A) Review school board process and timelines for new school year pre-registration and registration process and align resources accordingly.
- (A) Monitor Grants for Student Needs (GSN) funding for student transportation to determine how new formula impacts local school boards and present to Management Advisory Committee.
- (A) Review and redesign processes and communication tools for schools and families to reduce demands on staff during back to school.
- (A) Develop school secretary and administrator training program, and establish training and/or meeting attendance, to ensure schools are prepared to be the first line of communication with families.
- (A) Review alternate programs and sites with Management Advisory Committee for future student transportation delivery options including aligning resources and budget.
- (A) Review leading practices for hazard designation procedures, adopt and apply leading practices to all schools to reset eligibility by hazard designation.
- (N) Review video camera program expansion and greater level of automation and present to Management Advisory Committee.

2022-23 PRIORITIES CONTINUED

July to December Year-End Priorities:

- (A) Reconcile year-to-date fuel escalation contractual requirement and funding provision.
- (A) Complete documentation on contract compliance and performance management, and key performance and achievement reporting, to prepare for Annual Report once financials are complete.
- (A) Reconcile other grant expenditures for reporting to school boards, including student rider safety programs.
- (A) Negotiate any new or relevant contract addenda for service providers related to new/changed expectations for the new school year.
- (A) Complete August 31 year-end financials.
- (A) Prepare and complete 2022-23 year-end financial audit, aim for week prior to or after Thanksgiving to have draft financial statements to school boards by October 31.
- (A) Complete 2022-23 Annual Report for Annual General Meeting.
- (A) Complete 2022-23 Ministry Survey for Student Transportation

ACTIVE SCHOOL TRAVEL

The goal of Active School Travel is to reduce barriers, whether real or perceived, to students walking or wheeling to and from school.

This is achieved by working with school board, municipal and community partners for better infrastructure and enhancing student skills through education and walk to school events to practice these skills.

The result is reduced traffic congestion and improved safety in school zones and improving student health and well-being by using active school travel to and from school.



2022-23 PRIORITIES CONTINUED

Advancing Active School Travel

In 2018, NSTS and our partner in Active School Travel, Niagara Region Public Health, received a \$100K grant over two-years from Green Communities Canada through Ontario Active School Travel.

This grant:

- Supported 26 elementary schools participate in safe and active walking and wheeling programs.
- Participated in walk to school events, focused on feature events in Walktober and Spring into Spring.
- Built school support team for Active School Travel between NSTS Transportation Coordinators and the School Nurses.
- Piloted a Walking School Bus Program led by school bus drivers focused on pedestrian training and school community awareness.
- Work with school boards to manufacture, distribute and install 25 bicycle racks at elementary schools.
- Funded the development of a video by Heart Niagara to provide cycling skills consistent with Bike Rodeo training provided in schools.
- Developed Blue the Butterfly character and pedestrian safety video to support Kindergarten to Grade 3 skills for safe and active school travel. This was the catalyst for the development of an accompanying toolkit for in-school student training.
- Provided funds and in kind support to the City of Niagara Falls and Town of Fort Erie to develop an in school program delivered by crossing guards.

CAST OF SAFETY CHARACTERS

BUZZY THE BEE

Teaches the First Ride Program to Kindergarten students and their families.

BUSTER THE BUS

Teaches Kindergarten to Grade 3 students school bus safety and behaviour expectations.

BLUE THE BUTTERFLY

Teaches Kindergarten to Grade 3 students pedestrian safety skills.



2022-23 PRIORITIES CONTINUED

Advancing Student Safety Programs

Current Programs:

- Intertrain (in school/online) school bus safety and student behaviour expectation training with two age appropriate presentations for Kindergarten to Grade 3 and Grades 4 to 8.
- Online videos for First Ride for new Kindergarten students to the bus, and school bus safety for Grades 1 to 3 and Grades 4 to 8.
- First Ride Program for students with specialized transportation needs as required throughout the school year.
- Online video for Kindergarten to Grade 3 pedestrian safety training, and pilot project for in person training in Niagara Falls and Fort Erie.
- Grade 2 Safety Village transportation provided for curriculum delivered by police officer for school bus safety, pedestrian safety and cycling safety.

