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

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

TUESDAY, MAY 11, 2021
6:30 P.M.

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

SEEDS OF FAITH
MASS · MERCY · MISSION
2018-2021

A. ROUTINE MATTERS

1. Opening Prayer – Trustee Burtnik   -

2. Roll Call   -

3. Approval of the Agenda   -

4. Declaration of Conflict of Interest   -

5. Approval of Minutes of the Committee of the Whole Meeting of March 9, 2021   A5

6. Consent Agenda Items   -
    6.1 Unapproved Minutes of the Policy Committee Meeting of April 27, 2021   A6.1
    6.2 Approval of Policies   -
        6.2.1   Board By-Laws Policy (100.1)   A6.2.1
        6.2.2   Occupational Health and Safety Policy (201.6)   A6.2.2
        6.2.3   Student Exclusion From School or Class Policy (NEW)   A6.2.3
    6.3 Staff Development Department Professional Development Opportunities   A6.3
    6.4 Capital Projects Progress Report Update   A6.4
    6.5 In Camera Items F1 & F3   -

B. PRESENTATIONS

1. Governance in the Education Sector - Marion Thomson Howell   B1

C. COMMITTEE AND STAFF REPORTS

1. Committee of the Whole System Priorities 2021-2022 Update – Camillo Cipriano C1

2. Monthly Updates
    2.1   Student Senate Update   -
    2.2   Senior Staff Good News Update   -

D. INFORMATION

1. Trustee Information

E. OTHER BUSINESS

      1.   General Discussion to Plan for Future Action   -

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
MAY 11, 2021

PUBLIC SESSION

TOPIC: **MINUTES OF THE COMMITTEE OF THE WHOLE**
MEETING OF MARCH 9, 2021

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 9, 2021, as presented.

MINUTES OF THE
COMMITTEE OF THE WHOLE MEETING

TUESDAY, MARCH 9, 2021

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, March 9, 2021 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

A. ROUTINE MATTERS

1. *Opening Prayer*

Opening Prayer was led by Trustee Moody.

2. *Roll Call*

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

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

The following staff were in attendance:

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

3. *Approval of the Agenda*

Moved by Trustee Sicoli
   THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of March 9, 2021, as presented.
CARRIED

4. *Declaration of Conflict of Interest*

Declaration of Conflict of Interest was declared by Trustees Huibers, Fera and Moody with Item F4.3 of the In Camera Agenda. These trustees have family members who are teachers, or employees of the Board. They left the meeting during discussion of this item.

5. *Approval of Minutes of the Committee of the Whole Meeting of February 9, 2021*

Moved by Trustee Prince
   THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 9, 2021, as amended.
CARRIED

6. *Consent Agenda Items*

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

   THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of February 23, 2021, as presented.

   6.2 *Staff Development Department Professional Development Opportunities*

   Presented for information.

   6.3 *Capital Projects Progress Report Update*

   Presented for information.

   6.4 *In Camera Items F1 and F3*

Moved by Trustee Burtnik
   THAT the Committee of the Whole adopt consent agenda items.
CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

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

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

   Director Cipriano and members of senior staff answered questions of Trustees.

2. *Niagara Catholic Elementary and Secondary Virtual Schools Family/Student and Educator Feedback 2020-2021*

   Lee Ann Forsyth-Sells, Superintendent of Education provided background information on Niagara Catholic Virtual Schools and introduced Christine Battagli, Consultant-Research, Assessment, Evaluation and Reporting.

   Ms. Battagli presented the Niagara Catholic Elementary and Secondary Virtual Schools Family/Student and Educator Feedback 2020-2021 report for Trustee information.

   Superintendent Forsyth-Sells and Ms. Battagli answered questions of Trustees.

3. *Monthly Updates*

   3.1 *Student Trustees' Update*

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

   3.2 *Senior Staff Good News Update*

   Senior Staff highlights included:

   Superintendent Kinney
   • Niagara Catholic District School Board was invited by the Ministry of Education to apply for funding to cover Math AQ Courses and have 17 participants engaged in the Math Primary/Junior Part 1 course being taught by our very own Laura Cronshaw.

   Superintendent Lee Ann Forsyth-Sells
   • Bromac Construction has transformed the former library information centre into three new classrooms for grade one students at Monsignor Clancy Catholic Elementary School for the new consolidated Our Lady of the Holy Rosary Catholic Elementary School in Thorold. Since the return to in-person learning on February 8, 2021, construction has continued with the foundation for the new kindergarten classrooms, front foyer, main office and chapel.

   • On February 24, and 25, students participated in a vote and selected "Guardians" as the mascot. The new school colours will be "blue and yellow" with blue from Monsignor Clancy CES and yellow from St. Charles CES. The students from kindergarten to grade eight have been active participants for setting the new traditions, images and character for Our Lady of the Holy Rosary Catholic School. The new mascot image and logo will be announced after Easter.

Director Cipriano
- Due to COVID-19 the Niagara Catholic District School Board Chaplaincy Leaders have been running K-8 retreats virtually. Although this has been a challenge for some of our students and staff, the unintended benefit is that those students that are hospitalized have been able to take part in these virtual retreats for the first time ever. The parents of these children have reached out to our Chaplains to thank them for allowing their child to take part with their classmates.

Superintendent Vetrone
- Through our strong relationship with the Regions Public Health Department, Niagara Catholic District School Board has been able to put forth a recommendation to the COVID Distribution Committee that specifically identified front line staff associated with the care of children with special needs in our school and those that are at greater risk. The committee has accepted these recommendations and are now allowing special education staff to qualify within the health care worker phase of vaccinations.

