



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Committee of the Whole Tuesday, May 16, 2023 ♦ 7:00 p.m. Boardroom

Trustees:

Members: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Dennis Blake, Bill Chopp, Dan Dignard, Mark Watson, Halaena Buenviaje (Student Trustee)

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

Almighty God, we praise you and give you glory. We bless you for calling us to be your holy people. Remain in our hearts and guide us in our love and service. Help us to let our light shine before others and lead them to the way of faith. Holy Trinity of love, we praise you now and forever. Amen

1.2 Attendance

1.3 Approval of the Agenda

Pages 1-2

1.4 Declaration of Interest

2. Presentations

3. Delegations

4. Consent Agenda

5. Committee and Staff Reports

5.1 Excursion Report – Visual Arts In New York City
Presenter: Phil Wilson, Superintendent of Education

Pages 3-4

5.2 Excursion Report – Art & Architecture in France & Italy
Presenter: Phil Wilson, Superintendent of Education

Pages 5-9

5.3 Bank Operating Credit
Presenter: Scott Keys, Superintendent of Business & Treasurer

Pages 10-11

5.4 2023-24 Budget and Funding Update
Presenter: Scott Keys, Superintendent of Business & Treasurer

Pages 12-22

5.5 OCSTA AGM 2024 Report
Presenter: Rick Petrella, Chair of the Board

Pages 23-24

6. Information and Correspondence

7. Trustee Inquiries



8. Business In-Camera

- 207 (2) *Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:*
- a. *The security of the property of the board;*
 - b. *The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
 - c. *The acquisition or disposal of a school site;*
 - d. *Decisions in respect of negotiation with employees of the board; or*
 - e. *Litigation affecting the board.*

9. Report on the In-Camera Session

10. Future Meetings and Events

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11. Closing Prayer

*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. **Amen***

12. Adjournment

Next meeting: Tuesday, June 20, 2023, 7:00 p.m. – Boardroom

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

Prepared by: Phil Wilson, Superintendent of Education
Presented to: Board of Trustees
Submitted on: Tuesday, May 16, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

EXCURSION – VISUAL ARTS IN NEW YORK CITY
Public Session

BACKGROUND INFORMATION:

Katie Benoit from Assumption College School and the Visual Arts Program is requesting approval for the Visual Arts in New York City excursion from Thursday, May 16th to Monday May 20th, 2024. Additional chaperones, tentative and if needed, are Rachel Meneguzzi, Stacey Christie and Steve Glowala. The cost of the trip is approximately \$1945.00/person. Staff supervisors will be assigned according to the number of student registrations. EF Tours covers the cost of 1 chaperone per 6 students.

DEVELOPMENTS:

The trip is open to up to 48 past, present, or future students from ACS Arts Programs. Currently there are 513 students enrolled in a Visual Arts course for next year.

Approximately 40-48 students from the program will be traveling by bus to NYC. This tour provides an excellent opportunity for students to increase their awareness of global perspectives, foster appreciation for different cultures, become effective communicators, reflective thinkers, gain a love of/for learning and embrace the responsibility of being global citizens as well as develop leadership skills navigating through new experiences with confidence.

The students will develop a distinctive Catholic worldview with the opportunity to visit St. Patrick's Cathedral and attend mass. Students will have the enriching experience of viewing significant artwork, both historical and contemporary, at The Metropolitan Museum, The Guggenheim Museum, The Museum of Modern Art and a variety of galleries in Chelsea. Through tours and self-guided exploration, students will form a deeper appreciation for art history while also being inspired to create their own work. Students will also have the opportunity to see art come to life in the form of Broadway and Off-Broadway plays. This will highlight performance art, visual spectacle, makeup artistry, costume design, set design, music and more.

All information has been provided in accordance with Board policy and procedures.

SPECIFIC EXPECTATIONS

A. CREATING AND PRESENTING

A 2.1 Explore how elements and principles of design can be used to convey emotion and enhance personal expression and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience.

A 3.2 Explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists.

A 3.3 Describe appropriate standards and conventions for the presentation of different types of visual art works and apply these standards and conventions when preparing their art works for presentation.

A 3.4 Explain how variations in where and how art works are displayed (e.g., as public art, in private and public galleries, on the Internet, in the mass media, in virtual and traditional museums, as transient art works) can affect the impact and meaning of the works and the size and type of audience they reach.

B. REFLECTING, RESPONDING AND ANALYSING

B 1.1 Analyse their initial response to art works (e.g., describe their initial reaction to an artwork and determine which specific aspects of the work and their personal experience led to their reaction).

B 1.2 Deconstruct the visual content and the use of elements and principles of design in their own artwork and the work of others.

B 1.3 Explain, with reference to particular works, both historical and contemporary, how knowledge of an art work's cultural and historical context, achieved through research, has clarified and enriched their understanding of the work's intent and meaning.

B 1.4 Describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria.

B 2.1 Analyse the function and social impact of different kinds of art works in both past and present societies.

B 3.1 Identify a variety of careers in fields related to visual arts.

C. FOUNDATIONS

C 1.1 Demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing artworks.