Opportunity to Improve Programs:

- Opportunity to expand so that each bus company holds a First Ride event, one in St. Catharines, Niagara Falls, Welland, Fort Erie and Grimsby/ Lincoln in addition to being available for schools to book in the Spring.
- Evacuation training is available for schools to book to be delivered by bus company. Opportunity to add practice evacuation to Intertrain's presentation and engage bus drivers in training.
- Pedestrian Safety training in school pilot program offered in Niagara Falls and Fort Erie has the potential to be expanded to all municipalities and delivered by crossing guard and/or a condensed version provided by NSTS to school teachers or senior students for train the trainer.

2023-24 & BEYOND PRIORITIES

July to September Priorities:

- (A) Open portal to service providers, obtain trial run feedback to update routes, monitor frequently driver and rider status to cover routes with spares to cover absence and track vehicle assignments to ensure requested vehicle available for each route.
- (A) Update website as appropriate, communications to parents for preliminary transportation arrangements, open secure web portals and prepare school communication for their return.
- (A) Commit mode of delivery and details to deliver First Ride programs at the end of August for back to school.
- (A) Plan International Walk to School, Walktober, activities with community partner for promotion at schools.

October to December Priorities:

- (A) Reconcile and prepare 2023-24 revised budget estimates for both school boards.
- (A) Execute International Walk to School activities with community partners and schools.
- (A) Commence planning for the 2024-25 school year, including outcome of contract activities on 70% of routes.
- (N) Policy review to respond to new Ministry of Education student transportation funding formula and policy standardization, or commit to existing policies and find offsetting efficiencies if deficit to funding.

2023-24 & BEYOND PRIORITIES CONTINUED

Note: Reference 2022-23 Priorities for key annual timelines and set remaining 2024-25 priorities based on contract, policy decisions and learnings from back to school.

2024-25 Priorities:

- Implement new policy or offsetting efficiencies to new funding formula.

Technology Considerations:

- Parent delay notification via text message or Mobile App.
- Mobile tablet on bus for driver route by route direction and ridership attendance tracking.
- Video camera program expansion and greater level of automation.
- Electric and alternate fuel source school buses.

Staffing Considerations:

- Prepare for staff retirements with specific attention to updating all standard operating procedure documentation for new staff training.
- Implement secondment agreements for clear employment terms and conditions of consortium staff employed by DSBN.
- Consider University of Guelph Pupil Transportation Certificate course and School Board Administration Diploma programs for staff development and succession planning
- Continued OASBO Transportation Committee membership and active participation, specifically engagement in Leading Practice Sub-Committee adds tremendous value.



NIAGARA STUDENT TRANSPORTATION SERVICES

Address:
3900 Kalar Road
Niagara Falls, ON
L2H 0K2

Telephone: 905-357-6787
Website: NSTS.ca
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Twitter: [niagarasts](https://twitter.com/niagarasts)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

TITLE: INTERNATIONAL EDUCATION PROGRAM OVERVIEW

The International Education Program Overview report is presented for information.

Prepared by: Joseph Zaroda, Associate Superintendent of Education
Fred Wilson, Administrator of International Education

Presented by: Joseph Zaroda, Associate Superintendent of Education
Fred Wilson, Administrator of International Education

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

Date: February 28, 2023



REPORT TO THE BOARD FEBRUARY 28, 2023

INTERNATIONAL EDUCATION PROGRAM OVERVIEW

BACKGROUND INFORMATION

In 2001, Niagara Catholic launched an international education program and hosted the first organized short-term student group from Venezuela. Upon completion of the program it was evident that the presence of international students in our schools would bring immeasurable benefits to our own learning community as it would contribute to the promotion of cultural awareness and global competencies in our elementary and secondary students, as well as our education staff. In 2015, the Ministry encouraged school boards to expose Ontario students in all grade levels to different cultures and languages within the safety of their own classrooms [Ontario Strategy for K-12 International Education](#).