D. INFORMATION

1. *Trustee Information*

Nil

E. OTHER BUSINESS

1. *General Discussion to Plan for Future Action*

1.1   Discussion took place to defer the April Committee of the Whole meeting to the April Board meeting in order to accommodate the revised spring break.

F. BUSINESS IN CAMERA

Moved by Trustee Prince
THAT the Committee of the Whole move into the In Camera Session.
CARRIED

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 7:50 p.m. and reconvened at 8:33 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Prince
THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of March 9, 2021.
CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Burtnik
THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on February 9, 2021, as presented.
CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Burtnik
THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on February 9, 2021, as presented.
CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee Burtnik
THAT the March 9, 2021 Committee of the Whole Meeting be adjourned.
CARRIED

This meeting was adjourned at 8:34 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **March 9, 2021.**

Approved on **April 13, 2021**.

_____ _____

Daniel Moody   Camillo Cipriano
Vice-Chair of the Board   Director of Education/Secretary -Treasurer

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
           COMMITTEE OF THE WHOLE MEETING
           MAY 11, 2021

           PUBLIC SESSION

TITLE: **GOVERNANCE IN THE EDUCATION SECTOR**

Prepared by: Marion Thomson Howell, President of Shaughnessy Howell Inc.

Presented by: Marion Thomson Howell, President of Shaughnessy Howell Inc.

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

Date: May 11, 2021

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

PRESENTATION BACKGROUND

GOVERNANCE IN THE EDUCATION SECTOR

Marion Thomson Howell

PRESIDENT, SHAUGHNESSYHOWELL INC.

In addition to being a leader in corporate learning and development, Marion has extensive experience inboard governance and organizational leadership. She was elected as a trustee for the Waterloo Catholic District School Board in both the 2003 and 2006 elections, serving as Vice Chair and Chair of the Board. She served in same roles on the Board of Governors for St. Jerome's University, and is currently the Vice Chair of the Board of Trustees for St. Mary's General Hospital in Kitchener.

As a member of the St. Jerome's board, Marion chaired a task force that proposed establishing a system of bicameral governance for the university resulting in the first senate-like body in the university's history.

In addition to her work as a board member, Marion has studied governance for corporate and not-for- profit boards and has shared that knowledge and experience in a number of ways. She presented a workshop entitled, Implementing Policy Governance, One Step at a Time, at the International Policy Governance Association (IPGA) conference in Las Vegas. She has been a part of the OESC (Ontario Education Services Corporation) team since 2011, has worked with multiple school boards across the province as well as the Ontario Ministry of Education on issues related to board governance.

In her role as Executive in Residence for Capacity Canada, she designed governance training for board directors based on gamification theory and is currently designing a workshop for Executive Assistants who support boards.

Marion also has extensive experience with public sector leadership beyond the board table as well. In one project she produced a series of modules on Municipal Leadership: The Fundamentals of Municipal Leadership, Good Government Model, and Leading to Achieve Results. She also led the project for the Ministry of Education that resulted in the guide, Multi-Year Strategic Planning. A Guide for School Board Trustees.

Prepared by:	Marion Thomson Howell, President of Shaughnessy Howell Inc.
Presented by:	Marion Thomson Howell, President of Shaughnessy Howell Inc.
Approved by:	Camillo Cipriano, Director of Education/Secretary-Treasurer
Date:	May 11, 2021

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
            COMMITTEE OF THE WHOLE MEETING
            MAY 11, 2021**