C 2.1 Demonstrate an understanding of a wide variety of techniques that artists use to achieve a range of specific effects.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the excursion request from Assumption College for an excursion to New York City from Thursday, May 16th to Monday, May 20th, 2024.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Phil Wilson, Superintendent of Education
Presented to: Board of Trustees
Submitted on: Tuesday, May 16, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

EXCURSION – ART & ARCHITECTURE IN FRANCE & ITALY Public Session

BACKGROUND INFORMATION:

Agata Kowalski, Department Head of Arts at St. John's College, is requesting approval for an Art Trip to France and Italy from Friday March 8th to Sunday March 17th, 2024. Additional chaperones, if needed, are Wioletta Duffy, Lynne DiStefano and Rosalie MacNeil. The cost of the trip is \$4,401.00/person. Staff supervisors will be assigned according to the number of student registrations. Explorica Tours covers the cost of 1 chaperone per 6 students.

DEVELOPMENTS:

The trip is open to 24 past, present, or future students from the Visual Arts Program (which includes Photography, Fashion and Digital Art classes). Approximately 24 students from the program will be flying from Toronto Pearson International Airport to Paris, France and travel on to Nice, Monaco, Florence, and Rome via train. This tour provides an excellent opportunity for students to increase their awareness of global perspectives, foster appreciation for different cultures, become effective communicators, reflective thinkers, gain a love of/for learning and embrace the responsibility of being global citizens as well as develop leadership skills navigating through new experiences with confidence.

France and Italy were selected as destinations for this first art trip after Covid as these two locations maximize the amount of art and architecture students can see covering work studied in every art class. Some key examples are:

- Grade 9 - Ancient Rome.
- Grade 10 - Early Christian, Romanesque, Gothic.
- Grade 11 - Renaissance, Mannerism Baroque, Rococo, Neoclassicism, Romanticism, Realism.
- Grade 12 - Impressionism, Cubism, Modernism, etc.

In addition to learning about art, students will deepen their understanding of Catholic worldview through the opportunity of visiting the Notre Dame Cathedral in Paris, the Duomo in Florence as well as the Sistine Chapel and St. Peter's Basilica in Vatican City where they will attend mass. This will provide students with an opportunity to explore a key theme studied art classes: the relationship between the arts and the church; specifically, the role the Catholic church has played as a key patron of the arts.

Students will also visit numerous art museums and architectural sites including:

- Paris: Louvre, Musee D'Orsay, Arc De Triomphe, Opera House, Eiffel Tower.
- Monaco & Nice: Prince's Palace, Vieux Nice.
- Florence: Baptistery, Pisa Tower, Uffizi, Accademia, Gates of Paradise, Palazzo Vecchio.
- Rome: Colosseum, Roman Forum, Trajan's Column, Pantheon, Trevi Fountain, Piazza Navona, Spanish Steps, Piazza Venezia.

Students will develop global knowledge, a deeper sense of self, confidence, and sensitivity to and respect for others as they are immersed in their host country's cuisine and culture.

Current Visual Courses and # of Students enrolled:

AVI1O1 – 147	AWT4M1 – 15	AWQ3O1 – 30
AVI2O1 – 38	ASM2O1 – 30	AWQ4M1 – 11
AVI3M1 – 32	ASM3M1 – 14	AWS3O1 – 20
AVI4M1 – 13	ASM4M1 – 4	AWS4M1 - 6

Yearly total 2022-23: 16 sections; 330 students

2023/2024 Visual Art Course Projected Enrollment

AVI1O1 – 194	ASM2O1 – 20	AWS3O1 – 22
AVI2O1 – 38	ASM3M1 – 8	AWS4M1 – 9
AVI3M1 – 30	ASM4M1 – 10	HNC3C1 – 20
AVI4M1 – 26	AWQ3O1 – 32	
AWT4M1 – 9	AWQ4M1 – 12	

Yearly total 2023 – 24: 18 sections; 430 students

*Highlighted courses run as split section

All information has been provided in accordance with Board policy and procedures.

Links to Visual Arts Expectations from the Ontario Curriculum

Viewing art works in the culturally rich countries of France and Italy provides opportunities for students to become directly involved with artwork and architecture produced over many centuries. This tour visits the great cities of French and Italian artistic expression: Paris, Florence, and Rome. Visits to religious destinations like Rome are awe inspiring experiences for students. Experiencing artwork and architectural sites directly, is a rich experience that creates connections between the 'art world' and the student. A great deal of discussion happens on this type of a trip, and encourages students to put into practice all the 'theory' they have been learning in class.

Related expectations:
(from the AVI3M1 expectations)

- Use appropriate visual arts terminology in all areas of visual arts theory.

- Demonstrate an understanding of (a segment of Canadian art, fifteenth- to nineteenth-century Western art, and the art of Asian) and other cultures.
- Use appropriate terminology to discuss the art materials, techniques, and styles associated with art forms studied in the course.
- Explain how the elements and principles of design reflected in a specific work of art support the concepts and ideas expressed through that work.
- Analyse well-known historical works of art that use media and processes that they wish to explore.
- Explain how the style, history, and artist related information associated with specific works of art inform their own work.
- Analyse and describe the intellectual, emotional, and spiritual influence that art has on their lives.
- Evaluate the usefulness, in various careers, of skills and knowledge that can be developed through the study of visual arts.

