



*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, JUNE 18, 2024
6:30 P.M.**



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

FATHER KENNETH BURNS, C.S.C. BOARD ROOM, CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO

A. ROUTINE MATTERS

- | | | |
|-----|---|--------|
| 1. | Land Acknowledgement | - |
| 2. | Opening Prayer – Trustee Joyner | - |
| 3. | Roll Call | - |
| 4. | Approval of the Agenda | - |
| 5. | Declaration of Conflict of Interest | - |
| 6. | Minutes of the Board Meeting of May 28, 2024 | A6 |
| 7. | <u>Consent Agenda Items</u> | |
| 7.1 | Unapproved Minutes of the Committee of the Whole Meeting of June 11, 2024
and Consideration of Recommendations | A7.1 |
| | 7.1.1 Purchasing/Supply Chain Management Policy (600.1) | A7.1.1 |
| | 7.1.2 Attendance Area Policy (301.3) | A7.1.2 |
| | 7.1.3 Equity and Inclusive Education Policy (100.10) | A7.1.3 |
| | 7.1.4 Leadership Pathways Policy (203.4) | A7.1.4 |
| | 7.1.5 Niagara Catholic Education Award of Distinction Policy (100.7) | A7.1.5 |
| 7.2 | Approved Minutes of the Special Education Advisory Committee (SEAC)
Meeting of May 1, 2024 | A7.2 |
| 7.3 | Approved Minutes of the Audit Committee Meeting of April 17, 2024 | A7.3 |
| 7.4 | Eco Schools Results for 2023-2024 | A7.4 |
| 7.5 | Executive Council Power | A7.5 |
| 7.6 | The Provisions of Special Education Programs & Services – Special Education Plan
Revisions | A7.6 |
| 7.7 | Extended Overnight Field Trip, Excursion and Exchange | A7.7 |
| 7.8 | In-Camera Agenda Items F1, F2, F2.1, F3 & F4 | - |

B. DELEGATIONS/PRESENTATIONS

- | | | |
|----|--|----|
| 1. | National & Provincial Medalists | B1 |
| 2. | Student Trustee and Co-Chair – Student Senate 2023-2024 Appreciation | - |

C. COMMITTEE AND STAFF REPORTS

- | | | |
|----|------------------------------|----|
| 1. | 2024-2025 Original Estimates | C1 |
|----|------------------------------|----|

2. Math Achievement Action Plan 2023-2024 Final Report C2

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 – September 2024 D4.1
- 4.2 Annual Niagara Catholic Charity Golf Classic – September 18, 2024 D4.2
- 4.3 OCSTA 2024 Fall Regional Meeting D4.3
5. Open Question Period
(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.)

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
JUNE 18 2024**

PUBLIC SESSION

**TITLE: MINUTES OF THE BOARD MEETING OF
MAY 28, 2024**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of May 28, 2024, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, MAY 28, 2024

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, May 28, 2024, 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 Acknowledgement

Land Acknowledgement statement was delivered by Student Trustee Johnstone

2. Opening Prayer

Opening Prayers were led by Trustee Huibers

3. Roll Call

Chair Di Lorenzo noted that Trustee Benoit's absence was approved due to sanction, and Student Trustee Geremia was absent.

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	✓			
Emilio Geremia			✓	

The following staff were in attendance:

Camillo Cipriano, Director of Education; **Lee Ann Forsyth-Sells, Kimberly Kinney, Gino Pizzoferrato, Pat Rocca, Domenic Massi, Joseph Zaroda**, 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 Joyner
Seconded by Trustee Marino

THAT the Niagara Catholic District School Board approve the Agenda of the Board Meeting of May 28, 2024, as presented.

CARRIED

5. **Declaration of Conflict of Interest**

A Declaration of Conflict of Interest was declared by Trustee Di Lorenzo with Item F6 of the In Camera Agenda. This trustee has family members who are employees of the Board. He left the meeting during discussion of this item.

6. **Approval of Minutes of the Board Meeting of April 23, 2024**

Moved by Trustee Huibers
Seconded by Trustee Burkholder

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of April 23, 2024, as presented.

CARRIED

7. **Consent Agenda Items**

7.1 **Unapproved Minutes of the Committee of the Whole Meeting of May 14, 2024 and Consideration of Recommendations**

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole of May 14, 2024, as presented.

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

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

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

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

7.1.3 **Occupational Health and Safety Policy (201.6)**

THAT the Niagara Catholic District School Board approve the Occupational Health and Safety Policy (201.6), as presented.

7.1.4 Draft Letter in Response to Bill 185, the Cutting Red Tape to Build Better Homes Act, 2024

THAT the Niagara Catholic District School Board submit the attached letter as amended, to the Ministry of Education, Ministry of Municipal Affairs and Housing, the Ministry of Red Tape Reduction, Municipalities of Ontario, OCSTA and all School Boards in support of the feedback provided by the Council of Senior Business Officials, with respect to proposed Bill 185, Cutting Red Tape to Build Better Homes Act, 2024.

7.1.5 Letter to the City of Port Colborne

THAT the Board of Trustee endorse the letter and send a copy to Port Colborne Council, Regional Chair Jim Bradley and Regional Council.

7.2 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of April 3, 2024

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of April 3, 2024, as presented.

7.3 Approved Minutes of the Audit Committee Meeting of November 22, 2023

THAT the Niagara Catholic District School Board receive the approved Minutes of the Audit Committee Meeting of November 22, 2023, as presented for information

7.4 Larkin Estate Admission Awards

THAT the Niagara Catholic District School Board approve the payment of \$5125.00 for the Larkin Estate University/College Admission Awards for eligible students, as presented.

7.5 In-Camera Items F1, F2, F3, F4 & F5

Moved by Trustee Joyner
Seconded by Trustee Huibers

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

B. DELEGATIONS/PRESENTATIONS

1. Cheque Presentation

Gino Pizzoferrato, Superintendent of Education announced that the 26th Annual Kids Helping Kids fundraising program raised over \$35,000. A cheque was presented to Oksana Fisher of the Niagara Children's Center for \$17,607.05. A second cheque for \$17,607.05 was also presented to Danny Di Lorenzo to support the Niagara Foundation for Catholic Education.

Ms. Fisher and Mr. Di Lorenzo expressed gratitude to the students, families and staff of Niagara Catholic for their generosity.

C. COMMITTEE AND STAFF REPORTS

1. Research Collaborations in the Niagara Catholic District School Board 2023-2024

Lee Ann Forsyth-Sells, Superintendent of Education presented the Research Collaborations in the Niagara Catholic District School Board report for 2023-2024.

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

1.1 Letter from the City of Port Colborne

Chair Di Lorenzo highlighted information contained in the letter from the City of Port Colborne and noted that MP Vance Badawey reached out personally with an explanation for the oversight, and also noted the constant support from MP Badawey for Catholic Education.

2. Report on Trustee Conferences Attended

Trustees Burkholder, Huibers, Turner and Marino provided highlights of the 94th AGM & Conference held on May 2-4, 2024 in Niagara Falls.

Director Cipriano acknowledged gratitude to the staff of Niagara Catholic District School Board for assisting in cohosting the AGM.

3. General Discussion to Plan for Future Action

Director Cipriano reminded Trustees of the Budget workshop at 4:00 on June 11th prior to the Committee of the Whole meeting.

4. Trustee Information

4.1 Calendar of Events – June 2024

4.2 Graduation Dates

Director Cipriano presented the list of Graduation dates.

Trustees were asked to confirm their attendance with Anna Pisano.

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 Marino

Seconded by Trustee Bruzzese

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

CARRIED

The Niagara Catholic District School Board moved into the In Camera Session of the Board Meeting at 7:09 p.m. and reconvened at 9:30 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Marino

Seconded by Trustee Bruzzese

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of May 28, 2024.

CARRIED

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Joyner

Seconded by Trustee Huibers

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of April 23, 2024, as presented.

CARRIED (Item F1)

Moved by Trustee Joyner

Seconded by Trustee Huibers

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of May 14, 2024, as presented.

CARRIED (Item F2)

Moved by Trustee Joyner

Seconded by Trustee Huibers

THAT the Niagara Catholic District School Board receive the approved Minutes of the In Camera Session of the Audit Committee Meeting of November 22, 2023, as presented.

CARRIED (Item F3)

The Board received a Staffing Report listing new hires, resignations and retirements.

The Board was provided with a Human Resources Services Status Report summarizing the status of grievances.

The Board was provided an update on local bargaining.

Director of Education compensation and contract renewal were discussed.

Moved by Trustee Marino
Seconded by Trustee Joyner

THAT the Niagara Catholic District School Board approve the recommendation as outlined in Item F9.1 of the In Camera Agenda.

CARRIED (Item F9.1)

Moved by Trustee Marino
Seconded by Trustee Huibers

THAT the Niagara Catholic District School Board approve the recommendation as outlined in Item F9.1 of the In Camera Agenda.

CARRIED (Item F9.2)

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

Moved by Trustee Burkholder
Seconded by Trustee Marino

THAT the May 28, 2024 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 9:31 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **May 28, 2024**.

Approved on **June 18, 2024**.

Danny Di Lorenzo
Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
JUNE 18, 2024**

PUBLIC SESSION

TITLE: NATIONAL AND PROVINCIAL MEDALISTS 2024

Prepared by: Kim Kinney, Superintendent of Education
Jenn Benoit, Consultant K-12 Health & Physical Education Consultant

Presented by: Jenn Benoit, Consultant K-12 Health & Physical Education Consultant

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

Date: June 18, 2024



PRESENTATION BACKGROUND

**Board Meeting
June 18, 2024**

NATIONAL AND PROVINCIAL MEDALISTS 2024

Students from the Niagara Catholic District School Board medaled at several different events as they represented their school and our Board at provincial competitions this school year.

Niagara Catholic District School Board is extremely proud to recognize the accomplishments of these students.

Niagara Catholic also extends its sincere appreciation to school staff, outside coaches and parents for dedicating their time and efforts in motivating and guiding our students to achieve such a high level of performance at provincial and national competitions.

See Appendix A for the list of schools, teachers, coaches and students.

Prepared by: Kim Kinney, Superintendent of Education
Jenn Benoit, Consultant K-12 Health and Physical Education Consultant

Presented by: Jenn Benoit, Consultant K-12 Health and Physical Education Consultant

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

Date: June 18, 2024

National and Provincial Medalists 2024 - Appendix A
Board Report – June 18, 2024

2023-2024				
School	Event	Medal	Coach(es) / Staff	Student / Team Members
Blessed Trinity Catholic Secondary School	Team Construction	Silver at provincial level (2 years in a row)	Gerald Hendriks	Vincent Pucci & Tony Hendriks
Blessed Trinity Catholic Secondary School	Cabinetry	Silver at provincial level	Gerald Hendriks	Stefan Lemmen
Blessed Trinity Catholic Secondary School	Electrical	Bronze at provincial level	Gerald Hendriks	Anthony Fidanza
Blessed Trinity Catholic Secondary School	Wrestling - OFSAA	Bronze		Hayley Weaver
Denis Morris Catholic Secondary School	OFSAA Cross Country	Silver		T.J. Woods
Denis Morris Catholic Secondary School	Rowing- School Boy	Bronze- Junior Men's Quad	Kevin O'Rourke	Max Hardy Angelo Pennacchio Josh VanDerVaart Domenico Patitucci Coxie- Lucas Griffin
Denis Morris Catholic Secondary School	Rowing- American School Boy	Gold- Junior Women's Double	Kevin O'Rourke	Kailey McKimm Rheagan Hamm
Denis Morris Catholic Secondary School	OFSAA Track and Field	Gold- Boys 1500 metre Bronze – Boys 800 metre		T.J. Woods
Denis Morris Catholic Secondary School	OFSAA Track and Field	Silver- Para-100 metre		Stephan Michaels

Denis Morris Catholic Secondary School	Varsity Lacrosse	Bronze	Wade Pychel	Michael Welsh Cody Rudderham Liam Laroque Dominic Difrancesco Gavin Sawatsky Connor Bolibrook Ben Arnold Mason Elliott Blake Berard Cole McMann Owen Bartley Lochlan Cahill Brady Howe Brydon Bolus Ryan Davies Sam Kramer Anthony Rocco
Holy Cross Catholic Secondary School	OFSSA Swimming Girls 13-19 200 SC Meter Freestyle Open	SILVER MEDALIST - Beat OFSSA Record* Leigh, Peyton 14 HCSO 2:03.34 1:59.86R	Adele Filice	Peyton Leigh
Lakeshore Catholic High School	Skills Ontario – VEX V5 - Robotics	GOLD	Patrick Pascuzzi John Markovich	Clark Dimond Lucas Klemm Anthony Maulucci Justin Zhao
Lakeshore Catholic High School	Skills Ontario - HVAC	BRONZE		Justin Mehlenbacher
Loretto Catholic Elementary School	Vex - CW	Bronze	Erik vanWissen-Coach	Johan Werhun & Sameep Gautum
Notre Dame College School	Hairstyling	Provincials – Gold Nationals – 4th		Isabella Boom

Saint Francis Catholic Secondary School	Swimming Girls 100M IM	Gold	Rick Mills	Syrah Mills
Saint Francis Catholic Secondary School	50M Butterfly	Gold		Syrah Mills
Saint Francis Catholic Secondary School	Boys Basketball	Bronze	Jeff Moscato	Trent Dobson, Andrew Ens Thomas Goodwin Austin Hinds Nawaf Kigab Elijah Quissua
Saint Francis Catholic Secondary School	Rowing Novice Girls Coxed Quad		Krista Moscato	Jayce Dobson Maddie Micallef Fiona McGregor Cailyn Combden
Saint Michael Catholic High School	Aesthetics Provincial	Silver	Christina Maddalena Lou Stranges	Lily Loccoco
Saint Michael Catholic High School	CSSRA woman's double Rowing	Silver	Lou Stranges	Ava Hodgson
Saint Michael Catholic High School	CSSRA woman's Double Rowing	Silver	Lou Stranges	Ashlyn Fehr
Saint Michael Catholic High School	Stotesbury Cup Woman's single	Silver	Lou Stranges	Ashlyn Fehr
Saint Michael Catholic High School	OFSA Track and Field – Javelin	Silver	Andy Mayer Lou Stranges	Carson Gauthier
Saint Paul Catholic High School	CSSRA (Canadian Rowing Nationals) Gold Medalists	Sr. Women's Double Gold Medal	Anthony Arcuri Wernher Verbraeken Ali Iacobaccio	Virginia Gates & Sabrina Cottringer
Saint Paul Catholic High School	CSSRA (Canadian Rowing Nationals) Gold Medalists	Jr. Women's Single Gold Medal	Anthony Arcuri Wernher Verbraeken Ali Iacobaccio	Virginia Gates

Saint Paul Catholic High School	CSSRA (Canadian Rowing Nationals) Gold Medalists	Jr. Men's Single Gold Medal	Anthony Arcuri Wernher Verbraeken Ali Iacobaccio	Myles Quintyn
Saint Paul Catholic High School	National STAR Festival	Advanced Standing in "Musical Theatre - Ensemble" (x2) Proficient Standing in "Musical Theatre - Ensemble" (x5)	Angela Lorio Zachary Rondinelli	Lelani Amerol Kate Bishop Lucas Bishop Brandon Cardona Cruz Charlotte Clark Andrei Espiritu Alejandrew Espiritu Charlotte Johnstone Sasha Lebedev Ivana Mascia Tessie Mostowy Kim Saunders Gabriel Singh Addison Sullivan Richard Valderrama
Saint Paul Catholic High School	National STAR Festival	Advanced Standing in "Acting - Duet" (x1)		Charlotte Clarke & Kim Saunders
Saint Paul Catholic High School	National STAR Festival	Advanced Standing in "Acting - Solo" (x1)		Charlotte Clark
Saint Paul Catholic High School	OFSAA Track & Field	100m – bronze 200m – silver Long Jump – silver	Lindsay Pacilli	Samacki Thomas

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
JUNE 18, 2024**

PUBLIC SESSION

TITLE: 2024-2025 ORIGINAL ESTIMATES

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Report on the 2024-2025 Original Estimates for salaries and benefits, as presented.

