



*We are a Christ-centered Catholic faith community  
that celebrates diversity and fosters spiritual growth,  
inspiring all to reach their full potential in mind, body and spirit.*

*AGENDA AND MATERIAL*

## COMMITTEE OF THE WHOLE MEETING

**TUESDAY, MAY 14, 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. Opening Prayer – Trustee Burkholder -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of April 9, 2024 A5
6. Consent Agenda Items -
  - 6.1 Extended Overnight Field Trip, Exchange and Excursion Committee A6.1
  - 6.2 Staff Development Department Professional Development Opportunities A6.2
  - 6.3 Capital Projects Progress Report Update A6.3
  - 6.4 In Camera Items G1 -

### B. PRESENTATIONS

### C. GOVERNANCE POLICIES

1. Governance Policies for Recommendation to the Board -
  - 1.1 Employee Workplace Harassment Policy (201.7) C1.1
  - 1.2 Employee Workplace Violence Policy (201.11) C1.2
  - 1.3 Occupational Health and Safety Policy (201.6) C1.3
  - 1.4 Purchasing/Supply Chain Management Policy (600.1) C1.4
2. Governance Policies Prior to Vetting -
3. Governance Policy Review Schedule C3
4. PPM 128 -

### D. COMMITTEE AND STAFF REPORTS

1. Grants for Student Needs Funding D1
2. Niagara Catholic Applied Behavior Analysis (ABA) Update 2024 D2

- |    |  |    |
|----|--|----|
| 3. | Draft Letter in Response to Bill 185, the Cutting Red Tape to Build Better Homes Act, 2024 | D3 |
| 4. | Monthly Updates  |    |
|    | 4.1 Student Senate Update  | -  |
|    | 4.2 Senior Staff Good News Update  | -  |

## **E. INFORMATION**

- |    |  |   |
|----|--|---|
| 1. | Trustee Information                        | - |
|    | 1.1 Budget Workshop 4:00 pm. June 11, 2024 | - |

## **F. OTHER BUSINESS**

- |    |   |   |
|----|---|---|
| 1. | General Discussion to Plan for Future Action        | - |
|    | 1.1. Trustee Addresses at Graduation Ceremonies     | - |
|    | 1.2. Trustee Invitations to Board and School Events | - |

## **G. BUSINESS IN CAMERA**

## **H. REPORT ON THE IN CAMERA SESSION**

## **I. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MAY 14, 2024**

***PUBLIC SESSION***

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE  
MEETING OF APRIL 9, 2024**

---

**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 9, 2024, as presented.



# MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

## TUESDAY, APRIL 9, 2024

---

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, April 9, 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 Vice-Chair Burkholder.

### A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Marino.

2. Roll Call

Vice-Chair Burkholder noted that Trustee Benoit's absence approved due to sanction, and Student Trustees Johnstone and Geremia are excused.

Trustee	Present	Present Electronically	Absent	Excused
Natalia Benoit				✓
Joseph Bruzzese	✓			
Rhianon Burkholder	✓			
Danny Di Lorenzo	✓			
Larry Huibers	✓			
Doug Joyner	✓			
Jim Marino	✓			
Paul Turner	✓			
<b>Student Trustees</b>				
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

3. **Approval of the Agenda**

Moved by Trustee Bruzzese

**THAT** the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of April 9, 2024, as presented.

**CARRIED**

4. **Declaration of Conflict of Interest**

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

5. **Approval of Minutes of the Committee of the Whole Meeting of March 5, 2024**

Moved by Trustee Marino

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 5, 2024, as presented.

**CARRIED**

6. **Consent Agenda Items**

6.1 **Extended Overnight Field Trip, Excursion and Exchange Committee**

Presented for information.

6.2 **Staff Development Department Professional Development Opportunities**

Presented for information.

6.3 **Capital Projects Progress Report Update**

Presented for information.

6.4 **In Camera Item G1**

Moved by Trustee Huibers

**THAT** the Committee of the Whole adopt consent agenda items.

**CARRIED**

## **B. PRESENTATIONS**

## **C. GOVERNANCE POLICIES**

### **1. Governance Policies for Recommendation to the Board**

#### **1.1. Elementary Standardized Dress Code (Safe Schools) Policy (302.6.10)**

Domenic Massi, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Elementary Standardized Dress Code (Safe Schools) Policy (302.6.10), following the vetting process.

Following discussion, the Committee of the Whole recommended the following additional amendments:

- No amendment

Moved by Trustee Joyner

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary Standardized Dress Code (Safe Schools) Policy (302.6.10), as presented.

**APPROVED**

#### **1.2. Advocacy Policy (100.9)**

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented feedback received from the vetting process and highlighted recommended amendments to the Advocacy Policy (100.9), following the vetting process.

Following discussion, the Committee of the Whole recommended the following additional amendments:

- No amendment

Moved by Trustee Huibers

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Advocacy Policy (100.9), as presented.

**APPROVED**

### **2. Governance Policies Prior to Vetting**

#### **2.1. Equity and Inclusive Education Policy (100.10)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Equity and Inclusive Education Policy (100.10).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Equity and Inclusive Education Policy (100.10), be vetted from April 10, 2024 to May 29, 2024 with a recommended deadline for presentation to the Committee of the Whole in June, for consideration to the Board in June.

## **2.2. Niagara Catholic Education Award of Distinction Policy (100.7)**

Pat Rocca, Superintendent of Education, presented the Niagara Catholic Education Award of Distinction Policy (100.7).

The Committee of the Whole suggested the following amendments:

- Paragraph 3 – remove last line
- Add “*The names of the individuals or groups nominated for this award will be brought to the Board for information at an in-camera Board meeting. The names of the recipients of this award will also be brought for information at an in-camera Board meeting.*”

The Committee of the Whole requested that the Niagara Catholic Education Award of Distinction Policy (100.7), be vetted from April 10, 2024 to May 29, 2024 with a recommended deadline for presentation to the Committee of the Whole in June, for consideration to the Board in June.

## **2.3. Attendance Area Policy (301.3)**

Clark Euale, Controller of Facilities Services, presented the Attendance Area Policy (301.3).

The Committee of the Whole suggested the following amendments:

- Paragraph 3 – add “*region*”

The Committee of the Whole requested that the Attendance Area Policy (301.3), be vetted from April 10, 2024 to May 29, 2024 with a recommended deadline for presentation to the Committee of the Whole in June, for consideration to the Board in June.

## **2.4. Leadership Pathways Policy (203.4)**

Superintendent Rocca presented the Leadership Pathways Policy (203.4).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Leadership Pathways Policy (203.4), be vetted from April 10, 2024 to May 29, 2024 with a recommended deadline for presentation to the Committee of the Whole in June, for consideration to the Board in June.

## **3. Governance Policy Review Schedule**

Director Cipriano presented the Governance Policy Review Schedule.

## **D. COMMITTEE AND STAFF REPORTS**

### **1. Enrolment and Retention Report**

Joseph Zaroda, Superintendent of Education provided background information on Enrolment and Retention, and introduced Andrew Boon, Principal of Notre Dame College School and Adel Filice, Principal of Holy Cross Catholic Secondary School.

Superintendent Zaroda answered questions of Trustees.

Mr. Boon and Ms. Filice presented the Enrolment and Retention report for Trustee information.

Mr. Boon and Ms. Filice answered questions of Trustees.

### **2. Draft Board and Committee Meeting Dates Calendar 2024-2025**

Director Cipriano presented the Draft Board and Committee Meeting Dates Calendar 2024-2025.

Moved by Trustee Marino

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Draft Board and Committee Meeting Dates Calendar 2024-2025, as presented.

**CARRIED**

### **3. Monthly Updates**

#### **3.1 Student Trustees' Update**

Deferred to May Committee of the Whole meeting.

#### **3.2 Senior Staff Good News Update**

Senior Staff highlights included:

##### **Director Cipriano**

- Annually, the Canadian Catholic School Trustees Association organizes a fundraiser titled Toonies for Tuition, aimed at supporting provinces without publicly funded Catholic education. Niagara Catholic high schools, along with an elementary school, have collectively raised over \$6,500 to contribute to this noble cause.

## **E. INFORMATION**

### **1. Trustee Information**

#### **1.1 Celebrating Excellence Awards Ceremony – May 8, 2024**

Director Cipriano extended an invitation to the Celebrating Excellence Awards Ceremony taking place on May 8, 2024.

Trustees were asked to confirm their attendance with Anna Pisano.

## **F. OTHER BUSINESS**

### **1. General Discussion to Plan for Future Action**

- 1.1 Lee Ann Forsyth-Sells, Superintendent of Education, noted that the NCPIC Parent Night will be held at Holy Cross Catholic Secondary School Thursday, April 11<sup>th</sup> at 5:00 pm and asked that Trustees confirm their attendance.

## **G. BUSINESS IN CAMERA**

Moved by Trustee Huibers

**THAT** the Committee of the Whole move into the In Camera Session.

**CARRIED**

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 8:06 p.m. and reconvened at 8:11 p.m.

## **H. REPORT ON THE IN-CAMERA SESSION**

Moved by Trustee Huibers

**THAT** the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of April 9, 2024.

**CARRIED**

## **SECTION B: STUDENT TRUSTEES EXCLUDED**

Moved by Trustee Huibers

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on March 5, 2024, as presented.

**CARRIED (Item G1)**

The Trustees were presented with an update on Capital Priorities.

## **I. ADJOURNMENT**

Moved by Trustee Huibers

**THAT** the April 9, 2024 Committee of the Whole Meeting be adjourned.

**CARRIED**

This meeting was adjourned at 8:12 p.m.

---

---

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **April 9, 2024.**

Approved on **May 14, 2025.**

---

Rhianon Burkholder  
Vice-Chair of the Board

---

Camillo Cipriano  
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MAY 14, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
BOARD  
EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)**

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Workplace Harassment Policy (201.7), as presented.

---

Prepared by: Julia Tiessen, Executive Officer of Human Resources Services  
Presented by: Julia Tiessen, Executive Officer of Human Resources Services  
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: May 14, 2024



Niagara Catholic District School Board

**EMPLOYEE WORKPLACE HARASSMENT POLICY**

STATEMENT OF GOVERNANCE POLICY

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 20, 2023

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board (the “Board”), the Board is committed to providing a safe working environment in which all employees are treated with consideration, dignity, respect, and equity in accordance with the gospel values of Jesus Christ.

The Board will not tolerate discrimination or harassment, including sexual and ethnocultural harassment in any workplace of the Board. Workplace harassment may arise at all Niagara Catholic schools and Board sites, including, but not limited to employees, supervisors, workers and members of the public. This policy applies to all employees and is intended to address workplace harassment from all sources, including employers, supervisors, workers and members of the public.

The Board recognizes Workplace Harassment as;

Engaging in a course of vexatious comments or conduct against a worker in a workplace that is known or ought reasonably to be known as unwelcome, including but not limited to:

- Spreading rumours, gossip and innuendo;
- Offensive or intimidating comments or jokes;
- Bullying or aggressive behavior;
- Social isolation, ostracizing or ignoring a worker;
- Deliberately undermining someone or stopping that person from completing his or her work;
- Belittling a worker about their work, achievements or hobbies;
- Assigning demeaning or insulting work;
- Displaying or circulating offensive pictures or materials;
- Inappropriate staring, spying and stalking;
- Sabotaging or tampering with a worker’s work, equipment or belongings;
- Workplace sexual harassment; and
- Isolating or insulting a worker because of gender identity

A reasonable action taken by an employer or supervisor relating to the management and direction of employees or the workplace is not workplace harassment.

Workplace Harassment includes sexual harassment, defined as;

Engaging in a course of vexatious comment, in any form, or conduct against a worker in a workplace because of, gender, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known as unwelcome or;

Making a sexual solicitation or advance, in any form, where the person making the solicitation or advance is in a position to confer, grant or deny a benefit of advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Without limiting the foregoing, some examples of workplace sexual harassment include:

- Unwanted sexual attention by a person who knows or ought reasonably to show that such attention is unwanted
- Express or implied promise of reward for complying with sexually-oriented request

- Sexually-oriented behavior or gender-based abusive and unwelcome conduct or comment that has the purpose or effect of creating an intimidating, hostile or offensive environment
- Making sexual jokes or other similarly offensive comments
- Posting or disseminating material, jokes, photographs, videos, or other material of sexual content.

While incidents of sexual harassment are often characterized by an imbalance of power in the workplace, this is not necessarily always the case, with a co-worker and even a manager sometimes being the recipient of workplace harassment.

Workplace Harassment includes ethnocultural harassment, defined as;

One or a series of unwanted, unsolicited remarks, behaviours or communications, in any form, directed toward an individual or members of an identifiable group because of a prohibited ground of discrimination.

Examples of Ethnocultural harassment include, but are not limited to:

- Unwelcome remarks, jokes or innuendos about a person's racial or ethnic origin, color, place of both, citizenship or ancestry
- Displaying racist or derogatory pictures or other offensive material
- Insulting gestures or practical jokes based on racial or ethnic grounds which create awkwardness or embarrassment
- Refusing to work with someone because of their racial or ethnic origin

The Board believes that the eradication of harassment in the school/workplace is the joint obligation of the employer and the employee. Any employee who becomes aware of a harassment situation of any kind has a responsibility to draw appropriate attention to it. Failure to take measures to address harassment in the workplace has legal implications for the employer under the Ontario Human Rights Code.

When a harassment complaint arises, the Board may decide to achieve resolution through a formal or informal process. Information gathered during this process will be confidential and will not be disclosed except to the extent necessary to protect fellow employees, to investigate, to take corrective action or as otherwise required by law.

The Board will deal with all claims in a fair and timely manner, respecting the dignity, and privacy of all parties concerned as much as possible. Each party involved has equal rights at all steps throughout the process. This policy prohibits reprisals against individuals acting in good faith who report incidents of workplace harassment or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisals, or further harassment. Reprisal is defined as any act of retaliation, either direct or indirect.

The Board will review this policy on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue [\*Administrative Operational Procedures\*](#) for the implementation of this policy.

