



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, SEPTEMBER 24, 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 Turner -
- 3. Roll Call -
- 4. Approval of the Agenda -
- 5. Declaration of Conflict of Interest -
- 6. Minutes of the Board Meeting
 - 6.1 June 18, 2024 A6.1
 - 6.2 September 10, 2024 A6.2
- 7. Consent Agenda Items
 - 7.1 Unapproved Minutes of the Committee of the Whole Meeting of September 10, 2024 A7.1
 - 7.2 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of June 5, 2024 A7.2
 - 7.3 Approved Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC) Meeting of January 11, 2024 A7.3
 - 7.4 Approved Minutes of the Audit Committee Meeting of June 7, 2024 A7.4
 - 7.5 In-Camera Agenda Items F1, F2, F2.1, F3, F4 & F9.1 -

B. DELEGATIONS/PRESENTATIONS

- 1. Indigenous Education B1

C. COMMITTEE AND STAFF REPORTS

- 1. Trustee Code of Conduct Policy (100.12) C1
- 2. Niagara Catholic Mental Health and Well-Being Strategy 2024-2027 and Annual Action Plan 2024-2025 C2
- 3. Approval to Proceed to Tender New Beamsville Catholic Elementary School C3
- 4. Long-Term Enrolment Projections for School Years 2025-2026 Through 2033-2034 C4

- | | |
|---|----|
| 5. Institute for Catholic Education – ICE | C5 |
| 6. 2024-2025 Budget Booklet | C6 |

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

- | | |
|--|------|
| 1. Correspondence | - |
| 1.1 Letter from the Niagara Children’s Centre | D1.1 |
| 2. Report on Trustee Conferences Attended | - |
| 3. General Discussion to Plan for Future Action | - |
| 4. Trustee Information | |
| 4.1 Calendar of Events – October 2024 | D4.1 |
| 5. Open Question Period | |
| <i>(The purpose of the Open Question Period is to allow members of the Catholic school supporting public to ask about items on that night’s public agenda or any previous agendas, and the Board to answer and react.)</i> | |

E. NOTICES OF MOTION

- | | |
|--|------|
| 1. Notice of Motion Submission | - |
| 1.1 Proposal to Amend the Flag Flying Protocol to Exclude the Pride Flag | E1.1 |
| 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
SEPTEMBER 24, 2024**

PUBLIC SESSION

TOPIC: MINUTES OF THE BOARD MEETING OF JUNE 18, 2024

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of June 18, 2024, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, JUNE 18, 2024

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, June 18, 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 presented by Superintendent Rocca.

2. Opening Prayer

Opening Prayers were led by Trustee Joyner.

3. Roll Call

Chair Di Lorenzo noted that Trustee Huibers was excused and Trustee Benoit's absence approved due to sanction.

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 June 18, 2024, as presented.

CARRIED

5. **Declaration of Conflict of Interest**

A Declaration of Conflict of Interest was declared by Trustee Di Lorenzo with Item C1 of the Public session and Item F7.3 of the In-Camera session. This trustee has family members who are employees of the Board. He abstained from voting on the motion for Item C1 and left the meeting during Item F7.3.

6. **Approval of Minutes of the Board Meeting of May 28, 2024**

Moved by Trustee Bruzzese

Seconded by Trustee Burkholder

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

CARRIED

7. **Consent Agenda Items**

7.1 **Unapproved Minutes of the Committee of the Whole Meeting of June 11, 2024 and Consideration of Recommendations**

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole of June 11, 2024, as presented.

7.1.1 **Purchasing/Supply Chain Management Policy (600.1)**

THAT the Niagara Catholic District School Board approve the Purchasing/Supply Chain Management Policy (600.1), as presented.

7.1.2 **Attendance Area Policy (301.3)**

THAT the Niagara Catholic District School Board approve the Attendance Area Policy (301.3), as presented.

7.1.3 **Equity and Inclusive Education Policy (100.10)**

THAT the Niagara Catholic District School Board approve the Equity and Inclusive Education Policy (100.10), as presented.

7.1.4 Leadership Pathways Policy (203.4)

THAT the Niagara Catholic District School Board approve the Leadership Pathways Policy (203.4), as presented.

7.1.5 Niagara Catholic Education Award of Distinction Policy (100.7)

THAT the Niagara Catholic District School Board approve the Niagara Catholic Education Award of Distinction Policy (100.7), as presented.

7.2 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of May 1, 2024

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of May 1, 2024, as presented.

7.3 Approved Minutes of the Audit Committee Meeting of April 17, 2024

THAT the Niagara Catholic District School Board receive the approved Minutes of the Audit Committee Meeting of April 17, 2024, as presented.

7.4 Eco Schools Results for 2023-2024

Presented for information.

7.5 Executive Council Power – July & August 2024

THAT the Niagara Catholic District School Board empower Executive Council to approve any actions, of an emergency nature only, as recommended by the Director of Education, only if a quorum cannot be achieved after a Special Meeting of the Board is called as per Board By-Laws, during the months of July and August 2024.

7.6 The Provisions of Special Education Programs and Services – Special Education Plan Revisions

THAT the Niagara Catholic District School Board approve the revisions, as set out in Appendix A to be included in the Special Education Plan 2024, as presented

7.7 Extended Overnight Field Trip, Excursion and Exchange

Presented for information.

7.8 In-Camera Items F1, F2, F2.1, F3, & F4

Moved by Trustee Joyner
Seconded by Trustee Turner

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

B. DELEGATIONS/PRESENTATIONS

1. National & Provincial Medalists

Kimberly Kinney, Superintendent of Education provided a brief background on national and provincial competitions during the school season and introduced Jenn Benoit, Consultant K-12 Health and Physical Education Consultant.

Ms. Benoit introduced principals, coaches and students who were national and provincial medalist winners.

The students were congratulated for their success and presented with Niagara Catholic “Excellence in Academics/Athletics/Arts” pins.

2. Student Trustee and Co-Chair – Student Senate 2023-2024 Appreciation

Chair Di Lorenzo extended his appreciation of Student Trustee Geremia and welcomed him back for the 2024-2025 school year. Chair Di Lorenzo acknowledged Student Trustee Johnstone for her dedication and commitment to her role as a student trustee the past two years and wished her well in her future endeavors.

Student Trustee Johnstone expressed gratitude for the opportunity, experience and growth the role of Student Trustee has provided. She acknowledged her co-chair Emilio Geremia and wished him and incoming Student Trustee Sexton all the best for the next term.

C. COMMITTEE AND STAFF REPORTS

1. 2024-2025 Original Estimates

Vice-Chair Burkholder chaired the meeting during this item.

Giancarlo Vetrone, Superintendent of Business & Financial Services provided highlights of the 2024-2025 Original Estimates.

Superintendent Vetrone answered questions of Trustees.

Trustee Di Lorenzo abstained from voting on the motion.

Moved by Trustee Marino

Seconded by Trustee Bruzzese

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

CARRIED

Moved by Trustee Bruzzese

Seconded by Trustee Joyner

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

CARRIED

2. Math Achievement Action Plan 2023-2024 Final Report

Kimberly Kinney, Superintendent of Education presented the Math Achievement Action Plan 2023-2024 Final Report.

Superintendent Kinney answered questions of Trustees.

Moved by Trustee Marino
Seconded by Trustee Joyner

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

CARRIED

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

Nil

2. Report on Trustee Conferences Attended

Trustee Turner, Vice-Chair Burkholder and Chair Di Lorenzo provided highlights of the CCSTA AGM.

3. General Discussion to Plan for Future Action

Director Cipriano expressed gratitude to those committed to attending graduations.

4. Trustee Information

4.1 Calendar of Events – September 2024

Director Cipriano highlighted the September 2024 Calendar of Events.

4.2 Annual Niagara Catholic Charity Golf Classic – September 18, 2024

Director Cipriano noted the Annual Niagara Catholic Charity Golf Classic will take place on September 18, 2024.

4.3 OCSTA 2024 Fall Regional Meeting

Chair Di Lorenzo reminded Trustees of the OCSTA 2024 Fall Regional Meeting and requested they provide responses to the questions for group discussion.

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 Bruzzese

Seconded by Trustee Turner

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

CARRIED

The Niagara Catholic District School Board moved into the In Camera Session of the Board Meeting at 7:43 p.m. and reconvened at 8:16 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Bruzzese

Seconded by Trustee Turner

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of June 18, 2024.

CARRIED

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Joyner

Seconded by Trustee Turner

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 May 28, 2024, as presented.

CARRIED (Item F1)

Moved by Trustee Joyner

Seconded by Trustee Turner

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 June 11, 2024, as presented.

CARRIED (Item F2)

The following motions were reported from the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of June 11, 2024:

Moved by Trustee Joyner

Seconded by Trustee Turner

THAT the Niagara Catholic District School Board approve the motion from the In Camera Session of the Board Meeting – SECTION B: Trustee and Director Only of F2.1

CARRIED (Item F2.1)

Moved by Trustee Joyner
Seconded by Trustee Turner

THAT the Niagara Catholic District School Board receive the Approved Minutes of the In Camera Session of the Audit Committee Meeting of April 17, 2024, as presented for information.

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 received an update on local bargaining.

The Board received information on litigation procedures.

Moved by Trustee Marino
Seconded by Trustee Turner

THAT the Niagara Catholic District School Board approve the recommendation as outlined in Item F6 of the In Camera Agenda.

CARRIED (Item F6)

Executive compensation was discussed.

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

Moved by Trustee Burkholder
Seconded by Trustee Joyner

THAT the June 18, 2024 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 8:21 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **June 18, 2024**.

Approved on **September 24, 2024**.

Danny Di Lorenzo
Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

**TOPIC: MINUTES OF THE SPECIAL BOARD MEETING OF
SEPTEMBER 10, 2024**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Special Board Meeting of September 10, 2024, as presented.



MINUTES OF THE SPECIAL BOARD MEETING

TUESDAY, SEPTEMBER 10, 2024

Minutes of the Special Meeting of the Niagara Catholic District School Board, held on Tuesday, September 10, 2024 at 10:00 p.m. 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 10:10 p.m. by Chair Di Lorenzo.

A. ROUTINE MATTERS

1. **Opening Prayer**

Opening Prayer were led by Trustee Joyner.

2. **Roll Call**

Chair Di Lorenzo noted that Trustee Bruzzese was asked to be Absent.

Trustee	Present	Present Electronically	Absent	Excused
Natalia Benoit	✓			
Joseph Bruzzese			✓	
Rhianon Burkholder	✓			
Danny Di Lorenzo	✓			
Larry Huibers	✓			
Doug Joyner	✓			
Jim Marino	✓			
Paul Turner	✓			

The following staff were in attendance:

Camillo Cipriano, Director of Education; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services

3. Approval of the Agenda

Moved by Trustee Burkholder

Seconded by Trustee Benoit

THAT the Niagara Catholic District School Board approve the Agenda of the Special Board Meeting of September 10, 2024, as presented.