(from the AVI4M1 expectations)

- Use a wide range of appropriate terminology related to all areas of art theory to describe art works, crafts, and applied design forms.
- Demonstrate an understanding of the historical context and stylistic evolution of some fine art, applied design, and craft forms.
- Describe the influence of art works and artists from the past on their own art works.
- Research and describe historical and recent works of art from around the world that specifically relate to the processes used and the issues and concerns expressed in their own work.
- Explain, orally or in writing, a variety of reasons for making judgements about works of art.
- Research and describe how a particular collection in a gallery or museum has been created and analyse the potential impact on individual viewers and communities.

(from the AVI201 expectations)

- Differentiate historical artworks by content, theme, style, techniques, and materials.
- Explain the social and historical context and the chronology of distinctive artistic styles.
- Explain how their personal artworks have been influenced by works they have viewed in galleries and museums.
- Explain how they have incorporated into their studio assignments characteristic materials and expressive qualities of artworks studied.
- Describe interrelationships among art, the consumer, and the community.
- Identify possible meanings of a work by referring to background information and specific visual indicators.

Group travel is a learning opportunity in itself. There are many opportunities for learning when travelling with others. Visiting culturally rich destinations like France and Italy also opens students minds to connections within the world at large.

From the Catholic Graduate Expectations:

CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.

- CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
- CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience.
- CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- CGE7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- CGE5c Develops one's God-given potential and makes a meaningful contribution to society.

CONNECTIONS TO SCHOOL IMPROVEMENT PLAN

St. John's College School Improvement Plan focuses on building inclusion, continued Christ-centred lifelong learning, and promoting health and mental well being. This trip also supports the School Improvement Plan in the following ways:

Building Inclusion

One of the most effective ways of building empathy is having the opportunity to experience different perspectives and ways of living. This trip to France and Italy not only enables students to experience the different ways that people live in other parts of the world today; but it also allows students to better understand how people lived in the past. Travelling in countries where others may not speak English will help students become more empathetic to those for whom English is a second language. This understanding will make students more respectful to diverse cultures, languages and traditions.

Continued Christ-centred Lifelong Learning

Travelling to the Vatican and visiting churches such as the Notre Dame Basilica, the Duomo and the Sistine Chapel allows students to grow their own faith and connection with God. These buildings were originally designed to be "bibles for the illiterate" and they represent the height of what people can achieve when they are filled with faith. The art and architecture that students will see on this trip will raise their spirits, fire their imagination and grow their faith.

Travelling presents students with new situations that develops confidence and pushes them to problem solve and strategize. This trip will help students become stronger critical thinkers and help them become more effective at solving problems, managing projects, and making effective decisions through a variety of digital tools and resources.

Promoting Health and Mental Well Being

Travel is known to have numerous benefits for health and well being including reducing stress, growing confidence, learning about oneself, boosting happiness and satisfaction, making one

more resilient (mentally and physically), enhancing creativity, makes one more hopeful and improves brain function. Students will return from the trip reenergized, inspired, more grounded and with a clearer sense of who they are and what they want to pursue in the future.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the excursion request from St. John's College for an excursion to France and Italy from Friday, March 8th to Sunday, March 17th, 2024.

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: May 16, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

BANK OPERATING CREDIT

Public Session

BACKGROUND INFORMATION:

The *Education Act* requires that a school board approves an annual borrowing resolution empowering the Board to borrow, as required, by way of demand notes, to meet current obligations. The Board approved an operating credit of \$7.0 million for the 2010 year and has approved this operating credit amount each subsequent year since.

DEVELOPMENTS:

The operating requirements of the Board have not changed significantly. Operating credit enables the Board to meet its financial obligations when a timing issue occurs between payment by the Board and receipt of grants by the Ministry.

The total credit is as follows:

Operating Line:	\$7,000,000
Purchase Card	<u>300,000</u>
TOTAL:	\$7,300,000

The credit has a renewal date of September 1, 2023. The Board's Purchase Card credit is underwritten by US Bank.

RECOMMENDATION:

THAT the Committee of the the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves:

A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "Board")

- A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), the Board considers it necessary to borrow the amount of up to Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on September 1, 2023 and ending on August 31, 2024 (the "Period").
- B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.

- C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.
- D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

1. The Chair or Vice Chair and the Treasurer are authorized, on behalf of the Board, to borrow from time-to-time by way of promissory note, or overdraft, or bankers' acceptance from Canadian Imperial Bank of Commerce ("CIBC") authorized for borrowing purposes in accordance with Section 243 of the Act, a sum or sums not exceeding in the aggregate Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is collected, the current expenditures of the Board for the Period (including the amounts required for the purposes mentioned in Subsection 243(1) and 243(2) of the Act), and to give to CIBC promissory notes or bankers' acceptances, as the case may be, sealed with the corporate seal of the Board and signed by any two of the Chair or Vice-Chair and the Treasurer for the sums borrowed, plus interest, at a rate to be agreed upon from time-to-time with CIBC;
2. The interest charged on all sums borrowed pursuant to this Resolution, plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;
3. The Treasurer is authorized and directed to apply in payment of all sums borrowed, plus interest, all the moneys collected or received in respect of the current revenues of the Board;
4. The Treasurer is authorized and directed to deliver to CIBC from time-to-time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: May 16, 2023
Submitted by: Michael MacDonald, Director of Education & Secretary

2023-24 BUDGET AND FUNDING UPDATE

Public Session

BACKGROUND INFORMATION:

Annually, and for the Board to meet Ministry deadlines for budget submission, staff must clearly plan the timing of the budget development and approval process. Budget planning commenced in January 2023 and will conclude with the presentation of the draft budget to the Budget Committee on June 13, 2023. Administration will request budget approval on June 27, 2023 and file the budget within Ministry of Education timelines.

