



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

AGENDA AND MATERIAL

BOARD MEETING

**TUESDAY, FEBRUARY 26, 2013
7:00 P.M.**

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



9:00 p.m. Timed In Camera Item

A. ROUTINE MATTERS

1. Opening Prayers – Trustee MacNeil -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Minutes of the Board Meeting of January 29, 2013 A5

B. DELEGATIONS/PRESENTATIONS

1. Speak Out Showcase 2013 B1

C. COMMITTEE AND STAFF REPORTS

1. School Excellence Program C1
St. George Catholic Elementary School
2. Unapproved Minutes of the Committee of the Whole Meeting of February 12, 2013 C2
 - 2.1 Policies
 - 2.1.1 Accessibility Standards Policy (800.8) C2.1.1
 - 2.1.2 Admission of Elementary and Secondary Students Policy (301.1) C2.1.2
 - 2.1.3 Bullying Prevention and Intervention Policy (302.6.8) C2.1.3
 - 2.1.4 Code of Conduct Policy (Safe Schools) (302.6.2) C2.1.4
 - 2.1.5 Safe Schools Policy (302.6) C2.1.5
 - 2.2 Educational Development Charges (EDC) C2.2
3. Approved Minutes of the Special Education Advisory Committee (SEAC) C3
Meeting of January 9, 2013
4. Award of Construction Contracts for ELKP Projects – Year 4 C4
5. Financial Reports
 - 5.1 Monthly Banking Transactions for the Month of January 2013 C5.1
 - 5.2 Statement of Revenue and Expenditures as at January 31, 2013 C5.2

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence
 - 1.1 Niagara Children's Centre – Thank You for Donation D1.1
2. Report on Trustee Conferences Attended -

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3. General Discussion to Plan for Future Action | - |
| 4. Trustee Information | |
| 4.1 Spotlight on Niagara Catholic – January 29, 2013 | D4.1 |
| 4.2 Calendar of Events – March 2013 | D4.2 |
| 4.3 Annual Student Symposium: The Wisdom of Peace and Justice – February 27, 2013 | - |
| 4.4 Capital Funding Announcement – Lakeshore Catholic High School – March 1, 2013 | - |
| 4.5 Election of Pope | - |
| 5. Open Question Period | |
| <i>(The purpose of the Open Question Period is to allow members of the Catholic school supporting public to ask about items on that night's public agenda or any previous agendas, and the Board to answer and react.)</i> | |

E. NOTICES OF MOTION**F. BUSINESS IN CAMERA****G. REPORT ON IN CAMERA SESSION****H. FUTURE MEETINGS AND EVENTS****I. MOMENT OF SILENT REFLECTION FOR LIFE****J. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: MINUTES OF THE BOARD MEETING OF
JANUARY 29, 2013**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of January 29, 2013, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, JANUARY 29, 2013

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, January 29, 2013, at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:10 p.m. by Chairperson Burtnik.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Charbonneau.

2. Roll Call

Moved by Trustee MacNeil
Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board excuse Trustees Burkholder and Fera from attending the Board Meeting of January 29, 2013.

CARRIED

Trustee	Present	Absent	Excused
Rhianon Burkholder			✓
Kathy Burtnik	✓		
Maurice Charbonneau	✓		
Frank Fera			✓
Fr. Paul MacNeil	✓		
Ed Nieuwesteeg	✓		
Ted O'Leary	✓		
Dino Sicoli	✓		
Student Trustees			
Vincent Atallah	✓		
Michael Blair	✓		

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Mario Ciccarelli**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Mark Lefebvre**, Superintendents of Education; **Scott Whitwell**, Controller of Facilities Services; **Jennifer Brailey**, Manager of Corporate Services & Communications; **Sherry Morena**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. Approval of the Agenda

Moved by Trustee Nieuwesteeg

Seconded by Trustee Charbonneau

THAT the Niagara Catholic District School Board approve the Agenda of the Board Meeting of January 29, 2013, as presented.

CARRIED

4. Disclosure of Interest

A Disclosure of Interest was declared by Trustee MacNeil with Item C8.1 of the Public Agenda. This item may show cheques issued to the Trustee. He refrained from voting on this item.

5. Approval of Minutes of the Board Meetings

5.1 December 18, 2012

Moved by Trustee Sicoli

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of December 18, 2012, as presented.

CARRIED

5.2 December 28, 2012

Moved by Trustee Sicoli

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the Minutes of the Special Board Meeting of December 28, 2012, as presented.

CARRIED

5.3 January 14, 2013

Moved by Trustee Sicoli

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the Minutes of the Special Board Meeting of January 14, 201, as presented.

CARRIED

B. DELEGATIONS/PRESENTATIONS

Nil

COMMITTEE AND STAFF REPORTS

1. **School Excellence Program - St. Alexander Catholic Elementary School**

Director Crocco provided background information on the monthly School Excellence Program. Lee Ann Forsyth-Sells, Superintendent of Education, introduced Irene Ricci, Principal of St. Alexander Catholic Elementary School.

Principal Ricci, with the assistance of students and staff showcased St. Alexander Catholic Elementary School as part of the School Excellence Program.

Chairperson Burtnik thanked Principal Ricci, the staff and students for their presentation and performance.

2. **Unapproved Minutes of the Committee of the Whole Meeting of January 15, 2013**

Moved by Trustee Nieuwesteeg
Seconded by Trustee Charbonneau

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole Meeting of January 15, 2013, as presented.

CARRIED

3. **Approved Minutes of the Special Education Advisory Committee Meeting of December 5, 2012**

Moved by Trustee MacNeil
Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of December 5, 2012, as presented for information.

CARRIED

4. **Approved Minutes of Niagara Catholic Parent Involvement Committee (NCPIC) Meeting of November 8, 2012**

Moved by Trustee Charbonneau
Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC) Meeting of November 8, 2012, as presented for information.

CARRIED

5. **Mid-Year Progress Review of the Niagara Catholic System Priorities 2012-2013**

Director Crocco presented the Mid-Year Progress Review of the Niagara Catholic System Priorities 2012-2013. He reminded Trustees that in May 2012, the Board approved the Niagara Catholic System Priorities 2012-2013 which are designed to provide the specific annual focus for the system towards achieving the outcomes of the Board approved Niagara Catholic Vision 2020 Strategic Plan. Within the two (2) Strategic Directions and the seven (7) Enabling Strategies are the approved priority indicators which provide the specific framework to measure the achievement of each direction and strategy.

On behalf of Senior Administrative Council, Director Crocco highlighted each section of the report and answered questions of Trustees. The final report on 2012-2013 will be presented at the September 2013 Board Meeting.

6. School Capacities, Enrolment Trends, Attendance Area Boundaries and Building Utilization 2013 – Phase One Report

Mario Ciccarelli, Superintendent of Education, and Scott Whitwell, Controller of Facilities Services, presented the School Capacities, Enrolment Trends, Attendance Areas Boundaries and Building Utilization 2013 – Phase One Report.

The Phase One Report provided the Board with historical and projected enrolment; growth forecasts consistent with the Region of Niagara; target short and long term issues; and, addressed the November 11, 2011 Senior Staff Follow-Up Report and Recommendations to the Board on the May 2009 Board Approved Motions.

7. Extended Overnight Field Trip, Excursion and Exchange

Superintendent Lefebvre presented the Extended Overnight Field Trip/Excursion/Exchange Trip Information.

8. Financial Reports

8.1 Monthly Banking Transactions

Moved by Trustee Nieuwesteeg
Seconded by Trustee Charbonneau

THAT the Niagara Catholic District School Board approve the Monthly Banking Transactions for the month of December 2012, as presented for information.

CARRIED

8.2 Statement of Revenue & Expenditures

Moved by Trustee Sicoli
Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the Statement of Revenue and Expenditures as at December 31, 2012, as presented for information.

CARRIED

C. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

Nil Report

1. Report on Trustee Conferences Attended

- 1.1 OCSTA Labour Relations Seminar
- 1.2 OCSTA Catholic Trustees' Professional Development Seminar

Trustee O'Leary, on behalf of Chairperson Burtnik and Trustee Burkholder presented information on the OCSTA Catholic Trustees' Professional Development Seminar.

2. General Discussion to Plan for Future Action

Moved by Trustee Charbonneau

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board send a letter of congratulations from the Board to Premier Wynne.

CARRIED

3. Trustee Information

3.1 Spotlight on Niagara Catholic – January 15, 2013

Director Crocco presented the Spotlight on Niagara Catholic – January 15, 2013 issue for Trustees' information.

3.2 Calendar of Events – February 2013

Director Crocco presented the Calendar of Events – February 2013 for Trustees' information

3.3 BEC Annual Partners Breakfast – February 8, 2013

Director Crocco reminded Trustees of the BEC - 2013 Annual Partners Breakfast – being held February 8, 2013 from 7:30 a.m.

4. Open Question Period

None Submitted

D. NOTICES OF MOTION

E. BUSINESS IN CAMERA

Moved by Trustee Sicoli

Seconded by Trustee MacNeil

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

CARRIED

The Niagara Catholic District School Board moved into the In Camera Session of the Board Meeting at 10:15 p.m. and reconvened at 10:35 p.m.

F. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee O'Leary

Seconded by Trustee Nieuwesteeg

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of January 29, 2013.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Sicoli

Seconded by Trustee Charbonneau

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION A: Student Trustees Present of December 4, 2012, as presented.

CARRIED (Item F1)

Moved by Trustee Sicoli

Seconded by Trustee Charbonneau

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION A: Student Trustees Present of January 15, 2013, as presented.

CARRIED (Item F2)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee MacNeil

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of December 4, 2012, as presented.

CARRIED (Item F4.1)

Moved by Trustee MacNeil

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of December 4, 2012, as presented.

CARRIED (Item F4.2)

Moved by Trustee MacNeil

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of December 4, 2012, as presented.

CARRIED (Item F4.3)

Moved by Trustee Charbonneau

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of _____, 2013, as presented.

CARRIED (Item F5)

G. FUTURE MEETINGS AND EVENTS

H. MOMENT OF SILENT REFLECTION FOR LIFE

I. ADJOURNMENT

Moved by Trustee O'Leary

Seconded by Trustee Nieuwesteeg

THAT the January 29, 2013 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 10:35 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **January 29th, 2013.**

Approved on the **26th** day of **February 2013.**

Kathy Burtnik
Chairperson of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
SPEAK OUT! SHOWCASE 2013**

Prepared by: Mark Lefebvre, Superintendent of Education
Lisa Incaviglia, Co-Chair of the Speak OUT! Committee, Acting Vice-Principal Loretto Catholic
Elementary School
Christine Battagli, Co-Chair of the Speak OUT! Committee, Grade 7 & 8 Student Success Teacher
and Literacy and Numeracy Coach

Presented by: Mark Lefebvre, Superintendent of Education
Lisa Incaviglia, Co-Chair of the Speak OUT! Committee, Acting Vice-Principal Loretto Catholic
Elementary School
Christine Battagli, Co-Chair of the Speak OUT! Committee, Grade 7 & 8 Student Success Teacher
and Literacy and Numeracy Coach

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 26, 2013



PRESENTATION BACKGROUND

Board Meeting
February 26, 2013

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD SPEAK OUT! SHOWCASE 2013

Throughout the last few months, in 51 of our Catholic elementary schools, students in Grades Four (4) to Eight (8) have been involved in speech writing and delivery to an audience of their families, peers and teachers. Students across Niagara Catholic, with the support and guidance of their classroom teachers, began developing their messages in December 2012. The Speak OUT! Committee provided an in-service for teachers to assist them in guiding their students through the speech writing and delivery process. This dedicated committee also organized each of the area Speak OUT! Competitions and Showcase, meeting several times throughout the school year to make this a success.

The Speak OUT! Committee consists of Student Achievement K-12 staff, Elementary Principals, Vice-Principals and teachers. The Committee Members are:

- Lisa Incaviglia, Co-Chair of the Speak OUT! Committee, Acting Vice Principal Loretto Catholic Elementary School
- Christine Battagli, Co-Chair of the Speak OUT! Committee, Gr. 7 & 8 Student Success Teacher and Literacy and Numeracy Coach
- Mark Lefebvre, Superintendent of Education
- Janice Barretto-Mendonca, Junior Consultant
- Deborah Guthrie, Vice Principal of Our Lady of Fatima Catholic Elementary School
- Diane Pizale, Vice Principal of St. Mark Catholic Elementary School
- Sheri Bassett, Acting Vice Principal of St. Alfred Catholic Elementary School
- Maria Solomon, Vice Principal of Canadian Martyrs Catholic Elementary School
- Jackie Watson, Acting Vice Principal of St. Anthony Catholic Elementary School and Equity and Student Leadership Consultant
- Gus Marchio, Student Work Study Teacher
- Tracy Kovacs, Classroom Teacher
- Ana Truden, Classroom Teacher
- Paul Moccia, Classroom Teacher

Area Speak OUT!

From the school speech competitions, the first place junior and first place intermediate speakers were selected to represent their school at one of the six (6) Area Speak OUT! Competitions held across Niagara Catholic in February 2013 at the following Catholic elementary school locations:

- Site I – Canadian Martyrs Catholic Elementary School on February 20, 2013
- Site II - St. Mark Catholic Elementary School on February 20, 2013
- Site III - Alexander Kuska K.S.G. Catholic Elementary School on February 19, 2013
- Site IV – Loretto Catholic Elementary School on February 19, 2013
- Site V – Monsignor Clancy Catholic Elementary School on February 21, 2013
- Site VI – St. John Bosco Catholic Elementary School on February 21, 2013

Speak OUT! Showcase

From each of the Area competitions a panel of judges, which included teachers, clergy and administrators, selected the first place junior speaker and the first place intermediate speaker from each site to participate in the Speak OUT! Showcase held on February 25, 2013 at the Catholic Education Centre. Judges, with the assistance of Speak OUT! Committee Members, also awarded one student from each site the Catholic Messenger Award, an award message and merit. This award recognizes a public speaker who is able to convey a message of hope, spiritual wisdom and be an example of living the social teachings of our faith.

Speak OUT! is proudly co-sponsored by the Niagara Catholic District School Board and the Ontario English Catholic Teachers Association - Niagara Elementary Unit. A copy of the 2013 Speak OUT! Showcase program is attached. (Appendix A)

Four representative students of the Speak OUT! Showcase 2013 will deliver their speeches as part of this presentation at the February Board Meeting.

Prepared by: Mark Lefebvre, Superintendent of Education
Lisa Incaviglia, Co-Chair of the Speak OUT! Committee, Acting Vice Principal Loretto Catholic Elementary School
Christine Battagli, Co-Chair of the Speak OUT! Committee, Grade 7 & 8 Student Success Teacher and Literacy and Numeracy Coach

Presented by: Mark Lefebvre, Superintendent of Education
Lisa Incaviglia, Co-Chair of the Speak OUT! Committee, Acting Vice Principal Loretto Catholic Elementary School
Christine Battagli, Co-Chair of the Speak OUT! Committee, Grade 7 & 8 Student Success Teacher and Literacy and Numeracy Coach

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 26, 2013

Special thanks to...

- *The gifted young people who have prepared their speeches for presentation and have demonstrated excellence in public speaking.*
- *The Niagara Catholic District School Board for their financial and administrative support.*
- *The Ontario English Catholic Teachers' Association – Niagara Elementary Unit (O.E.C.T.A.-N.E.U.) for their financial and personnel support.*
- *The members of the Speak Out! Committee.*
- *School and Board support staff for their work with the area Speak Out! events and the Showcase.*
- *All representatives from O.E.C.T.A.-N.E.U for welcoming the guests and speakers to the festival, and presenting awards to the speakers.*
- *The teachers and parents of the contestants for their help in encouraging the students to share their thoughts with all of us.*
- *The area Speak Out! judges for their willingness to evaluate the speeches presented.*



Niagara Catholic District School Board
and
Ontario English Catholic
Teachers' Association
Niagara Elementary Unit

Present

SPEAK OUT!
SHOWCASE



MONDAY, FEBRUARY 25TH, 2013
CATHOLIC EDUCATION CENTRE
6:00 P.M.

*The Niagara Catholic District School Board
and
Ontario English Catholic Teachers'
Association
Niagara Elementary Unit
proudly present*

SPEAK OUT! SHOWCASE 2013

Welcome and Prayer: Janice Barretto-Mendonca,
Junior Consultant

Greetings from the Niagara Catholic District
School Board: Mark Lefebvre,
Superintendent of Education

Greetings from the Ontario English Catholic
Teachers' Association: Marie Balanowski,
*President of Ontario English Catholic Teachers'
Association – Niagara Elementary Unit*

Presentation of Speeches: Lisa Incaviglia and
Christine Battagli, *Speak Out! Committee Chair
and Co-Chair*

Presentation of Certificates and Plaques:
Speak Out! Committee Members

Closing Remarks: John Crocco,
Director of Education

Catholic Messengers

Speak Out! Area	School	Speaker	Subject
1	St. Michael	Shaun Donnelly	The Importance of Malala's Message
2	St. Anthony	Gynn Honsberger	People Who Have Made an Impact on Our World
3	Alexander Kuska K.S.G.	Karling Luciani	What You Can Do to Stop Bullying
4	St. Mary, NF	Paige Boyd	Appearances
5	Cardinal Newman	Dean Bartolini	Role Models
6	Our Lady of Victory	Bart Skala	Heaven

Junior Division

Speak Out! Area	School	Speaker	Subject
1	St. James	Maceo Tripodi	Punishment
2	St. Joseph, Grimsby	Ethan Valk	Interesting Facts You Won't Learn at School
3	St. Alexander	Jared Sloan	Greatest Canadian Athlete Ever
4	Loretto Catholic	Marcus Pozzobon	The Life of a Baseball
5	St. Vincent de Paul	Alyssa Mascia	Moments
6	St. Patrick, PC	Hannah Traynor	Reality T.V.

Intermediate Division

Speak Out! Area	School	Speaker	Subject
1	St. James	Nico Tripodi	Contradictions
2	St. Martin	Emily Tiessen	Predictions
3	Alexander Kuska K.S.G.	Karling Luciani	What You Can Do to Stop Bullying
4	Loretto Catholic	Olivia Vacca	My Grandfather
5	St. Christopher	Therese Zamora	Caring for the Elderly
6	St. Patrick, PC	Natalie Palma	Strange Laws

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: SCHOOL EXCELLENCE PROGRAM
ST. GEORGE CATHOLIC ELEMENTARY SCHOOL**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 26, 2013



REPORT TO THE BOARD MEETING FEBRUARY 26, 2013

SCHOOL EXCELLENCE PROGRAM ST. GEORGE CATHOLIC ELEMENTARY SCHOOL

3800 Wellington Rd.
Crystal Beach, ON
L0S 1B0
P. 905.894.3670
F. 905.894.9384
st.george@ncdsb.com

Grades
ELKP – 8

Enrolment
257 as of September 2012

Principal
Steven Ward

Superintendent
Lee Ann Forsyth-Sells

Catholic School Council Chair
Kerrie Galvin

Parish
St. George



On March 18th, 2002, students moved from Our Lady of Grace Catholic Elementary School, Ridgeway to their new school, St. George Catholic Elementary School. The Official Blessing took place on April 22nd, 2002.

Our School name was supported by our community and Catholic School Council. The school name of the local parish of St. George.

The Mission of St. George Catholic Elementary School, as a Christ-centred community of learners, is to promote students' personal growth and academic achievement through involvement of all partners in the spirit of Christian cooperation.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 26, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE COMMITTEE OF THE
WHOLE MEETING OF FEBRUARY 12, 2013**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole Minutes of February 12, 2013, as presented.

The following recommendations are being presented for the Board's consideration from the Committee of the Whole Meeting of February 12, 2013:

2.1 Approval of Policies

2.1.1 Accessibility Standards Policy (800.8)

THAT the Niagara Catholic District School Board approve the Accessibility Standards Policy (800.8), as presented.

2.1.2 Admission of Elementary and Secondary Students Policy (301.1)

THAT the Niagara Catholic District School Board approve the Admission of Elementary and Secondary Students Policy (301.1), as presented.

2.1.3 Bullying Prevention and Intervention Policy (302.6.8)

THAT the Niagara Catholic District School Board approve the Bullying Prevention and Intervention Policy (302.6.8), as presented.

2.1.4 Code of Conduct Policy (302.6.2)

THAT the Niagara Catholic District School Board approve the Code of Conduct Policy (302.6.2), as presented.

2.1.5 Safe Schools Policy (302.6)

THAT the Niagara Catholic District School Board approve the Safe Schools Policy (302.6), as presented.

2.2 Educational Development Charges (EDC)

THAT the Niagara Catholic District School Board approve the process to establish a by-law for the collection of fees related to Education Development Charges in the Region of Niagara.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, FEBRUARY 12, 2013

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, February 12, 2013, at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:00 p.m. by Vice-Chairperson Charbonneau.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Fera.