CARRIED

4. Declaration of Conflict of Interest

A Declaration of Conflict of Interest were declared by Trustee Joyner with Item B1 of the In-Camera agenda.

Trustee Joyner abstained from voting on the motion.

B. BUSINESS IN CAMERA

Moved by Trustee Huibers

Seconded by Trustee Benoit

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 Special Board Meeting at 10:11 p.m. and reconvened at 10:13 p.m.

C. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Huibers

Seconded by Trustee Benoit

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Special Board Meeting of September 10, 2024.

CARRIED

Moved by Trustee Marino

Seconded by Trustee Huibers

THAT the Niagara Catholic District School Board approve the recommendation as outlined in Item B1 of the In Camera Agenda.

CARRIED (Item B1)

Addressed a personal matter concerning a trustee.

D. MOMENT OF SILENT REFLECTION FOR LIFE

E. ADJOURNMENT

Moved by Trustee Turner

Seconded by Trustee Benoit

THAT the September 10, 2024 Special Meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 10:15 p.m.

Minutes of the Special Meeting of the Niagara Catholic District School Board held on **September 10, 2024**.

Approved on the **October 8, 2024**.

Danny Di Lorenzo
Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

**TITLE: INDIGENOUS EDUCATION TRUTH AND
RECONCILIATION WEEK**

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

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

Date: September 24, 2024



PRESENTATION BACKGROUND

**Board Meeting
September 24, 2024**

INDIGENOUS EDUCATION TRUTH AND RECONCILIATION WEEK

This year, **Truth and Reconciliation Week (TRW)** takes place between **September 23rd -27th**. This week involves educational events, ceremonies, and various activities aimed at raising awareness about the legacy of residential schools and the broader impact of colonization on Indigenous communities. As Catholic Educators we must take responsibility through the preparation of intentional learning activities to teach our students about the need to know the Truth in order for Reconciliation to occur. This year, for the first time, all schools in Niagara Catholic will fly the “Every Child Matters” flag, throughout Truth and Reconciliation week. The flag is a symbol of respect for the children who did not return from Residential Schools and for the families and communities that continue to feel their loss.

September 30th has been declared Orange Shirt Day throughout Canada in recognition of the harm done to generations of children by the Indian Residential Schools. The origin of Orange Shirt Day is based on a story shared by a survivor of the residential school system, Phyllis Webstad, during the Truth and Reconciliation meetings held in Williams Lake, British Columbia in 2013.

As an affirmation of Niagara Catholic’s commitment to ensure that *every child matters*, Niagara Catholic District School Board will acknowledge Orange Shirt Day on Monday, September 30th, 2024. On this day, staff and students from Niagara Catholic will participate in the Unity Walk in Fort Erie, an event that Niagara Catholic proudly co-sponsors with the Fort Erie Native Friendship Centre, the town of Fort Erie, Rankin Construction, and the Niagara Regional Police. This is a partnership that we began last year, and one that we look forwarding to being a part of for many years to come.

We all must take time to learn about this part of our history and think about how we can make a positive difference in our community. Reconciliation is not just a word; it is an action we take every day in our relationships, our choices, and how we treat one another. As a Catholic school community, we are committed to learning and growing together. This experience is an opportunity to build personal connections with Indigenous communities, deepen empathy and understand that Indigenous communities, cultures and ways of knowing continue to survive and thrive

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

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

Date: September 24, 2024

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

TOPIC: TRUSTEE CODE OF CONDUCT POLICY (100.12)

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

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

Date: September 24, 2024



Niagara Catholic District School Board
TRUSTEE CODE OF CONDUCT POLICY
 STATEMENT OF GOVERNANCE POLICY

100 – Board

Policy No 100.12

Adopted Date: November 23, 2010

Latest Reviewed/Revised Date: April 25, 2023

MISSION STATEMENT

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board (the “Board”), the Trustee Code of Conduct Governance Policy is in compliance with the Ontario *Education Act*, Regulations, other relevant legislation. We are a Christ-centred Catholic faith community that celebrates diversity and fosters spiritual growth, inspiring all to reach their full potential in mind, body and spirit.

INTEGRITY AND DIGNITY OF OFFICE

The Niagara Catholic District School Board Trustee Code of Conduct Policy (“Code of Conduct”) governs individuals elected as a Trustee (“Trustees”) under the *Education Act*.

Elected Catholic Trustees occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel Values and the teachings of the Catholic Church. To minimize risk and legal exposure to the Board and to protect a Trustee’s personal liability, Trustees must comply with the *Education Act* and Regulations, the *Municipal Freedom of Information and Protection of Privacy Act* and Regulations, the *Municipal Conflict of Interest Act*, the *Niagara Catholic District School Board's By-Laws (100.1)* and Policies and Administrative Procedures and any other Act or Regulation that may be applicable to the Trustee's duties.

Individual Trustees are committed to open and transparent communication with the Board’s students, parents/guardians, employees, Catholic ratepayers and all educational partners through effective system and school-based communication procedures.

It is imperative that the Trustees act, and be seen to act, in the **best interests of the public they serve**. Catholic Trustees are elected to represent all stakeholders in the Board by articulating and supporting a shared commitment to excellence in Catholic education that promotes student achievement and well-being through the **delivery of effective and appropriate education programs, services and effective stewardship of the Board's resources**.

Trustees are governors, advocates and community leaders. As governors, Trustees provide strategic direction and oversight through Board policies to maintain the focus on student achievement and well-being. As advocates, Trustees inform and influence public perceptions of Catholic education and provincial education law and policy. As community leaders, Catholic Trustees engage with the public they serve to build understanding, awareness, guidance and active support for publicly funded Catholic education.

In compliance with subsection 218.1 (f) of the *Education Act*, Trustees are statutorily required to entrust the day to day management of the Board to its staff through the Board’s Director of Education.

In keeping with this statutory obligation, Trustees who are contacted by an employee of the Board with respect to an issue of employment, may listen to the concern, offer no judgement on the specifics of any concern presented. Trustees will bring information regarding the concern to the attention of the Director of Education. If required, Trustees may facilitate in guiding the employee to the relevant Collective Agreement, Terms and Conditions or Board Policy.

Trustees who are contacted by a student, parent, guardian, constituent or supporter of Catholic education will listen to the concern, provide no judgement on the specifics of the concern presented. Trustees will bring information regarding the concern to the attention of the Director of Education. If required, Trustees may direct the individual to the Board's Complaint Resolution Policy or relevant Board Policy.

CATHOLIC FAITH, COMMUNITY AND CULTURE

Each Niagara Catholic District School Board Trustee shall, within the duties prescribed in the *Education Act*, its Regulations and other applicable legislation and reflecting a ministry within the Church:

- Acknowledge that Catholic schools are an expression of the teaching mission of the Church;
- Provide an example to the Catholic community that reflects the teaching of the Church;
- Provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the Minister of Education;
- Recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- **Respect the confidentiality of the Board;**
- Ensure the affairs of the Board are conducted with openness, justice and compassion;
- Work to improve personal knowledge of current Catholic educational research and practices;
- Affirm a strong sense of Christian Catholic community; and
- Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic education in Canada.

CIVIL BEHAVIOUR AND COMMUNICATION

Catholic Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall at all times act with decorum and shall be respectful of other Trustees, the Director of Education, staff, students, all members of the Niagara Catholic community, as well as the public. As stewards of the system, Catholic Trustees are held to a high standard of conduct and should serve as role models of exemplary behaviour reflective of the values articulated in the *Ontario Catholic School Graduate Expectations*.

Trustees must:

- **Respect and comply with all applicable federal, provincial and municipal laws;**
- **Demonstrate honesty and integrity;**
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others **fairly, equally without discrimination**, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, **religion, creed**, gender, **gender expression, sex**, sexual orientation, age, **marital status, family status** or disability; and
- Respect the rights of others.

Trustees shall be prepared for meetings, avoid disrupting the process and refrain from engaging in conduct or contributing to a tone of sarcasm or denigration during meetings of the Board and at all other times that would **discredit or compromise the integrity of the Board**.

In performing their duties as Trustees, and in all matters of communication including email, telephone and face-to-face or virtual meetings, respectful language and professionalism are expected.

The Trustees are bound to uphold and comply with all Board Governance Policies, Administrative Operational Procedures and protocols. Subject to the duty of a Trustee under subsection 218.1(e) of the *Education Act* to uphold the implementation of any Board resolution after it is passed by the Board, a **Trustee may not make disparaging remarks about another Trustee or a group of Trustees in expressing comments, or disagreement or speculate on the motives of a Trustee, a group of Trustees, or Board staff.**

With the exception of the Chair of the Board and/or the Director of Education, no individual Trustee or group of Trustees has the authority to speak on behalf of the Board.

Any Trustee who fails or refuses to comply with the rules of the Board, uses offensive language, disobeys the decisions of the Chair or the Board on points of order, or makes any disorderly noise or disturbance may be ordered by the Chair to leave for the remainder of the meeting and, in the case of a refusal to do so, may, on the order of the Chair, be removed from the room where such meeting is taking place and/or the Board office. Such a removal will be recorded in the minutes of the meeting.

Subsection 207(3) of the *Education Act* addresses the exclusion of persons from Board Meetings. It provides:

“The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

COMPLYING WITH LEGISLATION

All Trustees will comply with the letter and spirit of all laws of Canada and the Province of Ontario and any contractual obligations of the Board in conducting the business of the Board.

Trustees acknowledge they may only act on behalf of the Board through resolution and may not act individually or purport to represent the interests of the Board without the knowledge and consent of the Board of Trustees shown through resolution.

Trustees shall ensure that all information they communicate in the course of their duties is accurate and complete.

It is every Trustee's responsibility to familiarize themselves with their duties and any requirements of them as prescribed by the *Education Act and Regulations*, the *Municipal Freedom of Information and Protection of Privacy Act and Regulations*, the *Municipal Conflict of Interest Act* and any other Act or Regulation that may be applicable to the Trustee's duties and/or Ministry of Education requirements and the *Niagara Catholic District School Board's By-Laws (100.1)*, Governance Policies and Administrative Operational Procedures.

