



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

**AGENDA AND MATERIAL**

**COMMITTEE OF THE WHOLE MEETING**

**TUESDAY, NOVEMBER 8, 2011**

**7:00 P.M.**

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

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**A. ROUTINE MATTERS**

1. Opening Prayers – Trustee MacNeil -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of October 11, 2011 A5

**B. PRESENTATIONS**

**C. COMMITTEE AND STAFF REPORTS**

1. Policy Committee
  - 1.1 Unapproved Minutes of the Policy Committee Meeting of October 25, 2011 C1.1
  - 1.2 Policy Schedule – October 25, 2011 C1.2
  - 1.3 Policy Update C1.3
2. Pilgrimage Sunday – October 23, 2011 C2
3. Senior Staff Follow-Up Report and Recommendations on the May 2009 Board Approved Motions of the Pupil Accommodation Review for Niagara Falls Elementary, St. Catharines Elementary and St. Catharines Secondary Schools C3
4. Mental Health First Aid Training C4
5. The Dynamics of a Complete Mathematics Program at Niagara Catholic C5
6. School Climate Surveys C6
7. Staff Development Department Professional Development Opportunities C7
8. Monthly Updates
  - 8.1 Capital Projects Update C8.1
  - 8.2 Student Senate Update -
  - 8.3 Senior Staff Good News Update -

**D. INFORMATION**

1. Trustee Information
  - 1.1 Spotlight on Niagara Catholic - October 25, 2011 D1.1
  - 1.2 Calendar of Events – November 2011 D1.2
  - 1.3 Celebrating Junior Artists 2011 – November 7 – 6:30 p.m. – Catholic Education Centre -
  - 1.4 Special Board Meeting – November 15, 2011 – 5:30 p.m. -
  - 1.5 Niagara Catholic 2<sup>nd</sup> Annual Spelling Bee – November 30, 2011 – Notre Dame College School -
  - 1.6 Annual Administrators, Trustees, and Priest Faith Formation – December 15, 2011 – 11:00 a.m. -

**E. OTHER BUSINESS**

1. General Discussion to Plan for Future Action -

**F. BUSINESS IN CAMERA****G. REPORT ON THE IN CAMERA SESSION****H. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE  
MEETING OF OCTOBER 11, 2011**

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**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of October 11, 2011, as presented.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, OCTOBER 11, 2011

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Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, October 11, 2011, 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 Vice-Chairperson Charbonneau.

2. Roll Call

Vice-Chairperson Charbonneau noted that Trustee O'Leary asked to be excused from the Committee of the Whole Meeting.

Trustee	Present	Absent	Excused
Rhianon Burkholder	✓		
Kathy Burtnik	✓		
Maurice Charbonneau	✓		
Frank Fera	✓		
Fr. Paul MacNeil	✓		
Ed Nieuwesteeg	✓		
Ted O'Leary			✓
Dino Sicoli	✓		
<b>Student Trustees</b>			
Ryan Creelman	✓		
Patrick Morris	✓		

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; **Larry Reich**, Superintendent of Business & Financial Services; **James Woods**, Controller of Plant; **Khayyam Syne**, Administrator of Staff Development; Administrator of School Effectiveness; **Sherry Morena**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

**3. Approval of the Agenda**

An amendment was proposed to reverse Items C1 and C2 of the public agenda.

Moved by Trustee Burkholder

**THAT** the Committee of the Whole approve the amendment to reverse the order of Items C1 and C2.

**CARRIED**

Moved by Trustee Burkholder

**THAT** the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of October 11, 2011, as amended to reverse the order of Items C1 and C2.

**CARRIED**

**4. Disclosure of Interest**

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

**5. Minutes of the Committee of the Whole Meeting of September 13, 2011**

Moved by Trustee Sicoli

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of September 13, 2011, as presented.

**CARRIED**

**B. PRESENTATIONS**

**C. COMMITTEE AND STAFF REPORTS**

**1. International Student Exchange 2011-2012**

Mark Lefebvre, Superintendent of Education, introduced Jayne Evans, FSL/ESL/Arts Consultant, who presented the report on the International Student Exchange 2011-2012. Mrs. Evans welcomed this year's International Exchange Students from France and Switzerland, as well as their Niagara Catholic hosts. The Exchange Students are attending Monsignor Clancy Catholic Elementary School, Denis Morris Catholic High School, Holy Cross Catholic Secondary School, Lakeshore Catholic High School, St. Francis Catholic Secondary School and Saint Paul Catholic High School.

Chairperson Burtnik, Vice-Chairperson Charbonneau and Director of Education Crocco presented the host and exchange students with Niagara Catholic District School Board pins.

## **2. Policy Committee**

### **2.1 Unapproved Minutes**

#### **Policy Committee Meeting – September 27, 2011**

Moved by Trustee Nieuwesteeg

**THAT** the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of September 27, 2011, as presented.

**CARRIED**

### **2.2 Niagara Catholic Parent Involvement Committee Policy (800.7)**

Board Chairperson Burtnik, representing Policy Committee Chairperson Nieuwesteeg, presented the Niagara Catholic Parent Involvement Committee Policy (800.7), and informed Trustees that it is being recommended that the Policy be referred back to the Policy Committee for further clarification around the election process and membership. It was also stated that there is a possibility that the amended Policy may bypass the Committee of the Whole and be presented directly to the Board Meeting in November.

Moved by Trustee Burtnik

**THAT** the Committee of the Whole recommend that the Niagara Catholic Parent Involvement Committee Policy (800.7), be referred back to the Policy Committee for further clarification around the election process and membership.

**CARRIED**

### **2.3 Policy Schedule – September 27, 2011**

Director Crocco presented the Policy Schedule. It was suggested that the wording of the Policy Schedule be amended to indicate that presentations to Committee of the Whole and Board are projected timelines.

### **2.4 Policy Update**

Director Crocco presented the Policy Update.

## **3. The New Grade 8 Retreat Experience – The Journey**

Superintendent Lefebvre welcomed Terri Pauco, Religious Education and Family Life Consultant, who presented the report on The New Grade 8 Retreat Experience – The Journey.

Trustees were informed that commencing on October 17, 2011, Niagara Catholic's Grade 8 students and their classroom teacher will now participate in a two day, one overnight retreat at the Board's Retreat Site. The Journey Retreat Team will provide a variety of active and experiential opportunities that will both empower and challenge Niagara Catholic's Grade 8 students to discover their own spirituality and personal witness to God revealed in creation, in others, but most importantly, in themselves.

It was stated that in developing a revised retreat program, there was sensitivity given to the ecumenical dimension of each session so that all participants will feel welcomed and included.

Trustees expressed their pleasure in the redesign of the Program, and asked that they be supplied with a schedule so that they can attend parts of the Program throughout the year in order to witness the significance of the Program and the impact it has on the students.

**4. Catholic School Council Annual Report 2010-2011**

Superintendent Forsyth-Sells presented the Catholic School Council Annual Report 2010-2011, which is in compliance with School Councils' legislation, that states every School Council shall annually submit a written report on its activities to the Principal of the school and to the Board that established the Council (O. Reg. 612/00, s. 24 (1)).

**5. Technology Blueprint Implementation Update**

Mario Ciccarelli, Superintendent of Education, presented the Technology Blueprint Implementation Update which outlined Niagara Catholic's multi-year strategic Technology Blueprint that addresses both academic and corporate needs for teaching, learning and improved efficiencies. The Blueprint provides direction, strategies and proposed capital investments to ensure that appropriate technology resources and services are deployed in support of student success and business continuity.

Superintendent Ciccarelli informed Trustees that the Niagara Catholic Technology Blueprint will be regularly reviewed to ensure it remains both valid and progressive over the next four years. Modifications, as required, will be made as needed to reflect changes in our teaching, learning and corporate environment.

Trustees asked questions and discussed their satisfaction with the Technology Blueprint Implementation.

**6. Staff Development Department Professional Development Opportunities**

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

Mr. Syne highlighted the System Wide Professional Development Day held on Friday, October 7, 2011.

**7. Monthly Updates**

**7.1 Capital Projects Progress Report**

James Woods, Controller of Plant, presented the Capital Projects Progress Report.

**7.2 Student Trustees' Update**

Ryan Creelman and Patrick Morris, Student Trustees, gave a brief verbal update on the activities of the Student Senate.

**7.3 Senior Staff Good News Update**

Senior Staff highlights included:

**Superintendent Lefebvre**

- St. Mary Catholic Elementary School in Niagara Falls contributed over \$700.00 to the Kids Helping Kids Fundraiser, which marked them as the highest contributor per student.
- Niagara Catholic's Specialist High Skills Major Culinary Program students and staff participated in the Niagara Food Festival last week.

Superintendent Forsyth-Sells

- Mike Hominuck, Teacher at St. Augustine Catholic Elementary School, recently participated in the Mann Cup final for Lacrosse in which his team was awarded the Mann Cup.

## **D. INFORMATION**

### **1. Trustee Information**

#### **1.1 Spotlight on Niagara Catholic – September 27, 2011**

Director Crocco presented the Spotlight on Niagara Catholic – September 27, 2011 issue for Trustees' information.

#### **1.2 Calendar of Events – October 2011**

Director Crocco presented information on the Calendar of Events – October 2011.

#### **1.3 Priorities 2010-2011 Achievement Report**

Trustees were presented with a copy of Niagara Catholic's Priorities 2010-2011 Achievement Report, which were presented at the September Board Meeting, which is in the process of being distributed to all Administrators, Bishop Bergie, SEAC, CSC, NCPIC, Parish Priests, local Mayors, MP's, MPP's and Regional Niagara.

#### **1.4 Niagara Catholic Parent Involvement Committee Annual Chair and Catholic School Council Meeting – October 20, 2011 – Monsignor Clancy Catholic Elementary School**

Director Crocco invited Trustees to attend the Niagara Catholic Parent Involvement Committee Annual Chair and Catholic School Council Meeting being held on October 20, 2011 at Monsignor Clancy Catholic Elementary School.

#### **1.5 Pilgrimage Sunday – October 23, 2011**

Director Crocco presented information on the Pilgrimage Sunday taking place on Sunday, October 23, 2011, stating that is a week early than usual in order to link with Mission Sunday. Members of Senior Staff will once again be walking with schools.

#### **1.6 St. Andrew Catholic Elementary School Blessing - November 1, 2011 – 7:00 p.m.**

Director Crocco informed Trustees of the St. Andrew Catholic Elementary School Blessing being celebrated on November 1, 2011 at 7:00 p.m.

Trustees were asked to inform Sherry Morena - Administrative Assistance, Corporate Services & Communications, if they will be in attendance at the Blessing.

#### **1.7 Random Act of Kindness Day - November 4, 2011**

Director Crocco presented information on the Random Act of Kindness Day - November 4, 2011.



**1.8 Partnership Agreements – October Board Meeting**

Director Crocco informed Trustees that Partnership Agreements between the Niagara Catholic District School Board and Kings University College and Canada Blood Services will be presented at the October Board Meeting.

**E. OTHER BUSINESS**

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

Director Crocco presented information on the Pupil Accommodation and Attendance Area Ad Hoc Committees stating that due to its complex options and impact across the system, Senior Staff continues its detailed review of the Niagara Falls and St. Catharines Ad Hoc Committees; a recommendation for the consideration of the Committees and the Board will potentially be presented at the October Board Meeting.

The Notre Dame Family of Schools/Port Robinson Ad Hoc Committee will be commencing its Public Meeting Process shortly with a report projected to be made to the January Committee of the Whole Meeting.

**2. OCSTA Regional Meetings**

Chairperson Burtnik, Trustee Burkholder and Trustee MacNeil will be attending the OCSTA Regional Meeting October 12 in Toronto, with Director Crocco, Chairperson Burtnik and Trustee Sicoli attending the session in Waterloo on October 18, 2011.

Trustees interested in attending with session were asked to inform Sherry Morena.

**F. BUSINESS IN CAMERA**

Moved by Trustee

**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 Meeting at 9:10 p.m. and reconvened at 9:25 p.m.

**G. REPORT ON THE IN-CAMERA SESSION**

Moved by Trustee Burtnik

**THAT** the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of October 11, 2011.

**CARRIED**

**SECTION A: STUDENT TRUSTEES PRESENT**

Moved by Trustee Fera

**THAT** the Committee of the Whole approve the Minutes of the In Camera Session of the Committee of the Whole Meeting - Section A: Student Trustees Present held on September 13, 2011, as presented.

**CARRIED (Item F1)**

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

Moved by Trustee Nieuwesteeg

**THAT** the Committee of the Whole approve the Minutes of the In Camera Session of the Committee of the Whole Meeting - Section B: Student Trustees Excluded held on September 13, 2011, as presented.

**CARRIED (Item F3)**

## **H. ADJOURNMENT**

Moved by Trustee MacNeil

**THAT** the October 11, 2011 Committee of the Whole Meeting be adjourned.

**CARRIED**

This meeting was adjourned at 9:25 p.m.

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Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **October 11, 2011.**

Approved on the **8<sup>th</sup>** day of **November 2011.**

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Maurice Charbonneau  
Vice-Chairperson of the Board

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John Crocco  
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: POLICY COMMITTEE - UNAPPROVED MINUTES  
MEETING OF OCTOBER 25, 2011**

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**RECOMMENDATION**

**THAT** the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of October 25, 2011, as presented.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## MINUTES OF THE POLICY COMMITTEE MEETING

**TUESDAY, OCTOBER 25, 2011**

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Minutes of the Policy Committee Meeting held on Tuesday, October 25, 2011 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:30 p.m. by Policy Committee Chairperson Nieuwesteeg.

1. **Opening Prayer**

The meeting was opened with a prayer led by Policy Committee Chairperson Nieuwesteeg.

2. **Attendance**

Committee Members	Present	Absent	Excused
Ed Nieuwesteeg (Committee Chair)	✓		
Kathy Burtnik	✓		
Dino Sicoli	✓		

**Trustees:**

*Rhianon Burkholder*, Trustee  
*Father Paul MacNeil*, Trustee  
*Patrick Morris*, Student Trustee  
*Ryan Creelman*, Student Trustee

**Staff:**

*John Crocco*, Director of Education  
*Lee Ann Forsyth-Sells*, Superintendent of Education  
*James Woods*, Controller of Plant  
*Jennifer Brailey*, Manager of Corporate Services & Communications Department  
*Sherry Morena*, Administrative Assistant - Corporate Services & Communications Department  
/Recording Secretary

3. **Approval of Agenda**

Moved by Trustee Sicoli

**THAT** the October 25, 2011 Policy Committee Agenda be approved, as presented.  
**APPROVED**

4. **Disclosure of Interest**

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

5. **Minutes of the Policy Committee Meeting of September 27, 2011**

Moved by Trustee Burtnik

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of September 27, 2011, as presented.

**APPROVED**

6. **Policies**

**ACTION REQUIRED**

**POLICIES - FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE**

6.1 **Niagara Catholic Parent Involvement Committee Policy (800.7)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented the amendments to the Niagara Catholic Parent Involvement Committee Policy and Administrative Guidelines.

The following amendments were recommended by the Policy Committee:

**ADMINISTRATIVE GUIDELINES**

**4. VACANCIES/TERMS OF OFFICE/OFFICERS/ELECTIONS**

4.1 3<sup>rd</sup> bullet

- a member is unable to fulfil his/her duties/role as per sections:  
*6. Role of Council Members*  
*18. Code of Ethics*  
*to be resolved through section 17. Resolution Conflicts*

4.4 2<sup>nd</sup> paragraph

- ...notification will be given to *all* schools...

8.6 2<sup>nd</sup> bullet

- ...and, *at least one of the appointed Trustees* to the committee is present.

The Policy Committee agreed to forward the amended Niagara Catholic Parent Involvement Committee Policy directly to the Board Meeting to be approved as an Interim Policy in order to facilitate the NCPIC election process the first meeting of the 2011-2012 NCPIC on November 10, 2011. The Interim Policy will be vetted with the proposed timeline for presentation at the January 2012 Policy Committee Meeting, and February 2012 Committee of the Whole and Board Meetings.

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the Niagara Catholic District School Board approval of the Niagara Catholic Parent Involvement Committee Policy (800.7) (Interim), as amended.

**APPROVED**

## **POLICIES - PRIOR TO VETTING**

### **6.1 Community Use of Facilities Policy (800.2)**

James Woods, Controller of Plant, presented the amendments to the Community Use of Facilities Policy and Administrative Guidelines.

Following discussion the Policy Committee recommended the following amendments:

#### **POLICY STATEMENT**

Reword the 2<sup>nd</sup> paragraph to read: *These schedule of fees will reflect the varying nature and purpose of the community use of its facilities based on the fee structure as determined by the community use classifications.*

#### **ADMINISTRATIVE GUIDELINES**

List and outline Classifications A, B, C and D in the Administrative Guidelines.

Senior Staff is recommending that the Community Use of Facilities Policy (800.2) be vetted with a recommended deadline for presentation to the January 2012 Policy Committee Meeting.

### **6.2 Playground Equipment Policy (702.1)**

Controller of Plant Woods presented the amendments to the Playground Equipment Policy.

Following discussion the Policy Committee recommended the following amendment:

#### **POLICY STATEMENT/ADMINISTRATIVE GUIDELINES**

Amend and include the following statement from the Administrative Guidelines into the Statement of Policy:

*Effective September 1, 2012, Playground Equipment shall no longer be installed on school sites except where financial commitments have previously been made.*

Senior Staff is recommending that the Playground Equipment Policy (702.1) be vetted with a recommended deadline for presentation to the January 2012 Policy Committee Meeting.

## **INFORMATION**

### **6.3 Policies Being Vetted**

Nil

### **6.4 Policy Schedule**

Director Crocco presented the Policy Schedule.

### **6.5 Policy Update**

Director Crocco presented the Policy Update.

## **7. Date of Next Meeting**

Tuesday, November 22, 2011 - 4:30 p.m.

**8. Adjournment**

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: POLICY SCHEDULE**

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The Policy Schedule  
is presented for information.