2. Roll Call

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Maurice Charbonneau	✓			
Frank Fera	✓			
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg	✓			
Ted O'Leary	✓			
Dino Sicoli	✓			
Student Trustees				
Vincent Atallah	✓			
Michael Blair	✓			

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Mario Ciccarelli**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Mark Lefebvre**, Superintendents of Education; **Scott Whitwell**, Controller of Facilities Services; **Khayyam Syne**, Administrator of Staff Development; Administrator of School Effectiveness; **Jennifer Brailey**, Manager of Corporate Services & Communications; **Linda Marconi**, Recording Secretary/ Executive Assistant to the Director of Education

3. **Approval of the Agenda**

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of February 12, 2013, as presented.

CARRIED

4. **Disclosure of Interest**

A Disclosure of Interest was declared by Trustee Burkholder with Item C8.1 of the Public Agenda, as she has a family member who is associated with the Quartek Group.

5. **Minutes of the Committee of the Whole Meeting of January 15, 2013**

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 15, 2013, as presented.

CARRIED

B. PRESENTATIONS

1. **“Windows to the World” National Art Competition**

Lee Ann Forsyth-Sells, Superintendent of Education, presented the report on the “Windows to the World” National Art Competition.

Eight winning entries from students at Alexander Kuska Catholic Elementary School have been selected to brighten the rooms of children on respirators at the Herzog Hospital in Jerusalem, Israel.

Students and staff from Alexander Kuska Catholic School shared their art pieces and experience.

C. COMMITTEE AND STAFF REPORTS

1. **Policy Committee**

1.1 **Unapproved Minutes of the Policy Committee Meeting of January 29, 2013**

Moved by Trustee Burtnik

THAT the Committee of the Whole receive the unapproved Minutes of the Adjourned Policy Committee Meeting of January 29, 2013, as presented.

CARRIED

1.2 Approval of Policies

Policy Committee Chairperson Burkholder presented the Policy Committee recommendations for approval to the Committee of the Whole for consideration.

1.2.1 Accessibility Standards Policy (800.8)

The following amendment was recommended for item #14.2 (c):

“In an effort to assist in determining if accommodation can be achieved and, if so, how it can be achieved, the Board may request an evaluation by an outside medical or other expert, at the Board’s expense.”

Moved by Trustee Burkholder

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Accessibility Standards Policy (800.8), as amended.

CARRIED

1.2.2 Admission of Elementary and Secondary Students Policy (301.1)

Moved by Trustee Sicoli

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Admission of Elementary and Secondary Students Policy (301.1), as presented.

CARRIED

1.2.3 Bullying Prevention and Intervention Policy (302.6.8)

Moved by Trustee O’Leary

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve Bullying Prevention and Intervention Policy (302.6.8), as presented.

CARRIED

1.2.4 Code of Conduct Policy (Safe Schools) (302.6.2)

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Code of Conduct Policy (Safe Schools) (302.6.2), as presented.

CARRIED

1.2.5 Safe Schools Policy (302.6)

Moved by Trustee Fera

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Safe Schools Policy (302.6), as presented.

CARRIED

1.3 Policy Schedule

Director Crocco presented the Policy Schedule.

2. **Holy Childhood Walk 2012**

Mark Lefebvre, Superintendent of Education, welcomed Mary Lou Vescio, Principal at Alexander Kuska Catholic Elementary School, who presented information on the Holy Childhood Association Walk. She informed Trustees that this year, 38 elementary schools participated in the Holy Childhood Walkathons raising \$16,000. It was also noted that the Niagara Catholic District School Board raised over \$615,000 since commencing involvement with the Holy Childhood Association in 1984.

3. **Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 – Working Document**

Yolanda Baldasaro, Superintendent of Education, informed Trustees that this annual plan was developed in accordance with the Integration Accessibility Standards Regulation under the Accessibility for Ontarians with Disabilities Act, 2005 and incorporates the intentions of the Board to meet its obligations under the Ontarians with Disabilities Act, 2001. Superintendent Baldasaro welcomed Cathy McMullin, Applied Behaviour Analysis Supervisor, who presented information on the Multi-Year Accessibility Plan Working Document. The document will be shared with all academic staff at the upcoming P.A. day and will be posted on the Board website.

4. **Award of Construction Contracts for ELKP Projects – Year 4**

Scott Whitwell, Controller of Facilities, presented the Award of Construction Contracts for ELKP Projects – Year 4, and informed Trustees that the time between the February Committee of the Whole Meeting and the Board Meeting will be used to complete architect bid analysis.

A recommendation to approve the award of construction contracts for the six ELKP projects will be made for the consideration of the Board as part of the report to the February Board Meeting.

5. **Educational Development Charges (EDC)**

Mario Ciccarelli, Superintendent of Education/Accommodations, and Scott Whitwell, Controller of Facilities Services, presented the report on Educational Development Charges (EDC), and informed Trustees that it is the recommendation that the Committee of the Whole consider the establishment of Educational Development Charges by-law for Niagara Catholic.

Moved by Trustee Fera

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the process to establish a by-law for the collection of fees related to Education Development Charges in the Region of Niagara.

CARRIED

6. **Extended Overnight Field Trip, Excursion and Exchange Committee Approvals – 2012-2013**

Superintendent Lefebvre presented the Extended Overnight Field Trip/Excursion/Exchange Trip Information.

7. Staff Development Department Professional Development Opportunities - 2013

Khayyam Syne, Administrator of Staff Development, presented the report on the Staff Development Department Professional Development Opportunities for information.

8. Monthly Updates

8.1 Capital Projects Progress Report

8.2 Scott Whitwell, Controller of Facilities Services, presented the Capital Projects Progress Report. He also reported on the meeting with Township of West Lincoln staff regarding the re-zoning request for the new St. Martin Catholic Elementary School.

8.3 Student Trustees' Update

Vincent Atallah and Michael Blair, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

8.4 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Ciccarelli

- Holy Cross Secondary School hosted the 3rd Annual St. Catharines Vex Robotic Competition on February 9th, where up to 50 teams came together to compete with robots created from the VEX Robotics Design System. The St. Catharines Vex Robotics Championship is one of only 5 events in Ontario the qualify teams for the VEX Robotics World Championship. Of the 40 teams attending 5 qualified for the World Championship. Holy Cross captured an "Excellence Award" and will compete at the Vex Robotics World Championships in Anaheim, California in April 2013.

Superintendent Lee Ann Forsyth-Sells

- Each year at the annual BEC breakfast, which was held on Friday, February 8, 2013, Lincoln Fabrics recognizes two teachers from Niagara with the Annual Teacher Award. This award recognizes their leadership in the practice of school and community partnerships. The 2013 Niagara Catholic recipient was Jonathan Lau of Notre Dame College School.
- After receiving his award, Jonathon stated that "It was a huge surprise and a huge honour as well." Mr. and Mrs. Lau, along with the administration and staff from Notre Dame College School were in attendance supporting Jonathan with his achievement.

Superintendent Baldasaro

- In November, staff and students at Our Lady of Fatima Elementary School in Grimsby signed a petition for the rights of education for all children. MP Dean Allison received the petition and brought it to the attention of the House of Commons.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – January 29, 2013

Director Crocco presented the Spotlight on Niagara Catholic – January 29, 2013 issue for Trustees' information.

1.2 Calendar of Events – February 2013

Director Crocco presented the February 2013 Calendar of Events for Trustees' information.

1.3 Mental Health Extended Tour – Niagara Health Services – New St. Catharines Hospital March 1, 2013

The Chairperson, Vice-Chairperson and Director Crocco received an invitation to attend an invitation only tour of the Mental Health Facility at the new St. Catharines Hospital on Wednesday March 1st 2013. Trustees were invited to attend the tour as well.

Trustees were asked to confirm their attendance with Linda Marconi by February 15, 2013.

1.4 OCSTA/OCSBOA Business Seminar – May 2, 2013

Director Crocco presented information on the OCSTA/OCSBOA Business Seminar being held on May 2, 2013.

Trustees were asked to confirm their attendance with Sherry Morena by March 1st, 2013. Note the April 11th deadline for any refunds.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

1.1 Director Crocco informed the Board that Senior Staff is scheduled to present Phase II of the Demographic and School Utilization Report to the April CW Meeting. The Phase II Report will be based on evidence provided by any potential school population changes which might take place with French Immersion enrolment..

1.2 French Immersion registration began on February 6th, 2013. To date a total of 285 registrations, with 50 new registrations to Niagara Catholic have registered online. Applications and demographics on where the students are attending from are being reviewed to make decisions on confirmed site locations. An update will be provided at the March Committee of the Whole and Board Meetings regarding confirmed site locations.

F. BUSINESS IN CAMERA

Moved by Trustee Nieuwesteeg

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 Board Meeting at 9:30 p.m. and reconvened at 10:50 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee MacNeil

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of February 12, 2013.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on January 15, 2013, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee MacNeil

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F3 of the In Camera Agenda.

CARRIED (Item F3)

Moved by Trustee MacNeil

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 January 15, 2013, as presented.

CARRIED (Item F4)

H. ADJOURNMENT

Moved by Trustee Sicoli

THAT the February 12, 2013 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 10:55 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **February 12th, 2013.**

Approved on the **5th** day of **March 2012.**

Maurice Charbonneau
Vice-Chairperson of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

TOPIC: ACCESSIBILITY STANDARDS POLICY (800.8)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Accessibility Standards Policy (800.8), as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: February 26, 2013



ACCESSIBILITY STANDARDS POLICY

Adopted: December 18, 2012

Policy No. 800.8

Revised:

STATEMENT OF POLICY

In keeping with its Mission, Vision and Values, the Niagara Catholic District School Board is committed to providing an environment that fosters independence, dignity and respect in all of its facilities.

The Board is committed to providing services that are free of barriers and biases to our students, parents/guardians, staff and the public.

The Board strives to ensure that the principle of equity of opportunity is reflected and valued in our Catholic learning and working environments.

As a fully inclusive Board, the Accessibility Standards Policy recognizes the uniqueness and gifts of all people. This Policy acknowledges a respect for self and others by ensuring that all people have the same opportunity of access to Board services in order to actively and equitably participate fully in the Catholic learning environment.

The Board is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to;

1. information and communication;
2. employment; and,
3. student transportation.

The Director of Education will issue Administrative Guidelines for the implementation of this Policy.

References

- *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
- *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- *Integrated Accessibility Standard, Ontario Regulation 191/11*
- *Workplace Safety and Insurance Act*
- *Ontario Human Rights Code*
- *Ontarians with Disabilities Act, 2001*
- *Accessible Customer Service Policy, 701.4*
- *Equity and Inclusive Education Policy, 100.10*
- *Student Transportation Policy, 500.2*
- *Multi-Year Accessibility Plan, 2012-2017*



ACCESSIBILITY STANDARDS POLICY

Adopted: December 18, 2012

Policy No. 800.8

Revised:

ADMINISTRATIVE GUIDELINES

I) ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION

Providing Accessible Information and Communication Services

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include but are not limited to options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the board have received training in the requirements of the Integrated Accessibility Standards including the Standards related to Information and Communications.
- 1.2 Initial training will be completed by January 1, 2014.

2.0 Feedback

- 2.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 2.2 Upon request the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.
- 2.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 2.4 The above provisions will be in place by January 1, 2014.

3.0 Procurement

- 3.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that are related to provision of information and communication services.
- 3.2 The above approach will be in place by January 1, 2013.

4.0 Provision of information and communications in accessible formats

- 4.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 4.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- 4.3 The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 4.4 The Board will notify the public, through the Board website, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 4.5 The Board will ensure that the provisions of accessible formats are in place by January 1, 2014.

5.0 Accessible Websites

- 5.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the WCAG 2.0 at Level A.
- 5.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- 5.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 5.4 These requirements apply to:
 - (a) Websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product.
 - (b) Web content published on a website after January 1, 2012.
- 5.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 1. The availability of commercial software or tools or both; and
 2. Significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

6.0 Educational and training resources and materials

- 6.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 6.2 To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- 6.3 If the resources cannot be procured or converted into an accessible format the Board will arrange for the provision of comparable resources.
- 6.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 6.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 6.6 The Board will ensure these services are in place as of January 1, 2013.

7.0 Training for Program/Classroom Staff

- 7.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 7.2 The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.
- 7.3 The effective date for provision of this training is January 1, 2013.

8.0 School Information Centres

- 8.1 The Board will ensure that school information centres (libraries) are able to provide, procure or acquire an accessible or conversion ready format of print resources upon request by a person with a disability.
- 8.2 The effective date of the provision in 8.1 is January 1, 2015.
- 8.3 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion ready format of digital or multimedia resources materials upon request by a person with a disability.
- 8.4 The effective date of the provision in 8.1 is January 1, 2020.

II) **ACCESSIBILITY STANDARDS FOR EMPLOYMENT**

Accessibility in Employment

The Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Performance management means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

Career development and advancement includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these.

For both additional responsibilities and employee movement this is usually based on merit or seniority or a combination of these.

Redeployment means the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include but are not limited to options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

The procedure with regard to Accessibility in Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

9.0 Responsibility

- 9.1 Supervisory Officers, Principals, Managers and other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.
- 9.2 Staff of the Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
- 9.3 Unless otherwise stated, the provisions of this procedure will be in place by January 1, 2014.

10.0 Recruitment

- 10.1 The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
- 10.2 Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- 10.3 When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
- 10.4 When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

11.0 Supports for Employees

- 11.1 The Board will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
- 11.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

12.0 Accessible Formats and Communication Supports

- 12.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
- 12.2 The Board, in determining the suitability of an accessible format or communication as required by 12.1, will consult with the employee.

13.0 Workplace emergency response information

- 13.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 13.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.
- 13.3 The Board will review individualized workplace emergency response information:
 - (a) When the employee moves to a different location in the board;
 - (b) When the employee's overall accommodations needs or plans are reviewed, and;
 - (c) When the Board reviews its general emergency response procedures.
- 13.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

14.0 Individual Accommodation Plans

- 14.1 The Board, through the Human Resources Department, will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 14.2 The Board's written process will address:
 - (a) How the employee requesting accommodation may participate in the development of the individual accommodation plan;
 - (b) The means by which the employee is assessed on an individual basis;
 - (c) In an effort to assist in determining if accommodation can be achieved and, if so, how it can be achieved, the Board may request an evaluation by an outside medical or other expert, at the Board's expense;
 - (d) How the employee can request to have a representative of their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan;
 - (e) The steps taken to protect the privacy of the employee's personal information;
 - (f) The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done;
 - (g) How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied;
 - (h) How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability;

- 14.3 The Board will provide individual accommodation plans that:
- (a) Include, if requested any information regarding accessible formats and accommodation supports provided;
 - (b) Include, if required, individualized workplace emergency response information; and
 - (c) Identify any other accommodation to be provided.

15.0 Return to Work Process

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the Workplace Safety and Insurance Act.

- 15.1 The Board will develop, put in place and document a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.
- 15.2 The return to work process will:
- (a) Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
 - (b) Use documented individual accommodation plans (as in 14.0) as part of the process; and
 - (c) Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

16.0 Performance Management

- 16.1 In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

17.0 Career Development

- 17.1 Where the board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans.

18.0 Redeployment

- 18.1 Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

III) ACCESSIBILITY STANDARDS FOR SCHOOL TRANSPORTATION

Provision of Accessible Student Transportation Services

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The Board will ensure that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school, from school to school and field trips. The plan will be developed by the Board's Special Education Services in collaboration with the Transportation Provider and in consultation with the student's parents/guardians and home school staff.

These Administrative Guidelines will be included as an addendum to Niagara Student Transportation Services Consortium Operator contracts and training requirements for drivers/monitors.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Individual school transportation plan is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator means the driver of the school transportation vehicle.

Transportation Provider is an entity or person who has entered into an agreement with the board for the transportation of students in accordance with the *Education Act*.

Transportation Services means transportation that a board provides for students in accordance with the *Education Act*.

PROCEDURES

19.0 Responsibility

- 19.1 The Board will ensure that the provisions of this Administrative Guideline are in place by January 1, 2014.
- 19.2 The Superintendent responsible for Special Education and staff responsible for student transportation will ensure that the provisions of this administrative guideline are implemented.

20.0 Individual School Transportation Plans

- 20.1 The Superintendent responsible for Special Education, or his/her designate, will, in consultation with parents/guardians and home school staff, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 20.2 Following consultation with parents/guardians and home school staff, the Superintendent responsible for Special Education, or his/her designate, will work with the Student Transportation Manager, or his/her designate, to develop an individual student transportation plan for each student with a disability who requires specific transportation services.

21.0 Content of Individual School Transportation Plans (Appendix A)

- 21.1 An individual school transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:
 - (a) Details of the student's assistance needs with respect to transportation to and from school, from school to school and field trips;
 - (b) Provisions for the boarding, securement and debording of the student as applicable. (**Appendix B**)

22.0 Communication of responsibilities re Individual School Transportation Plans

- 22.1 The Superintendent responsible for Special Education and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:
- (a) The Transportation Provider
 - (b) The parents or guardians of the student with the disability
 - (c) The operator (driver) of the student transportation vehicle
 - (d) The appropriate members of the school staff (e.g., principal, teacher, educational assistant)
 - (e) The student with the disability.

SAMPLE INDIVIDUAL STUDENT TRAVEL PLAN

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
NIAGARA STUDENT TRANSPORTATION SERVICES (NSTS)
CONSORTIUM**

**PERSONALIZED STUDENT TRANSPORTATION
ACCESSIBILITY PLAN
FOR STUDENTS WITH SPECIAL NEEDS**

ID:

Name: «First Name» «Last Name»

School: «School Name»

Grade: «School Grade»

Program: «PROGRAM»

Details of Student’s Assistance Needs:

Equipment check/drop down box, i.e. wheelchair, rider, etc...

Routine: AM Transportation
Noon Transportation
PM Transportation
Late Bus Transportation

Plans for individual student boarding: In accordance with Administrative Guidelines **Appendix B**

Plans for individual student securement: In accordance with Administrative Guidelines **Appendix B**

Plans for individual student deboarding: In accordance with Administrative Guidelines **Appendix B**

Follow up: Annual Review initiated by School Board Special Education Superintendent to plan for new school year

ROLES

Transportation Provider	Operator/Driver	Parent/Guardian	School Staff	Student	School Board Staff
Ensure that all Bus Operators/ Drivers are made aware of individual student’s needs with regard to boarding, securement and deboarding, and provide appropriate training.	Ensure that the student is transported safely according to needs. Follow Consortium/Board procedures for the transportation of students with disabilities.	Advise home school staff of medical or other conditions affecting safe transportation of student and communicate any changes. Help identify tools or strategies that may help driver and/or monitor while transporting the student.	Advise NSTS and parents of relevant issues while at school during the day. Help identify tools or strategies that may help driver and/or monitor while transporting the student	Follow bus rules. Advise driver and/or monitor of any emergency health issues or concerns	Consult with schools on students with specialized transportation needs and advise NSTS on the student’s specialized transportation requirements.

Confirmation of Communication:

School Board Responsibility:

- | | | |
|-----------------------------------------------|-------|-----------------------------------|
| <input type="checkbox"/> With School Staff | Date: | <u>(Staff person responsible)</u> |
| <input type="checkbox"/> With Parent/Guardian | Date: | <u>(Staff person responsible)</u> |
| <input type="checkbox"/> With Student | Date: | <u>(Staff person responsible)</u> |
| <input type="checkbox"/> With NSTS | Date: | <u>(Staff person responsible)</u> |

Niagara Student Transportation Services Responsibility:

- | | | |
|-----------------------------------------------|-------|-----------------------------------|
| <input type="checkbox"/> With Operator/Driver | Date: | <u>(Staff person responsible)</u> |
|-----------------------------------------------|-------|-----------------------------------|

PROVISIONS FOR BOARDING, SECUREMENT AND DEBOARDING

The following notes provide a range of examples but are not intended to be comprehensive or address all the situations school boards may need to consider in the development of individual student transportation plans.

With regard to boarding and de-boarding procedures it will be important to clarify that a parent/guardian or family member must know that they have to be there to transfer and receive the student.