***References:***

- [\*Municipal Freedom of Information and Protection of Privacy Act\*](#)
- [\*Occupational Health & Safety Act \(December 2009\) Bill 13\*](#)
- [\*Bill 132: Sexual Violence and Harassment Action Plan Act\*](#)
- [\*Ontario Human Rights Code 1990\*](#)
- [\*Teaching Profession Act\*](#)
- [\*Human Rights Legal Support Centre\*](#)

- [Employee Assistance Program](#)
  
- **Niagara Catholic District School Board Policies/Procedures**
  - [Access to Board Premises AOP \(302.6.3\)](#)
  - [Code of Conduct Policy \(302.6.2\)](#)
  - [Complaint Resolution Policy \(800.3\)](#)
  - [Employee Code of Conduct and Ethics Policy \(201.17\)](#)
  - [Employee Workplace Violence Policy \(201.11\)](#)
  - [Privacy Policy \(600.6\)](#)
  - [Records and Information Management Policy \(600.2\)](#)
  - [Trustee Code of Conduct Policy \(100.12\)](#)
  - [Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board](#)

<b>Adopted Date:</b>	March 26, 2002
<b>Revision History:</b>	February 23, 2010 February 28, 2012 November 26, 2013 February 24, 2015 June 21, 2016 May 23, 2017 November 27, 2018 July 10, 2019 October 22, 2019 April 27, 2021 February 9, 2022 June 22, 2022 May 29, 2023 June 20, 2023

Policy Name	Respondent	Comments
Employee Workplace Harassment Policy (201.7)	YVONNE Benyo Principal Father Hennepin	<p>In paragraph 4 where is indicates "A reasonable action taken by an employer or supervisor....."</p> <p>(Clearly define "supervisor" vs "someone who oversees the running and daily safety of a building/a school caretaker...paraprofessional...)</p> <p>In paragraph 14 please define formal vs. Informal more clearly. (Ambiguous)</p> <p>Paragraph 15 or third paragraph from the bottom where it says " each party involved has equal rights at all steps ..."</p> <p>Please define those rights clearly in the policy for both sides.</p> <p>Addition: What is the procedure for those who make false accusations, lie or embellish for personal gain? This is reverse harassment and is not addressed. This impacts females more than males and this should be looked at by our equity advisor for the Board.</p>
	NCPIC	No comment

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MAY 14, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
BOARD  
EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)**

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Workplace Violence Policy (201.11), as presented.

---

Prepared by: Julia Tiessen, Executive Officer of Human Resources Services  
Presented by: Julia Tiessen, Executive Officer of Human Resources Services  
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: May 14, 2024



Niagara Catholic District School Board  
**EMPLOYEE WORKPLACE VIOLENCE POLICY**  
STATEMENT OF GOVERNANCE POLICY

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 20, 2023

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board is committed to providing a safe and healthy working environment in which all employees are treated with consideration, dignity, respect, and equity, in accordance with the gospel values of Jesus Christ.

The Board recognizes Workplace Violence as defined by the Occupational Health and Safety Act (OHSA);

- the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,
- an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker,
- a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

The Board believes that the eradication of workplace violence at all Niagara Catholic District Board schools and Board sites, is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a potential workplace violence situation has a responsibility to report it immediately to their supervisor.

Workplace violence will not be tolerated under any circumstances. The Board will achieve resolution through a formal process. All information gathered will be kept confidential.

If an employee believes they are at risk of violence in the workplace, including domestic violence, they must advise their employer. The employer will follow the Administrative Operational Procedures, which may include seeking the assistance of the police.

In accordance with current legislation in the Province of Ontario, the Board will assess the risks of workplace violence ([Appendix A](#)) that may arise from the nature of the workplace, and provide relevant training, information and instruction to the employees.

The Board will review this policy with respect to workplace violence, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this policy.

### **References**

- [Bill 168: Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace 2009\)](#)
- [Human Rights Code](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Occupational Health & Safety Act \(December 2009\)](#)
- [Workplace Violence in School Boards: A Guide to the Law](#)

- *Niagara Catholic District School Board Policies/Procedures*
  - [Access to Board Premises AOP \(302.6.3\)](#)
  - [Code of Conduct Policy \(302.6.2\)](#)
  - [Complaint Resolution Policy \(800.3\)](#)
  - [Employee Code of Conduct and Ethics Policy \(201.17\)](#)
  - [Employee Workplace Harassment Policy \(201.7\)](#)
  - [Privacy Policy \(600.6\)](#)
  - [Records and Information Management Policy \(600.2\)](#)
  - [Trustee Code of Conduct Policy \(100.12\)](#)
  - [Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board](#)

<b>Adopted Date:</b>	<b>April 23, 2002</b>
<b>Revision History:</b>	<b>June 15, 2010</b>
	<b>November 23, 2010</b>
	<b>December 20, 2011</b>
	<b>November 26, 2013</b>
	<b>February 24, 2015</b>
	<b>June 21, 2016</b>
	<b>May 23, 2017</b>
	<b>November 27, 2018</b>
	<b>April 27, 2021</b>
	<b>May 25, 2022</b>
	<b>May 29, 2023</b>
	<b>June 20, 2023</b>

Policy Name	Respondent	Comments
Employee Workplace Violence Policy (201.11)	NCPIC	<p>The Board believes that the eradication of harassment in the school/workplace is the joint obligation of the employer and the employee. Any employee who becomes aware of a harassment situation of any kind has a responsibility to draw appropriate attention to it. Failure to take measures to address harassment in the workplace has legal implications for the employer under the Ontario Human Rights Code.</p> <p>Replace highlighted wording with:</p> <p><i>Any employee who becomes aware of a potential workplace violence situation has a responsibility to report it immediately to their supervisor.</i></p> <p>This wording is similar to Employee Workplace Harassment Policy</p>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MAY 14, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
BOARD  
OCCUPATIONAL HEALTH AND SAFETY POLICY (201.6)**

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Occupational Health and Safety Policy (201.6), as presented.

---

Prepared by: Julia Tiessen, Executive Officer of Human Resources Services  
Presented by: Julia Tiessen, Executive Officer of Human Resources Services  
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: May 14, 2024



Niagara Catholic District School Board  
**OCCUPATIONAL HEALTH & SAFETY POLICY**  
STATEMENT OF GOVERNANCE POLICY

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: June 20, 2023

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board is committed to providing a safe, respectful and healthy workplace and learning environment for all employees, students, volunteers, visitors and contractors.

The Board, shall take all reasonable precautions to maintain a safe a working environment to prevent injury or occupational illness at all Niagara Catholic schools and Board sites.

The Board supports Joint Health and Safety Committees at **each of the schools** and Board sites for the continuous improvement of health and safety practices and performance in compliance with the Occupational Health and Safety Act.

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this Policy.

**Reference**

- [Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1](#)

<b>Adopted Date:</b>	January 29, 2002
<b>Revision History:</b>	December 20, 2011 November 26, 2013 June 21, 2016 May 23, 2017 November 27, 2018 May 25, 2021 May 25, 2022 May 29, 2023 June 20, 2023

Policy Name	Respondent	Comments
Occupational Health and Safety Policy (201.6)	NCPIC	No comment

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MAY 14, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
BOARD  
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY  
(600.1)**

---

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Purchasing/Supply Chain Management Policy (600.1), as presented.

---

---

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: May 14, 2024



Niagara Catholic District School Board  
**PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY**  
 STATEMENT OF GOVERNANCE POLICY

600 – Business Services

Policy No 600.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: February 25, 2020

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports the concept of “centralized purchasing” as a means of obtaining maximum value for each dollar expended, consistent with the educational goals of the Board and fair business principles.

The Niagara Catholic District School Board recognizes that fair, open and transparent competition is a basic tenet of public acquisition through the Quotation, Tender and Request for Proposal processes using a variety of source selection methods under varying market conditions, in accordance with the Supply Chain Management regulations. Awards will be given to the qualified bidder(s) who provide the best value to the Board. -

All staff involved in purchasing activities shall abide by all applicable Board Policies, Statutory Acts & Regulations and Code of Ethics stipulated by Supply Chain Canada.

The Purchasing/Supply Chain Management activities will be carried out in accordance with the following Approval Authority Limits.

APPROVAL AUTHORITY LIMITS			
Purchase Authority Limit	Purchase Initiated By	Purchase Approved By	Procedure
<\$5,000	School Staff CEC Staff Program Staff	Appropriate Supervisor or member of Senior Staff	Purchases can be paid by petty cash, purchasing card, <del>payment request</del> <del>cheque requisition</del> or purchase order.
>\$ 5,001 - \$50,000	Administrators Principals Consultants Senior Staff	Appropriate member of Senior Staff	At least three (3) written quotes or a completed Non-Competitive Approval form <del>or referencing a current Vendor of Record agreement (i.e. NPPC, OEMC, MGCS) must be attached to the purchase requisition submitted in our finance/purchasing system to the Administrator of Purchasing Services.</del> At least three (3) written quotes or a completed Non-Competitive Approval form must be attached to the purchase requisition submitted to the Administrator of Purchasing Services.
>\$50,001 - \$100,000	Administrators Principals Consultants Senior Staff	Appropriate member of Senior Staff & Superintendent of Business & Finance	At least three (3) written quotes or a completed Non-Competitive Approval form must be attached to the purchase requisition submitted to the Administrator of Purchasing Services.
>\$100,001 -	Administrators Principals Consultants Senior Staff	Superintendent of Business & Finance and the Director of Education	Open Competitive Process - Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm <b>Tenders/Request for Proposals/Request</b>

			for Supplier Qualifications issued by Purchasing/SCM Department, Architectural/Engineering Firm, or supported by a Vendor of Record Agreement (i.e. NPPC, OECM, MGCS)
--	--	--	---

\*all Purchase Authority Limits above are pre-tax amounts.

The following capital projects will require Board of Trustees approval:

- i) Non ministry support capital projects
- ii) New builds and additions before tendering
- iii) Any ongoing capital project that exceeds pre-approved ministry funding sources (i.e. priority capital funding, school condition improvement and school renewal).

All contracts and agreements, including community partner agreements, must be approved by an appropriate staff member who has the designated approval authority for the total procurement value of the contract, in accordance with this Policy. All contractual agreements that extend beyond one school year must be signed by the principal and a member of senior administrative staff.

Subject to the provisions listed above, only members of senior administrative staff or the Director of Education have the authority to contractually bind the school board.

On a yearly basis, a listing of awards of contract and capital projects greater than ~~\$750,000~~ one million dollars will be brought to the Board of Trustees for information.

~~Any capital projects exceeding one million dollars will require Board of Trustees approval before tendering.~~

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this policy

### **References**

- - [Canadian Free Trade Agreement \(CFTA\)](#)
  - [Canada-European Union Comprehensive Economic and Trade Agreement \(CETA\)](#)
  - [Ontario Ministry of Government and Consumer Services \(MGCS\)](#)
  - [Supply Chain Canada](#)
  - [Ontario Education Collaborative Marketplace \(OECM\)](#)
  - [Ontario Association of School Business Officials \(OASBO\)](#)
  - [Niagara Public Purchasing Committee \(NPPC\)](#)
  - [Ontario Public Buyers Association \(OPBA\)](#)
  - [Niagara Catholic District School Board Policies/Procedures](#)
    - [Accessibility Standards Policy \(800.8\)](#)
    - [Privacy Policy \(600.6\)](#)
    - [Corporate Cards, Purchasing Cards and Petty Cash Policy \(600.4\)](#)
    - [School Generated Funds \(301.6\) AOP](#)

<b>Adopted Date:</b>	<b>February 24, 1998</b>
<b>Revision History:</b>	<b>December 21, 2010</b> <b>April 26, 2011</b> <b>June 16, 2015</b> <b>February 25, 2020</b>

Policy Name	Respondent	Comments
Purchasing/Supply Chain Management Policy (600.1)	Anthony (Tony) Ferrara, C.E.T., FMP, ME Administrator - Facilities Services Maintenance	<p>In regards to the vetting of the subject line policy, I am proposing to enhance efficiency within the Facilities department.</p> <p>Currently, our approval authority limit stands at &lt;\$5,000 for Facilities projects. However, considering the present economic conditions marked by escalating labor and material costs, this threshold has increasingly become challenging for addressing minor renovations and repairs efficiently.</p> <p>In light of this, I am requesting a review of our subject line policy with the intention of raising the approval authority limit from &lt;\$5,000 to &lt;\$10,000 for Facilities projects. Doing so would provide flexibility needed to expedite necessary renovations and repairs ensuring optimal functionality and upkeep of our facilities.</p> <p>I believe this adjustment aligns with our organizational goals of maximizing operational efficiency while maintaining fiscal responsibility. This adjustment would empower our Facilities team to respond promptly to maintenance needs enhancing overall productivity.</p> <p>Thank you in advance for your consideration.</p>
	NCPIC	No comment

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MAY 14, 2024**

*PUBLIC SESSION*

**TOPIC: POLICY REVIEW SCHEDULE**

---

---

The Policy Review  
Schedule is presented for information.