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Prepared by: John Crocco, Director of Education  
Presented by: John Crocco, Director of Education  
Date: November 8, 2011





POLICY SCHEDULE

UPDATED OCTOBER 25, 2011 (Sorted by Policy Name)

Legend	
	Policy/Administrative Guidelines Adopted
	Policy/Administrative Guidelines Reviewed ( <b>NO REVISIONS</b> )
	Policy/Administrative Guidelines Reviewed ( <b>REVISIONS</b> )

Policy #	POLICY NAME	Policy Issued	Reviewed Revised	PC CW BD			AG Issued	Reviewed Revised	Resp
				Projected Presentation Timelines					
400.5	Acceleration Retention	2003					2003		ML
302.6.3	Access to School Premises - <i>Safe Schools</i>	2001	2008				2001	2008	FI
701.4	Accessibility Customer Service	2009					2009		LAFS
302.2	Administration of Oral Medication To Students Under the Age of 18 During School Hours	1998	2009				1998	2009	LAFS
301.1	Admission of Students	1998	2010				1998	2010	FI
400.1	Adult and Continuing Education	1998					N/A	N/A	FI
600.5	Advertising Expenditures	2007					2007		LR
100.9	Advocacy Expenditures	2007					2007		LR
302.1	Anaphylaxis	1998	2010				1998	2010	YB
701.1	Architect Selection	1998	2007				1998	2007	JW
301.10	Assessment, Evaluation And Reporting ( <i>Interim</i> )	2011					2011		LAFS
202.1	Assignment of Principals and Vice-Principals	1998		Jan. 2012	Mar. 2012	Mar. 2012	N/A	N/A	FI
301.3	Attendance Areas	1998	2009				1998	2009	JW
<b>NEW</b>	<b>Attendance Support Program</b>	<b>NEW</b>		Nov. 2011	Jan. 2012	Jan. 2012	<b>NEW</b>		FI
100.1	Board By-Laws	1997	2010				N/A	N/A	JC
302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	2003	2010	Feb. 2012	Apr. 2012	Apr. 2012	2003	2010	FI
202.2	Catholic Leadership: Principal & Vice-Principal Selection	1998	2011				1998	2011	FI
800.1	Catholic School Councils	1998	2011				1998	2011	LAFS
400.3	Christian Community Service	2001		Jan. 2012	Mar. 2012	Mar. 2012	2001		ML
302.6.2	Code of Conduct - <i>Safe Schools</i>	2001	2009				2008	2009	FI
800.2	Community Use of Facilities	1998	2003	Oct. 2011	Feb. 2012	Feb. 2012	1998	2006	JW
800.3	Complaint Resolution	1998	2011				1998	2011	JC
600.4	Corporate Cards, Purchasing Cards & Petty Cash	2007					2007		LR
302.6.7	Criminal Background Check - <i>Safe Schools</i>	2001	2003				2001	2003	FI
201.5	Death Benefit	2002					N/A	N/A	FI
201.10	Deferred Salary Plan (X/Y)	2002					2002		FI
302.6.6	Dress Code - <i>Safe Schools</i>	2001	2002	Fall 2011	Fall 2011	Fall 2011	2001	2002	FI
400.2	Educational Field Trips	1998	2008	Nov. 2011	Jan. 2012	Jan. 2012	1998	2008	YB
301.2	Education-Based Research	1998	2011				1998	2011	LAFS
201.12	Electronic Communications Systems (Employees)	2006	2006	Feb. 2012	Apr. 2012	Apr. 2012	2006	2006	MC
301.3	Electronic Communications Systems (Students)	2006		Feb. 2012	Apr. 2012	Apr. 2012	2006		MC
100.8	Electronic Meetings (Board and Committees)	2005					N/A	N/A	JC
201.9	Employee Attendance During Inclement Weather & Workplace Closure	2002					2002		FI
<b>NEW</b>	<b>Employee Code of Conduct</b>	<b>NEW</b>		Nov. 2011	Jan. 2012	Jan. 2012	<b>NEW</b>		LR/FI
201.15	Employee Conferences, Workshops & Meetings	2007					2007		LR
201.1	Employee Leaves of Absence	1998	2001				1998	2001	FI
201.14	Employee Meals & Hospitality	2007					2007		LR
201.7	Employee Workplace Harassment	2002	2010				2002	2010	FI
201.11	Employee Workplace Violence	2002	2010				2002	2010	FI
400.6	Environmental Stewardship	2011					2011		JW

Policy #	POLICY NAME	Policy Issued	Reviewed	PC	CW	BD	AG	Reviewed	Resp
			Revised	Projected	Presentation	Timelines	Issued	Revised	
100.10	Equity and Inclusive Education	2010	2010				2010	2010	YB
100.5	Establishment and Cyclical Review of Policies	1998	2010				1998	2010	JC
800.6	Facility Partnerships	2010					2010		JW
301.4	Fundraising	2002		Nov. 2011	Jan. 2012	Jan. 2012	2002		LR
<b>NEW</b>	Hiring	<b>NEW</b>		Jan. 2012	Mar. 2012	Mar. 2012	<b>NEW</b>		FI
<b>NEW</b>	Leadership Succession Plan	<b>NEW</b>		Mar. 2012	June 2012	June 2012	<b>NEW</b>		FI
600.3	Monthly Financial Reports	1998	2010				N/A	N/A	LR
100.7	Niagara Catholic Education Award of Distinction	2004	2005				2004	2005	FI
800.7	Niagara Catholic Parent Involvement Committee	2011	2011	Jan. 2012	Feb. 2012	Feb. 2012	2011	2011	LAFS
302.7	Nutrition	2005	2011				2005	2011	YB
201.6	Occupational Health & Safety	2002					2002		FI
301.7	Ontario Student Record (OSR)	2006					2006		ML
302.6.1	Opening or Closing Exercises - <i>Safe Schools</i>	2001	2002				2001	2002	FI
702.1	Playground Equipment	1998	2004	Oct. 2011	Feb. 2012	Feb. 2012	1998	2004	JW
400.4	Prior Learning Assessment & Recognition (PLAR)	2003					2003		ML
302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	2008	2010				2008	2010	FI
701.2	Pupil Accommodation Review	1998	2010				1998	2010	JW
600.1	Purchasing/Supply Chain Management (previously Purchasing of Goods & Services)	1998	2011				1998	2011	LR
600.2	Records Management	1998	2011				1998	2011	JC
201.4	Reimbursement of Travel Expenses	1998	2008				1998	2008	LR
100.10.1	Religious Accommodation	2010	2010				2010	2010	YB
201.3	Religious Education Courses for Staff	1998	2002				1998	2002	FI
201.2	Retirement & Service Recognition Celebration	1998	2010				1998	2010	FI
302.3	Safe Arrival	1999	2010				1999	2010	FI
302.8	Safe Physical Intervention with Students	2009					2009		LAFS
302.6	Safe Schools	2001	2008	Feb. 2012	Apr. 2012	Apr. 2012	N/A	N/A	FI
301.6	School Generated Funds	2006					2006		LR
201.13	Sexual Misconduct	2006					2006		FI
302.6.5	Student Expulsion - <i>Safe Schools</i>	2001	2009				2001	2009	FI
301.11	Student Fees	2011		Nov. 2011	Dec. 2011	Dec. 2011	2011		YB
302.5	Student Parenting	2001		Jan. 2012	Apr. 2012	Apr. 2012	2001		ML
100.6	Student Senate	2000	2001				2000	2001	JC
302.6.4	Student Suspension - <i>Safe Schools</i>	2001	2009				2001	2009	FI
500.2	Student Transportation	2007	2010	Spring 2012	Spring 2012	Spring 2012	2007	2010	LR
100.4	Student Trustees	1998	2007				1998	2007	JC
500.1	Transportation Inclement Weather	1998	2004				1998	2004	LR
100.12	Trustee Code of Conduct	2010					N/A	N/A	JC
100.13	Trustee Expenses & Reimbursement ( <i>Interim</i> )	2011					N/A	N/A	JC
100.11	Trustee Honorarium	2010					N/A	N/A	JC
701.3	Video Security Surveillance	2002	2004				2002	2004	JW
301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	2011					2011		YB
302.4	Volunteer Driver	2001	2009				2001	2009	YB
800.4	Volunteer Recognition	2007	2008				2008		JC

**POLICIES RESCINDED**

Policy #	POLICY NAME	Policy Issued	AG Issued	Policy Rescinded	Policy Replaced With
100.2	Trustee Conference & Travel Expenses	1998	1998	2011	Trustee Expenses and Reimbursement Policy (100.13)
100.3	Trustee Travel Expenses	1998	1998	2011	

POLICY & GUIDELINES REVIEW REPORTS TO ADMIN COUNCIL AGENDA ONE WEEK (\*) PRIOR TO  
A REGULARLY SCHEDULED POLICY COMMITTEE MEETING

*PC MEETING DATES - 4:30 PRIOR TO SEPT, OCT, NOV, JAN, FEB, MAR, APR & MAY BD MEETINGS*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: POLICY UPDATE**

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The Policy Update  
is presented for information.

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Prepared by: John Crocco, Director of Education  
Presented by: John Crocco, Director of Education  
Date: November 8, 2011



## REPORT TO THE COMMITTEE OF THE WHOLE MEETING FOR THE MONTH OF OCTOBER 2011

### POLICY UPDATE

#### Background Information

The Policy Update for the month of October 2011 is submitted for the information of Trustees.

A copy of the Policy and Administrative Guidelines - The Establishment and Cyclical Review of Policies Policy (Appendix A) is included for ease of reference.

POLICIES BEING DEVELOPED/REVIEWED		PC	CW	BD	APPENDIX
		Projected Presentation Timelines			
<b>POLICIES BEING DEVELOPED</b>					
1	Attendance Support Program	Nov. 2011	Jan. 2012	Jan. 2012	B
2	Employee Code of Conduct	Nov. 2011	Jan. 2012	Jan. 2012	C
3	Hiring	Jan. 2012	Mar. 2012	Mar. 2012	D
4	Leadership Succession Plan	Mar. 2012	June 2012	June 2012	E
<b>POLICIES BEING REVIEWED</b>					
1	Dress Code - Safe Schools (302.6.6)	Fall 2011	Fall 2011	Fall 2011	F
2	Educational Field Trips (400.2)	Nov. 2011	Jan. 2012	Jan. 2012	G
3	Fundraising (301.4)	Nov. 2011	Jan. 2012	Jan. 2012	H
4	Community Use of Facilities (800.2)	Oct. 2011	Feb. 2012	Feb. 2012	I
5	Playground Equipment (702.1)	Oct. 2011	Feb. 2012	Feb. 2012	J
6	Niagara Catholic Parent Involvement Committee (Interim) (800.7)	Jan. 2012	Feb. 2012	Feb. 2012	K
7	Assignment of Principals & Vice-Principals (202.1)	Jan. 2012	Mar. 2012	Mar. 2012	L
8	Christian Community Service (400.3)	Jan. 2012	Mar. 2012	Mar. 2012	M
<b>POLICIES/VETTED AND BEING VETTED</b>					
1	Student Fees (301.11)	Nov. 2011	Dec. 2011	Dec. 2011	
<b>POLICIES BEING PRESENTED TO THE BOARD</b>					
	Nil				

Trustees are reminded that the Policies are published on the Board's website [www.niagaracatholic.ca](http://www.niagaracatholic.ca).

The Policy Update is presented for information.
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Prepared by: John Crocco, Director of Education  
 Presented by: John Crocco, Director of Education  
 Date: October 25, 2011



**THE ESTABLISHMENT AND CYCLICAL  
REVIEW OF POLICIES POLICY  
*POLICY # 100.5***

**STATEMENT OF POLICY**

The Niagara Catholic District School Board, in order to fulfill its duties and responsibilities, reserves to itself the function of establishing guides for the discretionary action of those to whom it delegates authority. These guides for action will constitute the policies governing the operation of the school system and the internal operations of the Board. The policies pertaining to the internal operations of the Board shall be called bylaws.

The Director of Education, as C.E.O., is accountable to the Board for the implementation of policy and shall issue Administrative Guidelines in support of policy.

The policies of the Board shall be congruent with and supportive of the Mission Statement of the Board.

The process of establishing and reviewing policy will include timely consultation with individuals and groups as deemed appropriate to a particular policy.

The policy shall be based on and supportive of the Catholic Mission Statement of the Board.

**ADMINISTRATIVE GUIDELINES**

The development and review of all policies shall be initiated by the Board or the Director of Education.

The Director of Education may delegate the development or revision of Policy Statements and Administrative Guidelines to appropriate members of Senior Administrative Council and staff.

The establishment of new Policies and Administrative Guidelines as well as the cyclical review of existing Policies and Administrative Guidelines will adhere to the following process:

1. The draft Policy will be reviewed by Senior Administrative Council for input.
2. Once approved by the Director of Education, the draft Policy will then be forwarded to the Policy Committee for input and information.
3. The Policy Committee may recommend that the draft Policy be vetted to various stakeholder groups or that it be returned to staff for further study.
4. Once approved by the Policy Committee for vetting, the draft Policy will then be distributed to stakeholder groups as identified in the Policy Development Update Form.
5. Once the vetting process has been completed, the final draft Policy will then be presented to Senior Administrative Council for review.
6. Once approved by the Director of Education, the final draft Policy will then be submitted to the Policy Committee for recommendation to the Committee of the Whole.
7. Once reviewed by the Committee of the Whole, the final draft will then be forwarded to the Board for consideration at its next meeting.
8. The Director of Education will issue Administrative Guidelines if necessary in support of the policy, and will distribute the policy to the system.
9. Policies and Administrative Guidelines will be reviewed with the appropriate staff, who will in turn review with school staff to begin the implementation process.

## **VETTING**

A draft policy may be vetted with all or any of the following individuals or groups:

Trustees	O.E.C.T.A. Occasionals	Niagara Catholic Parent Involvement
Director of Education	C.U.P.E.	Committee
Superintendents	Managers'/Supervisors' Group	Special Education Advisory Committee
Principals/Vice-Principals	Student Services	The Bishop
Curriculum Support Staff	Principals'/Vice-Principals' Council	Pastors
O.E.C.T.A. Elementary	Non-Unionized Staff	Board Solicitor
O.E.C.T.A. Secondary	Catholic School Council Chairs	Student Senate
		Others



# POLICY UPDATE

## For the Month of October 2011

NEW

## STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

<b>Name of Policy</b>	Attendance Support Program	<b>Policy #</b>	<b>Initiated by</b>	
		N/A	Board	
<b>Intent of Policy</b>	To design a Niagara Catholic Attendance Support Program Policy and practical procedures for employee attendance support by January 2012.	<b>Issued</b>	Director	✓
		N/A	Sr. Admin. Council	
<b>Resource</b>	Frank Iannantuono, Superintendent of Education/Human Resources	<b>Revised</b>	Ministry of Education	
		N/A		

**Distribution of Vetting**

Trustees	✓	OECTA Occasional	✓	NC Parent Involvement Committee	✓
Principals/V-Principals	✓	Student Services	✓	Pastors	✓
Director	✓	CUPE	✓	S.E.A.C.	✓
Superintendents	✓	Managers/Supervisors	✓	Bishop	✓
Curriculum Support Staff	✓	Principals/V-Principals Council	✓	Board Solicitor	✓
OECTA Elementary	✓	Non-Unionized Staff	✓	Student Senate	✓
OECTA Secondary	✓	Catholic School Council Chairs	✓	Others	✓

## STEP 2 – DRAFT POLICY REVIEW

Stakeholders	Date of Notification to Committee of the Whole	October 2011
Senior Administrative Council	Date of Draft Policy Reviewed	November 2011
Trustees	Date Draft Policy Sent to Trustees	November 2011
Stakeholders	Date of Draft Policy Reviewed	November 2011
Policy Committee	Date of Draft Policy Reviewed	November 2011
Committee of the Whole	Date of Draft Policy Reviewed	January 2012
Board	Date of Draft Policy Reviewed	January 2012

## COMMENTS

An Attendance Support Program Policy is being developed to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

## STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)

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# POLICY UPDATE

For the Month of October 2011

NEW

## STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

<b>Name of Policy</b>	Employee Code of Conduct	<b>Policy #</b>	<b>Initiated by</b>	
		N/A	Board	
<b>Intent of Policy</b>	To comply with the recommendation of the Operational Review Team	<b>Issued</b>	Director	
		N/A	Sr. Admin. Council	
<b>Resource</b>	Larry Reich, Superintendent of Business & Financial Services and Frank Iannantuono, Superintendent of Education/Human Resources	<b>Revised</b>	Ministry of Education	✓
		N/A		

### Distribution of Vetting

Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	NC Parent Involvement Committee	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>	Student Senate	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>

## STEP 2 – DRAFT POLICY REVIEW

Stakeholders	Date of Notification to Committee of the Whole	June 7, 2011
Senior Administrative Council	Date of Draft Policy Reviewed	November 2011
Trustees	Date Draft Policy Sent to Trustees	November 2011
Stakeholders	Date of Draft Policy Reviewed	November 2011
Policy Committee	Date of Draft Policy Reviewed	November 2011
Committee of the Whole	Date of Draft Policy Reviewed	January 2012
Board	Date of Draft Policy Reviewed	January 2012

### COMMENTS

An Employee Code of Conduct Policy is being developed to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

### STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)

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# POLICY UPDATE

For the Month of October 2011

NEW

**STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE**

<b>Name of Policy</b>	Hiring	<b>Policy #</b>	<b>Initiated by</b>	
		N/A	Board	
<b>Intent of Policy</b>	To design a Hiring Policy and procedure for the selection of staff by March 2012.	<b>Issued</b>	Director	✓
		N/A	Sr. Admin. Council	
<b>Resource</b>	Frank Iannantuono, Superintendent of Education/Human Resources	<b>Revised</b>	Ministry of Education	
		N/A		

<b>Distribution of Vetting</b>					
Trustees	✓	OECTA Occasional	☐	NC Parent Involvement Committee	✓
Principals/V-Principals	✓	Student Services	✓	Pastors	✓
Director	✓	CUPE	✓	S.E.A.C.	✓
Superintendents	✓	Managers/Supervisors	✓	Bishop	✓
Curriculum Support Staff	✓	Principals/V-Principals Council	✓	Board Solicitor	✓
OECTA Elementary	✓	Non-Unionized Staff	✓	Student Senate	☐
OECTA Secondary	✓	Catholic School Council Chairs	✓	Others	☐

**STEP 2 – DRAFT POLICY REVIEW**

Stakeholders	Date of Notification to Committee of the Whole	September 2011
Senior Administrative Council	Date of Draft Policy Reviewed	January 2012
Trustees	Date Draft Policy Sent to Trustees	January 2012
Stakeholders	Date of Draft Policy Reviewed	January 2012
Policy Committee	Date of Draft Policy Reviewed	January 2012
Committee of the Whole	Date of Draft Policy Reviewed	March 2012
Board	Date of Draft Policy Reviewed	March 2012

**COMMENTS**

A Hiring Policy is being developed to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

**STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)**

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# POLICY UPDATE

For the Month of October 2011

**NEW**
**STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE**

<b>Name of Policy</b>	Leadership Succession Plan	<b>Policy #</b> N/A	<b>Initiated by</b>	
<b>Intent of Policy</b>	To design a Niagara Catholic Leadership Succession Planning Policy and process for the selection to all positions of leadership within Niagara Catholic by March 2012.	<b>Issued</b> N/A	Board	
<b>Resource</b>	Frank Iannantuono, Superintendent of Education/Human Resources	<b>Revised</b> N/A	Director	✓
			Sr. Admin. Council	
			Ministry of Education	

**Distribution of Vetting**

Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input type="checkbox"/>	NC Parent Involvement Committee	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>	Student Senate	<input type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input type="checkbox"/>

**STEP 2 – DRAFT POLICY REVIEW**

Stakeholders	Date of Notification to Committee of the Whole	September 2011
Senior Administrative Council	Date of Draft Policy Reviewed	March 2012
Trustees	Date Draft Policy Sent to Trustees	March 2012
Stakeholders	Date of Draft Policy Reviewed	March 2012
Policy Committee	Date of Draft Policy Reviewed	March 2012
Committee of the Whole	Date of Draft Policy Reviewed	June 2012
Board	Date of Draft Policy Reviewed	June 2012

**COMMENTS**

A Leadership Succession Plan Policy is being developed to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

**STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)**

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# POLICY UPDATE

## For the Month of October 2011

REVIEW

## STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

<b>Name of Policy</b>	Dress Code - Safe Schools Policy (302.6.6)
<b>Resource</b>	Frank Iannantuono, Superintendent of Education

<b>Distribution of Vetting</b>					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	NC Parent Involvement Committee	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>	Student Senate	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>

## STEP 2 – DRAFT POLICY REVIEW

Stakeholders	Date of Notification to Committee of the Whole	November 2010
Senior Administrative Council	Date of Draft Policy Reviewed	Fall 2011
Trustees	Date Draft Policy Sent to Trustees	Fall 2011
Stakeholders	Date of Draft Policy Reviewed	Fall 2011
Policy Committee	Date of Draft Policy Reviewed	Fall 2011
Committee of the Whole	Date of Draft Policy Reviewed	Fall 2011
Board	Date of Draft Policy Reviewed	Fall 2011

## COMMENTS

The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

## STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)

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# POLICY UPDATE

## For the Month of October 2011

REVIEW

## STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

<b>Name of Policy</b>	Educational Field Trips Policy (400.2)
<b>Resource</b>	Yolanda Baldasaro, Superintendent of Education

<b>Distribution of Vetting</b>					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	NC Parent Involvement Committee	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>	Student Senate	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>

## STEP 2 – DRAFT POLICY REVIEW

Stakeholders	Date of Notification to Committee of the Whole	June 2010
Senior Administrative Council	Date of Draft Policy Reviewed	November 2011
Trustees	Date Draft Policy Sent to Trustees	November 2011
Stakeholders	Date of Draft Policy Reviewed	November 2011
Policy Committee	Date of Draft Policy Reviewed	November 2011
Committee of the Whole	Date of Draft Policy Reviewed	January 2012
Board	Date of Draft Policy Reviewed	January 2012

## COMMENTS

The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

## STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)

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# POLICY UPDATE

## For the Month of October 2011

REVIEW

**STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE**

<b>Name of Policy</b>	Fundraising Policy (301.4)
<b>Resource</b>	Larry Reich, Superintendent of Business & Financial Services

<b>Distribution of Vetting</b>					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	NC Parent Involvement Committee	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>	Student Senate	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>

**STEP 2 – DRAFT POLICY REVIEW**

Stakeholders	Date of Notification to Committee of the Whole	June 2010
Senior Administrative Council	Date of Draft Policy Reviewed	November 2011
Trustees	Date Draft Policy Sent to Trustees	November 2011
Stakeholders	Date of Draft Policy Reviewed	November 2011
Policy Committee	Date of Draft Policy Reviewed	November 2011
Committee of the Whole	Date of Draft Policy Reviewed	January 2012
Board	Date of Draft Policy Reviewed	January 2012