            PUBLIC SESSION

TITLE: **COMMITTEE OF THE WHOLE SYSTEM PRIORITIES
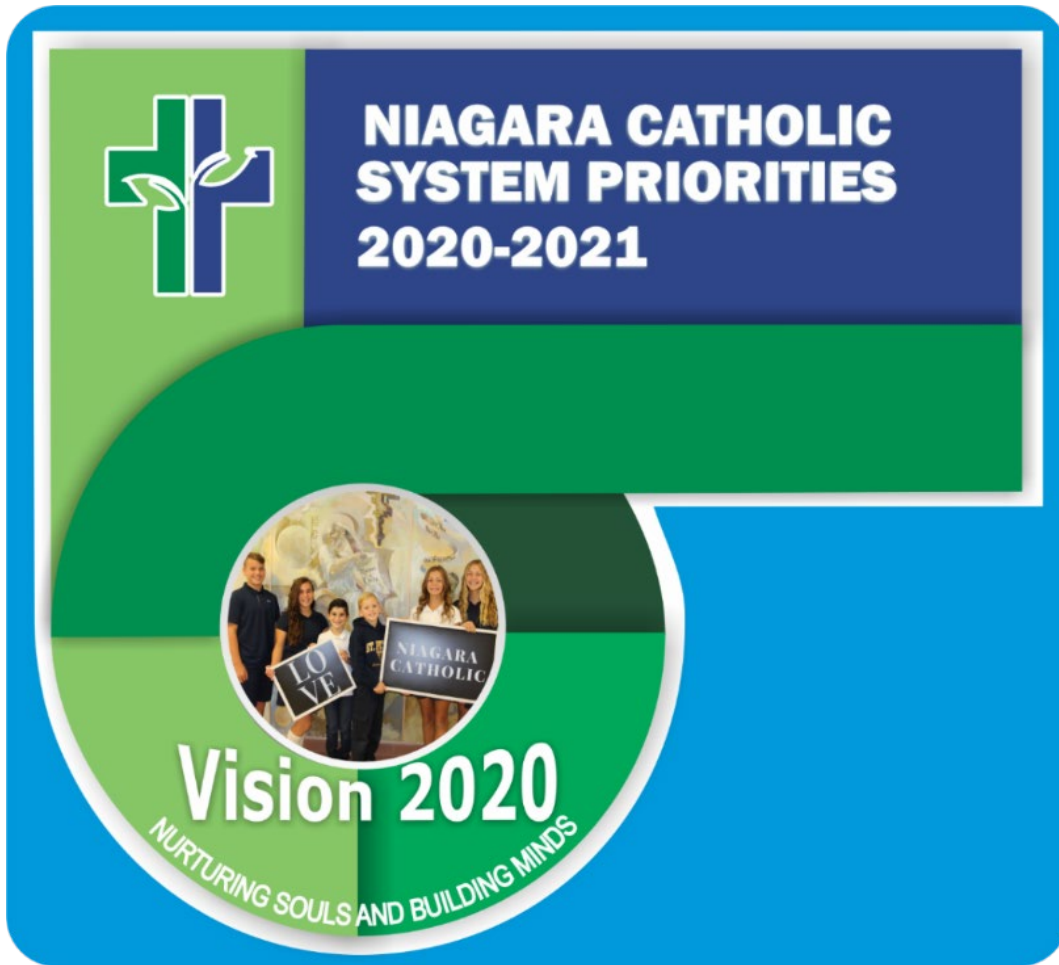   2020-2021 UPDATE**

The Committee of the Whole System Priorities 2020-2021 update report is presented for information.

Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer
                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: May 11, 2021

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE
MAY 11, 2021

COMMITTEE OF THE WHOLE SYSTEM PRIORITIES 2020-2021 UPDATE

BACKGROUND INFORMATION

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide an update on the implementation of the annual Board approved System Priorities 2020-2021.

This monthly report will provide an opportunity for the continued engagement and dialogue with the Committee of the Whole on the status of the implementation of the annual System Priorities and Budget to support the Priorities.

The Committee of the Whole System Priorities 2020-2021 update report is presented for information.

Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer
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: May 11, 2021

NIAGARA CATHOLIC SYSTEM PRIORITIES 2020-2021

Vision 2020

NURTURING SOULS AND BUILDING MINDS

VISION 2020

SYSTEM PRIORITIES 2020-2021 UPDATE

COMMITTEE OF THE WHOLE
MAY 11TH, 2021

System Priorities 2020-2021

Provide Supports for Success	1. Enhance career pathways for students that support individual pathway plans. Enhance career pathway planning and opportunities for all students. 2. Ensure that the principles of equity and inclusive education permeate policies, programs, procedures and practices within a Catholic context. 3. Employ mental health resources and supports to improve the achievement, resiliency and well-being of students. 4. Implement Board and School Bullying Prevention and Intervention Plans to support accepting, equitable and safe schools. 5. Implement the principles of Applied Behavioural Analysis to support student independence.
Enhance Technology for Optimal Learning	1. Promote the use of emerging technologies to support both student learning and staff professional development. 2. Improve WiFi access and capacity for all students in schools. 3. Implement Disaster Recovery Plan 4. Promote partnerships that align with merging social service models and needs.
Building Partnerships and School Hubs	1. Nurture the Catholic identity of schools and the board to promote stronger Catholic values, virtues, and practices, highlighted through the annual theological theme. 2. Strengthen the Family-School-Church Triad. 3. Facilitate ongoing communication opportunities with parents/guardians to support student success.
Strengthen Human Resource Practices and Develop Transformational Leadership	1. Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success. 2. Facilitate ongoing Health, Safety and Wellness initiatives focused on employees returning to work.
Create Equity and Accessibility of Resources	1. Enhance resource allocation to identified schools based on specific indicators.
Ensuring Responsible Fiscal and Operational Management	1. Improve our financial stewardship and improved transparency
Address Changing Demographics	1. Update the Long-Term Accommodation Plan. 2. Enhance community partners to access space in schools.

1. Provide Supports for Success	Implemented & In-Progress

1.1 Enhance career pathways for students that support individual pathway plans. Enhance career pathway planning and opportunities for all students.
 	
i. Further implementation of MyBlueprint career planning software as part of student programming in Grades 7-12.
 	
ii. Provide education to students, parents and staff on education and career potential in all pathways: apprenticeship, workplace, university, college, vocation and Community Living.
	• The *myBlueprint* portfolio was presented as part of the PD Day on November 18th as a tool for Assessment and Evaluation to further support secondary teachers with ongoing assessment and evaluation practices due to the octomester, and to bring additional focus to *myBlueprint's* portfolio as a career pathway planning tool. (1.1.i)
	• *myBlueprint* user data is collected monthly to understand user patterns and for future planning purposes. (1.1.i)
	• The Niagara Catholic plan for the Individual Pathways Plan (IPP) through *myBlueprint* will be reviewed this year. (1.1.i)
	
	• Niagara Catholic partnered with Niagara Workplace Planning Board and Brock to host the annual Pathways Speakers Summit virtually on Feb. 10th.
	  – Industry experts from the Niagara Region spoke to students about a variety of potential pathways and careers available, and staff presented on how Niagara Catholic has pathways for our students to all the potential careers highlighted that night.
	  – Students are currently using myBlueprint, a pathways planning and career information resource to select their courses. (1.1.ii)
	• The Young Women's Event - Explore Your Future Series Virtual includes 4 editions plus a kick-off event that was held in October 2020, with the last event ending in April 2021. Each event highlights STEM careers in the different sectors: construction sector, motive power sector, industrial and power sector, and services sector. The series includes interactive workshops, students hear from a diverse range of powerful women with careers in the skilled trades and technologies field. These women help students learn how to make connections and informed decisions regarding their futures in these fields. (1.1.ii)
	• Planning is underway to offer a course next year in the area of Horticulture and Landscaping for our Special Needs students highlighting potential career possibilities for them in what is very important industry in our Region.(1.1.ii)
	• Expanding Ontario Youth Apprenticeship Program (OYAP) through SCWI Offering
	  – Approval has been granted to offer OYAP Level 1 programs in Hairstyling and Welding. Hairstyling has started in semester 2 and is currently running. Welding has been moved to semester 1 of the 2021-22 school year.
	  – OYAP Level 1 allows students to complete the level 1 in-school portion of their apprenticeship while still in high school. The Training Delivery Agent is tied to Niagara College. What this means for students is that once they graduate from high school, and they have an employer, the student goes right into level 2 of their apprenticeship. This program basically gives the student a "jump-start" to their apprenticeship. (1.1.ii)