BOARDING

Loading a Wheelchair

When operating a lift to load a student with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- (a) Put the 4-way emergency flasher on in approaching the stop.
- (b) Ensure vehicle is stopped in a safe position for the pick-up.
- (c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- (d) Check that the student is ready to be loaded on to lift.
- (e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- (f) Open lift doors and secure them.
- (g) Deploy and lower the lift and undo the lift safety belt.
- (h) Back on to lift with wheelchair and set brakes. Secure lift safety belt. If the student is using a power chair, be sure to use low gear and turn power off.
- (i) Keep one hand on the wheelchair and use the other hand to operate the controls.
- (j) Inform the student you are raising the wheelchair lift.
- (k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- (l) Raise the lift to its fullest extent (level with vehicle floor).
- (m) Release brakes on wheelchair and load student into the vehicle positioning the wheelchair into a tie-down position and reapply brakes. If power chair, use low gear and turn power off.
- (n) Exit the vehicle, stow the ramp and close doors.
- (o) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.
- (p) Secure the wheelchair with the Q-strait system

SECUREMENT

Securing Students Who Have a Wheelchair

- (a) Each wheelchair must be restrained and made secure as it is loaded onto the bus.
- (b) There shall not be more than one wheelchair loose or free at any time while the bus is being loaded.
- (c) Position the wheelchair, centred and square to the floor anchor points so that the restraint belts will attach to the chair and floor at approximately a 45 degree angle. The smaller front pivoting wheels on the wheelchair should be pointing straight.
- (d) The chair and student must always face forward in the bus.
- (e) Apply the wheelchair brakes (manual) or turn off the power (power chair).
- (f) Attach the front belts (narrow type) by connecting the large hook to a solid frame member of the chair and connect the opposite end (flat hook) of the belt to the floor anchor point.
- (g) Pull the belt through the clamping mechanism until all the slack is removed and the belt is snugly attached to the wheelchair.

- (h) The rear belt clamps will provide the final tensioning of the front belts. Attach the loose end of the belt to the Velcro patch above the clamp.
- (i) Attach the rear belts by connecting the chair hook to a solid frame member, as close to the point where the wheelchair back and seat cushion meet.
- (j) Attach the floor hook at the opposite end of the belt into the floor anchor point.
- (k) Attach the belts only to a solid, welded frame member on the wheelchair. Do not attach the hook to the wheels. Some chairs may come equipped with bolt-on anchor points or sling-straps, which are acceptable. Do not, under any circumstances, cross belts over each other.
- (l) With the buckle open, pull the loose end of the belt until snug. While holding the loose end with one hand, close the clamp lever down until it securely locks into position. Connect the loose ends of the belts to the Velcro patch to keep the excess belting off the floor.
- (m) Check that all the belts are tight and the wheelchair is secure and does not have any back and forth or sideways movement.
- (n) To attach the lap belts, pass the loose ends of the lap belts around the student and downward toward the rear tie-down belts through the gap between the side panels and seat cushion or the gap between the seat cushion and the back rest of the wheelchair. Connect the belt ends to the pin connectors on the rear tie-down belts.
- (o) The lap belt should be positioned as low as possible over the student's pelvic area and adjusted as tightly as possible. Ensure the belt is not twisted.
- (p) To attach the shoulder belt, connect the loose end of the belt to the pin connector on either the left or right side of the lap belt. The shoulder belt should be attached to the connector pin of the lap belt depending on which side of the bus the wheelchair is located. Use the right side pin if the wheelchair is on the left side of the bus and the left side pin if the wheelchair is on the right side of the bus. Again adjust the shoulder belt as snugly as possible, making sure the belt does not rub on the student's neck area.
- (q) The shoulder belt should lie across the mid-point of the shoulder and travel upward and rearward from that point to ensure that downward force is avoided. Lap and shoulder belts should not be held away from the student's body by wheelchair components or parts such as wheelchair armrests or wheels.

DEBOARDING

Unloading a Wheelchair

When operating a lift to unload a student with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- (a) Ensure the vehicle is parked in a safe position for unloading
- (b) Put on 4-way emergency lights.
- (c) Ensure parking brake has been applied.
- (d) Go to the student in the wheelchair and remove lap belt, shoulder belt, front 2 floor Q-straints, rear 2 floor Q-straints, and hang up belts.
- (e) Position the wheelchair to unload and set brakes; if it is a power chair make sure the power switch is off.
- (f) Check traffic and, when ready, activate overhead alternating red flashing lights.
- (g) Exit the vehicle and open lift door and secure it.
- (h) Deploy the lift to floor level.
- (i) Go back inside the vehicle and push the wheelchair (If power chair, turn on power and put in low gear) onto the lift. Set the brakes. For power chair, turn off the power.
- (j) With one hand on the chair and the other hand on the control, lower wheelchair to ground level. Make sure the student is made aware that he/she is about to be lowered.
- (k) Release brakes and undo the lift safety belt and push the wheelchair (if power chair, turn on power and set in low gear) off the lift.
- (l) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.

- (m) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- (n) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- (o) Return to the vehicle and turn off the overhead alternating flashing red lights.

BOARDING

Loading a Walker

When operating a lift to load a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- (a) Put the 4-way emergency flasher on in approaching the stop.
- (b) Ensure vehicle is stopped in a safe position for the pick-up.
- (c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- (d) Check that the student is ready to be loaded on to lift.
- (e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- (f) Open lift doors and secure them.
- (g) Deploy and lower the lift and undo the lift safety belt.
- (h) Back on to lift with the walker and set brakes; secure the lift safety belt
- (i) Keep one hand on the walker and use the other hand to operate the controls.
- (j) Inform the student you are raising the lift.
- (k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- (l) Raise the lift to its fullest extent (level with vehicle floor).
- (m) Release the brakes on the walker and load student into the vehicle and into assigned seat.
- (n) Secure walker to the wall of the vehicle
- (o) Exit the vehicle and stow the ramp and close doors.
- (p) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.

DEBOARDING

Unloading a Walker

When operating a lift to unload a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- (a) Ensure the vehicle is parked in a safe position for unloading
- (b) Put on 4-way emergency lights.
- (c) Ensure parking brake has been applied.
- (d) Position the walker to unload on the lift and set brakes.
- (e) Check traffic and, when ready, activate overhead alternating red flashing lights.
- (f) Exit the vehicle and open lift door and secure it.
- (g) Deploy the lift to floor level.
- (h) Go back inside the vehicle and help the student with the walker onto the lift. Set the brakes.
- (i) With one hand on the walker and the other hand on the control, lower the walker to ground level. Make sure the student is made aware that he/she is about to be lowered.
- (j) Release brakes and assist the student with the walker off the lift.
- (k) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.
- (l) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- (m) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- (n) Return to the vehicle and turn off the overhead alternating flashing red lights.

Note: In any instance where a student is required to wear a seatbelt or similar security device it will be the responsibility of the parent/guardian to secure/detach the device at the point of departure or arrival at the home stop and it will be the responsibility of the receiving school staff to secure/detach the device at the point of arrival at or departure from the school.

FOR STUDENTS WHO HAVE A DISABILITY AND ARE AMBULATORY (Examples might be students who have vision or communication disabilities, or have autism)

Do not use the loading ramp unless authorized.

- (a) Communicate with the student. Ask what help he/she needs. Allow time for response.
- (b) Let the student set the pace. If the student is unable to respond, indicate clearly what you are going to do and what you expect the student to do.
- (c) Follow behind the student while he/she is going up the steps; support the student while he/she steps up.

FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE ASTHMA

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE DIABETES

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE EPILEPSY

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO REQUIRE EPIPENS

Students board and deboard unassisted and are seated unsecured unless otherwise specified in the student's individual student transportation plan.

STUDENTS WHO HAVE SERVICE ANIMALS

Where a student with a disability is accompanied by a service animal, the requirement for the service animal, including the type of service animal, will be specified in the student's individual student transportation plan.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: ADMISSION OF ELEMENTARY AND SECONDARY
STUDENTS POLICY (301.1)**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Admission of Elementary and Secondary Students Policy (301.1), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: February 26, 2013



ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS

Adopted: February 24, 1998
Revised: June 16, 2009
April 27, 2010

Policy No. 301.1

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic embraces the opportunities and challenges of providing a learning environment in which the teachings of Christ and the Catholic faith provide a distinctive Catholic education for all students within its jurisdiction.

The Board, in cooperation with the Bishop, pastors/priests and the parent/guardian community, fosters the spiritual growth of all students enabling them to become responsible citizens, who give witness to Catholic social teachings by promoting peace, justice and sacredness of human life.

The purpose of this policy is to provide direction on the process for admission of students to the elementary and secondary schools of the Niagara Catholic District School Board.

Therefore, upon approval, any student within the Niagara Region, electing to attend a Niagara Catholic elementary or secondary school may attend with the understanding that they respect the environment and traditions of Catholic Education, and the expectations of the Niagara Catholic District School Board.

The Director of Education shall issue Administrative Guidelines for the implementation of this policy.

References:

- *Education Act, Section 33 (3), 1997*
- *Attendance Areas Policy No. 301.3*
- *Ontario Catholic School Graduation Expectations*
- *Ontario Student Record: Policy No. 301.7*
- *Immigration and Refugee Protection Act (Canada)*
- *Aboriginal Affairs and Northern Development Canada*
- *Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students Policy No. 301.9*
- *International Exchange Student-Ontario (ISE)*
- *Safe Schools Policy No. 302.6*
- *Student Transportation Policy 500.2*



ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS

Adopted: February 24, 1998
Revised: June 16, 2009
January 26, 2010
April 27, 2010

Policy No. 301.1

ADMINISTRATIVE GUIDELINES

The residential address of the parent(s)/guardian(s) of a student or where applicable adult student will determine the designated home school.

The Principal/Vice-Principal, in consultation with the parent(s)/guardian(s) or where applicable adult student is responsible for placing the student in the most appropriate program. Where applicable, a student transferring from outside of Ontario may be granted a course equivalency in accordance with authority granted by the Ministry of Education.

1. ADMISSION REQUIREMENTS-ELEMENTARY AND SECONDARY

Early Learning Kindergarten Program (ELKP)

In a school where the Early Learning Kindergarten Program (ELKP) has been implemented, a student shall be admitted on the first day of school in September provided that they reach the age of four (4) on, or before December 31, in that same calendar year.

Junior Kindergarten

A student shall be admitted to Junior Kindergarten on the first day of school in September provided that they reach the age of four (4) on, or before December 31, in that same calendar year.

Senior Kindergarten

A student shall be admitted to Kindergarten on the first day of school in September provided that they reach the age of five (5) on, or before December 31, in that same calendar year.

Note: A student currently registered in an Early Learning Kindergarten Program (year one) or Junior Kindergarten are not required to register for the Early Learning Kindergarten Program (year two) or Senior Kindergarten Program. Placement will be processed by the school unless otherwise notified by the parent(s)/guardian(s).

Grade One

A student shall be admitted to Grade One (1) on the first day of school in September provided that they reach the age of six (6) on, or before December 31, in that same calendar year.

2. ELEMENTARY AND SECONDARY ADMISSION NON-CATHOLIC

Elementary School Admission Non-Catholic

Parent(s)/Guardian(s) requesting to register a student in a Niagara Catholic elementary school, who is not eligible to direct their school support to the Catholic Board, it is expected that compliance with the Admission of Elementary and Secondary Students' Policy be followed.

The admission of a non-Catholic ratepayer's student will require the recommendation from the school Principal/Vice-Principal in consultation with, and the approval of the Family of Schools' Superintendent of Education.

Parent(s)/Guardian(s) have the responsibility to notify the school of changes regarding biographical information.

Secondary School Admission Non-Catholic

Parent(s)/Guardian(s) or where applicable adult student requesting admission to a Niagara Catholic secondary school, and who is not eligible to direct their school support to the Catholic Board, shall make application to the Principal/Vice-Principal of the Catholic secondary school.

Principals/Vice-Principals will ensure that all students attending a Niagara Catholic secondary school will: successfully achieve a credit in Religious Education for every year of attendance, up to graduation (total of four Religious Education Credits), participate fully in the faith life activities of the Catholic secondary school, and respect the environment and traditions of Catholic Education and the expectations of the Niagara Catholic District School Board.

Religious Education Credits and Graduation

Achievement of Religious Education credits and participation in faith life activities are criteria for all students to participate in faith-based graduation ceremonies. This expectation is to fulfill the Ontario Catholic School Graduate Expectations as endorsed by the Niagara Catholic District School Board for all graduates.

3. REQUIRED DOCUMENTATION: ELEMENTARY AND SECONDARY

Responsibility of Parent(s)/Guardian(s) or adult student

It is the responsibility of the parent(s)/guardian(s) or where applicable adult student to complete the required Niagara Catholic District School Board Admission Forms (where applicable):

- Elementary Student Registration Form (Appendix A)
- Secondary Student Registration Form (Appendix B)
- Consent for Release of Information (Appendix C)
- Completion of the Niagara Region Public Health Confidential Student Immunization Form (provided by the school)
- Application for Direction of School Support (Appendix D)
- Roman Catholic School Assessment Lease (Appendix E)
- Request for Admission Form (Non-Catholic/Out-of-Boundary) (Appendix F)
- Confirmation of Eligibility Form (Appendix G)
- International Student Application Form (Appendix H)
- Renewal International Student Application Form (Appendix I)

In addition, it is the responsibility of the parent(s)/guardian(s) or where applicable adult student to provide original documentation or a copy certified as original (where applicable) for the following:

- Proof of age: Birth Certificate, Statement of Live Birth or Passport
- A Roman or Eastern Rite Catholic Baptismal Certificate. If the student has not been baptized, the student may be admitted if one parent can provide a Roman/Eastern Rite Baptismal Certificate. If necessary, a letter from a pastor certifying that the child or parent/guardian has been baptized in the Roman or Eastern Rite will be accepted in lieu of a Baptismal Certificate.
- Ontario Health Card
- Immunization Record or Statement of Conscience or Religious Belief Affidavit
- Proof of Immigration Status
- Court Order
- International Student Letter of Confirmation

Note: Staff is to ensure that the Niagara Catholic Registration Checklist (Appendix 1-internal use only) and copies of all relevant registration documents are placed in the student's OSR.

4. ATTENDANCE AREA EXCEPTIONS

In accordance with the Education Act, the Niagara Catholic District School Board has established boundaries for student attendance.

If, parent(s)/guardian(s) request to register a student or were applicable an adult student in a Niagara Catholic school other than their home school, it is expected that the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy are followed.

Approval for an Out-of-Boundary admission request will require a recommendation from the Principal/Vice-Principal in consultation with, and the approval of the Family of Schools' Superintendent of Education.

Transportation for an approved Out-of-Boundary admission request shall be the sole responsibility of the parent(s)/guardian(s) or where applicable adult student.

Approved attendance area exceptions are for the identified school boundaries at the time of the approval. Any changes which occur to the attendance area boundaries may require attendance area exceptions for those families currently registered to attend the school within the boundaries of their residence.

Parent(s)/Guardian(s) or where applicable adult student have the responsibility to notify the Principal/Vice-Principal of changes to their residency status and/or circumstances for the initial attendance area exception request.

Effective for September 2010, approval for Out-of-Boundary requests will not be granted into:

- Early Learning Kindergarten Programs / Full Day Kindergarten Programs
- schools identified by Board motion
- schools at or above on-the-ground capacity (no surplus space)

Any exemptions to these specific exceptions will require the approval of the Principal, the Family of Schools' Superintendent of Education and Senior Administrative Council.

- i. Out-of-Boundary approval will be granted with admission into a Board approved academic program that is not offered at the student's home school.

- ii. Unless otherwise approved, transportation for an Out-of-Boundary Board approved academic program that is not offered at the student's home school shall be the sole responsibility of the parent(s)/guardian(s) or where applicable adult student.

5. NON-RESIDENT OF CANADA (VISA) STUDENT

The designated Superintendent of Education may approve the admission of a non-resident student in accordance with the Education Act. Such approval shall be reviewed annually.

- a. The student must obtain approval from the designated Superintendent of Education prior to admission into any school.
- b. The International Student Application form (Appendix H) must be completed. Prior to admission into any school, a Visa student will be provided with a letter from the designated Superintendent of Education confirming attendance.
- c. A Visa student shall be charged the fee determined by the Board.

6. RESIDENTS OF ONTARIO BUT OUTSIDE OF THE NIAGARA REGION

Parent(s)/Guardian(s) or where applicable adult student who reside in Ontario, but outside of the Niagara Region, may request to register a student in a Niagara Catholic District School Board school in compliance with the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy.

A student, whose legal residence is outside the jurisdiction of the Niagara Catholic District School Board, but within Ontario requesting admission to a school under the jurisdiction of the Board, may have fees paid by the resident Board. Such a request is to be accompanied by a statement from the resident Board indicating fees will be paid on behalf of the student. Where fees are not paid, approval must be obtained from the Director of Education and are reviewed on an annual basis.

7. EXCHANGE STUDENTS

A student approved, as an Exchange Student will participate in reciprocal, school-based programs, provided in co-operation with the Canadian School Authorities and the foreign exchange partners of the International Student Exchange-Ontario (ISE) in compliance with the Admission of Elementary and Secondary Students' Policy.

8. STUDENTS WITH IMMIGRATION DOCUMENTS

A student identified as a: Non-Landed Immigrant, Permanent Resident, Refugee, Work Permit, or Diplomatic Status, will be admitted in accordance to the Ontario Education Statutes and Regulations, following Immigration Canada Laws and procedures, and in compliance with the Admission of Elementary and Secondary Students' Policy.

A Principal/Vice-Principal who receives immigration documents from a student applying for admission will review the documents for eligibility and request completion of the Confirmation of Eligibility Form (Appendix G). The Principal/Vice-Principal will ensure that the information is completed according to the immigration documents provided.

9. ABORIGINAL PEOPLES

A student identified as Aboriginal Peoples will be admitted in accordance with the Aboriginal Affairs and Northern Development Canada, the Ontario Education Statutes and Regulations, and in compliance with the Admission of Elementary and Secondary Students' Policy.

10. EXPELLED STUDENTS

An expelled student will be referred to the Family of Schools' Superintendent of Education, who in consultation with the Principal/Vice-Principal, parent(s)/guardian(s)/student or where applicable adult student will determine an appropriate placement recommendation.

11. EXTENUATING CIRCUMSTANCES

A request for school admission which has extenuating and/or compelling family circumstances shall be submitted in writing to the Family of Schools' Superintendent of Education for consideration.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: BULLYING PREVENTION AND INTERVENTION POLICY
(302.6.8)**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Bullying Prevention and Intervention Policy (302.6.8), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: February 26, 2013



BULLYING PREVENTION & INTERVENTION

Adopted: November 25, 2003
Revised: February 1, 2008
June 17, 2008
April 28, 2010

Policy No. 302.6.8
Safe Schools

STATEMENT OF POLICY

In keeping with, the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to ensure that the school environment is one of respect, dignity and trust, consistent with the Gospel Values.

A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. To help achieve a positive school environment in their schools, the Niagara Catholic District School Board and its schools will actively promote and support positive behaviours that reflect their catholic gospel values. They should also endeavour to ensure that parents and members of the broader community are involved in the school community.

The Niagara Catholic District School Board and all members of the school community recognize that bullying;

- adversely affects a student's ability to learn.
- adversely affects the school climate, including healthy relationships.
- will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Consistent with current legislation in the Province of Ontario, all members of the school community, including staff, students, parent/guardians and visitors, will be respectful to one another and are responsible in helping to create a safe and caring school environment free from bullying.

The Niagara Catholic District School Board recognizes that a whole-school approach is required in developing a Bullying Prevention and Intervention Plan and that everyone, school staff, parents, students and the wider community, has a role to play in creating a positive school climate and a safe learning environment, providing support to pupils who are impacted, by inappropriate behaviour such as bullying, sexual assault, gender-based violence.

Catholic Education plays a critical role in preparing young people to become:

- a discerning believer formed in the Catholic faith community;
- an effective communicator;
- a reflective and creative thinker;
- a self-directed, responsible, lifelong learner;
- a collaborative contributor;
- a caring family member; and
- a responsible citizen.

A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success.

All students and members of the school community should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, **marital status, socio-economic status** or disability.

Students need to be equipped with the knowledge, skills, attitude and values to engage the world and others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all.

All Niagara Catholic schools will include a specified bullying prevention and intervention statement in their Code of Conduct which will be included in the Student Handbooks.

The Director of Education will issue Administrative Guidelines for the implementation of this Policy

**Blessed are the peacemakers;
for, they shall be called the children of God.**

Matthew 5:9

References:

- *Accepting Schools Act, 2011*
- *Bill 157: An Act to amend the Education Act*
- *Regulation 472/07: Behaviour, Discipline and Safety of Pupils*
- *Policy/Program Memorandum 144: Bullying Prevention and Intervention*
- *Safe and Caring Schools*
- *Ontario Human Rights Code*
- *Freedom of Information and Protection of Privacy Act*
- *PPM 144*
- *Student Suspension Policy #302.6.4*
- *Student Expulsion Policy# 302.6.5*



BULLYING PREVENTION & INTERVENTION

Adopted: November 25, 2003
Revised: February 1, 2008
September 18, 2008
January 26, 2010
April 27, 2010

Policy No. 302.6.8
Safe Schools

ADMINISTRATIVE GUIDELINES

In accordance with the Accepting Schools Act, 2011

Bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

Behaviour includes the use of any physical, verbal, electronic, written or other means.

Positive School Climate

The Niagara Catholic District School Board and its schools will actively promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, and are safe, included, and accepted
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents, and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying has been added to the list of infractions for which suspension and/or expulsion must be considered.