**COMMENTS**

The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

**STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)**

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# POLICY UPDATE

## For the Month of October 2011

**REVIEW****STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE**

<b>Name of Policy</b>	Community Use of Facilities Policy (800.2)
<b>Resource</b>	James Woods, Controller of Plant

<b>Distribution of Vetting</b>			
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>
		NC Parent Involvement Committee	<input checked="" type="checkbox"/>
		Pastors	<input checked="" type="checkbox"/>
		S.E.A.C.	<input checked="" type="checkbox"/>
		Bishop	<input checked="" type="checkbox"/>
		Board Solicitor	<input checked="" type="checkbox"/>
		Student Senate	<input checked="" type="checkbox"/>
		Others	<input checked="" type="checkbox"/>

**STEP 2 – DRAFT POLICY REVIEW**

Stakeholders	Date of Notification to Committee of the Whole	May 2010
Senior Administrative Council	Date of Draft Policy Reviewed	November 2011
Trustees	Date Draft Policy Sent to Trustees	November 2011
Stakeholders	Date of Draft Policy Reviewed	November 2011
Policy Committee	Date of Draft Policy Reviewed	October 2011
Committee of the Whole	Date of Draft Policy Reviewed	February 2012
Board	Date of Draft Policy Reviewed	February 2012

**COMMENTS**

The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

**STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)**

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# POLICY UPDATE

For the Month of October 2011

<b>REVIEW</b>
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## STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

<b>Name of Policy</b>	Playground Equipment (702.1)
<b>Resource</b>	James Woods, Controller of Plant

<b>Distribution of Vetting</b>					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	NC Parent Involvement Committee	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>	Student Senate	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>

## STEP 2 – DRAFT POLICY REVIEW

Stakeholders	Date of Notification to Committee of the Whole	September 2011
Senior Administrative Council	Date of Draft Policy Reviewed	November 2011
Trustees	Date Draft Policy Sent to Trustees	November 2011
Stakeholders	Date of Draft Policy Reviewed	November 2011
Policy Committee	Date of Draft Policy Reviewed	October 2011
Committee of the Whole	Date of Draft Policy Reviewed	February 2012
Board	Date of Draft Policy Reviewed	February 2012

## COMMENTS

The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

## STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)

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# POLICY UPDATE

For the Month of October 2011

REVIEW

**STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE**

<b>Name of Policy</b>	Niagara Catholic Parent Involvement Committee Policy (Interim) (800.7)
<b>Resource</b>	Lee Ann Forsyth-Sells, Superintendent of Education

<b>Distribution of Vetting</b>			
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>
		NC Parent Involvement Committee	<input checked="" type="checkbox"/>
		Pastors	<input checked="" type="checkbox"/>
		S.E.A.C.	<input checked="" type="checkbox"/>
		Bishop	<input checked="" type="checkbox"/>
		Board Solicitor	<input checked="" type="checkbox"/>
		Student Senate	<input checked="" type="checkbox"/>
		Others	<input checked="" type="checkbox"/>

**STEP 2 – DRAFT POLICY REVIEW**

Stakeholders	Date of Notification to Committee of the Whole	November 2011
Senior Administrative Council	Date of Draft Policy Reviewed	November 2011
Trustees	Date Draft Policy Sent to Trustees	November 2011
Stakeholders	Date of Draft Policy Reviewed	November 2011
Policy Committee	Date of Draft Policy Reviewed	January 2012
Committee of the Whole	Date of Draft Policy Reviewed	February 2012
Board	Date of Draft Policy Reviewed	February 2012

**COMMENTS**

The current interim policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

**STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)**

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# POLICY UPDATE

## For the Month of October 2011

REVIEW

## STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

<b>Name of Policy</b>	Assignment of Principals and Vice-Principals (202.1)
<b>Resource</b>	Frank Iannantuono, Superintendent of Education

<b>Distribution of Vetting</b>			
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>
		NC Parent Involvement Committee	<input checked="" type="checkbox"/>
		Pastors	<input checked="" type="checkbox"/>
		S.E.A.C.	<input checked="" type="checkbox"/>
		Bishop	<input checked="" type="checkbox"/>
		Board Solicitor	<input checked="" type="checkbox"/>
		Student Senate	<input checked="" type="checkbox"/>
		Others	<input checked="" type="checkbox"/>

## STEP 2 – DRAFT POLICY REVIEW

Stakeholders	Date of Notification to Committee of the Whole	May 2010
Senior Administrative Council	Date of Draft Policy Reviewed	January 2012
Trustees	Date Draft Policy Sent to Trustees	January 2012
Stakeholders	Date of Draft Policy Reviewed	January 2012
Policy Committee	Date of Draft Policy Reviewed	January 2012
Committee of the Whole	Date of Draft Policy Reviewed	March 2012
Board	Date of Draft Policy Reviewed	March 2012

## COMMENTS

The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

## STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)

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# POLICY UPDATE

## For the Month of October 2011

REVIEW

## STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

<b>Name of Policy</b>	Christian Community Service (400.3)
<b>Resource</b>	Mark Lefebvre, Superintendent of Education

<b>Distribution of Vetting</b>			
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>
		NC Parent Involvement Committee	<input checked="" type="checkbox"/>
		Pastors	<input checked="" type="checkbox"/>
		S.E.A.C.	<input checked="" type="checkbox"/>
		Bishop	<input checked="" type="checkbox"/>
		Board Solicitor	<input checked="" type="checkbox"/>
		Student Senate	<input checked="" type="checkbox"/>
		Others	<input checked="" type="checkbox"/>

## STEP 2 – DRAFT POLICY REVIEW

Stakeholders	Date of Notification to Committee of the Whole	September 2011
Senior Administrative Council	Date of Draft Policy Reviewed	January 2012
Trustees	Date Draft Policy Sent to Trustees	January 2012
Stakeholders	Date of Draft Policy Reviewed	January 2012
Policy Committee	Date of Draft Policy Reviewed	January 2012
Committee of the Whole	Date of Draft Policy Reviewed	March 2012
Board	Date of Draft Policy Reviewed	March 2012

## COMMENTS

The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.

## STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: PILGRIMAGE SUNDAY – OCTOBER 23, 2011**

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The report on  
Pilgrimage Sunday – October 23, 2011  
is presented for information.

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Prepared by: Mark Lefebvre, Superintendent of Education  
Terri Pauco, Religious Education and Family Life Consultant

Presented by: Mark Lefebvre, Superintendent of Education  
Terri Pauco, Religious Education and Family Life Consultant

Approved by: John Crocco, Director of Education

Date: November 8, 2011



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## **REPORT TO COMMITTEE OF THE WHOLE MEETING NOVEMBER 8, 2011**

### **PILGRIMAGE SUNDAY - OCTOBER 23, 2011**

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*“He has told you, O mortal, what is good; and what does the Lord require of you  
but to do justice, to love kindness, and to walk humbly with your God?”  
Micah 6:8*

#### **BACKGROUND INFORMATION**

On Sunday, October 23<sup>rd</sup>, 2011, over 4000 Niagara Catholic students, staff, alumni, parents and community members took to the streets of the Niagara region. This annual Niagara Catholic Pilgrimage, with its 36 year tradition beginning at Notre Dame College School, and which now includes every Niagara Catholic secondary school, manifests the virtues of faith, love, hope, justice, prudence, fortitude, and temperance of the Niagara Catholic Virtues Model. This event showcases the charisms of our new mission statement through the witness of faith, leadership, and outreach to the poor, marginalized and the vulnerable of the developing world.

Over its long and rich history, the millions of dollars of pilgrimage funds have supported many diverse projects including the construction of schools, medical clinics, wells and orphanages in many third world countries.

#### **Meeting Catholic Graduate Expectations through the Annual Pilgrimage**

When students choose to collect pledges and put their faith into action along routes that range from 10 to 20 km, they demonstrate many of the Catholic Graduate Expectations during their four year Catholic high school experience. As young Catholic Christians, they join with their friends who share in this annual opportunity to integrate our faith with life. They proudly make the decision to act as witnesses to the attitudes and gospel values of Catholic social teaching which invites everyone to help create a just, peaceful and compassionate society. They participate to promote social responsibility and human solidarity for the common good.

#### **Witnessing Vocation**

All staff members, Catholic School Council members, Trustees, Senior Administration, alumni and parents who support this annual event are excellent faith models to the vocation to which they are called.

In addition, many Grade 8 students and Family of Schools staff members volunteer to make this journey of faith as part of the partnership with the secondary panel. Here, they witness the energy and spirit of the Catholic Secondary school community of believers first hand.

## Summary School Report

### Denis Morris

\$18,000.00 was raised this year by over 400 enthusiastic students and staff of Denis Morris. The efforts of a Pilgrimage staff committee, lead by David Drago, and the DM Social Justice Committee is to be congratulated. These proceeds will be shared between the Holy Cross Sister's Ecole Imaculee Conception in Pilate, Haiti and the Wells of Hope Projects in Guatemala. More than \$140,000 dollars has been raised in the 17 years of pilgrimage at Denis Morris; this is over and above what is raised at the annual Denis Morris Starvathon, held each year in the Spring.

### Holy Cross

Over 360 students and staff participated and took '*Justice for All*' – their pilgrimage theme - and walked their pilgrimage for Haiti. On this beautiful day, the Raiders brought witness to their motto and the message of continued hope and progress for Haiti's people after the devastation of last year's earthquakes. \$16,000.00 was raised and will be used to continue to sustain the Sainte Croix Elementary School in Thibeau, Haiti which is run by the Holy Cross Sisters. Much appreciation is extended to the Pilgrimage committee of staff and students, chaired by teacher, Marc Ferratti.

### St. Francis

Approximately 570 students, staff members, and parents walked through the streets of northern St. Catharines, joining their sister schools in the downtown core. The Phoenix community raised over \$43,000.00 and this could not have been done without the efforts of the school's sixty-five student-member strong Pilgrimage committee, co-chaired by teachers, Mary Jo Drago and Patrick O'Leary. These funds will be distributed and shared among three different organizations: St. Marc School in Haiti which is run by the Holy Cross Sisters, Fogquest (an organization which uses run off tarps to collect condensation in foggy areas where water is scarce) in Guatemala, and the Dominican Canadian Community Development Group (DCCD) which supports grassroots projects in the Dominican Republic.

*Note: The three St. Catharine's area Catholic high schools – Denis Morris, Holy Cross and St. Francis – met downtown to participate in a communal mass at the Market Square.*

### Lakeshore Catholic

Close to 350 committed students, staff members, parents and family of school volunteers raised approximately \$10,000.00 in this year's Gator Walk. The Student – Staff Pilgrimage Committee, lead by Meghan Bodis, was instrumental in preparing for this year's pilgrimage and choosing the theme of '*Imagine*'. The money raised helps support St. John's Catholic Elementary School and the Grange Seniors Home in Portsmouth, Dominica.

### Notre Dame College

Notre Dame Pilgrimage celebrated its 36<sup>th</sup> anniversary this year. To mark the occasion, we honoured Fr. Jim Mulligan (the week before) for his contribution to the Catholicity of Notre Dame, and specifically for starting the Pilgrimage tradition in Welland. Due to the construction on the 406, we were forced to alter our usual route. Instead of north to Allanburg, we headed south to Dain City straight through the heart of the city. It turned out to be an awesome change!

We were fortunate to have 900 participants including students, staff, parents and alumni. We were also joined in the morning by our MP Malcolm Allen and our MPP Cindy Forster. Our group successfully raised \$40,000.00 for the following groups:

- 50% of funds for the Canadian Catholic Organization for Development and Peace.
- 25% for Yancana Huasy (a centre for children with special needs in Lima Peru founded by the Congregation of the Holy Cross. It serves the needs of many families who would otherwise not be able to find services to attend to their children.)
- 25% for The Dominican Canadian Community Development Group (a grassroots not-for-profit charitable organization founded by Notre Dame alumni that works toward community development in the Dominican Republic).

### **Saint Paul High School**

With the efforts of 351 Saint Paul students, staff, alumni, and family members, under the leadership of the School's Chaplain, Greg Robertson, and his Pilgrimage committee which involved both Saint Paul staff and students, \$17,100.00 was collected. The school's theme for Pilgrimage this year was 'Unity is Strength' which is Haiti's motto on their flag that reads "L'Union Fait La Force!". This reminded those who walked together in solidarity that when we work together, we can become strong and therefore anything is possible, even if it seems impossible. The funds raised from the pilgrimage are donated to the Holy Cross School and Orphanage in Milot, Haiti.

### **Saint Michael**

Over 425 students, staff and parents collected over \$15,000.00 this year for the Hope for Rwanda's Children Fund. Chair of the Pilgrimage Committee, teacher Leone Strilec, who has participated in an educational experience in Rwanda learning about the genocide in that country, and her committee of staff and students worked diligently to bring awareness of the living conditions experienced by the children of Rwanda. This was Saint Michael's largest Pilgrimage, in numbers and in donations, demonstrating a keen motivation by the community to continue to help Rwanda, one of the poorest countries on the planet. The theme of "Souls of Service" encouraged students to live their gospel values and put their faith into action.

*Note: The Pilgrimage committees of Saint Michael and Saint Paul C take turns hosting and organizing the mass and pilgrimage route through the streets of Niagara Falls. Friendly rivalries are put aside and the Mustangs and Patriots join together to promote justice and witness solidarity to the residents and tourists visiting this fair city. This year, Saint Michael hosted and all pilgrims began the day with a liturgy, celebrated by Fr. Tony McNamara, which featured the gifts and talents of student cantors, musicians, liturgical dancers, and a student choir.*

### **Blessed Trinity**

Over 350 students and alumni, 45 staff members, and close to 100 elementary Grade 8 students from the Blessed Trinity Family of Schools participated in this year's pilgrimage. More than \$17,000.00 was raised to aid and support a variety of aid projects in Las Pajas, Dominican Republic including those of the Dominican Canadian Community Development (DCCD) Group. The theme of 'Change the World' allowed this community to recognize how their efforts were changing the lives of the children of the Dominican Republic. Pilgrimage Committee Chair, Josie Moretuzzo and her dedicated committee of Tony Gambale, Stephanie Magnini, Gillian VanRuyven and Celia Biagetti are to be commended. Monsignor Vladimir Zivcic was the Pilgrimage mass celebrant. Blessed Trinity has raised more than \$97,000.00 to date.

With approximately 4000 Niagara Catholic students, staff, Trustees, Senior Administration, priests, Catholic School Council members, and alumni participating in this year's annual Pilgrimage, approximately \$176,000.00 was raised in this annual event to assist our needy brothers and sisters in Haiti, the Dominican Republic, Dominica, Guatemala, Peru, and Rwanda, in addition to Development & Peace and Fogquest.

Pilgrimage Sunday is an annual tradition that promotes the virtues and charisms of Niagara Catholic and truly demonstrates what it means to be part of a faith-filled Catholic Learning Community.

A short presentation to capture the spirit and images of this year's pilgrimage will be shown as part of this information report.

The report on Pilgrimage Sunday – October 23, 2011 is presented for information.

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PREPARED BY: Mark Lefebvre, Superintendent of Education  
Terri Pauco, Religious Education and Family Life Consultant

PRESENTED BY: Mark Lefebvre, Superintendent of Education  
Terri Pauco, Religious Education and Family Life Consultant

APPROVED BY: John Crocco, Director of Education

DATE: November 8, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: SENIOR STAFF FOLLOW-UP REPORT AND  
RECOMMENDATIONS ON THE MAY 2009 BOARD  
APPROVED MOTIONS OF THE PUPIL ACCOMMODATION  
REVIEW FOR NIAGARA FALLS ELEMENTARY,  
ST. CATHARINES ELEMENTARY AND ST. CATHARINES  
SECONDARY SCHOOLS**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend to the Niagara Catholic District School Board that the Board directs Senior Administrative Council:

1. to continue to implement the May 2009 motions categorized under Action, Monitor and Establish;
2. to design and implement a plan to reduce surplus space usage in all facilities and report to the Board on the specific strategies utilized;
3. to design and implement a plan to reduce cost associated with surplus space in all facilities and report to the Board on the cost reductions;
4. to continue the review of all potential boundary adjustments to minimize specific enrolment pressures in Niagara Falls and St. Catharines and present options and recommendations to the standing Ad Hoc Attendance Committees of the Board;
5. to continue to research all potential school organizational options for the consideration of the Board; and,
6. to defer the report timelines within the May 2009 Board motions categorized under Report until no later than December 2012 and that within the report to the Board submit recommendations on the implementation of the May 2009 Board motions as required.

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Prepared by: Senior Administrative Council  
Presented by: John Crocco, Director of Education  
Recommended by: John Crocco, Director of Education  
Date: November 8, 2011





## **REPORT TO THE COMMITTEE OF THE WHOLE MEETING TUESDAY, NOVEMBER 8<sup>TH</sup>, 2011**

### **SENIOR STAFF FOLLOW-UP REPORT AND RECOMMENDATIONS ON THE MAY 2009 BOARD APPROVED MOTIONS OF THE PUPIL ACCOMMODATION REVIEW FOR NIAGARA FALLS ELEMENTARY, ST. CATHARINES ELEMENTARY AND ST. CATHARINES SECONDARY SCHOOLS**

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#### **BACKGROUND INFORMATION**

At the May 26<sup>th</sup>, 2009 meeting of the Niagara Catholic District School Board, the Board approved eleven (11) motions (Appendix A) which provided specific system direction and decisions following open, transparent and accountable Pupil Accommodation Reviews in Niagara Falls and St. Catharines.

The Pupil Accommodation Review process was in full compliance with the Ministry of Education *Pupil Accommodation Review Guidelines*, and the Niagara Catholic District School Board Policy 701.2 – *Closure of Schools / Accommodation Review Policy*.

In the spring of 2011, all Trustees were provided with a Pupil Accommodation Review and Attendance Area Review binder which included the following information;

- Ministry of Education Pupil Accommodation Review Guidelines
- Niagara Catholic Policy 701.2 – Closure of Schools / Accommodation Review Policy
- Niagara Catholic Pupil Accommodation Review Schedule for 2008-2009
- Niagara Catholic Pupil Accommodation Review Guidelines for Public Input
- Pupil Accommodation Reviews for Niagara Falls Elementary, St. Catharines Elementary and St. Catharines Secondary Report
- Student Enrolment, School Utilization, Operating Costs and Projected Enrolment
- Copies of Presentations made by the Public at the Special Board Meetings
- Copies of Correspondence received as of February 10<sup>th</sup>, 2009
- Copies of Correspondence received between February 10<sup>th</sup>, 2009 and March 6<sup>th</sup>, 2009
- Copies of the Board Approved Minutes for the three Special Board Meetings
- Niagara Catholic District School Board Approved Motions – May 26<sup>th</sup>, 2009

Senior Administrative Council has categorized the Board approved motions of May 26<sup>th</sup>, 2009 as Action, Monitor, Establish or Report as noted below including a follow-up statement on the motion(s):

### **Action**

1. **THAT**, St. Joseph Catholic Elementary School be closed by September 2010 with St. Joseph students relocated through the Attendance Area process to St. Mary, St. Patrick and Father Hennepin Catholic Elementary Schools.

***Follow-up** – This motion was actioned with the official closure of St. Joseph Catholic Elementary School in Niagara Falls on June 30<sup>th</sup>, 2010.*

2. **THAT**, no sooner than September 2012 and subject to Ministry of Education funding and approval for a new school in the Warren Woods Estate and for an addition and renovations to Our Lady of Mount Carmel Catholic Elementary School, the closure of St. Thomas More Catholic Elementary School with the students relocated to Our Lady of Mount Carmel Catholic Elementary School.

***Follow-up** – Senior Administrative Council has submitted a business case to the Ministry of Education for funding for an addition and renovations to Our Lady of Mount Carmel Catholic Elementary School. Ministry of Education funding is required in order to consolidate St. Thomas More Catholic Elementary School with Our Lady of Mount Carmel Catholic Elementary School, and is subject to development in Warren Woods warranting the construction of a new Catholic elementary school.*

3. **THAT**, Senior Staff will continue to apply to the Ministry of Education for additional funding and to identify other sources of funding in order to provide facility plant upgrades to St. Francis Catholic Secondary School.

***Follow-up** – Senior Administrative Council continues to dialogue with Ministry of Education officials regarding funding sources for facility upgrades to St. Francis Catholic Secondary School.*

4. **THAT**, Catholic Secondary Schools in St. Catharines will continue to have the opportunity to implement specialized programs providing sufficient student enrolment and Ministry of Education funding and approval.