As a long-time member of CAPSI (Canadian Association of Public and Catholic Schools International) at the national level, and by holding a seat on the executive at OASDI (Ontario Association of School Districts International), Niagara Catholic international education staff play a meaningful role among forty-four Ontario School Boards actively engaged in International Education in the province.

In alignment with the Niagara Catholic system priorities “*Advance Student Achievement for All Students*”, and “*Foster Inclusive, Equitable and Safe School Communities where all are welcome and ‘Called by Name’*,” Niagara Catholic International staff continue to be engaged and are invested in acquiring and sharing expertise with the goal of creating programs, conditions and opportunities that enrich the lives of our students and staff, recognizing that international education programs:

- Create a sense of “global citizenship” within our students through exposure to other cultures
- Promote internationalization in the classrooms
- Enhance intercultural understanding, cross-cultural communication and appreciation of diverse cultures
- Develop awareness of international perspectives at a young age, leading to greater success as adults
- Create valuable Niagara Catholic alumni networks for potential opportunities in the future for our local students entering business, international affairs and other areas of study and work
- Allow our local students and staff to participate in experiential learning locally and internationally
- Contribute to system enrolment
- Generate economic benefits to the school board and community

Over the last 22 years, Niagara Catholic International has welcomed over 10,000 international students into our schools in various programs. This year over 400 students from 32 nationalities have joined Niagara Catholic for full academic (visa) programs, short-term integration experiences and reciprocal exchanges.

Niagara Catholic International is starting to see a gradual return to pre-pandemic enrolment in our Academic Visa Program in both elementary and secondary panels, and a full recovery in the short-term Integration Program. Niagara Catholic International continues to engage in international student recruitment by nurturing relationships with international student agencies and by meeting with and presenting to potential partners abroad. This has resulted in a significant number of new international partnership agreements with

like-minded agencies and Catholic schools internationally. While attending our schools, international students are hosted by carefully selected local families in the various communities and are cared for by our contracted homestay service provider organization.

Other Programs developed and administered by Niagara Catholic International include:

- **Dual-Diploma Program**, where students earn Ontario credits virtually while in their country in grades 10 and 11 and subsequently come to Canada to graduate from a Niagara Catholic school
- **Mutual Exchange Programs**, where an equal number of Niagara Catholic students and their foreign counterparts are paired up and spend a short time in each other's schools
- **Teaching English as a Second Language (TESL) Certificate and Diploma Programs**, offered to both local and international teachers through the Department of Continuing Education (programs accredited by TESL Canada and TESL Ontario)

Niagara Catholic continues to nurture a 15-year old relationship with the *Asociación de Colegios Del Norte (A.C.N.)*, an association of private Catholic schools in Bogota, Colombia, who have graced our Niagara Catholic schools with over a thousand students over the years. South America, *Colegios Catolicos San Pedro and Villa Caritas* in Peru, and *San Mateo Catholic School* in Colombia, among others, continue to promote opportunities for their students with Niagara Catholic. Other partnerships include schools and educational agencies in Brazil, Spain, France, Thailand and other Asian countries.

With the support of the Superintendent of International Education and the endorsement of the Director of Education, the Administrator of International Education will continue to pursuing untapped opportunities that will enhance growth and the internationalization to support student achievement. International education staff will continue to position Niagara Catholic International as a leader among other Ontario School Districts and a first-class international destination for Catholic education experiences for all of our students, local and international.

The International Education Program Overview report is presented for information.

Prepared by: Joseph Zaroda, Associate Superintendent of Education
Fred Wilson, Administrator of International Education

Presented by: Joseph Zaroda, Associate Superintendent of Education
Fred Wilson, Administrator of International Education

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

Date: February 28, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

TITLE: FINANCIAL REPORTS AS AT JANUARY 31, 2023

The Financial Reports as at January 31, 2023 is presented for information.