The purpose of this report is to provide an update on the progress of the 2023-24 budget development cycle, including a funding update provided by the Ministry of Education.

DEVELOPMENTS:

Timelines

Budget development has progressed well, although the Ministry of Education announced the Grants for Student Needs (GSN) later than usual, however, certain milestones have been achieved.

Refer to **Appendix A** for a summary on the progression to date.

Grants for Student Needs (GSN) and Partnership and Priority Funds (PPF)

On April 17, 2023, the Ministry of Education released information regarding GSN and PPF for the 2023-24 school year.

- [Ministry of Education Memo 2023 B04: GSN Funding](#)
- [Ministry of Education Memo 2023 B05: PPF](#)

Refer to **Appendix B** for a summary of GSN changes.

GSN funding for the sector is projected to be \$27.1 billion or an approximately 2.7% increase from prior year (2022-23, \$26.4 billion). The average per-pupil funding is projected to be \$13,125 (2022-23, \$12,780).

Refer to **Appendix C** for the preliminary GSN projections and **Appendix D** for a summary of confirmed PPF for the Board.

In addition, the Ministry made available the details of the grant formulas and other criteria education funding through the GSN that are used to calculate allocations for budgeting and financial reporting purposes.

- [Education Funding: Technical Paper 2023-24](#)

Projected Enrolment

Enrolment projections are based on current Kindergarten and other registrations, enrolment as of March 31, 2022, and a conservative growth percentage applied to most planning areas.

Appendix E provides the preliminary projected enrolment for 2022-23.

The Board will continue to monitor our enrolment projections throughout the budget process to ensure any significant deviations from projected amounts are captured.

RECOMMENDATION:

THAT the Committee of the Whole refers the 2023-24 Budget and Funding Update report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Appendix A 2023-24 Budget Timelines

	Key Deliverable	Description of Activity	Date Completed
✓	Ministry Memorandum	Ministry invitation for 2023-24 Education Funding Consultation	
✓	Estimates Schedule and Process	Discuss 2023-24 Estimates Schedule and Objectives at SAM	6-Dec
✓	Estimates Schedule and Process	Present 2023-24 Estimates Schedule to Budget Committee	13-Dec
✓	Estimates Schedule and Process	Present 2023-24 Estimates Schedule to AAC	12-Jan
✓	Budget Update	Budget Workshop with Senior Administration	30-Jan
✓	Public Consultation (Online Survey)	Develop with Sr. Admin/Communications/Managers Questions for Survey	3-Feb
✓	Public Consultation (Online Survey)	Open Online Survey on 2023-24 Budget Estimates Process	22-Feb
✓	Budget Process Memorandum	Distribute Budget Process Memo to Superintendents, Managers and Supervisors	3-Mar
✓	Enrolment Projections	Preliminary Enrolment and ADE Projections Received from Watson (by this date)	28-Feb
✓	Public Consultation (Online Survey)	Close Online Survey on 2023-24 Budget Estimates Process	6-Mar
✓	Salary and Benefits Budget	Funded FTE Allocations Provided to Staffing Committee (based on 2022-23 GSN)	15-Mar
✓	Public Consultation (Online Survey)	Review and Collate Results of Online Survey	22-Mar
✓	Public Consultation (Online Survey)	Review Budget Survey Results at SAM/Business Services	23-Mar
✓	Department Budgets	Budget Workshop with Budget Holders	31-Mar
✓	Department Budgets	Receive Budget Submissions from Departments (by this date)	21-Apr
✓	Salary and Benefits Budget	Salary and FTE staffing "Snapshot" from HRS/Payroll (base for 2023-24 Budget)	31-Mar
✓	Enrolment Projections	Enrolment and ADE Projections Received and Finalized by Watson (by this date)	7-Apr
✓	Ministry Memorandum	Related Grants for Student Needs (GSN) and Priority and Partnership Fund (PPF)	17-Apr
✓	Ministry Memorandum	Release of EFIS Forms and Instructions	17-Apr
	Salary and Benefits Budget	Send FTE Staffing Reports to Superintendents for Review and Confirmation	
	Department Budgets	Complete Review Meetings with Department (by this date)	
	Budget Update	Provide a Budget Update to SAM	
	Salary and Benefits Budget	Complete Review of Salary and Benefits Budget	
	Salary and Benefits Budget	Updated Funded FTE Allocations to Staffing Committee (based on 2023-24 GSN)	
	Budget Update	Update to the Budget Committee (GSN/PPF, Budget Consultation, Salary/Benefits)	
	Budget Update	Presentation to Regional Catholic Parent Involvement Committee	
	Budget Update	Budget Update to SAM / Discussion and Approval of Department Submissions	
	School Budgets	Development of School Budgets Based on Forecasted Enrolment	
	Capital Plan	Complete Capital Plan (by this date)	
	Salary and Benefits Budget	Complete Salary and Benefits Budget	
	Budget Update	Budget Update to SAM / Discussion of Salary and Benefits	
	Budget Update	Presentation to Student Senate	
	Budget Update	Presentation to Special Education Advisory Committee	
	Budget Estimates Report (Draft)	All Budget Estimates Draft Report(s) Complete	
	Budget Estimates Report (Draft)	Present Draft Budget Estimates Report to SAM	
	Budget Estimates Report (Draft)	Present Draft Budget Estimates Report to Budget Committee	
	Budget Estimates Report (Draft)	Prepare/Answer any Trustee Questions on Budget Estimates Report at CoW	
	Budget Estimates Report (Final)	Final Budget Estimates Report to Board of Trustees	
	Budget Estimates Report (Final)	Submission of Budget Estimates to the Ministry (EFIS)	
	Budget Estimates Report (Final)	Post Final Budget on Public Website	