***Follow-up** – Since 2009, Catholic Secondary Schools in St. Catharines have implemented Specialist High Skills Major programs in Hospitality, Arts and Culture, Transportation, Construction, Non- Profit, Information and Communication, Environment, Health and Wellness, Manufacturing and Business. Additionally, new programs in Animation, Music, Theatre Art, Dance, Hair and Make up, Manufacturing, and Nutrition have been introduced through centrally budgeted Program Start-Up Funding.*

## Monitor

5. **THAT**, over the next five years Senior Staff will monitor student population growth, projections, location and accommodation data in the southern portion of the City of Niagara Falls and if required, apply to the Ministry of Education for capital funding for a new elementary school in the Warren Woods Estate of Niagara Falls.
6. **THAT**, the Board maintains all three Catholic secondary schools in St. Catharines and monitors the accommodation and utilization of all three Catholic secondary school facilities over the next five years.

*Follow-up* – Senior Administrative Council continues to monitor all of the variables required within these two motions.

## Establish

7. **THAT**, a Niagara Falls Elementary and Secondary Ad Hoc Attendance Area Review Committee of the Board be established in September 2009 to review the attendance boundaries for all elementary and secondary schools in Niagara Falls. According to the Board's Attendance Area Policy 301.3, the mandate of the committee will be to recommend to the Board stability within all attendance areas while maximizing facility utilization of all elementary and secondary schools in Niagara Falls.
8. **THAT**, a St. Catharines Elementary and Secondary Ad Hoc Attendance Area Review Committee of the Board be established in September 2009 to review the attendance boundaries for all elementary and secondary schools in St. Catharines. According to the Board's Attendance Area Policy 301.3, the mandate of the committee will be to recommend to the Board stability within all attendance areas while maximizing facility utilization of all elementary and secondary schools in St. Catharines.

*Follow-up* – At the Annual Organizational Meetings of the Board in December 2009 and 2010, the Niagara Catholic District School Board approved the establishment of the Niagara Falls and St. Catharines Ad Hoc Attendance Area Review Committees of the Board.

## Report

9. **THAT**, not later than September 2012, a report be brought to the Board on the closure of St. Nicholas Catholic Elementary School which would occur no sooner than September 2012. The report will include recommendations on student relocation through the Attendance Area process. The Board will pursue all avenues for a joint venture school with community partners and the Ministry of Education to provide confirmed funding and approval for a new downtown elementary school.
10. **THAT**, Senior Staff will continue to monitor the possibility of closing Michael J. Brennan Catholic Elementary School and that Senior Staff will bring a report to the Board no later than September 2012.

11. **THAT**, Our Lady of Fatima Catholic Elementary School not be consolidated at this time subject to the Ad Hoc Attendance Area Review process and recommendations and that Senior Staff continues to monitor enrolment and report back to the Board no later than September 2012.

***Follow-up** – Senior Administrative Council continues to monitor enrolment in St. Catharines and submits to the Committee of the Whole of November 8<sup>th</sup>, 2011, for its consideration recommendations as they relate to the May 26<sup>th</sup>, 2009 Board motions.*

With the closure of St. Joseph Catholic Elementary School in Niagara Falls, Senior Administrative Council continues to action, monitor, establish or implement the remaining ten (10) Board approved motions. In doing so, Senior Staff continually focuses and considers the following key factors in the decision making process;

- the continued delivery of Catholic educational excellence aligned with the Niagara Catholic Vision 2020 Strategic Plan, Annual System Priorities and the Mission, Vision and Values of the Board;
- the continuation of fiscal responsibility;
- the continued decline in enrolment which affects school boards throughout Ontario;
- the potential of a slight upward movement in the overall board enrolment over the next decade in some geographic areas within the Board;
- the multiple variables causing increased surplus space;
- the limited facility renewal and capital funds;
- the shifting demographics from neighbourhood schools;
- the increased potential of multiple combined grades; and
- the importance of addressing long term accommodation needs in all schools in Niagara Catholic.

## **Recommendations**

Through a confluence of events including the uncertainty of the financial climate in Ontario, nationally and internationally which may have an impact on available capital funding for school boards, Senior Administrative Council is presenting the following recommendations to the Board in fulfillment of the May 2009 Board approved motions, whereby the Board directs Senior Administrative Council:

1. to continue to implement the May 2009 motions categorized under Action, Monitor and Establish;
2. to design and implement a plan to reduce surplus space usage in all facilities and report to the Board on the specific strategies utilized;
3. to design and implement a plan to reduce cost associated with surplus space in all facilities and report to the Board on the cost reductions;
4. to continue the review of all potential boundary adjustments to minimize specific enrolment pressures in Niagara Falls and St. Catharines and present options and recommendations to the standing Ad Hoc Attendance Committees of the Board;
5. to continue to research all potential school organizational options for the consideration of the Board; and,
6. to defer the report timelines within the May 2009 Board motions categorized under Report until no later than December 2012 and that within the report to the Board submit recommendations on the implementation of the May 2009 Board motions as required.

Above all, Senior Administrative Council continues to recognize that all options and recommendations affect the lives of our students and their families, as we continue to address the challenges associated with declining enrolment and neighbourhood population shifts.

The Board and affected communities can be assured that Senior Administrative Council, together with Principals, Vice-Principals, school and Board level staff will continue to work in a collaborative, transparent and open process with all Catholic educational partners in fulfilling the results of the Pupil Accommodation Review process and the May 2009 Board Motions.

### RECOMMENDATION

**THAT** the Committee of the Whole recommend to the Niagara Catholic District School Board that the Board directs Senior Administrative Council:

1. to continue to implement the May 2009 motions categorized under Action, Monitor and Establish;
2. to design and implement a plan to reduce surplus space usage in all facilities and report to the Board on the specific strategies utilized;
3. to design and implement a plan to reduce cost associated with surplus space in all facilities and report to the Board on the cost reductions;
4. to continue the review of all potential boundary adjustments to minimize specific enrolment pressures in Niagara Falls and St. Catharines and present options and recommendations to the standing Ad Hoc Attendance Committees of the Board;
5. to continue to research all potential school organizational options for the consideration of the Board; and,
6. to defer the report timelines within the May 2009 Board motions categorized under Report until no later than December 2012 and that within the report to the Board submit recommendations on the implementation of the May 2009 Board motions as required.

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PREPARED BY: Senior Administrative Council  
PRESENTED BY: John Crocco, Director of Education  
RECOMMENDED BY: John Crocco, Director of Education  
DATE: November 8<sup>th</sup>, 2011

#### **Attachment**

*Appendix A – Excerpt from the Approved Minutes of the Board Meeting of the Niagara Catholic District School Board – Tuesday, May 26<sup>th</sup>, 2009*

## APPENDIX A

# EXCERPT FROM THE APPROVED MINUTES OF THE BOARD MEETING OF THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD TUESDAY, MAY 26, 2009

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Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, May 26, 2009, at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

### C. COMMITTEE AND STAFF REPORTS

#### 6. Pupil Accommodation Review - Senior Staff Follow-up Report and Recommendations

Director Crocco presented the Pupil Accommodation Review - Senior Staff Follow-up Report and Recommendations.

Moved by Trustee Nieuwesteeg

Seconded by Trustee Dekker

**THAT** the Niagara Catholic District School Board in accordance with the Board approved Niagara Catholic Pupil Accommodation Review Schedule for 2008-2009 the *Senior Staff Follow-Up Report and Recommendations on Pupil Accommodation Review for Niagara Falls Elementary, St. Catharines Elementary and St. Catharines Secondary*, be received.

**THAT** following recommendations by Senior Staff as provided in the *Senior Staff Follow-Up Report and Recommendations on Pupil Accommodation Review for Niagara Falls Elementary, St. Catharines Elementary and St. Catharines Secondary* be received and considered for approval at the May 26<sup>th</sup>, 2009 Board Meeting;

**CARRIED**

Moved by Trustee Nieuwesteeg

Seconded by Trustee Dekker

**THAT**, St. Joseph Catholic Elementary School be closed by September 2010 with St. Joseph students relocated through the Attendance Area process to St. Mary, St. Patrick and Father Hennepin Catholic Elementary Schools.

**CARRIED**

Moved by Trustee Fera

Seconded by Trustee Charbonneau

**THAT**, no sooner than September 2012 and subject to Ministry of Education funding and approval for a new school in the Warren Woods Estate and for an addition and renovations to Our Lady of Mount Carmel Catholic Elementary School, the closure of St. Thomas More Catholic Elementary School with the students relocated to Our Lady of Mount Carmel Catholic Elementary School.

**CARRIED**

Moved by Trustee Scalzi

Seconded by Trustee Fera

**THAT**, over the next five years Senior Staff will monitor student population growth, projections, location and accommodation data in the southern portion of the City of Niagara Falls and if required, apply to the Ministry of Education for capital funding for a new elementary school in the Warren Woods Estate of Niagara Falls.

**CARRIED**

Moved by Trustee Fera  
Seconded by Trustee Dekker

**THAT**, a Niagara Falls Elementary and Secondary Ad Hoc Attendance Area Review Committee of the Board be established in September 2009 to review the attendance boundaries for all elementary and secondary schools in Niagara Falls. According to the Board's Attendance Area Policy 301.3, the mandate of the committee will be to recommend to the Board stability within all attendance areas while maximizing facility utilization of all elementary and secondary schools in Niagara Falls.

**CARRIED**

Moved by Trustee Crole  
Seconded by Trustee Charbonneau

**THAT**, Senior Staff will continue to monitor the possibility of closing Michael J. Brennan Catholic Elementary School and that Senior Staff will bring a report to the Board no later than September 2012.

**CARRIED**

Moved by Trustee Dekker  
Seconded by Trustee Crole

**THAT**, Our Lady of Fatima Catholic Elementary School not be consolidated at this time subject to the Ad Hoc Attendance Area Review process and recommendations and that Senior Staff continues to monitor enrolment and report back to the Board no later than September 2012.

**CARRIED**

Trustees discussed the wording of motion regarding the proposed closure of St. Nicholas Catholic Elementary School. Trustee Burtnik handed over the role of the Chair in order to make an amendment to the motion. Trustees discussed the amendment to the motion and proposed friendly amendments in order to reflect the wishes of the Board.

Moved by Trustee Dekker  
Seconded by Trustee Scalzi

**THAT**, no sooner than September 2012, the closure of St. Nicholas Catholic Elementary School with students relocated through the Attendance Area process to Mother Teresa, St. Alfred, St. Anthony, St. Christopher and St. Denis Catholic Elementary Schools unless an approved joint venture is confirmed between the Niagara Catholic District School Board and a coterminous District School Board, with community partners to provide appropriate property in the downtown core, and the Ministry of Education to provide confirmed funding and approval for a new downtown elementary school.

**NOT VOTED ON**

**AMENDED MOTION**

Moved by Trustee Burtnik  
Seconded by Trustee Scalzi

**THAT**, not later than September 2012, a report be brought to the Board on the closure of St. Nicholas Catholic Elementary School which would occur no sooner than September 2012, The report will include recommendations on student relocation through the Attendance Area process. The Board will pursue all avenues for a joint venture school with community partners and the Ministry of Education to provide confirmed funding and approval for a new downtown elementary school.

**CARRIED**

Moved by Trustee Charbonneau  
Seconded by Trustee Nieuwesteeg

**THAT**, a St. Catharines Elementary and Secondary Ad Hoc Attendance Area Review Committee of the Board be established in September 2009 to review the attendance boundaries for all elementary and secondary schools in St. Catharines. According to the Board's Attendance Area Policy 301.3, the mandate of the committee will be to recommend to the Board stability within all attendance areas while maximizing facility utilization of all elementary and secondary schools in St. Catharines.

**CARRIED**

Moved by Trustee Crole  
Seconded by Trustee Belcastro

**THAT**, the Board maintains all three Catholic secondary schools in St. Catharines and monitors the accommodation and utilization of all three Catholic secondary school facilities over the next five years.

**CARRIED**

Moved by Trustee Crole  
Seconded by Trustee Charbonneau

**THAT**, Senior Staff will continue to apply to the Ministry of Education for additional funding and to identify other sources of funding in order to provide facility plant upgrades to St. Francis Catholic Secondary School.

**CARRIED**

Moved by Trustee Belcastro  
Seconded by Trustee Scalzi

**THAT**, Catholic Secondary Schools in St. Catharines will continue to have the opportunity to implement specialized programs providing sufficient student enrolment and Ministry of Education funding and approval.


**CARRIED**

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Minutes of the Meeting of the Niagara Catholic District School Board held on **May 26, 2009**.

Approved on the **16<sup>th</sup>** day of **June 2009**.

  
\_\_\_\_\_  
Kathy Burtnik  
Chairperson of the Board

  
\_\_\_\_\_  
John Crocco  
Director of Education/Secretary -Treasurer



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: MENTAL HEALTH FIRST AID TRAINING**

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The report on the  
Mental Health First Aid Training  
is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Ken Lococo, Behaviour Resource Teacher

Presented by: Yolanda Baldasaro, Superintendent of Education  
Ken Lococo, Behaviour Resource Teacher

Approved by: John Crocco, Director of Education

Date: November 8, 2011



## REPORT TO THE COMMITTEE OF THE WHOLE MEETING NOVEMBER 8, 2011

### MENTAL HEALTH FIRST AID TRAINING

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#### BACKGROUND INFORMATION

Increasing mental health support for children and youth has been recognized as a key challenge that must be addressed. As outlined in *Open Minds, Healthy Minds, Ontario's Comprehensive Mental Health and Addictions Strategy*, a focus of this strategy is in the area of prevention, early identification and intervention in order to increase the capacity of those who come in contact with children and youth in a more timely fashion.

*The Mental Health First Aid (MHFA) for Adults Who Interact with Youth* certification course focuses on mental health problems and first aid for youth ages 12 to 24. The training course is developed to help people provide initial support to someone who may be developing a mental health problem or experiencing a mental health crisis. The philosophy behind MHFA is that mental health crises, such as suicidal and self-harming actions, may be avoided through early intervention.

MHFA is one tool that helps to support the provincial strategy and our own Niagara Catholic System Priorities, 2011-2012, Enabling Strategy: To design a Niagara Catholic Mental Health Support Plan to address the need for increased supports for mental health by June 2012.

Funded by a grant proposal through the Niagara Student Support Leadership Initiative (SSLI), Ken Lococo, Behaviour Resource Teacher, participated in a five day MHFA trainer certification course during the last week of August, 2011. As an in-house certified trainer, Ken will provide the first round of training to identified staff during this school year as outlined in the chart provided (Appendix A). The MHFA certification program requires participants to engage in a two day training cycle.

The report on Mental Health First Aid Training is presented for information.

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PREPARED BY: Yolanda Baldasaro, Superintendent of Education  
Ken Lococo, Behaviour Resource Teacher

PRESENTED BY: Yolanda Baldasaro, Superintendent of Education  
Ken Lococo, Behaviour Resource Teacher

APPROVED BY: John Crocco, Director of Education

DATE: November 8, 2011

## APPENDIX A

### MENTAL HEALTH FIRST AID FOR ADULTS WHO INTERACT WITH YOUTH CERTIFICATION

<i>Date</i>	<i>Time</i>	<i>Location</i>	<i>Attendees</i>
<i>Friday, November 18 , 2011</i> <i>Thursday, November 24, 2011</i>	<i>8:30 a.m. – 3:30 p.m.</i>	<i>CEC – Father Kenneth Burns Board Room</i>	<i>Elementary Child and Youth Workers</i>
<i>Thursday, February 16 , 2012</i> <i>Thursday, February 23, 2012</i>	<i>8:30 a.m. – 3:30 p.m.</i>	<i>CEC – Father Kenneth Burns Board Room</i>	<i>Secondary Child and Youth Workers</i>  <i>Secondary Student Success Teachers</i>  <i>Stay in School Coordinator</i>
<i>Friday March 23, 2012</i> <i>Friday March 30, 2012</i>	<i>8:30 a.m. – 3:30 p.m.</i>	<i>CEC – Father Kenneth Burns Board Room</i>	<i>Elementary and Secondary Chaplaincy Leaders</i>  <i>Religion and Family Life Consultant</i>  <i>Behaviour Resource Teachers</i>  <i>ABA Supervisors</i>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: THE DYNAMICS OF A COMPLETE MATHEMATICS  
PROGRAM AT NIAGARA CATHOLIC**

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The Dynamics of a Complete Mathematics Program at Niagara Catholic  
Report is presented for information.

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Prepared by: Mark Lefebvre, Superintendent of Education  
Michele Staples, Mathematics Consultant

Presented by: Mark Lefebvre, Superintendent of Education  
Michele Staples, Mathematics Consultant

Approved by: John Crocco, Director of Education

Date: November 8, 2011



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING NOVEMBER 8, 2011

### THE DYNAMICS OF A COMPLETE MATHEMATICS PROGRAM AT NIAGARA CATHOLIC

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#### BACKGROUND INFORMATION

Advancing student achievement for all is a vital component of the Niagara Catholic District School Board Strategic Direction. The Program Department would like to present a “look” into what this means for mathematics instruction in our classrooms.

The presentation to the Committee of the Whole will focus on:

- mathematics curriculum expectations inter-woven with mathematics process expectations
- the important balance of procedural and conceptual knowledge
- the necessity for problem solving opportunities for our students
- a look at Niagara Catholic District School Board students at work! (video)
- the role of CIL-M as professional learning and support for teachers
- the power of 3-part lessons for teaching through problem solving

#### **Three-Part Lesson Framework**

Source: Capacity Building Series, the Literacy and Numeracy Secretariat

**Before: Getting Started:** The purpose of this preliminary part of the lesson is to get the students to be cognitively prepared for the lesson problem by having them think about ideas and strategies they have learned and used before. The teacher organizes a revisit to a concept, procedure or strategy related to the lesson’s learning goal. The revisit might be a class discussion of the previous lesson problem, students demonstrating methods or strategies that were developed to solve previous problems, or students solving a smaller problem that evokes prior knowledge, skill and strategies.

**During: Working on It:** For this part of the lesson, the students are actively solving the problem. They work in small groups, in pairs, or individually to solve a problem and record the mathematical thinking they used to develop solutions. Students develop independence and confidence by choosing the methods, strategies and concrete materials they will use, as well as ways to record their solutions. When students are given sufficient time to solve a problem, they learn to develop perseverance and come to expect that solutions will not be immediately apparent and that it takes time to solve a math problem.

While the students are making a plan and carrying it out to solve the lesson problem, the teacher circulates, making observations about the ways students are interacting and taking note of the mathematical models of representation, methods, strategies and mathematical language the students use to develop their solutions. If students are stuck, the teacher might pose questions to provoke further thinking or have other students explain their plan for solving the problem.

**After: Consolidation and Practice:** In this phase, the teacher strategically co-ordinates student sharing of solutions to the lesson problem, using a mathematical instructional strategy like bansho or math congress or a gallery walk. By using such a strategy, the teacher can facilitate a whole-class discussion whereby students explain the mathematics in their solutions, methods, and strategies and discern whether classmates used the same or different strategies.

Through such co-ordinated sharing and discussion, students can hear and analyze their classmates' mathematical thinking. Also, the students learn to discern similarities and differences in the mathematics, methods and strategies inherent in other students' solutions. Such discernments provoke students to make connections between their own mathematical ideas and the ideas of others and to understand the mathematics within and across math strands.

Further, through such rich mathematics classroom discourse, students develop and consolidate their understanding of the learning goal of the lesson in terms of making connections to prior knowledge and experiences and making generalizations.

New methods and strategies derived from student solutions are posted on the class's strategy walls or used to develop a class mathematics anchor chart. What the teacher learns from students about their understanding is directly related to the types of questions asked. What the teacher learns from this discussion will guide the direction of future lessons or activities.

As noted in the introduction, this report to the Committee of the Whole will focus on an overview of curriculum expectations, procedural and conceptual knowledge, problem solving, a three part lesson and professional development for staff.

The report on The Dynamics of a Complete Mathematics Program  
at Niagara Catholic is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education  
Michele Staples, Mathematics Consultant

Presented by: Mark Lefebvre, Superintendent of Education  
Michele Staples, Mathematics Consultant

Approved by: John Crocco, Director of Education

Date: November 8, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: SCHOOL CLIMATE SURVEYS**

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The report on the  
School Climate Surveys  
is presented for information.