All Trustees are expected to comply with the following duties of Board members as set out in section 218.1 of the *Education Act*:

A member of a board shall,

- a. carry out their responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;
- b. attend and participate in meetings of the board, including meetings of board committees of which they are a member;
- c. consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1 (1) (f);
- d. bring concerns of parents, students and supporters of the board to the attention of the board;
- e. uphold the implementation of any board resolution after it is passed by the board;
- f. entrust the day-to-day operations and management of the board to its staff through the board's director of education;
- g. maintain focus on student achievement and well-being; and
- h. **comply with the board's code of conduct.**

UPHOLDING DECISION

Trustees must understand their role as a corporate body and the expectation that they may deliberate with many voices but must act as one.

Trustees must:

- Accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board;
- Uphold the implementation of any Board resolution after it is passed by the Board;
- Comply with *Niagara Catholic District School Board By-Laws (100.1)*, Policies and Administrative Procedures; and
- Refrain from speaking on behalf of the Board unless authorized to do so by the Board. The only official spokespersons for the Board are the Chair of the Board and the Director of Education.

AVOIDANCE OF PERSONAL ADVANTAGE AND CONFLICT OF INTEREST

Pecuniary Interests

All Trustees are expected to comply with the provisions of the *Municipal Conflict of Interest Act*, which requires that Trustees disclose the general nature of their direct or indirect pecuniary interest in any matter that is the subject of consideration at a Board meeting, and abstain from participating in the discussion of the matter.

Trustees are not permitted to vote on or attempt in any way, whether before, during or after the meeting, to influence the voting on matters in which they have a direct or indirect pecuniary interest. Pursuant to section 3 of the *Municipal Conflict of Interest Act*, the direct or indirect pecuniary interest of a parent, spouse or child of the Trustee is deemed to be the interest of the Trustee.

Trustees who disclose a pecuniary interest in accordance with the *Municipal Conflict of Interest Act* will be required to file a written statement with the Director of Education declaring their interest and including a description of its general nature. Pursuant to section 6.1 of that Act, the Board will be required to maintain a registry that may be accessed by members of the public, containing copies of (i) Trustees' written statements declaring their interest; and (ii) corresponding meeting minutes. The Board will develop and maintain procedures for public access to the registry, including any reasonable limits on such access.

General Conflicts of Interest

Generally, where a Trustee, either on their own behalf or while acting for, by, with or through another, identifies a direct, indirect, or deemed conflict of interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the Trustee shall:

- Prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- Not take part in the discussion of, or vote on any question in respect of the matter;
- Not discuss the issue with any other person;
- Not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- Where the meeting is not open to the public, the Trustee shall, in addition to complying with the requirements outlined above, leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements at the first meeting of the Board attended by the Trustee, after the meeting referred to above.

When the meeting is open to the public, every declaration of interest and the general nature of that interest shall be recorded in the minutes of the Board meeting. When the meeting is not open to the public, every

declaration of interest, but not the general nature of that interest, shall be recorded in the minutes of the next meeting of the Board that is open to the public.

It is an expectation of the Board that Trustees will comply with the provisions of the *Municipal Conflict of Interest Act* and avoid conflicts of interest as set out in this Code of Conduct.

Every Trustee is responsible and accountable for exercising good judgment and avoiding situations that might present a conflict of interest or the appearance of a conflict of interest and, where a conflict of interest might exist, each Trustee has an affirmative duty to disclose such conflict when it becomes apparent.

No Trustee shall use their position, authority or influence for personal, financial or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate. Every Trustee shall uphold and enhance all Board business operations by:

- Maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board;
- Fostering the highest standard of professional competence among those for whom they are responsible;
- Complying with and being seen to comply with the letter and spirit of:
 - the laws of Canada and the Province of Ontario
 - contractual obligations applicable to the Board; and
- Rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.

A Trustee shall not use their position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the Trustee, or the interests of a relative, friend and/or business associate of the Trustee.

A Trustee must not participate in any decision or recommendation in which they or a relative, friend or business associate may have a financial, commercial or business interest.

LOBBYING

On occasion, lobbyists may attempt to communicate with Trustees for the purpose of influencing Trustees with respect to the procurement of goods and services and the awarding of contracts. Trustees must report such inquiries to the Director of Education forthwith. Trustees must not use their influence to gain or advance the interest of any particular party during a procurement process.

CONFIDENTIALITY

All Trustees acknowledge that, as part of their duties to the Board they may be privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the Board that may provide a financial, business, commercial or competitive advantage, and that they may be privy to private and confidential student and personnel information, and/or legal matters and opinions. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, financial information, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the Board.

Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, firm, or other entity, or disclose to any third party the Board's proprietary or confidential information disclosed or entrusted to that Trustee, and Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to section 122 of the *Criminal Code* and this Code of Conduct.

The confidentiality of personal/educational student and family information received in the course of duties must be respected, protected and kept confidential. Trustees are required to keep all information received, including but not limited to, in-camera discussions and actions in complete confidence. Information

received should not be discussed or reviewed in public or where another student, parent, employee or member of the school community or public could accidentally overhear or read such information.

Except as required by law, and in accordance with the *Education Act* and *Municipal Freedom of Information and Protection of Privacy Act*, all Trustees agree not to use or disclose the personal and/or educational information of students and their families that may come to the attention of a Trustee.

Except as required by law, and in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, all Trustees agree not to use or disclose the personal and/or employment information of Board employees and their families that may come to the attention of a Trustee.

A Trustee's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives their term as Trustee.

BOARD RESOURCES

No Trustee shall use Board resources for personal gain. No Trustee shall permit relatives, friends and/or business associates to use Board resources for personal gain. Trustees recognize that such inappropriate use of Board resources, directly or indirectly, for their benefit may constitute a breach of trust contrary to section 122 of the *Criminal Code* and this Code of Conduct.

All Trustees shall fully comply with all Board Policies, Protocols, Procedures and Administrative Procedures regarding the use of Board resources, including information technology resources.

PROCEDURES FOR GIFTS AND HOSPITALITY

Although moderate hospitality is an accepted courtesy in business relationships, Trustees should not allow themselves to reach a perceived position whereby they might influence a Board decision as a consequence of accepting such hospitality. If there is uncertainty regarding what is considered an appropriate honoraria or hospitality to give or receive, the Trustee should discuss this with the Chair of the Board.

~~Trustees should not use their position for improper gain or benefit, nor under any circumstances accept gifts.~~ No Trustee shall accept a gift from any person, group or entity that has dealings with the board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,

- i. the gift is of nominal value,
- ii. the gift is given as an expression of courtesy or hospitality, and
- iii. accepting the gift is reasonable in the circumstances.

Gifts and donations, by any Trustee, to any groups or individuals will not be reimbursed.

Gifts and donations may be made on behalf of the Board of Trustees as a whole, if approved in advance by the Chair of the Board and the Director of Education.

ENFORCEMENT OF CODE OF CONDUCT AND MUNICIPAL CONFLICT OF INTEREST ACT

An alleged breach of this Code of Conduct by a Trustee may be dealt with by the following procedures:

Pursuant to section 218.3 of the *Education Act*, a Trustee who has reasonable grounds to believe that a Trustee(s) has breached this Code of Conduct may bring the alleged breach, in writing, to the attention of the Board through the Chair of the Board, or the Vice-Chair, in the event that the alleged breach is with the Chair of the Board or the Chair of the Board is unavailable.

No trustee shall give notice of an alleged breach of the Code of Conduct if the allegation is frivolous or vexatious or the notice is given in bad faith.

No Trustee shall engage in reprisal or the threat of reprisal against another trustee who gave notice of an alleged breach of the Code of Conduct or who provides information about an alleged breach to the Integrity Commissioner.

Informal Process

The Chair of the Board or Vice-chair if the alleged breach is with the Chair on their initiative, or at the request of a Trustee of the Board who alleges a breach of the Code has occurred, may meet informally with a Trustee of the Board who is alleged to have breached the Code. This meeting may include the Chair and all Trustees involved, the purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to resolve the concern. This Informal Process is conducted in private. The Chair of the Board may invite the Director of Education to attend the meeting.

Formal Process

If a Trustee has reasonable grounds to believe that another Trustee has breached this Code of Conduct, they must bring the alleged breach forward as soon as reasonably possible. The Board may choose not to deal with an alleged breach should the alleged breach come to the Board's attention after: (a) one year after the incident to which the alleged breach relates; or (b) if there are a series of incidents, after one year after the last in the series. A Trustee may apply to the Board for an extension of this time limit, and the Board may grant such an extension if the Board is satisfied that the delay in bringing the alleged breach forward was incurred in good faith and no substantial prejudice will result to any person affected by the delay.

If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter. the document setting out the breach together with any other materials will be provided to the Director of Education in the Director's role as Secretary to the Board. The Director of Education will place the matter in the Trustee and Director Only section of the next *In-Camera* Board Meeting.

At the *In-Camera* Board Meeting where the alleged breach of the Code of Conduct is presented, legal counsel to the Board will be present to advise the Board with respect to legal matters related to relevant legislation and the Code of Conduct process as set out in the Code of Conduct. In compliance with Sections 198 and 283.1 of the *Education Act*, for the Board to meet, the Director of Education will be present as Secretary to the Board to take minutes. All other staff who attend meetings of the Board will be excused from the Trustee and Director Only section of the *In-Camera* portion of the meeting of the Board where the Code of Conduct complaint is presented.

At the *In-Camera* meeting of the Board at which the alleged breach is presented, the Board will direct Board legal counsel to oversee an independent investigation conducted by an external investigator as selected by Board legal counsel. The results of the external investigation will be presented to the Board by Board legal counsel and the external investigator upon completion.

Based on the results of the external investigation, the Board will determine whether the Trustee has breached the Code of Conduct.

The findings of the external investigation report shall be added to the minutes of the public portion of the meeting where the decision was made.

If the Board determines that a Trustee has not breached the Code of Conduct, the Board may impose sanctions or consequences on the relevant individual(s), which includes a Trustee or Trustees, who have brought the complaint forward. The sanctions or consequences will be determined in consultation with Board legal counsel.

If the Board determines that a Trustee has breached the Code of Conduct, the Board may impose one or more of the following sanctions:

- Censure of the Trustee.
- Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
- Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.

A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.

In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.

If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board.

The notice shall inform the Trustee that they may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice, which date will be at least 14 days after the notice is received by the Trustee.

The Board shall consider any written submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanction imposed by the Board is also revoked.

If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.

If a sanction is varied or revoked by the Board, the variation or revocation shall be deemed to be effective as of the date the original determination of the alleged breach was made by the Board.

Despite subsection 207(1) of the *Education Act* which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

- The security of the property of the Board;
- The disclosure of intimate, personal or financial information in respect of a Trustee or committee member, an employee or prospective employee of the Board or a student or their parent or guardian;
- The acquisition or disposal of a school site;
- Decisions in respect of negotiations with employees of the Board; or
- Litigation affecting the Board.