Appendix B
Summary of Grants for Student Needs

Grants	Purpose	Key Changes for 2023-24
Pupil Foundation	A per-pupil allocation that supports the elements of a classroom education that are required by, and generally common to, all students.	<ul style="list-style-type: none"> • The funded average for secondary classroom teachers will use an average credit load of 7.5 credits per pupil split between online learning (approximately 0.225) and in-person learning (approximately 7.275).
School Foundation	Provides school-based funding for in-school administration and leadership, as well as funding to support targeted library staff for elementary schools and parent engagement.	<ul style="list-style-type: none"> • For remote learning enrolment, funding to support the cost of salaries and benefits of administrative staff.
Special Education	The Special Education Grant provides additional funding to school boards to support students who need special education programs, services, and/or equipment.	<ul style="list-style-type: none"> • Transfer of the Early Math Intervention for Students with Special Education Needs into the GSN, previously provided through PPF. • Interim formula-based special incidence portion (SIP) funding approach.
Language Grant	The Language Grant provides funding to support the additional costs related to language instruction (ESL/ELD, FSL).	<ul style="list-style-type: none"> • Continuation of time-limited funding to address the financial impact of the extraordinary and temporary decline in recent immigrant enrolment as a result of the pandemic.
Indigenous Education	Provides funding for programs and initiatives to support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.	<ul style="list-style-type: none"> • Revision to the funding methodology for First Nation, Metis, and Inuit Studies allocation and a new supplemental amount as part of the Board Action Plan allocation. • One-time realignment funding to partially ease the impacts
Geographic Circumstances	Recognizes the additional costs of operating small schools that are isolated and costs that are associated with the geography of school boards, including school board size and school dispersion.	<ul style="list-style-type: none"> • No changes to these grants in 2023-24.
Learning Opportunities	Provides funding for a range of programs to help students who are at greater risk of poor academic achievement, including supports for de-streaming and well as learning recovery programming.	<ul style="list-style-type: none"> • New targeted funding to provide additional services that support student well-being and maintaining clean schools. • Transfer of Specialist High Skills Major expansion and Summer Learning Program funding to the GSN, previously provided through PPF.

Grants	Purpose	Key Changes for 2023-24
Mental Health and Well-Being	Provides funding to foster the learning and well-being of students, including support for frontline mental health workers in secondary schools to provide direct service, reduce wait times, improve access to critical services, and to strengthen positive school climates that support the continued learning and well-being of students who are suspended/expelled or at risk of being suspended/expelled.	<ul style="list-style-type: none"> No changes to these grants in 2023-24.
Continuing Education and Other Programs	The Continuing Education and Other Programs Grant contains multiple components to support a variety of pupils. This includes adult and high-credit day-school as well as continuing education, elementary international and Indigenous language programs, and Prior Learning Assessment and Recognition (PLAR) for mature students.	<ul style="list-style-type: none"> The Ministry is continuing to allow for the 55-hour credit upgrading summer course option that has been available since summer 2020 on an ongoing basis.
Teacher Qualifications and Experience	The Cost Adjustment and Teacher Qualifications and Experience Grant provides for a variety of compensation related funding adjustments for teachers and other staff.	<ul style="list-style-type: none"> Secondary per-pupil benchmarks are being updated to reflect the adjusted funding for classroom teaching staff based on the differentiated funded average class size for online and in-person and remote learning.
Supports for Students Fund	Provides flexible funding for school boards to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education, and STEM programming.	<ul style="list-style-type: none"> This funding is being continued into 2023-24 and school boards should continue to use this funding for its intended purpose.
Program Leadership	Funding to support leadership positions: Early Years Leads, Indigenous Education Leads, Mental Health Leaders, School Effectiveness Leads, Student Success Leads, Technology Enabled Learning and Teaching (TELT), and Contacts Leads.	<ul style="list-style-type: none"> No changes to these grants in 2023-24.