THAT the Niagara Catholic District School Board approve the Report on the 2024-2025 Original Estimates for non-salary operating expenditures, as presented

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

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

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

Date: June 18, 2024



BOARD MEETING JUNE 18, 2024

2024-2025 ORIGINAL ESTIMATES

BACKGROUND

On April 26, 2024, the Ministry of Education released the 2024-2025 Core Education funding (formerly Grants for Student Needs (GSN)) for the 2024-2025 school year. Total Core Ed is projected to be \$28.6 billion, an increase of \$745 million or 2.7 per cent compared to 2023-24. There is a further \$402.9 million in funding for Responsive Education Programs (REP) and Funding for External Partners (FEP), which together now comprise what was formerly known as Priorities and Partnership Funding (PPF). This brings the total investment in public education to over \$29.0 billion. This additional investment in public education demonstrates the government's commitment to providing students with access to the skills and opportunities they need to succeed. This year's Core Ed includes targeted investments such as labour-related changes and funding adjustments such as the 2021 Statistics Canada census updates, student transportation and other updates to support key priorities.

Going forward, investments will continue to build the education system for the future, continue to position Ontario as a leading jurisdiction in education, and support programs with the two greatest impact in the classroom and on students – including students who need our support the most. To support students across the province, the government is providing funding to support additional teachers, especially in key subjects like reading and math to build important life-long skills.

RESTRUCTURING FUNDING FORMULA

In June 2023, the Better Schools and Student Outcomes Act, 2023 was passed to enhance the province's public education system, including ensuring transparency and strengthening accountability for parents and families. As part of this work, the ministry undertook a review of education funding to support the goals of streamlining the funding formula to make it simpler to understand and strengthening school board accountability with minimal redistributive funding impacts to school boards.

The funding formula review has resulted in it being significantly restructured for the first time in 25 years. The new model:

- Simplifies the number of grants from 18 in the previous framework to 6 funds and from 77 allocations in the previous framework to 28 allocations within the new Core Ed model to make it easier to understand.
- Removes funding elements that are not permanent and ongoing to provide more certainty for school board planning purposes.

- Renames the funding model to ensure the name matches its intended purposes.
- Revises the enveloping structure to bring greater clarity to how funding is to be used to support student achievement and well-being.
- Expands accountability through the creation of a new School Board Financial Transparency Tool, which includes an easy to follow financial dashboard for each school board.

KEY INVESTMENTS AND UPDATES FOR 2024-2025

Updates to salary benchmarks and other funding:

- A \$1 per hour increase in education worker salary benchmarks in the 2024–25 school year over the 2023–24 school year. This reflects the ratified Canadian Union of Public Employees (CUPE)
- A 1.25 per cent increase for teacher salary benchmarks in the 2024–25 school year over the 2023–24 school year as a labour provision.
- The principals’ and vice-principals’ terms and conditions of employment, which expired August 31, 2023. Salary benchmarks for these staff remain unchanged in the 2024–25 school year from the 2023–24 school year, until new terms and conditions are reached.

A provision for remedy agreements relating to Bill 124 (Protecting a Sustainable Public Sector for Future Generations Act, 2019) is included in the 2024-25 Core Education Funding. These amounts will be updated through benchmarks in revised school board projections and technical guide for school boards to be released in early September. The updated guides will also reflect benchmark increases informed by the outcome of the first arbitration proceedings pertaining to the 2022-26 central agreements.

SUNSETTING COVID 19 RELATED FUNDING

The Safe and Clean Schools Supplement, introduced in 2023-24, was related to COVID-19 and is now being sunset as normal operations in school boards have resumed. This funding, which provided additional support for salaries and benefits costs of additional professionals and paraprofessionals, EAs and custodians, was supplemental to existing amounts in the GSN.

Non-Staff Benchmarks

The ministry is providing a 2 per cent cost update to the non-staff portion of the School Operations Allocation benchmark in the School Facilities Fund to assist school boards in managing the increases in commodity prices (i.e., electricity, natural gas, facility insurance, and other costs).

Removal of time-limited funding and debt service costs from the funding formula

With the focus of the operating funding formula on core education supports, time-limited funding and debt service costs will no longer be reflected in the Core Ed. The debt service costs funding component will be communicated as part of the capital funding stream. Any funding that is identified as time-limited will be communicated as part of the REP to ensure that the Core Ed reflects only funding that is intended to support ongoing operating needs.

Strengthening transparency and school board accountability

Core Ed includes a refreshed enveloping framework to support improved school board accountability and to provide assurance to parents and stakeholders that certain funding is protected for key priorities, while continuing to ensure flexibility for school boards to support their unique needs. While funding may be allocated through a specific fund, school boards have flexibility within the accountability framework.

Niagara Catholic's enrolment is anticipated to continue to grow in the 2024-2025 school year with an estimated increase of approximately 411 students resulting in a total of 21,142 students. The proposed 2024-2025 Original Estimates has resulted in an anticipated operating budget of \$318M million dollars.

SUMMARY OF SOME KEY INVESTMENTS FOR 2024-2025

- Additional funds for English as a Second Language Learner
- Continued support for de-streaming and transition to High School
- Additional Education Assistants for Special Education
- Investment in Special Education reading intervention software
- Additional Education Resource Teacher allocation for Special Education
- Additional Library and Guidance support for schools
- Additional supports for indigenous students
- Additional supports for Mental Health and Wellness
- Earmarked investment for telecommunications – multi-year strategy
- Temporary Accommodations - additional funds for increased portable costs
- Additional funds earmarked for outdoor maintenance
- Security based infrastructure – vape detectors, cameras, safety lighting

The Niagara Catholic is projecting a balanced operating budget for the 2024-2025 school year. In addition, we have achieved full compliance in all categories of funding with the submission of the 2024-2025 Original Estimates.

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

APPENDIX A	Average Daily Enrolment
APPENDIX B	Staffing Full Time Equivalent (FTE) Summary
APPENDIX C	Estimates Operating Revenue
APPENDIX D	Additional One-Time Revenue Responsive Education Program
APPENDIX E	Special Education (Schedule 10A&B)
APPENDIX F	Expenditure Summary (Schedule 10)
APPENDIX G	Board Administration
APPENDIX H	Accumulated Surplus/ (Deficit) (Schedule 5)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Report on the 2024-2025 Original Estimates for salaries and benefits, as presented.

THAT the Niagara Catholic District School Board approve the Report on the 2024-2025 Original Estimates for non-salary operating expenditures, as presented

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

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

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

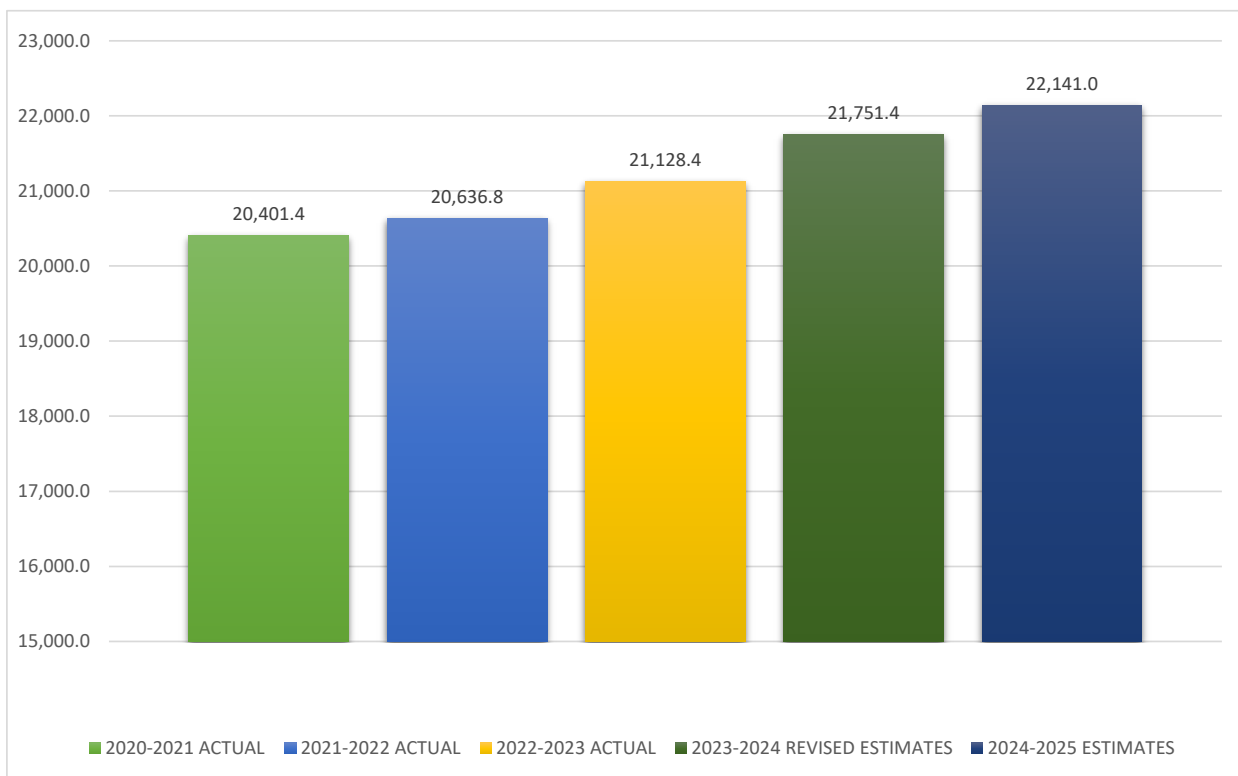
Date: June 18, 2024

ENROLMENT PROJECTIONS

AVERAGE DAILY ENROLMENT

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	VARIANCE
	ACTUAL	ACTUAL	ACTUAL	REVISED ESTIMATES	ESTIMATES	EST - REV
JK-SK Kindergarten	2,458.5	2,522.6	2,607.6	2,733.3	2,789.0	55.7
Grade 1 - Grade 3	4,108.6	4,223.2	4,368.6	4,455.5	4,454.0	(1.5)
Grade 4 - Grade 6	4,374.0	4,376.3	4,471.2	4,610.3	4,704.0	93.7
Grade 7 - Grade 8	3,038.4	3,077.7	3,071.8	3,142.5	3,121.0	(21.5)
Total Elementary Day School	13,979.5	14,199.8	14,519.2	14,941.6	15,068.0	147.9
Total Secondary	6,230.9	6,185.0	6,324.2	6,482.8	6,746.0	263.2
Total Day School	20,210.4	20,384.8	20,843.4	21,424.4	21,814.0	411.1
Adult, Con Ed., High Credit and Summer School	191.0	252.0	285.0	327.0	327.0	0.0
Total Enrolment	20,401.4	20,636.8	21,128.4	21,751.4	22,141.0	411.1

Average daily enrolment is the number of full-time pupils enrolled on October 31, 2022 and March 31, 2023



REGULAR DAY SCHOOL FULL TIME EQUIVALENT (F.T.E.)

Total Day School Programs

	2023-2024	2024-2025	
	REVISED	ORIGINAL	
	ESTIMATES	ESTIMATES	CHANGE
TOTAL INSTRUCTION			
Classroom Teachers	1,254.8	1,277.8	23.0
Teacher Assistants	298.0	315.0	17.0
Early Childhood Educators	96.0	92.0	(4.0)
Professionals, Paraprofessionals and Technicians	103.5	105.5	2.0
Library & Guidance	57.9	59.9	2.0
Principals & VPs	71.2	71.7	0.5
School Office	93.5	94.0	0.5
Coordinators and Consultants		0.0	0.0
Total Staffing Instruction FTE	1,974.9	2,015.9	41.0
TOTAL ADMINISTRATION			
Trustees	8.0	8.0	0.0
Student Trustees	2.0	2.0	0.0
Director and Supervisory Officers	8.0	8.0	0.0
Directors Office	8.0	8.0	0.0
Board Administration	44.4	44.4	0.0
Administration Support Other	6.0	6.0	0.0
Total Administrations	76.4	76.4	0.0
PUPIL ACCOMMODATION			
School Operations and Maintenance	162.7	166.5	3.8
Total FTE	2,214.0	2,258.8	44.8

CORE EDUCATION

SECTION 1A - SUMMARY OF ALLOCATIONS

	REVISED ESTIMATES	ORIGINAL ESTIMATES	
	2023-2024	2024-2025	VARIANCE
Classroom Staffing Fund (CSF)	\$145,804,949	\$150,605,052	\$4,800,103
Learning Resources Fund (LRF)	\$42,506,790	\$43,765,346	\$1,258,556
Special Education Fund (SEF)	\$32,910,987	\$34,304,836	\$1,393,849
School Facilities Fund	\$23,247,584	\$24,021,920	\$774,336
Student Transportation Fund (STF)	\$11,957,448	\$13,080,298	\$1,122,850
School Board Administration	\$6,845,970	\$6,999,221	\$153,251
General Operating Allocation	\$263,273,728	\$272,776,673	\$9,502,945
Minor Tagible Capital Assets	(\$6,582,958)	(\$6,819,471)	(\$236,513)
Debt charges Allocation	\$117,487	\$117,487	\$0
Interest on Capital Debt Allocation	\$1,817,205	\$1,579,243	(\$237,962)
Operating Allocation	(\$4,648,266)	(\$5,122,741)	(\$474,475)
General Operating Allocation	\$258,625,462	\$267,653,932	\$18,056,940
Capital Grants - Non Land	\$17,100,000	\$19,300,000	\$2,200,000
Minor Tangible Capital Assets	\$6,582,958	\$6,819,417	\$236,459
School Renewal Allocation	\$3,933,465	\$3,966,239	\$32,774
Capital Grants Temporary Accom	\$529,704	\$516,700	(\$13,004)
Total Capital	\$28,146,127	\$30,602,356	\$2,456,229
Total Operating Allocation	\$286,771,589	\$298,256,288	\$22,969,398

RESPONSIVE EDUCATION PROGRAM

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

KEY PRIORITY	OBJECTIVE	2023-2024	2024-2025
Literacy	Supports student literacy programs, including early reading screening tools and reading intervention programs.	\$1,013,400	\$1,024,700
STEM	Exposes students to STEM learning, as well as supporting students in meeting provincial math standards	\$738,400	\$750,800
Supporting Vulnerable Students	Supports vulnerable students, Including youth facing barriers to success and children and youth with special education needs and/or disabilities, their families and educators.	\$275,900	\$230,800
Mental Health	Supports the critical linkage between mental health and well-being and student success; also provides students with physical health and safety supports	\$158,600	\$190,800
Student Readiness	*Funds programs and projects that support all students. Includes supports for students for transitions to de-streamed Grade 9 throughout secondary school, and as they transition to postsecondary destinations, including apprenticeship, college, university and the workplace	\$1,123,100	\$106,500
Student Readiness	Support to help ensure that the education system is running efficiently and effectively	\$0	\$113,800
TOTAL RESPONSE EDUCATION PROGRAM		\$3,309,400	\$2,417,400

**Removed the staffing to support De-Streaming and Transition to High School \$1,053,000*

Operations - Critical physical Security Infrastructure - security based infrastructure such as security cameras, safety lighting, motion sensors and vape detectors. Funding available for three years.