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

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

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

Date: February 28, 2023



**REPORT TO THE BOARD
FEBRUARY 28, 2023**

FINANCIAL REPORTS AS AT JANUARY 31, 2023

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

APPENDIX A INTERIM FINANCIAL REPORT JANUARY 31, 2023

APPENDIX B FORECASTED EXPENDITURE SUMMARY JANUARY 31, 2023

The financial reports as at January 31, 2023 is presented for information.

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

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

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

Date: February 28, 2023

Niagara Catholic DSB
2022-23 Interim Financial Report

For the Month Ending Jan 31, 2023

Summary of Financial Results

(\$Thousands)	Revised Estimates	Forecast	In-Year Change	
			\$	%
Revenue				
Operating Grants	239,873	239,873	-	0.0%
Capital Grants	29,499	29,499	-	0.0%
Other*	17,890	16,390	(1,500)	(8.4%)
Total Revenue	287,262	285,762	(1,500)	(0.5%)
Expenditures				
Classroom	217,230	214,918	(2,312)	(1.1%)
Other Operating	8,619	8,604	(15)	(0.2%)
Transportation	11,742	11,742	-	0.0%
Pupil Accomodation**	41,252	41,782	530	1.3%
Other	8,597	8,597	-	0.0%
PSAB Adjustments	947	947	-	0.0%
Total Expenditures	288,387	286,590	(1,797)	(0.6%)
In-Year Surplus (Deficit)	(1,125)	(828)	297	n/a
Prior Year Accumulated Surplus (Deficit)	12,080	12,080	-	0.0%
Accumulated Surplus (Deficit) for Compliance	10,955	11,252	297	2.7%

Summary of Enrolment

ADE	Revised Estimates	Forecast	In-Year Change	
			#	%
Elementary				
JK -3	6,925	6,925	-	0.0%
4-8	7,500	7,500	-	0.0%
Total Elementary	14,425	14,425	-	0.0%
Secondary <21				
Pupils of the Board	6,263	6,263	-	0.0%
Other Pupils	37	37	-	0.0%
Total Secondary	6,300	6,300	-	0.0%
Total	20,725	20,725	-	0.0%

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

Summary of Staffing

FTE	Revised Estimates	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	1,233	1,233	-	0.0%
Non-Teachers	773	773	-	0.0%
Total Classroom	2,006	2,006	-	0.0%
Non-Classroom*	225	232	7	3.1%
Total	2,231	2,238	7	0.3%

* Adjusted/corrected custodial hours since revised estimates

**EXPENDITURE SUMMARY
AS AT JANUARY 31, 2023**

a b c = b - a d = c/a

JANUARY 31, 2022-23					Material Variance Note
'(000 THOUSANDS)	Revised Estimates	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING					
Classroom Instruction					
Teachers	139,329	138,389	(940)	-0.71%	Variance is driven by Average Salary and # of LTO's filling permanent spots. Variance to be monitored/ reallocation between teacher line and replacement
Supply Teachers	6,785	6,804	19	0.28%	Reallocation between teacher line and replacement
Teacher Assistants and ECEs	23,749	23,005	(744)	-3.33%	Variance is driven by Average Salary and # of LTO's filling permanent spots. Variance to be monitored
Classroom Computers	1,741	1,741	-	0.00%	
Textbooks and Supplies	5,652	5,652	-	0.00%	
Professionals and Paraprofessionals	10,586	10,453	(133)	-1.30%	
Library and Guidance	3,993	3,897	(96)	-2.27%	
Staff Development	502	492	(10)	-2.00%	
Department Heads	332	330	(2)	-0.60%	
Principal and Vice-Principals	10,317	10,415	98	0.91%	
School Office	6,546	6,299	(247)	-3.87%	Forecast is reasonable compared to prior year actuals (\$6.2M)
Co-ordinators and Consultants	2,738	2,600	(138)	-5.32%	
Continuing Education	4,960	4,841	(119)	-2.40%	
Total Instruction	217,230	214,918	(2,312)	(1.1%)	
Administration					
Trustees	265	247	(18)	(6.8%)	
Director/Supervisory Officers	1,267	1,395	128	9.2%	
Board Administration	7,087	6,962	(125)	(1.8%)	
Total Administration	8,619	8,604	(15)	(0.2%)	
Transportation	11,742	11,742	-	0.0%	
Pupil Accomodation					
School Operations and Maintenance	21,980	22,510	530	2.3%	Forecast adjusted since revised estimates to actual custodial hours
School Renewal	1,268	1,268	-	0.0%	
Other Pupil Accomodation	2,719	2,719	-	0.0%	
Amortization and Write-downs	15,285	15,285	-	0.0%	
Total Pupil Accomodation	41,252	41,782	530	1.3%	
Other					
School Generated Funds -Expenditures	8,480	8,480	-	0.0%	
Loss on disposal of assets	117	117	-	0.0%	
Total Other Expenditures	8,597	8,597	-	0.0%	
TOTAL EXPENDITURES	287,440	285,643	(1,797)	(0.6%)	
	<u>947</u>	<u>947</u>			
	<u>288,387</u>	<u>286,590</u>			