	• Virtual SHSM Reach Ahead sessions – various sectors (e.g. Arts & Culture, Business, Health & Wellness, Hospitality & Tourism, Info & Comm Tech, Advanced Manufacturing, Transportation) – delivered by Niagara College for Niagara Catholic students. Students learn about many career opportunities available in that sector, participate in interactive activities delivered by Niagara College faculty, as well as learn about the programs that are offered at Ontario colleges. These sessions are being delivered March through to end of April. (1.1.ii)
1.2 Ensure that the principles of equity and inclusive education permeate policies, programs, procedures and practices within a Catholic context. i. That the principles of equity and inclusive education inform Board and School Improvement Plans for Student Achievement and Well-Being, and that policies, programs, procedures and practices support the diverse needs of students.	• Continue to promote equity goal-setting in school improvement planning and the use of the *Equity Continuum* to support monitoring and evaluation of equity goals in schools and classrooms. • Provide professional learning for New Teacher Induction Program (NTIP) educators about *Assessment Through an Equity Lens to Promote Student Well-Being & Belonging* • Continue to support staff and student use of resources that support equity and inclusive education, including *The Recess Project*, *EverFi, Rick Hansen Foundation School Program* and *Unlearn* resources. • Continue to collaborate with research and community partners to plan administration of surveys (COMPASS and Middle Development Instrument {MDI}) that can support better understanding of students' needs in order to plan and implement changes that support student health and well-being, and increase a sense of belonging for all students. • Work on Ministry of Education funding applications to support equity work, including demographic data and culturally responsive and relevant pedagogy projects.

1. Provide Supports for Success	Implemented & In-Progress

1.3 Employ mental health resources and supports to improve the achievement, resiliency and well-being of students.
 	
i. That the Board's Mental Health Strategy and Action Plan for 2020-2021 align with School-Mental Health Ontario and Board resources and supports.
	Mental Health Resources to improve the achievement, resiliency and well-being of students.
	
	• Implementation of evidence-informed mental health programming, for prevention, promotion and awareness. This is implemented at the school level, and includes *Zones of Regulation, Roots of Empathy, MindUp, and EverFi* modules, delivered by Child and Youth Workers.
	
	• Professional development provided by the Mental Health Lead and team for all staff, focused on trauma-sensitive schools, managing anxiety, and how to access supports for students.
	
	• Embedding mental health literacy in all Faith Formation activities, led by the Chaplaincy team at the school level. The focus is on having conversations about how our faith and mental health are linked, and coping strategies for stressful situations.
	
	• Implementing a new 3-year *Board Mental Health and Well-being Strategy* for 2020-2023 and Action Plan for 2020-2021, aligned with School Mental-Health Ontario and Board resources, in partnership with public health and community agencies, such as Pathstone Mental Health.
	
	Mental Health Supports: Mental Health Team/personnel, and other supports to improve the achievement, resiliency and well-being of students.
	
	• Increase in the Social Work team (eight clinical social workers) to provide in-person and virtual therapy for students with mental health issues (both in-school and for students learning virtually) for elementary and secondary schools and alternative programs.
	
	• Increase in the Child and Youth Worker team to provide crisis management and prevention/awareness/promotion programming at the school level.
	
	• Implementation of a support model for schools with positive COVID-19 cases:
	  – The Mental Health Lead reaches out to the principal to reinforce the ability to consult and to share EAP and counselling resources available to staff.
	  – The Mental Health Lead supports the pre-return meeting for staff the day before isolated staff and students return to school.
	
	• Implementation of a grief and bereavement support model in collaboration with the Chaplaincy Team.

1. Provide Supports for Success	Implemented & In-Progress
1.4 Implement Board and School Bullying Prevention and Intervention Plans to support accepting, equitable and safe schools. i. That the Board and School Bullying Prevention and Intervention Plans for 2020-2021 align with the Ministry of Education initiatives and Board policies.	• Principals/vice-principals have received the *Niagara Catholic Bullying Prevention and Intervention Plan* to inform their *School Bullying Prevention and Intervention Plans* as part of their *School Improvement Plan for Student Achievement and Well-Being* for 2020-2021. • Board and school plans promote a whole-school approach, ensuring a safe, accepting, equitable and inclusive environment, free of bullying, harassment and discrimination aligned with Ministry initiatives and Board policies. • Niagara Catholic students and staff participated in *Bullying Awareness and Prevention Week* activities on November 15 to 20.
1.5 Implement the principles of Applied Behavioural Analysis to support student independence. i. Provide supports to staff and students through the further implementation of the Applied Behaviour Analysis Team, continue to develop Staff Capacity and promote student independence	ABA to support student independence • ABA Supervisors and Facilitators continue to build system capacity by providing student specific intervention when required. • ABA staff provide Tier 1 intervention – "necessary for some….good for all" model. General strategies are shared and modelled for school staff on an individual or staff basis. • Increase and reorganization of ABA Team: 1 Behaviour Analyst (Clinical Supervisor), 3 ABA Leads & 8 ABA Facilitators using a tiered approach to service. • Programs have been offered for after-school and during summer school. • Parent/Staff online presentations during school closure in partnership with Bethesda.