SPECIAL EDUCATION AND OPERATING DEFERRED REVENUE

SPECIAL EDUCATION TOTAL INSTRUCTION	2023-2024 REVISED	2024-2025 ESTIMATES	CHANGE
Classroom Teachers	\$9,040,784	\$10,237,656	\$1,196,872
Supply Staff	\$1,906,666	\$1,906,666	\$0
Teacher Assistants	\$19,490,519	\$21,763,161	\$2,272,642
Textbooks and Supplies	\$787,000	\$787,000	\$0
Computers	\$50,000	\$50,000	\$0
Professionals, Paraprofessionals and Technicians	\$3,966,888	\$5,119,653	\$1,152,765
Staff Development	\$13,000	\$13,000	\$0
Coordinators and Consultants	\$233,136	\$243,730	\$10,594
Self Contained Allocation	(\$976,182)	\$0	\$976,182
Total Expenditures	\$34,511,811	\$40,120,866	\$5,609,055
Total Revenue (Special Education & Other Funding)	\$33,567,788	\$39,193,296	\$5,625,508
Surplus(Deficit)	(\$944,023)	(\$927,570)	\$16,453

OPERATING DEFERRED REVENUE - SPECIAL EDUCATION
Schedule 5.1

	Balance Sept 1	Transfer to Revenue	Balance Aug 31
Special Education - General Envelope	\$34,304,836	\$3,788,460	\$38,093,296
SEA Formula Based Funding	\$3,266,201	(\$3,266,201)	\$0
ABA Training Funding	\$302,218	(\$302,218)	\$0
Special Education - ASSD Funding	\$220,041	(\$220,041)	\$0
Support for Students Fund SSF		\$1,100,000	\$1,100,000
Legislative Grants - Operating	\$38,093,296	\$1,100,000	\$39,193,296
		Total Expenses	\$40,120,866
		Deficit	(\$927,570)

EXPENDITURE SUMMARY SCHEDULE 10
2024-2025 ORIGINAL ESTIMATES

	2023-2024 REVISED ESTIMATES	2024-2025 ORIGINAL ESTIMATES	VARIANCE
TOTAL INSTRUCTION			
Classroom Teachers	\$141,799,334	\$149,795,209	\$7,995,875
Supply Staff	\$6,723,919	\$6,806,316	\$82,397
Teacher Assistants	\$19,622,158	\$21,975,378	\$2,353,220
Early Childhood Educators	\$5,531,833	\$6,255,078	\$723,245
Textbooks and Supplies	\$5,741,301	\$6,253,301	\$512,000
Computers	\$1,634,200	\$1,634,200	\$0
Professionals, Paraprofessionals and Technicians	\$9,772,871	\$11,798,825	\$2,025,954
Library & Guidance	\$3,534,657	\$4,690,209	\$1,155,552
Staff Development	\$245,800	\$245,800	\$0
Department Heads	\$330,000	\$330,000	\$0
Principals & VPs	\$10,645,145	\$10,692,592	\$47,447
School Office	\$6,195,087	\$7,511,955	\$1,316,868
Coordinators and Consultants	\$2,549,224	\$2,794,664	\$245,440
Continuing Education	\$5,081,933	\$5,154,065	\$72,132
Total Instruction Expenses	\$219,407,462	\$235,937,592	\$16,530,130
TOTAL ADMINISTRATION			
Administration			
Trustees	\$262,351	\$262,972	\$621
Director and Supervisory Officers	\$1,390,761	\$1,506,138	\$115,377
Board Administration	\$7,517,721	\$8,267,721	\$750,000
Total Administrations	\$9,170,833	\$10,036,831	\$865,998
TOTAL TRANSPORTATION			
Transportation			
Pupil Transportation	\$13,771,407	\$14,390,688	\$619,281
Pupil Transportation - Provincial Schools	\$58,710	\$90,922	\$32,212
Total Transportation	\$13,830,117	\$14,481,610	\$651,493
PUPIL ACCOMMODATION			
School Operations and Maintenance	\$23,315,263	\$25,122,651	\$1,807,388
School Renewal	\$700,000	\$700,000	\$0
Other Pupil Accommodation	\$2,625,242	\$2,317,987	(\$307,255)
Amortization	\$16,172,085	\$15,148,117	(\$1,023,968)
Total Pupil Accommodation	\$42,812,590	\$43,288,755	\$476,165
School Generated Funds Expenses	\$8,480,000	\$8,480,000	\$0
Other Non Operating Expenses	\$782,487	\$782,487	\$0
Total Expenses Schedule 10	\$294,483,489	\$313,007,275	\$18,523,786
Provision for Contingencies	\$1,848,000	\$5,956,434	\$4,108,434
Total Expenses (Incl. Provisions)	\$296,331,489	\$318,963,709	\$22,632,220

BOARD ADMINISTRATION EXPENDITURES
SCHEDULE 10.6

	2023-2024 Revised Estimates	2024-2025 Estimates	Change
Board Admin - Trustees	\$262,351	\$262,972	\$621
Board Admin - Directors and Supervisors	\$1,390,762	\$1,506,138	\$115,376
Finance	\$712,269	\$762,037	\$49,768
Information Technology Administration	\$1,120,493	\$1,244,735	\$124,242
Purchase & Procurement	\$428,547	\$447,165	\$18,618
Human Resource Administration	\$2,548,243	\$2,825,270	\$277,027
Payroll Administration	\$598,709	\$633,957	\$35,248
Director's Office	\$669,968	\$714,821	\$44,853
Administration and Other	\$499,483	\$680,062	\$180,579
Operations & Maintenance	\$935,206	\$954,870	\$19,664
BOARD ADMINISTRATION EXPENSES	\$9,166,031	\$10,032,027	\$865,996

Accumulated Surplus/(Deficit) - Schedule 5

	Board Working Version Estimates	2024-25 Estimates	No SubCategory Estimates
	Accumulated Surplus (Deficit) - Balance at September 1	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
AVAILABLE FOR COMPLIANCE - UNAPPROPRIATED			
Operating Accumulated Surplus	\$6,493,374	\$0	\$6,493,374
Available for Compliance - Unappropriated	\$6,493,374	\$0	\$6,493,374
Other Purposes - Operating 1	\$227,190		\$227,190
Other Purposes - Operating 3	\$340,912		\$340,912
Committed Sinking Fund interest earned	\$111,945	(\$45,328)	\$66,617
Committed Sinking Fund interest earned Adjustment	(\$45,328)	\$45,328	\$0
Committed Capital Projects	\$3,103,322	(\$299,132)	\$2,804,190
Committed Capital Projects Adjustment	(\$299,132)	\$299,132	\$0
Other Purposes - Capital 1	\$329,394		\$329,394
Available for Compliance - Internally Appropriated	\$3,768,303	\$0	\$3,768,303
Total Accumulated Surplus (Deficit) Available for Compliance	\$10,261,677	\$0	\$10,261,677
UNAVAILABLE FOR COMPLIANCE			
NON DISPONIBLE AUX FINS DE CONFORMITÉ			
Interest to be Accrued	(\$734,395)	\$0	(\$734,395)
Committed Sinking Fund interest earned Adj	\$45,328	(\$45,328)	\$0
School Generated Funds	\$2,340,457	\$0	\$2,340,457
Committed Capital Projects Adj	\$299,132	(\$299,132)	\$0
Asset Retirement Obligations	(\$330,000)	\$0	(\$330,000)
Revenues recognized for land	\$14,942,765	\$1,000,000	\$15,942,765
Liability for Contaminated Sites	\$0	\$0	\$0
Total Accumulated Surplus (Deficit) Unavailable for Compliance	\$16,563,287	\$655,540	\$17,218,827
Total Accumulated Surplus (Deficit)	\$26,824,964	\$655,540	\$27,480,504

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
JUNE 18, 2024**

PUBLIC SESSION

**TITLE: MATH ACHIEVEMENT ACTION PLAN 2023-2024
FINAL REPORT**

RECOMMENDATION

THAT the Niagara Catholic District School Board continue to endorse the Niagara Catholic District School Board Math Achievement Action Plan 2023-2024

Prepared by: Kimberly Kinney, Superintendent of Education

Presented by: Kimberly Kinney, Superintendent of Education

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

Date: June 18, 2024



REPORT TO THE BOARD JUNE 18, 2024

MATH ACHIEVEMENT ACTION PLAN 2023-2024 FINAL REPORT

BACKGROUND INFORMATION

The Ministry of Education launched the Math Achievement Action Plan for the 2023-2024 school year to support student achievement and results in math. The Ministry developed Taking Action in Mathematics, an interactive framework to capture areas of focus and guide improvement actions.

Math Achievement Action Plan

The Niagara Catholic District School Board Math Achievement Action Plan includes three sections:

- All schools report to provide board-wide improvement efforts and results in mathematics
- Priority Schools report to provide intensive improvement efforts
- Priority Schools Provincial KPI (Key Performance Indicators) report to provide intentional monitoring of student achievement KPI's common to all priority schools across the province.

The Math Achievement Action Plan outlines the board's concrete, visible, and measurable strategies as well as key performance indicators at the board, school, and classroom level under the four areas of focus:

1. Curriculum Fidelity
2. Math Content Knowledge for Teaching
3. Knowing Your Student
4. Measurable Results: Improvements in Math Achievement

Goals:

All schools will see an increase in student achievement as measured through Classroom assessment data, Report Card data and EQAO data.

Staff survey information will show increase in teacher understanding of math content knowledge for teaching.

There will be an increase in the percentage of students whose individual attendance rate is equal to or greater than 90 percent.

There will be an increase in the percentage of Grade 3, 6 and 9 students who report positive results regarding math attitudes and confidence.

Implementation of the Math Achievement Action Plan

Niagara Catholic District School Board is committed to ensuring high quality instruction for all students from K-12 and therefore believes that support should be provided to all schools, and not only Priority Schools. A cohesive, aligned plan has all schools receiving intentional support while Priority Schools will receive targeted support based upon their identified areas of need and strategies from their individual school math achievement action plans.

While the Math Achievement Action Plan is grounded in the work and learning that happens at the school level for both staff and students, with collaboration with Program and Innovation staff, learning must also occur for School Principals and Senior Administration to achieve coherence. Throughout the year School Principals and Senior Administration (Academic) have been engaged in mathematics learning for leaders.

All schools at the elementary level received direct support through Chaplaincy visits to work with Program and Innovation staff to deepen an understanding of the curriculum and high impact instructional practices, develop content knowledge for teaching mathematics, and support instruction that is responsive to student learning needs. These support visits happened throughout the year and had built in monitoring and data collection as well as addressing curriculum content and content knowledge for teaching. Identified Priority schools received additional time and support that was more targeted and was comprised of in-classroom coaching and professional learning sessions. Math Intervention was provided for small groups of primary and junior students at identified schools to close gaps and provide increased access to grade level curriculum. De-streaming support also took place in elementary schools with a focus on working with Grades 6-8 as well as Grades 9 and 10 in secondary schools to support the three priority areas identified in the Math Achievement Action Plan.

Highlights of Implementation and Monitoring to Date

All principals were actively involved in Principal Learning Teams focused on the learning work occurring in their schools. Small Principal Learning Teams met together with Family of Schools Superintendents and the Superintendent of Program and Innovation to engage in a Learning Conversation Protocol that supported their professional community of practice. Learning teams met five times over the course of the 2023-2024 school year.

- All principals have participated in professional learning sessions both at monthly Principal and Family of Schools Meetings as well as additional opportunities with consulting professionals.
- All schools incorporated Short Learning Cycles within their Math classes. Short Learning Cycles are intended to identify gaps in student learning. Through targeted assessment data, teachers use explicit and small group instruction to address student misconceptions. The cycles are short in nature (3-6 weeks) and are a component of the math block. Initial results from the Short Learning Cycles are positive.
 - Based on the Short Learning Cycles (SLC) data reported by 41 Principals:
 - There was an overall increase of 20% in students performing at Good or Satisfactory levels between Pre SLC and Post SLC data (from 55.7% to 75.4%).
 - The Data strand witnessed the largest increase at 25.2%, followed by Measurement at 23.7%, and Spatial Sense strands at 23.6%.
 - The Number and Algebra strands also showed growth, though less than 20%, with increases of 18.7% and 12.9% respectively.
 - Grade 8 saw the largest increase in students performing at Good or Satisfactory levels, at 32%, while Grade 5 experienced the smallest increase at 10.4%.
- In reference to our Digital Math Tool – Knowledgehook- implementation data gathered between January 2023 and January 2024 revealed significant gains in student engagement, teacher engagement and learning, in principal engagement and learning, and in parent engagement over the

course of the year. The engagement numbers are for mid-year; numbers have continued to increase throughout the second half of the school year.