---

---

Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: May 14, 2024



# GOVERNANCE POLICY REVIEW SCHEDULE

SEPTEMBER 2023 - JUNE 2024

Updated: April 2024

SORTED BY COMMITTEE OF THE WHOLE MEETING DATE					
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting	After Vetting
1997	2023	100.1	Board By-Laws ***	June 2023	October 2023
2005	2020	100.8	Trustee Electronic Meetings (Board and Committees)	June 2023	October 2023
1998	2019	800.2	Community Use of Facilities	September 2023	November 2023
1998	2019	301.1	Admission of Elementary & Secondary Students	September 2023	November 2023
2001	2020	302.6.6	Dress Code - Secondary Uniform - Safe Schools	October 2023	January 2024
2001	2019	302.6	Safe and Accepting Schools	October 2023	January 2024
2007	2019	600.4	Corporate Cards, Purchasing Cards and Petty Cash	October 2023	January 2024
2007	2019	201.14	Employee Hospitality	November 2023	February 2024
2007	2019	500.2	Student Transportation	November 2023	February 2024
2011	2020	800.7	Niagara Catholic Parent Involvement Committee	January 2024	March 2024
2001	2020	302.6.2	Code of Conduct	January 2024	March 2024
2012	2020	302.6.10	Elementary Standardized Dress Code - Safe Schools	February 2024	April 2024
2007	2020	100.9	Advocacy Expenditures	February 2024	April 2024
1998	2020	600.1	Purchasing/Supply Chain Management	March 2024	May 2024
2002	2023	201.7	Employee Workplace Harassment *	March 2024	May 2024
2002	2023	201.11	Employee Workplace Violence *	March 2024	May 2024
2002	2023	201.6	Occupational Health & Safety *	March 2024	May 2024
2010	2020	100.10	Equity and Inclusive Education	April 2024	June 2024
2004	2023	100.7	Niagara Catholic Education Award of Distinction	April 2024	June 2024
1998	2020	301.3	Attendance Areas	April 2024	June 2024
2013	2020	203.4	Leadership Pathways	April 2024	June 2024

\* Ministry of Labour Compliance Annual Review

SORTED BY BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	BOARD MEETING DATE
1997	2023	100.1	Board By-Laws ***	October 2023
2005	2020	100.8	Trustee Electronic Meetings (Board and Committees)	October 2023
1998	2019	800.2	Community Use of Facilities	November 2023
1998	2019	301.1	Admission of Elementary & Secondary Students	November 2023
2001	2020	302.6.6	Dress Code - Secondary Uniform - Safe Schools	January 2024
2001	2019	302.6	Safe and Accepting Schools	January 2024
2007	2019	600.4	Corporate Cards, Purchasing Cards and Petty Cash	January 2024
2007	2019	201.14	Employee Hospitality	February 2024
2007	2019	500.2	Student Transportation	March 2024
2011	2020	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	March 2024
2001	2020	302.6.2	Code of Conduct	March 2024
2012	2020	302.6.10	Elementary Standardized Dress Code - Safe Schools	April 2024
2007	2020	100.9	Advocacy Expenditures	April 2024
1998	2020	600.1	Purchasing/Supply Chain Management	May 2024
2002	2023	201.7	Employee Workplace Harassment *	May 2024
2002	2023	201.11	Employee Workplace Violence *	May 2024
2002	2023	201.6	Occupational Health & Safety *	May 2024
2010	2020	100.10	Equity and Inclusive Education	June 2024
2004	2023	100.7	Niagara Catholic Education Award of Distinction	June 2024
1998	2020	301.3	Attendance Area	June 2024
2013	2020	203.4	Leadership Pathways	June 2024

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MAY 14, 2024**

***PUBLIC SESSION***

**TITLE: 2024-2025 GRANTS FOR STUDENT NEEDS FUNDING**

---

---

The 2024-2025 Grants for Student Needs Funding 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: May 14, 2024



## REPORT TO THE COMMITTEE OF THE WHOLE MAY 14, 2024

### 2024-2025 GRANTS FOR STUDENT NEEDS FUNDING

---

---

#### EXECUTIVE SUMMARY

On April 26, 2024, the Ministry of Education introduced the 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. Total Core Ed is projected to be \$28.6 billion, an increase of \$745 million or 2.7 per cent compared to 2023-2024. There is a further \$402.9 million in funding for Responsive Education Programs (REP) and Funding for External Partners (FEP), which together now comprise what was formerly known as Priorities and Partnership Funding (PPF).

In June 2023, the *Better Schools and Student Outcomes Act, 2023* was passed to enhance the province’s public education system, including ensuring transparency and strengthening accountability for parents and families. The funding formula review has resulted in it being significantly restructured for the first time in 25 years. The new model accomplishes the following:

- i) Simplifies the number of grants from 18 in the previous framework to six funds and from 77 allocations in the previous framework to 28 allocations within the new Core Ed model to make it easier to understand.
- ii) Removes funding elements that are not permanent and ongoing to provide more certainty for school board planning purposes.
- iii) Renames the funding model to ensure the name matches its intended purposes.
- iv) Revises the enveloping structure to bring greater clarity to how funding is to be used to support student achievement and well-being.
- v) Expands accountability through the creation of a new School Board Financial Transparency Tool, which includes an easy to follow financial dashboard for each school board.

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,

## **CHANGES 2024-2025**

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

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

### **Strengthening transparency and school board accountability**

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

The following new requirements are being made to strengthen transparency and school board accountability:

- The **Student Safety and Well-being Allocation** under the Learning Resources Fund is being limited to student safety and well-being expenses.
- **School facilities and student transportation expenses** shall not exceed the total funding generated through the Student Transportation Fund and School Facilities Fund plus up to a maximum of 5 per cent of the total amount generated through the Classroom Staffing Fund, Learning Resources Fund, and Special Education Fund. School boards that are non-compliant in any one of the three reporting cycles of a school year will be required to submit a compliance management plan detailing how they would ensure compliance in subsequent years. If the amount by which a school board is noncompliant increases from a previous reporting cycle within the same school year, school boards will be required to submit a revised compliance management plan. The ministry will monitor school board compliance with the envelope and review the compliance framework for future years.
- **School boards' total administration spending** will now be subject to a school board administration expense limit to bring consistency to school board administration spending. The expense limit is calculated as \$2.1 million per school board plus 3.5 per cent of each school board's total operating expenses. School boards continue to have the flexibility within the Core Ed and the availability of other revenues to manage their school board administration spending. School boards that report exceeding the spending limit in their financial statements will be required to submit a compliance management plan detailing how they would ensure compliance in the subsequent years.

### **RESPONSIVE EDUCATION PROGRAM (REP) ALLOCATIONS (formerly known as PPF)**

REP priority themes have been adjusted to support understanding, align with government priorities and to better reflect the intention of funding. REP priority themes are outlined in the following table, with further program details below:

<b>Key Priority</b>	<b>Objective</b>
Literacy	Supports student literacy programs, including early reading screening tools and reading intervention programs.
STEM	Exposes students to STEM learning, as well as supporting students in meeting provincial math standards.
Supporting Vulnerable Students	Supports vulnerable students, including youth facing barriers to success and children and youth with special education needs and/or disabilities, their families, and educators.
French-Language Education	Provides opportunities, tailored supports, and multimedia resources to students in Ontario's French-language education system.
Mental Health	Supports the critical linkage between mental health and well-being and student success; also provides students with physical health and safety supports

Student Readiness	Funds programs and projects that support all students. Includes supports for students for transitions to de-streamed Grade 9, throughout secondary school, and as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.
Operations	To provide support to help ensure that the education system is running efficiently and effectively.
Indigenous Education	Supports the academic success and well-being of First Nations, Métis, and Inuit students, as well as builds the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.

**NIAGARA CATHOLIC BUDGET CONSULTATION**

The 2024-2025 Budget consultation survey resulted in approximately 1,126 responses. The responses to Niagara Catholic five questions are available in Appendix B below.

**APPENDIX A** – Education Funding Formula Changes Overview  
**APPENDIX B** – 2024-2025 Niagara Catholic Budget Consultation

The 2024-2025 Grants for Student Needs Funding 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: May 14, 2024

# Changes to the Education Funding Formula

---

Ministry of Education  
April 2024

# Agenda

## PART I:

---

1. Land acknowledgment
2. Purpose and Context
3. Overview of Current Education Funding
4. Changes to Education funding

## PART II:

---

5. Remapping of GSN
6. GSN to Core Ed: 2023-24 Revised Estimates Projections Comparison
7. EFIS Mapping: 2023-24 Revised Estimates to 2024-25 Estimates
8. Table of Contents: Sections, 2024-25 Estimates Forms
9. Sample EFIS Forms: Language Component
10. Supporting Documents in EFIS

*The information being shared is **confidential** and participants are asked to keep this information confidential until it is released publicly.*

# PART I

# Purpose and Context

The Ministry of Education is **introducing changes** to the education funding formula, the Grants for Student Needs (GSN), as well as other modest changes to other components of education funding.

These changes incorporate feedback from stakeholders from the fall 2023 GSN consultations, which identify requests to make the **GSN funding formula simpler to understand**.

These changes are also responsive to the commitment made under the *Better Schools and Student Outcomes Act, 2023* to **enhancing transparency and strengthening accountability in the publicly funded education system**.

The ministry undertook a review of the GSN and key financial parameters that guided this review were **minimizing funding redistribution impacts** between school boards and **managing within the existing funding envelope**, as the review was not intended to be an expansion nor a contraction of funding. Based on these parameters, there will be **minimal funding impacts** to school boards from the changes.

# Overview of Current Education Funding

## Grants for Student Needs (GSN)

Provides operating funding to school boards and funding to maintain schools, including one-time funding amounts

1. Pupil Foundation
2. Language
3. Indigenous Education
4. Learning Opportunities
5. Cost Adjustment and Teacher Q&E
6. Geographic Circumstances
7. Supports for Students Fund
8. Mental Health & Well-Being
9. Continuing Education and Other Programs
10. Special Education
11. School Foundation
12. School Facility Operations and Renewal
13. Student Transportation
14. Program Leadership
15. Declining Enrolment Adjustment
16. School Board Admin. and Governance
17. Debt Service Costs
18. One-Time Realignment Mitigation Fund

- 18 Grants, 77 Allocations
- 2023-24 Projections: \$27.1 billion

## Priorities and Partnerships Funding (PPF)

Provides targeted, time-limited supplemental funding to school boards and third parties based on various themes

1. French-Language
2. Indigenous
3. Math
4. Mental-Health and Well-being
5. Special Education
6. Student Pathways
7. De-streaming
8. Reading
9. Supporting Student Potential - Other
10. System Support and Efficiencies

- 10 Themes
- 2023-24 Projections: \$516.2 million

## Capital Funding

Provides funding for the construction, purchase, additions, renovations of schools and maintenance and improvement of the condition of schools

1. Capital Priorities
2. School Condition Improvement
3. Temporary Accommodation
4. Land Purchases
5. Child Care Capital

NOTE: Capital funding is largely excluded from this exercise

- 5 Grants
- 2023-24 Projections: \$1.8 billion

**Total Operating Funding:**  
\$27.6 billion

**Total Capital Funding:**  
\$1.8 billion

# THEME - Renew & Refocus

Objective: Core education funding should reflect funding that is permanent from year to year

Changes:

1. Two funding amounts will be **moved out of the operating funding envelope:** “debt service costs” and “temporary investment amounts” as neither of these amounts are permanent or ongoing, minimizing year over year fluctuations and concentrating on core funding amounts.

# THEME - Renew & Refocus

Objective: Education funding should reflect the purpose of the funding and be easily understandable

Changes:

2. The GSN funding formula (operating) to be **renamed to Core Education Funding (“Core Ed”)**
3. The GSN funding formula (capital) to be **renamed to Building, Expanding and Renewing Schools (BERS)**
4. Priorities and Partnerships Funding (PPF) to be renamed to:
  - Responsive Education Programs (REP)**, representing school board funding portion
  - Funding for External Partners (FEP)**, representing third party funding portion

# THEME - Streamline

Objective: Education funding should be structured in a way that will make it easier for parents and families to understand

## Proposed Changes:

5. The GSN funding formula (operating) to be streamlined:
  - **From 18 grants to 6 funding pillars**
  - **From 77 to 28 allocations**
6. The PPF to be streamlined **from 10 themes to 9 themes**, aligned with current government priorities

# THEME – Streamline, GSN Operating Grants

## Existing: 18 Grants

1. Pupil Foundation
2. Language
3. Indigenous Education
4. Learning Opportunities
5. Cost Adjustment and Teacher Q&E
6. Geographic Circumstances
7. Supports for Students Fund
8. Mental Health & Well-Being
9. Continuing Education and Other Programs
10. Special Education
11. School Foundation
12. School Facility Operations and Renewal
13. Student Transportation
14. Program Leadership
15. Declining Enrolment Adjustment
16. School Board Administration and Governance
17. Debt Service Costs
18. One-Time Realignment Mitigation Fund

## Revised: 6 Funding Pillars

1. Classroom Staffing
2. Learning Resources
3. Special Education
4. School Facilities
5. Student Transportation
6. School Board Administration

# THEME – Streamline, GSN Operating Allocations

## Current: 77 Allocations

### 1. Pupil Foundation Grant

1. Kindergarten Pupil Foundation Allocation
2. Primary Pupil Foundation Allocation
3. Junior & Intermediate Pupil Foundation Allocation
4. Intermediate (Grades 7 and 8) Supplementary Pupil Foundation Allocation
5. Secondary Pupil Foundation Allocation

### 2. Language Grant

6. English as a Second Language/English Literacy Development Allocation
7. Programme d'appui aux nouveaux arrivants Allocation
8. Recent Immigrant Supplement
9. French as a Second Language Allocation
10. French as a First Language Allocation
11. Actualisation linguistique en français Allocation

### 3. Indigenous Education Grant

12. Indigenous Languages Allocation
13. First Nation, Métis and Inuit Studies Allocation
14. Board Action Plan Allocation

### 4. Learning Opportunities Grant

15. Demographic Allocation
16. Literacy and Math Outside the School Day Allocation
17. Student Success, Grade 7 to 12 Allocation
18. Grade 7 and 8 Student Success and Literacy... Allocation
19. Tutoring Allocation
20. Summer Learning Program Allocation
21. Specialist High Skills Major Allocation
22. Experiential Learning Allocation
23. Outdoor Education Allocation
24. Safe and Clean Schools Supplement

### 5. Cost Adjustment and Teacher Qualification & Experience Grant

25. Cost Adjustment Allocation
26. Teacher Qualifications and Experience Allocation
27. Early Childhood Education Qualifications and Experience Allocation
28. New Teacher Induction Program Allocation
29. Teacher Learning and Innovation Allocation
30. Retirement Gratuities
31. Benefits Trusts Allocation

### 6. Geographic Circumstances Grant

32. Remote and Rural Allocation
33. Supported Schools Allocation
34. Rural and Northern Education Fund Allocation
35. Additional Educational Software Licensing Top-Up Allocation
36. Student Technological Devices Top-Up Allocation
37. Broadband Continuous Improvement Top Up Allocation