Grants	Purpose	Key Changes for 2023-24
Student Transportation	Provides boards with funding to transport students to/from home and school, including students with special needs.	<ul style="list-style-type: none"> • The Ministry is implementing a new Student Transportation Grant funding framework that is transparent, equitable, and focused on reliability. • The new Transportation Services Allocation is based on needs derived from provincially set Common Reference Standards criteria to encourage consistency and improve equitable access to student transportation services across Ontario.
Declining Enrollment Grant	Provides school boards with transitional support recognizing that it takes time for school boards to adjust their cost structures to reflect declines in enrolment.	<ul style="list-style-type: none"> • No changes to these grants in 2023-24.
School Board Administration and Governance	Provides funding for administration and governance costs such as operating school board offices and central facilities, board-based staff and expenditures, including supervisory officers and their administrative support.	<ul style="list-style-type: none"> • Funding to enhance capacity for enrolment audit accountability and staffing FTE compliance of the Benefits Trusts Allocation. • Transfer of demographic data gathering funding to the GSN, previously provided through PPF.
School Facility Operations and Renewal	Addresses the costs of operating school facilities (heating, lighting, maintaining, and cleaning) as well as the costs of repairing and renovating schools.	<ul style="list-style-type: none"> • An increase of 2.0% to the non-staff portion of the benchmark for operating costs to assist in managing increases in commodity prices (i.e., electricity, gas, insurance).
Debt Service Support	Debt support grant is provided for any debt relating to Ministry approved capital expenditure net of the pupil accommodation reserve as of August 31, 2010.	<ul style="list-style-type: none"> • No changes to these grants in 2023-24.
COVID-19 Learning Recovery Fund	Provides temporary funding for additional staffing supports to address the following priorities: learning recovery, implementation Grade 9 de-streaming, delivery of remote learning, supports for special education, and enhanced cleaning standards.	<ul style="list-style-type: none"> • The temporary funding is expiring at the end of 2022-23.

Appendix C
Preliminary GSN Projections

GRANTS FOR STUDENT NEEDS	2022-23 Revised Estimate	2023-24 Estimate	Change from 2022-23 Revised Estimates
Grants for Student Needs (GSN)			
Pupil Foundation	65,855,013	68,342,276	2,487,263
School Foundation	9,508,762	9,817,631	308,869
Special Education	19,499,310	20,630,666	1,131,356
Language Allocation	2,418,260	2,634,514	216,254
Indigenous Education	248,296	931,028	682,732
Rural & Northern Education Fund	1,471,049	1,460,542	(10,507)
Learning Opportunities	1,681,837	2,051,755	369,918
Mental Health & Well Being	960,204	1,005,199	44,995
Adult & Continuing Education	419,403	442,418	23,015
Teacher / DECE Qualification / Experience	11,270,567	11,593,053	322,486
New Teacher Induction Program	174,031	146,775	(27,256)
Student Transportation	6,320,524	8,867,550	2,547,026
Administration & Governance	4,282,147	4,424,476	142,329
School Operations & Renewal	12,231,708	12,903,608	671,900
Community Use of Schools Grant	153,652	158,319	4,667
Support For Students	1,157,204	1,195,140	37,936
Program Leadership	1,000,496	1,008,213	7,717
Permanent Financing - NPF	146,395	146,395	-
COVID Learning Recovery Fund	2,001,809	-	(2,001,809)
Total Grants for Student Needs	\$140,800,666	\$147,759,558	\$6,958,892