The meeting of the Board shall be In-Camera (closed to the public) when the subject matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the Board.

The Board shall take the following actions by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- Make a determination that a Trustee has breached this Code of Conduct.
- Impose a sanction on a Trustee for a breach of this Code of Conduct.
- Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct.
- Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above.

When a resolution listed above is passed, the resolution shall be recorded in the minutes of the meeting. The *Statutory Powers Procedure Act* does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*.

Nothing in this Code of Conduct prevents a Trustee's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that Act.

A Trustee who is subject to a Board inquiry to determine whether the Trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process.

In the event that a Trustee has been found to have not breached the Code of Conduct, all legal expenses for the Trustee involved in a Code of Conduct complaint will be reimbursed by the Board.

Review and Amendments

The policy shall be reviewed before May 15, 2027 and subsequently every four years. In addition to any changes made during the review period, a change to the policy shall be identified on the NCDSB website before August 31 of the same fiscal year.

References

- [*Criminal Code, Section 122*](#)
- [*Education Act, Subsection 207\(1\); Subsection 207\(3\); Section 218.1; Section 218.3*](#)
- [*Municipal Conflict of Interest Act, Section 3, Section 6.1*](#)
- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- [*Ombudsman Act*](#)
- [*Ontario Catholic School Graduate Expectations*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Board's By-Laws Policy \(100.1\)*](#)
 - [*Complaint Resolution Policy \(800.3\)*](#)
 - [*Trustee Expenses and Reimbursement Policy \(100.13\)*](#)
 - [*Trustee Honorarium Policy \(100.11\)*](#)
- [*Terms and Conditions and Collective Agreements*](#)

Adopted Date:	November 23, 2010
Revision History:	March 20, 2018 June 15, 2021 April 25, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC MENTAL HEALTH AND
WELL-BEING STRATEGY 2024-2027 AND ANNUAL
ACTION PLAN 2024-2025**

The Niagara Catholic Mental Health and Well-Being Strategy 2024-2027 and Annual Action Plan 2024-2025 report is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Andrea Bozza, Manager of Mental Health and Well-Being

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Andrea Bozza, Manager of Mental Health and Well-Being
Dave Peirce, Supervisor of Clinical Services

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

Date: September 24, 2024



REPORT TO THE BOARD

NIAGARA CATHOLIC MENTAL HEALTH AND WELL-BEING STRATEGY 2024-2027 AND ANNUAL ACTION PLAN 2024-2025

BACKGROUND INFORMATION

Mental Health and Well-Being continues to be a priority for the Ministry of Education, School Mental Health-Ontario (SMH-ON), and the Niagara Catholic District School Board.

The Niagara Catholic Mental Health and Well-Being Team collaborates with principals, vice-principals, and staff, on mental health and well-being promotion, prevention and intervention, in alignment with the Mission, Vision and Values of the Niagara Catholic District School Board.

The system priority from the Board 2021-2026 Strategic Plan, *Listening, Learning and Leading*, “Advance Student Achievement for all Students” includes support for students’ mental health and wellness. The Ministry of Education, Policy Program Memorandum 169: Student Mental Health provides direction to school boards based on the premise that good mental health is foundational to achievement.

The Niagara Catholic District School Board has now launched the new *Niagara Catholic Mental Health and Well-Being Strategy 2024-2027* and *Annual Action Plan 2024-2025*.

The Niagara Catholic goals and priorities for mental health and well-being for 2024-2027 are:

- Embed wellness promotion and social-emotional learning into everyday school culture
- Increase educator understanding of mental health and well-being from a culturally responsive, identity-affirming and trauma-informed lens
- Expand mental health awareness and promotion to better engage student and family voice
- Sustain and strengthen equitable pathways to care both internally and externally
- Develop, implement and improve communication of a comprehensive, holistic employee well-being plan and programming

The *Niagara Catholic Mental Health and Well-Being Strategy 2024-2027* and *Annual Action Plan 2024-2025* are available for principals, vice-principals and staff on *My Niagara Catholic* in the Mental Health and Well-Being Folder.

The [*Niagara Catholic Mental Health and Well-Being Strategy 2024-2027* and *Annual Action Plan 2024-2025*](#) are also posted on the Board Website.

Rollout Plan for the Niagara Catholic Mental Health and Well-Being Strategy 2024-2027 and Annual Action Plan 2024-2025

In support of the [Ministry of Education PPM 169: Student Mental Health](#), Niagara Catholic is committed to ensuring that all staff are aware of the *Niagara Catholic Mental Health and Well-Being Strategy 2024-2027* and *Annual Action Plan 2024-2025*.

As a part of the 2024-2025 professional development plan, each professional development session will include a portion of time dedicated to having a clear understanding of our mental health goals and priorities.

Dates	Staff Groups Trained	Description	Trainers
June 2024	Central level staff consultants and curriculum leaders	In-person, one hour overview and consultation about goals and priorities in Mental Health and Well-Being Strategy	Manager of Mental Health and Well-Being
September 10, 2024	Social Workers /Psychotherapists, ABA Team and select Student Support services staff	In person, half-day overview of Mental Health and Well-Being Strategy	Manager of Mental Health and Well-Being Supervisor of Clinical Services
September 17, 2024	Secondary Career Studies GLC20 Teachers	In-person, full day training, 1 hour overview of Mental Health and Well-Being Strategy	Manager of Mental Health and Well-Being Arts and Student Leadership Consultant Religion and Family Life Consultant
September 18, 2024	Educational Resource Teachers	In-person, 1 hour overview of Mental Health and Well-Being Strategy and Mental Health protocols	Manager of Mental Health and Well-Being
September 19 and 27, 2024	Mental Health Champions	In-person, full day training, half day overview of Mental Health and Well-Being Strategy and Protocols	Manager of Mental Health and Well-Being
September 20, 2024 PA Day- Elementary and secondary staff	All staff	Virtual sessions: Mental Health and Well-Being Strategy and Protocols	Manager of Mental Health and Well-Being Supervisor of Clinical Services
September 24, 2024 Board Meeting Report	Trustees and Senior Staff	Overview of Mental Health and Well-Being Strategy	Manager of Mental Health and Well-Being Supervisor of Clinical Services
October 25, 2024	Elementary and Secondary Principals	Overview of Mental Health and Well-Being Strategy	Manager of Mental Health and Well-Being Supervisor of Clinical Services

Highlights/Actions for 2024-2025 to support Niagara Catholic Goals and Priorities

Niagara Catholic Implementation for Mental Health Literacy Modules for Grades 7 and 8

As part of the Health and Physical Education curriculum, the Ontario government, in collaboration with School Mental Health-Ontario, introduced mandatory mental health literacy modules for grades 7 and 8 teachers and students. Niagara Catholic has implemented the Ministry of Education approved, teacher-led and culturally responsive mental health literacy learning modules for students in grades 7 and 8.

Training sessions for all grades 7 and 8 teachers were provided by the Manager of Mental Health and Well-Being, the Health and Physical Education Consultant, and the Religion and Family Life Consultant.

In the 2024-2025 school year, the implementation team will follow-up with all grades 7 and 8 teachers through surveys and data collection to ensure that the modules have been implemented and to measure effectiveness and satisfaction.

Training Sessions for Mental Health Literacy Modules for Career Studies (GLC2O), and Curriculum Implementation

The Ministry of Education has developed two new learning modules to support revisions to the existing Career Studies curriculum (GLC2O). These modules will enhance mental health literacy, equipping students with culturally-responsive, evidence-informed knowledge, skills and strategies, to support their mental health and well-being while in school and on-going outside of school.

The modules highlight how students can build their mental health literacy in preparation for their transition to post-secondary education and/or the job market. This makes the modules a strategic place to embed faith in mental health learning by linking these lessons to Catholic Social Teachings and the Ontario Catholic School Graduate Expectations.

Moreover, the support of students' well-being and mental health aligns with Catholic Social Teachings by honouring and protecting the dignity of every student. The “Connections for Catholic School Districts” document provides some suggestions to integrate faith to support students' mental health literacy: <https://smho-smso.ca/wp-content/uploads/2024/06/MH10-Implementation-catholic-connections.pdf>.

The two modules focus on understanding stress management and recognizing signs of stress that can become problematic.

The two modules are:

- Strategies for Managing Stress and Navigating Balance
- Knowing When, Where and How to Seek Support

The Mental Health Literacy Modules for Career Studies (GLC2O) are available to secondary students:

- at Niagara Catholic secondary schools, 2024-2025 school year
- e-learning, 2024-2025 school year, and
- Summer School 2025

Niagara Catholic Implementation Action Plan for Mental Health Literacy Modules for Career Studies (GLC2O)

Dates	Staff Groups Trained	Description	Trainers
May 29, 2024	Subject Council Meeting: Program Chairs	In-person ½ hour session introduction to Mental Health Literacy Modules and Overview for School Teams	Manager of Mental Health and Well-Being
May 30-31, 2024	Superintendent of Education: Mental Health and Well-being Manager of Mental Health and Well-Being	In-person 1 hour session <ul style="list-style-type: none"> • High-level overview of Mental Health Literacy modules and curriculum resources 	SMH-Ontario
September 13, 2024	Manager of Mental Health and Well-Being Arts and Student Leadership Consultant Religion and Family Life Consultant	Virtual 1 hour session <ul style="list-style-type: none"> • High-level overview of Mental Health Literacy Modules and curriculum resources 	SMH-Ontario

September 17, 2024	All secondary Career Studies teachers	Full day, in-person training <ul style="list-style-type: none"> • Half- day professional development focused on mental health and well-being • Half- day professional development focused on the Mental Health modules and Career Studies curriculum 	Manager of Mental Health and Well-Being Arts and Student Leadership Consultant Religion and Family Life Consultant TELT Consultant
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September 20, 2024 PA Day

All staff participated in professional learning sessions focused on mental health and well-being delivered by Andrea Bozza, Manager of Mental Health and Well-Being, and Dave Peirce, Supervisor of Clinical Services with the following topics:

- Overview of the Mental Health and Well-Being Strategy
- Updated mental health and well-being protocols and referral model
- Overview of supports and services available for students
- Fetal Alcohol Spectrum Disorder (FASD), including how to work with students and practical strategies for the classroom

Secondary Religion and Family Life Teachers: MH Lit Course

MH LIT: Student Mental Health in Action is a series of four lessons to support the development of basic mental health knowledge and help-seeking skills, created by SMH-ON. The lessons are designed for secondary students, focusing on building their understanding of mental health and mental illness, signs of mental health problems, and how/where to access help when needed. During the 2024-2025 school year, the Religion and Family Life Consultant and Manager of Mental Health and Well-Being will follow up with all teachers to ensure implementation into the curriculum.