Student Engagement

- Increased number of students with accounts on the platform from 10,632 to 19,405
- Increased number of students doing math after school on Knowledgehook from 1,475 to 3,136
- Increased number of math questions completed after school on Knowledgehook from 105,772 to 305,606

Teacher Engagement and Learning

- Increased from 504 to 801 teachers on the platform
- Increased number of assessment activities per teacher from 21 to 35
- Increased percentage of teachers accessing teacher support resources (personalized professional learning based on their students' struggles) from 21% to 51% of teachers on the platform
- A 7-fold increase in the number of teacher support resources accessed (from 347 to 2,359)
- Teacher satisfaction rates of teacher support resources ranging from 89% to 96%

Principal Engagement and Learning

- All principals and district leaders created principal accounts and have been accessing their school or district dashboards.
- All principals are now using the platform for principal-led, grade-specific Short Learning Cycles with their teachers.

Parent Engagement

- Increased connectivity by parents from 364 to 1,051
- Parent satisfaction rates with Knowledgehook ranging from 88% to 100%
- 108 educators continued to receive regular support through priority school and de-streaming visits.
- All schools and all educators (K-8) received regular job-embedded learning sessions through the Chaplaincy visits and Program and Innovation staff (2 for Numeracy and 2 for Literacy)
- Staff were surveyed in June in relation to certain Key Performance Indicators (KPI's) that are reported to the Ministry and provide detailed information about staff knowledge of curriculum, math content for teaching and professional learning. Please see APPENDIX A for this information.

The Board is required to submit a final update to the Math Achievement Action Plan. The final submission of the 2023-2034 Math Achievement Action Plan does not signify an end to the work but rather is part of the ongoing math achievement work within the Board.

Appendix A

RECOMMENDATION

THAT the Niagara Catholic District School Board continue to endorse the Niagara Catholic District School Board Math Achievement Action Plan 2023-2024

Prepared by: Kimberly Kinney, Superintendent of Education

Presented by: Kimberly Kinney, Superintendent of Education

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

Date: June 18, 2024

Survey Report: Math Achievement Action Plan Educator Survey (June 2024)

Introduction

The purpose of the Math Achievement Action Plan Educator Survey was to **gather evidence** regarding the impact of professional learning on **Key Performance Indicators (KPIs)** at the system, school, and classroom levels. This survey focuses on the alignment with our **Math Achievement Action Plan** and provides baseline data specifically for the following goal:

Goal: Staff survey information will show an increase in teacher understanding of math content knowledge for teaching.

Survey Context

- **Respondents:** Educators who participated in math professional learning during the **2023-24 school year**.
- **Data Collection:** We collected responses from educators across various elementary schools, ensuring that individual school names were captured for targeted reporting.

Report Structure

This report presents the **survey results** and is organized as follows:

1. **Priority Actions and Strategies:** Based on the **Ontario Ministry of Education Math Action Planning template**, we highlight key actions and strategies.
2. **Survey Findings:** We summarize responses related to professional learning and its impact on KPIs.
3. **Visualizations:** Graphs and charts enhance data presentation.

Key Insights

1. 398 Educators expressed their views on math professional learning.

2. We analyzed responses to identify trends and areas of strength.
3. The report provides actionable insights for improving math achievement.

PRIORITY ACTION # 1: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. I am familiar with the High Impact Instructional Practices.

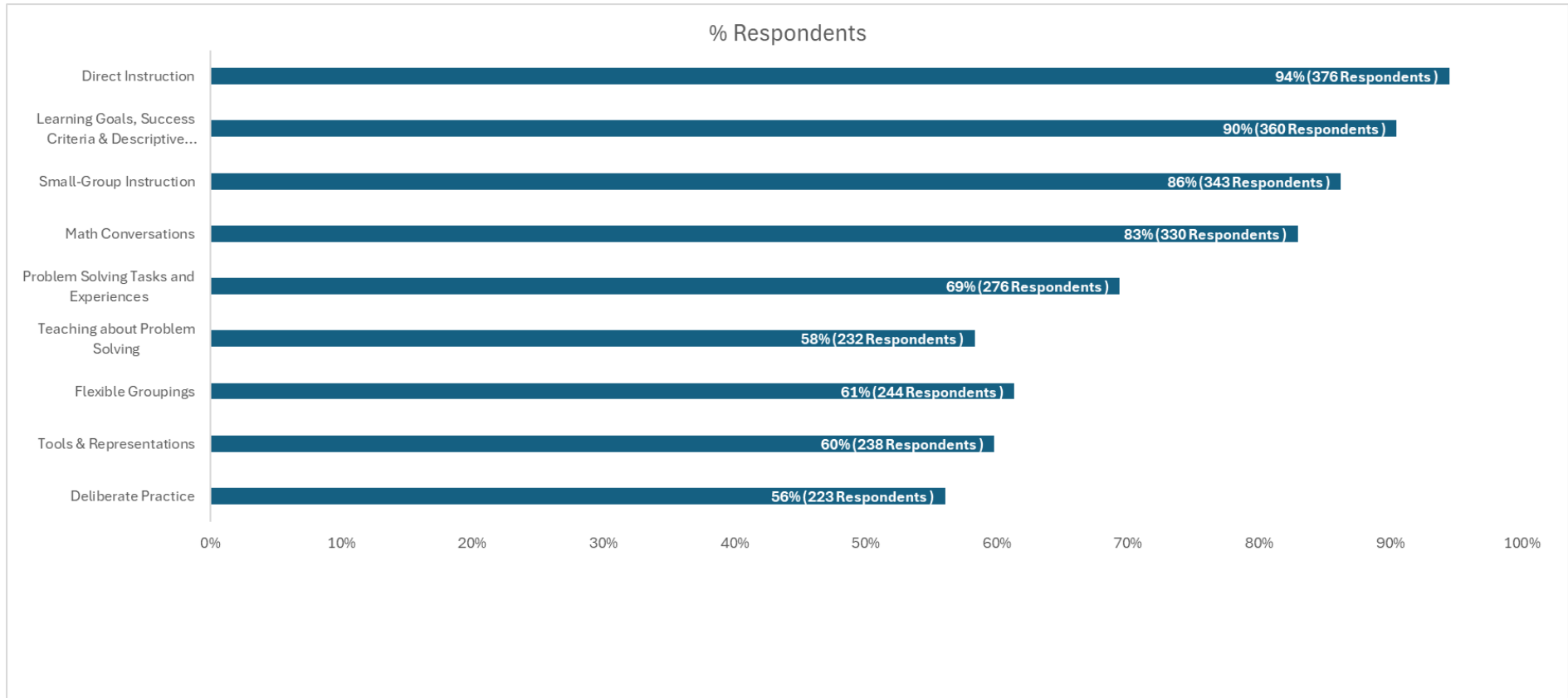


98.2% of 398 respondents (equivalent to **391 individuals**) expressed **familiarity** with **High Impact Instructional Practices**. These practices play a crucial role in effective teaching and learning.

- **Familiarity Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (not at all familiar)** to **5 (completely familiar)**.
 - The majority of educators demonstrated a strong understanding of these practices.
- **The remaining 1.8%** (representing **7 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 2. Select the High Impact Instructional Practices that you are the most familiar with:



The **Direct Instruction** strategy stands out as the most effective, with **94%** of respondents expressing familiarity. In contrast, **56% respondents** considered **Deliberate Practice** familiar. Overall respondents showed high familiarity with most of the High Impact Instructional Practices.

Question 3 - I am confident incorporating the use of High Impact Instructional Practices.

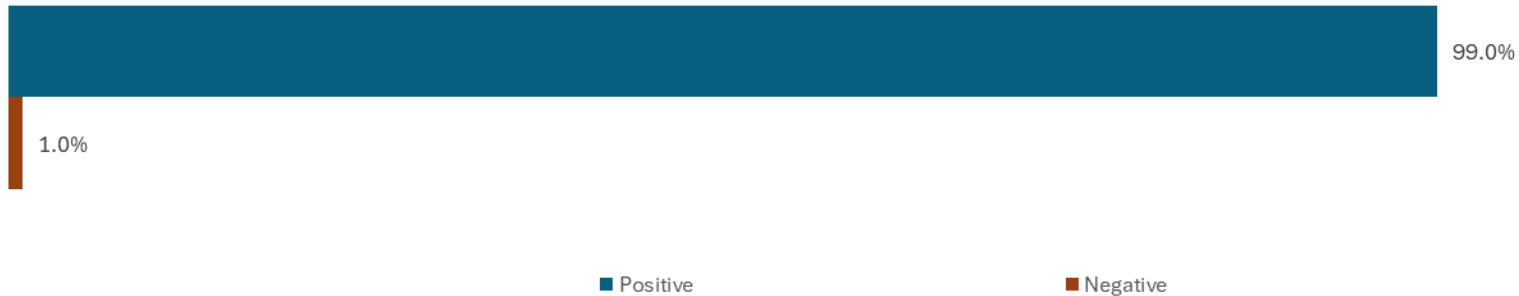


98.5% of 398 respondents (equivalent to **392 individuals**) expressed **confidence** with **incorporating the use of High Impact Instructional Practices**. These practices play a crucial role in effective teaching and learning.

- **Confidence Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (never confident)** to **5 (always confident)**.
 - Most educators demonstrated **high confidence** in incorporating these practices.
- **The remaining 1.5%** (representing **6 respondents**) indicated **lower confidence**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 4. I understand the changes to math curriculum expectations for my grade level(s).



99.0% of 398 respondents (equivalent to **394 individuals**) expressed **understanding** of the **changes to math curriculum expectations for their grade level(s)**. This understanding is crucial in achieving the goals outlined in the **Math Achievement Action Plan**.

- **Understanding Levels:**
 - Respondents answered on a **Likert scale** for their understanding ranging from **1 (not at all)** to **5 (complete understanding)**.
 - Many educators showcased a robust grasp of the revised math curriculum expectation.
- **The remaining 1.0%** (representing **4 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 5. I am familiar with the progression of curriculum expectations leading up to my grade level and beyond my grade level.

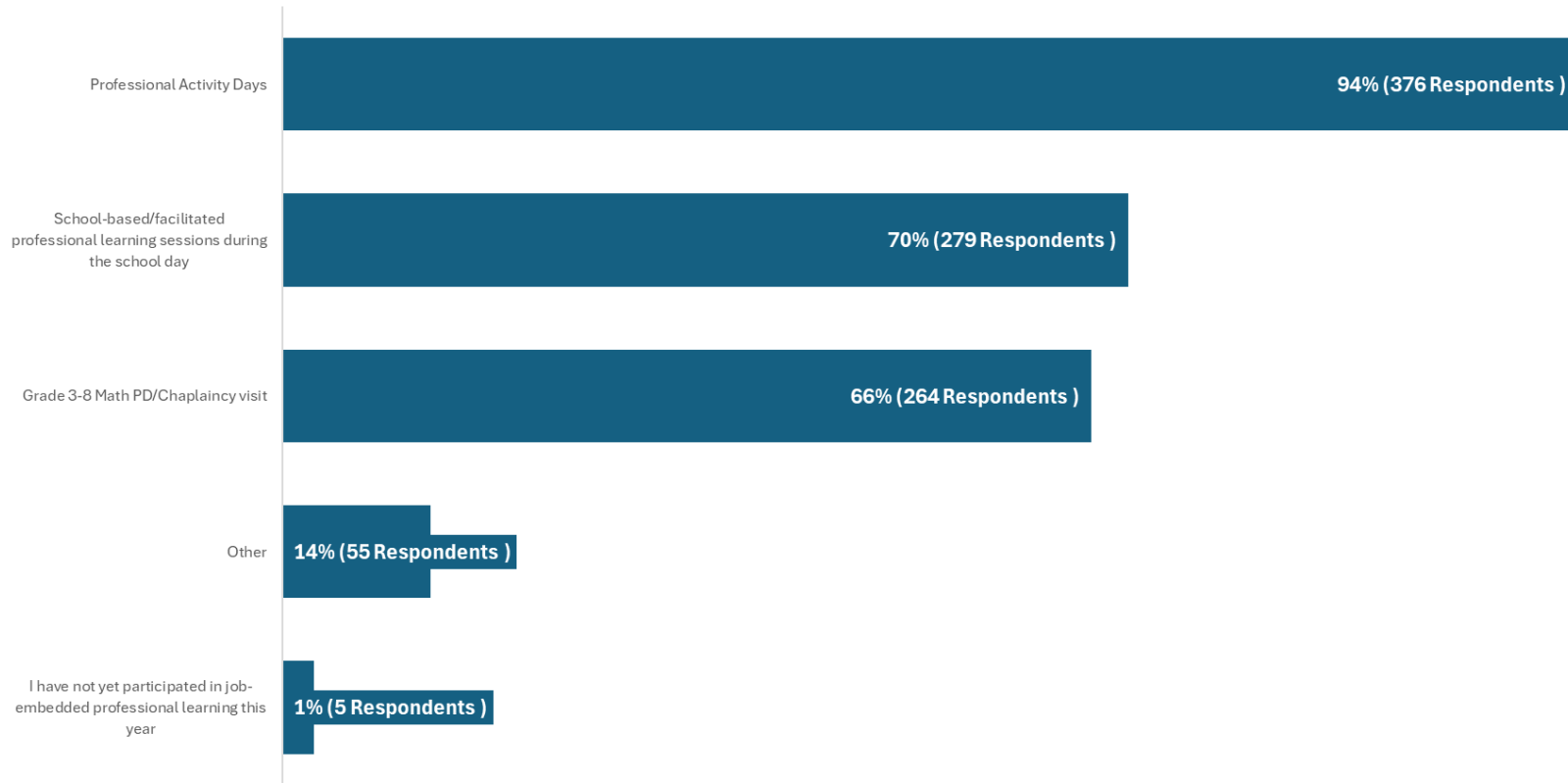


98.2% of 398 respondents (equivalent to **391 individuals**) expressed **familiarity with the progression of curriculum expectations leading up to their grade level and beyond their grade level**. These practices play a crucial role in effective teaching and learning.