The policy statement and guidelines are consistent with current legislation and apply to students, staff, parents, visitors and community members involved with the Niagara Catholic District School Board.

Prevention and Intervention and Supports

1. Niagara Catholic Schools and Staff are expected to:
 - Take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.
 - Provide a safe, caring, and supportive environment that upholds our Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
 - Provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying.
 - Consider that the programs, intervention, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the board.
 - Consider that programs, intervention, and other supports should be curriculum-linked and consistent with a progressive discipline approach.
 - Use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and discourage bullying as unacceptable behaviours.
 - Consider that a range of supports should be available – from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers.
 - Consider that ongoing intervention and support may be necessary to sustain and promote positive student behaviour
 - Emphasize intervention strategies that are preventative in nature.
 - Model appropriate language and actions for students.
 - Increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan.
 - Encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
 - Recognize that all bullying behaviours are serious and may require more comprehensive intervention.
 - Keep open lines of communication between the home, school parish, and community members.
 - address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
 - support pupils who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including,
 - a) activities or organizations that promote gender equity;
 - b) activities or organizations that promote anti-racism;
 - c) activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
 - d) activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities. .
2. The name of an activity or organization described in subsection (1) must be consistent with the promotion of a positive school climate that is inclusive and accepting of all pupils.

Delegation of Authority - Regarding Student Discipline

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including but not limited to, administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, speech and language pathologists, and Chaplaincy Leaders, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour.

Under recent amendments to the Education Act, Principals must suspend a student for bullying and consider referring that student for expulsion if (1) the student has previously been suspended for bullying, and (2) the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.

Student Suspension Policy #302.6.4 and Student Expulsion Policy# 302.6.5

Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice or hate, based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

Expectations of Staff:

Principal Responsibilities with Employees:

A Principal and/or Vice Principal shall investigate any matter reported regarding bullying under subsection (1) of the Education Act.

After investigating a matter reported under subsection (1), the Principal shall communicate the results of the investigation,

- a) **to that teacher** if the matter was reported by a teacher, ; or
- b) **to that employee** if the matter was reported by an employee who is not a teacher, unless, in the **due diligence of** the Principal, it would not be appropriate to do so. The Principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

Principal Responsibilities with Parents/Guardians:

If the Principal of a school believes that a pupil of the school has been harmed as a result of an activity described under subsection (1) of the Education Act, the Principal shall, notify,

- a) the parent or guardian of the pupil who the Principal believes has been harmed; and
- b) the parent or guardian of any pupil of the school who the Principal believes has engaged in the activity that resulted in the harm.

When notifying a parent or guardian of a pupil under clause (1) (a), the Principal shall disclose,

- a) the nature of the activity that resulted in harm to the pupil;
- b) the nature of the harm to the pupil;
- c) the steps taken to protect the pupil's safety, including the general nature of any disciplinary measures taken in response to the activity; and
- d) the supports that will be provided for the pupil in response to the harm that resulted from the activity.

When notifying a parent or guardian of a pupil, the Principal shall not disclose the name of or any other identifying or personal information about a pupil who has been harmed as a result of the activity, except in so far as is necessary .

When notifying a parent or guardian under this section, the Principal shall invite the parent or guardian to have a discussion with the principal about the supports that will be provided for his or her child.

Vice-Principal Responsibilities

Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student and suspensions for more than 5 school days.

Teacher Responsibilities

Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/or expulsion.

A teacher may be delegated limited authority to contact the parent of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not clear on whether to call the parent or guardian, the teacher should contact the principal, or if unavailable the Supervisory Officer for direction. The Principal or Vice Principal will follow-up with the parent as soon as possible.

Student Responsibilities

- promote a safe, caring and positive environment for all by developing an awareness of bullying issues.
- refuse to bully others or to be a bystander to acts of bullying.
- report all acts of bullying that they may experience or observe to appropriate school personnel for assistance.
- assist and co-operate in the implementation of school-wide bully prevention initiatives.

3. Parents/Visitors/Community Member Responsibilities

- promote a safe, caring and positive environment for all by developing an awareness of bullying issues.
 - inform the school if bullying is suspected.
 - encourage their children to discuss any incidents of bullying and reinforce the need to speak out.
 - support the school when resolving identified incidents of bullying.
 - support the school through Catholic School Councils, in promoting local school bully prevention initiatives.
 - support the school in training and communication strategies for members of the school community.
4. Current Legislation and the Provincial Code of Conduct require all schools in consultation with their Catholic School Councils, staff, students and parents to develop local Codes of Conduct. These locally developed Codes of Conduct shall be in compliance with the Ministry's and the Board's Code of Conduct.
 5. When the Niagara Catholic District School Board is entering into an agreement with another person or entity respecting the use of a school operated by the board it will require the person or entity to follow standards that are consistent with the provincial code of conduct.
 6. The Niagara Catholic District School Board requires that each school include and address the following bullying prevention statement in their local school Code of Conduct.

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, _____ Catholic School will strive to create a safe, caring and supportive school environment, free of bullying, for all members of the school community that strives to create a safe, caring and supportive school environment, free of bullying, for all members of the school community.

SAFE SCHOOLS TEAMS

Each school must have in place a safe school team responsible for school safety that is composed of at least one student (where appropriate), parent, teacher, support staff member, a community partner, and the principal. The team must have a staff chair.

Through the development of school level plans, which address prevention and intervention strategies, schools will implement a bullying prevention and intervention plan.

School Plans may include:

- Bullying Awareness and Prevention Week, specifically the week beginning on the third Sunday in November in each year is proclaimed as Bullying Awareness and Prevention Week.
- opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;
- opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;
- training for all teachers and other staff;
- procedures for responding appropriately and in a timely manner to inappropriate behaviour;
- resources to support pupils who are impacted by inappropriate behaviour;
- resources to support pupils who have engaged in inappropriate behaviour;

School Climate Surveys

Schools are required to conduct anonymous School Climate Surveys, developed by the Ministry of Education and the Board, of their students every two years.

Schools should also survey staff and parents to assess their perception of safety in the school in order to inform prevention and intervention planning.

These School Climate Surveys are to be shared with the Safe School Teams and to build strategies into the school improvement plans to improve the school climate regarding issues identified through the school climate surveys.










Schools must also establish a monitoring and review process to determine the effectiveness of their bullying prevention and intervention plans (i.e. school improvement plans).

Appendices:

- *Appendix A - Keeping our Kids Safe at School : Reporting and Responding to Incidents*
- *Appendix B - Safe School Incident Reporting Form*

APPENDIX A

KEEPING OUR KIDS SAFE AT SCHOOL: REPORTING AND RESPONDING TO INCIDENTS

	Reporting	Responding	Supporting Students	Notifying Parents of Victims	Delegating Responsibility
All Board employees					
All Board employees who <u>work directly with students</u>					
Principals					



SAFE SCHOOLS INCIDENT REPORTING FORM

Report No: _____	<i>CONFIDENTIAL</i> SAFE SCHOOLS INCIDENT REPORTING FORM – PART 1
1. Name of Student(s) Involved (if known)	_____ _____
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify name of provider and route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (Check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the <i>Education Act</i></p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> act considered by the principal to be injurious to the physical or mental well-being of any member of the school community <input type="checkbox"/> Any act considered by the principal to be contrary to the Board or school Code of Conduct <p>Activities for which expulsion must be considered under section 310(1) of the <i>Education Act</i></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor <input type="checkbox"/> An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others <input type="checkbox"/> A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others <input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board <input type="checkbox"/> Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property <input type="checkbox"/> The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper <input type="checkbox"/> Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct <input type="checkbox"/> Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct.
5. Report Submitted By: Name: _____	
Signature: _____ Date: _____	
Contact Information: Location: _____ Telephone: _____	



SAFE SCHOOLS INCIDENT REPORTING FORM – PART II
ACKNOWLEDGEMENT OF RECEIPT OF RECEIPT OF REPORT

Report No: _____

Report Submitted By: Name: _____ Date: _____

Action Taken

No Action Required

Name of Principal: _____

Signature: _____ **Date:** _____

Note: Only Part II is to be given to the person who submitted the report.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

TOPIC: CODE OF CONDUCT POLICY (SAFE SCHOOLS) (302.6.2)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Code of Conduct Policy (Safe Schools) (302.6.2), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: February 26, 2013



CODE OF CONDUCT

Adopted: June 26, 2001
Revised: May 28, 2002
February 1, 2008
June 17, 2008
June 16, 2009

Policy No. 302.6.2
Safe Schools

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, current legislation and the provincial **Code of Conduct**, schools within the Niagara Catholic District School Board, in consultation with their Catholic School Councils, staff, students and parents, shall have in place local Codes of Conduct. These locally developed Codes shall be in compliance with the Government of Ontario legislation and Board's Code of Conduct Policy. These local Codes of Conduct shall be communicated to the school community annually through school agenda's, newsletters and on the school website. The Standards of Behaviour incorporated in the Code of Conduct which promotes respect, responsibility and safety, along with justice, integrity and accountability are consistent with the Gospel values embodied in our schools. Respect for oneself, others and the traditions of our Catholic faith is central to the vision of a Catholic Education.

The Niagara Catholic District School Board shall endeavour to ensure that all members of the school community have a safe, caring, accepting and positive school environment that maximizes their full potential. and become living witnesses of Christ.

All members of the Niagara Catholic District School Board, students, parents, guardians, staff, trustees, volunteers, visitors and especially persons in positions of authority are to be treated with respect and dignity whether they are on Board property, on school buses, at Board or school-authorized events or any other activities that could have an impact on the school climate.

The code is based on the following guiding principles:

- Appropriate participation in the civic life of the school community promotes responsible citizenship. Active and engaged citizens are aware of their rights and accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Schools will work co-operatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol, illegal drugs, and/or controlled substances without a valid prescription.
- Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.
- All members of the school community, including staff, students, parent/guardians, visitors, and community members are responsible in helping to create a safe, caring school and positive school climate free from bullying.
- The Niagara Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.

The Director of Education will issue Administrative Guidelines for the implementation of this policy.

Reference:

- *Ministry of Education and Training: Policy/Program Memorandum No. 128, October, 2007 The Provincial Code of Conduct and School Board Codes of Conduct*
- *Education Act, Sections 301, 302,303*
- *Accepting Schools Act 2011*
- *PPM 128*



CODE OF CONDUCT

Adopted: June 26, 2001
Revised: May 28, 2002
February 1, 2008
June 17, 2008
June 16, 2009

Policy No. 302.6.2
Safe Schools

ADMINISTRATIVE GUIDELINES

ONTARIO CODE OF CONDUCT

The Ontario Code of Conduct states that a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

The Provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers, and other staff members – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

When the Niagara Catholic District School Board is entering into an agreement with another person or entity respecting the use of a school operated by the board it will require the person or entity to follow standards that are consistent with the provincial and local code of conduct.

Guiding Principles & Purposes of the Code

All members of the school community are:

- To be treated with respect and dignity, especially persons in positions of authority
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in the schools

- To discourage the use of alcohol, illegal drugs and/or controlled substances without a valid prescription.
- To strive to prevent bullying in schools

Roles & Responsibilities

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- review these policies regularly with students, staff, parents, volunteers and the community;
- establish a process that clearly communicates the Provincial Code of Conduct and school board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.
- wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

Principals

- Principals, with the support of their Family of Schools Superintendent take a leadership role in the daily operation of a school. They provide this leadership by:
- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

School Staff Members

All staff members, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour.

As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

- Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

The police and community partners play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Standards of Behaviour

Respect, Civility & Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- be in possession of any weapon, including firearms;
- cause injury to any person with an object;
- use any object to threaten or intimidate another person; not be in possession of, or under the influence of, or provide others with, alcohol, illegal drugs, and/or controlled substances without a valid prescription;
- inflict or encourage others to inflict bodily harm on another person;
- engage in bullying behaviours;
- commit sexual assault;

- traffic weapons, illegal drugs and/or controlled substances;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.
- Not use profane language.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

TOPIC: SAFE SCHOOLS POLICY (302.6)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Safe Schools Policy (302.6), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: February 26, 2013



SAFE SCHOOLS

Adopted: June 26, 2001
Revised: May 28, 2002
February 1, 2008
June 17, 2008
November 2012

Policy No. 302.6

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board will strive to maintain safe and secure learning environments for all students, staff, and community members involved in Board and school programs, events and activities.

In compliance with current legislation and the Mission of the Board, the Niagara Catholic District School Board will establish policies and administrative guidelines linked to this Safe Schools Policy, which foster increased respect, responsibility and civility

When the Niagara Catholic District School Board is entering into an agreement with another person or entity respecting the use of a school operated by the board it will require the person or entity to follow standards that are consistent with the Provincial and Local Code of Conduct.

The Niagara Catholic Safe School Policy and Administrative Guidelines will:

- Create schools that are safe, inclusive and accepting of all pupils.
- Encourage a positive school climate and prevent inappropriate behaviour, including but not limited to, bullying, sexual assault, gender-based violence and incidents based on homophobia.
- Address inappropriate pupil behaviour and promote early intervention.
- Provide support to pupils who are impacted by inappropriate behaviour of other pupils.
- Establish disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
- Provide pupils with a safe learning environment.

Opening or Closing Exercises (s.304 Ed. Act)	302.6.1
Code of Conduct (s.303 Ed. Act)	302.6.2
Access to School Premises	302.6.3
Student Suspension	302.6.4
Expulsion	302.6.5
Dress Code	302.6.6
Criminal Background Check	302.6.7
Bullying Prevention and Intervention	302.6.8
Progressive Student Discipline	302.6.9
Volunteers in Catholic Schools (new)	TBD
Police and School Board Protocol	
Family and Children's Services/Board Protocol	

References:

- *Accepting Schools Act, 2011*
- *Education Act Statutes and Regulations*
- *Bill 157: An Act to amend the Education Act*
- *Regulation 472/07: Behaviour, Discipline and Safety of Pupils*
- *Policy/Program Memorandum 144: Bullying Prevention and Intervention*
- *Ontario Human Rights Code*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

TOPIC: EDUCATIONAL DEVELOPMENT CHARGES (EDC)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the process to establish a by-law for the collection of fees related to Education Development Charges in the Region of Niagara.

Prepared by: Mario Ciccarelli, Superintendent of Education/Accommodations
Scott Whitwell, Controller of Facilities Services

Presented by: Mario Ciccarelli, Superintendent of Education/Accommodations
Scott Whitwell, Controller of Facilities Services

Recommended by: Committee of the Whole

Date: February 26, 2013



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 12, 2013

EDUCATIONAL DEVELOPMENT CHARGES (EDC)

BACKGROUND INFORMATION

An information report regarding Education Development Charges was made to the January 15, 2008 Committee of the Whole meeting and was discussed by Trustees.

This Educational Development Charges report is being presented at this time for the consideration of the Committee of the Whole with a recommendation to the Board for its consideration. The primary reason for the timing of this report and recommendation is to advise the Board that the timeline to establish an EDC is narrowing.

What is an Education Development Charge?

An Education Development Charge is a development charge that is imposed through a Board motion or by-law respecting growth related net education land costs incurred or proposed to be incurred by a District School Board in Ontario.

Educational Development Charges (EDCs) are levied on new homes that are paid by the developer when the building permit is issued by the municipality. It is assumed that new homes will result in pupil growth which may require new schools and the revenues collected from the charge are used by a District School Board to purchase land/sites for new schools to be built upon.

Educational Development Charges are not a tax imposed on the general population, rather they are fees attached to obtaining construction permits for new homes. In essence, growth pays for growth.

Do all District School Boards qualify to collect Educational Development Charge?

No. School Boards must meet an eligibility trigger to qualify for Educational Development Charges. There are two triggers that can be met;

1. *Enrolment & Capacity*

The average projected five year enrolment on either panel (elementary or secondary) must be greater than the on the ground capacity in the same panel.

2. *Reserve Fund Deficit*

For District School Boards who have an existing Educational Development Charge bylaw in place, they would automatically qualify for future bylaws if at the time of bylaw expiry there was a deficit balance in the EDC reserve fund.

How many District School Boards in Ontario have Educational Development Charges?

Out of the 72 District School Boards in Ontario, currently 25 District School Boards in Ontario have EDC bylaws.

Generally speaking, it is believed that Boards which have not established Educational Development Charges are not in an eligible position to do so because they have surplus space.

Why should the Niagara Catholic District School Board consider establishing Educational Development Charges?

The Government of Ontario sets out grants to cover the costs to construct and furnish new schools, but generally not the purchase of school sites. School Boards are responsible for the provision of sites for new schools through Educational Development Charges or proceeds from the sale of surplus properties or alternate funding sources if available.

Education Development Charges provide a revenue stream for future land acquisition due to growth related needs.

Other advantages of Educational Development Charges

Reports and Studies:

- The Education Development Charge Background Study requires that a full demographic analysis and 15 year Board wide enrolment projections be completed which has been completed for Niagara Catholic.
- Environmental assessments, appraisal studies and legal reports form part of the process and are eligible expenses.
- All study costs are included as education land costs and thus no study costs are incurred by the Board. In addition, study costs for other Board studies that complement the EDC (long term accommodation plan, capital priority business cases, etc.) can also be included as EDC eligible expenses.

Recommendation

It is important to note that Educational Development Charge revenue can only be used to purchase land for a growth related school. It can't be used to purchase land for a replacement school.

Niagara Catholic consultant, Jack Ammendolia of Watson & Associates, has had involvement with the successful establishment of Educational Development Charges in all 25 of the District School Boards in Ontario that currently have EDC's in place.

School Boards with EDC's in place collect a fee every time a building permit is issued. Therefore, it would be advantageous to put EDC's in place in order to collect on as many building permits as possible for developments within our Region that are beginning to build.

It is the responsibility of the municipalities to collect EDC's on behalf of the school board, transfer EDC revenue to the Board and to provide monthly reports to the School Board regarding amounts collected and refunded. Municipalities are not entitled to charge a School Board for collection of an EDC.

Should the Board decide to engage in the process to establish an Educational Development Charge, there are general steps that would then follow in that process:

1. Determine Board Eligibility
2. Complete Demographic Projections
3. Determine Site Needs
4. Determine Net Education Land Costs (land appraisals)
5. Determination of EDC

It is the recommendation that the Committee of the Whole consider the establishment of Educational Development Charges by-law for Niagara Catholic.

A visual presentation on land development and Educational Development Charge forecast will be presented as part of this report to the Committee of the Whole.

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the process to establish a by-law for the collection of fees related to Education Development Charges in the Region of Niagara.

Prepared by: Mario Ciccarelli, Superintendent of Education/Accommodations
Scott Whitwell, Controller of Facilities Services

Presented by: Mario Ciccarelli, Superintendent of Education
Scott Whitwell, Controller of Facilities Services

Recommended by: John Crocco, Director of Education, Secretary/Treasurer

Date: February 12, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: APPROVED MINUTES OF THE SPECIAL EDUCATION
ADVISORY COMMITTEE (SEAC) MEETING OF
JANUARY 9, 2013**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of January 9, 2013, as presented for information.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING WEDNESDAY, JANUARY 9, 2013

Minutes of the Meeting of the Special Education Advisory Committee, held on Wednesday, January 9, 2013, at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:00 p.m. by Superintendent Baldasaro.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Superintendent Baldasaro.

2. Roll Call

Members	Affiliations	Present	Excused	Absent
Anna Racine	The Tourette Syndrome Association of Ontario	✓		
Kim Rosati	VOICE for Hearing Impaired Children	✓		
Connie Parry	Association for Bright Children	✓		
Kerry Thomas	Community Living-Welland/Pelham	✓		
Sarina Labonte	Community Living-Grimsby, Lincoln & West Lincoln	✓		
Rob Lavorato	Down Syndrome Caring Parents (Niagara)	✓		
Mike Gowan	Autism Ontario	✓		
Jim Wells	John Howard Society of Niagara		✓	
Katie Muirhead	Ontario Brain Injury Association	✓		
Sarah Farrell	Learning Disabilities Association – Niagara	✓		
Bill Helmeczi	Pathstone Mental Health	✓		
Trustees				
Father Paul MacNeil		✓		
Rhianon Burkholder		✓		

The following staff were in attendance:

Yolanda Baldasaro, Superintendent of Education; **Danny DiLorenzo**, Principal, Secondary;
David O'Rourke, Coordinator Special Education; **Tina DiFrancesco**, Recording Secretary

3. **Election of Chairperson**

Moved by Kim Rosati

THAT Anna Racine be nominated for the position of Chairperson of the Special Education Advisory Committee.

Superintendent Baldasaro asked Anna Racine if she wished to stand for the position of Chairperson of the Special Education Advisory Committee. Anna Racine accepted the nomination.

Superintendent Baldasaro asked if there were any more nominations.