Professional Development Sessions for Select Staff

Throughout the 2024-2025 school year, professional development in the area of mental health and well-being will be available for select staff. This will include a half-day session with Educational Resource Teachers to highlight protocols, early identification of mental health challenges, and community resources. NTIP teachers will receive suicide intervention training, and a half-day session focused on prevention and awareness of mental health in our schools.

Social-Emotional Learning: Child and Youth Worker Summer Learning Support

Child and Youth Workers deliver evidence-based programs in classrooms for students (Zones of Regulation, Roots of Empathy, Mind-Up). Behaviour Resource Teachers (Student Support Services) are delivering tier 1 Social-Emotional Learning programs (“I am a Child of God”) in classrooms with a prevention focus.

Focus on Vaping and Cannabis Use: Grade 5 Teachers

In the 2023-2024 school year, all grade 5 teachers participated in a full day session with Niagara Region Public Health on substance use and addiction. The Ministry of Education PPM 128 includes a focus on the adverse effects of vaping and drug use. Two mandatory learning modules on vaping, cannabis and digital citizenship will be made available to school boards to support implementation in the grade 6 Health and Physical Education curriculum. In 2024-2025, grade 5 teachers will receive training in partnership with Niagara Region Public Health.

Niagara Catholic DSB Website

Niagara Catholic has added a mental health and well-being section to our public website, www.niagaracatholic.ca. This includes school supports, community supports and resources, resources for

parents/caregivers, educators and students, and crisis support. These can be found at https://www.niagarcatholic.ca/community/mental_health.

ASIST/safeTALK

A 2-day Applied Suicide Intervention Skills Training (ASIST) session will be provided for select staff (Administrators, Success/Guidance Teachers, Consultants, Child and Youth Workers, Chaplaincy Leaders, Educational Resource Teachers and Human Resources Services staff) to focus on the skills needed to provide a suicide intervention if a student is thinking about suicide. One *safeTALK* session will be provided for the NTIP program, to provide awareness and prevention strategies for students thinking about suicide.

School Mental Health and Well-Being Champions

School Mental Health and Well-Being Champions have been identified in all schools, to act as a liaison between the Manager of Mental Health and Well-Being and the school community. School Mental Health and Well-Being Champions have been scheduled for a full day, in-person training session focusing on protocols, supports and services for students, and the impact of social media/screen time on the mental health and well-being of our students. The School Mental Health and Well-Being Champions will also have access to mental health training and professional development to build capacity in their schools.

Mental Health and Well-Being Leadership Team

The Mental Health and Well-Being Leadership Team is a multi-disciplinary team comprised of varying roles, departments and staff. The Team meets several times during the year in order to achieve outcomes that align with the Mental Health and Well-Being Strategy.

Mental Health and Catholic Education Week: May 4 to 9, 2025

Niagara Catholic celebrates both Catholic Education Week and Mental Health and Well-Being Week, by intentionally identifying the connections between faith and mental health and well-being. This week focuses on faith and wellness activities, concluding with a campaign in elementary and secondary schools, to highlight the impact that our faith has on our mental health and well-being. The theme for this week is “Pilgrims of Hope.”

Collaboration between Child and Youth Workers and Chaplaincy Leaders

As a commitment to ensuring that Niagara Catholic continues to have an intentional link between faith and mental health and well-being, Child and Youth Workers will become a member of the faith-based retreat teams for grade 8 students. During the journey retreats, grade 8 students will connect with their secondary schools, to engage in Journey retreats that will further facilitate the connection between the elementary school and secondary school. Elementary Child and Youth Workers will engage in the retreat to ensure social-emotional programming and relationship building can be facilitated alongside faith components facilitated by the Chaplaincy Leaders.

Social Workers/Psychotherapists and Child and Youth Workers

For the 2024-2025 school year, Niagara Catholic has a team of 9 full-time Social Workers/ Psychotherapists who deliver bi-weekly therapy sessions to students with mental health and well-being concerns. Niagara Catholic is currently in the process of hiring an Indigenous Social Worker/Psychotherapist. Social Workers/Psychotherapist will also be provided with evidence-based mental health training through SMH-ON in 2024-2025. Niagara Catholic has 25 Child and Youth Workers who are providing evidence-based classroom programming in elementary and secondary schools.

Implementation of Measurement-Based Care

Niagara Catholic Social Workers/Psychotherapists currently utilize the documentation platform (PHIPA compliant) EMHware. This allows proper documentation, case notes, and uploading of assessments/referrals and files. EMHware currently allows the mental health team to run reports, assess data, and provides statistics regarding services. In 2024-2025, Niagara Catholic will implement GreenSpace, a measurement-based care system. This involves tracking student progress throughout treatment, and using consistent outcome measures. It provides an avenue for the Mental Health and Well-Being Team and their

students to regularly check in with each other, reflect on objective symptom change data together, and uncover insights or patterns that can inform treatment decisions.

Supervisor of Clinical Services

In May, 2024, Niagara Catholic added the Supervisor of Clinical Services to support the Mental Health and Well-Being Team. The Supervisor of Clinical Services reports directly to the Manager of Mental Health and Well-Being, is responsible for clinical supervision of the Social Workers/Psychotherapists, and the administrative supervision of the Child and Youth Workers. This includes regular clinical supervision, including performance appraisals, peer to peer supervision, reporting data/statistics to the Ministry of Education and the school board, and supporting crisis or grief and bereavement responses as necessary. This will also include supporting the Child and Youth Workers in the implementation of evidence-based programming in the classroom.

School Mental Health-Ontario Resources

SMH-Ontario has provided all school boards with access to mental health resources and staff-specific training. Select staff groups will have the opportunity to register and engage in focused mental health and well-being training. Tip sheets and curriculum focused mental health resources are available to all staff. Resources have been posted and sent to select staff groups based on need. The School Mental Health Ontario website is www.smho-smsso.ca.

Crisis Response/Compassionate Care Response/Tragic Incidents

Niagara Catholic has a multi-disciplinary team responsible for responses to crisis, tragedy and death. This team includes the Mental Health and Well-Being Team (responsible for student wellness), the Chaplaincy Leader Team to ensure there is a faith lens, the Student Support Services Team to ensure coverage for teaching staff, if necessary, the Human Resources Services Department, responsible for staff wellness and supports, and the Communications' Team, responsible for messaging to staff and families.

Community Pathways to Care: New Protocols

As a priority in the Mental Health and Well-Being Strategy 2024-2027, Niagara Catholic will be updating both internal and external protocols. This will include the *Compassionate Care Response Guide*, the Protocol for Suicide Prevention, Intervention and Postvention, the Community VTRA/Threat Assessment Protocol, and the protocol with the local Lead agency, Pathstone Mental Health.

Partnership with Niagara Region Public Health

Niagara Catholic Child and Youth Workers participated in professional development with Niagara Regional Public Health on the September 20, 2024 PA Day. The community presentations included the healthy schools' framework, and how to collaborate with school nurses to ensure the delivery of mental health awareness and prevention programming in all schools.

Kristen French Child Advocacy Centre, Camp Acorn: Trauma Informed Camp for Students

Mental Health funding from the Ministry of Education supported mental health supports during the summer of 2024 at Camp Acorn. Niagara Catholic sponsored 88 students, in partnership with the Kristen French Child Advocacy Centre. Students participated in two-week blocks focusing on building trust, resiliency, and relationships, making connections, and teaching coping skills. Social Workers/ Psychotherapists who were on site supported all students and were also available for counselling sessions upon request.

Big Brothers/Big Sisters Niagara

In partnership with Big Brothers/Big Sisters Niagara, the following programs are available for students:

- In-School Mentoring: This program matches students 6-16 years of age, with a volunteer (Mentor) for the school year. The Mentor and Mentee spend one hour per week doing a fun activity or engaging socially. This program focuses on encouraging friendships and increasing self-esteem through activities such as games, sports, crafts, reading or conversation.
- Go Girls! Healthy Bodies, Healthy Minds (female students) or Game On! Eat Smart – Play Smart – Live Smart (male students): These small group mentorship programs focus on achieving healthy

bodies and healthy minds. Sessions last 1 to 1.5 hours in length and allow participants to take part in fun, educational and active games, healthy snack breaks and discussions.

- Power Up and Play: This small group mentorship program is open to all youth focusing on achieving healthy bodies and healthy minds. The program objectives teach Grades 4 - 5 students about living an active lifestyle, practicing healthy eating habits, and possessing a positive self-image.

Niagara Catholic continues to support student mental health and well-being in all Niagara Catholic schools and values the ongoing collaborations and support of our community partners.

The Niagara Catholic Mental Health and Well-Being Strategy 2024-2027 and the Annual Action Plan 2024-2025 report is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Andrea Bozza, Manager of Mental Health and Well-Being

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Andrea Bozza, Manager of Mental Health and Well-Being
Dave Peirce, Supervisor of Clinical Services

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

Date: September 24, 2024

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

**TITLE: APPROVAL TO PROCEED TO TENDER
NEW BEAMSVILLE ELEMENTARY SCHOOL**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the request to proceed to tender for the construction of the New Catholic Elementary School, located in the Town of Lincoln (Beamsville), contingent on receiving Ministerial approval to proceed.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

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

Date: September 24, 2024



REPORT TO THE BOARD SEPTEMBER 24, 2024

APPROVAL TO PROCEED TO TENDER NEW BEAMSVILLE CATHOLIC ELEMENTARY SCHOOL

BACKGROUND INFORMATION

In the Spring of 2023, Niagara Catholic was granted \$12.1 million in capital priority funding to construct a new 42,442 sf, 421 pupil place, elementary school, located in the Town of Lincoln (Beamsville). The design of the project has now been completed, site plan approval and building permit are being finalized.

Further to Niagara Catholic's Purchasing/Supply Chain Management Policy 600.1 requirements, we are requesting the approval of the Board of Trustees, to proceed with the tendering for construction of the new school.

In order to verify the budget, and as a Ministry of Education requirement, a pre-tender estimate was completed by BTY quantity surveyors in April 2024, coming in at approximately \$26 million. Recognizing this significant escalation in cost, Niagara Catholic, together with the Architect, worked with BTY to reduce the estimated cost of the project. In April, a revised estimate for construction was submitted at approximately \$24 million. In light of this, Niagara Catholic authorized a third-party cost consultant, Ingersoll & Associates to conduct a third estimate of the construction cost of the project. In August 2024, the estimate came in at \$25.2 million for construction.

Having obtained three pre-tender cost estimates, all significantly over the originally approved funding, Niagara Catholic proceeded with the request for approval to proceed to tender with the Ministry of Education.