- **Familiarity Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (not at all familiar)** to **5 (completely familiar)**.
 - The majority of educators demonstrated a strong **familiarity with the progression of curriculum expectations leading up to their grade level and beyond their grade level**
- **The remaining 1.8%** (representing **7 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

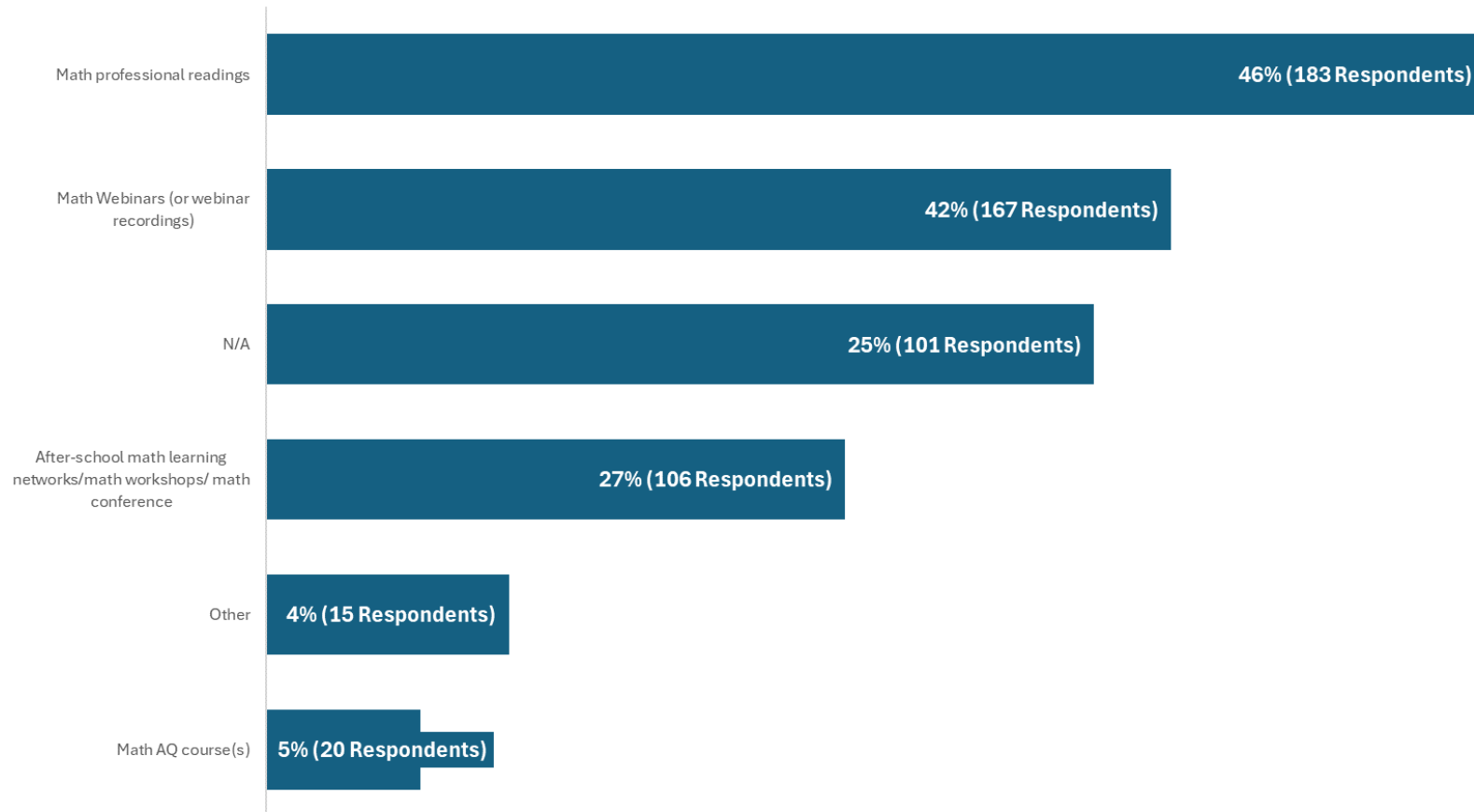
Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 6. Select all job-embedded professional learning that you have participated in, since September 2023.



Most respondents, **94%** indicated participating in **Professional Activity Days** with only **1%** of the respondents indicating no participation in professional learning since September 2023. **14%** respondents indicated participating in **Other** job-embedded professional learning, for a list of their responses please see **Appendix 1**.

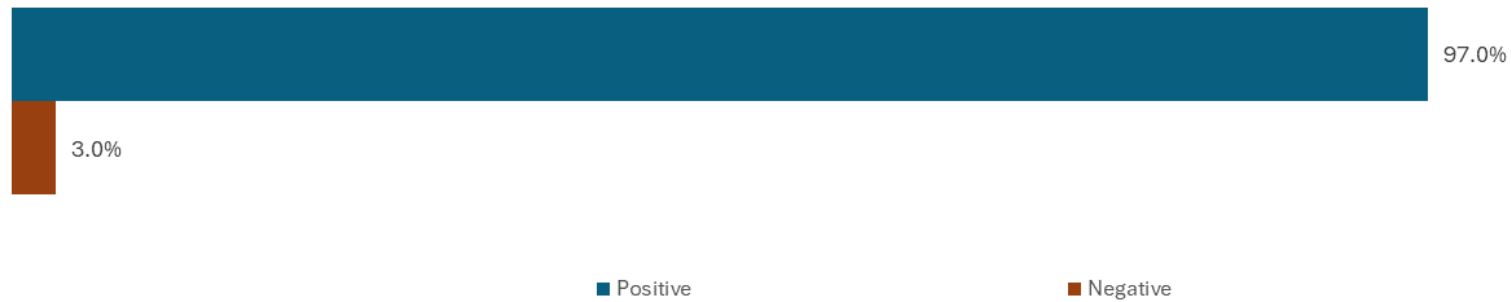
Question 7. Select all other math-related professional learning that you have participated in, since September 2023.



46% indicated participating in **Math Professional Readings** with only **5%** of the respondents indicated participation in MATH AQ courses) since September 2023. **4%** respondents indicated participating in **Other** job-embedded professional learning, for a list of their responses please see **Appendix 1**.

PRIORITY ACTION #2: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. Since September 2023, I have participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.

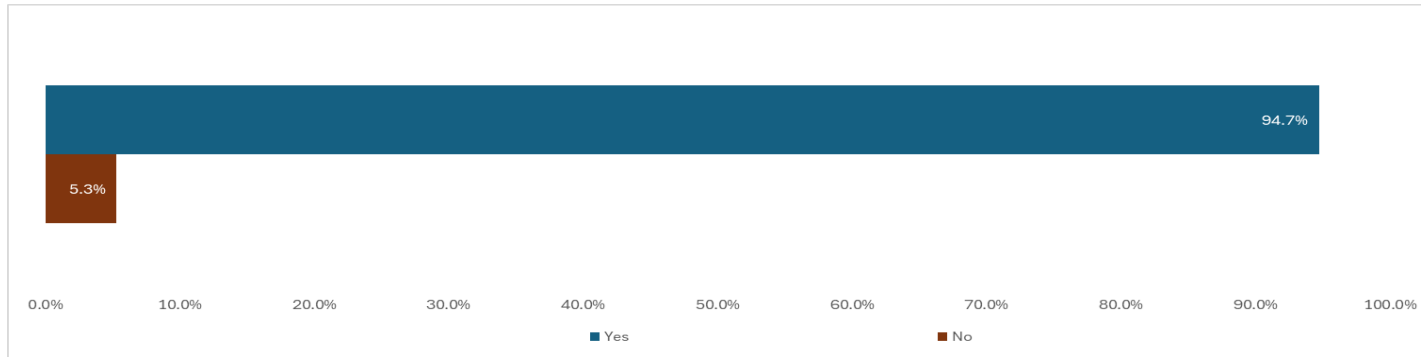


97.0% of 398 respondents (equivalent to **386 individuals**) showed high frequency of having participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan. These practices play a crucial role in achieving the goals of our math achievement action plan.

- **Frequency Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
 - Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.
- **The remaining 3.0%** (representing **12 respondents**) indicated **lower frequency**.
 - This group may benefit from additional support or training to enhance their knowledge.

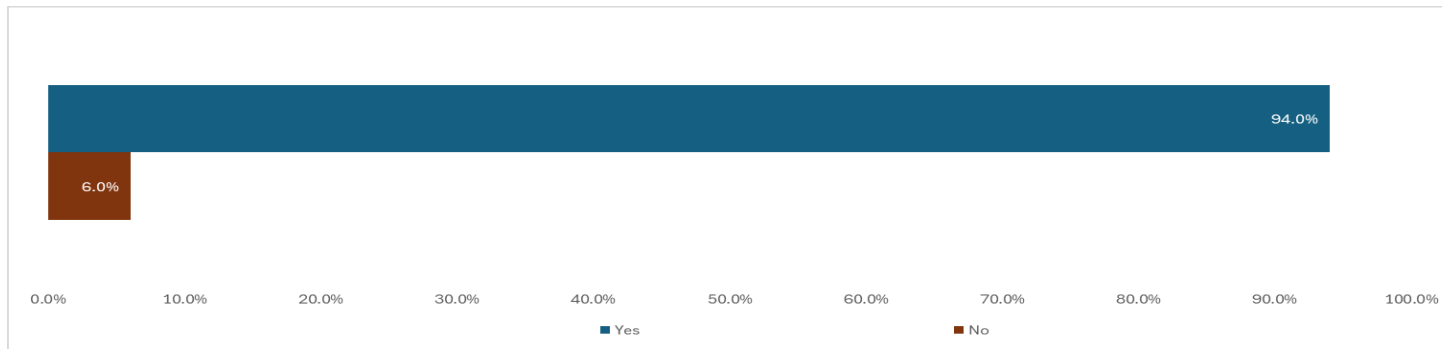
Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 2. I have increased my content knowledge for teaching math as a result of engaging in professional learning sessions this school year.



94.7% of 398 respondents (equivalent to **377 individuals**) agreed that they had increased their content knowledge for teaching math as a result of engaging in professional learning sessions this school year, whereas **5.3%** (equivalent to **21 individuals**) indicated they had not increased their content knowledge.

Question 3. I have increased my content knowledge for teaching math as a result of using system-wide math resources.



94.0% of 398 respondents (equivalent to **374 individuals**) showed that they had increased their content knowledge for teaching math as a result of using system-wide math resources, whereas **6.0%** (equivalent to **24 individuals**) indicated they had not increased their content knowledge for teaching math as a result of using system-wide math resources.

Question 4. I use the teacher supports for math in the Digital Curriculum Platform (the pull-down features connected to each math curriculum expectation).



86.4% of 398 respondents (equivalent to **344 individuals**) showed high frequency of use the teacher supports for math in the Digital Curriculum Platform. These practices play a crucial role in effective teaching and learning.

- **Frequency Levels:**

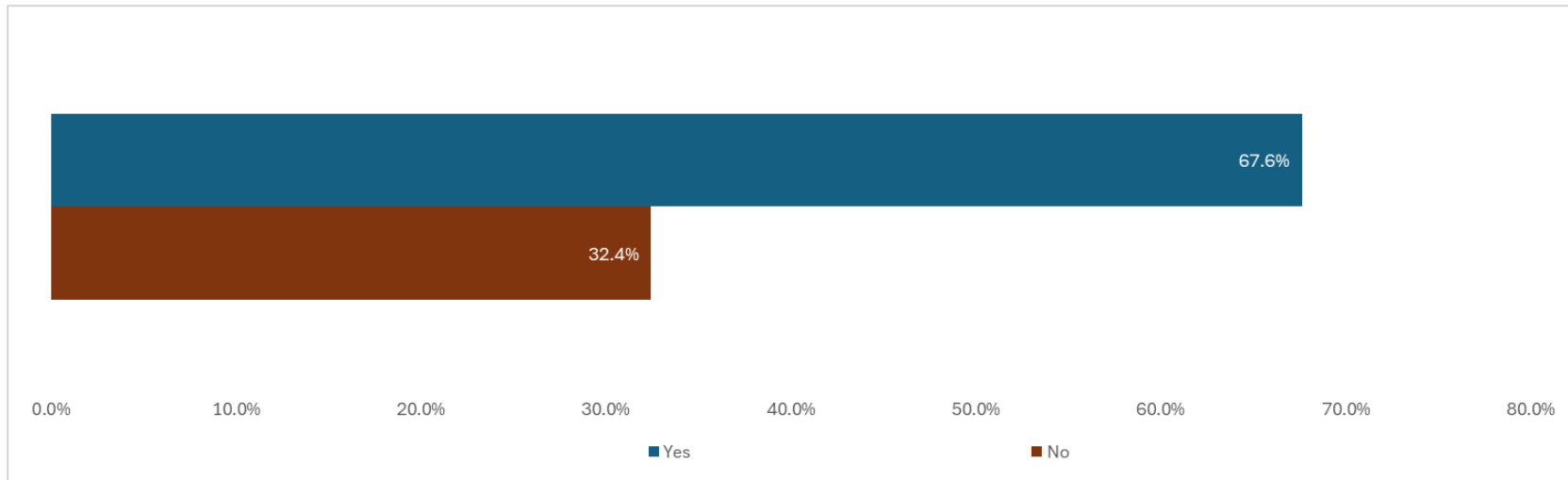
- Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
- Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.

- **The remaining 13.6%** (representing **54 respondents**) indicated **lower frequency**.

- This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 5. I have accessed support from a member of the math team since September 2023.



67.6% of 398 respondents (equivalent to **269 individuals**) showed they accessed support from a member of the math team since September 2023, whereas **32.4%** (equivalent to **129 individuals**) indicated they did not access support from a member of the math team since September 2023.

PRIORITY ACTION #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Question 1. I use common open and parallel learning tasks to ensure students have accessible entry points into learning.



96.2% of 398 respondents (equivalent to **383 individuals**) showed high frequency of using common open and parallel learning tasks to ensure students have accessible entry points into learning. These practices play a crucial role in achieving the goals of our math achievement action plan.