2. Enhance Technology for Optimal Learning	Implemented & In-Progress

2.1 Promote the use of emerging technologies to support both student learning and staff professional development.
 	
i.   Comprehensive review of distant learning service delivery model and experiences during COVID-19.
 	
ii.   Explore opportunities for new secondary course offerings that use digital platforms to deliver teacher-led virtual learning.
 	
iii.   Promote use of Brightspace parent portal to include all elementary schools.
 	
iv.   Expand pilot for deployment of additional endpoint devices for early learning and primary division.
 	
v.   Facilitate technology inventory to update and acquire technology licenses that best reflect the needs of both academic programming and corporate applications.
	• Teachers at the Elementary Virtual School deliver Ontario curriculum using whole group, small group, and individual instruction, using the NCVLE and Google Platform. (2.1.i)
	• Teachers use a wide variety of instructional tools such as slides, video recordings, charts, and teacher created materials.(2.1.i)
	• Total enrollment for the Elementary Virtual School – 2,527; total number of classes – 101. (2.1.i)
	
	• All staff are currently using the Brightspace D2L or Google Workspace tools through the NCVLE. (2.1.ii)
	• The move to remote learning has required all staff be familiar with the platforms which improves our ability to offer increased course offerings in the future. (2.1.ii)
	• Several new courses such as ASM4U – Media Arts, HSC4M World Culture, PPZ3C Health for Life, BTA3O Information and Communications Technology and HIF10 – Individual and Family Living are being offered in our virtual school for all students. (2.1.ii)
	• Next year a new course has been approved for Lakeshore Catholic - TDR3/4M-Technology Design Robotics.
	  − The course examines how tech design is influenced by human, environmental, financial and material requirements and resources. Students will research, design, build and assess solutions that meet specific human needs using working drawings, and other communication methods to present their design ideas.
	  − This will blend the current robotics course with the design aspect and we have local businesses- Oskam Steel, who are excited to partner. This will be a nice connection for SHSM students. (2.1.ii)
	
	• Currently there are 550 parents accessing the Brightspace platform; approximate 25% of parents remain active checking online for updates on a regular basis; in September and October there were 50% active on a regular basis; all parents who have registered receive daily or weekly updates about their child's progress; Brightspace progress is ongoing. (2.1.iii)
	
	• Due to the pandemic, global shortage and closure period did not allow this pilot project to expand; alternatively purchases of 1,500 chromebooks, 150 tablets with wifi, 25 mobile wifi took place since September to address technology needs for the system. (2.1.iv)
	
	• Completed a board-wide audit of software applications used for education, which included the following:
	  − Standardizing on software and applications used in classroom(s) streamline our software catalogue, reduce redundancy and training required, as well as reduce overall costs.
	  − Additional reduction in overall costs due to bulk purchasing of software when possible.
	  − Improved service and support from the Digital Learning Team & IT Service Desk.

(Cont'd) **2.1 Promote the use of emerging technologies to support both student learning and staff professional development.**	− Maintain the current levels of software support which is critical for educators. − Leverage OECM and OSAPAC when possible. − Input from multiple stakeholders throughout the process, ensuring the right software, tools and resources. (2.1.v)
vi. Implement software platforms to improve work-flow processes where possible.	IT Services is currently working directly with the Ministry of Education on a project, currently on track, on schedule and on budget to deliver SD-WAN technology to all of our schools and administrative sites. SD-WAN stands for Software Defined - Wide Area Network. It is an advanced software platform which provides the following features: A. Introduces redundant and low cost internet delivered directly at the schools instead of from our data center. B. Increases internet reliability (less outages) C. Enhances optimal learning development outcomes by eliminating certain internet bandwidth availability issues D. Increases cyber security by strengthening Niagara Catholic's security architecture and firewall operations. E. Reduces risk to the school board and ensures that classroom use of technology and board administration is not disrupted from cyber-attack events. (2.1.vi)
vii. SEA-iT Program (an online ordering platform) is being used to facilitate the order SEA equipment.	• SEA-iT has been implemented and set-up to meet the needs of Niagara Catholic students. (2.1.vii) • SEA-iT is our online platform that initiates, manages and tracks SEA equipment access for students. (2.1.vii) • Refresher training will be offered at an upcoming new ERT meeting for those who want to attend. (2.1.vii)
viii. Implement Elite Program to facilitate a digital referral process.	• eLite offers a multi-use suite of tools to support staff across the system in documenting case conferences, SBT summaries and tracking, and an electronic request for student support submission process. (2.1.viii) • Student Support Area team members is now able to document their consultation and recommendations on requests for student support through eLite, and make them available to the student's school team. (2.1.viii) • ERT/Principal training on October 14-15 began system-wide implementation. (2.1.viii) • *Brightspace Parent Portal* information has been provided to all principals. This portal can inform parents about what is happening with their child. Younger students are most likely accessing the child's login at home. (2.1.viii) • Use of *Brightspace Portfolio* (Connections to 3.0) allows the teacher to collect evidence that follows the students throughout their journey with Niagara Catholic. Teachers can add items from school which consist of both photo or video evidence and student's reflection. The educator can select to share and showcase items back with parents. Promoting the connection home. Educators are also able to send home instructions to that parents can help populate this portfolio at home. (2.1.viii)