### 7. Supports for Students Fund

### 8. Mental Health & Well-Being Grant

38. Mental Health Workers Allocation
39. Supporting Student Mental Health Allocation
40. Student Mental Well-Being Allocation
41. Well-Being and Positive School Climates Allocation
42. Safe and Accepting Schools Allocation
43. Urban and Priority High Schools Allocation

# THEME: Streamline, GSN Operating Allocations

## Current: 77 Allocations

### 9. Continuing Education and Other Programs Grant

- 44. Adult Day School Allocation
- 45. High-Credit Day School Allocation
- 46. Summer School Allocation
- 47. Continuing Education Allocation
- 48. Adult Day School/Continuing Education Supplement
- 49. Prior Learning Assessment and Recognition Allocation
- 50. International and Indigenous Languages, Elementary Allocation
- 51. International Student Recovery Amount

### 10. Special Education Grant

- 52. Special Education Per Pupil Amount (SEPPA) Allocation
- 53. Differentiated Special Education Needs Amount (DSENA) Allocation
- 54. Special Equipment Amount (SEA) Allocation
- 55. Special Incidence Portion (SIP) Allocation
- 56. Education and Community Partnership Program (ECP) Allocation
- 57. Behaviour Expertise Amount (BEA) Allocation

### 11. School Foundation Grant

- 58. In-school Administration and Leadership Allocation
- 59. Remote Learning Administration Allocation
- 60. Library Staffing Allocation
- 61. Parent Engagement Allocation

### 12. Declining Enrolment Adjustment

### 13. School Facility Operations and Renewal Grant

- 62. School Operations Allocation
- 63. School Renewal Allocation

### 14. Student Transportation Grant

- 64. Transportation Services Allocation
- 65. School Bus Rider Safety Training Allocation
- 66. Transportation to Provincial and Demonstration Schools Allocation

### 15. Program Leadership Grant

### 16. School Board Administration and Governance

- 67. Trustees Allocation
- 68. Reporting Entity Project Allocation
- 69. Internal Audit Allocation
- 70. External Audit Allocation
- 71. Board Administration Allocation
- 72. Executive Compensation Allocation for 2017-18 Increases
- 73. Curriculum and Assessment Implementation Allocation
- 74. Central Employer Bargaining Agency Fees Allocation
- 75. School Authorities Amalgamation
- 76. Managing Information for Student Achievement Local Capacity Building Allocation
- 77. Demographic Data Gathering Allocation

### 17. Debt Service Costs

### 18. One-Time Realignment Mitigation Fund

# THEME – Streamline, GSN Operating Allocations

Revised: 28 Allocations

1. **Classroom Staffing Fund (CSF):** *Funding for staffing required in the classroom to support the core education needs of students (teachers, ECEs and some EAs).*
  1. **CSF - Per Pupil Allocation** *(base amounts for teachers, ECEs and EAs)*
  2. **Language Classroom Staffing Allocation** *(e.g., ESL/FSL/FFL)*
  3. **Local Circumstances Staffing Allocation** *(e.g., additional classroom staff funding for Qualifications & Experience, training, geographic circumstances, benefits)*
  4. **Indigenous Education Classroom Staffing Allocation** *(First Nations, Métis and Inuit Studies and Indigenous Languages)*
  5. **Supplemental Staffing Allocation - Literacy, Numeracy and Other Programs** *(e.g., amounts for classroom staffing portions of Experiential Learning and Outdoor Education)*
  
2. **Learning Resources Fund (LRF):** *Funding for non-staffing classroom costs, such as learning materials, classroom equipment, etc., as well as staffing typically required outside of the classroom to support student needs, such as mental health workers.*
  6. **LRF - Per Pupil Allocation** *(e.g., classroom materials/resources)*
  7. **Language Supports and Local Circumstances Allocation** *(e.g., French materials/geographic top-ups)*
  8. **Indigenous Education Supports Allocation** *(Indigenous Education Lead, Board Action Plan)*
  9. **Mental Health and Wellness Allocation** *(e.g., mental health workers, Mental Health Lead)*
  10. **Student Safety and Well-Being Allocation** *(e.g., student re-engagement)*
  11. **Continuing Education and Other Programs Allocation** *(e.g., Continuing Education, Adult Day School, Summer School)*
  12. **School Management Allocation** *(e.g., P/VP, secretarial support)*
  13. **Differentiated Supports Allocation – Demographic, Socioeconomic and Other Indicators** *(e.g., Student Success Lead, Early Years Lead, Specialist High Skills Major)*

*\* Each allocation will consist of components representing many of the previous allocations and components under the GSN. These will be made visible through a technical guide provided to school boards as a resource.*

# THEME – Streamline, GSN Operating Allocations

## Revised: 28 Allocations

- 3. Special Education Fund (SEF):** *Incremental funding to support students who need specialized programs, services, and/or equipment. This is the primary source of funding for educational assistants.*
  14. **SEF - Per Pupil Allocation** *(formerly known as the Special Education Per-Pupil Amount)*
  15. **Differentiated Needs Allocation** *(formerly known as the Differentiated Special Education Needs Amount)*
  16. **Complex Supports Allocation** *(includes amounts formerly known as the Special Incidents Portion Allocation, Education and Community Partnership Program Allocation, and Behaviour Expertise Amount Allocation)*
  17. **Specialized Equipment Allocation**
  
- 4. School Facilities Fund (SFF):** *Funding for staffing, such as maintenance/custodians, and non-staffing operating, such as heating/lighting and maintenance costs of school facilities, including repairing and renovating schools.*
  18. **School Operations Allocation** *(e.g., heating, maintenance, custodians)*
  19. **School Renewal Allocation** *(e.g., renovation/modernization)*
  20. **Rural and Northern Education Allocation**
  
- 5. Student Transportation Fund (STF):** *Funding to transport students between home and school.*
  21. **Transportation Services Allocation**
  22. **School Bus Rider Safety Training Allocation**
  23. **Transportation to Provincial and Demonstration Schools Allocation**
  
- 6. School Board Administration Fund (SBAF):** *Funding for staffing and non-staffing administration costs such as operating school board offices, school board-based staff and expenses.*
  24. **Trustees and Parent Engagement Allocation**
  25. **Board-Based Staffing Allocation** *(e.g., board executive and non-executive staffing, non-staffing and benefits)*
  26. **Central Employer Bargaining Agency Fees Allocation**
  27. **Data Management & Audit Allocation**
  28. **Declining Enrolment Adjustment Allocation**

# THEME – Streamline, PPF

## Existing: 10 Themes

1. French-Language
2. Indigenous Education
3. Math
4. Mental-Health and Well-being
5. Special Education
6. Student Pathways
7. De-streaming
8. Reading
9. Supporting Student Potential - Other
10. System Support and Efficiencies

## Revised: 9 Themes

1. French-Language
2. Indigenous Education
3. Literacy
4. Mental-Health
5. Supporting Vulnerable Students
6. Student Readiness
7. STEM
8. Operations
9. Emergency/Contingency Funding

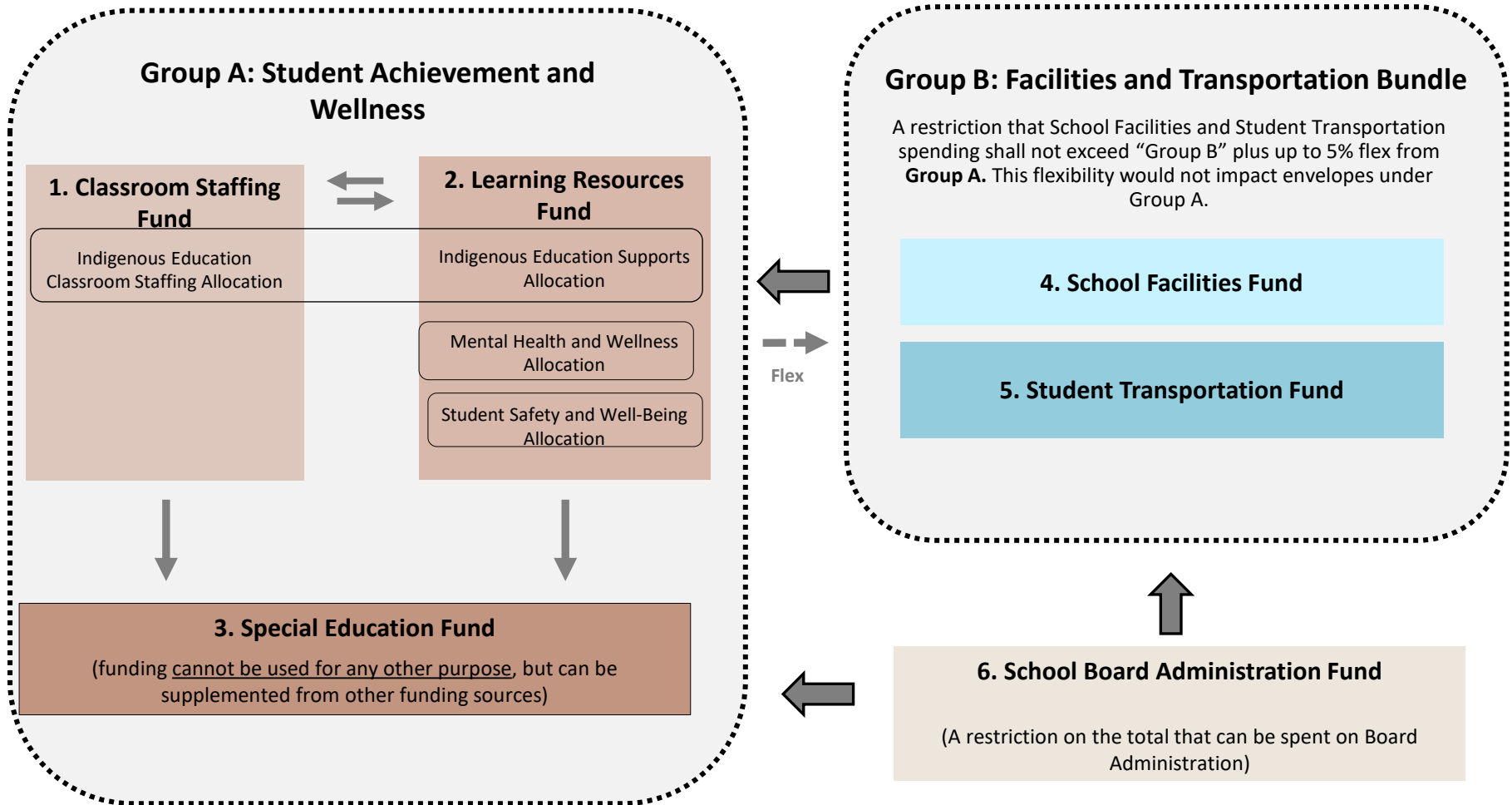
# THEME – Strengthen Accountability

Objective: 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

## Changes:

7. Refreshing the “enveloping” framework, **by simplifying it** to make it easier to understand

# THEME: Strengthen Accountability



# THEME – Improve Public Communications

Objective: Communicating the funding formula in a way that parents and the public can more easily understand and communicate all funding to school boards in a timely manner.

## Changes:

8. Simplifying **public-facing funding communications’ documents:**
  - Board-by-board funding projections will be realigned to the new funding structure
  - Development of a simplified education funding guide to replace the technical paper, currently used as the primary communications document
  - Technical paper will continue to be provided as a detailed funding reference for school boards
9. Announcing **board-by-board funding allocations in Spring 2024**, to the extent possible to support school board planning processes

# Board-by-Board Funding Projections

FOR ILLUSTRATION PURPOSES ONLY

## Core Education Funding for the 2023-24 School Year (73) Provincial Total

CORE EDUCATION FUNDING	2022-23 Revised Estimates	2023-24 Projections	Change from 2022-23 to 2023-24 (\$)	Change from 2022-23 to 2023-24 (%)
Classroom Staffing Fund	14,286,257,628	14,467,206,678	180,949,050	1.3%
Learning Resources Fund	4,025,768,202	4,225,907,240	200,139,038	5.0%
Special Education Fund	3,280,869,397	3,405,363,119	124,493,722	3.8%
School Facilities Fund	2,652,746,428	2,711,626,569	58,880,141	2.2%
Student Transportation Fund	1,122,545,929	1,233,238,457	110,692,528	9.9%
School Board Administration Fund	641,767,398	656,751,881	14,984,483	2.3%
<b>SUB-TOTAL</b>	<b>26,009,954,983</b>	<b>26,700,093,944</b>	<b>690,138,961</b>	<b>2.7%</b>
School Authorities	48,164,983	51,070,592	2,905,609	6.0%
<b>TOTAL CORE EDUCATION FUNDING</b>	<b>26,058,119,966</b>	<b>26,751,164,536</b>	<b>693,044,570</b>	<b>2.7%</b>
<b>Average Daily Enrolment of Pupils of the Board</b>	<b>2022-23 Revised Estimates</b>	<b>2023-24 Projections</b>	<b>Change from 2022-23 to 2023-24</b>	<b>Change from 2022-23 to 2023-24</b>
Elementary	1,407,452	1,411,288	3,836	0.3%
Secondary	617,340	625,559	8,219	1.3%
<b>Sub-Total</b>	<b>2,024,792</b>	<b>2,036,847</b>	<b>12,055</b>	<b>0.6%</b>
School Authorities	1,336	1,336	-	-
<b>Total Average Daily Enrolment</b>	<b>2,026,128</b>	<b>2,038,183</b>	<b>12,055</b>	<b>0.6%</b>
<b>AVERAGE PER PUPIL CORE EDUCATION FUNDING</b>	<b>12,861</b>	<b>13,125</b>	<b>264</b>	<b>2.1%</b>

NOTES: Totals may not add due to rounding.

1. Funding has been restated for the prior year using the updated funding pillar structure.
2. The Provincial Total page includes amounts for School Authorities.