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources  
Approved by: John Crocco, Director of Education  
Date: November 8, 2011



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING NOVEMBER 8, 2011

### SCHOOL CLIMATE SURVEYS

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#### Keeping Our Kids Safe At School (Bill 157)

*Keeping Our Kids Safe at School* (Bill 157 which became law on February 1, 2010), together with Regulation 472/02 and additions to PPM's 144 and 145, includes a number of new expectations for Principals. These expectations include;

#### Reporting Requirements

- Reporting requirements must be clearly communicated to staff
  - behaviours that require a written report to the principal
  - who must report
  - when report may be delayed
- Principals to disclose information to parents of victims
  - what is disclosed
  - what is not disclosed
  - the exceptions to disclosure to parents

#### Responding Requirements

- Responding requirements must be clearly communicated to board employees, particularly those who work directly with students
  - behaviours that require response
  - who must respond
  - what response looks like
  - when not to respond

#### Delegation of Authority Regarding Student Discipline

- ***Vice-Principals***
  - 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.
- ***Teachers***
  - 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 Supervisory Officer for direction. The Principal or Vice-Principal will follow-up with the parent as soon as possible.

### Supporting Students

- PPM 144 requirements that school-level plans include:
  - awareness raising strategies;
  - Support strategies including plans to protect victims.

**Note:** *Serious student incidents are incidents that must be considered for suspension (s. 306.(1) or expulsion s. 310.(1))*

### Progressive Discipline

- The progressive discipline plan should be clear that principals are expected to apply the *Code* in making disciplinary decisions. This would include considering disability-related behaviour and racial harassment leading to a student's behaviours as mitigating factors, and taking into account the cumulative impact of suspensions, and exclusions on a student's access to education.

### School Improvement Plans

- Through the Safe School action Team, schools are to address gender-based violence, homophobia, sexual harassment and inappropriate sexual behaviour in their school improvement plans.

### Monitoring and Review: School Climate Survey

- Schools to evaluate the effectiveness of their safe schools policies and programs through the use of anonymous school climate surveys which are to be undertaken a minimum of every two years. (*Appendix A*)
- Schools required sharing climate survey results with their Safe Schools Teams.
- School Climate Surveys is to find out about:
  - Equity and Inclusive education
  - Bullying/harassment, including discrimination, sexual harassment, and homophobia among students in the school.
- The information will be reviewed by school and board administration to help promote an environment of respect, safety and belonging for all students.
- The School Climate Survey will be shared with the Safe School Team, staff and the Catholic School Council.
- The Survey will be utilized to help build strategies into the school improvement plans.
- There will be Elementary and Secondary Surveys.
  - Junior Grades 4-6
  - Intermediate/Senior Grades 7-12
  - School Staff
  - Parents and/or Guardians
- Surveys are anonymous and confidential to the school Principal and to be used by the Safe School Action Team.
- Letters will be issued to parents (*Appendix B*)
- The School Climate Survey will be conducted between the dates of November 14<sup>th</sup> – December 16<sup>th</sup>, 2011

As the Board is aware, in the spring of 2011, six (6) Niagara Catholic schools piloted a draft School Climate Survey to test the survey tool and the implementation with the various elementary and secondary staff and students.

The results of the Pilot Survey were provided to the school Principals and the Ministry of Education survey tool questions were reviewed by the Board Safe School Committee and Senior Administrative Council for any modifications prior to the launch of the Board-Wide School Climate Survey on November 14, 2011 which will occur during Bullying Prevention Week across Canada.

The results of each School Climate Survey will be analyzed by elementary and secondary school administrators and their Safe School Action teams to, if required, build strategies into School Improvement Plans to improve the school climate regarding issues identified through the anonymous responses by students.

While legislation only requires school boards to survey students, Senior Administrative Council of Niagara Catholic has decided to also invite staff and parents to complete the confidential and anonymous survey.

With the confidential results specific to a school community, Principals will discuss the overall results and trends of the School Climate Survey as part of School Improvement Plan visits by their Family of Schools Superintendent of Education or the Director of Education as referenced in the Niagara Catholic Bullying Prevention and Intervention Policy (# 302.6.8)

Overall trends will be reviewed by both the School and Board Safe Schools Committees and Senior Administrative Council to ensure that strategies are in place to continue Niagara Catholic's compliance with all requirements as outlined the Keeping our Schools Safe at School Act (Bill 157).

#### **Attachments**

*Appendix A: Parent Letter*

*Appendix B1: School Climate Survey Grades 4-6*

*Appendix B2: School Climate Survey Grades 7-12*

This School Climate Survey Report is provided for information.

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Approved by: John Crocco, Director of Education

Date: November 8, 2011

# APPENDIX A



November 2011

In compliance with **Bill 157: *Keeping Kids Safe at School Act***, the Niagara Catholic District School Board is conducting School Climate Surveys in all Secondary and Elementary Catholic Schools.

The School Climate Surveys will be completed by 4 groups:

- Grades 4 to 6 students
- Grades 7 to 12 students
- Staff
- Parent(s)/Guardian(s)

These School Climate Surveys are based on Ministry of Education Surveys and will be completed electronically by all stakeholders prior to December 16<sup>th</sup>, 2011. The schools will communicate the specific survey completion time periods with their school communities and how to access these surveys.

Individual survey links will be available under each school's website accessible by clicking on the **Schools** link at the Board's website: [www.niagaracatholic.ca](http://www.niagaracatholic.ca).

Please note that all School Climate Surveys are anonymous, confidential and only aggregate data will be used by the school's Safe School Action Team to address survey results as part of School Improvement Planning. All students from grade 4 on will be involved in the School Climate Survey. Families requiring internet access may contact their school Principal to make arrangements to complete surveys at the school. If you as a parent do not wish your child to participate, please indicate so below and return this entire letter to your School Principal.

Your continued support in fostering safe learning environments for our students is appreciated.

Frank Iannantuono  
Superintendent of Education

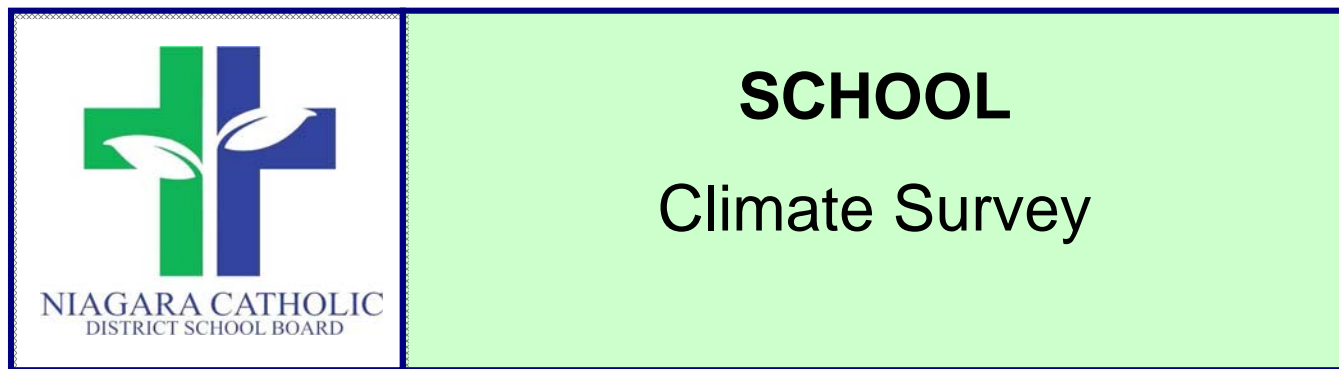
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I do not wish for my child \_\_\_\_\_ to participate in the School Climate Survey

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



**A Survey for Parents and Guardians About:**

- **Equity and Inclusive Education**
- **Bullying/Harassment**

**Welcome**

Thank you for agreeing to complete this survey.

The purpose of this school climate survey is to find out about two closely related issues – (1) equity and inclusive education, and (2) bullying/harassment, including discrimination, sexual harassment, and homophobia, among students at your child’s (or children’s) school. This information will be used by the principal and teachers to help them promote an environment of respect, safety, and belonging for all students.

Schools need to be safe and welcoming places so that students can feel comfortable enough to learn.

Your answers are confidential, voluntary and anonymous. We are interested in what you and other parents or guardians have to say.

## About the Survey

The survey consists of two sections that deal with related topics. The first section focuses on equity and inclusive education, and the second focuses specifically on bullying/harassment.

Equity and inclusive education are fundamental requirements for all schools in Ontario. An inclusive education system is one in which:

- all students, parents, school staff, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

In an equitable and inclusive school climate, all members of the school community feel safe, comfortable, and accepted.

Staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society. An equitable, inclusive education system encourages and enables all students to learn and to fulfil their potential.

When students exhibit discriminatory behaviours – which include bullying and harassment – towards other students, they are often reacting to perceived differences (stereotypes), and do not realize that diversity is one of a school's greatest assets. Bullying and harassment are hurtful, and therefore unacceptable, behaviours that are never tolerated in a climate of respect and acceptance.

In the first section of this survey, you will be asked questions about how your child feels at school, whether your child feels welcome and comfortable participating in school events and on school teams and clubs, and whether your child is learning about the experiences of various groups in society. In the second section, you will read about various types of bullying/harassment, and you will be asked questions about incidents of bullying/harassment that may have occurred in your child's school and about circumstances connected with such incidents.

**Remember: Your answers to this survey will help make schools more welcoming and safer for all students.**



## Section 1: A Few Questions About You and Your Child

1. **What grade is your child in?** Circle one: 4 5 6 7 8 9 10 11 12  
 (Note: If you have more than one child in the school system, please feel free to complete and submit a separate survey for each child.)
2. **What is your child's gender?**  Male  Female
3. **What is your first language**  
 (the first one you learned to speak)? \_\_\_\_\_
4. **Where you born in Canada?**  Yes  No If no, a) how many years have you lived in Canada? \_\_\_\_\_  
 b) What is your country of Birth? \_\_\_\_\_

## Section 2: Equity and Inclusive Education

**Check one answer for each of the following questions:**

	Always	Often	Sometimes	Never	Don't know
5. Does your child feel safe and welcome at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does your child feel safe on the way to and from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your child feel safe in your neighbourhood or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How does your child feel about his/her school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) My child enjoys being at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My child's school is a friendly and welcoming place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My child's school building is an inviting place to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My child feels accepted by students in his/her school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My child feels accepted by adults in his/her school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**9. Does your child ever feel unwelcome or uncomfortable at his/her school because of any of the following?**

(Please check the items that apply.)

- My child feels welcome at school
- His/her gender
- His/her ethno-cultural or racial background
- His/her Aboriginal background (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family's level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) \_\_\_\_\_

**10. Are there school activities, teams, or clubs that your child is part of or would like to take part in but feels that he or she is not welcome or does not belong?**

Yes  No  Not Sure (If you answered no or not sure, skip to question 11).

**If your child feels that he or she is not welcome or does not belong, do you think it is because of any of the following?** (Please check the items that apply.)

- His/her gender
- His/her ethno-cultural or racial background
- His/her Aboriginal background  
(First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her appearance
- His/her religion or faith
- The family's level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) \_\_\_\_\_



11. In your child's school, how often has he or she learned about the experiences and/or achievements of:	Often	Some times	Never	Not sure
a) women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Aboriginal peoples (First Nation, Métis, Inuit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) diverse ethno-cultural or racial communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) diverse religious/faith communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) gay, lesbian, and bisexual people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) people who identify as transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. In your child's school, members of diverse communities appear in:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
a) pictures or posters in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) displays of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) materials used in class (e.g., <i>books, videos</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) discussions and presentations about topics studied in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) school publications (e.g., <i>yearbooks, newspapers</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) special events and celebrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. Do you feel that there are barriers that stand in the way of your child's learning at school?**

Always   Often   Sometimes   Never   Not sure

**If you answered always, often, or sometimes, do you think that these barriers exist because of any of the following?**

(Please check the items that apply.)

- Your child's gender
- His/her ethno-cultural or racial background
- His/her Aboriginal background (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family's level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) \_\_\_\_\_





**14. Do you feel that school rules have been applied to your child in a fair way:**

- Always    Often    Sometimes    Never    Not sure

**If the school rules have *not* been applied to your child fairly, do you think it is because of any of the following?** (Please check the items that apply.)

- His/her gender
- His/her ethno-cultural or racial background
- His/her Aboriginal background (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family's level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) \_\_\_\_\_

**15. Do you feel that your child is treated by the adults in the school:**

- the same way as everyone else?
- better than others?
- worse than others?

**If you feel that your child is treated better or worse than others, do you think it is because of any of the following?** (Please check the items that apply.)

- His/her gender
  - His/her ethno-cultural or racial background
  - His/her Aboriginal background
  - (First Nation, Métis, Inuit)
  - His/her language background (first language)
  - His/her grades or marks
  - His/her appearance
  - His/her religion or faith
  - The family's level of income
  - A disability that he or she has
  - His/her sexual orientation
  - Other reason(s) \_\_\_\_\_
- 



<b>16. School Equity and Inclusive Education</b>	<b>Yes</b>	<b>No</b>	<b>I don't know</b>
a) Does your child's school have a policy or procedure for reporting discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) If you answered yes, do you feel that the policy or procedure effectively addresses students' concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Do you feel that your child's school responds quickly to reports of discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. Has your child ever requested a recognized official religious accommodation (e.g., time away from school to observe a religious holiday; permission to observe a religious practice during school hours; permission to wear an item of clothing connected with a religious belief)?**

Yes  No

**If you answered yes, was the request for a religious accommodation met?**

Yes  No

**If the request was denied, what reason was your child given?** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Section 3: Bullying/Harassment

Actions meant to hurt someone's feelings or devalue them are bullying/harassing behaviours. Bullying is a form of harassment. Throughout this section, we will be using "bullying/harassment" to refer to behaviours such as saying hurtful things to someone about their appearance or ability, posting disrespectful comments about someone online, hurting someone by physical actions, or treating someone badly or making a point of excluding them because of who they are. Such behaviours are often directed repeatedly against the same person or group, and they can happen on or off school grounds.

Bullying/harassment is not accidental. Although some students may feel pressured by their peers to bully or harass someone, they are still participating in behaviour that is meant to hurt or upset another person or group of people.

Different forms and types of bullying/harassment are described on the following pages. The information provided will help you answer the questions in this section.



Verbal	Physical
Name-calling/Put downs	Hitting
Insults	Kicking
Racist Comments	Spitting
Harassment	Pushing
Sexist Comments	Inappropriate Gestures
Teasing/Taunting	Tripping
Threatening /Extortion	Stealing
Social/Emotional	Technological
Relational Bullying	Cyberbullying
Manipulating Friendships	Internet Misuse
Gossip	Text messages
Exclusion	Digital Photos
Intimidation	Chatlines
Written Notes	Websites
Making false statements	Telephone (3 way calling)

#### **Racial/Ethno-cultural**

treating others badly because of their culture, racial or ethnic background, or the colour of their skin  
saying negative things about someone’s race, culture, ethnic background, or skin colour  
calling someone by a racially or ethnically disrespectful term  
telling racist jokes

#### **Sexual**

inappropriate physical contact that make them feel uncomfortable  
spreading sexual rumours about someone  
making sexual comments or jokes about someone’s body  
directing unwanted sexual attention or advances towards someone

#### **Gender role-based**

treating someone badly because of their gender identity  
making hurtful comments or making jokes about someone based on gender stereotypes, such as telling a girl she cannot play a sport because she is a girl or calling a boy a “sissy” because he has a hobby you think only girls should have

#### **Homophobic**

calling someone “gay” or “lesbian”, or something similar, in a way meant to upset them  
making crude comments or spreading rumours about someone’s actual or perceived sexual identity  
disrespecting someone who is attracted to members of the same sex or of both sexes  
disrespecting someone for their choice of activities, hobbies, or clothing  
making fun of someone whose parents are lesbian or gay

#### **Religion-based**

treating someone badly because of their religion  
saying negative things about someone’s religion  
making jokes about someone’s religion



**Disability-based**

- | treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think they *may* have making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have
- | making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

**Income-based**

- | treating someone badly because of the type of housing or the neighbourhood they live in
- | spreading rumours about someone based on stereotypes about being “poor”
- | making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

**When you answer questions 18 to 22, think about THE PAST FOUR WEEKS.** (Check one answer for each question.)

<b>*18. During the past four (4) weeks, has your child been bullied/harassed by other students in any of the following ways ...</b>	<b>Not once in four weeks</b>	<b>Once or twice in four weeks</b>	<b>Every week</b>	<b>Many times a week</b>	<b>Don't know</b>
a) Physically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*19. During the past four (4) weeks, has your child experienced any of the following types of bullying/harassment ...</b>					
a) Racial/ethno-cultural?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20. During the past four (4) weeks, has your child stayed away from school to avoid being bullied/harassed?</b>					



**\*21. During the past four (4) weeks, has your child, on his/her own or as part of a group, bullied/harassed other students in any of the following ways ...**

- |                    |                          |                          |                          |                          |                          |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Physically?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Verbally?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Socially?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Electronically? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*\*For examples of forms and types of bullying/harassment, refer to the examples given on pp.9 and 10 of this survey.*

**\*22. During the past four (4) weeks, has your child, on his/her own or as part of a group, subjected other students to any of the following types of bullying/harassment ...**

- |                           | <b>Not once in four weeks</b> | <b>Once or twice in four weeks</b> | <b>Every week</b>        | <b>Many times a week</b> | <b>Don't know</b>        |
|---------------------------|-------------------------------|------------------------------------|--------------------------|--------------------------|--------------------------|
| a) Racial/ethno-cultural? | <input type="checkbox"/>      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Sexual?                | <input type="checkbox"/>      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Gender-based?          | <input type="checkbox"/>      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Homophobic?            | <input type="checkbox"/>      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Religion-based?        | <input type="checkbox"/>      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Disability-based?      | <input type="checkbox"/>      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Income-based?          | <input type="checkbox"/>      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**The next questions ask about where, when, and how often bullying/harassment occurs in and near your child's school and about how people respond to this kind of behaviour.**

**23. During the past four (4) weeks, if bullying/harassment occur, where and how often does it occur? If a location is not applicable to your child's school, do not respond.**

- |                                 | <b>Never</b>             | <b>Sometimes</b>         | <b>Often</b>             | <b>Always</b>            | <b>Don't Know</b>        |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Classrooms                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Hallways                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) School entrances and exits   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Library                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Computer rooms               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Gym                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Change rooms or locker rooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Washrooms                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i) School bus   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Playground   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) On the way to and from school  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Lunchroom or eating area/<br>cafeteria                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Parking lot  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n) Areas off school property  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o) On school field trips or during<br>school extracurricular activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p) Electronically   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q) Other (please specify) _____   |                          |                          |                          |                          |                          |

- | <b>24. During the past four (4) weeks, to your knowledge, has your child stayed away from certain classrooms or areas of the school to avoid being bullied/ harassed?</b> | <b>Never</b>             | <b>Sometimes</b>         | <b>Often</b>             | <b>Always</b>            | <b>Don't Know</b>        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Classrooms   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Hallways   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) School entrances and exits   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Library  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Computer rooms   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Gym  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Change rooms or locker rooms   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Washrooms  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) School bus   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Playground   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) On the way to and from school  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Lunchroom or eating area/<br>cafeteria   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Parking lot  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n) Areas off school property  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o) On school field trips or during<br>school extracurricular activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p) Electronically   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q) Other (please specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



<b>25. During the past four (4) weeks, if your child been at risk of being bullied/harassed, when has this occurred?</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Don't know</b>
a) Before school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) During classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Between classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) During break periods (spares, lunch, recess)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) After school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) On weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) On school field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) During extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>26. How often do you think adults at your child's school (e.g., teachers, principal, vice-principal[s], support staff ) ...</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't know</b>
a) notice bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) try to stop bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ignore bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) talk openly about bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) make excuses for those who bully/harass?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) support or defend those who are bullied/harassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) discipline those who bully/harass?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) discipline those who are bullied/harassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) listen to both sides of the story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>27. How often do adults at your child's school contact you if your child ...</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Not Applicable</b>
a) bullies/harasses another child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) is a victim of bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- |   |   |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 28. How often do you think rules related to conduct and behaviour are enforced at your child's school?  | Always  | Often                    | Sometimes                | Never                    | Don't know               |
|   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Do you think the rules related to conduct and behaviour are enforced fairly?  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. If a student talks to an adult at school about bullying/harassment, how often do you think something is done about it?                                  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | Always  | Often                    | Sometimes                | Never                    | Not Applicable           |
| 31. How often do you report or tell someone about bullying/harassment at your child's school? (If you answered Never or Not Applicable, go to question 33.) | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. If you have reported or told someone about bullying/harassment, who did you tell? (check all that apply)  |   |                          |                          |                          |                          |
|   | <input type="checkbox"/> Teacher <input type="checkbox"/> Vice-Principal <input type="checkbox"/> Principal <input type="checkbox"/> Counsellor   |                          |                          |                          |                          |
|   | <input type="checkbox"/> Other (please state) _____   |                          |                          |                          |                          |
| 33. Are you aware of how to report bullying/harassment to school staff?   |   |                          |                          |                          |                          |
|   | <input type="checkbox"/> Yes <input type="checkbox"/> No  |                          |                          |                          |                          |
| 34. How often does your child's school invite parents to participate in programs that prevent bullying/harassment?  | Always  | Often                    | Sometimes                | Never                    | Don't know               |
|   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. How often does your child's school communicate information about its bullying/harassment prevention programs and policies?                              | Always  | Often                    | Sometimes                | Never                    | Don't know               |
|   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. How satisfied are you with the steps your school has taken to prevent bullying/harassment among students?   |   |                          |                          |                          |                          |
|   | <input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Very unsatisfied <input type="checkbox"/> Not Sure |                          |                          |                          |                          |





**37. What are things that you think your child's school could do to help prevent bullying/harassment?**  
(Check any that you agree with.)