(Cont'd) *2.1 Promote the use of emerging technologies to support both student learning and staff professional development.*	• PD opportunities supporting educators in reflecting on the learning experiences planned and pedagogical documentation that can provide opportunities for children and parents to reflect on the learning and determine next steps in learning, both at school and at home. (2.1.viii) • Provided PD after school session to support Communication of Learning. (2.1.viii)

2. Enhance Technology for Optimal Learning	Implemented & In-Progress
2.2 ***Improve WiFi access and capacity for all students in schools.*** i. Modernization project that will result in high speed internet.	• Installation of the broadband modernization project infrastructure completed for all eight high schools. The launch is scheduled for January 31, 2021. The remaining 54 sites are scheduled to be completed by May 31, 2021, which will include the CEC. • Provided NCVLE and Google Platform training on the September 1st Professional Activity Day to all staff, including Occasional Teachers. • Continue to provide weekly training sessions on NCVLE and Google Platform/Tools to all staff at various times (morning, afternoon after-school) of the day to accommodate teaching schedules. Sessions have been recorded for staff to access when needed. • Continue to embed NCVLE and Google Platform/Tools in training sessions in all curriculum areas (Math, Literacy, Religion/Family Life, Health & PE, Assessment & Evaluation). • Program & Innovation, Research Assessment and Evaluation and Staff development co-created a new website – *Ready, Set, Pivot* for remote learning to support staff in the transition to remote learning due to COVID-19 school closures. • February 12th PA Day to offer 80 minutes of additional levelled NCVLE and Google Platform/Tools training to all staff.
2.3 *Implement Disaster Recovery Plan* i. Invest in a level of redundancy for key platforms to allow operations to continue.	IT Services is currently working with the procurement team to invest in incremental hardware expansion to scale IT Operations for enhanced disaster recovery capability. Once the needed hardware is in place and the newly optimized backup, archival and ransomware protection framework is in place, we will be engaging with a 3rd party to help us formalize our end to end disaster recovery processes. This will then be discussed and reviewed with the Ministry of Education and reviewed by our internal and external auditors to ensure full compliance with existing and emerging standards and regulations. Our disaster recovery plan will evolve into a disaster recovery programme which will be operationalized and maintained over time to ensure that we have rapid recovery capability in the event of a disaster scenario. Core disaster recovery will include: In the event of a disaster scenario, the goal is to rapidly recovery essential services and their dependencies, followed by restoration of remaining services in a prioritized manner.

3. Building Partnerships and School Hubs	Implemented & In-Progress
3.1 Nurture the Catholic identity of schools and the board to promote stronger Catholic values, virtues, and practices, highlighted through the annual theological theme. i. Staff engagement in faith development opportunities. ii. Student engagement in faith development opportunities. iii. Enhance and promote the collaboration and integration of faith and mental health resources and supports. iv. Enhance opportunities for shared professional development between parish and school staff.	• Faith Day (Sept 2020) virtual retreat focused on theological theme *Seeds of Faith: Mission* and the importance of spiritual self-care in order to fulfill our mission in Catholic Education to spread the Good News. (3.1.i) • Early stages of developing additional virtual staff retreats and faith formation webinar series. (3.1.i) • Expanded elementary mini-retreat program to include all classes from K-7, in addition to the Grade 8 Journey Retreat (this includes virtual retreats for students attending the Virtual School - these will be facilitated in the spring. (3.1.ii) • Inclusion of a mental health component in all elementary and secondary retreats through collaboration with Board Mental Health Lead and Secondary CYWs. (3.1.ii) • Joint Professional Activity Day focusing on positive self-care promoting annual theological theme (2020-2021: *Mission*) through retreat and mental health training. (3.1.iii) • Inclusion of a mental health component in all school retreats led by the Chaplaincy team (K-8: 9 & 12). (3.1.iii) • Combined Chaplaincy and Mental Health support for grief and bereavement of staff or students in schools. (3.1.iii) • In lieu of the previously cancelled Advent Faith Formation gathering, a joint webinar for clergy, administrators, and trustees focusing on our theological theme of "mission" will be presented during the Season of Lent. Our presenter will be Joe Farris, a Catholic speaker, missionary and former school teacher from North Carolina. Confirmation of final details, including date, will be take place this week. • This webinar will follow up with a resource shared with all participants to encourage further engagement at the local level between principals and pastors. (3.1.iv)
3.2 Strengthen the Family-School-Church Triad. i. Encourage students, staff, family engagement with their local parish and pastors throughout the Diocese of St. Catharines.	• Collaboration with the Diocese of St. Catharines to develop sacramental preparation classes through the NCVLE to assist parishes in preparing students for the sacraments due to current health and safety restrictions impacting group gathering capabilities. • Chaplaincy leaders and school administrators collaborating with local pastors to maintain the sacramental life of the school, including virtual class visits and live-streamed or pre-recorded Mass. • Developed a Virtual Chapel for the board which is accessible to students, staff, families, and the broader community through the Board website and NCVLE.