On September 5, 2024, Niagara Catholic submitted the request for approval to proceed to tender, to the Ministry of Education with a revised project estimate of \$27,296,788. The original capital priority funding granted for this project was \$12,122,607 representing an increase of \$15 million. It should be noted that the revised amount includes the cost of construction, as well as all soft costs including consulting fees (Architect, Engineers), permit fees, testing and inspections allowances, furniture and equipment, and unique site costs for storm water management and soils remediation.

In consultation with the Ministry, the cost per square foot for construction of a new elementary school in Ontario are coming in between \$450 and \$500/sf. The revised budget submitted by Niagara Catholic is \$475/sf by comparison.

The reason provided by the cost consultant for this marked increase in construction costs since the pandemic, is market conditions, delays in the supply chain, labor shortages, the cost of materials, and inflation. All of these factors have driven a historic increase in the cost of construction over a very short period of time, making it very challenging for professionals attempting to estimate the cost at a specific point in time.

In summary, we are requesting the approval of the Board of Trustees to move forward with the tendering for the construction of the new elementary school located in the Town of Lincoln (Beamsville), contingent that the same approval to proceed to be granted by the Ministry of Education. The tender will not be issued without both approvals in place. We will notify the Board immediately if anything changes prior to tendering.

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the request to proceed to tender for the construction of the New Catholic Elementary School, located in the Town of Lincoln (Beamsville), contingent on receiving Ministerial approval to proceed.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

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

Date: September 24, 2024

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

**TITLE: LONG-TERM ENROLMENT PROJECTIONS FOR SCHOOL
YEARS 2025-2026 THROUGH 2033-2034**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the long-term enrolment projections for school years 2025-2026 through 2033-2034, as provided to the Ministry of Education as required with the 2024-2025 Capital Priorities submissions.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

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

Date: September 24, 2024



REPORT TO THE BOARD SEPTEMBER 24, 2024

LONG-TERM ENROLMENT PROJECTIONS FOR SCHOOL YEARS 2025-26 THROUGH 2033-34

BACKGROUND INFORMATION

On Monday, September 16, 2024, Niagara Catholic submitted two proposals to the Ministry for their consideration of capital priority funding for the 2024-2025 school year. As a part of the submission, the Ministry has requested our long term enrolment projections for the 2025-2026 to 2033-2034 school years, which requires Board of Trustee approval as submitted.

The long term enrolment projections summary is a snapshot of pupil place projections for the 2025-2026 to 2033-2034 planning horizon. The proposed number of housing units and pupil place projections do not contemplate or represent the potential development and growth resulting from Provincial legislative changes that have occurred in the last year. As local municipalities update their respective long-range planning documents and operationalized Provincial directives through policy and localized initiatives, pupil place projections will be updated and the long-term needs of Niagara Catholic adjusted accordingly. In addition to this consideration, Niagara Catholic represents a sizeable district where changes and growth are not occurring uniformly. While the pupil place projections may illustrate available capacity within a review area, this approach to identifying long-term growth needs does not highlight or recognize the isolated areas of pressure and/or the vast geography of the board.

In determining the maximum portable count, Niagara Catholic took a site-by-site approach to determine how many portables a site can accommodate in current conditions. Please note, that this is a high-level desktop exercise and has various limitations. Maximum portable counts are based on our best estimates and physical land availability. These estimates do not include a formal detailed analysis of washroom implications, OBC requirements, parking implications, or site-specific limitations (grading, development applications, power upgrades etc.). A capacity of 23 pupils per portable was determined in determining capacity.

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the long-term enrolment projections for school years 2025-2026 through 2033-2034, as provided to the Ministry of Education as required with the 2024-2025 Capital Priorities submissions.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

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

Date: September 24, 2024



Long Term Projections

School Board Name: Niagara Catholic DSB School Board #: 50
Trustee approval date: September 24, 2024

Senior School Board Officials			
Name	Position	Contact Information	Date
Camillo Cipriano	Director of Education	905-735-0240 ext 220	September 24, 2024
Clark Euale	Controller of Facilities Services	905-735-0240 ext 115	September 24, 2024
Giancarlo Vetrone	Superintendent of Business and Financial Services	905-735-0240 ext 232	September 24, 2024

The Ministry of Education recognizes the importance of working together with its partners, including school boards and the Ministry of Municipal Affairs and Housing to meet the government's commitment to helping build modern schools faster to support the needs of growing communities, to better utilize school capacity, and ensure value for taxpayer dollars. School boards and their local planning authorities are expected to collaborate to facilitate early and integrated planning for school facilities to meet current and future needs.

Using the excel template below, boards are asked to provide details of their long term enrolment projections linked to the Ontario Housing Action Plan and related municipal growth plans. Elementary and secondary school information will be inserted in separate tabs. Please see the [Program Guidelines](#) for further details regarding this template.

Boards are permitted to submit supplementary documents, such as, maps and long-term capital plans.

Included below is a snapshot of pupil place projections for the 2025-26 to 2033-34 planning horizon. The proposed number of housing units and pupil place projections do not contemplate or represent the potential development and growth resulting from Provincial legislative changes that have occurred in the last year. As local municipalities update their respective long-range planning documents and operationalized Provincial directives through policy and localized initiatives, pupil place projections will be updated and the long-term needs of the Niagara Catholic District School Board adjusted accordingly. In addition to this consideration, the Niagara Catholic District School Board represents a sizeable district where changes and growth are not occurring uniformly. While the pupil place projections may illustrate available capacity within a Review Area, this approach to identifying long-term growth needs does not highlight or recognize the isolated areas of pressure and/or the vast geography of the board. The OTG capacity contained within this summary is reflective of 2023/24 SLVD data for constructed and operating school facilities.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

TITLE: INSTITUTE FOR CATHOLIC EDUCATION - ICE

The Institute for Catholic Education – ICE report is presented for information.

Prepared by: Kim Kinney, Superintendent of Education

Presented by: Kim Kinney, Superintendent of Education

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

Date: September 24, 2024



REPORT TO THE BOARD SEPTEMBER 24, 2024

INSTITUTE OF CATHOLIC EDUCATION - ICE

BACKGROUND INFORMATION

In 1985, against the backdrop of changes to the education funding in Ontario, the Ontario Conference of Catholic Bishops brought together partners in Catholic education under the umbrella of the Institute for Catholic Education (ICE).

The Institute for Catholic Education is supported and directed by the seven Member Associations:

- Assembly of Catholic Bishops of Ontario
- Catholic Principals Council of Ontario
- Ontario Catholic School Business Officials Association
- Ontario Catholic School Trustees' Association
- Ontario Catholic Supervisory Officers' Association
- Ontario English Catholic Teachers Association
- OAPCE – Ontario Association of Parents in Catholic Education

Catholic Community Partners:

- CARFLEO- Catholic Association of Religious and Family Life Educators of Ontario
- Catholic Curriculum Cooperation
- Catholic School Chaplains of Ontario
- Eastern Ontario Catholic Curriculum Corporation

Other Educational Partners:

- Ontario College of Teachers
- Ontario Ministry of Education

The Mission of ICE

“The Ontario Institute for Catholic Education brings together, works with, and assists organizations that share responsibility for English Catholic education in their efforts to promote and maintain publicly-funded Catholic schools animated by the Gospel and reflecting the tenets of the Catholic faith.”

ICE supports Catholic School Boards with curriculum resources and professional development opportunities for persons in leadership positions or aspiring to leadership positions in the Ontario Catholic education system.

Curriculum

- Coordinate the work of Catholic associations and organizations in writing Catholic Curriculum within the parameters established by the Ministry of Education such as Ontario Catholic School Kindergarten Program Religious Education (1-12) Fully Alive (1-8),
- To develop material in Religious Education and related areas under the guidance of and in the name of the Assembly of Catholic Bishops of Ontario.
- To develop foundational documents in Catholic educational practice.

Monographs – A Catholic Perspective

ICE produces monographs to encourage discussion and reflection on topics relevant to teachers, educational leaders working in Catholic schools, and members of the broader Catholic educational community. **They are intended to ensure that professional practice and dialogue remain grounded in the distinctive perspective of our Catholic faith.**

Monographs available to date fall under the areas of Curriculum, Identity & Mission, Renewing the Promise, Contemporary Issues, and Adult Faith Formation.

The publishing of a new Monograph for tentative release in November 2024 was recently shared with Religious and Family Life educators. This future monograph will address the topic of M.A.I.D. (Medical Assistance in Dying). At this time the monograph has not been completed or released and no specifics as to content is available. This future monograph, as all others currently published, are created to benefit teachers in supporting areas of curriculum **they are already teaching** as it provides the Catholic perspective to students who might not otherwise hear it. M.A.I.D. currently exists in the wider society and therefore It is important that teachers are supported to provide the teachings of our faith and church, what options and alternatives are to M.A.I.D for the students in their classes.

For a complete overview of the Institute of Catholic Education and all resources they provide please visit: www.iceont.ca

The Institute for Catholic Education – ICE report is presented for information.

Prepared by: Kim Kinney, Superintendent of Education

Presented by: Kim Kinney, Superintendent of Education

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

Date: September 24, 2024

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

TITLE: 2024-2025 BUDGET BOOKLET

The 2024-2025 Budget Booklet is presented for information.

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

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

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

Date: September 24, 2024



**NIAGARA
CATHOLIC**
DISTRICT SCHOOL BOARD

2024-2025
**ANNUAL
BUDGET**





Trustees and Senior Administration

CHAIR OF THE BOARD

Danny Di Lorenzo

Fort Erie, Port Colborne, Wainfleet

VICE-CHAIR OF THE BOARD

Rhianon Burkholder

Thorold, Merritton

TRUSTEES

Natalia Benoit

St. Catharines, Niagara-on-the-Lake

Joe Bruzzese

Niagara Falls

Larry Huibers

St. Catharines, Niagara-on-the-Lake

Doug Joyner

Grimsby, Lincoln, West Lincoln

Jim Marino

Niagara Falls

Paul Turner

Welland, Pelham

STUDENT TRUSTEES

Taylor Sexton

Blessed Trinity Catholic High School

Emilio Geremia

Notre Dame College School

SENIOR STAFF

Camillo Cipriano

CEO/Director of Education & Secretary-Treasurer

Clark Euale

Controller of Facilities Services

Julia Tiessen

Executive Officer of Human Resources

Kim Kinney

Superintendent of Education

Lee Ann Forsyth-Sells

Superintendent of Education

Domenic Massi

Associate Superintendent of Education

Gino Pizzoferrato

Superintendent of Education

Pat Rocca

Superintendent of Education

Giancarlo Vetrone

Superintendent of Business and Financial Services

Joseph Zaroda

Associate Superintendent of Education

OUR MISSION

We are a
**CHRIST-CENTERED
CATHOLIC FAITH** community
that **celebrates diversity**
and fosters **SPIRITUAL GROWTH,**
inspiring ALL to **REACH**
their **FULL potential** in
MIND, BODY, & SPIRIT

OUR VISION

ENCOUNTERING SOULS
AND
OPENING MINDS
so that **all students**
SUCCEED

OUR VALUES

ACCOUNTABILITY • COMMUNITY • COMPASSION
FAITHFULNESS • INTEGRITY • JUSTICE • STEWARDSHIP



2024-25 Core Education Funding (formerly Grants for Student Needs)

This year, the Ministry of Education are introducing Core Education Funding (“Core Ed”), a restructured version of the former Grants for Student Needs (GSN). Core Ed is comprised of the former 18 grants and 77 allocations re-organized into six funding pillars and 28 allocations to streamline the funding formula, making it easier to understand and improve school board accountability.