# Restructured Education Funding: Renewed, Refocused & Streamlined

## Core Education Funding (Core Ed)



## Responsive Education Programs (REP)



## Building, Expanding and Renewing Schools (BERS)

Provides **permanent/ongoing** operating funding to school boards and funding to maintain schools

Provides targeted, **temporary/time-limited** supplemental funding to school boards (and FEP for third parties) based on **government-priority** themes

Provides funding for the construction, purchase, additions, renovations of school, the maintenance and improvement of the condition of schools, as well as **debt service costs**

1. Classroom Staffing Fund

2. Learning Resources Fund

3. Special Education Fund

4. School Facilities Fund

5. Student Transportation Fund

6. School Board Administration Fund

1. French-Language

2. Indigenous Education

3. Literacy

4. Mental Health

5. Supporting Vulnerable Students

6. Student Readiness

7. STEM

8. Operations

9. Emergency/Contingency Funding

1. Capital Priorities

2. School Condition Improvement

3. Temporary Accommodation

4. Land Purchases

5. Child Care Capital

6. Debt Service Costs

- 6 Funds (was 18), 27 Allocations (was 77)
- 2023-24 Projections: \$26.8 billion (down \$0.3 billion)

- 9 Funding Themes (was 10)
- 2023-24 Projections: \$516.2 million

- 6 Funds (was 5)
- 2023-24 Projections: \$2.1 billion (up \$0.3 billion)

**Total 2023-24 Operating  
Funding: \$27.3 billion**

**Total 2023-24 Capital  
Funding: \$2.1 billion**

# Part II

# Remapping of GSN Grants

Classroom Staffing Fund (CSF)	Current GSN Mapping
A. CSF - Per Pupil Allocation	Classroom staffing portions of the following: <ol style="list-style-type: none"> <li>1. Pupil Foundation Grant (PFG)</li> <li>2. Language Grant</li> <li>3. Indigenous Education Grant (IEG)</li> <li>4. Learning Opportunities Grant (LOG)</li> <li>5. Cost Adjustment and Teacher Q&amp;E Grant</li> <li>6. Geographic Circumstances Grant (GCG) (<i>excludes Rural and Northern Education funding noted below</i>)</li> <li>7. Supports for Students Fund (SSF)</li> </ol>
B. Language Classroom Staffing Allocation	
C. Local Circumstances Staffing Allocation	
D. Indigenous Education Classroom Staffing Allocation	
E. Supplemental Staffing Allocation - Literacy, Numeracy and Other Programs	
Learning Resources Fund (LRF)	Current GSN Mapping
A. LRF - Per Pupil Allocation	Non-staff classroom funding and non-classroom school staff portions of the following grants: <ol style="list-style-type: none"> <li>1. PFG</li> <li>2. Language Grant</li> <li>3. IEG</li> <li>4. LOG</li> <li>5. Cost Adjustment and Teacher Q&amp;E Grant</li> <li>6. GCG (<i>excludes Rural and Northern Education funding noted below</i>)</li> <li>7. SSF</li> <li>8. School Foundation Grant (SFG) (<i>excludes parent engagement allocation noted below</i>)</li> <li>9. School Board Administration and Governance Grant (SBAGG) (Curriculum and Assessment Implementation)</li> </ol> Entirety of the following grants: <ol style="list-style-type: none"> <li>10. Mental Health and Well-being Grant</li> <li>11. Continuing Education and Other Programs Grant</li> <li>12. Program Leadership Grant (PLG)</li> </ol>
B. Language Supports and Local Circumstances Allocation	
C. Indigenous Education Supports Allocation	
D. Mental Health and Wellness Allocation	
E. Student Safety and Well-Being Allocation	
F. Continuing Education and Other Programs Allocation	
G. School Management Allocation	
H. Differentiated Supports Allocation – Demographic, Socioeconomic and Other Indicators	

# Remapping of GSN Grants, continued

Special Education Fund (SEF)	Current GSN Mapping
A. SEF - Per Pupil Allocation <i>(formerly the Special Education Per-Pupil Amount (SEPPA) Allocation)</i>	13. Special Education Grant <ul style="list-style-type: none"> <li>• SEPPA Allocation</li> <li>• DSENA Allocation</li> <li>• SEA Allocation</li> <li>• SIP Allocation</li> <li>• ECPP Allocation</li> <li>• BEA Allocation</li> </ul>
B. Differentiated Needs Allocation <i>(formerly the Differentiated Special Education Needs Amount (DSENA) Allocation)</i>	
C. Complex Supports Allocation	
D. Specialized Equipment Allocation <i>(formerly the Special Equipment Amount (SEA) Allocation)</i>	
School Facilities Fund (SFF)	Current GSN Mapping
A. School Operations Allocation	14. School Operations and Renewal Grant (except Capital Planning Capacity and Non-Instructional Spaces amounts)  Portions of: <ul style="list-style-type: none"> <li>4. LOG</li> <li>5. Cost Adjustment and Teacher Q&amp;E Grant</li> <li>6. GCG (RNEF)</li> <li>7. SSF</li> </ul>
B. School Renewal Allocation	
C. Rural and Northern Education Allocation	
Student Transportation Fund (STF)	Current GSN Mapping
A. Transportation Services Allocation	15. Student Transportation Grant
B. School Bus Rider Safety Training Allocation	
C. Transportation to Provincial or Demonstration Schools Allocation	
School Board Administration Fund (SBAF)	Current GSN Mapping
A. Trustees and Parent Engagement Allocation	16. SBAGG <i>(excluding Curriculum and Assessment Implementation noted above)</i>
B. Board-Based Staffing Allocation [10 core]	
C. Central Employer Bargaining Agency Fees Allocation	17. Declining Enrolment Adjustment
D. Data Management & Audit Allocation	Portions of: <ul style="list-style-type: none"> <li>14. School Operations and Renewal Grant <i>(Capital Planning Capacity and Non-Instructional Spaces amounts noted above)</i></li> </ul>
E. Declining Enrolment Adjustment Allocation	

# Supporting Documents in EFIS

The following materials will be available in the EFIS training materials folder on the day of release

- GSN to Core Education Funding (“Core Ed”): Allocation Map
- GSN to Core Ed: 2023-24 Revised Estimates Projections Comparison
- EFIS Mapping: 2023-24 Revised Estimates to 2024-25 Estimates
- 2024-25 Estimates: EFIS Updates
- 2024-25 Estimates: Form changes in EFIS
- April 11 Information Session Recording

The “Labour Provision Summary” document will be available in the EFIS Reference Material folder.

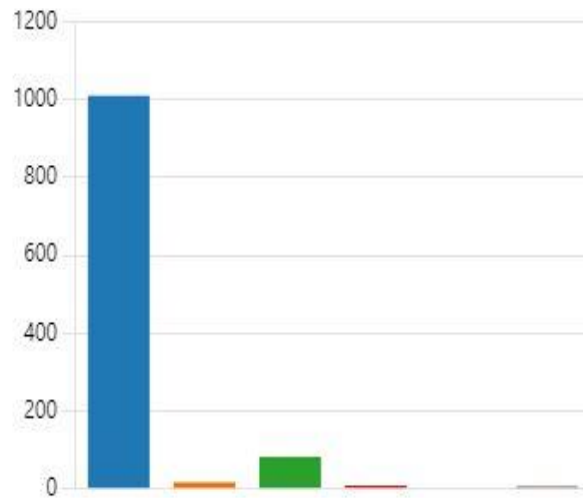
# 2024-2025 NIAGARA CATHOLIC BUDGET CONSULTATION

## 1126 RESPONSES

### 1. I am a:

[More Details](#)

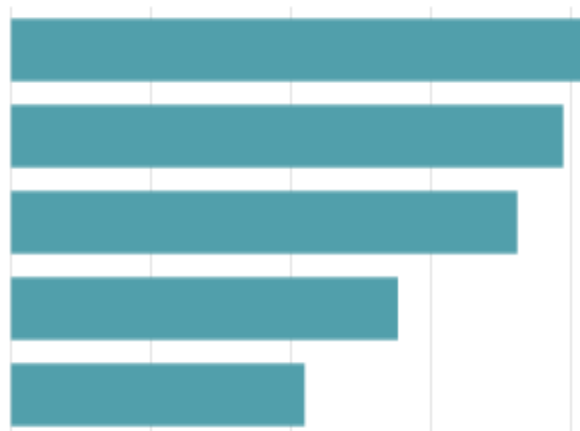
<span style="color: blue;">●</span> Parent/Guardian	1009
<span style="color: orange;">●</span> Student	17
<span style="color: green;">●</span> Employee	83
<span style="color: red;">●</span> Community	10
<span style="color: purple;">●</span> Pastor	0
<span style="color: brown;">●</span> Other	7



### 2. School and school board budgets include many things, including the resources listed below.

[More Details](#)

- 1 Classroom supplies
- 2 Technology (i.e. laptops, tablets...
- 3 Co-Instructional Activities (e.g. a...
- 4 Library resources
- 5 Outdoor school improvements ...

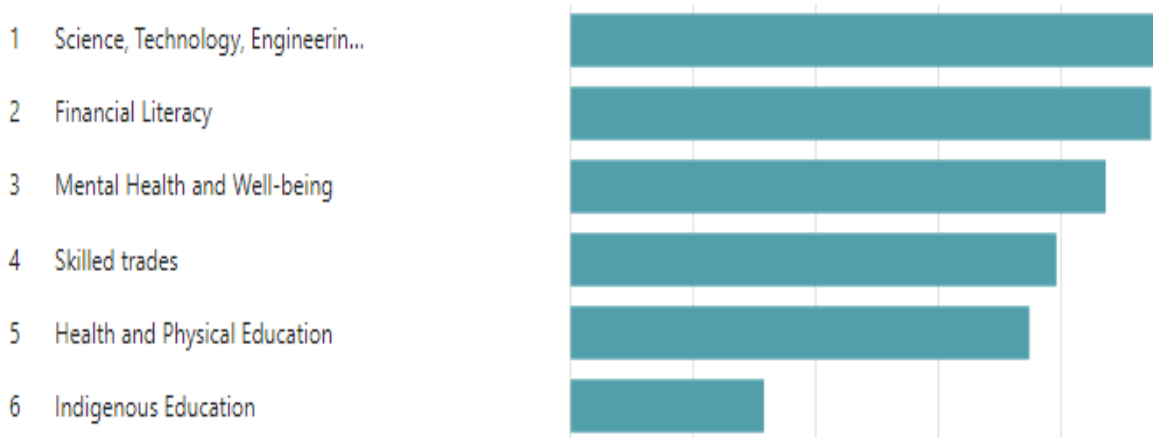


# 2024-2025 NIAGARA CATHOLIC BUDGET CONSULTATION

## 1126 RESPONSES

3. The following is a list of goals by the Ministry of Education to better prepare students for the future.

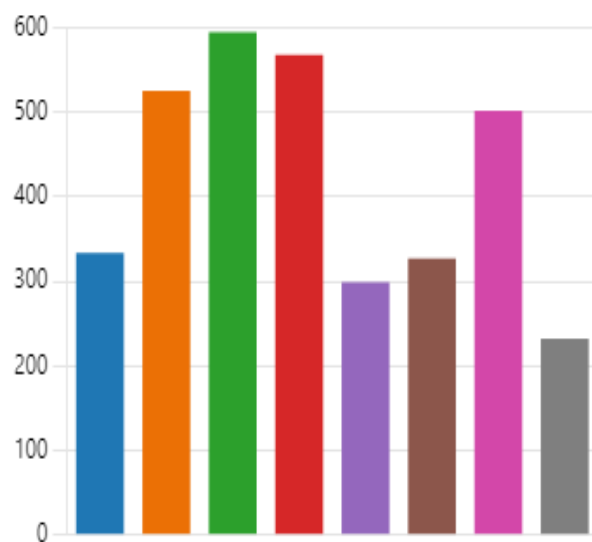
[More Details](#)



5. The list below includes several items school boards are challenged to fund every year.

[More Details](#)

● Constrained labour market (recr...	333
● Staff replacement	525
● Limited mental health funding	594
● Limited Special Education funding	567
● Cybersecurity/ IT issues	299
● Transportation services (e.g. bus...	327
● Aging schools	501
● Student attendance	232



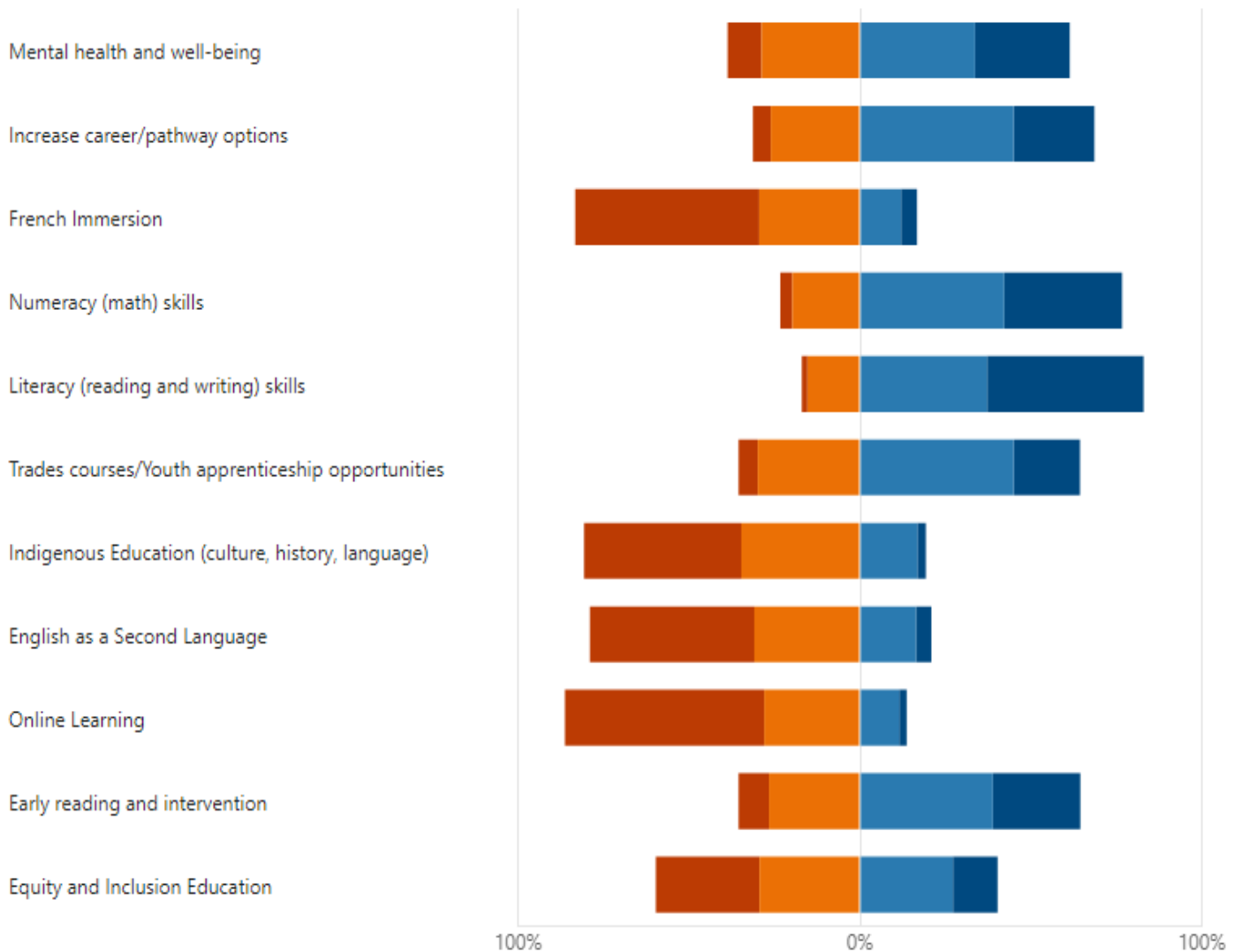
# 2024-2025 NIAGARA CATHOLIC BUDGET CONSULTATION

## 1126 RESPONSES

4. Please tell us how important you rank these programs and services.

[More Details](#)