3. Building Partnerships and School Hubs	Implemented & In-Progress
3.3 **Facilitate ongoing communication opportunities with parents/guardians to support student success.** i. Provide parents/guardians of secondary students access to real-time attendance/marks through the Maplewood parent portal. ii. Promote Catholic School Councils, activities and membership to represent school communities. iii. Provide on-going parent/guardian learning opportunities in the use of digital learning platforms to support their children at home	• Marks are available to parents through Maplewood as teachers publish them. (3.3.i) • Report cards were available to parents online the week of November 30th. (3.3.i) • Parents also have access to community service hours and transcript information through the portal. Parents also have access to their child's timetable. (3.3.i) • Catholic School Councils have met and selected their Chair/Co-Chairs for this school year. (3.3.ii) • Regular Catholic School Council meetings are being held virtually for parent engagement and input. (3.3.ii) • The NCPIC provides a newsletter insert to Catholic School Councils through the principals. (3.3.ii) • A survey will be issued to parents/guardians of the Virtual School to receive feedback about student achievement. (3.3.ii) • Virtual Elementary Parent-Teacher interviews were have been held virtually to discuss student progress. (3.3.ii) • The Digital Learning team supports parents and guardians. (3.3.iii)

4. Strengthen Human Resource Practices and Develop Transformational Leadership	Implemented & In-Progress

4.1 Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.
 	
i. Promote and support opportunities in achievement of Additional Qualifications, specifically in the areas of French, Mathematics and teaching and learning through e-learning, and additional Mental Health support.
 	
ii. Promote ongoing and various opportunities for staff to become familiar with NCVLE, Google Classroom and Brightspace technologies to provide ongoing support for students beyond the classroom instruction.
	• The following opportunities were provided:
	  – Brock University partnership on AQ FSL Part 1 – Offered fall Course – 10 participants.
	  – Brock University partnership on AQ ASD – Offered Fall Course – 20 participants – Fully Subsidized.
	  – Brock University partnership on AQ ASD – Offering Winter Course – Fully Subsidized for 20 teachers.
	  – Applied and received funding for AQ - Math Part 1, 2, or 3 (Fully subsidized 25 teachers).
	  – Offered PQP Part 1 in Cooperation with CPCO.
	  – September PA Day 1 – Health and Safety Training & NCVLE Training.
	  – September PA Day 2 – Mathematics training on new curriculum.
	  – September PA Day 3 – Faith Formation & Mental Health and Well-Being Training
	  – November PA Day – Mathematics Training for System (including keynote speaker. Dr. Suurtam).
	  – November PA Day – EA Training on Special Education Topics (*Understanding Function of Behaviour and Providing Students with Replacement Behaviours*. Continue to develop work systems for students for positive reinforcement. Easy-To-Implement, Evidence-Informed Mental Health Practices For Catholic Elementary Classrooms). (4.1.i)
	• Ongoing weekly NCVLE and Google Platform training for staff. (4.1.i)
	
	• Educators have been working with the Digital Learning team through job-embedded virtual coaching. Staff have on-demand support. Staff have also been able to book dedicated time through MS Bookings Pages presented to staff in the NCVLE. (4.1.ii)
	• Self-paced resources have been presented to all staff online to present them with instruction on utilizing tools in the NCVLE and G-Suite. (4.1.ii)
	• Time was dedicated to support staff on the November 18th PA day to support all staff through live webinars on various topics. Including the NCVLE and *Brightspace*.
	• After-school webinars have been presented to staff on various topics, with additional larger webinars in the works. (4.1.ii)
	• Digital-Led Learners have been identified to support the adoption of technology at each site. These educators will also be presented with information and resources to support changes in technology. (4.1.ii)
	Providing monthly PD afterschool webinars - outdoor learning, virtual play experiences, Bitmoji instructional. (4.1.ii)
	• Creating resources and lesson ideas to support literacy, math, self-regulation, outdoor learning, and all areas of the Kindergarten program and four frames - posted regularly in the Early Years NCVLE portal. (4.1.ii)

Cont'd

4.1 Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.

iii. Promote the active use of the Professional Development Calendar and links to job-embedded professional development on NCVLE for all employee groups which extend beyond the Professional Activity Days.

iv. Enhance professional development for staff as a result of the learning during COVID-19.

v. Develop staff capacity to implement practices that honour and engage Indigenous perspectives to provide Indigenous learners with culturally responsive supports.

- Providing FSL Part 1 Course in cooperation with Brock University – 10 teachers
- Providing AQ Math P/J Part 1 Course in cooperation with Brock University – 17 teachers
- Proving ASD course in cooperation with Brock University – 17 teachers
- Applied for Math AQ funding…awarded 52k in new funding. Confirmed by MOE on March 2, 2021
- Providing PQP Part 1 in cooperation with CPCO
- Hosted February PA Day focused on ASD, Equity and NCVLE for all staff (offered over 25 workshops)
- Staff are actively using the Booking function of NCVLE to schedule time/job embedded with consultants per all subject areas and NCVLE
- Continue to offer after school workshops in all subject areas (see CW report for March) (4.1.iii)

- Landscape of Nations 360
  – Participating in year 3 of project
  – Focus of year 3 is to develop professional development modules that can be rolled out to all staff within NCDSB
  – PD will directly relate to curriculum and Essential Understandings resource that has been created by the Landscape of Nations 360 team. (4.1.v)
- Legacy School Resources
  – Received Legacy School kits for all school sites
  – Working in collaboration with the Diocese as well as the Indigenous Lead, Mental Health Lead and Consultants to develop a plan to support staff and students with the roll-out of the resource which focuses on Residential Schools (e.g. How do we support staff and students who may question their faith as a result of learning about the experiences of students that attended Residential Schools?) (4.1.v)
- PA Day - Building Indigenous Presence in the Classroom
  – Focus of the session was on providing a view of curriculum and classroom while addressing how inaccuracies and misunderstandings between Europeans and First People continue today.
  – The session also focused on what teachers can do in their classrooms to overcome some of these discrepancies.
  – World Views of Indigenous People session
  – Focus of session was on addressing the images and issues that have recently made their way into the mainstream media (e.g. land claims, fisheries, pipelines) and the session perspectives as they are reported in print, air, and online