Core Ed continues to be student-centric with a more intuitive funding structure, clearly showing how funding supports Ontario’s students for better communication with parents. Core Ed is made up of the following six funds:

1. Classroom Staffing Fund (CSF): The Classroom Staffing Fund supports the majority of staff that work in classrooms, including teachers, early childhood educators (ECEs) in kindergarten classrooms and some educational assistants (EAs). Note that the primary source of funding for EAs is the Special Education Fund.
2. Learning Resources Fund (LRF): The Learning Resources Fund supports the costs of staffing typically required outside of the classroom to support student needs, such as teacher-librarians / library technicians, guidance counsellors, mental health workers, school management staff as well as nonstaffing classroom costs, such as learning materials and classroom equipment.
3. Special Education Fund (SEF): The Special Education Fund supports positive outcomes for students with special education needs. This funding is for the additional costs of the programs, services and/or equipment these students may require.
4. School Facilities Fund (SFF): The School Facilities Fund supports operating (including cleaning and utilities), maintaining, renovating and renewing school buildings. It also provides additional support for students in rural and northern communities.
5. Student Transportation Fund (STF): The Student Transportation Fund supports the transportation of students between home and school.
6. School Board Administration Fund (SBAF): The School Board Administration Fund supports governance and administration costs for the operation of the school board, including its board offices and facilities, as well as for parent engagement activities.

Changes to the funding formula structure also strengthen education funding accountability to families and parents by ensuring it is spent for the purpose intended, while continuing to balance the need for flexibility across school boards based on their local needs. The Core Ed structure has a renewed enveloping framework, with the majority of funding focused on classroom and learning resource supports and further enveloping for government priority areas, such as Special Education, Indigenous Education, Mental Health and Wellness, and Student Safety and Well-Being.



Labour-Related Changes

Updates to salary benchmarks and other funding elements are being made to reflect:

- 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), the Ontario Council of Educational Workers (OCEW) and the Elementary Teachers' Federation of Ontario (ETFO) education workers central agreements, and a labour provision for other education worker unions.
- 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.

In 2024–25, the ministry will begin a five-year phase-in for 2021 Statistics Canada census updates. Using the most recent available census data will help ensure that the funding better reflects and supports the on-the-ground needs of school boards. The five-year phase-in is designed to allow school boards time to adjust cost structures and to align with the availability of census data from Statistics Canada for implementation of future updates.

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.

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).

The Supports for Students Fund (SSF), also known as Investment in System Priorities in some former central agreements, provides flexible funding to school boards to support the learning needs of students. The SSF is continuing in the 2024–25 school year as agreed to in the 2022-26 central agreements.

The online learning and the in-person and remote learning credit load benchmarks are being updated for the fourth year of a multi-year trajectory.



2024-25 Responsive Education Programs (REP)

REP is a newly restructured version of the former Priorities and Partnerships Funding (PPF), to enhance transparency in type and purpose of funding, with Responsive Education Programs being specifically for school boards.

This year REP will focus on learning and well-being to support students for success now and in the future. The ministry is pleased to provide REP investments for programs that have the greatest impact in the classroom and on students. REP is supplemental to Core Ed funding and provides time-limited funding which is reviewed and assessed by the ministry each year.

KEY PRIORITY	OBJECTIVE	2024-2025
Literacy	Supports student literacy programs, including early reading screening tools and reading intervention programs.	\$1,024,700
STEM	Exposes students to STEM learning, as well as supporting students in meeting provincial math standards	\$750,800
Supporting Vulnerable Students	Including youth facing barriers to success and children and youth with special education needs and/or disabilities, their families and educators.	\$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	\$190,800
Student Readiness	Supports for students for transitions to de-streamed Grade 9 throughout secondary school.	\$106,500
Operations	Support to help ensure that the education system is running efficiently and effectively	<u>\$113,800</u>
Total REP		<u><u>\$2,417,400</u></u>

ENROLMENT

(A.D.E. REGULAR DAY SCHOOL)

22,363

TOTAL STAFF (FTES) 2,218

ELEMENTARY
SCHOOLS

48

SECONDARY
SCHOOLS

8

CONTINUING
EDUCATION
(A.D.E.)

327

TRUSTEES

(INCLUDES
STUDENT TRUSTEES)

10

TOTAL STAFF
(FTES)

2,323

GROUND
CAPACITY

92.3%

Program and Innovation

Student achievement from Kindergarten to Grade 12 continues to be a key priority and strategic direction for Niagara Catholic District School Board. The ongoing work of the Student Achievement Plan will guide the improvement efforts in all of our schools. The Board will continue into the second year of the Math Achievement Action Plan mandated by the Ministry of Education. A continuation of job-embedded professional learning sessions for teaching

staff, specifically focused on Structured Literacy and Numeracy, is a key component of achieving success in this priority area. Catholicity and the Religion and Family Life programs continue to be an important component of our curriculum as well as providing environments that nurture the whole child and consolidate relationships between the home, school and parish.

Mental Health and Well-Being

The mental health and well-being of Niagara Catholic students and staff continues to be a key priority and strategic direction of the Niagara Catholic District School Board supporting students' mental health and wellness. The Niagara Catholic District School Board has launched the Mental Health and Well-Being Strategy 2024-2027 and an annual action plan for 2024-2025, located on the board website.

In support of mental health and well-being initiatives, funding has been allocated in the 2024-2025 budget for the hiring of a Supervisor of Clinical Services, to provide supervision and leadership to Niagara Catholic's Social Workers/Psychotherapists, and Child and Youth Workers. Funding has also been allocated to enhance educator capacity and literacy through professional learning activities. This includes supporting the implementation of the Ministry of Education approved, teacher-led and culturally responsive School Mental Health-Ontario Career Studies Literacy modules. Professional development will also be provided for

one Mental Health and Well-Being Champion in all elementary and secondary schools, with a focus on the new Mental Health and Well-Being Strategy 2024-2027 and updated mental health resources and protocols. Mental Health and Well-Being funding will support the training of select staff in suicide intervention, clinical mental health training for the Manager of Mental Health and Well-Being, Supervisor of Clinical Services, Social Workers, and Child and Youth Workers.

Mental Health and Well-Being funding will also support training for grade 6 teachers with a focus on promoting healthy behaviours and reducing distractions in the classroom, by actively supporting students who are at risk of substance use and addictive behaviours. Finally, funds will be utilized to provide social-emotional learning resources, and mental health and well-being supports and services, for implementation in all Niagara Catholic elementary and secondary schools.

Special Education

Niagara Catholic believes in providing all students with the opportunity to reach their full potential, regardless of their level of ability. In many instances, early intervention can support students struggling at school. Niagara Catholic's 2023-2024 budget provides funds to provide the Empower reading intervention program to all elementary schools, and to provide supports to elementary and secondary schools to help students catch up on literacy skill development.

We continue to make strides to reduce the wait times for psychoeducational and speech and language assessments for student. This year we introduced a reception to school program in August for year one kindergarten students to address the needs of students entering a formal classroom for the first time in environments with a low teacher-student ratio.

Advanced Placement

The 2023-2024 school year saw the launch of the Advanced Placement (AP) academic program at Holy Cross Catholic Secondary School, Lakeshore Catholic High School and Notre Dame College resulting with Niagara Catholic having AP in five of our eight secondary schools. AP courses are available to all students who are willing and academically prepared to accept the challenge of a rigorous academic curriculum. Niagara Catholic believes all students who meet these criteria should be considered for placement and we are committed that the AP program reflects the diversity of our school communities. Students who participate

in the AP program often gain a stronger interest in their subject areas, further developing their critical thinking skills to better prepare them for post-secondary education. Niagara Catholic's investment in the Advanced Placement program shows the Board's commitment to providing students another opportunity to build toward a stronger future. The AP Program is a significant investment, with the focus on attracting and retaining students, and ensuring student achievement.

Experiential Learning and Career Exploration

Niagara Catholic offers 15 Specialist High Skills Major sectors, Technology and Skilled Trades programming, Dual Credit courses in partnership with Niagara College as well as the Ontario Youth Apprenticeship Program (OYAP), Cooperative Education and Experiential Learning. All of these programs offer students hands-on, real-world learning, and experiential learning beyond the classroom, while building on their global competencies.

Niagara Catholic continues to provide innovative and creative education, training, and inspiration for students in all pathways and fuel student interest and passion for skilled trades through exciting and engaging education.



Indigenous Education

Indigenous Education is a priority across the system at the Niagara Catholic District School Board, as is reflected in our 2023-2024 Annual Budget. We strive to ensure the inclusion of First Nations, Métis and Inuit histories, cultures, perspectives, and contributions throughout our school communities. By recognizing and promoting an awareness of these histories and contemporary realities, we support the well-being, engagement, and success of all students. Each year a Board Action Plan is created in order to support the goals of the Indigenous Education Framework and the Calls to Action of the Truth and Reconciliation Commission.

Our Indigenous Education team works closely with the members of our Indigenous Education Advisory Council, comprised of Niagara Catholic staff and members of the local Indigenous Community in order best support students and staff at Niagara Catholic. Self-Identified Indigenous students enrolled in our Catholic elementary and secondary schools are provided expanded supports through the Indigenous Education team and our Indigenous community partners, offering expanded programs and opportunities that honors student voice.

Recruitment, Staff Development, and Leadership

Niagara Catholic will continue to focus on building a diverse, dynamic staff in all departments, reflective of the growing diversity in the students we serve. To ensure we continue to attract and retain the very best to meet our emerging needs, we will continue to provide employee programming that puts employee's health, wellness and engagement at the forefront grounded in our organization's values. Catholic leaders are pivotal to the development of excellent teaching, excellent schools and ultimately, enhanced student achievement and well-being.