**Appendix D
Partnership and Priorities Funding (PPF)**

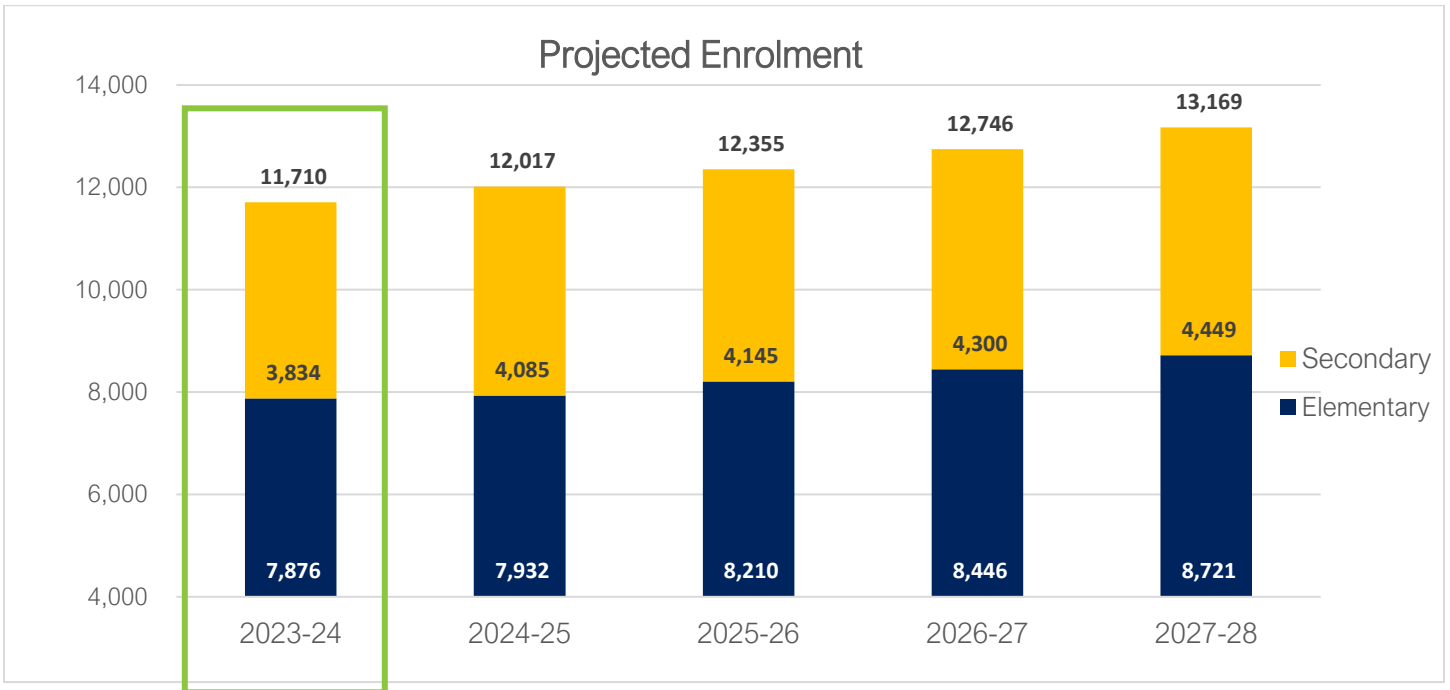
PPF	Subject Area	Purpose	2023-24 Allocation
Health Resources, Training, and Supports	Health and Safety (Training)	Funding is used to develop new resources and supports, and to deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues. In past years, this has included supports connected to cannabis use, vaping, gaming, and nutrition.	\$9,900
Special Education Additional Qualifications (AQ) Subsidy for Educators	Special Education (AQ)	Funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as <i>D-Special Education Specialist</i> .	\$9,400
Entrepreneurship Education Pilot Project	Student Achievement (Secondary)	Funding to provide innovative pilot projects that promote entrepreneurship education for secondary students and are developed/provided in partnership with local third-party organizations that have expertise in entrepreneurship. Fifty percent (50%) of funding must be dedicated to providing students' seed funding for their entrepreneurial projects/ideas. This year will be the second of three years of funding.	\$20,000
Skilled Trades Bursary Program	Co-Operative Education	Provides bursaries to students who have earned or are earning two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway and have financial and other barriers to completing their OSSD. This is the second year of funding for this pilot program.	\$12,000
De-Streaming Implementation Supports Program	Student Achievement	A continuation of funding to support the implementation of de-streamed Grade 9. The focus of this funding is to prepare Grade 8 students for their transition to Grade 9, and support Grade 9 students to be successful in the de-streamed Grade 9 program and prepare for their transition to Grade 10 and the senior program.	\$32,500
Summer Learning for Students with Special Education Needs	Special Education (Transition Programs)	Funding for the 2022-23 school year for school boards to deliver transition programs and additional staffing during the summer for students with special education needs.	\$100,600
Early Reading Enhancements: Reading Screening Tools	Literacy	Funding to allow school boards to procure Ministry-approved early reading screening tools for educators to conduct screening for students in year 2 of Kindergarten to Grade 2.	\$76,000

PPF	Subject Area	Purpose	2023-24 Allocation
Education Staff to Support Reading Interventions	Literacy (Staffing)	New funding to hire teachers who can work one-on-one or in small groups with students in Kindergarten to Grade 3 who would benefit from more support in reading.	\$452,200
Experiential Professional Learning in the Skilled Trades for Guidance Teacher-Counsellors	Secondary Pathways (Training)	To coordinate and provide experiential professional learning opportunities for all guidance teacher-counsellors to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career.	\$21,000
Licenses for Reading Intervention Supports	Literacy	To enable school boards to purchase licenses, resources and professional learning to support the provision of systematic, evidence-based reading interventions, supports or programs for struggling readers, including, but not limited to, students with reading disabilities.	\$130,500
Math Recovery Plan: Board Math Leads	Numeracy (Staffing)	School boards will be provided funding to hire a Board Math Lead who will inform, monitor and provide timely reporting of progress towards math achievement and improvement targets and lead board-wide actions to meet these targets.	\$166,600
Math Recovery Plan: Digital Math Tools	Numeracy	School boards will provide digital math tools for all students in Grades 3, 6, 7, 8 and 9 to support student learning at home and in classrooms.	\$78,500
Math Recovery Plan: School Math Facilitator	Numeracy (Staffing)	School boards will be provided with funding to hire School Math Facilitators to work in Grades 3, 6 and 9 classrooms in priority schools.	\$252,000
Professional Assessments	Student Support Services	This program will support school boards to conduct professional assessments (i.e., speech and language, psycho-educational) to help reduce wait times.	\$124,600
Summer Mental Health Supports	Student Support Services (Mental Health)	Funding will be provided for summer 2023 to support transition into the 2023-24 school year. This funding will provide prevention/early intervention mental health services to students during the summer months using their existing staffing complement and cannot be used to increase the full-time Equivalent (FTE) of mental health professionals.	\$114,800