■ Neutral ■ Important ■ Very Important ■ Most Important



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MAY 14, 2024**

***PUBLIC SESSION***

**TITLE: NIAGARA CATHOLIC APPLIED BEHAVIOUR  
ANALYSIS (ABA) UPDATE 2024**

---

---

The Niagara Catholic ABA Update 2024 report is presented for information.

---

---

Prepared by: Gino Pizzoferrato, Superintendent of Education  
Julia Nemcko, BCBA, Behaviour and Communication Services Lead  
Darcy Fox, BCBA  
Julia Nicholson-Clarke, BCBA  
Angela Price, BCBA

Presented by: Gino Pizzoferrato, Superintendent of Education  
Julia Nemcko, BCBA, Behaviour and Communication Services Lead

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

Date: May 14, 2024



## **REPORT TO THE COMMITTEE OF THE WHOLE MAY 14, 2024**

### **NIAGARA CATHOLIC APPLIED BEHAVIOUR ANALYSIS (ABA) UPDATE 2024**

---

---

#### **BACKGROUND INFORMATION**

Niagara Catholic embraces the direction of Policy Program Memorandum (PPM) 140 where the principles of Applied Behaviour Analysis (ABA) must be considered for all students with Autism spectrum disorder (ASD) and recognizes the necessity of ABA to support the success of all learners, regardless of their diagnosis. Niagara Catholic values the team of ABA professionals who are available to work front line with educators and students to ensure that all students have opportunities and support to help them realize and reach their full potential.

ABA is a scientific approach to understanding behaviour. The Multi-Year Strategic Plan (MYSP) emphasises the importance of student success, promoting and supporting all pathways for student achievement. ABA aligns with this commitment as it utilizes principles that focus on behaviour change by altering the environment to support the student's readiness for learning. The application of ABA in education is integral to student success and well-being. ABA interventions address interfering behaviour and provide a systematic approach to support students with increasing skills. The ABA team has also been extensively supporting the Applied Behaviour Analysis Specialized Education (ABASE) Program during its inception year. This program is a temporary, alternative learning environment infused with the principles of ABA, supported and supervised by ABA professionals within the team.

With the expertise and a collaborative mindset, the ABA team successfully creates education applicable interventions and practices which foster authentic relationships within an inclusive environment where all students feel safe and a sense of belonging and engagement in their school community. This supports the MYSP's direction to foster inclusive, equitable, and safe schools communities where all are welcomed and 'called by name.' As educators, we are all entrusted to support students in celebrating the gifts that God has given them. Jesus Christ is the model for teaching and we are called upon to reflect and tailor our practices to be living witnesses of Christ.

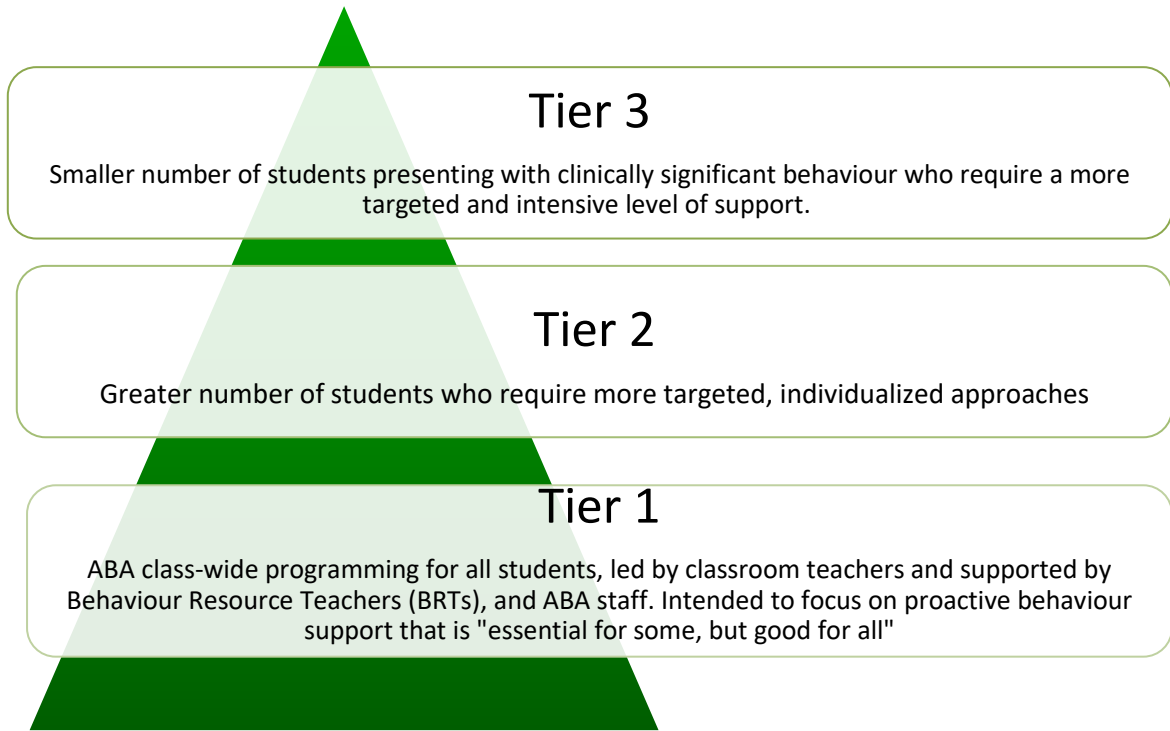
#### **Niagara Catholic ABA Human Resources**

The ABA team consists of 11 individuals. The ABA team currently has five members approaching/on maternity leaves celebrating the birth of children. Although our team numbers have been periodically reduced this year, remaining members of the team have stepped forward to train and mentor new colleagues, as well as to provide support wherever necessary. With ongoing shifts to the team due to maternity leaves there have been gaps of time that the team has not been at full staff complement. In alignment with the MYSP, Niagara Catholic prioritizes and embraces the diversity of its workforce that reflects our communities as the ABA team is composed of individuals of varying backgrounds/cultures, faith, educational accomplishments and professional experiences. The diversity in the ABA team benefits not only the interactions and collaboration amongst the team, but also with the service delivery across the system.

Title	Number of Staff	Description of Role
<b>Behaviour and Communication Services Lead (BCSL)</b>	1	<p>The BCSL works within an interdisciplinary team and is responsible for prioritizing and responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Adherence to best practice while providing clinical supervision where necessary to BA staff, or those pursuing certification in compliance with the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts</li> <li>● Provide clinical supervision to BAs and ABA Facilitators</li> <li>● Provide supervision to Speech-Language Pathologists</li> <li>● Support creation of process at ABASE, provide supervision to ABA staff supporting ABASE and overseeing BSPs</li> <li>● Train staff to conduct evidence-based behavioural assessments, develop behavioural interventions, as well as supervise, model and coach school staff regarding the implementation of strategies</li> <li>● Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities and then monitor implementation for students identified as Tier 3</li> <li>● Support and coach system and school staff in conducting Functional Behaviour Assessments (FBAs), developing Behaviour Support Plans (BSPs) and Safety Plans</li> <li>● Create and facilitate professional development opportunities for system staff</li> <li>● Liaise with various professional and clinical resources both within and external to the Board to ensure students have access to required resources</li> </ul>
<b>Behaviour Analyst (BA)</b>	3	<p>The BA works within an interdisciplinary team and is responsible for prioritizing and responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Provide supervision and direction to ABA Facilitators through the Targeted ABA Intervention model (TABAI), described below</li> <li>● Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities and then monitor implementation for students identified as Tier 2</li> <li>● Support and coach system and school staff in conducting FBAs, developing BSPs and Safety Plans in consultation with the BA for students identified as Tier 2</li> <li>● Train staff to collect, summarize and analyze data related to the implementation of strategies, behaviour support plans, and safe intervention plans to be communicated to internal and external stakeholders</li> <li>● Create and facilitate formal and informal professional development opportunities for system staff</li> </ul>
<b>Applied Behaviour Analysis (ABA) Facilitator</b>	7	<p>The ABA Facilitator works within an interdisciplinary team and is responsible for responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Frontline support for the implementation of TABAI model, including: <ul style="list-style-type: none"> <li>○ the Behaviour Skills Training (BST) component (described below)</li> <li>○ providing ongoing support to schools</li> <li>○ data summaries on progress for individual student programs</li> </ul> </li> <li>● Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities, coaching and direct support in creation of required materials, and then monitor implementation for students identified as Tier 2 and 3</li> </ul>

## Multi-Tiered System of Support

To organize the various supports and services most suited to the school setting, the continuum of care is often called a “Multi-Tiered System of Support.”



In alignment with the MYSP’s direction to design opportunities to address changing enrollment, the tiered model welcomes and includes all learners. The Behaviour Resource Teacher’s (BRTs), Multi-Disciplinary Teachers (MDTs) and ABA team collaborate to provide appropriate support for students and schools. The BRTs/MDTs focus on Tier 1 support, offering class-wide proactive strategies, which may be helpful for all students. The ABA team focuses primarily on Tier 2 and 3 supports, offering a more targeted, individualized approach. The ABA team utilizes a Targeted Applied Behaviour Analysis Intervention model (described below) and the intensity of ABA involvement is based on student need.

### Targeted Applied Behaviour Analysis Intervention (Tier 2 and 3)

The ABA team uses a Targeted Applied Behaviour Analysis Intervention (TABAI) approach to support students and school teams. The process is outlined in the flowchart below:



Once the ABA team has conducted observations of the student in their school and a Functional Behaviour Assessment has been completed (data has been collected), the ABA team will collaborate with school staff, as well as students and parents/guardians to prioritize and identify student goals and to develop individualized proactive and responsive strategies. By inviting the student's voice, they are empowered to be a part of their action plan, realizing a stronger sense of mental health and wellness, aligning with the MYSP's advancing student achievement, for all students.

The ABA team utilizes Behaviour Skills Training (BST), an evidence-based approach to build educator capacity with the skills and tools needed to support students in achieving their behaviour goals.

BST consists of four components:

### **1. Instruction**

The ABA team presents the individualized proactive and responsive strategies to the school team, parents/guardians, and any community agency who may be supporting the student and family. The data collected will inform the ABA team on *why* interfering behaviours are occurring. During this component of teaching, the team highlights how the strategies support the student which provides school staff with the rationale on the strategies being implemented.

### **2. Modelling**

The ABA team member models how to implement the strategies with the actual student, while the educators observe.

### **3. Rehearsal**

Once the school team has been instructed on how to implement the strategies and have observed the model, they rehearse the new skill with the student, while the ABA team member observes.

### **4. Feedback**

The ABA team member provides constructive and positive feedback to the educators on their implementation of the strategies.

Once the student is achieving their behaviour goals, ABA involvement will begin to fade. A Behaviour Service Summary document is then presented to the school team upon conclusion of ABA service that summarizes the student's achievements and outlines next steps (e.g., continue with strategies, when to modify strategies, etc.).

## **Data Summary of ABA Involvement**

### **Operational Definitions of Involvement:**

**TABAI:** Described above

**Transition Supports:** Providing service to students/families/caregivers and school staff with the most up to date information to support an informed and organized transition to school (school to school, board to board, entry to school, transition to high school). ABA staff gather this information through direct observations and communication with outside agencies, other school boards, student support department colleagues and community members to ensure best practices are being adhered to and continuation of services and strategies are considered.

**Booster Session:** A session provided by an ABAF on previously successful and targeted ABA programming for new staff, or a follow-up from transition support without the requirement of a new referral.

**Consultation:** A conversation between a member of the ABA Team and central level team member or school-based team to determine next steps for a student displaying a skill deficit or interfering behaviour. A consultation may consist of general Tier 1 questions, however if it is determined that an observation is necessary and if school staff would like to discuss student-specific information, a consent for Student Support Involvement is required.