- Provide students with information about bullying/harassment
- Provide students with information about how to report bullying/harassment
- Hold parent/guardian information meetings
- Provide training to teachers/staff on how to prevent and address bullying/harassment
- Have group or class discussions
- Invite a guest speaker
- Show films on the topic
- Have students/teachers read books on the topic
- Run programs
- Do a school/class project
- Hold an assembly
- Involve students in preventing bullying/harassment
- Develop skits on bullying/harassment topics
- Other (please explain) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Is there anything else that you want to tell us about safety at your child's school?**

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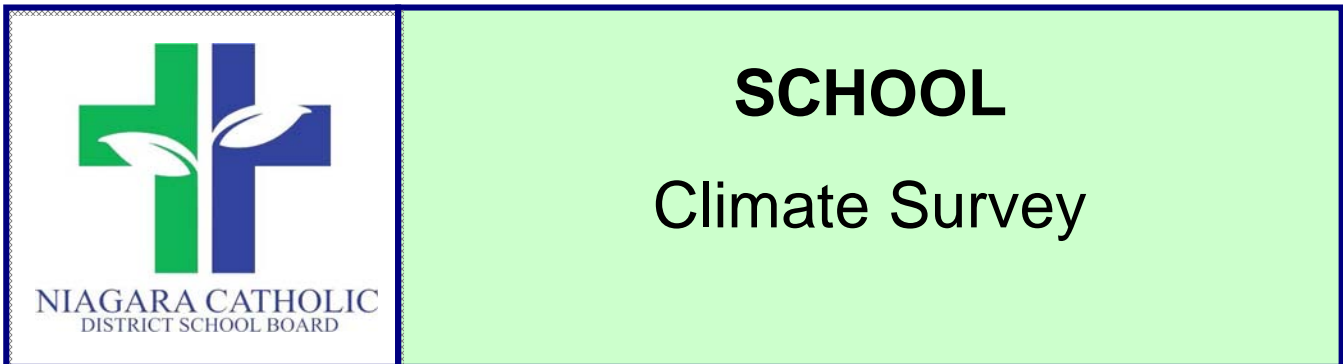
If your child is having difficulty with other students at school,  
please know that we are here to help.

You can talk to a counsellor, a teacher, a vice-principal,  
the principal, or school support staff.

We want to help.

**THANK YOU  
FOR COMPLETING  
THIS SURVEY.**





**A Survey for Students in Grades 7 to 12 About:**

- **Equity and Inclusive Education**
- **Bullying/Harassment**

**Welcome**

Thank you for agreeing to complete this survey.

The purpose of this school climate survey is to find out about equity and inclusive education, and about bullying and harassment, at your school. This information will be used by your principal and teachers to help make your school a safe place in which everyone is respected and feels that they belong.

Schools need to be safe and welcoming places so that students can feel comfortable enough to learn.

Your answers are confidential, voluntary and anonymous. We are interested in what you and other students have to say.

## About the Survey

The survey consists of two sections that deal with related topics. The first section focuses on equity and inclusive education, and the second focuses specifically on bullying/harassment.

Equity and inclusive education are fundamental requirements for all schools in Ontario. An inclusive education system is one in which:

- all students, parents, school staff, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

In an equitable and inclusive school climate, all members of the school community feel safe, comfortable, and accepted. Staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.

When students exhibit discriminatory behaviours – which include bullying and harassment – towards other students, they are often reacting to perceived differences (stereotypes), and do not realize that diversity is one of a school's greatest assets. Bullying and harassment are hurtful, and therefore unacceptable, behaviours that are never tolerated in a climate of respect and acceptance.

In the first section of this survey, you will be asked questions about how you feel about your school, whether you feel welcome and comfortable participating in school events and on school teams and clubs, and whether you are learning about the experiences of various groups in society. In the second section, you will read about various types of bullying/ harassment, and you will be asked questions about incidents of bullying/harassment that may have occurred in your school and about circumstances connected with such incidents.

**Remember:** Your answers to this survey will help make schools more welcoming and safer for all students.

## Section 1: A Few Questions About You

We do not want you to put your name on this survey, but we do want to know something about the students who complete this survey. So, please answer the following questions:

1. **What grade are you in?** Check one:  7  8  9  10  11  12  
How old are you? \_\_\_\_\_ years old
2. **Are you a boy or girl?** Check one:  Male  Female
3. **What is your first language (the first one you learned to speak)?** \_\_\_\_\_
4. **Where you born in Canada?**   
 Yes  No If no, how many years have you lived in Canada? \_\_\_\_\_  
What is the country of your birth? \_\_\_\_\_

## Section 2: Equity and Inclusive Education

- | 5. How do you feel about your school?                   | Always                   | Often                    | Sometimes                | Never                    | Not Sure                 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I enjoy being at school.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) My school is a friendly and welcoming place.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) My school building is an inviting place to learn.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I feel accepted by students in my school.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I feel accepted by adults in my school.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Extra help is available at my school when I need it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. **Do you ever feel unwelcome or uncomfortable at your school because of any of the following?**

(Please check the items that apply to you.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) \_\_\_\_\_

<b>8. In your school, how often have you learned about the experiences and/or achievements of:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Not Sure</b>
a) women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Aboriginal peoples (First Nation, Métis, Inuit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) diverse ethno-cultural or racial groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) diverse religious/faith communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) different types of sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) people with different income levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>9. In your school, members of diverse communities appear in:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
a) pictures or posters in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) displays of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) materials used in class (e.g., <i>books, videos</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) discussions and presentations about topics studied in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) school publications (e.g., <i>yearbooks, newspapers</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) special events and celebrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. Do you feel that there are barriers that stand in the way of your learning at school?**

Always    Often    Sometimes    Never    Not sure

**If you answered always, often, or sometimes, do you think that these barriers exist because of any of the following?**

(Please check the items that apply to you.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) \_\_\_\_\_

**11. Do you feel that school rules have been applied to you in a fair way:**

Always    Often    Sometimes    Never    Not sure

**If the school rules have *not* been applied to you fairly, do you think it is because of any of the following?** (Please check the items that apply.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) \_\_\_\_\_

**12. Do you feel that you are treated by the adults in your school:**

- the same way as everyone else?
- better than others?
- worse than others?

**If you feel that you are treated better or worse than others, do you think it is because of any of the following?** (Please check the items that apply to you.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) \_\_\_\_\_

**13. Equity and Inclusive Education Guideline**

	<b>Yes</b>	<b>No</b>	<b>I don't know</b>
a) Does your school have a procedure for reporting discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) If you answered yes, do you feel that the procedure effectively addresses students' concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Do you feel that your school responds quickly to reports of discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Have you ever requested a recognized religious accommodation (e.g., time away from school to observe an official religious holiday; permission to observe a recognized religious practice during school hours; permission to wear an item of clothing connected with a recognized religious belief)?

Yes       No

If you answered yes, was your request for a religious accommodation met?  Yes       No

If your request was not met, what reason were you given? \_\_\_\_\_  
 \_\_\_\_\_

## Section 3: Bullying/Harassment

Actions meant to hurt someone’s feelings or devalue them are bullying/harassing behaviours. Bullying is a form of harassment. Throughout this section, we will be using “bullying/harassment” to refer to behaviours such as saying hurtful things to someone about their appearance or ability, posting disrespectful comments about someone online, hurting someone by physical actions, or treating someone badly or making a point of excluding them because of who they are. Such behaviours are often directed repeatedly against the same person or group, and they can happen on or off school grounds.

Bullying/harassment is not accidental. Although some students may feel pressured by their peers to bully or harass someone, they are still participating in behaviour that is meant to hurt or upset another person or group of people.

Different forms and types of bullying/harassment are described on the following pages. The information provided will help you answer the questions in this section.

Verbal	Physical
Name-calling/Put downs	Hitting
Insults	Kicking
Racist Comments	Spitting
Harassment	Pushing
Sexist Comments	Inappropriate Gestures
Teasing/Taunting	Tripping
Threatening /Extortion	Stealing
Social/Emotional	Technological
Relational Bullying	Cyberbullying
Manipulating Friendships	Internet Misuse
Gossip	Text messages
Exclusion	Digital Photos
Intimidation	Chatlines
Written Notes	Websites
Making false statements	Telephone (3 way calling)



### **Racial/ethno-cultural**

- | treating someone badly because of their culture, racial or ethnic background, or the colour of their skin
- | saying negative things about someone's race, culture, ethnic background, or skin colour
- | calling someone by a racially or ethnically disrespectful term
- | telling racist jokes

### **Sexual**

- | touching, pinching, or grabbing part of someone in a sexual way
- | spreading sexual rumours about someone
- | making sexual comments or jokes about someone's body
- | directing unwanted sexual attention or advances towards someone

### **Gender Role-based**

- | treating someone badly because of their gender identity
- | making hurtful comments or making a joke about someone based on gender stereotypes, such as telling a girl she cannot play a sport because she is a girl or calling a boy a "sissy" because he has a hobby you think only girls should have

### **Homophobic**

- | calling someone homophobic expressions or something similar in a way meant to upset them
- | making crude comments or spreading rumours about someone's actual or perceived sexual identity
- | disrespecting someone who is attracted to members of the same sex or of both sexes
- | disrespecting someone for their choice of activities, hobbies, or clothing
- | making fun of someone whose parents are lesbian or gay

### **Religion-based**

- | treating someone badly because of their religion
- | saying negative things about someone's religion
- | making jokes about someone's religion

### **Disability-based**

- | treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think that person *may* have
- | making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

### **Income-based**

- | treating someone badly because of the type of housing or the neighbourhood they live in
- | spreading rumours about someone based on stereotypes about being "poor"
- | making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

**How safe do you feel at school? “Feeling safe” means feeling comfortable, relaxed, and not worried that someone could harm you physically or emotionally.**

**Check one answer for each of the following questions.**

	Always	Often	Sometimes	Never	Not Sure
15. Do you feel safe at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Do you feel safe on your way to and from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Do you feel safe in your neighbourhood or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**When you answer questions 18 to 25, think about THE PAST FOUR WEEKS**

(Check one answer for each question.)

	Not once in 4 weeks	Once or twice in 4 weeks	Every Week	Many times a week	Don't know
<b>*18. During the past-four weeks, have you been bullied/harassed by other students in any of the following ways ...</b>					
a) Physically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*19. During the past four weeks, have you experienced any of the following types of bullying/harassment at your school ...</b>					
a) Racial/ethno-cultural ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not once in 4 weeks	Once or twice in 4 weeks	Every Week	Many times a week	Don't know
<b>*20. During the past four weeks, how often have you seen or heard about another student being bullied/harassed in any of the following ways ...</b>					
a) Physically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*21. During the past four weeks, how often have you seen or heard about another student being the victim of bullying/harassment of any of the following types ...</b>					
a) Racial/ethno-cultural ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*22. During the past four weeks, have you, on your own or as part of a group, bullied/harassed other students in any of the following ways ...</b>					
a) Physically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



The next questions ask about where, when, and how often bullying/harassment occurs in and near your school and about how people respond to this kind of behaviour. (Check one answer for each item.)

28. If bullying/harassment occurs, where and how often does it occur?	Never	Sometimes	Often	Always	Not Sure
a) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) School entrances and exit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Computer rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Change rooms or locker rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Washrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) School buses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) On the way to and from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Lunchroom or eating area/cafe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Parking lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Areas off school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) On school field trips or during school extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Electronically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) school dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other: (please explain) \_\_\_\_\_

29. If you are at risk of being bullied/harassed, when and how often?	Never	Sometimes	Often	Always	Not Sure
a) Before school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) During classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Between classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) During break periods (spares, lunch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) After school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) On the weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) On field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) During extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Think of the last time you saw or heard about another student being bullied/harassed. What did you do? (Check any that are true for you.)

- I have not seen or heard another student being bullied/harassed. (Go to question 32.)
- I did not do anything about it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal or vice-principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- At the time, I helped the person who was being bullied/harassed.
- Later on, I helped the person who had been bullied/harassed.
- I stood and watched.
- I made a joke about it.
- I joined in the bullying/harassment.
- I got someone to help stop it.
- I stood up to the person who was doing it.
- I got back at the person who was doing it.
- school dances
- Other (please explain): \_\_\_\_\_

31. If you did not do anything the last time you saw someone being bullied/harassed, what was the reason? (Check any that are true for you.)

- I didn't want to get involved.
- I was afraid.
- I didn't know what to do or who to talk to.
- I thought if I told someone, they wouldn't do anything about it.
- I don't like to tell on other people.
- I didn't think the bullying/harassment was so bad.

- It wasn't my business or my problem.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference if I got involved.
- I thought I might be bullied/harassed myself if I did something to help.
- Other (please explain): \_\_\_\_\_

**32. Think of the last time you were bullied/harassed. What did you do?** (Check any that are true for you.)

- I have not been bullied/harassed. (Go to question 34.)
  - I ignored it.
  - I told my parent(s) or guardian(s) about it.
  - I told my teacher about it.
  - I told my principal or vice-principal about it.
  - I told an adult at school about it.
  - I told an adult outside of school about it.
  - I told another student about it.
  - I called a helpline.
  - I called the police or Children's Aid.
  - I fought back.
  - I got someone to help stop it.
  - I made a joke of it.
  - I stood up to the person who was doing it.
  - I got back at the person who was doing it.
  - Called a help line
  - Other (please explain): \_\_\_\_\_
- 

**33. If you did not do anything the last time you were bullied/harassed, what was the reason?** (Check any that are true for you.)

- I was afraid.
- I didn't know what to do or who to talk to.
- I thought if I told someone, they wouldn't do anything about it.
- I don't like to tell on other people.
- I didn't think the bullying/harassment was so bad.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference.
- I thought I would get bullied/harassed more or that the bullying/harassment might get worse.
- Other (please explain): \_\_\_\_\_

<b>34. How often do you think adults at your school (e.g., teachers, principal/vice-principal[s], support staff) ... (Check one answer for each item.)</b>	Always	Often	Sometimes	Never	Not Sure
a) notice bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) try to stop bullying/ harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ignore bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) talk openly about bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) make excuses for those who bully/harass?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) support or defend those who are bullied/harassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) discipline those who bully/harass?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) discipline those who are bullied/harassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) listen to both sides of the story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>35. How often do you think rules related to conduct and behaviour are enforced in your school?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>36. Do you think the rules related to conduct and behaviour are enforced fairly?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Always	Often	Sometimes	Never	Not Sure
<b>37. If a student talks to an adult at school about bullying/harassment, how often do you think something is done about it?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>38. How often do you report or tell someone about bullying/ harassment? (If you answered never, go to question 40.)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>39. If you have reported or told someone about bullying/harassment, who did you tell?</b>					
<input type="checkbox"/> Teacher					
<input type="checkbox"/> Vice-Principal					
<input type="checkbox"/> Principal					
<input type="checkbox"/> Parent or guardian					
<input type="checkbox"/> Counsellor					
<input type="checkbox"/> Child and Youth Worker					



- Chaplaincy Leader
- Coach or Moderator
- Success Teacher
- Friend
- Kids Helpline
- Other (please specify): \_\_\_\_\_

40. Are you aware of how to report bullying/harassment at school?  Yes  No

41. How satisfied are you with the steps your school has taken to prevent bullying/harassment among students?	Very satisfied	Satisfied	Unsatisfied	Very unsatisfied	Not Sure
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. What are things that you think your school could do to help you feel more welcome and to help prevent bullying/harassment? (Check any that you agree with.)

- Provide students with information about bullying/harassment
- Provide students with information about how to report bullying/harassment
- Hold information meetings for parents and guardians
- Provide training to teachers and school support staff on how to prevent and address bullying/harassment
- Have group or class discussions
- Invite a guest speaker
- Show films on the topic
- Have staff and students read books on the topic
- Run programs
- Do a school or class project
- Hold an assembly
- Involve students in preventing bullying/harassment
- Develop skits on bullying/harassment topics
- Other (please explain): \_\_\_\_\_

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Is there anything else that you want to tell us about safety at your school?

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NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

If you are having difficulty with other students at school,  
please know that we are here to help.

You can talk to any adult that you trust – your principal,  
your parent(s) or guardian(s), a counsellor, or a teacher.  
We want to help.

**THANK YOU  
FOR COMPLETING  
THIS SURVEY.**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL  
DEVELOPMENT OPPORTUNITIES**

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The report on the  
Staff Development Department  
Professional Development Opportunities  
is presented for information.

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Khayyam Syne, Administrator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources  
Khayyam Syne, Administrator of Staff Development

Approved by: John Crocco, Director of Education

Date: November 8, 2011



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING NOVEMBER 8, 2011

### STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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#### BACKGROUND INFORMATION

In alignment with the Board's Vision 2020 Strategic Plan and annual System Priorities, the Department of Staff Development, as an integral aspect of its mandate, acts as the point of co-ordination among various departments. Thus ensuring that all professional development opportunities for staff, both teaching and non-teaching, occur in a seamless fashion so as to minimize disruptions to the myriad services provided within our Niagara Catholic community.

The following is a listing of activities that will be occurring during the period November 8, 2011, through December 6, 2011.

#### Wednesday, November 9, 2011

##### *Elementary and Secondary Administrators and other Employee Groups – WSIB Training*

- The first of a series of workshops designed to satisfy the Worker Safety Insurance Board's annual basic certification and re-certification requirements necessary for compliance with management and worker representation at each Board site.

##### *Elementary and Secondary Teachers of Mathematics (Gr. 8&9) - Numeracy Training*

- The second of a series of workshops designed to assist the Holy Cross Catholic Secondary School family of schools' Numeracy teachers to make connections between the grades, co-plan and co-teach, in an effort to improve student achievement.

#### Monday, November 14, 2011

##### *Elementary Secretaries' Training – Attendance and Report Card (Welland, Wainfleet, Pt. Colborne and Pelham Schools)*

- A workshop designed for this group of support staff to become adept in applying the latest Ministry of Education's expectations with recording and reporting student attendance and report card data.

##### *Elementary Numeracy Teachers of Grades 4 and 5 – Numeracy Nets Training (Notre Dame College and Denis Morris Catholic High Family of Schools)*

- A workshop designed to introduce this group of teachers to a resource which informs classroom practice by uncovering student misconceptions of numeracy skills, with an overall aim of improving instruction and in turn student achievement.

## **Tuesday, November 15, 2011**

### *Elementary Secretaries' Training – Attendance and Report Card (South Niagara Falls and North St. Catharines Schools)*

- A workshop designed for this group of support staff to become adept in applying the latest Ministry of Education's expectations with recording and reporting student attendance and report card data.

## **Wednesday, November 16, 2011**

### *Elementary Secretaries' Training – Attendance and Report Card (Ft. Erie, Niagara on the lake and West End Schools)*

- A workshop designed for this group of support staff to become adept in applying the latest Ministry of Education's expectations with recording and reporting student attendance and report card data.

### *Early Childhood Educators Training – Roots of Empathy*

- A workshop for this group of employees designed to assist with the understanding of early child care and how it pertains to the ELKP curriculum.