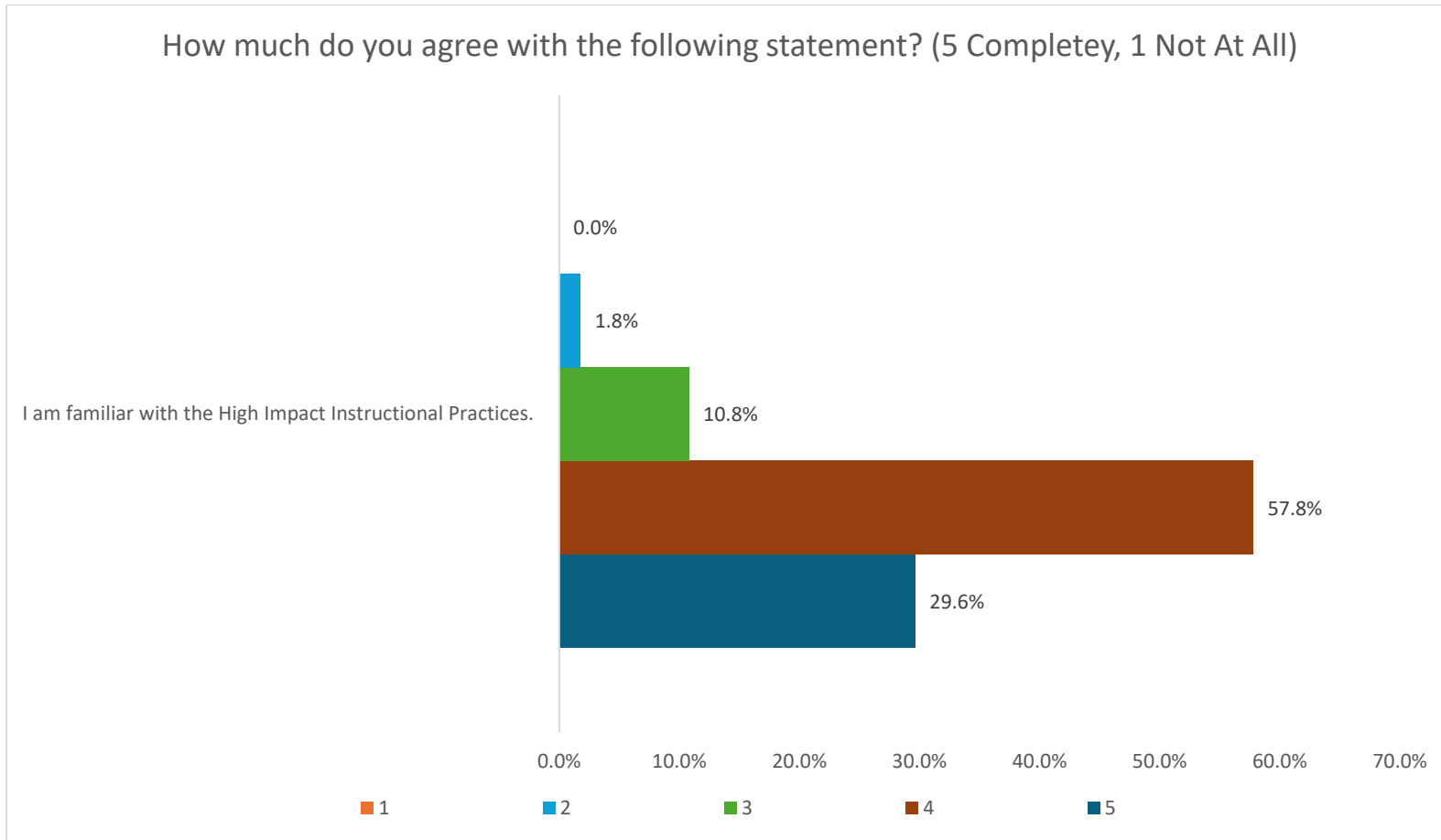
- **Frequency Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
 - Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.
- **The remaining 3.8%** (representing **15 respondents**) indicated **lower frequency**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

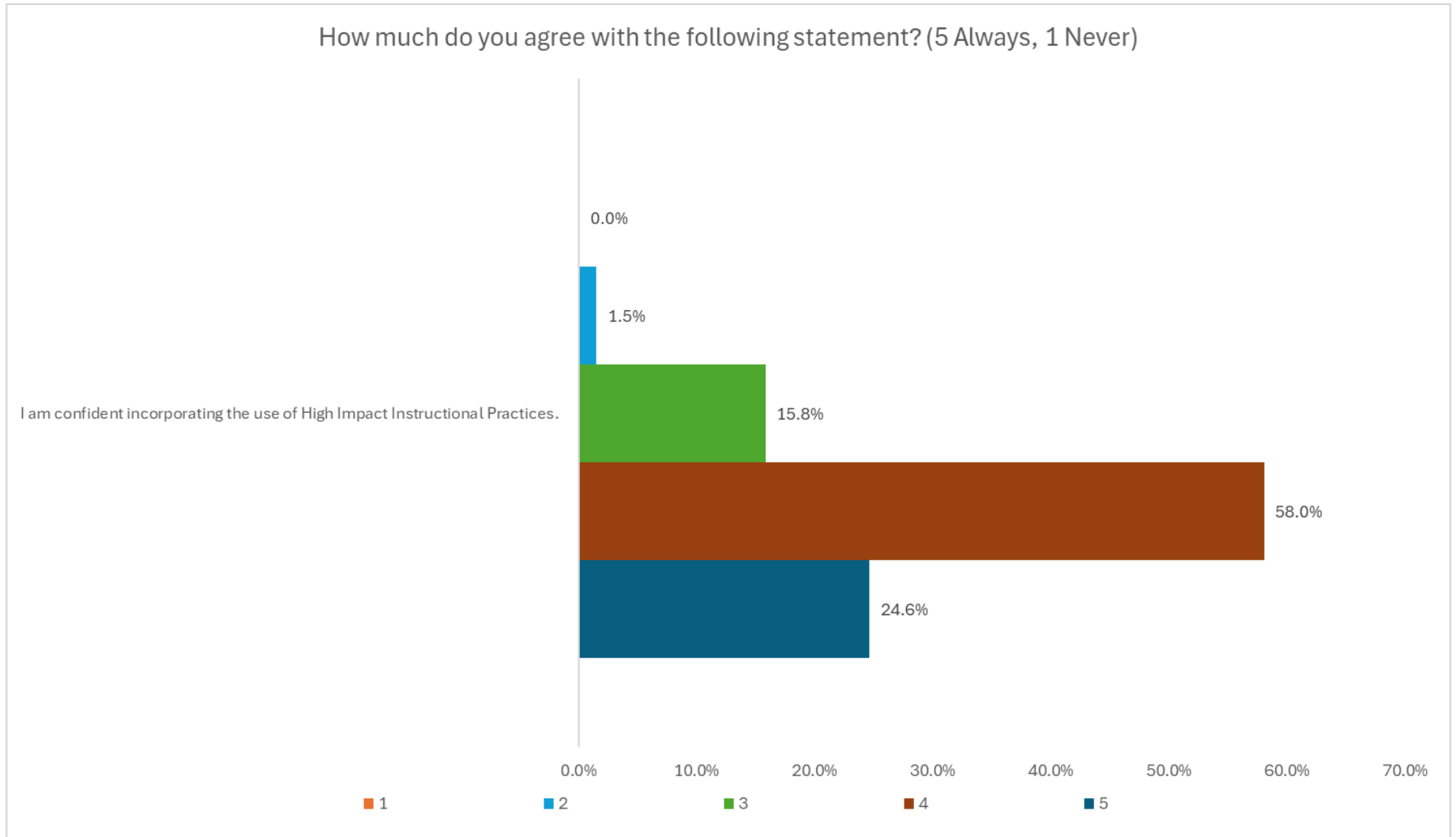
Appendix 1

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

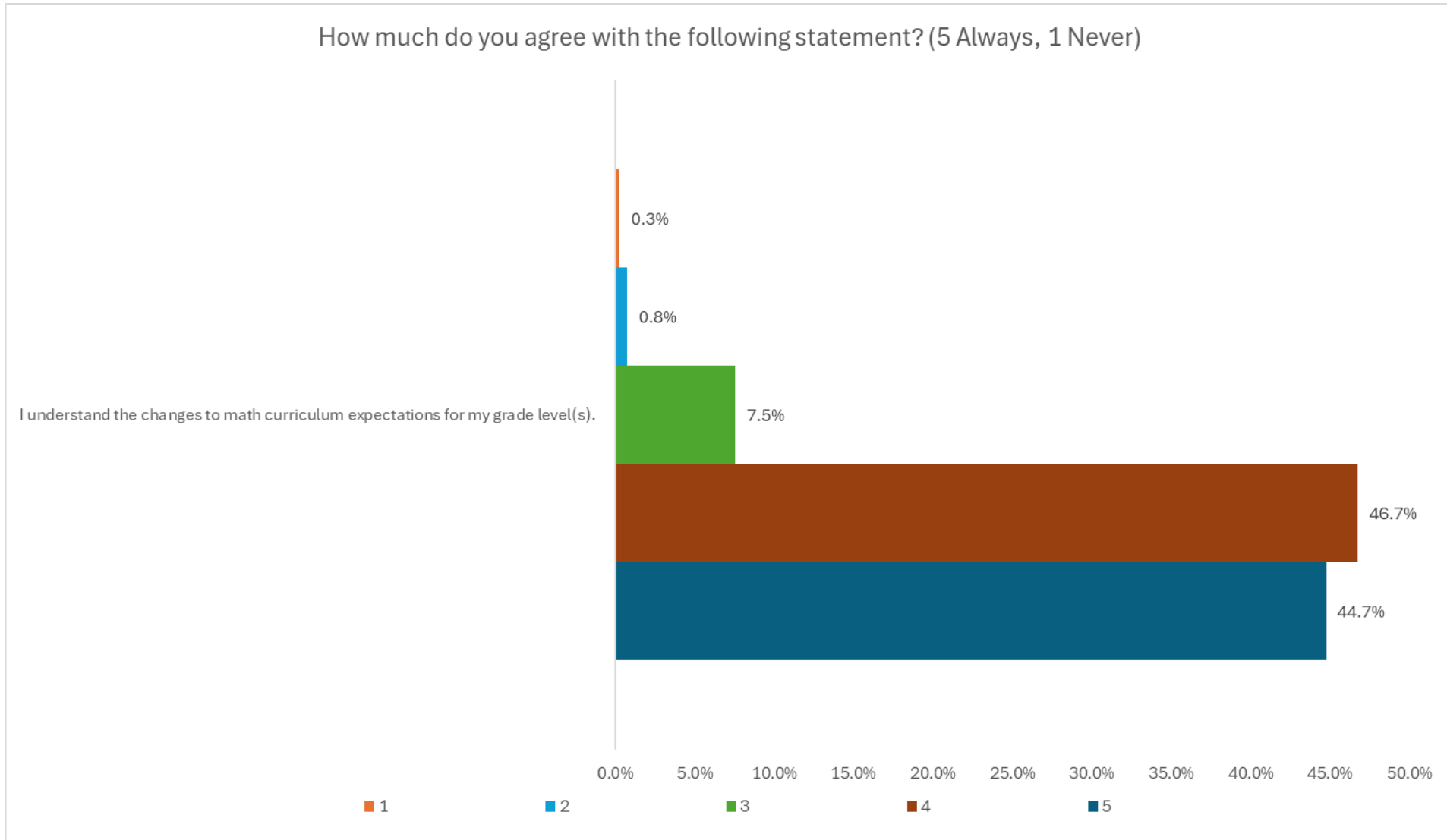
Question 1. I am familiar with the High Impact Instructional Practices.



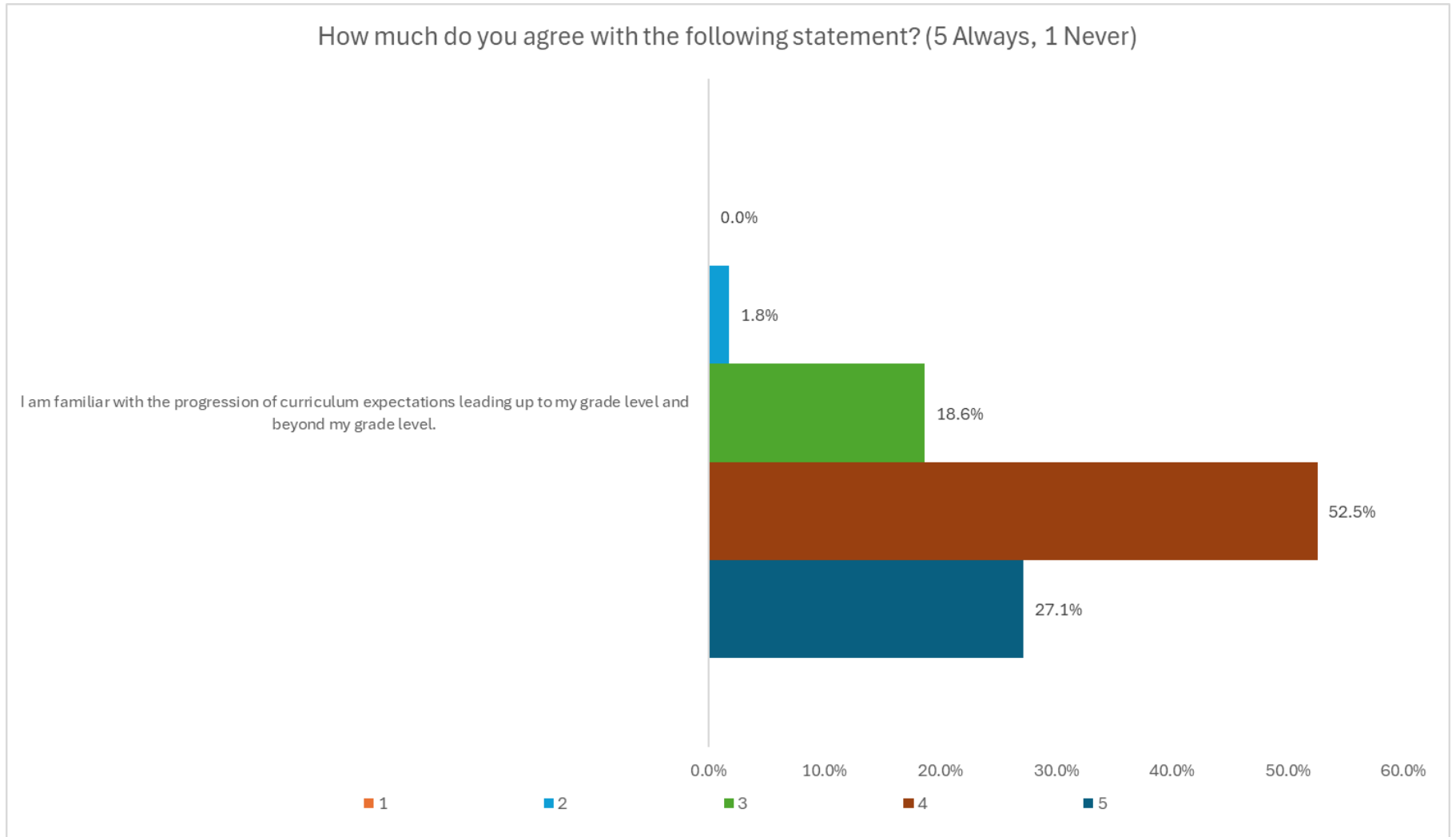
Question 3 - I am confident incorporating the use of High Impact Instructional Practices.



Question 4. I understand the changes to math curriculum expectations for my grade level(s).



Question 5. I am familiar with the progression of curriculum expectations leading up to my grade level and beyond my grade level.



Question 6. Select all job-embedded professional learning that you have participated in, since September 2023.