Cont'd **4.1 Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.**	– An Indigenous Graduate's Vision of Self within Niagara Catholic – A graduate of Saint Paul spoke of how it felt being Indigenous within the Catholic school system. Focus of session was on his experiences and the coping mechanisms he used to navigate as a student, as well as the lack of legitimate references within the curriculum and within the physical environment of his Indigenous culture/identity. (4.1.v) • Other supports: – Time sensitive memos re: Indigenous events in the school calendar – Classroom support upon request (class presentations/workshops – teachers usually stay in the room) – Teacher resources available through the VLE – Review materials for use in classroom – Sourced community members for class specific activities/teachings (and, vetted guests sourced by teachers) – Ensured focus is on all three First Peoples – Early Years program workshop – overview of Indigenous culture and resource list – Review library resources of existing inventory and recommend new purchases. (4.1.v)

4. Strengthen Human Resource Practices and Develop Transformational Leadership	Implemented & In-Progress
4.2 Facilitate ongoing Health, Safety and Wellness initiatives focused on employees returning to work. i. Promote the Use of Applied Behaviour Analysis Principles in the learning environment. ii. Making employees aware of the components of a safe working environment including strategies such as facilitating Joint Health and Safety Inspections at school sites upon the return of staff and students. iii. Monitor and communicate Workplace Violence data received from Online Reporting Tool through Health and Safety memos to all staff and through the provision of data for Joint Health and Safety Inspections. iv. Continue to provide staff with strategies to work from home in a safe manner. v. Through the shared ownership of the Staff Wellness Committee, develop a plan to integrate the needs of staff to meet their overall wellness. The definition of wellness will be defined within the parameters of the Committee.	• The Student Support Department has certified all members of the ABA Team (12 members including Behaviour Analyst, ABA Leads and ABA Facilitators) as Behaviour Management Systems (BMS) Trainers. 4.2.i) • Health and safety monthly inspections continue and are documented on e-base. Safety concerns are addressed through work orders generated from inspections. • Training completed for staff on COVID re-opening plan (PA day). • Employees sent memo on safe practices when working from home and CEC-trained on office safety protocols when returning. • New worker orientation ongoing, and when staff return to work through union support and HR Wellness Coordinator. • Staff meetings continue to address minimizing travel of staff between schools. • Memos reminding staff of resources available for mental health form mental Health Team. • Ongoing training of staff when new information becomes available (4.2.ii). • Communication to all staff on how to safely work from home. − In addition to safety, review of Niagara Catholic privacy and security policies, how to set up work spaces, how to work with children present, hazard awareness, and ergonomic adjustments was also presented. (4.2.iv) • Support material provided to staff focusing on COVID for wellness and safety (4.2.v)

5. Create Equity and Accessibility of Resources	Implemented & In-Progress

5.1 Enhance resource allocation to identified schools based on specific indicators.
 	
  i. Review and further enhance equity of resources to identify schools, including human resources, to provide programs, supports and services to meet the needs of students and staff.
 	
  ii. Review Board and School data in 2020-2021 to inform decisions for human and material resource allocation.
 	
  iii. Enhance what is currently being used to engage individuals while utilizing current resources.
	• Continue to incorporate evidence-based software (i.e. Baragar Systems, Maplewood, EFIS, SFIS, Maplewood, Social Economic Indicators) to inform our decision-making process. (5.1.i)
	• Continue to utilize the Independence Rubrics to assist schools in communicating the support required for student with special education needs. (5.1.i)
	• Utilize programs such as eLite and SEA-IT in order to facilitate the delivery of programs, services, and technology for students with special education needs. (5.1.i)
	
	• Board senior staff have reviewed and will continue to monitor data such as enrollment, demographic and other special education data as we determine staffing and other resource needs for the 2021-2022 school year. (5.1.ii)
	• Decisions on staffing will based on historical numerical data as well as local contextual information in order to provide the most equitable staffing models. (5.1.ii)

6. Ensuring Responsible Fiscal and Operational Management	Implemented & In-Progress
6.1 Improve our financial stewardship and improved transparency i. Improve and increase capacity in our internal financial reporting for management. ii. Improve ministry reporting and internal reliance data iii. Continue to optimize our cash management strategy	• Preliminary launch of Jet Reports to key stakeholders, while continuing to expand its capabilities to improved our internal financial management reporting and offers a timely, relevant and reliable monthly reporting tool to monitor and track financial activity. (6.1.i) • Continue to ensure compliance and reporting to the Ministry of Education through data internal auditing procedures and continued professional development for staff. (6.1.ii) • Monitoring our monthly cash flow position to optimize interest revenue and ensure a flexible strategy between short-term and long-term investments to allow for ease of liquidity. (6.1.iii)

7. Address Changing Demographics	Implemented & In-Progress
7.1 _Update the Long Term Accommodation Plan_ i. Use updated enrolment to optimize school utilization throughout the system to address capacity issues as per Ministry Pupil Accommodation Review. ii. Throughout the updating of the Long Term Accommodation Plan, through a transparent process, dialogue and input will be invited from all stakeholders, including students, staff, parents, pastors and community partners.	

7.2 _Enhance community partners to access space in schools_
 	
i. Engage community organizations.
	- Very limited partnerships and community use of schools opportunities due to the pandemic during the 2020/21 school
	- Some exceptions have been
	   o emergency childcare
	   o asymptomatic testing clinics
	
	- Some of our Secondary Schools have tentative partnerships in place for the summer of 2021 should public health restrictions get lifted
	- YMCA Summer programs have been approved and planned for in July and August of 2021 should public health restrictions get lifted
	
	- The pandemic continues to pose a challenge for Niagara Catholic's ability to offer community use of schools. Current offerings, and all future planned offerings are all subject to the discretion of Public Health Guidelines at the time of the programs being offered.