ABA Involvement September 2023-May 2024				Total
Area	1	2	3	
<b>TABAI</b>	27 + 4 (ABASE)	27 + 5 (ABASE)	15 + 3 (ABASE)	<b>81</b>
<b>Transition Supports</b>	17	29	29	<b>75</b>
<b>Booster Sessions</b>	14	9	11	<b>34</b>
<b>Consultations</b>	17	58	22	<b>97</b>

### Additional Team Responsibilities

#### **ABASE Support**

This year Niagara Catholic opened the doors to the ABASE classroom. With the creation of this classroom came many new layers of work and involvement for all members of the ABA team. The Behaviour and Communication Services Lead (BCSL) clinically oversees the development of processes, data collection and BSPS. The ongoing evaluation and tweaking of established processes and protocols is paramount in maintaining clear communication with the home schools, as well as maintaining a safe and enriched classroom environment and employee cohesion. The BCSL is present onsite and maintains open communication multiple times a week with the ABASE Resource Teacher, as well as the ABAF(s) who support the students and staff. The BAs schedule observations bi-weekly for their area students and ensure that they continue to review data and progress as they (and their area ABAFs) are also part of the team supporting the student’s reintegration process into their homeschool. Additional extensive information and data regarding this program will be provided at the June Committee of the Whole meeting.

#### **Behaviour Management Systems Trainers**

The goal of BMS is to provide leadership, training and support in the effective responses to behaviour in all environments.

In support of the MYSP’s direction to invest in staff learning opportunities and to foster a safe school community, educators who are provided BMS training possess a greater level of expertise in planning for and responding to varying levels of behaviour. BMS focuses on prevention and non-physical interventions. Knowing the child, responding when there are “early warning signs” or indicators, and the effective use of calming and de-escalation techniques are some key strategies. BMS also teaches educators personal safety

techniques (avoidance, releases, blocks), as well as safe containment methods (a last resort - rarely required).

This training is developed by educators for educators for use in schools and other caregiving environments. The training is linked to educational policies and programs, aligns with Student Support procedures, and enhances staff confidence and competence.

BMS is utilized board wide and the following positions are trained/re-certified on a yearly basis: Principals/Vice-Principals, Educational Resource Teachers (ERTs), Child and Youth Workers (CYWs), Early Childhood Educators (ECEs), Educational Assistants (EAs), Interpreters, Special Education Class Teachers and Student Support Central Level Team members. As of this school year Library Technicians are also receiving BMS training.

There are currently 10 BMS trainers at Niagara Catholic. This year's BMS training for school staff was completed as full certifications in person. This was done to ensure that the disruption in trainings over the past few years were eliminated and every staff member who required BMS training was fully certified. If requested by the school, or recommended by the team due to the level of interfering behaviours of student(s), BMS trainers may go to individual schools, in-person, to train staff on the physical components of BMS specific to their students demonstrating interfering behaviour. "Booster sessions" on the theory and physical components of BMS are available to support staff in feeling more comfortable and proficient in employing the principles of BMS utilizing physical blocks/releases and containments. There is a benefit to providing in-person BMS physical training in site-specific schools, as staff are able to talk about individual student behaviours (while maintaining confidentiality) and trainers can go to different areas within the school to model and troubleshoot with staff on how to implement the BMS strategies in various classrooms, or other locations specific to that school.

### **BMS Weekly Physical Review**

This school year all staff certified in BMS theory and/or physical techniques have been given the direction to continue to participate in weekly BMS physical review practices utilizing BMS physical technique training videos to ensure that, if required, they are able to respond in an emergency situation to maintain safety for students and staff. Practice sessions are approximately 15-20 minutes in length where targeted physical interventions are reviewed (e.g. week 1: review safe supportive stance, block from a punch, block from a kick, week 2: review educator gripped by one hand, educator gripped by 2 hands, etc.). Administrators or designate sign off on the practices and the school is invited to reach out to a BMS trainer to come out, observe, and provide feedback. Throughout our BMS Trainings, instructors have indicated an observable shift in certificants' ability, fluency and comfort with demonstrating physical components of BMS due to the ongoing expectation of practices.

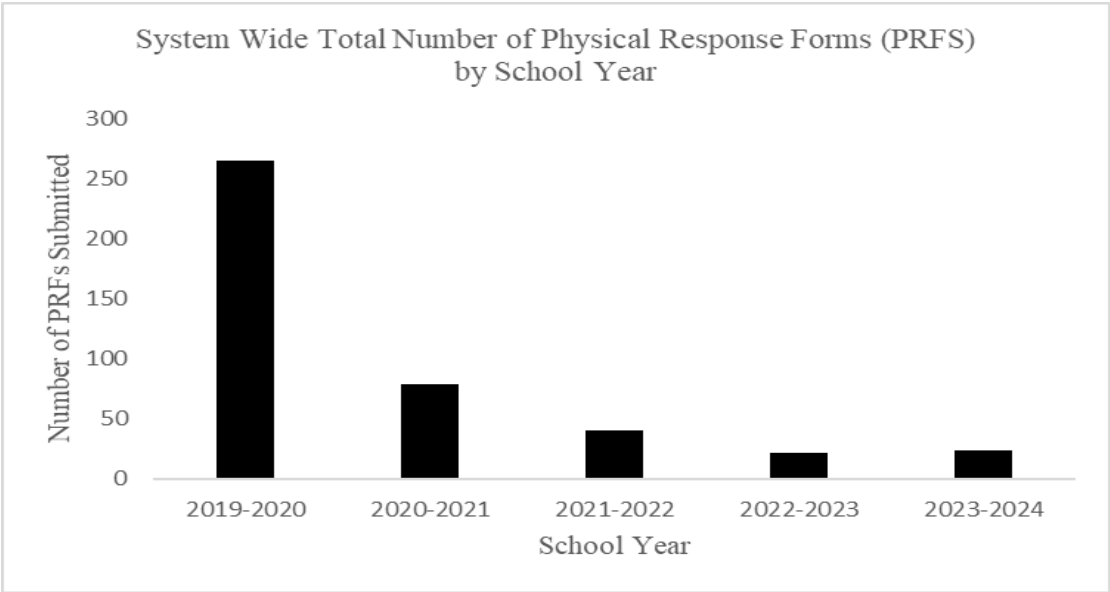
### **Physical Incident Reporting**

The utilization of the TABAI process is intended to build staff capacity and confidence, with a focus on proactive strategies. The TABAI model has allowed for members of the ABA team to model these strategies for staff in real time while interfering behaviours are taking place, and coaching staff as they build confidence in working through these interfering behaviours. When a physical response occurs, resulting in a Physical Response Form (PRF) being completed, the ABA team will follow up with the school and participate in an extensive debrief on the incident and discuss next steps using Physical Response Debrief Form (PRDF). In the chart below you will see the number PRFS submitted with and without containment. This is important to highlight, historically this was not information that schools were disseminating to our team. BMS trainers have seen an increase in PRFS being submitted without the use of physical containment and only indicating blocks/releases/classroom evacuations. The submission of PRFS garners an immediate response from an ABA team member (BMS Instructor) to review the document and to schedule a time to check in on student/staff wellness. This process has increased the school's ability to access ABA professionals to discuss safety concerns and develop plans for next steps in an effort to reduce the likelihood of the same or similar event occurring.

ABA Support Physical Response Forms	PRF Containment with	PRF Containment without
Completed PRFs (Sept 2023-May 2024)	24	13

In a 2023 Senior Administrative Council meeting, the Coordinator of Health and Safety presented and stated that through the work of the ABA team the number of physical contaminants and lost time injuries has significantly reduced.

The graph below displays the number of physical reports submitted over the past five school years. It should be noted that there were school closures and altered learning environments from March 2020- January 2022. The number of PRFS for the current school year remains low in comparison to previous years, and consistent with last year’s number. This data is extremely important to monitor and share, as it provides evidence of school staff displaying increased capacity to manage interfering behaviour, and that school-based teams have displayed an increased effort in utilizing proactive, non-physical strategies. This outcome is extremely beneficial to student and staff safety and safety, dignity and well-being



**ABA Staff Professional Development (PD)**

In alignment with the MYSP’s direction on investing in staff learning opportunities and leadership development, the entire team continually participates in self-directed PD, as well as identified targeted PD listed below to ensure efficacy of practice, opportunity to collectively debrief and to provide ongoing mentorship:

- Picture Exchange Communication System (PECS) Level 1
- Behaviour Management Systems Trainer Training
- Mental Health and Soft Skills Bundle for ABA Professionals

**Professional Development for Niagara Catholic Staff**

System-wide PD

September 2023	Facilitated learning with ABASE EAs to prepare them for the initial cohort												
November 2023	Independent Picture Activity Schedule Make & Take for all EAs												
December 2023	BMS certification for new hires												
January 2024	Facilitated learning and review of BPS and data during the elementary Professional Development with targeted schools for our cohort 1 ABASE students. Elementary/Secondary EA staff were fully certified in BMS theory and physicals on separate PD Days												
January 2023	The BCSL supported 42 educators in the <i>ABA for Educators: Level 2</i> course offered through the Sonderly Platform, hosted by the Geneva Centre for Autism												
March 2023	The BCSL supported 46 educators in the <i>ABA for Educators: Level 1</i> course offered through the Sonderly Platform, hosted by the Geneva Centre for Autism												
April 2024	<p>Provided a workshop to 70 teachers in the Niagara Teachers Induction Program (NTIP) on the importance of ABA in Education.</p> <p>The data below represents participants' Pre and Post test results on ABA Principles, as well as their rating on their confidence to utilize ABA strategies in their classroom.</p> <table border="1" data-bbox="418 743 1268 1100"> <tr> <td>Average <b>PreTest</b> Results on ABA Principles</td> <td>63.4%</td> <td>Average <b>Pre-Presentation</b> Rating on Confidence Utilizing ABA Strategies</td> <td>52%</td> </tr> <tr> <td>Average <b>PostTest</b> Results on ABA Principles</td> <td>92.5%</td> <td>Average <b>Post-Presentation</b> Rating on Confidence Utilizing ABA Strategies</td> <td>84%</td> </tr> <tr> <td>Average Change in Score</td> <td>+29.1%</td> <td>Average Change in Score</td> <td>+32%</td> </tr> </table>	Average <b>PreTest</b> Results on ABA Principles	63.4%	Average <b>Pre-Presentation</b> Rating on Confidence Utilizing ABA Strategies	52%	Average <b>PostTest</b> Results on ABA Principles	92.5%	Average <b>Post-Presentation</b> Rating on Confidence Utilizing ABA Strategies	84%	Average Change in Score	+29.1%	Average Change in Score	+32%
Average <b>PreTest</b> Results on ABA Principles	63.4%	Average <b>Pre-Presentation</b> Rating on Confidence Utilizing ABA Strategies	52%										
Average <b>PostTest</b> Results on ABA Principles	92.5%	Average <b>Post-Presentation</b> Rating on Confidence Utilizing ABA Strategies	84%										
Average Change in Score	+29.1%	Average Change in Score	+32%										

Additional examples of staff PD/capacity building include:

- Team members have provided “Booster Sessions” on previously developed programs and strategies at various schools. This provides school staff with the opportunity to ask questions and build confidence in programs and strategies, and ensures that all staff members are being delivered consistent messaging.
- Providing Tier 1 class wide strategies for educators (i.e., Get Ready, Do, Done System, group reinforcement contingencies)
- Peer Awareness presentations have been completed by members of the team to teach neurotypical classmates about ASD and other exceptionalities. The presentation focuses on celebrating student differences, and how to be a supportive classmate.

**Transition Supports**

The team is preparing for incoming Kindergarten students transitioning to Niagara Catholic by attending observations and meetings to prepare for their transition to school next year. The team has participated in ERT meetings with elementary school and high school ERTs to support the transition from students in Gr. 8 to Gr. 9, or to the special education classroom.

The ABA team provides support to students and educators transitioning from other school boards, including boards from outside Niagara.

**Entry to School Program**

Bethesda Services and Niagara Children's Centre were successful in obtaining the Niagara Region service delivery of the Entry to School (ETS) program through the Ministry of Children, Community and Social Services (MCCSS) serving clients through the Ontario Autism Program (OAP). This is a six-month curriculum-based program with the objective to prepare children to begin school, with a focus on key readiness skills. All participants will be entering school for the first time in Kindergarten or Grade 1 and are registered with the OAP. Participants will benefit from individualized programming with a small group ratio, from a multidisciplinary team including, ABA Therapists, Speech and Language Pathologists, Occupational Therapists, and Early Childhood Educators. Similar to last school year, the ABA team will collaborate with the ETS teams to ensure that individualized transition supports occur. The ETS staff will be available for consultation to the school teams for the first six months of school.

Currently there are 28 students registered in the ETS program who are expected to transition to Niagara Catholic schools in the Fall. The program began in March 2024 and will end in September 2024. The program is running out of five different locations, three of which are Niagara Catholic schools (St. Gabriel Lalemant, St. Anthony, St. Augustine). This creates an opportunity to further work with our community partners on supporting students with autism transitioning into Niagara Catholic for the first time (in kindergarten or in Grade 1) in the Fall.

### **Family Supports**

The ABA team strives for consistent communication with families to obtain input and share plans for program implementation within the schools. Support may also look like:

- Assisting families to navigate services and connect with outside agencies, for example, Contact Niagara, Community Living, Autism Ontario, Pathstone Mental Health Services, Niagara Children's Centre- Speech Services Niagara-CAST, Powerhouse for sibling support, etc.
- Supporting families/schools in connecting with private ABA providers.
- Assisting families/schools with connecting with Bethesda regarding registering for the OAP, Foundational Services, Children's Behaviour Services, and Children's Developmental Assessment Services (CDAS).
- Assisting families and school staff in interpreting outside agency assessments/reports to assist with school goals.
- Supporting the development of letters for medical professionals regarding medical support for diagnoses and/or interfering behaviours. The team will also provide Proactive and Responsive Strategy Summaries or Behaviour Support Plans (BSPs) for schools/families to provide to medical professionals.

### **Community Partnerships/Collaborations**

The partnerships listed below support the MYSP's direction of community; fostering connections where all belong and work collaboratively with our partners.

#### **Brock University**

For the past five years, under the direct supervision of a BA, the ABA team has supported multiple Brock Master's student's final practicum placements within the Masters of Applied Disabilities program. With additional BAs, additional applications have been submitted to the university to support more students in the coming school year. Mentorship of Master level students provides an invaluable free service to school communities and has positively contributed to the applicant pool for ABA team positions.