### *Elementary Numeracy Teachers of Grades 4 and 5 – Numeracy Nets Training (St. Francis High and Holy Cross Catholic Secondary Family of Schools)*

- A workshop designed to introduce this group of teachers to a resource which informs classroom practice by uncovering student misconceptions of numeracy skills, with an overall aim of improving instruction and in turn student achievement.

### *Secondary Faith Formation Team Training*

- A workshop designed for teams from every secondary school to better understand the scripture behind adult faith formation and their role in serving and nurturing the spiritual climate among the adults in schools through local activities, and on occasion in partnership with other schools.

## **Thursday, November 17, 2011**

### *Early Childhood Educators Training – Roots of Empathy*

- A workshop for this second group of employees designed to assist with the understanding of early child care and how it pertains to the ELKP curriculum.

### *Elementary Secretaries' Training – Attendance and Report Card (Remaining Niagara Falls and St. Catharines Schools)*

- A workshop designed for this group of support staff to become adept in applying the latest Ministry of Education's expectations with recording and reporting student attendance and report card data.

## **Friday, November 18, 2011**

### *Early Childhood Educators Training – Roots of Empathy*

- A workshop for this third and final group of employees designed to assist with the understanding of early child care and how it pertains to the ELKP curriculum.

### *Elementary Child and Youth Workers (CYW) Training – Mental Health First Aid Certification*

- The first of two workshops designed to certify this group of support staff in "The Mental Health First Aid (MHFA) for Adults Who Interact with Youth" program. It focuses on mental health problems and first aid for youth ages 12 to 24. The training course is developed to help people provide initial support to someone who may be developing a mental health problem or experiencing a mental health crisis.

## **Monday, November 21, 2011**

### *Early Years to Grade 2 Teachers Collaborative Inquiry in Mathematics Training*

- A workshop designed for this group of teachers that will focus on the communication of the understanding and integration of mathematical terminology.

## **Tuesday, November 22, 2011**

### *Elementary and Secondary Teachers of Mathematics (Gr. 8&9) - Numeracy Training*

- The third of a series of workshops designed to assist the Notre Dame College family of schools' Numeracy teachers to make connections between the grades, co-plan and co-teach, in an effort to improve student achievement.

### *Secondary Secretaries' Training – OnSIS and October Report*

- The first of two workshops designed for this group of support staff to become adept in applying the latest Ministry of Education's expectations related to the completion of the October Report and the importance of submitting "clean data" in OnSIS.

### *Elementary and Secondary Principals and Vice-Principals – HR Certificate Training*

- The second of a series of workshops designed for school administrators to assist them in understanding and becoming more effective in dealing with human resources issues and challenges in the daily acquittal of their roles. This session will feature prominent Education Lawyer Robert Keel who will be addressing Safe Schools legislation.

## **Wednesday, November 23, 2011**

### *Elementary and Secondary Teachers involved in the Leadership Identification Program (LIP) – Leadership Survey*

- A workshop created to assist this group of leadership candidates to assess their potential after one year in the two-year program. The findings of the survey will serve as a blueprint for the committee to plan the remaining activities during the second and final year of this succession planning program.

### *Secondary Secretaries' Training – OnSIS and October Report*

- The second of two workshops designed for this group of support staff to become adept in applying the latest Ministry of Education's expectations related to the completion of the October Report and the importance of submitting "clean data" in OnSIS.

## **Thursday, November 24, 2011**

### *Elementary and Secondary Teachers –New Teacher Induction Program (NTIP)*

- The third workshop this year for teachers involved in this Ministry of Education mandated program that will explore the benefits of mentoring and an investigation into the individual roles of the stakeholders in NTIP viz., Protégé, mentor and principal. There will also be a significant segment devoted to Assessment and Evaluation.

### *Elementary Child and Youth Workers (CYW) Training – Mental Health First Aid Certification*

- The second of two workshops designed to certify this group of support staff in "The Mental Health First Aid (MHFA) for Adults Who Interact with Youth" program. It focuses on mental health problems and first aid for youth ages 12 to 24. The training course is developed to help people provide initial support to someone who may be developing a mental health problem or experiencing a mental health crisis.

**Friday, November 25, 2011**

*Tutors in the Classroom Training*

- A workshop designed to introduce this group of teachers to their roles as a classroom tutor, the philosophy of the program and the parameters within which they work. They will also be introduced to resources that are available to them.

**Monday, November 28, 2011**

*Early Childhood Educators (ECE) - Collaborative Inquiry in Mathematics Training*

- A workshop designed for this group of support staff that will focus on the communication of the understanding and integration of mathematical terminology.

**Wednesday, November 30, 2011**

*Elementary and Secondary Administrators and other Employee Groups – WSIB Re-Certification Training*

- A workshop designed to satisfy the Worker Safety Insurance Board’s annual re-certification requirements necessary for compliance with management and worker representation at each Board site.

*Elementary Numeracy Teachers of Grades 4 and 5 – Numeracy Nets Training (Blessed Trinity High School Family of Schools)*

- A workshop designed to introduce this group of teachers to a resource which informs classroom practice by uncovering student misconceptions of numeracy skills, with an overall aim of improving instruction and in turn student achievement.

This Staff Development update will be accompanied by a brief power point and oral presentation which deals with the first Human Resources certification for administrators session, held on Tuesday, October 25, 2011 and featured labour lawyer Steve Wilson,.

The Report on Staff Development: Professional Development Opportunities is presented for information.

Prepared By: Frank Iannantuono, Superintendent of Education  
Khayyam Syne, Administrator of Staff Development

Presented By: Frank Iannantuono, Superintendent of Education  
Khayyam Syne, Administrator of Staff Development

Approved By: John Crocco, Director of Education

Date: November 8, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: CAPITAL PROJECT UPDATE**

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The Capital Project Update  
is presented for information

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Prepared by: James Woods, Controller of Plant  
Presented by: James Woods, Controller of Plant  
Approved by: John Crocco, Director of Education  
Date: November 8, 2011





NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO COMMITTEE OF THE WHOLE MEETING NOVEMBER 8, 2011

### CAPITAL PROJECTS PROGRESS REPORT

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#### BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

#### In Progress

Appendix A	Blessed Trinity Catholic Secondary School (Gr.)
Appendix B	Cardinal Newman Catholic Elementary School (NF)
Appendix C	Mary Ward Catholic Elementary School (NF)
Appendix D	Our Lady of Fatima Catholic Elementary School (Gr.)
Appendix E	Our Lady of Victory Catholic Elementary School (FE)
Appendix F	Sacred Heart Catholic Elementary School
Appendix G	Saint Michael Catholic High School (NF)
Appendix H	St. Andrew Catholic Elementary School (W)
Appendix I	St. Anthony Catholic Elementary School (SC)
Appendix J	St. Augustine Catholic Elementary School (W)
Appendix K	St. Charles Catholic Elementary School
Appendix L	St. Joseph Catholic Elementary School (Gr.)
Appendix M	St. Mark Catholic Elementary School
Appendix N	St. Martin Catholic Elementary School
Appendix O	St. Alfred Catholic Elementary School
Appendix P	St. Michael Catholic Elementary School (NOTL)

The Capital Projects Progress Report is presented for information.

Prepared by: James Woods, Controller of Plant  
Presented by: James Woods, Controller of Plant  
Approved by: John Crocco, Director of Education  
Date: Tuesday, November 8, 2011



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX A**

**BLESSED TRINITY CATHOLIC SECONDARY SCHOOL, GRIMSBY**

**Scope of Project:** Design and construction of a Twenty-three classroom addition to the existing Facility under the Energy Efficient Funding program

**Current Status:** Construction is proceeding according to schedule.



**Project Information:**

New Area to be Constructed	43,338	sq. ft.
Existing Area to be Renovated	16,864	sq. ft.
Total New Facility Area	129,731	sq. ft.
Total Site Area	16.8	acres
Pupil Places Added	483	students
New Facility Capacity	1059	students

**Project Funding:**

Energy Efficiency	11,000,000
Board Reserves	329,915

**\$11,329,915**

**Project Costs:**

	Budget	Paid	Forecast
Contract, Phase 1	1,435,925	1,440,130	1,435,925
Contract, Phase 2	7,873,905	1,230,685	7,873,905
Fees & Disbursements	880,000	841,176	880,000
Furniture & Equipment	700,085	0	700,085
Other Project Costs	440,000	215,477	440,000
	<b>\$11,329,915</b>	<b>\$3,727,468</b>	<b>\$11,329,915</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 July 2009
Design Development	2 November 2009	26 January 2010
Contract Documents, Phase 1	8 April 2010	18 June 2010
Tender & Approvals, Phase 1	25 May 2010	7 July 2010
Construction, Phase 1	27 August 2010	27 September 2010
Contract Documents, Phase 2	24 March 2011	16 March 2011
Tender & Approvals, Phase 2	29 March 2011	12 April 2011
Construction, Phase 2	16 December 2011	
Occupancy	4 September 2012	
Official Opening & Blessing	November 2012	

**Project Team:**

Architect	Raimondo + Associates Architects Inc.
General Contractor, Phase 1	Rankin Construction Inc.
General Contractor, Phase 2	Brouwer Construction (1981) Ltd.
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Ted Farrell



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX B**

**CARDINAL NEWMAN CATHOLIC ELEMENTARY SCHOOL**



**Scope of Project:** design and construction of a single classroom addition, and expansion of an existing classroom to be a full day early learning kindergarten classroom

**Current Status:**  
construction drawings are being prepared.

**Project Information:**

New Area to be Constructed	1,200	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	39,729	sq. ft.
Total Site Area	4.27	acres
Pupil Places Added	44	students
New Facility Capacity	518	students

**Project Funding:**

FDK Grant	434,584
	<b>\$434,584</b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	350,000		350,000
Fees & Disbursements	70,000	29,415	70,000
Furniture & Equipment	5,000		5,000
Other Project Costs	9,584	1,011	9,584
	<b>\$434,584</b>	<b>\$30,425</b>	<b>\$434,584</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	March 2, 2011	March 2, 2011
Architect Selection	July 19, 2011	July 19, 2011
Design Development	September 2011	
Contract Documents	February 2012	
Tender & Approvals	February 2012	
Construction	August 2010	
Occupancy	September 4, 2012	
Official Opening & Blessing	November 2010	

**Project Team:**

Architect	Venerino V.P. Panici Architect Inc
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Mark Lefebvre
Principal	Chris Kerho



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX C**

**MARY WARD CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:** Design and construction of a library addition, and renovation of the existing library to be a new full day early learning kindergarten classroom.

**Current Status:** Architects have been appointed and schematic designs are being prepared.

**Project Information:**

New Area to be Constructed	1200	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	37,034	sq. ft.
Total Site Area	4	acres
Pupil Places Added	38	students
New Facility Capacity	400	students



**Project Funding:**

FDK Grant	434,584
	<b>\$434,584</b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	350,000		350,000
Fees & Disbursements	50,000		50,000
Furniture & Equipment	10,000		10,000
Other Project Costs	24,584		24,584
	<b>\$434,584</b>	<b>\$0</b>	<b>\$434,584</b>

**Project Timelines:**

	Scheduled Completion	Actual Completion
Funding Approval	March 2, 2011	March 2, 2011
Architect Selection	August 2011	
Design Development	September 2011	
Contract Documents	February 2012	
Tender & Approvals, Phase 1	February 2012	
Construction	August 2010	
Occupancy	September 4, 2012	
Official Opening & Blessing	November 2010	

**Project Team:**

Architect	Svedas Koyanagi Architects Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Mark Lefebvre
Principal	Domenic Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX D**

**OUR LADY OF FATIMA CATHOLIC ELEMENTARY SCHOOL, GRIMSBY**

**Scope of Project:**

Installation of a 109 kW roof top solar photovoltaic system consisting of a total of 504 solar panels, estimated to produce 120,000 kWh of electricity annually, and supplied to the utility company under the Feed-In-Tariff Program. A web enabled data acquisition system to monitor performance is also included within the scope.



**Current Status:**

Solar panel installation is complete and the system is ready for connection to the power grid.

**Project Funding:**

Renewable Energy	949,373
Facilities Renewal	460,000

**\$1,409,373**

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	1,200,000	938,689	1,200,000
Fees & Disbursements	78,250	81,860	78,250
Other Project Costs	130,900	74,233	130,900
	<b><u>\$1,409,150</u></b>	<b><u>\$1,094,782</u></b>	<b><u>\$1,409,150</u></b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	February 19, 2010	February 19, 2010
Design Development	January 10, 2011	January 24, 2011
Contract Documents	January 31, 2011	January 31, 2011
Tender	February 17, 2011	February 17, 2011
Construction	August 31, 2011	

**Project Team:**

Architect	Venerino V.P. Panici Architect Inc
General Contractor	Carmanah Technologies
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Michael Hendrickse



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 11, 2011**

**APPENDIX E**

**OUR LADY OF VICTORY CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Consolidation of the junior and senior schools through the design and construction of an eight classroom addition and alterations to the existing junior building under the Energy Efficient Funding program. Alterations to the existing building will occur during the summer months, and the new classrooms will be added while the existing building continues to function.

**Current Status:**

Site work is complete and the gymnasium and library are nearing completion.

**Project Information:**

New Area to be Constructed	1,7815	sq. ft.
Existing Area to be Renovated	28,848	sq. ft.
Total New Facility Area	47,200	sq. ft.
Total Site Area	8.6	acres
Pupil Places Added	184	students
New Facility Capacity	495	students



**Project Funding:**

Energy Efficiency ES	4,563,142
Energy Efficiency M	300,000
Facilities Renewal	525,000
GPTL	500,000
	<b>\$5,888,142</b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	4,321,000	4,371,694	4,321,000
Fees & Disbursements	554,700	480,226	554,700
Furniture & Equipment	119,500	114,550	119,500
Other Project Costs	689,572	131,339	689,572
	<b>\$5,684,772</b>	<b>\$5,097,809</b>	<b>\$5,684,772</b>

**Project Timelines:**

	Scheduled Completion	Actual Completion
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 June 2009
Design Development	6 October 2009	9 December 2009
Contract Documents	26 January 2010	18 June 2010
Tender	13 May 2010	6 July 2010
Construction	12 August 2011	
Occupancy	6 September 2011	
Official Opening & Blessing	November 2011	

**Project Team:**

Architect	Raimondo + Associates Architects Inc.
General Contractor	T.R. Hinan Contractors
Project Manager	Anthony Ferrara
Superintendent	Lee Ann Forsyth-Sells
Principal	Theresa Murphy





**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 11, 2011**

**APPENDIX F**

**SACRED HEART CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:** expansion of an existing classroom to be a new full day early learning kindergarten classroom.

**Current Status:** architects have been appointed and schematic designs are being prepared.



**Project Information:**

New Area to be Constructed	1200	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	25,258	sq. ft.
Total Site Area	5.2	acres
Pupil Places Added	32	students
New Facility Capacity	328	students

**Project Funding:**

FDK Grant	434,584
	<b>\$434,584</b>

**Project Costs:**

	Budget	Paid	Forecast
Contract	350,000		350,000
Fees & Disbursements	50,000		50,000
Furniture & Equipment	10,000		10,000
Other Project Costs	24,584		24,584
	<b>\$434,584</b>	<b>\$0</b>	<b>\$434,584</b>

**Project Timelines:**

	Scheduled Completion	Actual Completion
Funding Approval	March 2, 2011	March 2, 2011
Architect Selection	August 2011	
Design Development	September 2011	
Contract Documents	February 2012	
Tender & Approvals	February 2012	
Construction	August 2010	
Occupancy	September 4, 2012	
Official Opening & Blessing	November 2010	

**Project Team:**

Architect	Chapman Murray Associates Architects Inc
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Mark Lefebvre
Principal	Lisa Selman



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
OCTOBER 11, 2011**

**APPENDIX G**

**SAINT MICHAEL CATHOLIC HIGH SCHOOL**

**Scope of Project:**

Design and construction of a six classroom addition.

**Current Status:**

Space requirement report is in progress for submission to the Ministry.

**Project Information:**

New Area to be Constructed	xxx	sq. ft.
Existing Area to be Renovated	xxx	sq. ft.
Total New Facility Area	xxx	sq. ft.
Total Site Area	15.8	acres
Pupil Places Added	210	students
New Facility Capacity	1,017	students



**Project Funding:**

Capital Priorities	5,527,880
Reserve for Property	1,000,000
<b>Total</b>	<b>\$6,527,880</b>

**Project Costs:**

	Budget	Paid	Forecast
Purchase of Property	1,000,000		1,000,000
Construction Contract	4,450,000		4,450,000
Fees & Disbursements	500,000		500,000
Furniture & Equipment	50,000		50,000
Other Project Costs	527,880		527,880
<b>Total</b>	<b>\$6,527,880</b>	<b>\$0</b>	<b>\$6,527,880</b>

**Project Timelines:**

	Scheduled Completion	Actual Completion
Funding Approval	July 7, 2011	July 7, 2011
Ministry Approval (space)	xxx	
Architect Selection	xxx	
Design Development	xxx	
Contract Documents	xxx	
Tender	xxx	
Ministry Approval (cost)	xxx	
Construction	xxx	
Occupancy	September 3, 2013	
Official Opening & Blessing	xxx	

**Project Team:**

Architect	TBD
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Mark Lefebvre
Principal	James Whittard





**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX H**

**ST. ANDREW CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Construction of a new library and single classroom.  
Renovations to the existing library to be two additional classrooms and expansion of the gymnasium to create a stage.

**Current Status:**

The new addition is complete. A Blessing was held on November 1, 2011.



**Project Information:**

New Area to be Constructed	3,774	sq. ft.
Existing Area to be Renovated	1,410	sq. ft.
Total New Facility Area	26,911	sq. ft.
Total Site Area	4.6	acres
Pupil Places Added	69	students
New Facility Capacity	411	students

**Project Funding:**

Primary Class Size	1,077,869
Good Places to Learn	55,000
Energy Efficiency	55,000
Facilities Renewal	51,730
<b>\$1,239,599</b>	

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	1,003,586	1,102,084	1,102,084
Fees & Disbursements	66,000	77,251	77,251
Furniture & Equipment	25,000	22,815	22,815
Other Project Costs	93,283	105,174	105,174
<b>\$1,187,869</b>	<b>\$1,307,324</b>	<b>\$1,307,324</b>	<b>\$1,307,324</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 July 2009
Design Development	15 March 2010	16 April 2010
Contract Documents	31 May 2010	23 July 2010
Tender	04 July 2010	10 August 2010
Construction	11 February 2011	XXX
Occupancy	18 February 2010	XXX
Official Opening & Blessing	November 2011	1 November 2011

**Project Team:**

Architect	Raimondo + Associates Architects
General Contractor	Stolk Construction
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Carla Bianco



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX I**

**ST. ANTHONY CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Design and construction of 3 new classrooms for Early Learning, plus renovations to provide additional general classrooms within the existing building.

**Current Status:**

Masonry and roofing are nearing completion

**Project Information:**

New Area to be Constructed	6,588	sq. ft.
Existing Area to be Renovated	2,400	sq. ft.
Total New Facility Area	50,777	sq. ft.
Total Site Area	5.04	acres
Pupil Places Added	124	students
New Facility Capacity	602	students



**Project Funding:**

Primary Class Size	1,077,869
Early Learning	434,585
Facilities Renewal	166,750
Energy Funding	550,000
	<b>\$2,229,204</b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	1,396,000	737,845	1,396,000
Fees & Disbursements	146,700	176,290	150,556
Furniture & Equipment	15,000	34,776	15,000
Other Project Costs	671,504	88,163	667,648
	<b>\$2,229,204</b>	<b>\$1,037,074</b>	<b>\$2,229,204</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	19/12/2008 & 15/06/2010	15 June 2010
Architect Selection	26 July 2009	26 July 2009
Design Development	23 December 2009	10 August 2010
Contract Documents	17 February 2011	17 February 2011
Tender & Approvals	22 February 2011	8 March 2011
Construction	26 August 2012	
Occupancy	4 September 2012	
Official Opening & Blessing	October 2012	

**Project Team:**

Architect	Garwood-Jones & Hanham
General Contractor	Merit Contractors Niagara
Project Manager	Tunde Labbanicz
Superintendent	Mario Ciccarella
Principal	Anne Marie Crocco



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX J**

**ST. AUGUSTINE CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Construction of a new library and renovations to the vacated space to be two additional classrooms, and expansion of two existing classrooms to create purpose built kindergarten classrooms. An additional driveway entrance, kiss and ride and parking lot will also be provided.