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
CALENDAR OF EVENTS – MARCH 2023**

MARCH 2023



Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 SEAC Meeting	2 Skills Awards Ceremony Seaway Mall NCPIC Meeting	3 NFCE Benefit Gala Club Roma	4
5	6	7 CW Meeting	8 Growth & Retention Meeting	9	10	11
12	13	14	15	16	17	18
March Break						
19	20	21 SAL Meeting	22	23	24	25
26	27	28 Board Meeting	29	30	31	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2023**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
20TH ANNUAL TECHNOLOGICAL SKILLS COMPETITION
MARCH 2, 2023**



Niagara Catholic District School Board
Cordially invites you to the

20th Annual Technological Skills Competition

Niagara Catholic is hosting our annual Skills Competition Week. Competitions will take place throughout a few of our high schools, as well as the Niagara Launch Centre and Seaway Mall. These designated sites will host one or more of the skills categories.

Below is the schedule for the Niagara Catholic Skills Week – outlining competing categories, host site and competition dates and times.

We will be celebrating our competitors at the **Awards Ceremony** which will take place on Thursday, March 2, 2023, 10:00 am– 12:00 pm. This will take place at the Seaway Mall, Centre Court for all categories.

We look forward to having you join us at
our Skills Event.

Thank you.

The Niagara Catholic Skills Team



2023 NIAGARA CATHOLIC SKILLS EVENT

DATE	COMPETITION	SITE	TIME
Monday, February 27	<ul style="list-style-type: none"> Baking Culinary 	Niagara College, NOTL Campus	9:00 am to 2:30 pm
Monday, February 27	<ul style="list-style-type: none"> Auto Service Technician Welding 	Niagara College, Welland Campus	9:00 am to 2:30 pm
Monday, February 27	<ul style="list-style-type: none"> Fresh Beats Coding 	Lakeshore Catholic High School, Port Colborne	10:00 am to 2:00 pm
Tuesday, February 28	<ul style="list-style-type: none"> 2D and 3D Animation Graphic Design Photography 	Saint Michael Catholic High School, Niagara Falls	10:00 am to 2:00 pm
Tuesday, February 28	<ul style="list-style-type: none"> Architectural Technology Design TV and Video Production 	Saint Paul Catholic High School, Niagara Falls	10:00 am to 2:00 pm
Tuesday, February 28	<ul style="list-style-type: none"> VEX Robotics 	Holy Cross Catholic Secondary School, St. Catharines	10:00 am to 2:00 pm
Wednesday, March 1	<ul style="list-style-type: none"> Aesthetics Brick Masonry Cabinet Making Carpentry (Team of 2) Electrical Installations Hairstyling Heating Systems Tech (HVAC) Home Build Hort & Landscaping Plumbing 	Seaway Mall/Launch Centre, Welland	10:00 to 2:00 pm (note: Home Build will finish at 4:00 pm)
Thursday, March 2	Awards Ceremony	Seaway Mall – Centre Court	9:30 am to 11:30 am