Other Responses
Math Coaches
Acadience training
AQ courses
AQ'S
booked literacy coach for training during class time
Chaplain visit- grade 1
Chaplaincy visit for K-2
co-teaching with math coaches
Destreaming coach in on a regular basis to team teach lessons
De-Streaming Workshops
Full Day Workshops at the CEC with math leads/coaches
Grade 1-2 Math PD
Grade 2 Math PD/Chaplaincy visit
grade 2 PD during Chaplaincy visitbooked 1:1 visits with J. Martinemails to Jeff and Laura
Have been on MAT leave but have started since being back
Pam Harris BPS workshopBrainingCamp 1 hour workshopsMaking Math Moments Math Summit
I have not yet participated in job-embedded professional learning this year, PLTUtilizing Math Coaches
informal conversations/hallway chats with colleagues; division meetings; math sessions with coaches/consultants when chaplaincy leaders come in
I've been meeting with my mentor regularly to discuss the new math curriculum as well
job embedded PD -professional learning teams
K Curriculum being updated in 2025; I'm not certain of changes to Math section that is why I submitted a 3 for the previous 2 questions. I would have ranked a 4 -5 if based on current K-curriculum.
Kindergarten- inservice math fluency kits
knowledgehook PD

Other Responses
Knowledgehook webinars
Literacy supports webinars
Math AQ - Specialist
Math Club instructor
Math Coach Allison Sommerton
math coach numeracy session
Math Coach Support for EQAO- Priority schools
Math Coach visits
Math coaches
Math Part 1Knowledge Hook WorkshopMath Up Workshop
math up knowledgehook webinars
Math/language sessions.
Numeracy coach visits
Online Math Up workshop
Primary Math PD/Chaplaincy visit
Primary PD K-3 with Mary Vetere
primary pd/chaplaincy visit
Priority School Inservices with Math Team
Professional Reading
Select all job-embedded professional learning that you have participated insince September 2023.
self-directed professional learning via variety of professional groups
Staff Meeting with Jeff Martin
Staff meetings with Jeff Martin
Training for KnowledgehookScope and sequence of learning and EQAO provided by HWCDSB
Vex Robotics
Webinairs- Math Up Knowledgehook
webinars

Other Responses
workshopsonline modules I have signe dup for on my own time.
Math Coaches
Acadience training
AQ courses
AQ'S
booked literacy coach for training during class time

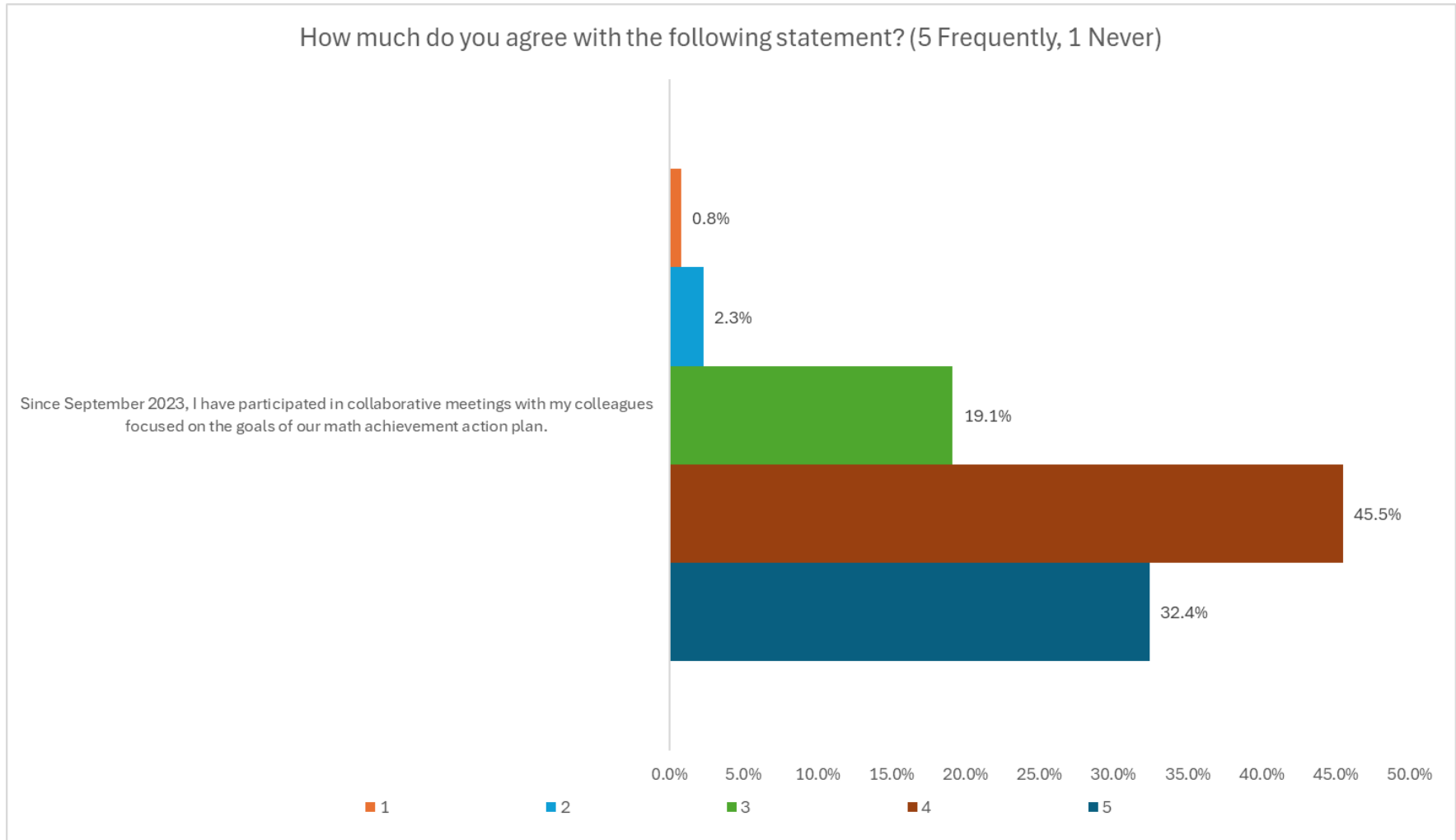
Question 7. Select all other math-related professional learning that you have participated in, since September 2023.

Other Responses
self-directed professional learning via variety of professional groups
Select all other math-related professional learning that you have participated insince September 2023.
school based learning
Planning and implementing Math Up and Knowledge Hook
None. I don't do PD on my personal time outside of school hours.
Networking with teaching staff at school in my division
Mrs Dupuis weekly math sessions
Math Conference virtual recordings.
knowledgehook and math up sessions
Kindergarten - Loose Parts workshop - some math items
job embedded PD-professional learning
I received my specialist in Math a few years ago
Have been on MAT leave but continue to work towards Math goals since being back
Following Kindergarten Facebook groups to get ideas from other teachers
Fluency skill builders kit
self-directed professional learning via variety of professional groups
Select all other math-related professional learning that you have participated insince September 2023.
school based learning
Planning and implementing Math Up and Knowledge Hook
None. I don't do PD on my personal time outside of school hours.
Networking with teaching staff at school in my division
Mrs Dupuis weekly math sessions
Math Conference virtual recordings.
knowledgehook and math up sessions
Kindergarten - Loose Parts workshop - some math items
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Have been on MAT leave but continue to work towards Math goals since being back

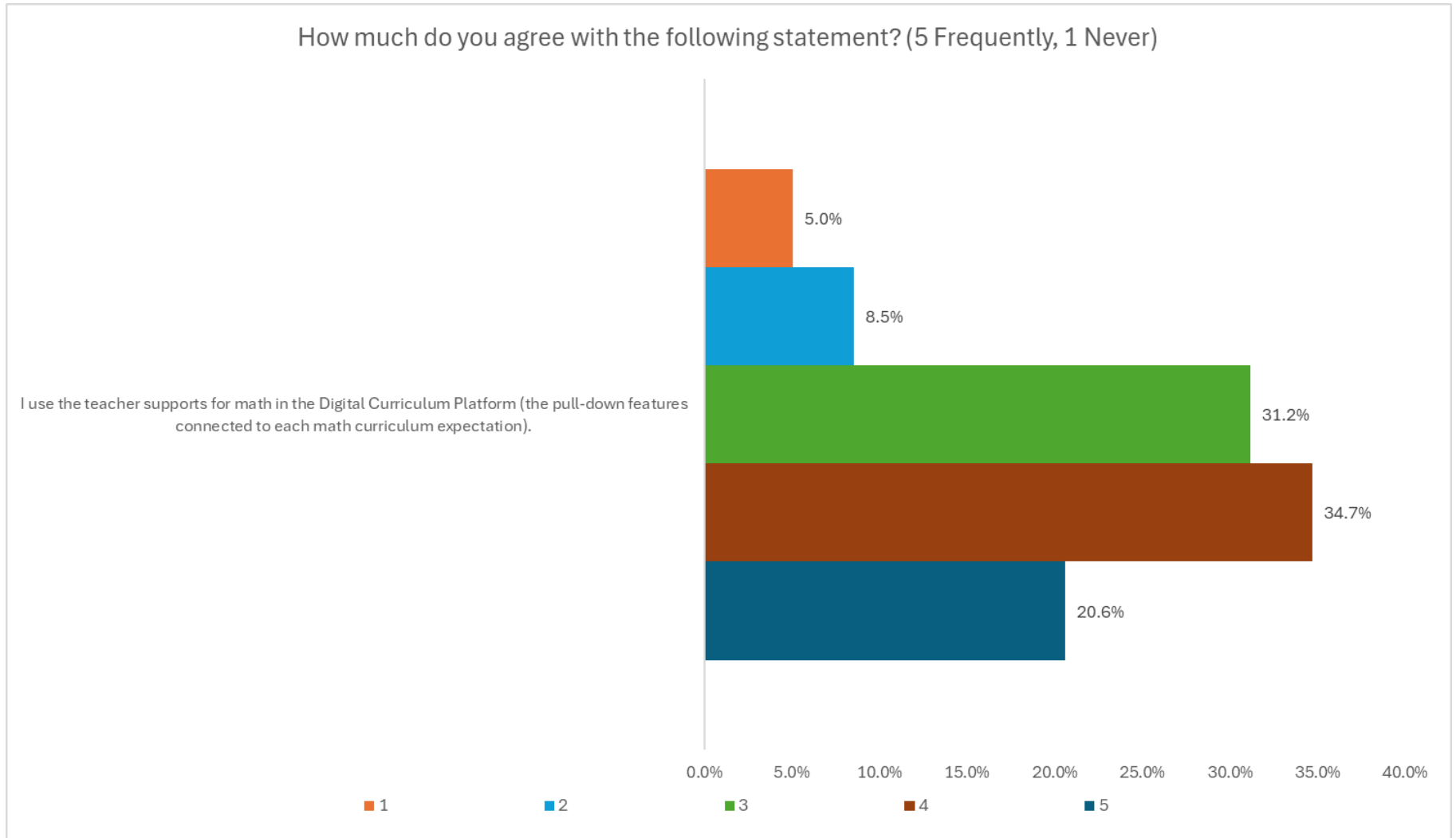
Other Responses
Following Kindergarten Facebook groups to get ideas from other teachers
Fluency skill builders kit
self-directed professional learning via variety of professional groups
Select all other math-related professional learning that you have participated insince September 2023.
school based learning
Planning and implementing Math Up and Knowledge Hook
None. I don't do PD on my personal time outside of school hours.
Networking with teaching staff at school in my division
Mrs Dupuis weekly math sessions
Math Conference virtual recordings.
knowledgehook and math up sessions
Kindergarten - Loose Parts workshop - some math items
job embedded PD-professional learning
I received my specialist in Math a few years ago
Have been on MAT leave but continue to work towards Math goals since being back
Following Kindergarten Facebook groups to get ideas from other teachers
Fluency skill builders kit

PRIORITY ACTION #2: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. Since September 2023, I have participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.

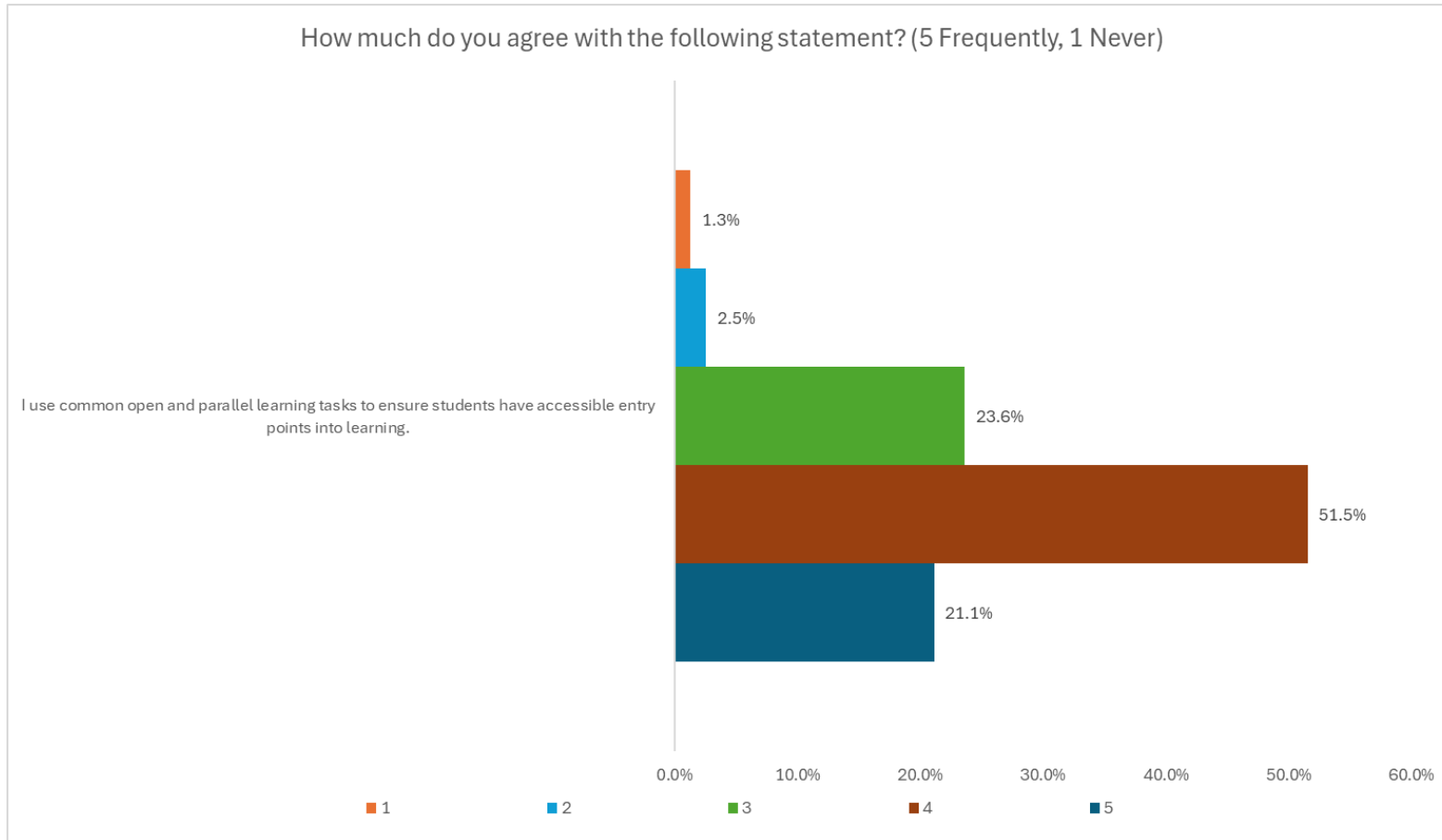


Question 4. I use the teacher supports for math in the Digital Curriculum Platform (the pull-down features connected to each math curriculum expectation).