Moved by Trustee Burkholder

THAT Mike Gowan be nominated for the position of Chairperson of the Special Education Advisory Committee

Superintendent Baldasaro asked Mike Gowan if he wished to stand for the position of Chairperson of the Special Education Advisory Committee. Mike Gowan did not accept the nomination.

There were no further nominations forthcoming.

Anna Racine was acclaimed as the Chairperson of the Special Education Advisory Committee.

Superintendent Baldasaro turned over the Chairship of the Special Education Advisory Committee to Chairperson Racine.

Election of Vice-Chairperson

Moved by Kim Rosati

THAT Rob Lavorato be nominated for the position of Vice-Chairperson of the Special Education Advisory Committee.

Chair Racine asked Rob Lavorato if he wished to stand for the position of Vice-Chairperson of the Special Education Advisory Committee. Rob Lavorato accepted the nomination.

There were no further nominations forthcoming.

Rob Lavorato was acclaimed as the Vice-Chairperson of the Special Education Advisory Committee.

Chair Racine thanked Kim Rosati for her dedication serving as the Vice-Chair for the past few years.

Superintendent Baldasaro on behalf of the Board thanked and expressed sincere appreciation to Kim Rosati for all of her work serving as the Vice-Chair on the SEAC.

4. Approval of the Agenda

Moved by Sarina Labonte
Seconded by Connie Parry

THAT the Special Education Advisory Committee approve the Agenda of the Special Education Advisory Committee Meeting of January 9, 2013.

CARRIED

5. Disclosure of Interest

No Disclosures of Interest were declared with any items on the agenda.

6. Approval of Minutes of the Special Education Advisory Committee Meeting of December 5, 2012

Moved by Kim Rosati
Seconded by Katie Muirhead

THAT the Special Education Advisory Committee approve the Minutes of the Special Education Advisory Committee Meeting of December 5, 2012, as presented.

CARRIED

B. PRESENTATIONS

1. Transition Planning from Elementary to Secondary/Secondary to College/University – David O’Rourke

David O’Rourke, Special Education Coordinator presented information on transition planning from Elementary to Secondary and Secondary to College/University. Information was provided about the process, types of diplomas/certificates, course information and examples of University and College programs and apprenticeships. Questions were asked and answered during the presentation.

C. VISIONING

1. Goals and Vision for 2012/2013

1.1 Review Goals

Chair Racine reviewed the goals for 2012/2013 with the SEAC members and suggested that members bring ideas regarding the SEAC Mission Statement/Tag line to the February meeting. Chair Racine asked for volunteers to form a Sub-Committee in regards to a SEAC report and looking at the possibility of a SEAC presentation to the Committee of the Whole in April or May. More information will follow at future meetings.

D. BUSINESS ARISING FROM THE MINUTES OF THE MEETING OF DECEMBER 5, 2012

1. **Learner Advocacy**
2. **Parent Outreach**
3. **Program and Service Recommendations**
4. **Special Education Budget**
5. **Annual Review, Special Education Plan**
6. **Other Related Items**
7. **Policy Review**

7.1 Review from Sub-Committee

The following policies were addressed; *Educational Field Trips Policy, Bullying Prevention and Intervention Policy, Volunteers in Catholic Schools Policy, Safe Schools Policy, Code of Conduct Policy and Admission of Students Policy*. A decision was made that all comments be forwarded to members for approval and sent to the Chair by January 13th. Chair Racine will forward recommendations to Jennifer Brailey on behalf of the SEAC. Individual responses are welcome. The deadline to respond is January 17th, 2013.

E. AGENCY REPORTS

1. **VOICE for Hearing Impaired Children – Kim Rosati**
 - Sunday, February 17th – VOICE for Hearing Impaired Children – HHNP Family Skating Social at Rink at the Brink in Niagara Falls, starting at 10:30a.m. -11:30a.m. You are welcome to stay afterwards for the Public Skate which start at 12 noon. Cost is \$5.00 for skate rental (under 6 years free), \$5.00 parking. Helmets are available at no charge. You may bring hockey sticks, special pucks are supplied. VOICE HHNP is taking care of the admission to the Rink, hot chocolate and timbits. Please RSVP by February 4th, 2013 with your family names and ages of children to hnpvoicechapter@yahoo.com. Hope to see you! Note: This social is for VOICE members only (Parents/Guardians and Children). If you are not a member, but would like to be, please contact VOICE Head Office at 1-866-779-5144.

2. Down Syndrome Caring Parents (Niagara) – Rob Lavorato

- The Christmas Party held at the Hose Brigade Hall in Niagara Falls was attended by 120 people. Fun was had by all.

3. Community Living – Welland/Pelham – Kerry Thomas

- The Community Living *Passport Mentoring Commence '13* conference will be held on January 23rd and 24th at Sheraton Park North Toronto and the *Re:Action4Inclusion* conference will be held on March 1st – 3rd, 2013 in Orillia. If there are students/educators in the Welland/Pelham area who are interested in attending, the Community Living Board has subsidized in the past and would be willing to do this again.

4. Association for Bright Children – Connie Parry

- The ABC Ontario Annual General Meeting will be held on Saturday, January 12th at the Lillian H. Smith Branch of the Toronto Public Library, located on College at Spadina Ave., starting at 9:30a.m. Millie Norrie, President of Mensa Canada will be the keynote speaker.

5. Community Living – Grimsby, Lincoln and West Lincoln – Sarina Labonte

- Community Living Ontario is hosting an Inclusive Education webinar session titled **“Getting Ready to Graduate- and what’s next?” January 16th, 7:30-9pm EST.**
In this first presentation of the New Year, they are examining transitions into post-secondary opportunities and employment.

Donna Abbink will be presenting in this webinar. For over a decade Donna has been the Transition and Planning Coordinator for both the Limestone and Algonquin Lakeshore Catholic District School Boards. She recognized a real need for consistent transition facilitation for students who have an intellectual disability and is a professional in her field. Her vision has led to the creation of the critical role of ensuring students and their families were well supported during significant transition times in their education.

The webinars are hosted by Community Living Ontario’s Community Inclusion Initiative and are free. To register go to www.gotowebinar.com, click on “join a webinar”, and enter **924242894** in the space provided.

- Community Living – Campbellford-Brighton is hosting their annual Advocates for Community Education – Inclusive Education conference on June 19th and 20th, 2013
- Individuals with a developmental disability who turn 18 years of age on or following April 1, 2013 will need to apply and re-qualify for individualized funding. Financial supports through the Special Services at Home (SSAH) program will end once an individual turns 18. This is of great concern to many families who have relied on individualized funding through SSAH to pay for respite and other programming needs for their special needs child.
- The Transitional Aged Youth Protocol for Niagara has been approved by the Ministry and is ready to be implemented. This protocol outlines the role of many service providers in Niagara who provide services and supports to children and youth with a developmental disability and who will require supports as an adult.

6. **Autism Ontario – Mike Gowan**

- Nil Report

7. **The Tourette Syndrome Association of Ontario – Anna Racine**

- Nil Report

8. **John Howard Society of Niagara – Jim Wells**

- Nil Report

9. **Ontario Brain Injury Association – Katie Muirhead**

- February 19th – 22nd; Level 1 Neurorehabilitation course will be held at Brock University.

10. **Learning Disabilities Association (Niagara) – Sarah Farrell**

- We have been busy planning and gearing up for our Winter 2013 programs! We are now accepting applications for Reading Rocks, Reading Rocks Junior, Let's READ, BEST and STEPS for the Winter session until January 21st. Spots are limited so we encourage families to apply as soon as possible!
- We are looking forward to our partnership with Denis Morris Catholic Secondary School and to offer our STEPS program (social skills and self-advocacy program for teenagers ages 12-17) in the Winter beginning February 13th – April 17th.
- We are currently hiring program facilitators and volunteers for our programs. The job descriptions are posted on our website at www.Ldanigara.org if anyone is interested.

11. **Pathstone Mental Health – Bill Helmeczi**

- Nil Report

F. STAFF REPORTS

1. **Terry Antoniou -Principal, Elementary**

- Nil Report

2. Danny DiLorenzo – Principal, Secondary

Lakeshore Catholic High School

- 2013 brings new beginnings at Lakeshore Catholic with the arrival of a new student and new Educational Assistant.
- Our class is preparing to attend the SNAP program at Brock University in February, where students are engaged in physical and activity programs with Brock students throughout the day.
- We have also started preparing for our *Hurray for Hollywood* event in March.
- Our students have begun a horticulture program in the school where they work with the bio club and take care of the plants within the school.
- Assessments are planned for students attending during the exam period.

Denis Morris

- The Special Education Department at Denis Morris Catholic High School is proud to partner with the Learning Disabilities Association of Niagara to support our students with Learning Disabilities with the skills that they need to promote student achievement and social-emotional well-being.
- The after-school workshops called the S.T.E.P.S. Program (Social Teen Empowering to Succeed) is being offered through the Learning Disabilities Association of Niagara in February 2013 at Denis Morris. S.T.E.P.S. is a social skills and self-advocacy program for adolescents between the ages of 12-17 with learning disabilities and/or ADHD. We are encouraging students meeting the criteria to participate in the program as it deals with self-advocacy, communication skills, building on strengths, coping skills, staying organized and strategies for learning. Participants are provided with opportunities to develop these skills through hands-on group activities, discussions and role playing activities.

Blessed Trinity

- Preparation for Grade 9 EQAO is under way. Accommodations are in place for students with Individual Education Plans and letters to parents have been mailed home.
- Preparation for the OSSLT is in full force. The Resource Department is working closely with the Success and English Departments. Students who will require additional preparation have been identified and a letter has gone home to parents to inform them as such.
- Individual transition meetings with the elementary schools have begun. These early meetings with resource teachers and parents are key to a student's successful integration into high school. Addressing questions and concerns about programming and accommodations early helps to alleviate the unknowns and therefore the anxiety that often comes with the transition.
- Conversations are taking place between Resource, Teachers and Students regarding exams. Review of accommodations and reviewing good study habits
- Our amazing peer tutors accompanied the students to their many outings in December, including the Grimsby Museum (theme: History of the Christmas Tree), swimming and Mass. Many craft and baking activities took place which the students will share with family and friends

3. Yolanda Baldasaro – Superintendent of Education

- January and February – Catholic Secondary School Open Houses
- February 6th – Annual System Wide Open House for Early Learning Program/Junior/Senior Kindergarten
- January 22nd – French Immersion Program Open Houses
- Posting for a Superintendent of Business and Financial Services Pool. More information is available on the Board website.

4. David O'Rourke – Coordinator Special Education

- Special Education staff is working with agencies to provide smooth transitions for Junior Kindergarten students in September.

G. TRUSTEE REPORTS

1. Father Paul MacNeil – Trustee

- Nil Report

2. Rhianon Burkholder – Trustee

- The following policies were approved at the December 18th Board meeting; *Niagara Catholic Education Award of Distinction Policy, Student Parenting Policy and the Accessibility Standards Policy (Interim)*.
- The Director's Annual Report was presented for information.
- Information was presented regarding *eyeGO* events for high school students.

H. STUDENT REPORT

1. Leah Zahorchak – Student Representative

- Nil Report

I. NCPIC REPORT

September Meeting

- Approved for \$15,500 ProGrant for the development of a Parent Kit to be given to parents of children new to our Board. The kit will include a DVD with the theme What it means to be a Niagara Catholic Parent. Also included is a directory of resources, Board contact information, communication protocol, school events and CSC information.
- Reviewed the NCPIC Policy.
- Election packages for new members were sent to all schools.

November Meeting

- The NCPIC Conference held on November 3rd was successful. Bishop Bergie presided mass and the commissioning of all members, followed by workshops and lunch.
- An NCPIC PowerPoint presentation will be given to members to present at their Catholic School Council meeting.
- The focus of the Board Improvement Plan is to support the two strategic directions: Building Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education and Advance Student Achievement for All.
- Fr. Peter Rowe stated that we are entering the “Year of Faith” in the Diocese.

J. NEW BUSINESS

1. Learner Advocacy
2. Parent Outreach
3. Program and Service Recommendations
4. Special Education Budget
5. Annual Review, Special Education Plan

Superintendent Baldasaro invited the SEAC members to participate in the annual review of the Special Education Plan. Review dates will be provided at the February meeting.

6. Other Related Items
7. Policy Review

K. CORRESPONDENCE

1. **Review New Correspondence**

New correspondence will be discussed at the February meeting.

L. QUESTION PERIOD

M. NOTICES OF MOTION

N. AGENDA ITEMS – DISCUSSION FOR FUTURE MEETINGS

O. INFORMATION ITEMS

1. Superintendent Baldasaro announced that Rhianon Burkholder and Father Paul MacNeil are the Trustee representatives on SEAC this year.

P. NEXT MEETING:

Wednesday, February 6, 2013 at 7:00p.m. at the Catholic Education Centre

Q. ADJOURNMENT

Moved by Rob Lavorato

Seconded by Kim Rosati

THAT the January 9, 2013 meeting of the Special Education Advisory Committee be adjourned.

CARRIED

This meeting was adjourned at 9:00p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: AWARD OF CONSTRUCTION CONTRACTS FOR ELKP
PROJECTS – YEAR 4**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the award of construction contracts to:

SCHOOL NAME	RECOMMENDED CONTRACTOR	TOTAL PROJECT COST
Mary Ward	Charter Building Company	\$904,814
St. Alexander	T. R. Hinan	\$573,633
St. Andrew	Brouwer Construction	\$600,957
St. John	Manorcore Group Inc.	\$1,392,693
St. Kevin	Brouwer Construction	\$1,143,657
St. Philomena	Aldor Construction	\$342,246

for a total six project cost of \$4,958,000.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 26, 2013



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE BOARD MEETING FEBRUARY 26, 2013

AWARD OF CONSTRUCTION CONTRACTS FOR ELKP PROJECTS – YEAR 4

BACKGROUND INFORMATION

The Ministry of Education approved \$3,074,171 to address capital needs related to the implementation of Year Four of the Early Learning Kindergarten Program (ELKP) at the six Niagara Catholic elementary schools shown below. The Ministry will allow funding to be moved between ELKP projects provided the total funding is not exceeded.

Further to the February 2013 Committee of the Whole report, the tender closing period for the six subject projects started on January 22, 2013 and ended on February 6, 2013. The architects have analyzed the bids and have recommended the award of a construction contract to the listed contractors as follows. All of the named contractors were the low bidders for each project.

SCHOOL NAME	ARCHITECT	RECOMMENDED CONTRACTOR	FUNDING ALLOCATION	TOTAL PROJECT COST
Mary Ward	Svedas Koyanagi	Charter Building Company	\$434,584	\$904,814
St. Alexander	Venerino V.P. Panici	T. R. Hinan	\$479,925	\$573,633
St. Andrew	Chapman Murray	Brouwer Construction	\$239,962	\$600,957
St. John	Grguric	Manorcore Group Inc.	\$959,850	\$1,392,693
St. Kevin	Chapman Murray	Brouwer Construction	\$719,888	\$1,143,657
St. Philomena	Quartek Group	Aldor Construction	\$239,962	\$342,246
TOTAL			\$3,074,171	\$4,958,000

TOTAL PROJECT COST

The total six project cost is calculated as follows:

Construction Contracts	\$ 3,909,029
Consultant Fees & Disbursements	\$ 434,102
Furniture & Equipment	\$ 100,000
Other Project Costs	\$ 514,869
TOTAL	\$ 4,958,000

FUNDING

Funding for the six projects would be from the following sources:

ELKP Allocation	\$ 3,074,171
Facilities Renewal	\$ 1,718,829
Remaining ELKP Allocation	\$ 165,000
TOTAL	\$ 4,958,000

It is the recommendation of the Director of Education and the Controller of Facilities Services in consultation with the project architects that the Niagara Catholic District School Board approve the award of construction contracts to:

SCHOOL NAME	RECOMMENDED CONTRACTOR	TOTAL PROJECT COST
Mary Ward	Charter Building Company	\$904,814
St. Alexander	T. R. Hinan	\$573,633
St. Andrew	Brouwer Construction	\$600,957
St. John	Manorcore Group Inc.	\$1,392,693
St. Kevin	Brouwer Construction	\$1,143,657
St. Philomena	Aldor Construction	\$342,246
TOTAL		\$4,958,000

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THAT the Niagara Catholic District School Board approve the award of construction contracts to:

SCHOOL NAME	RECOMMENDED CONTRACTOR	TOTAL PROJECT COST
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St. Kevin	Brouwer Construction	\$1,143,657
St. Philomena	Aldor Construction	\$342,246

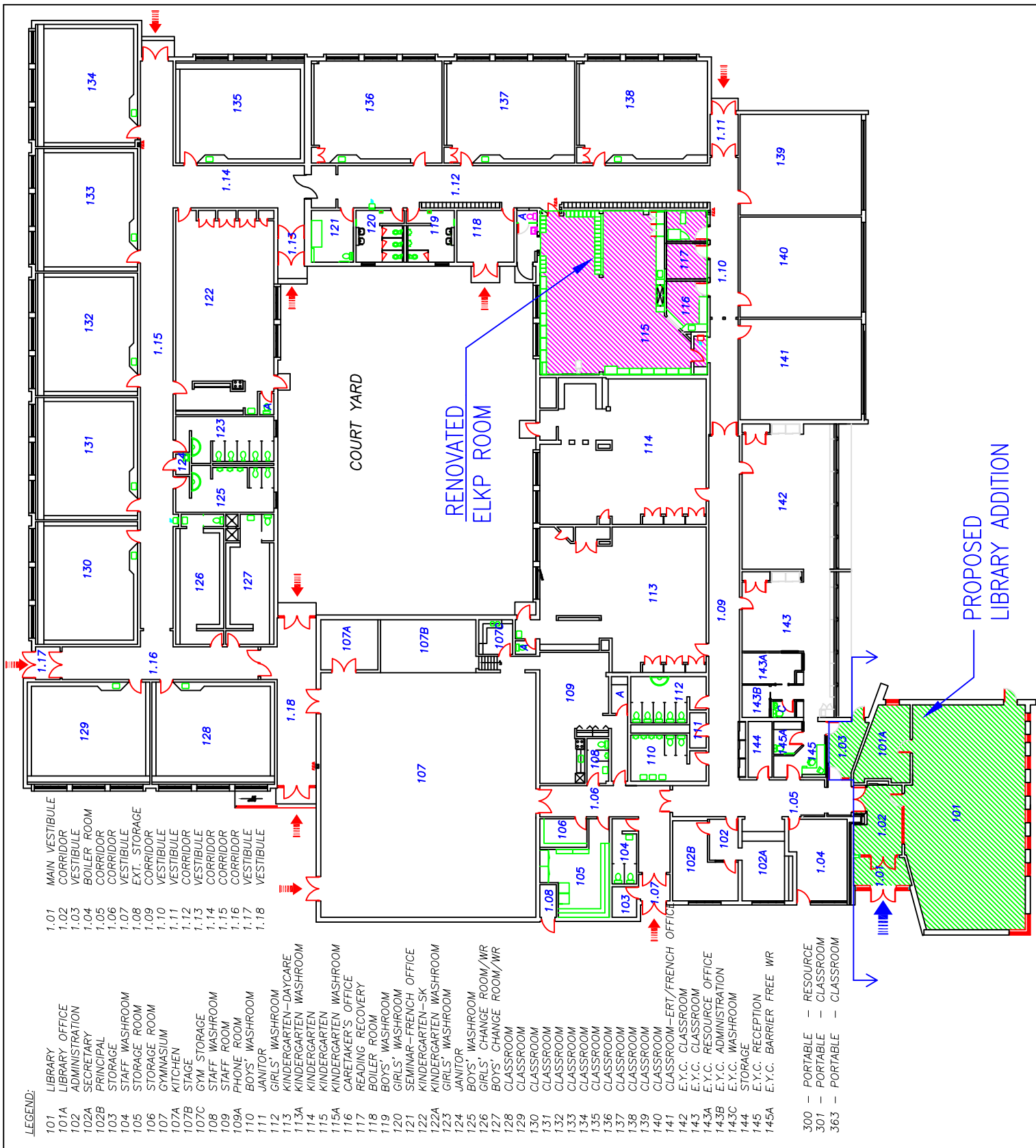
for a total six project cost of \$4,958,000.