PPF	Subject Area	Purpose	2023-24 Allocation
Staffing to Support De-Streaming and Transition to High School	Student Achievement (Staffing)	Funding for additional teachers in Grades 7-10 to work directly with students to provide early supports to prepare students in Grades 7-8 prior to transitioning to de-streamed Grade 9 and continuing the support to their transition to Grade 10.	\$555,800
Total Confirmed PPF			\$ 2,156,400

Appendix E 2023-24 Projected Enrolment

ENROLMENT	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Actual	Actual	Actual	Actual	Actual	Actual	Actual
ELEMENTARY							
October FTE	6,408	6,563	6,661	6,857	6,885	7,219	7,723
March FTE	6,450	6,569	6,732	6,903	6,951	7,375	7,723
ADE (Basis for Funding)	6,429	6,566	6,697	6,880	6,918	7,297	7,723
Enrolment Change (Prior Year ADE)	111	137	130	183	38	379	427
SECONDARY							
October FTE	3,293	3,308	3,403	3,500	3,586	3,719	3,831
March FTE	3,160	3,149	3,290	3,351	3,457	3,615	3,640
ADE (Basis for Funding)	3,226	3,229	3,347	3,426	3,522	3,667	3,735
Enrolment Change (Prior Year ADE)	59	2	118	79	96	146	68
BOARD ENROLMENT							
October FTE	9,700	9,871	10,064	10,357	10,471	10,938	11,554
March FTE	9,609	9,718	10,022	10,254	10,408	10,990	11,363
ADE (Basis for Funding)	9,655	9,795	10,043	10,305	10,440	10,964	11,458
Enrolment Change (Prior Year ADE)	170	140	249	262	134	524	495



**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: May 16, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

OCSTA AGM 2024 Report
Public Session

BACKGROUND INFORMATION:

Each year the Ontario Catholic Trustee Association convenes an annual general meeting which welcomes over 200 delegates and guests. This year the meeting was co-hosted by the Durham Catholic District School Board and was held in Toronto.

DEVELOPMENTS:

In a conversation with the chairs of the Brant Haldimand Norfolk Catholic District School Board, the Hamilton Wentworth Catholic District School Board and the Niagara Catholic District School Board, there was a desire to for the three boards to host the 2024 AGM. As a next step to confirming that, the following recommendations are being put forward:

RECOMMENDATION:

WHEREAS The Ontario Catholic Trustees Association (OCSTA) is requesting a host(s) board for the 2024 Annual General Meeting

WHEREAS the Brant Haldimand Norfolk Catholic District School Board (BHNCDSB), the Hamilton Wentworth Catholic District School Board (HWCDSD), and the Niagara Catholic District School Board (NCDSB) have expressed an interest in co-hosting the 2024 AGM

WHEREAS The chairs of all three boards have had exploratory conversations with one another to garner interest in co-hosting the 2024 AGM in the Niagara Falls area; and

WHEREAS all three boards would share equally in the cost of co-hosting the event;

NOW THEREFORE BE IT RESOLVED: THAT THE CHAIR BE DIRECTED to notify OCSTA and the Chairs of the BHNCDSB, HWCDSD, & NCDSB of their intent to co-host the OCSTA 2024 AGM in Niagara Falls Ontario and;

A. THAT all three boards will participate equally in planning, executing, and financial responsibilities of this event; and

B. THAT all three boards agree that the location will be in Niagara Falls for this event; and

C. THAT in the event one of the three boards does not wish to participate or chooses to withdraw its intent to co-host the remaining two boards will share the responsibility and financial burden of the withdrawal of the third board.

D. THAT upon approval by the respective boards staff will be directed to begin to work collaboratively on the planning and execution of this event in conjunction with OCSTA; and

E. THAT a steering committee be created between the three boards consisting of the Chair of the Board, and the Director of Education or designate from each board and OCSTA.

2022-23
Trustee Meetings and Events

Date	Time	Meeting/Event
May 16, 2023	1:00 pm	Special Education Advisory Committee
May 16, 2023	3:00pm	Accommodations Meeting
May 16, 2023	7:00 pm	Committee of the Whole
May 23, 2023	7:00 pm	Board Meeting
May 25, 2023	2:00 pm	Faith Advisory Committee
May 26, 2023	9:00 am	Student Transportation Services BHN
May 30, 2023	1:15 pm	Accessibility Steering Committee
June 1-3, 2023		CCSTA AGM
June 12, 2023	3:00 pm	Policy Committee
June 13, 2023	3:00 pm	Budget Committee
June 14, 2023	3:00 pm	Executive Council Meeting
June 19, 2023	5:00 pm	Audit Committee
June 20, 2023	7:00 pm	Committee of the Whole
June 27, 2023	7:00 pm	Board Meeting
June 28, 2023	4:45 pm 6:30 pm 7:00 pm	Assumption College Graduation Holy Trinity Graduation St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Faith Advisory Committee, Policy Committee