PRIORITY ACTION #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Question 1. I use common open and parallel learning tasks to ensure students have accessible entry points into learning.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
JUNE 18, 2024**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
CALENDAR OF EVENTS – SEPTEMBER 2024**



SEPTEMBER 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3 First Day of School	4 SEAC Meeting	5 NCPIC Meeting	6	7
8	9	10 SAL Meeting Committee of the Whole Meeting	11	12	13	14
15	16	17	18 Annual Niagara Catholic Charity Golf Classic	19	20 Audit Committee Meeting	21
22	23	24 Board Meeting	25	26	27	28
29	30					

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
JUNE 18, 2024**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
ANNUAL NIAGARA CATHOLIC CHARITY GOLF CLASSIC
SEPTEMBER 18, 2024**

THE NIAGARA FOUNDATION FOR CATHOLIC EDUCATION'S CHARITY GOLF CLASSIC

Proceeds from the tournament support the Foundation's outreach program to assist students in need who attend schools within the Niagara Catholic District School Board. Examples of support for students include eye glasses, nutrition programs for those who go to school hungry, gift cards for families requiring food purchase assistance, and for continuing support of the scholarship program. Since the Golf Classic's first tee-off 21 years ago, over 765 scholarships have been awarded to assist students in achieving a rewarding higher level of education.

We thank you for your outstanding generosity and support in helping these students.



CONTACT INFORMATION

Mark Ferri, Administrator of Purchasing Services

mark.ferri@ncdsb.com / 905-735-0247 ext 247

Linda Marconi, Executive Assistant to the Director of Education

linda.marconi@ncdsb.com / 905-735-0247 ext 214

Jim Marino, Executive Director of the Foundation

jim.marino@nfce.org / 905-735-0247 ext 210

427 Rice Road, Welland, ON L3C 7C1



Annual Charity Golf Classic



**WEDNESDAY
SEPTEMBER 18TH
2024**

LEGENDS ON THE NIAGARA
9561 NIAGARA PARKWAY, NIAGARA FALLS, ONTARIO





TOURNAMENT DETAILS

10:30 AM TO 12:30 PM
REGISTRATION & DRIVING RANGE

1:00 PM
USSHER'S CREEK COURSE – SHOTGUN START

11:00 AM TO 12:30 PM
BARBECUE LUNCH BUFFET

5:30 PM
PRESIDENTIAL BUFFET DINNER

WEDNESDAY, SEPTEMBER 18, 2024

PLEASE COMPLETE AND RETURN THIS REGISTRATION FORM WITH YOUR PAYMENT IN THE ENCLOSED ENVELOPE BY **AUGUST 28, 2024**

PLEASE NOTE: THE NUMBER OF PAID GOLFERS ATTENDING OUR TOURNAMENT MUST BE COMMITTED TO LEGENDS ON THE NIAGARA BY WEDNESDAY, SEPTEMBER 11, 2024. WE CANNOT GUARANTEE ANY GOLFER REGISTRATIONS AFTER THIS DATE, AS THE COURSE WILL RELEASE ANY OPEN TEE TIMES TO THE GENERAL PUBLIC.

NO REFUNDS AFTER SEPTEMBER 11, 2024

PLAYERS ENTRY FORM

ENTRY FEE: \$250 PER PLAYER | DINNER ONLY GUEST: \$120 PER PERSON

Please note each group may choose to play their own ball or to play as a scramble.

Player #1 Name: Email:	Player #3 Name: Email:
Player #2 Name: Email:	Player #4 Name: Email:

DINNER ONLY GUEST: \$120 per person (includes pre-dinner reception, Presidential buffet, wine at dinner, wine and flowers on departure)

Names: _____ Total Amount \$ _____

SPONSORSHIP / DONATION: *please indicate your level of support*

GOLD (\$1000)

- Hole Sponsor
- NFCE website
- Additional on-course signage
- Food & Beverage Location Advertising
- Golf Cart Sign
- Parting Gift Sponsorship

SILVER (\$750)

- Hole Sponsor
- NFCE website
- Additional on-course signage
- Food & Beverage Location Advertising

BRONZE (\$500)

- Hole Sponsor
- NFCE website

ADDITIONAL SPONSORSHIP

- Sponsor a student - \$250
- Donate for Silent Auction
- Other \$ _____

Contact Information

Payment Information

Individual or Company/Business Name	Payment by Cheque - Amount \$ _____ <i>(Please make payable to Niagara Foundation for Catholic Education)</i>
Street Address	Payment by Credit Card - Total Amount \$ _____
City _____ Postal Code _____	MasterCard ____ Visa ____
Phone Number _____	Credit Card # _____
Contact Email _____	Name on Credit Card _____
	Address _____
	City _____ Postal Code _____
	Expiry Date _____ CVV# _____

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
JUNE 18, 2024**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
OCSTA 2024 FALL REGIONAL MEETING**



Ontario Catholic School Trustees' Association

June 14, 2024

MEMORANDUM

TO: Trustees, Student Trustees & Directors of Education

FROM: Nick Milanetti, Executive Director

SUBJECT: 2024 Fall Regional Meetings Registration

OCSTA's Fall Regional Meetings are scheduled as follows:

<p style="text-align: center;"><u>CENTRAL</u> Tuesday, September 17 9:30 a.m. – 2:30 p.m. Hosted by: Toronto CDSB Catholic Education Centre – 3rd Floor Meeting Room 80 Sheppard Ave. East Toronto, ON M2N 6E8</p>	<p style="text-align: center;"><u>EAST</u> Thursday, September 19 9:30 a.m. – 2:30 p.m. Hosted by: Ottawa CSB Location: Catholic Education Centre 570 West Hunt Club Road Nepean, ON K2G 3R4</p>
<p style="text-align: center;"><u>WEST</u> Tuesday, September 24 9:30 a.m. – 2:30 p.m. Hosted by: Waterloo CDSB Location: Boardroom Catholic Education Centre 35 Weber Street West – Unit A Kitchener, ON N2H 3Z1</p>	<p style="text-align: center;"><u>NORTHEAST</u> Saturday, September 28 8:30 a.m. – 2:30 p.m. Hosted by: Nipissing-Parry Sound CDSB Location: St. Joseph-Scollard Hall CSS 675 O'Brien Street North Bay, ON P1B 9R3 <i>A reception for delegates and guests will be held on the evening of Friday, September 27 at the Best Western, North Bay</i></p>
<p style="text-align: center;"><u>NORTHWEST</u> Friday, October 4 9:30 a.m. – 2:30 p.m. Hosted by: Thunder Bay CDSB Location: Catholic Education Centre - Boardroom 459 Victoria Ave. W. Thunder Bay, ON P7C 0A4</p>	

OCSTA's Regional Meetings provide an opportunity for regional networking and discussion while ensuring that OCSTA Directors and staff are informed about current local priorities and perspectives.

QUESTIONS FOR GROUP DISCUSSION

Boards are asked to review the following questions in advance of the meeting and **email written responses to cdemelo@ocsta.on.ca one week prior to the meeting**. Please be prepared to have the Chair or designate deliver the responses at the meeting.

1. Please provide an update on the status of local collective bargaining.
2. Please share any challenges your board may be experiencing.
3. Please highlight points of celebration / successes / achievements at your board to be delivered at the meeting by the Chair or designate.

REGISTRATION

Meetings are open to trustees, student trustees and senior board personnel (both academic and finance). The registration fee is \$146.90 (\$130.00 + \$16.90 HST).

Please click on the following Links to register:

September 17 – [CENTRAL Meeting](#)

September 19 – [EAST Meeting](#)

September 24 – [WEST Meeting](#)

September 28 – [NORTHEAST Meeting](#)

A reception for delegates and guests will be held on the evening of Friday, September 27. Please see attached invitation.

October 4 – [NORTHWEST Meeting](#)

Deadline for refunds due to cancellation is 2 weeks prior to each meeting. After that date, no refunds will be issued, under any circumstances – substitutions are welcomed.

ACCOMMODATION

If your delegates require overnight accommodation, please make your reservations directly with the hotel as soon as possible.

Central – September 17

Novotel Toronto North York

3 Park Home Avenue, Toronto, ON M2N 6L3

Distance from Catholic Education Centre 0.8 km

[Novotel North York](#)

East – September 19[Sandman Signature Ottawa Airport Hotel](#)

250 W. Hunt Club Road

[Hampton Inn](#)

2869 Gibford Drive

[Holiday Inn Express & Suites Ottawa Airport](#)

2881 Gibford Drive

West – September 24**The Walper Hotel - JDV by Hyatt**https://www.hyatt.com/en-US/hotel/canada/the-walper-hotel/yyzjd?src=corp_lclb_gmb_seo_yyzjd

Distance from Catholic Education Centre: 550 m – 2 min drive or 3 min walk

Crown Plaza Kitchener-Waterloo<https://www.ihg.com/crowneplaza/hotels/us/en/kitchener/ykfcpl/hoteldetail>

Distance from Catholic Education Centre: 850 m – 4 min drive or 9 minute walk

Courtyard by Marriott Kitchener<https://www.marriott.com/en-us/hotels/ykfcck-courtyard-kitchener/overview/?scid=f2ae0541-1279-4f24-b197-a979c79310b0>

Distance from Catholic Education Centre: 5.5 KM – 11 min drive (not walkable)

DoubleTree by Hilton Kitchenerhttps://www.hilton.com/en/hotels/yhmcmdt-doubletree-kitchener/?SEO_id=GMB-AMER-DT-YHMCMDT&y_source=1_MTMymTE5MDktNzE1LWxvY2F0aW9uLndlYnNpdGU%3D

Distance from Catholic Education Centre: 5.6 KM, 10 Min Drive (not walkable)

Northeast – September 28

A block of rooms has been reserved at the Best Western in North Bay for the evening of September 27, 2024.

Best Western (click here for website)

700 Lakeshore Drive, North Bay

705-474-5800

\$139.99/night for 1 queen OR 2 doubles

\$159.99 for 1 king

Quote “OCSTA” for the group rate

Any rooms that are not booked in the block by **August 27th** will be released. Anyone calling after that date will not be guaranteed the above group room rate.

North West – October 4[Valhalla Hotel & Conference Centre](#)

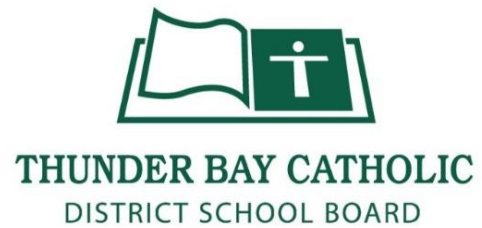
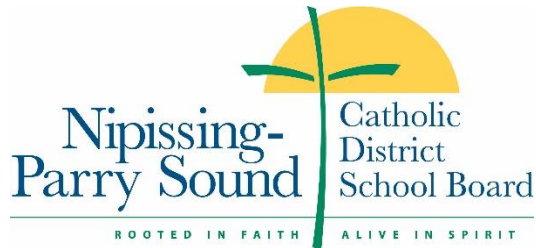
1 Valhalla Inn Road, Thunder Bay, ON P7E 6J1 (900)964-1121 or (807)577-1121

[Valhalla Hotel & Conference Centre - True Northern Hospitality](#)[Hampton Inn and Suites](#)

760 Arthur St. West, Thunder Bay, ON P7E 5R9 (807)577-5000

[Hampton Inn and Suites Thunder Bay, Ontario Hotel \(hilton.com\)](#)**Attachments:** Program, Regions Chart & Northeast Region Reception Invite

OCSTA extends gratitude to the Trustees and Staff of the Catholic District School Boards hosting our 2024 Regional Meetings:





Ontario Catholic School
Trustees' Association

OCSTA REGIONS

AREA	BOARDS/OCSTA REGION #
West	Bruce-Grey (4) Huron-Perth (4) London (5) Waterloo (4) Wellington (4) St. Clair (5) Windsor/Essex (5)
East	Algonquin & Lakeshore (10) Eastern Ontario (10) Peterborough-Victoria-Northumberland & Clarington (9) Ottawa (12) Renfrew (10) Simcoe-Muskoka (9)
North East	Huron-Superior (1) Nipissing-Parry Sound (1) Northeastern (1) Sudbury (1)
Central	Brant-Haldimand Norfolk (11) Dufferin-Peel (7) Durham (9) Halton (13) Hamilton-Wentworth (11) Niagara (11) Toronto (6) York (8)
North West	Kenora (2) Northwest (2) Superior North (2) Thunder Bay (2)



AGENDA

9:30AM	REGISTRATION
10:00AM	WELCOME <i>Michael Bellmore, President, OCSTA</i>
	GATHERING PRAYER <i>Chair, Host Board</i>
	LAND ACKNOWLEDGEMENT <i>OCSTA Director (from the Host Region)</i>
	PRESIDENT'S REPORT <i>Michael Bellmore, President, OCSTA</i>
10:45AM	CATHOLIC IDENTITY: CHRISTIAN SERVICE <i>Anne O'Brien, Director of Catholic Education, OCSTA</i>
11:45AM	LUNCH, INFORMAL DISCUSSION & NETWORKING
12:30PM	CATHOLIC EDUCATION WEEK 2025: PILGRIMS OF HOPE – JUBILEE YEAR <i>Anne O'Brien, Director of Catholic Education, OCSTA</i>
1:00PM	DIRECTOR OF CATHOLIC EDUCATION PERFORMANCE APPRAISAL <i>Nick Milanetti, Executive Director, OCSTA</i> <i>Anne O'Brien, Director of Catholic Education, OCSTA</i>
2:00PM	QUESTIONS FOR GROUP DISCUSSIONS <ol style="list-style-type: none">1. Please provide an update on the status of local collective bargaining.2. Please share any challenges your board may be experiencing.3. Please highlight points of celebration / successes / achievements at your board to be delivered at the meeting by the Chair or designate.
2:30PM	ADJOURNMENT <i>Michael Bellmore, President, OCSTA</i>