Prepared by: Scott Whitwell, Controller of Facilities Services

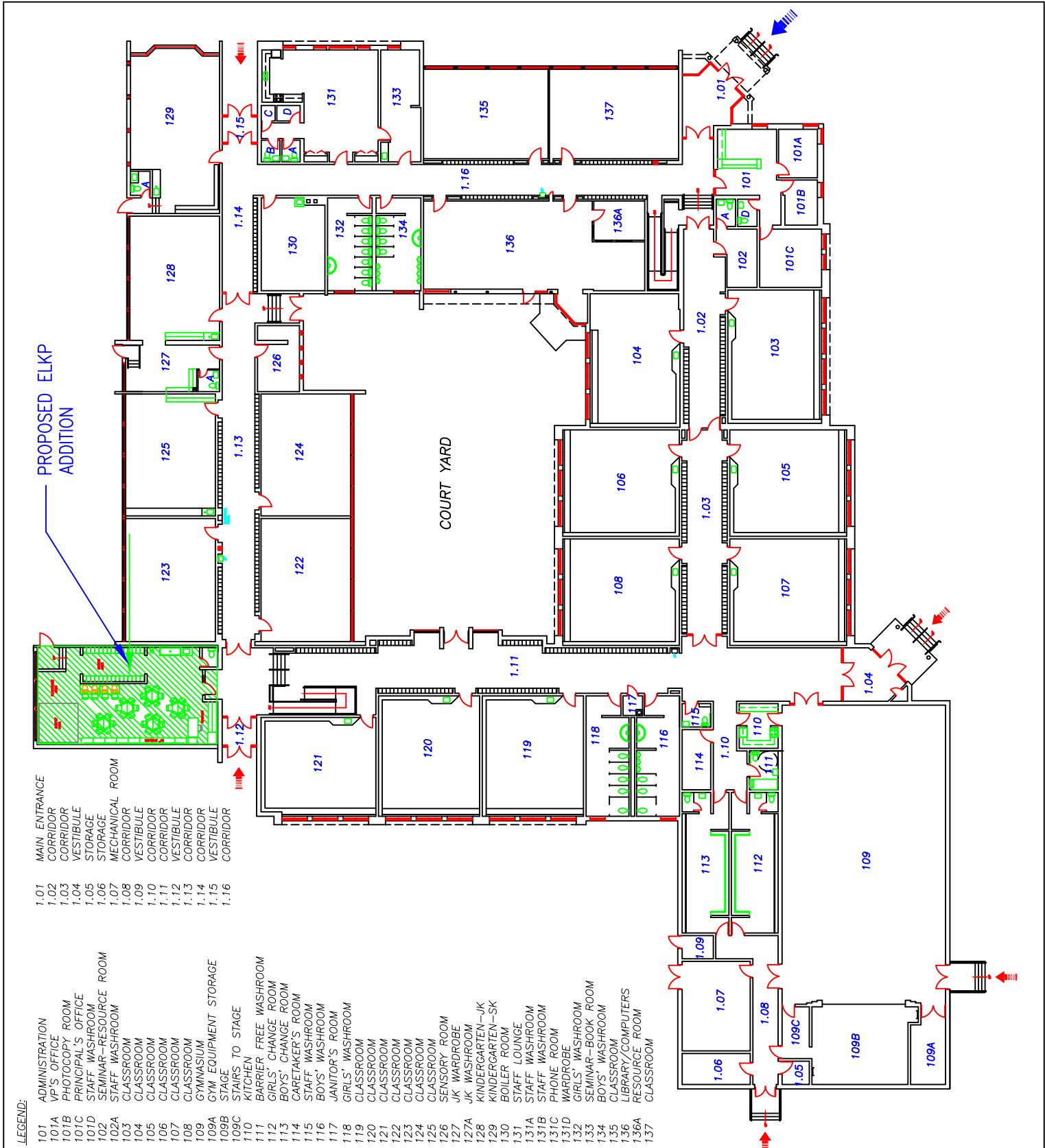
Presented by: Scott Whitwell, Controller of Facilities Services

Recommended by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 26, 2013



 <p>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</p>	FIRM NAME AND ADDRESS NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240		GENERAL NOTES TOTAL SCHOOL AREA 35834 SQ.FT PROPERTY ACREAGE 4 ACRES		
	PROJECT NAME AND ADDRESS MARY WARD ELEMENTARY SCHOOL 2999 DORCHESTER RD, NIAGARA FALLS, ON, L2J 2Z9				
	DWG.NO. 120gf	REVISION FEBRUARY 2013			SHEET TITLE GROUND FLOOR PLAN
	DATE JUNE 1997	SCALE NTS			DRAWN BY TUNDE LABBANCZ



- 1.01 MAIN ENTRANCE
 1.02 CORRIDOR
 1.03 CORRIDOR
 1.04 VESTIBULE
 1.05 STORAGE
 1.06 MECHANICAL ROOM
 1.07 CORRIDOR
 1.08 VESTIBULE
 1.09 CORRIDOR
 1.10 VESTIBULE
 1.11 CORRIDOR
 1.12 VESTIBULE
 1.13 CORRIDOR
 1.14 VESTIBULE
 1.15 CORRIDOR
 1.16 CORRIDOR

- 101 ADMINISTRATION
 101A VP'S OFFICE
 101B PHOTOCOPY ROOM
 101C PRINCIPAL'S OFFICE
 101D STAFF WASHROOM
 102 SEMINAR-RESOURCE ROOM
 102A STAFF WASHROOM
 103 CLASSROOM
 104 CLASSROOM
 105 CLASSROOM
 106 CLASSROOM
 107 CLASSROOM
 108 CLASSROOM
 109 GYMNASIUM
 109A GYM EQUIPMENT STORAGE
 109B STAGE
 109C STAIRS TO STAGE
 110 KITCHEN
 111 BARRIER FREE WASHROOM
 112 GIRLS' CHANGE ROOM
 113 BOYS' CHANGE ROOM
 114 CARETAKER'S ROOM
 115 STAFF WASHROOM
 116 BOYS' WASHROOM
 117 JANITOR'S ROOM
 118 GIRLS' WASHROOM
 119 CLASSROOM
 120 CLASSROOM
 121 CLASSROOM
 122 CLASSROOM
 123 CLASSROOM
 124 CLASSROOM
 125 CLASSROOM
 126 SENSORY ROOM
 127 JK WASHROOM
 127A JK WASHROOM
 128 KINDERGARTEN-JK
 129 KINDERGARTEN-SK
 130 BOILER ROOM
 131 STAFF LOUNGE
 131A STAFF WASHROOM
 131B STAFF WASHROOM
 131C PHONE ROOM
 131D WARDROBE
 132 GIRLS' WASHROOM
 133 SEMINAR-BOOK ROOM
 134 BOYS' WASHROOM
 135 CLASSROOM
 136 LIBRARY/COMPUTERS
 136A RESOURCE ROOM
 137 CLASSROOM

LEGEND:

FIRM NAME AND ADDRESS NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240			
PROJECT NAME AND ADDRESS ST ALEXANDER ELEMENTARY SCHOOL 26 HIGHWAY 20 E, FONTHILL, ON, LOS 1E0			
DWG.NO. 131gf	REVISION FEBRUARY 2013	SHEET TITLE GROUND FLOOR PLAN	
DATE JUNE 1997	SCALE NTS	DRAWN BY T. LABBANCZ	

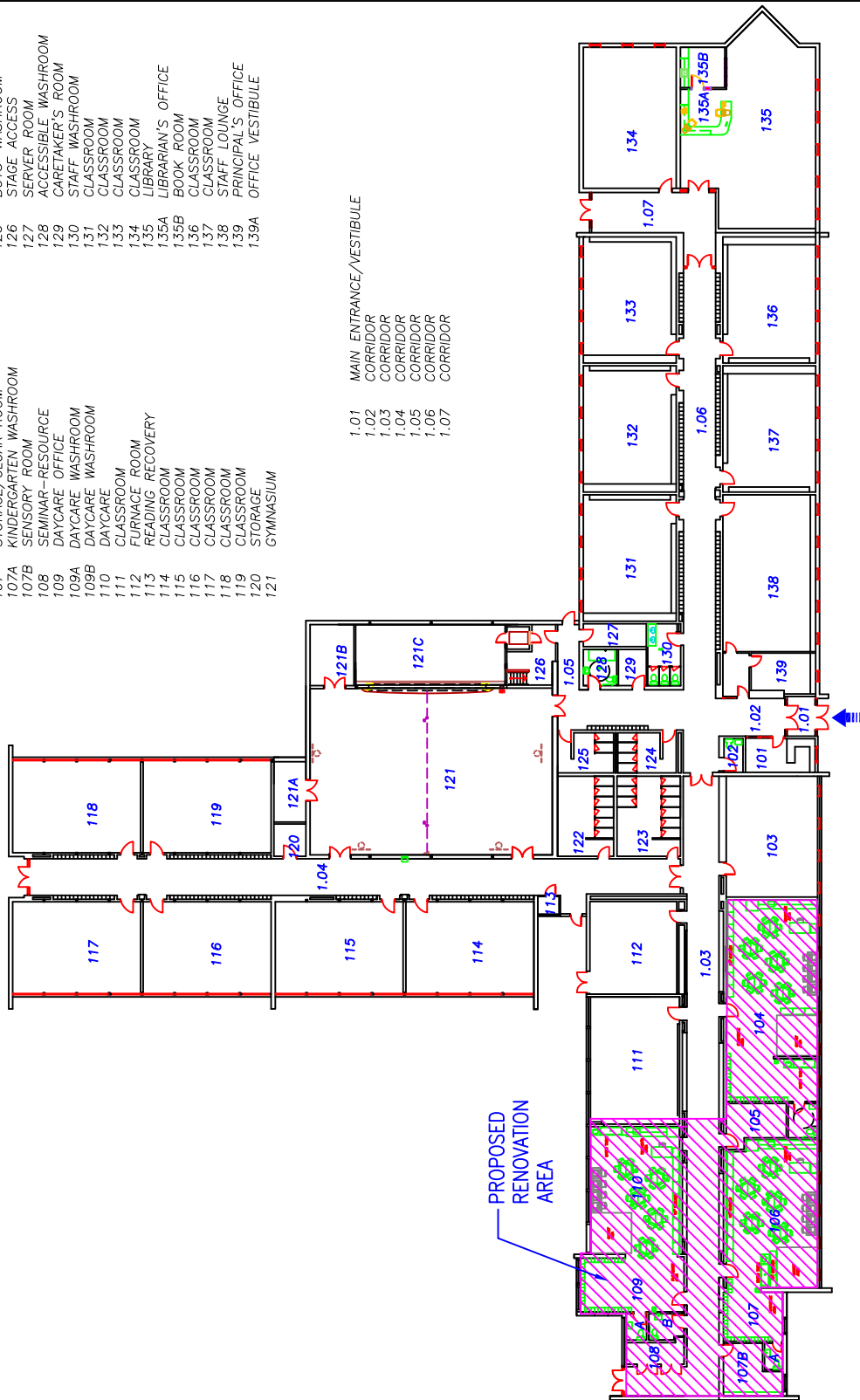
GENERAL NOTES	
TOTAL SCHOOL AREA	34962 SQ.FT
PROPERTY ACREAGE	4.98 ACRES



LEGEND:

- | | | | |
|------|-----------------------|------|---------------------|
| 101 | ADMINISTRATION | 121A | CYM STORAGE |
| 102 | STAFF WASHROOM | 121B | CYM STORAGE |
| 103 | CLASSROOM | 121C | STAGE |
| 104 | CLASSROOM | 122 | BOYS' WASHROOM |
| 105 | CLASSROOM--JK/SK | 123 | GIRLS' WASHROOM |
| 106 | CLASSROOM--JK/SK | 124 | GIRLS' WASHROOM |
| 107 | STORAGE/CLOAK ROOM | 125 | BOYS' WASHROOM |
| 107A | KINDERGARTEN WASHROOM | 126 | STAGE ACCESS |
| 107B | SENSORY ROOM | 127 | SERVER ROOM |
| 108 | SEMINAR--RESOURCE | 128 | ACCESSIBLE WASHROOM |
| 109 | DAYCARE OFFICE | 129 | CARETAKER'S ROOM |
| 109A | DAYCARE WASHROOM | 130 | STAFF WASHROOM |
| 109B | DAYCARE WASHROOM | 131 | CLASSROOM |
| 110 | DAYCARE | 132 | CLASSROOM |
| 111 | CLASSROOM | 133 | CLASSROOM |
| 112 | FURNACE ROOM | 134 | CLASSROOM |
| 113 | READING RECOVERY | 135A | LIBRARY |
| 114 | CLASSROOM | 135B | LIBRARIAN'S OFFICE |
| 115 | CLASSROOM | 136 | BOOK ROOM |
| 116 | CLASSROOM | 137 | CLASSROOM |
| 117 | CLASSROOM | 138 | CLASSROOM |
| 118 | CLASSROOM | 139 | STAFF LOUNGE |
| 119 | CLASSROOM | 139A | PRINCIPAL'S OFFICE |
| 120 | STORAGE | | OFFICE VESTIBULE |
| 121 | GYMNASIUM | | |

- | | |
|------|-------------------------|
| 1.01 | MAIN ENTRANCE/VESTIBULE |
| 1.02 | CORRIDOR |
| 1.03 | CORRIDOR |
| 1.04 | CORRIDOR |
| 1.05 | CORRIDOR |
| 1.06 | CORRIDOR |
| 1.07 | CORRIDOR |



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

FIRM NAME AND ADDRESS
 NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
 427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240

PROJECT NAME AND ADDRESS
 ST ANDREW ELEMENTARY SCHOOL
 16 ST ANDREWS AVE, WELLAND, ON, L3B 1E1

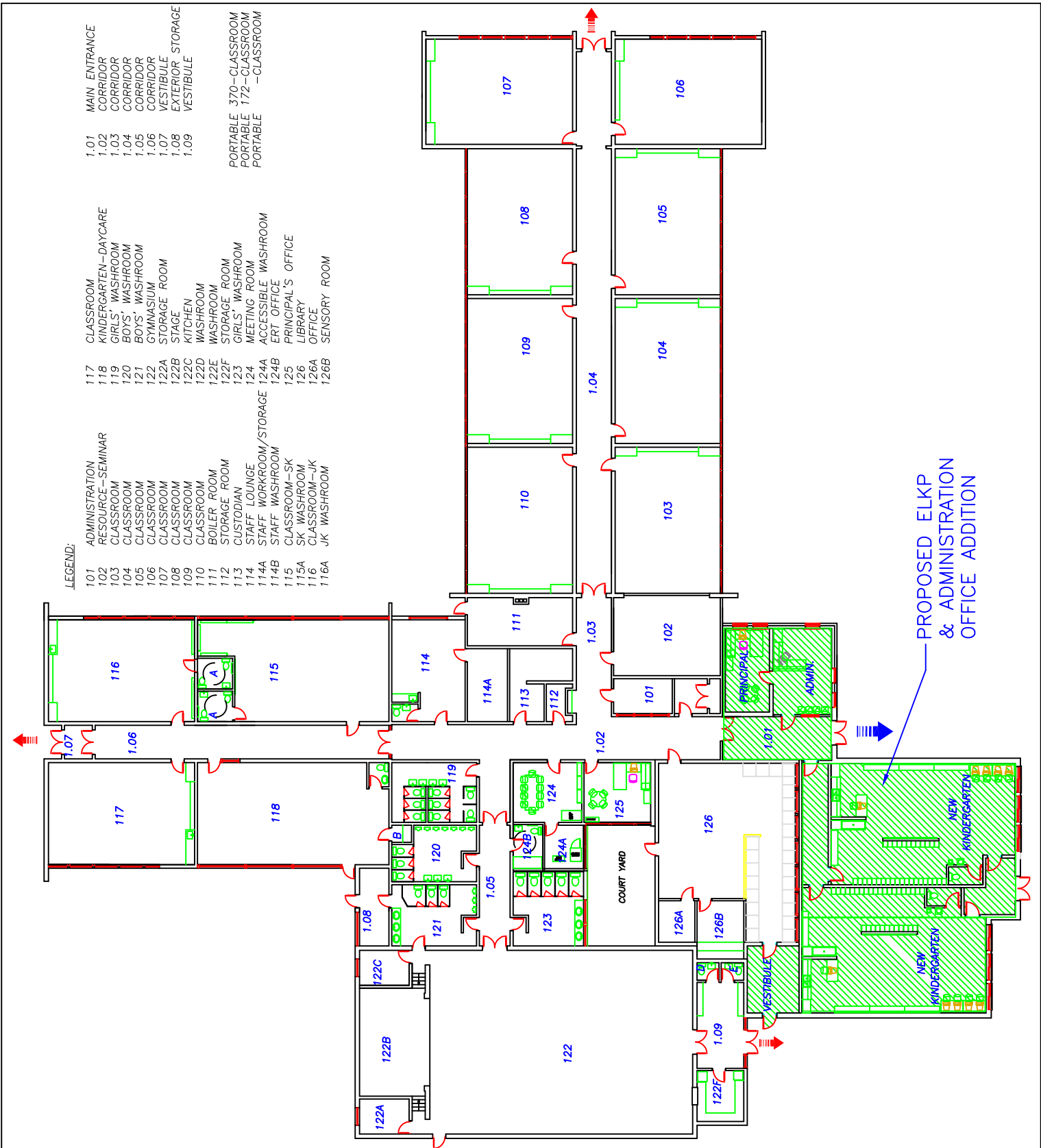
DWG.NO.	REVISION	SHEET TITLE
145gf	FEBRUARY 2013	GROUND FLOOR PLAN

DATE	SCALE	DRAWN BY
JUNE 1999	NTS	T. LABBANCZ

GENERAL NOTES

TOTAL SCHOOL AREA 30269 SQ.FT
 PROPERTY ACREAGE 4.6 ACRES







LEGEND:

- | | | | | | |
|------|------------------------|------|----------------------|------|------------------|
| 101 | ADMINISTRATION | 117 | CLASSROOM | 1.01 | MAIN ENTRANCE |
| 102 | RESOURCE—SEMINAR | 118 | KINDERGARTEN—DAYCARE | 1.02 | CORRIDOR |
| 103 | CLASSROOM | 119 | GIRLS' WASHROOM | 1.03 | CORRIDOR |
| 104 | CLASSROOM | 120 | BOYS' WASHROOM | 1.04 | CORRIDOR |
| 105 | CLASSROOM | 121 | BOYS' WASHROOM | 1.05 | CORRIDOR |
| 106 | CLASSROOM | 122 | GYMNASIUM | 1.06 | CORRIDOR |
| 107 | CLASSROOM | 122A | STORAGE ROOM | 1.07 | VESTIBULE |
| 108 | CLASSROOM | 122B | STAGE | 1.08 | EXTERIOR STORAGE |
| 109 | CLASSROOM | 122C | KITCHEN | 1.09 | VESTIBULE |
| 110 | CLASSROOM | 122D | WASHROOM | | |
| 111 | BOILER ROOM | 122E | WASHROOM | | |
| 112 | STORAGE ROOM | 122F | STORAGE ROOM | | |
| 113 | CUSTODIAN | 123 | GIRLS' WASHROOM | | |
| 114 | STAFF LOUNGE | 124 | MEETING ROOM | | |
| 114A | STAFF WORKROOM/STORAGE | 124A | ACCESSIBLE WASHROOM | | |
| 114B | STAFF WORKROOM | 124B | ERT OFFICE | | |
| 115 | CLASSROOM—SK | 125 | PRINCIPAL'S OFFICE | | |
| 115A | SK WASHROOM | 126 | LIBRARY | | |
| 116 | CLASSROOM—JK | 126A | OFFICE | | |
| 116A | JK WASHROOM | 126B | SENSORY ROOM | | |

PROPOSED ELKP
& ADMINISTRATION
OFFICE ADDITION

 <p>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</p>	FIRM NAME AND ADDRESS NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240		GENERAL NOTES TOTAL SCHOOL AREA 22337 SQ.FT PROPERTY ACREAGE 9.27 ACRES		
	PROJECT NAME AND ADDRESS ST JOHN ELEMENTARY SCHOOL 5684 REG.RD.81, BEAMSVILLE, ON, LOR 1B0				
	DWG.NO. 195gf	REVISION FEBRUARY 2013			SHEET TITLE GROUND FLOOR PLAN
	DATE AUG 1999	SCALE NTS			DRAWN BY T. LABBANCZ