**Current Status:**

The project is complete. The new addition was blessed by Bishop Berge on September 29, 2011.



**Project Information:**

New Area to be Constructed	3,800	sq. ft.
Existing Area to be Renovated	1,950	sq. ft.
Total New Facility Area	19,469	sq. ft.
Total Site Area	6.22	acres
Pupil Places Added	46	students (2 classrooms)
New Facility Capacity	219	students (10 classrooms)

**Project Funding:**

Primary Class Size	718,579
Early Learning	434,585
	<b><u>\$1,153,164</u></b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	858,000	944,638	858,000
Fees & Disbursements	104,000	121,563	104,000
Furniture & Equipment	30,000	27,262	30,000
Other Project Costs	135,182	43,528	135,182
	<b><u>\$1,127,182</u></b>	<b><u>\$1,136,991</u></b>	<b><u>\$1,127,182</u></b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 July 2009
Design Development	11 January 2010	05 March 2010
Contract Documents	01 May 2010	6 July 2010
Tender	26 June 2010	20 July 2010
Construction	10 December 2010	23 December 2010
Occupancy	10 January 2011	10 January 2011
Official Opening & Blessing	September 2011	29 September 2011

**Project Team:**

Architect	Graff Grguric Architects Inc
General Contractor	Kenmore Management
Project Manager	Tunde Labbanicz
Superintendent	Lee Ann Forsyth-Sells
Principal	Mary Kay Kalagian



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX K**

**ST. CHARLES CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Expansion and renovation of six classrooms to be full day early learning kindergarten classrooms.

**Current Status:**

Architects have been appointed and construction drawings are being prepared.

**Project Information:**

New Area to be Constructed	3,600	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	42,125	sq. ft.
Total Site Area	3.5	acres
Pupil Places Added	18	students
New Facility Capacity	442	students



**Project Funding:**

FDK Grant	1,086,462
	<b><u>\$1,086,462</u></b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	870,000		870,000
Fees & Disbursements	100,000	4,826	100,000
Furniture & Equipment	20,000		20,000
Other Project Costs	96,462	2,554	96,462
	<b><u>\$1,086,462</u></b>	<b><u>\$7,380</u></b>	<b><u>\$1,086,462</u></b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	March 2, 2011	March 2, 2011
Architect Selection	June 29, 2011	June 29, 2011
Design Development	September 2011	
Contract Documents	February 2012	
Tender & Approvals	February 2012	
Construction	August 2010	
Occupancy	September 4, 2012	
Official Opening & Blessing	November 2010	

**Project Team:**

Architect	Grguric Architects Incorporated
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Mario Ciccarelli
Principal	Kim Kuchar



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 11, 2011**

**APPENDIX L**

**ST. JOSEPH CATHOLIC ELEMENTARY SCHOOL, GRIMSBY**

**Scope of Project:**

Installation of a 109 kW roof top solar photovoltaic system consisting of a total of 504 solar panels, estimated to produce 120,000 kWh of electricity annually, and supplied to the utility company under the Feed-In-Tariff Program. A web enabled data acquisition system to monitor performance is also included within the scope.



**Current Status:**

Solar panel installation is complete. Performance monitor will be installed near the end of October. Approval to tie in to the power grid has not yet been obtained.

**Project Funding:**

Renewable Energy	949,373
Facilities Renewal	355,000
	<b>\$1,304,373</b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	1,041,818	823,296	1,041,818
Fees & Disbursements	78,250	75,989	78,250
Other Project Costs	184,305	53,371	184,305
	<b>\$1,304,373</b>	<b>\$952,656</b>	<b>\$1,304,373</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	February 19, 2010	February 19, 2010
Design Development	January 10, 2011	January 24, 2011
Contract Documents	January 31, 2011	January 31, 2011
Tender	February 17, 2011	February 17, 2011
Construction	August 31, 2011	

**Project Team:**

Architect	Venerino V.P. Panici Architect Inc
General Contractor	Carmanah Technologies
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Lori Spadafora





**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX M**

**ST. MARK CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Design and construction of a six classroom addition to provide 4 additional general classrooms and 2 additional Early Learning Kindergarten classrooms.

**Current Status:**

Interior finishes are in progress. Occupancy is scheduled for November 7.

**Project Information:**

New Area to be Constructed	9,096	sq. ft.
Existing Area to be Renovated	1,600	sq. ft.
Total New Facility Area	45,028	sq. ft.
Total Site Area	5.31	acres
Pupil Places Added	138	students
New Facility Capacity	501	students



**Project Funding:**

Primary Class Size	1,437,159
Early Learning	869,170
	<b>\$2,306,329</b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	1,800,000	1,258,780	1,800,000
Fees & Disbursements	200,000	187,162	200,000
Furniture & Equipment	50,000	6,706	50,000
Other Project Costs	250,000	46,685	250,000
	<b>\$2,300,000</b>	<b>\$1,499,333</b>	<b>\$2,300,000</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	19/12/2008 & 15/06/2010	15 June 2010
Architect Selection	26 July 2009	26 July 2009
Design Development	23 December 2009	10 August 2010
Contract Documents	17 February 2011	17 December 2010
Tender & Approvals	25 January 2011	25 January 2011
Construction	26 August 2011	
Occupancy	6 September 2011	
Official Opening & Blessing	November 2011	

**Project Team:**

Architect	Garwood-Jones & Hanham
General Contractor	Aldor Builders Ltd.
Project Manager	Tunde Labbanicz
Superintendent	Yolanda Baldasaro
Principal	John Bosco



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX N**

**ST. MARTIN CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Design and construction of a replacement school on a new site.

**Current Status:**

Space requirement report is in progress for submission to the Ministry. Staff is currently negotiating for a 5 acre site.



**Project Information:**

New Area to be Constructed	47,443	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	47,443	sq. ft.
Total Site Area	5	acres
Pupil Places Added	115	students
New Facility Capacity	454	students

**Project Funding:**

Capital Priorities	8,950,439
Reserve for Property	250,000

**\$9,200,439**

**Project Costs:**

	Budget	Paid	Forecast
Purchase of Site	250,000	8,898	250,000
Construction Contract	7,000,000		7,000,000
Fees & Disbursements	900,000	41,408	900,000
Furniture & Equipment	100,000		100,000
Other Project Costs	950,439		950,439
	<b><u>\$9,200,439</u></b>	<b><u>\$50,306</u></b>	<b><u>\$9,200,439</u></b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	July 7, 2011	July 7, 2011
Ministry Approval (space)		
Architect Selection		
Design Development		
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Construction		
Occupancy	September 3, 2013	
Official Opening & Blessing		

**Project Team:**

Architect	TBD
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Dean Stunt



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX O**

**ST. ALFRED CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Design and construction of a new full day early learning kindergarten classroom.

**Current Status:**

Architects have been appointed and schematic designs are being prepared.



**Project Information:**

New Area to be Constructed	1,200	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	42,524	sq. ft.
Total Site Area	6.84	acres
Pupil Places Added	38	students
New Facility Capacity	492	students

**Project Funding:**

FDK Grant	434,584
	<b>\$434,584</b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	350,000		350,000
Fees & Disbursements	40,000	8,775	40,000
Furniture & Equipment	5,000		5,000
Other Project Costs	39,584	2,068	39,584
	<b>\$434,584</b>	<b>\$10,843</b>	<b>\$434,584</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	March 2, 2011	March 2, 2011
Architect Selection	August 9, 2011	August 9, 2011
Design Development	September 2011	
Contract Documents	February 2012	
Tender & Approvals	February 2012	
Construction	August 2010	
Occupancy	September 4, 2012	
Official Opening & Blessing	November 2010	

**Project Team:**

Architect	Macdonald Zuberec Ensslen Architects Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Mario Ciccarelli
Principal	Ken Czaplicki





**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
NOVEMBER 08, 2011**

**APPENDIX P**

**ST. MICHAEL CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

Design and construction of a new full day early learning kindergarten classroom.

**Current Status:**

Construction drawings are being prepared



**Project Information:**

New Area to be Constructed	1,200	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	27,906	sq. ft.
Total Site Area	6.45	acres
Pupil Places Added	38	students
New Facility Capacity	343	students

**Project Funding:**

FDK Grant	434,584
	<b>\$434,584</b>

**Project Costs:**

	Budget	Paid	Forecast
Construction Contract	350,000		350,000
Fees & Disbursements	50,000		50,000
Furniture & Equipment	10,000		10,000
Other Project Costs	24,584		24,584
	<b>\$434,584</b>	<b>\$0</b>	<b>\$434,584</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	March 2, 2011	March 2, 2011
Architect Selection	August 11, 2011	August 11, 2011
Design Development	September 2011	
Contract Documents	February 2012	
Tender & Approvals	February 2012	
Construction	August 2010	
Occupancy	September 4, 2012	
Official Opening & Blessing	November 2010	

**Project Team:**

Architect	Quartek Group Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Mario Ciccarelli
Principal	Brian Palujanskas

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**

***PUBLIC SESSION***

**TOPIC: TRUSTEE INFORMATION  
SPOTLIGHT ON NIAGARA CATHOLIC – NOVEMBER 25, 2011**

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# Spotlight

on  
**NIAGARA CATHOLIC**

*Nurturing Souls & Building Minds*

[www.niagaracatholic.ca](http://www.niagaracatholic.ca)

October 25, 2011

## Niagara Catholic Signs Agreements with Canadian Blood Services and King's College



During the October 25th Board Meeting, Niagara Catholic signed a partnership agreement with Canadian Blood Services.

Effective immediately, Niagara Catholic is one of the agency's *Partners for Life*. *Partners for Life* (PFL) is a national program designed to secure an annual commitment to the blood system.

Niagara Catholic is committed to donating 20 units of blood each calendar year. This contribution will help 60 patients survive illnesses, accidents and other life-threatening situations.

Niagara Catholic will begin this very worthwhile partnership with Canadian Blood Services on Random Act of Kindness Day, November 4, during a "What's Your Type" clinic in the foyer of the Catholic Education Centre from 9 a.m. - noon.



Niagara Catholic has signed a partnership agreement with King's College at the University of Western Ontario. The agreement was signed during the October 25th Board Meeting.

The purpose of the partnership is to promote the belief that Catholic education is a lifelong process. The partners share the responsibility of educating students of all ages to serve our Church and Canadian society.

The partnership will provide Niagara Catholic and King's College with the opportunity to share faith formation programs, human resources and facilities.

The full report is available in the October 25th agenda at [niagaracatholic.ca](http://niagaracatholic.ca).



## Niagara Catholic's 36th Annual Pilgrimage

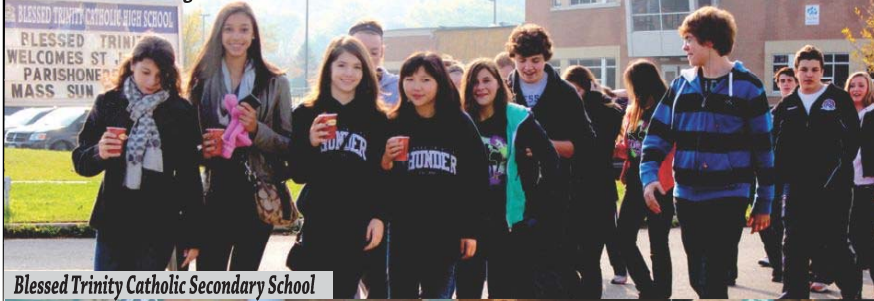
On Sunday, October 23rd, thousands of Niagara Catholic students, staff and alumni took part in the Board's 36th Annual Pilgrimage. The event, held in Grimsby, Niagara Falls, Port Colborne, St. Catharines and Welland, has raised nearly \$6 million for projects in Haiti, Dominica, Rwanda and other developing nations since it began in 1975. Although each community's Pilgrimage walk is unique, each involves the walk, a Mass and a lunch for all participants. The total amount raised at this year's Pilgrimage will be announced at the November Board Meeting. At left, students from Notre Dame College School take part in a candlelight vigil during the 2011 Pilgrimage. More photos are available on the following page, the Niagara Catholic Facebook page and the Board website at [niagaracatholic.ca](http://niagaracatholic.ca).



## Scenes from the 36th Annual Niagara Catholic Pilgrimage



Lakeshore Catholic High School



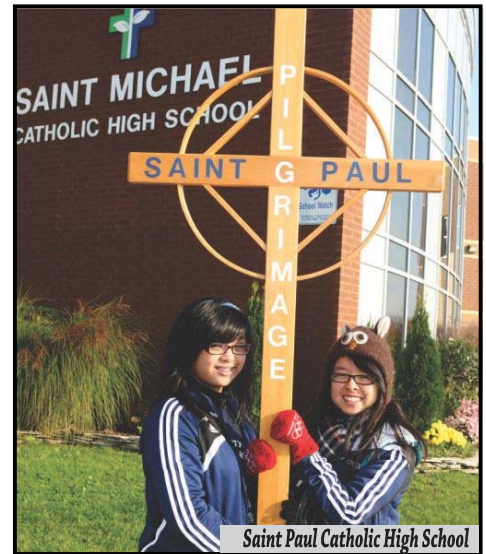
Blessed Trinity Catholic High School



Holy Cross Catholic Secondary School



St. Francis Catholic Secondary School



Saint Paul Catholic High School



Denis Morris Catholic High School



Saint Michael Catholic High School

### Board Updated on Niagara Catholic Operational Review

In February 2010, Niagara Catholic participated in an operational review conducted by the Ministry of Education and Deloitte and Touche LLP as part of their review of all Boards of Education in Ontario.

The review, which focused on Governance and Administration, Human Resource Management, Financial Management and School Operations, contained several phases.

Niagara Catholic received a copy of the Operational Review in June 2010. The report credited Niagara Catholic for its numerous provincial-leading practices.

A Follow-Up Review was conducted in June 2011. The Board recently received a report crediting Niagara Catholic on efforts to implement the follow-up recommendations. The report can be found at [niagaracatholic.ca](http://niagaracatholic.ca).

### Policy Update

During the October 25th Board Meeting, Interim Policy 800.7, governing the Niagara Catholic Parent Involvement Committee, was approved.

The Policy is currently being vetted. The draft policy is available at [niagaracatholic.ca](http://niagaracatholic.ca).



# School Excellence Program

FOCUS on

## St. Denis Catholic Elementary School

The January 27, 2009 Board meeting saw the launch of a new initiative at Niagara Catholic.

The **School Excellence Program** is part of a series of new strategies within Niagara Catholic to increase the profile of our schools and celebrate the success of our students and staff.

Each month, one Niagara Catholic school will have the opportunity to appear before the Board to celebrate their successes, share their plans for continuous improvement and showcase one "extraordinary item or initiative that makes the school an indispensable choice for parents."

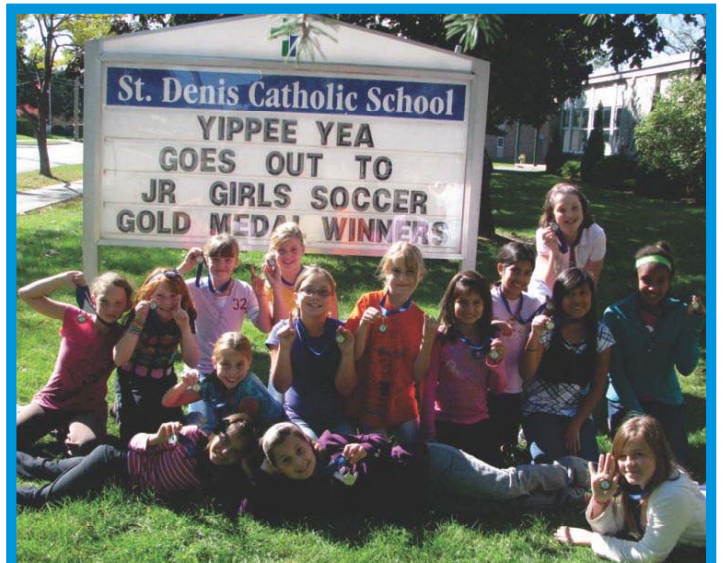
St. Denis Catholic Elementary School was built in 1952, to service families living in the north end of central St. Catharines. The founding Principal was Sister Angelica. In 1994 to 1995 a library, gymnasium, kindergarten room and staff room were added. Approximately 290 students attend St. Denis today.

The school is named for St. Denis, who was Bishop of Paris in the third century and was martyred in connection with the Decian persecution of Christians. After his beheading, Denis is said to have picked up his head and walked 10 kilometers, preaching a sermon the entire way. He is venerated in the Roman Catholic Church as patron of Paris France and as one of the Fourteen Holy Helpers.

The traditional teachings of the Catholic faith are reflective in all aspects of school life at St. Denis School. Students are provided with a safe nurturing environment where they journey as unique and independent life long learners. All children are encouraged to develop their gifts working towards their full potential, while recognizing, respecting and accepting individual differences of others.

St. Denis Catholic School continues to forge ahead with the CIL-Problem solving model in mathematics. The program began as a pilot using Junior students in 2008 and now includes the entire school. This approach to mathematics allows staff to view ways in which children see mathematics rather than using the standard "drill and practice" method. Since making the change, staff have noticed much better problem solving abilities as well as confidence in the children.

In Language, staff are just completing our first school TLCP in Grades 1-8. All staff are varying their approaches to teaching by using visuals, group work, and media to supplement learning. Staff have had many staff discussions to ensure that all learning goals have been met and are pleased to report that this has led to a greater understanding of what is needed to help students succeed. .



**Above: St. Denis Girls' Soccer Team; Below: Students visit Balls Falls for a unit on Pioneers.**





St. Denis Catholic School Council plays a active role in the school. Parents support staff and students in a variety of ways through donations, fundraising, organizing and participating in events such as the annual Trivia Night, and Play Day at Queenston Heights.

St. Denis Church is strongly involved with the school. Monsignor Schaffer was an integral part of the school community until his retirement. Father Nick and Father Oliver as are the new spiritual leaders for the St. Denis parish, and staff and students look forward to working closely with them.

St. Denis students are active participants in various clubs throughout the year. Eco-club members play a role in ensuring the St. Denis community takes care and fosters a clean environment. The school also has very successful FIRST Lego and chess teams.

Participation in sports aids in the development of students' athletic skills and teaches sportsmanship. Students take part in primary/junior intramurals that promote sportsmanship and cooperative play. Intermediate students take a leadership role in coaching and refereeing the games.

St. Denis aids in fostering the community and students are exemplary role models in the virtue of justice. ELKP students donated food to the local St. Vincent de Paul charity at Thanksgiving. During Christmas, the staff and students collect food and gifts to distribute to our school families. The Easter drive donates dozens of fun-filled baskets to the pediatrics unit at the St. Catharines General Hospital.

The arts are alive and well at St. Denis. From a silhouette tableau dramatization of the Stations of the Cross during Lent, to drama club, as well as "Pirates" the musical, students had an opportunity to showcase their singing, dancing and dramatic talent as well as their artistic talent to design the set. The St. Denis choir provides music at school Masses and ventures into the community as often as possible.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
NOVEMBER 8, 2011**






***PUBLIC SESSION***

**TOPIC: TRUSTEE INFORMATION  
CALENDAR OF EVENTS**

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# November 2011

SUN MON TUE WED THU FRI SAT

<b>Bullying Awareness &amp; Prevention Week, November 13-19</b> <b>National Technology Week, November 1 - 7, 2011</b>		<b>1</b> Blessing, St. Andrew, Welland All Saints' Day	<b>2</b> SEAC Mtg Take Our Kids to Work Day All Souls' Day	<b>3</b>	<b>4</b> Random Acts of Kindness Day	<b>5</b>	
<b>6</b> Daylight Savings Time ends 	<b>7</b> Celebrating Junior Artists – 2011 Opening Gala, CEC, 6:30-7:30 p.m.	<b>8</b> CW Mtg	<b>9</b>	<b>10</b> NCPIC Mtg CEC, 7:00 pm	<b>11</b> Remembrance Day 	<b>12</b>	
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	
<b>20</b> Universal Child & National Child Day 	<b>21</b>	<b>22</b> Policy Committee Mtg & Board Mtg	<b>23</b>	<b>24</b>	<b>25</b> Intn'l Day for the Elimination of Violence against Women	<b>26</b>	
<b>27</b> First Sunday of Advent 	<b>28</b>	<b>29</b>	<b>30</b> 2nd Annual Spelling Bee				



**Niagara Catholic**  
 District School Board  
 Events posted at  
[niagaracatholic.ca](http://niagaracatholic.ca)