We continue to promote leadership opportunities from within and current leaders are encouraged to inspire others to consider leadership positions in their roles. Our leadership development strategy will continue to focus on setting aspiring leaders up for success with important insights about what they will need to learn to be successful. For those already in leadership positions, it serves as a valuable tool for self-reflection and self-assessment.



ENROLMENT	2021-2022 Actual	2022-2023 Actual	Original Estimates 2023 - 2024	Original Estimates 2024 - 2025	Variance
Kindergarten	2,522	2,607	2,733	2,789	56
Grade 1-3	4,223	4,368	4,455	4,454	(2)
Grade 4-6	4,376	4,471	4,610	4,704	94
Grade 7-8	<u>3,077</u>	<u>3,071</u>	<u>3,142</u>	<u>3,121</u>	<u>(22)</u>
Total Elementary	<u>14,200</u>	<u>14,519</u>	<u>14,941</u>	<u>15,068</u>	<u>127</u>
Adult, Continuing Ed., High Credits and Summer School	252	248	327	327	-
Total Secondary	<u>6,230</u>	<u>6,324</u>	<u>6,482</u>	<u>6,968</u>	<u>486</u>
Total Day School	<u>20,682</u>	<u>21,091</u>	<u>21,750</u>	<u>22,363</u>	<u>613</u>

PROJECTIONS	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Kindergarten	2,522	2,607	2,733	2,789	2,900
Grade 1-3	4,223	4,368	4,455	4,454	4,500
Grade 4-8	7,453	7,542	7,752	7,825	7,900
Secondary (Gr. 9-12)	<u>6,230</u>	<u>6,324</u>	<u>6,482</u>	<u>6,968</u>	<u>7,000</u>
Total Day School	<u>20,428</u>	<u>20,841</u>	<u>21,422</u>	<u>22,036</u>	<u>22,300</u>

ELEMENTARY UTILIZATION (ON THE GROUND CAPACITY)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of Schools	49	49	48	48	48
Average Daily Enrolment	13,922	14,144	14,519	14,941	15,068
Utilization	82.6%	81.9%	87.2%	89.8%	90.5%

SECONDARY UTILIZATION

(ON THE GROUND CAPACITY)

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of Schools	8	8	8	8	8
Average Daily Enrolment	6,174	6,230	6,324	6,482	6,968
Utilization	87.2%	86.2%	87.5%	89.7%	96.4%

TOTAL UTILIZATION

(ON THE GROUND CAPACITY)

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of Schools	57	57	56	56	56
Average Daily Enrolment	20,096	20,428	20,841	21,422	22,036
Utilization	83.6%	85.6%	87.3%	89.8%	92.3%



CORE EDUCATION ALLOCATION (000)**GENERAL OPERATING ALLOCATION**

	2023-2024 ESTIMATES	2024-2025 ESTIMATES	CHG
Classroom Staffing Fund (CSF)	\$145,804	\$150,742	\$4,938
Learning Resources Fund (LRF)	42,506	43,640	1,134
Special Education Fund (SEF)	32,910	34,309	1,399
School Facilities Fund	27,181	24,022	(3,159)
Student Transportation Fund (STF)	11,957	13,080	1,123
School Board Administration Fund (SBAF)	6,845	6,999	154
General Operating Allocation	\$267,207	\$272,792	\$5,585
Planning Provision	<u>11,952</u>	<u>11,952</u>	0
Total Core Ed	<u>\$279,159</u>	<u>\$284,744</u>	<u>\$5,585</u>

REVENUES**GRANTS/REVENUES (000)**

	2023-2024 ESTIMATES	2024-2025 ESTIMATES	CHG
Provincial Grants –Core Ed	\$225,890	\$242,611	\$16,721
Provincial Grants - Other	2,740	9,407	6,667
Grants from Other Ministries	1,960	2,068	108
Education Property Tax	38,904	38,707	(197)
School Generated Funds	8,480	7,805	(675)
Federal Grants and Fees	520	586	66
Investment Income	350	450	100
Fees and Revenues from Other Sources	3,330	3,975	645
Deferred Capital Contributions	15,653	14,803	(850)
Total Revenue	<u>\$297,827</u>	<u>\$320,412</u>	<u>\$22,584</u>

EXPENDITURE BUDGET (000)	2023-2024 ESTIMATES	2024-2025 ESTIMATES	CHG
Salaries and Wages	\$193,130	\$214,251	\$21,121
Benefits	\$33,611	\$37,180	3,569
Salaries, Wages & Benefits	<u>\$226,741</u>	<u>\$251,431</u>	<u>\$24,690</u>
Staff Development	338	330	(8)
Supplies and Services	28,319	29,146	827
Fees and Contracts	16,479	18,302	1,823
Interest Charges	2,677	2,514	(163)
Other Expenses	5,513	1,747	(3,766)
Rental Expenses	699	699	-
Transfer to Other Boards	556	598	42
Amortization	16,172	15,318	(854)
Total Expenses	<u>\$297,494</u>	<u>\$320,085</u>	<u>\$22,591</u>



**ANNUAL
STAFFING**

2023-2024
ESTIMATES

2024-2025
ESTIMATES

CHG

CLASSROOM INSTRUCTION

Classroom Teachers	1,255	1,276
Coordinators and Consultants	18	18
Education Assistants	315	317
Early Childhood Educators	96	92
Paraprofessionals, and Technicians	145	147
Library & Guidance	58	60

Total Classroom Instruction

1,887

1,910

23.0

Board Administration

52

53

Director and Supervisory Officers

8

8

Trustees

10

10

Principals and Vice-Principals

73

74

School Office

97

101

School Operations and Maintenance

165

167

Total Non-Classroom FTE

405

413

8.0

Total Full Time Equivalent

2,292

2,323

31.0



REVENUE	2023-2024 ESTIMATES	2024-2025 ESTIMATES	CHG
Special Education Allocation	<u>32,467</u>	<u>38,098</u>	<u>5,631</u>

SPECIAL EDUCATION EXPENDITURES	2023-2024 ESTIMATES	2024-2025 ESTIMATES	CHG
Classroom Teachers	8,083	10,237	2,154
Supply Staff	1,887	1,906	19
Education Assistants	19,371	21,763	2,392
Coordinators and Consultants	233	243	10
Professionals, Paraprofessionals	3,986	5,119	1,133
Textbooks and Supplies	787	787	0
Computers	50	50	0
Staff Development	13	13	0
Total Expenses	<u>\$34,410</u>	<u>\$40,120</u>	<u>\$5,708</u>



**BOARD ADMINISTRATION
& GOVERNANCE**

**BUDGET
2022-2023**

**BUDGET
2023-2024**

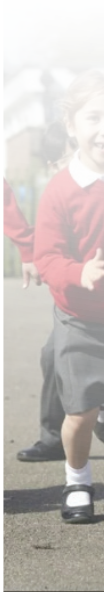
CHG

Salaries and Wages	5,054	5,765	
Benefitis	1,274	1,409	
Salaries, Wages & Benefits	6,328	7,174	846
Staff Development	153	126	
Supplies and Services	1,013	1,155	
Fees and Contracts	2,994	1,391	
Other Expenses	13	222	
Rental Expenses	54	35	
Total Administration And Governance	<u>\$10,555</u>	<u>\$10,103</u>	<u>(452)</u>



TRANSPORTATION	2023-2024 ESTIMATES	2024-2025 ESTIMATES	CHG
Salaries and Wages	0	0	0
Benefits	0	0	0
Fees and Contracts	11,433	12,140	707
Other Expenses	1,443	1,356	(87)
Transfer to Other Boards	556	598	42
Total Transportation Expenses	<u>\$13,432</u>	<u>\$14,092</u>	<u>\$662</u>





**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

**TITLE: CORRESPONDENCE
LETTER FROM THE NIAGARA CHILDREN'S CENTRE**



June 13, 2024

Niagara Catholic District School Board
c/o Mr. Camilo Cipriano
427 Rice Rd
Welland, ON L3C 7C1

Dear Mr. Cipriano and the students and staff of Niagara Catholic D.S.B.,

Thank you for your generous donation of \$17,607.05 to Niagara Children's Centre as part of your Kids Helping Kids campaign. Your support is so important to the over 5,300 children and their families that the Centre serves. Last year alone there were over 48,877 individual visits.

Please know that your generosity will directly benefit those we serve, enabling us to continue providing vital programs and services to children and families in Niagara. Your support not only transforms lives but also strengthens the fabric of our community. Below is a story from a Centre mother, so you can see first-hand how much your support helps.

The Centre has been home to us for almost five years now and I can't imagine what I would have done without the support of the amazing people I have had the good fortune to be helped by. It is in large part because of all of the support Lilah has received from her therapists that she has come as far as she has. I can't imagine what we would have done or where Lilah would be today without the amazing therapists and programs offered by the Centre.

-Proud mother of Lilah

If you would like to discuss our services more or have any questions, please feel free to contact Marla Smith at 905-688-1890 x106 or marla.smith@niagarachildrenscentre.com. Again, we cannot thank you enough!

Sincerely,

We are so appreciative of the Board's longstanding support and partnership!

Oksana Fisher
CEO

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

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

OCTOBER 2024

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2 SEAC Meeting	3	4	5
6	7	8 SAL Meeting Committee of the Whole Meeting	9	10	11 Elementary and Secondary PA Day	12
13	14 Thanksgiving	15	16	17	18	19
20	21	22 Board Meeting	23	24	25	26
27	28	29	30	31		

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2024**

PUBLIC SESSION

**TITLE: NOTICE OF MOTION
PROPOSAL TO AMEND THE FLAG FLYING PROTOCOL
TO EXCLUDE THE PRIDE FLAG**

RECOMMENDATION

THAT the Niagara Catholic District School Board amend its Flag Flying Protocol to specify that the Pride Flag shall not be flown on school properties or district offices.

Presented by: Trustee Natalia Benoit

Date Submitted: July 18, 2024

Date to be Presented: October 2024

Date: September 24, 2024

Notice of Motion

To: The Board of Trustees of the Niagara Catholic District School Board

From: Natalia Benoit, Trustee

Date: July 18, 2024

Subject: Proposal to Amend the Flag Flying Protocol to Exclude the Pride Flag

Dear Chairperson and Fellow Trustees,

In accordance with Robert's Rules of Order, I hereby submit the following Notice of Motion for consideration at the next regular meeting of the Board:

Motion: That the Niagara Catholic District School Board amend its Flag Flying Protocol to specify that the Pride Flag shall not be flown on school properties or district offices.

I respectfully request that this motion be placed on the agenda for discussion and vote at the next regular meeting of the Board.

Sincerely,

Natalia Benoit Trustee, Niagara Catholic District School Board