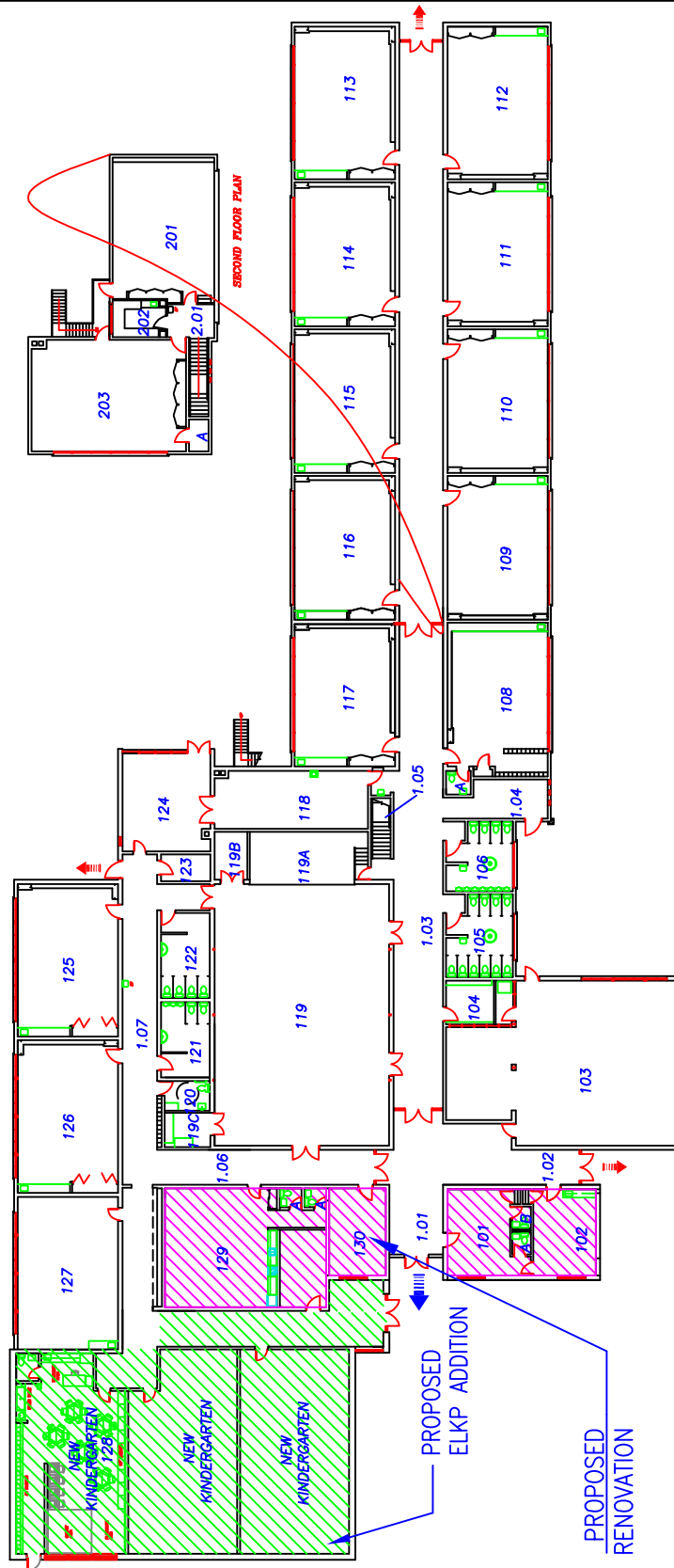
FIRST FLOOR LEGEND:

- 101 ADMINISTRATION
- 101A FRENCH OFFICE
- 101B STAFF WASHROOM
- 102 PRINCIPAL'S OFFICE
- 102A STAFF WASHROOM
- 103 LIBRARY/COMPUTERS
- 104 SENIORY ROOM
- 105 GIRLS' WASHROOM
- 106 BOYS' WASHROOM
- 108 KINDERGARTEN-JK/SK
- 108A JK/SK WASHROOM
- 109 CLASSROOM

- 110 CLASSROOM
- 111 CLASSROOM
- 112 CLASSROOM
- 113 CLASSROOM
- 114 CLASSROOM
- 115 CLASSROOM
- 116 CLASSROOM-RESOURCE
- 117 CLASSROOM
- 118 CARETAKER
- 119 GYMNASIUM
- 119A STAGE
- 119B STORAGE

- 119C EQUIPMENT STORAGE
- 120 ACCESSIBLE WASHROOM
- 121 BOYS' WASHROOM
- 122 GIRLS' WASHROOM
- 123 STORAGE
- 124 FLURANCE ROOM
- 125 CLASSROOM
- 126 CLASSROOM
- 127 CLASSROOM
- 128 CLASSROOM
- 129 STAFF WASHROOM
- 129A STAFF WASHROOM
- 130 E.R.T. OFFICE

- 1.01 MAIN ENTRANCE/LOBBY
 - 1.02 CORRIDOR
 - 1.03 CORRIDOR
 - 1.04 CORRIDOR
 - 1.05 STAIRWELL
 - 1.06 CORRIDOR
 - 1.07 CORRIDOR
- SECOND FLOOR LEGEND:
- 201 CLASSROOM
 - 202 SEMINAR-ERT ROOM
 - 203 CLASSROOM
 - 203A STORAGE
 - 2.01 VESTIBULE



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

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 NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
 427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240

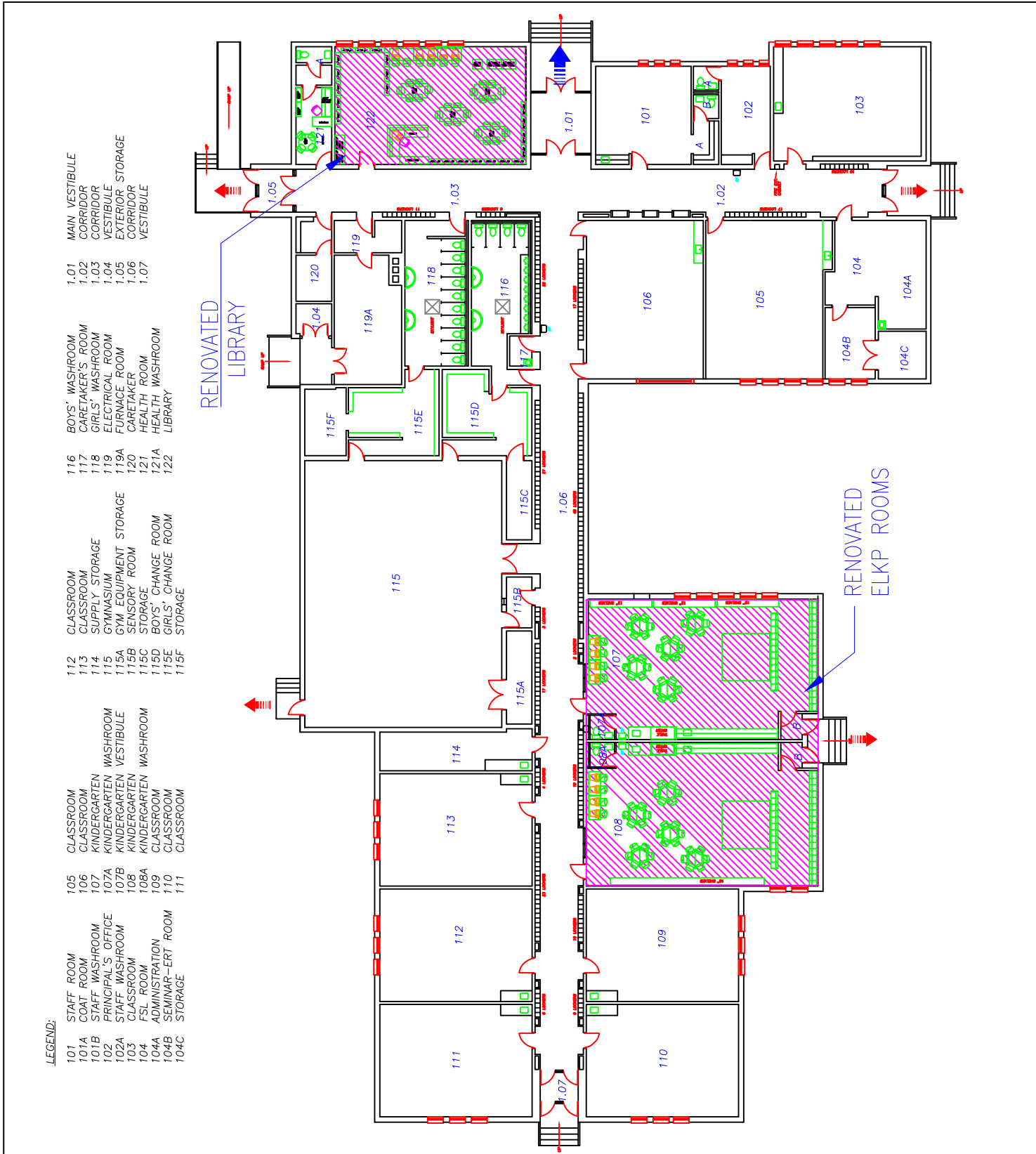
PROJECT NAME AND ADDRESS
 ST KEVIN ELEMENTARY SCHOOL
 182 AQUEDUCT ST, WELLAND, ON, L3C 1C4

DWG.NO. 148gf	REVISION FEBRUARY 2013	SHEET TITLE GROUND FLOOR PLAN
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DATE JUNE 1997	SCALE NTS	DRAWN BY T. LABBANZC
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GENERAL NOTES
 TOTAL SCHOOL AREA 29413 SQ.FT
 PROPERTY ACREAGE 4.2 ACRES





- LEGEND:**
- 101 STAFF ROOM
 - 101A COAT ROOM
 - 101B STAFF WASHROOM
 - 102 PRINCIPAL'S OFFICE
 - 102A STAFF WASHROOM
 - 103 CLASSROOM
 - 104 FSL ROOM
 - 104A ADMINISTRATION
 - 104B SEMINAR-ERT ROOM
 - 104C STORAGE
 - 105 CLASSROOM
 - 106 CLASSROOM
 - 107 KINDERGARTEN
 - 107A KINDERGARTEN WASHROOM
 - 107B KINDERGARTEN VESTIBULE
 - 108 KINDERGARTEN
 - 108A KINDERGARTEN WASHROOM
 - 109 CLASSROOM
 - 110 CLASSROOM
 - 111 CLASSROOM
 - 112 CLASSROOM
 - 113 CLASSROOM
 - 114 CLASSROOM
 - 115 CLASSROOM
 - 115A CLASSROOM
 - 115B CLASSROOM
 - 115C CLASSROOM
 - 115D CLASSROOM
 - 115E CLASSROOM
 - 115F CLASSROOM
 - 116 CLASSROOM
 - 117 SUPPLY STORAGE
 - 118 GYMNASIUM
 - 119A GYM EQUIPMENT STORAGE
 - 119B GYM EQUIPMENT STORAGE
 - 119C GYM EQUIPMENT STORAGE
 - 119D GYM EQUIPMENT STORAGE
 - 119E GYM EQUIPMENT STORAGE
 - 119F GYM EQUIPMENT STORAGE
 - 119G GYM EQUIPMENT STORAGE
 - 119H GYM EQUIPMENT STORAGE
 - 119I GYM EQUIPMENT STORAGE
 - 119J GYM EQUIPMENT STORAGE
 - 119K GYM EQUIPMENT STORAGE
 - 119L GYM EQUIPMENT STORAGE
 - 119M GYM EQUIPMENT STORAGE
 - 119N GYM EQUIPMENT STORAGE
 - 119O GYM EQUIPMENT STORAGE
 - 119P GYM EQUIPMENT STORAGE
 - 119Q GYM EQUIPMENT STORAGE
 - 119R GYM EQUIPMENT STORAGE
 - 119S GYM EQUIPMENT STORAGE
 - 119T GYM EQUIPMENT STORAGE
 - 119U GYM EQUIPMENT STORAGE
 - 119V GYM EQUIPMENT STORAGE
 - 119W GYM EQUIPMENT STORAGE
 - 119X GYM EQUIPMENT STORAGE
 - 119Y GYM EQUIPMENT STORAGE
 - 119Z GYM EQUIPMENT STORAGE
 - 120 STORAGE
 - 121 BOYS' CHANGE ROOM
 - 121A BOYS' CHANGE ROOM
 - 122 GIRLS' CHANGE ROOM
 - 122A GIRLS' CHANGE ROOM
 - 122B GIRLS' CHANGE ROOM
 - 122C GIRLS' CHANGE ROOM
 - 122D GIRLS' CHANGE ROOM
 - 122E GIRLS' CHANGE ROOM
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 - 122G GIRLS' CHANGE ROOM
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 - 122M GIRLS' CHANGE ROOM
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 - 122V GIRLS' CHANGE ROOM
 - 122W GIRLS' CHANGE ROOM
 - 122X GIRLS' CHANGE ROOM
 - 122Y GIRLS' CHANGE ROOM
 - 122Z GIRLS' CHANGE ROOM
 - 116 BOYS' WASHROOM
 - 117 CARETAKER'S ROOM
 - 118 GIRLS' WASHROOM
 - 119 ELECTRICAL ROOM
 - 119A FURNACE ROOM
 - 120 CARETAKER
 - 121 HEALTH ROOM
 - 121A HEALTH WASHROOM
 - 122 LIBRARY
 - 1.01 MAIN VESTIBULE
 - 1.02 CORRIDOR
 - 1.03 VESTIBULE
 - 1.04 EXTERIOR STORAGE
 - 1.05 CORRIDOR
 - 1.06 VESTIBULE

 NIAGARA CATHOLIC DISTRICT SCHOOL BOARD	FIRM NAME AND ADDRESS NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240		GENERAL NOTES TOTAL SCHOOL AREA 22411 SQ.FT PROPERTY ACREAGE 10.55 ACRES		
	PROJECT NAME AND ADDRESS ST PHILOMENA ELEMENTARY SCHOOL 1332 PHILLIPS ST, FORT ERIE, ON, L2A 3C2				
	DWG.NO. 115gf	REVISION FEBRUARY 2013	SHEET TITLE GROUND FLOOR PLAN		
	DATE JUNE 1997	SCALE NTS	DRAWN BY T. LABBANCZ		

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: FINANCIAL REPORTS
MONTHLY BANKING TRANSACTIONS
JANUARY 2013**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the report on the Monthly Banking Transactions for the month of January 2013, as presented.

Prepared by: William Tumath, Manager of Accounting Services
Presented by: William Tumath, Manager of Accounting Services
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 26, 2013



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

**REPORT TO THE BOARD MEETING
FEBRUARY 26, 2013**

**MONTHLY BANKING TRANSACTIONS
FOR THE MONTH OF JANUARY 2013**

BACKGROUND INFORMATION

In accordance with the Monthly Financial Reports Policy Statement, we are pleased to enclose the Monthly Banking Transactions for the Niagara Catholic District School Board for the month of January 2013. (See Appendix A)

As required by the Policy, a monthly list of payments is available in the Holy Cross Community Room for the Trustees to review at their convenience.

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Report on the Monthly Banking Transactions for the month of January, 2013 as presented.

Prepared by: William Tumath, Manager of Accounting Services
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 26, 2013

Appendix A

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD REPORT ON BANKING TRANSACTIONS SUMMARY OF BANK TRANSACTIONS FOR THE MONTH OF:		JANUARY, 2013
DESCRIPTION OF ITEMS	BANK ACCOUNT	
CASH BALANCE AT BEGINNING OF MONTH	(A)	30,194,813
OPERATING CASH RECEIPTS FOR THE MONTH		
1. GENERAL LEGISLATIVE GRANTS		15,363,798
2. OTHER GRANTS (EPO, O.E.Y.C.)		533,100
3. INTEREST REVENUE		29,248
4. MUNICIPAL TAXES		6,780
5. TUITION FEES REVENUE - A.C.E. & OTHER		411,899
6. CHARITABLE DONATIONS		10,561
7. GOVERNMENT REBATES (GST 68% REBATE ON TAXABLE PURCHASES)		606,140
8. RECOVERY OF COSTS (LTD, WCB, BENEFITS, OTHER REIMBURSEMENTS)		207,282
9. OTHER CASH RECEIPTS		
- Reimbursements of Employee Benefits		4,676
- Donations Collected from Employees - Other		0
- Other		0
10. TRANSFER IN FROM SINKING FUNDS		0
11. PROCEEDS FROM DEBENTURE ISSUE (NET)		0
12. CAPITAL LOAN PRINCIPAL ADVANCES		0
TOTAL OPERATING CASH RECEIPTS AND LOAN ADVANCE	(B)	17,173,484
OPERATING CASH DISBURSEMENTS FOR THE MONTH		
1. ACCOUNTS PAYABLE (NET OF CANCELLED CHEQUES AND DEBT REPAYMENTS)		(20,223,650)
2. TEACHER PENSION DEDUCTIONS		(1,651,904)
3. O.M.E.R.S. PENSION DEDUCTIONS		(537,746)
4. CANADA SAVINGS BONDS DEDUCTIONS		(163,567)
5. TRANSFER TO 4 OVER 5 TRUST ACCOUNTS		(107,274)
6. OTHER DEBITS		(30,694)
7. TRANSFER TO SINKING FUNDS		0
8. INTEREST PAYMENTS ON CAPITAL DEBT		(178,130)
9. PRINCIPAL PAYMENTS ON CAPITAL DEBT		(132,537)
TOTAL OPERATING CASH DISBURSEMENTS	(C)	(23,016,502)
CASH BALANCE AT END OF MONTH	A + B - C = D	(D) 24,352,796

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD REPORT ON LOAN BALANCES SUMMARY OF LOAN BALANCES AS AT :					JANUARY, 2013
The Debentures & Capital Loans are made up as follows:					
Loan Description	Opening Balance	Loan Advances	Loan Repayments	Ending Balance	
1. OFA - GPL1 Loan 25 YR.	(11,916,056.48)			(11,916,056.48)	
2. OFA - GPL2 Loan 25 YR.	(9,265,446.77)			(9,265,446.77)	
3. OFA - GPL3 Loan 25 YR.	(4,318,932.83)			(4,318,932.83)	
4. OFA - 2010-11 DEBENTURE - GPL 3	(1,288,275.10)			(1,288,275.10)	
5. OFA - 2010-11 DEBENTURE - PCS 1	(3,192,522.20)			(3,192,522.20)	
6. OFA - PTR - Completed 2010/11	(7,910,508.87)			(7,910,508.87)	
7. OFA - 2001-A1 Debenture	(2,193,544.78)			(2,193,544.78)	
8. Debenture (Niagara Region)	(1,187,000.00)			(1,187,000.00)	
9. Debenture (Niagara Region)	(2,300,000.00)			(2,300,000.00)	
10. Capital Projects - Completed 2001	(13,465,688.52)			(13,465,688.52)	
11. Capital Projects - Completed 2002/03	(20,307,672.08)			(20,307,672.08)	
12. Capital Projects - Completed 2004/05	(8,561,479.42)			(8,561,479.42)	
13. Capital Projects - Completed 2005/06	(7,439,140.80)		132,536.80	(7,306,603.80)	
14. Sinking Fund Asset	1,083,794.67			1,083,794.67	
Total Debentures & Capital Loans	(92,262,472.98)	0.00	(132,536.80)	(92,129,936.18)	

PREPARED BY: William Turnath
 PRESENTED BY: John Crocco

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: FINANCIAL REPORTS
STATEMENT OF REVENUE & EXPENDITURES
JANUARY 31, 2013**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Statement of Revenue and Expenditures as at January 31, 2013, as presented.

Prepared by: William Tumath, Manager of Accounting Services
Presented by: William Tumath, Manager of Accounting Services
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 26, 2013



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

**REPORT TO THE BOARD MEETING
FEBRUARY 26, 2013**

**STATEMENT OF REVENUE AND EXPENDITURES
AS AT JANUARY 31, 2013**

In accordance with the Monthly Financial Reports Policy Statement, we are pleased to enclose the summarized Statement of Revenue and Expenditures by Department as at January 31, 2013. (See Appendix A)

As required by the Policy, a copy of the Financial Statement is available in the Holy Cross Community Room for the Trustees to review at their convenience.

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Report on the Statement of Revenue and Expenditures as at January 31, 2013 as presented.