#### **Niagara College**

The ABA team has hosted 20 Niagara College Autism and Behavioural Science (ABS) placement students during the school year. The team has created and presented an orientation to students and have supported them in meeting their placement requirements for each semester. The ABS students are placed in schools

where ABA Facilitators frequent for their direct support, as well as ensuring ABA programming is occurring for their observations and opportunities are available for implementation. One ABS student spent both of her placements at the ABASE location and it was extremely beneficial for the program.

The BAs presented to the ABS program's Transition Planning and Implementation course on various transitions within Niagara Catholic and how the ABA team supports students and educators while promoting successful transitions.

### **Bethesda Services**

The Niagara Catholic ABA team works closely with clinicians from Bethesda Services who are supporting students in their home and in community settings. Specifically, through the MCCSS, Bethesda is one of the agencies in Niagara providing Urgent Response Services (URS) within the OAP, a 12-week multidisciplinary service for students who meet criteria for experiencing a current specific, urgent need. Their goal is to help stabilize the situation, prevent crisis, reduce the risk of the child or youth harming themselves, others and property. The BAs work with Bethesda clinicians supporting students within the URS program to provide consistency in behaviour programming across all environments.

At the end of May 2024, the ABA team and Bethesda Services' team will meet for a joint learning opportunity. The Bethesda team will present on the OAP updates and the various Foundational Services (free services) they offer for families registered with the OAP and on the Children's Behaviour Services' waitlist. Additionally, Bethesda has been awarded the new Extensive Needs Service program and we will obtain information regarding this new service and how we can support families in accessing it in the future. All members of the ABA team will be present and encouraged to ask questions and receive the information to better understand the support available and disseminate and promote Bethesda's Foundational Services in schools. The ABA team will review Niagara Catholic's ABA model and discuss future opportunities for partnership.

### **McMaster Children's Hospital- Autism Program**

This school year, the Connections for Students program, funded by the MCCSS has altered the service they offer. The program now receives referrals from families and community agencies to support the sharing of information between home and/or clinician settings and the school environment. Some examples of services offered include connecting families and clinical teams with school board staff, attending school meetings to share information, planning for transitions (e.g. from elementary to high school), etc. The BAs have had opportunities this year to share information to best support the student.

### **Future Consideration**

The BCSL, BAs and ABA Facilitators will continue to support the ABASE program for the 2024-2025 school year with anticipation of utilizing existing funding to support an increase of 1 ABAF to the ABASE site, to bring the ABA staff complement to 2 ABAFS to support program development, data collection, BST of ABASE staff, integration and transition support. Ongoing consideration for collaboration opportunities with our Speech-Language Pathologists to increase functional communication for the students we serve, with a focus on the early years.

### **Conclusion**

To conclude, the Niagara Catholic ABA Team is grateful for the ongoing support of the Ministry of Education, Senior Administration, the Superintendent of Student Support Services, and the Board of Trustees for ensuring that best practices for supporting our student's behavioural needs are being met and prioritized by funding essential programs and by maintaining the team. Based on the multi-year data, it is evident ABA resources, services and support make a positive difference for students and staff.

Through the Integrated Behaviour Team model, the ABA team is able to primarily focus on Tier 2 and 3 supports and that is a likely contributor to the reduction in PRFs and physical incidents occurring in Niagara Catholic schools. The PRDF has been an important component in encouraging consistent and supportive communication between school team members, reviewing responses to interfering behaviour in a non-judgemental way, collaborating on the plan to move forward, all while focusing on well being and creating a safe environment for students and staff.

Adherence and commitment to the MYSP is present in decision making, action plans, and mind set. The components are weaved through all aspects of the ABA role and service model.

As members of a Catholic learning community, we are called to contribute to collaborative practices to provide opportunities for students and staff to continue to learn to reach their full potential. The ABA team will continue to work in partnership with school administrators and staff to ensure that the safety and behavioural needs of all students continue to be at the forefront of all decision-making and that student safety, achievement and success continues to be our collective goal. The maintenance of and ongoing consideration for the further expansion of the ABA team (increasing BAs and additional ABA Facilitators) will support the growing behavioural needs that inhibit student safety, learning and staff's ability to teach.

The Niagara Catholic ABA Update 2024 report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education  
Julia Nemcko, BCBA, Behaviour and Communication Services Lead  
Darcy Fox, BCBA  
Julia Nicholson-Clarke, BCBA  
Angela Price, BCBA

Presented by: Gino Pizzoferrato, Superintendent of Education  
Julia Nemcko, Behaviour and Communication Services Lead

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

Date: May 14, 2024

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MAY 14, 2024**

***PUBLIC SESSION***

**TITLE: DRAFT LETTER IN RESPONSE TO BILL 185, THE CUTTING  
RED TAPE TO BUILD BETTER HOMES ACT, 2024**

---

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board submit the attached letter to the Ministry of Education, Ministry of Municipal Affairs and Housing, and the Ministry of Red Tape Reduction, in support of the feedback provided by the Council of Senior Business Officials, with respect to proposed Bill 185, Cutting Red Tape to Build Better Homes Act, 2024.

---

---

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: May 14, 2024



## **REPORT TO THE COMMITTEE OF THE WHOLE MAY 14, 2024**

### **DRAFT LETTER IN RESPONSE TO BILL 185, THE CUTTING RED TAPE TO BUILD BETTER HOMES ACT, 2024**

---

---

#### **BACKGROUND INFORMATION**

During the month of April, the Ministry of Red Tape Reduction proposed Bill 185, the Cutting Red Tape to Build More Homes Act, 2024 to the Ontario Legislature as part of its commitment to cutting red tape, expediting government processes, and providing at least 1.5 million new homes by 2031.

As part of the Bill, the Ministry of Red Tape Reduction is proposing a suite of legislative, regulatory and policy initiatives that will increase productivity and economic development, as well as promote domestic and international growth. The proposed Bill includes the following measures to support these goals:

- build homes cheaper and faster;
- prioritize infrastructure for housing projects that are ready to go;
- improve consultation processes and provide greater certainty once a decision is made; and
- build more types of homes for more people.

The proposed Bill also includes amendments to 15 other Acts including the following:

1. An Act to incorporate the Trinity College School
2. Arts Council Act
3. Building Opportunities in the Skilled Trades Act, 2021
4. City of Toronto Act, 2006
5. Coroners Act
6. Development Charges Act, 1997
7. Hazel McCallion Act (Peel Dissolution), 2023
8. Line Fences Act
9. Municipal Act, 2001
10. Niagara Parks Act
11. Ontario Energy Board Act, 1998
12. Planning Act
13. Poet Laureate of Ontario Act (In Memory of Gord Downie), 2019
14. Redeemer Reformed Christian College Act, 1998
15. Université de Hearst Act, 2021

The initiative was discussed during a recent meeting of the Council of Senior Business Officials (COSBO) on April 18, 2024. During this meeting, it was decided that the best way to provide effective feedback would be that school boards across Ontario to unite and lobby the Provincial Government for meaningful change with respect to the proposed Bill.

COSBO has provided the attached template letter, which summarizes many of the concerns raised by school boards across Ontario. The letter highlights the following arguments requiring change to Bill 185 and some of the affected legislation.

1. The Ministry of Education has already made efforts to expedite the construction process. School boards are now required to submit shovel ready projects for consideration.
2. Consideration for exempting K-12 schools from the requirement of Site Plan Approval, like Colleges and Universities. This would significantly reduce the project schedule and associated costs.
3. If full exemption of the above is not granted, consideration for an expedited approval process be granted.
4. That all temporary accommodation (portables) be exempt from Site Plan Approval, allowing school boards to react to quickly changing enrolment projections.

In summary, the measures currently put in place by the Ministry of Education in 2023 provide greater accountability and an expedited approval process for the design and construction of capital projects. The proposed Cutting Red Tape to Build Better Homes Act works towards expediting development and construction timelines to provide 1.5 million new homes by 2031. In doing so, they are proposing changes to up to 15 other Acts, necessitating the need for the careful consideration of how this affects school boards across Ontario. Niagara Catholic's participation in submitting the attached letter to the Ministries supports the needs of the staff and students of our Board, as well as bolsters support for boards across Ontario, in an effort to expedite the planning, design, and construction of new schools and major renovations.

### RECOMMENDATION

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board submit the attached letter to the Ministry of Education, Ministry of Municipal Affairs and Housing, and the Ministry of Red Tape Reduction, in support of the feedback provided by the Council of Senior Business Officials, with respect to proposed Bill 185, Cutting Red Tape to Build Better Homes Act, 2024.

---

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: May 14, 2024



May 15, 2024

[PlanningConsultation@ontario.ca](mailto:PlanningConsultation@ontario.ca)

and

The Honourable Paul Calandra  
Minister of Municipal Affairs and Housing  
777 Bay Street, College Park, 17<sup>th</sup> Floor  
Toronto, ON M7A 2J3  
[minister.mah@ontario.ca](mailto:minister.mah@ontario.ca)

and

The Honourable Stephen Lecce  
Minister of Education  
438 University Avenue, 5<sup>th</sup> Floor  
Toronto, ON M7A 2A5  
[minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

Re: **Feedback on Bill 185 (the Proposed Cutting Red Tape to Build More Homes Act, 2024) and Related Changes to the Planning Act, Development Charges Act, Municipal Act (ERO 019-8370) and associated Supporting Regulations together with and Review of Proposed Policies for a New Provincial Planning Instrument (ERO 019-8462)**

On behalf of the Niagara Catholic District School Board, we are writing to provide our feedback on the Environmental Registry of Ontario postings pertaining to changes to various land use planning instruments.

The Niagara Catholic District School Board supports the province's efforts to respond to the current housing crisis through streamlining land use planning approvals. Together with the current focus on delivering more homes faster for Ontarians, there is also the need to expedite school construction to keep pace with the growth of our communities.

In fall 2023, a new framework for school board capital priorities submissions guided school boards' requests for capital funding for new schools and additions. The focus on "shovel ready" applications is testament to the need to speed up school construction projects. However, in certain jurisdictions some of the most significant delays facing school boards are in the same land use planning approvals that the province is proposing to streamline to benefit the development of student housing.

The Ontario Association of School Business Officials (OASBO) has been advocating on behalf of school boards for changes to the land use planning regime in Ontario to secure the priority of school sites as part of complete communities and simplifying approvals to construct schools. Many of the changes proposed by the various amendments to the Planning Act and new Provincial Planning Statement advance those objectives. A fulsome list of comments and suggestions with respect to various matters currently being considered by the province are attached hereto. Is there an attachment or are they embedded into this letter?

Notably, the proposal to consider offering an exemption to community service facilities, such as schools, from *Planning Act* requirements is an area of interest to Niagara Catholic. While school boards are contemplated as being exempted the *Planning Act* and its regulations in the future, only post-secondary institutions are being offered this immediate benefit.

Unlike almost any other community service facility or provincially funded infrastructure, there is already significant provincial oversight in the school siting and construction processes.

- Education Development Charge Background Studies, which confirm the need for school sites for eligible school boards, are reviewed and approved by the Ministry of Education.
- New construction funding requests are reviewed and approved by the Ministry of Education.
- The Ministry of Education must approve school board requests to acquire land. These reviews are undertaken in consultation with the Ministry of Municipal Affairs and Housing. The Ministry of Education also has a role in the disposition of surplus school board properties.
- School design and funding proposals are reviewed by the Ministry of Education before funds are allocated for tendering the construction of new capital projects.

These provincial level reviews and approvals are in addition to the often extensive local planning processes that school boards engaged in with municipal partners from the secondary/district plan process, through draft plans of subdivision, and site plan approvals.

School boards expect to continue to be engaged in those secondary/district plans and draft plans of subdivision and collaborate with planning authorities as directed by section 6.2 of the draft Provincial Planning Statement. However, there is also an opportunity to deliver shovel ready school sites more efficiently and support Provincial objectives to expedite school construction by allowing the development of public service facilities (schools) as-of-right in more land use designations and zone while at the same time exempting school boards from site plan control (Section 41 of the *Planning Act*).

Like the Crown and colleges, school boards are consolidated on to the government's financial statements. All capital and operating funding comes from the government. Delays in projects translate into cost escalations that become a direct pressure on the government. Site plan approvals for schools seem to take longer than those of postsecondary sector (a more dire problem).

Plans developed by school boards are prepared and signed off by accredited professional engineers and other specialists who are required to follow all applicable laws, including the Ontario Building Code.

Similar to the current approach taken with the Crown and Colleges, and now Universities, we are asking for the province to support the timely delivery of school sites by exempting school boards from Planning Act approvals by establishing the following:

- **That publicly funded school boards in Ontario be given exemptions from the Planning Act and the planning provisions of the City of Toronto Act, and any applicable/corresponding changes considered in the Municipal Act.**
- **That if a full exemption is not granted, a separate, expedited approval process be established for school board capital projects. The process would include a standard process containing minimum project requirements and appropriate approval timelines. These would include clear requirements for transparency of the overall process.**

Further,

- That publicly funded schools be permitted in any residential land use designation, and in non-residential designations outside of Employment Areas, that are located in Designated Growth Areas and Settlement Areas as defined by the Provincial Planning Statement;
- That publicly funded schools be permitted, as of right, in any zone allowing residential, commercial, or mixed-use development in Designated Growth Areas and Settlement Areas as defined by the Provincial Planning Statement; and
- That all temporary accommodation (portables) be exempt from Site Plan Approval. Currently, site plan exemptions for portables only apply to schools in existence on January 1, 2007. Site plan approvals, amendments and other approvals can create a challenge for the timing of the delivery of temporary accommodation which is necessary to respond to fluctuating enrolment. Matters pertaining to siting etc. are otherwise within the purview of the Ontario Building Code.

We thank you for considering these requests and continuing to recognize that efforts to deliver more housing in Ontario by streamlining planning approvals also requires supporting school boards' collective ability to advance the construction of new schools, additions, and temporary accommodations more quickly.

Sincerely,



Danny Di Lorenzo  
Chair of the Board



Camillo Cipriano  
Director of Education, Secretary-Treasurer