Prepared by: William Tumath, Manager of Accounting Services
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 26, 2013

Appendix A

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
SUMMARY OF REVENUE AND EXPENDITURES - CLOSED
SUMMARY STATEMENT
AS AT JANUARY 31, 2013**

Board Presentation: February 26, 2013

ACCOUNT DESCRIPTION	THIS YEAR			CHANGES	LAST YEAR		
	EXPENDED	BUDGET	% LEFT		EXPENDED	BUDGET	% LEFT
REVENUE							
REVENUE	-106,209,327	-250,504,359	57.6%		-92,786,106	-250,504,359	63.0%
TOTAL REVENUE	-106,209,327	-250,504,359	57.6%		-92,786,106	-250,504,359	63.0%
EXPENDITURES							
BOARD ADMINISTRATION	3,478,434	7,371,598	52.8%		3,565,145	8,010,826	55.5%
ELEMENTARY SCHOOLS	51,415,962	124,939,319	58.8%		50,264,151	122,343,045	58.9%
SECONDARY SCHOOLS	28,608,417	69,371,333	58.8%		28,112,422	68,803,010	59.1%
CONTINUING EDUCATION	2,265,744	5,834,515	61.2%		2,334,419	6,131,132	61.9%
PLANT OPERATIONS	6,776,144	16,903,100	59.9%		6,824,391	17,997,907	62.1%
PLANT MAINTENANCE	1,247,668	3,645,292	65.8%		1,261,191	3,390,846	62.8%
TRANSPORTATION	4,036,301	9,539,412	57.7%		4,114,677	10,102,839	59.3%
CAPITAL AND OTHER EXPENDITURES	2,557,966	14,176,139	82.0%		2,730,678	13,724,754	80.1%
TOTAL EXPENDITURES	100,386,636	251,780,706	60.1%		99,227,074	250,504,359	60.4%

PREPARED BY : William Tumath
Finance Department

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013
BOARD ADMINISTRATION

ACCOUNT	THIS YEAR TO DATE			LAST YEAR TO DATE			
	EXPENDED	BUDGET	% LEFT	CHANGES	EXPENDED	BUDGET	% LEFT
SALARY & BEN - TRUSTEES	132,023	232,744	43.3		137,003	215,744	36.5
SALARY & BEN - SENIOR STAFF	569,767	1,343,673	57.6		738,809	1,498,161	50.7
SALARY & BEN - MANAGERS	664,694	1,619,022	58.9		629,602	1,578,425	60.1
SALARY & BEN - TECHNICAL	162,654	329,910	50.7		159,315	361,068	55.9
SALARY & BEN - CLERICAL	889,811	1,931,361	53.9		972,998	2,358,107	58.7
TEMPORARY STAFF	24,528	64,388	61.9		32,165	64,321	50.0
PROFESSIONAL DEVELOPMENT	26,865	62,500	57.0		36,025	60,000	40.0
SUPPLIES - ADMINISTRATION	219,088	472,500	53.6		182,699	487,500	62.5
SUPPLIES - HUMAN RESOURCES	7,961	20,000	60.2		7,238	20,000	63.8
SUPPLIES - COMPUTER SERVICE	115,449	62,500	84.7		42,456	62,500	32.1
SUPPLIES - PLANT OPERATIONS	136,837	380,000	64.0		157,456	380,000	58.6
SUPPLIES - BUILDING MAINTENANCE	27,017	50,000	46.0		18,153	50,000	63.7
FURNITURE & EQUIPMENT	43,066	48,000	10.3		86,693	155,000	44.1
FEES & CONTRACTS	450,094	715,000	37.1		357,020	675,000	47.1
MISCELLANEOUS EXPENDITURES	8,580	40,000	78.6		7,513	45,000	83.3
TOTAL - BOARD ADMINISTRATION	3,478,434	7,371,598	52.8		3,565,145	8,010,826	55.5

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013
ELEMENTARY SCHOOLS

ACCOUNT	THIS YEAR TO DATE			LAST YEAR TO DATE			
	EXPENDED	BUDGET	% LEFT	CHANGES	EXPENDED	BUDGET	% LEFT
CLASSROOM TEACHERS	33,630,117	83,415,659	59.7		32,922,885	83,158,242	60.4
OCCASSIONAL TEACHERS	1,047,678	2,926,379	64.2		1,196,518	3,592,748	66.7
TEACHER ASSISTANTS	7,996,355	16,982,224	52.9		7,274,987	15,294,372	52.4
PROFESSIONAL STAFF	1,263,929	2,748,289	54.0		1,274,667	2,579,397	50.6
LIBRARY TECHNICIANS	928,457	2,051,968	54.8		899,052	2,055,961	56.3
PRINCIPALS & V.PS.	3,068,542	7,259,793	57.7		3,093,896	7,222,285	57.2
SCHOOL SECRETARIES	1,111,641	2,575,112	56.8		1,134,329	2,496,710	54.6
TEACHER CONSULTANTS	437,145	1,109,941	60.6		768,010	994,429	22.8
PROFESSIONAL DEVELOPMENT	60,539	430,000	85.9		114,091	430,000	73.5
PROGRAM CLASSROOM RESOURCE	381,897	1,555,000	75.4		451,750	1,068,000	57.7
CLASSROOM SUPPLIES	626,422	1,492,869	58.0		622,070	1,530,010	59.3
PROGRAM SUPPLIES	49,510	195,000	74.6		56,439	186,000	69.7
SCHOOL ADMIN. SUPPLIES	130,913	380,000	65.6		149,688	400,000	62.6
COMPUTERS - CLASSROOM	543,376	1,119,976	51.5		229,608	638,147	64.0
COMPUTERS - NON CLASSROOM	21,887	49,956	56.2		0	49,956	100.0
F & E - CLASSROOM	112,584	604,939	81.4		91,872	604,658	84.8
F & E - NON CLASSROOM	4,970	42,214	88.2		4,289	42,130	89.8
TOTAL - ELEMENTARY SCHOOLS	51,415,962	124,939,319	58.9		50,284,151	122,343,045	58.9

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013
SECONDARY SCHOOLS

ACCOUNT	THIS YEAR TO DATE				LAST YEAR TO DATE		
	EXPENDED	BUDGET	% LEFT	CHANGES	EXPENDED	BUDGET	% LEFT
CLASSROOM TEACHERS	19,817,070	48,660,862	59.3		19,554,181	48,358,132	59.6
OCCASSIONAL TEACHERS	518,118	1,656,678	68.7		807,936	2,157,811	62.6
TEACHER ASSISTANTS	2,313,137	4,747,417	51.3		2,248,722	4,574,629	50.8
PROFESSIONAL STAFF	526,989	1,419,447	62.9		527,910	1,433,411	63.2
LIBRARY TECHNICIANS	195,562	408,900	52.2		191,715	404,382	52.6
PRINCIPALS & V.PS.	1,239,182	3,018,686	59.0		1,249,421	3,031,525	58.8
SCHOOL SECRETARIES	912,159	2,054,006	55.6		949,467	2,026,523	53.2
TEACHER CONSULTANTS	240,010	901,065	73.4		277,849	897,114	69.0
LIBRARY & GUIDANCE - TEACHING	1,170,795	1,923,258	39.1		909,453	1,912,692	52.5
PROFESSIONAL DEVELOPMENT	23,517	120,000	80.4		36,900	120,000	69.3
PROGRAM CLASSROOM RESOURCE	734,077	2,076,227	64.6		674,778	1,735,077	61.1
CLASSROOM SUPPLIES	536,103	1,370,613	60.9		531,430	1,392,741	61.8
PROGRAM SUPPLIES	11,374	66,091	82.8		12,662	66,000	80.8
SCHOOL ADMIN. SUPPLIES	96,373	204,998	53.0		66,950	194,000	65.5
COMPUTERS - CLASSROOM	232,773	545,476	57.3		64,302	299,060	78.5
COMPUTERS - NON CLASSROOM	11,587	25,000	53.7		0	25,000	100.0
F & E - CLASSROOM	29,042	80,240	63.8		6,746	82,212	91.8
F & E - NON CLASSROOM	549	20,369	97.3		0	20,701	100.0
FEES & CONTRACTS	0	72,000	100.0		2,000	72,000	97.2
TOTAL - SECONDARY SCHOOLS	28,608,417	69,371,333	58.8	 	28,112,422	68,803,010	59.1

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013
CONTINUING EDUCATION

ACCOUNT	THIS YEAR TO DATE				LAST YEAR TO DATE		
	EXPENDED	BUDGET	% LEFT	CHANGES	EXPENDED	BUDGET	% LEFT
TEACHER ASSISTANTS	5,376	36,978	85.5		15,955	30,800	48.2
PROFESSIONAL STAFF	45,052	104,500	56.9		44,825	105,440	57.5
LIBRARY TECHNICIANS	345	0	0.0		0	0	0.0
PRINCIPALS & V.PS.	195,248	355,614	45.1		225,999	490,884	54.0
SCHOOL SECRETARIES	179,350	397,475	54.9		147,182	399,032	63.1
TEMPORARY STAFF	8,023	22,616	64.5		12,629	38,157	66.9
GRANT OFFICERS	0	16,167	100.0		19,998	70,540	71.7
SALARY & BEN - INSTRUCTORS	0	7,256	100.0		0	0	0.0
A.E. TEACHERS / INSTRUCTORS	1,352,464	3,724,940	63.7		1,502,307	4,056,207	63.0
PROFESSIONAL DEVELOPMENT	6,059	20,300	70.2		9,762	14,750	33.8
PROGRAM CLASSROOM RESOURCE	147,649	429,390	65.6		141,265	386,680	63.5
CLASSROOM SUPPLIES	283,802	679,279	58.2		211,861	532,642	60.2
COMPUTERS - CLASSROOM	40,277	40,000	0.7-		2,585	4,000	35.4
F & E - CLASSROOM	0	0	0.0		51	0	0.0
FEES & CONTRACTS	2,099	0	0.0		0	2,000	100.0
TOTAL - CONTINUING EDUCATION	2,265,744	5,834,515	61.2	 	2,334,419	6,131,132	61.9

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013
PLANT OPERATIONS

ACCOUNT	THIS YEAR TO DATE			LAST YEAR TO DATE		
	EXPENDED	BUDGET	% LEFT CHANGES	EXPENDED	BUDGET	% LEFT
SALARY & BEN - MANAGERS	351,990	866,501	59.4	330,572	883,674	62.6
SALARY & BEN - CARETAKERS	2,098,020	5,336,302	60.7	2,149,001	5,466,685	60.7
SALARY & BEN - CLEANERS	1,723,330	4,251,280	59.5	1,660,998	4,268,355	61.1
SALARY & BEN - CLERICAL	47,263	196,517	76.0	46,699	200,193	76.7
PROFESSIONAL DEVELOPMENT	1,229	10,000	87.7	4,256	10,000	57.4
SUPPLIES - UTILITIES	1,258,059	3,370,000	62.7	1,398,665	4,600,000	69.6
SUPPLIES - PLANT OPERATIONS	317,533	762,500	58.4	328,705	712,500	53.9
SUPPLIES - GROUNDS	141,300	875,000	83.9	114,744	770,000	85.1
F & E - PLANT OPERATIONS	247,271	675,000	63.4	231,544	526,500	56.0
FEES & CONTRACTS	590,149	560,000	5.4-	559,207	560,000	0.1
TOTAL - PLANT OPERATIONS	6,776,144	16,903,100	59.9 	6,824,391	17,997,907	62.1

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013
PLANT MAINTENANCE

ACCOUNT	THIS YEAR TO DATE			CHANGES	LAST YEAR TO DATE		
	EXPENDED	BUDGET	% LEFT		EXPENDED	BUDGET	% LEFT
SALARY & BEN - MANAGERS	211,983	510,573	58.5		209,232	505,303	58.6
SALARY & BEN - TECHNICAL	392,311	1,079,870	63.7		412,154	1,064,020	61.3
SALARY & BEN - CLERICAL	38,812	78,985	50.9		42,537	78,172	45.6
TEMPORARY STAFF	234	5,364	95.6		8,135	5,351	52.0
PROFESSIONAL DEVELOPMENT	1,450	7,500	80.7		588	7,500	92.2
SUPPLIES - PLANT OPERATIONS	61,671	400,000	84.6		89,273	400,000	77.7
SUPPLIES - GROUNDS	45,323	180,000	74.8		55,916	180,000	68.9
SUPPLIES - PLANT MAINTENANCE	72,339	169,000	57.2		54,812	159,000	65.5
SUPPLIES - BUILDING MAINTENANCE	380,960	1,102,500	65.5		347,417	880,000	60.5
F & E - PLANT MAINTENANCE	0	36,500	100.0		5,974	36,500	83.6
FEES & CONTRACTS	42,585	75,000	43.2		35,153	75,000	53.1
TOTAL - PLANT MAINTENANCE	1,247,668	3,645,292	65.8		1,261,191	3,390,846	62.8

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013
TRANSPORTATION DEPARTMENT

ACCOUNT	THIS YEAR TO DATE			LAST YEAR TO DATE			
	EXPENDED	BUDGET	% LEFT	CHANGES	EXPENDED	BUDGET	% LEFT
SALARY & BEN - MANAGERS	34,160	115,222	70.4		33,723	117,590	71.3
SALARY & BEN - TECHNICAL	28,696	172,959	83.4		28,357	176,514	83.9
SALARY & BEN - CLERICAL	0	22,760	100.0		0	23,508	100.0
SUPPLIES - ADMINISTRATION	103	75,707	99.9		104	74,278	99.9
FURNITURE & EQUIPMENT	0	12,675	100.0		0	12,675	100.0
FEES & CONTRACTS	3,973,342	9,140,089	56.5		4,052,493	9,698,274	58.2
TOTAL - TRANSPORTATION DEPARTMENT	4,036,301	9,539,412	57.7		4,114,677	10,102,839	59.3

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013
CAPITAL AND OTHER EXPENDITURES

ACCOUNT	THIS YEAR TO DATE			LAST YEAR TO DATE			
	EXPENDED	BUDGET	% LEFT	CHANGES	EXPENDED	BUDGET	% LEFT
GOOD PLACES TO LEARN	919,286	1,933,974	52.5		837,513	1,688,284	50.4
FACILITY RENEWAL PROJECTS	0	624,666	100.0		0	733,751	100.0
DEBT CHARGES BEFORE MAY, 1998	162,955	311,506	47.7		195,081	376,880	48.2
DEBT CHARGES AFTER MAY, 1998	0	117,487	100.0		0	117,487	100.0
NEW PUPIL PLACES	1,475,725	2,191,952	32.7		1,698,084	2,465,060	31.1
AMORTIZATION & NET LOSS DISPOSALS	0	8,996,554	100.0		0	8,343,292	100.0
TOTAL - CAPITAL AND OTHER EXPENDITUR	2,557,966	14,176,139	82.0		2,730,678	13,724,754	80.1

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
UPDATED UNAUDITED EXPENDITURE STATEMENT - CLOSED
FOR THE PERIOD ENDED: JANUARY 31, 2013

ACCOUNT	THIS YEAR TO DATE				LAST YEAR TO DATE				
	EXPENDED	BUDGET	% Left		CHANGES		EXPENDED	BUDGET	% Left
GRAND TOTAL-	100,386,636	251,780,708	60.1				99,227,074	250,504,359	60.4

Prepared by : William Tumath
Finance Department

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: CORRESPONDENCE
NIAGARA CHILDREN'S CENTRE
THANK YOU FOR DONATION**

January 23, 2013

Mr. John Crocco
Director of Education and Secretary to the Board
Niagara Catholic District School Board
427 Rice Road
Welland, L3C 7C1



Re: Dress Down Donations- \$1900.00



Dear Mr. Crocco:

On behalf of more than 3000 children with physical, developmental or communicative disabilities who depend on the Niagara Children's Centre to make a positive difference in their lives, I wish to thank the NCDSB Social Fund for once again choosing the Centre as the charity of choice for this annual donation.

We hope it will please you to know that your \$1900.00 donation was added to the 2012 Kids Helping Kids Campaign which is now entering its 15th year. To date over \$563,000 has been raised by students and staff at the NCDSB. This has resulted in many life-changing success stories. The Kids Helping Kids campaign is one of the most rewarding fund-raising awareness programs any charity could hope for and speaks volumes about the type of caring individuals who are associated with the NCDSB.

Please forward a special thank you to everyone who participated in the Dress Down donations. If it wasn't for their generosity this extremely kind donation to our children would not have been possible.

Once again, thank you - your continued support over the years is greatly appreciated. Enclosed are individual receipts for all donations. With very best wishes, I remain.

Yours truly,

Jim Marino
Executive Director
Niagara Children's Centre Foundation
jim.marino@niagarachildrencentre.com
905.688.3550 x 106

JM/jd encl.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – FEBRUARY 12, 2013**



Spotlight

on

NIAGARA CATHOLIC

Nurturing Souls & Building Minds

www.niagaracatholic.ca

February 12, 2013

Trustees Honour Alexander Kuska Students Whose Artwork Will Brighten the Lives of Sick Children



During the February 12th Committee of the Whole Meeting, the Board recognized students from Alexander Kuska Catholic Elementary School for their outstanding effort to ease the suffering of children in Jerusalem, Israel. The students were selected as winners of the "Windows to the World" art competition, sponsored by the Canadian Friends of the Herzog Hospital, which is in Jerusalem. Joining Board Chair Kathy Burtnik (back row right) and Vice-Chair Maurice Charbonneau (back row, second from right) and Director of Education John Crocco (back row left) were Alexander Kuska Principal Mary Lou Vescio (beside Director Crocco), Reilly Therrien, Emma Angelo (beside Director Crocco), Hannah Balint (front row, beside Reilly), Tobe Egbuna, Annalynn Plopp (back row, beside Vice-Chair Charbonneau), Avary MacNevin (beside Tobe), Sierra Raso (front, second from right) and Dylan Cote (front row, right). The students were presented with Niagara Catholic Excellence in the Arts pins at the meeting. Absent when the photo was taken was Brooke Atamanyk.

Last summer, Reilly Therrien, a student at Alexander Kuska Catholic Elementary School in Welland, submitted art to the "Windows to the World" art competition, sponsored by the Canadian Friends of Herzog Hospital.

Reilly became such a cheerleader for the contest by encouraging fellow Kuska students to enter that she became its unofficial spokesperson.

Entrants were asked to base their drawing on one of three themes: *A Beautiful Place*, *A Dazzling Dream* or *A Memorable Moment*. Grand Prize winning entries will hang in the Children's Wing at the hospital, which is located in Jerusalem, Israel.

Approximately 13,000 Canadian students submitted artwork to the competition. Eight Alexander Kuska students were recognized by the judges for their submissions. Hannah Balint's entry, based on *A Beautiful Place*, was selected as a Grand Prize winner.

The others will have their artwork displayed on posters.

Trustees Recommend Five Policies be Sent to the Board for Approval

During the February 12th Committee of the Whole Meeting, trustees recommended five policies be sent to the Board for approval.

Niagara Catholic's *Accessibility Standards Policy (800.8)*, *Admission of Students Policy (301.1)*, *Bullying Prevention and Intervention Policy (302.6.8)*, *Code of Conduct (Safe Schools) (302.6.2)* and *Safe Schools Policy (302.6)* will be considered at the next Board meeting, February 26th, 2013.

Holy Childhood Walks Raise \$16,000 for Social Justice Projects

Each year, Niagara Catholic elementary students participate in the Holy Childhood Walks, in support of the Holy Childhood Association (HCA).

The walks take place each October. The 2012 Holy Childhood Walks raised \$16,000 for social justice projects in Africa, Asia and South America, including nursery schools, childcare centres, orphanages and literacy programs.

Niagara Catholic has raised \$165,000 for the HCA since 1984.

Minister Announces \$ 1.8 Million for Expansion and Renovation of St. James Catholic



Students and Staff of St. James Catholic Elementary School were excited to welcome St. Catharines M.P.P. and Ontario Environment Minister, the Hon. Jim Bradley to the school on February 6th to announce \$1.8 million in funding for expansion and renovations. Also on hand for the announcement were Niagara Catholic Board Chair Kathy Burtnik, Vice-Chair Maurice Charbonneau, and students and staff of Michael J. Brennan Catholic Elementary School. The expansion and renovations will allow for two existing classrooms to be retrofitted into two new Early Learning Kindergarten classrooms, adding two new classrooms and renovations to the staff room. This will allow for the consolidation of the two schools in September, 2014.

Staff Provide Trustees With Update for Current and Upcoming Niagara Catholic Capital Projects

During the February 12th Committee of the Whole Meeting, Niagara Catholic trustees received updated information about capital projects scheduled to be completed by September, 2013.

- **Mary Ward CES** - This \$700,000, 3,500-square-foot addition and renovation to the school includes the construction of a new library and renovation of the existing library into a new Early Learning Kindergarten classroom.
- **St. Alexander CES** - The \$392,000, 1,339-square-foot addition to the school includes construction of a new Early Learning Kindergarten classroom.
- **St. Andrew CES** - The \$348,000 project is a 3,835-square-foot renovation to construct a new Early Learning Kindergarten classroom.
- **St. John CES** - This \$1-million, 3,800-square-foot project

will add two new Early Learning Kindergarten classrooms.

- **St. Kevin CES** - The \$908,000, 6,268 -square-foot renovation and expansion project will include the construction of a new Early Learning Kindergarten classroom and expand an existing classroom.
- **St. Philomena CES** - The \$289,000, 3,850-renovation project will expand an existing classroom into an Early Learning Kindergarten classroom.
- **Saint Michael Catholic High School** - The \$6-million project to design and construct 10 new classrooms at Saint Michael Catholic High School is on schedule to be completed by September, 2014. The construction will increase capacity by 16,380 square feet and will have room for 1,017 students when completed.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 26, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS**



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

“The month of March is dedicated to St. Joseph. The entire month of March falls during the liturgical season known as Lent which is represented by the liturgical color purple — a symbol of penance, mortification and the sorrow of a contrite heart. The last day of the month is the beginning of the Easter season. The liturgical color is white — the color of light, a symbol of joy, purity and innocence (absolute or restored).”

- CatholicCulture.org

Nurturing SOULS & Building MINDS

March 2013

SUN	MON	TUE	WED	THU	FRI	SAT
					1 Niagara Catholic Celebrates Dance - DM	2
		3	4	5 CW Meeting - Tech Skills Competition	6 SEAC Meeting	7
		8	9	10	11	12
		13	14	15	16	17
		18	19 PC & Board Meetings	20	21 NCPIC Meeting	22
		23	24 Palm Sunday	25	26	27
		28	29 Good Friday	30	31 Easter	

