



**AGENDA AND MATERIAL**

**COMMITTEE OF THE WHOLE MEETING**

**TUESDAY, SEPTEMBER 9, 2008**

**7:00 P.M.**

**CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO**

<b>A. ROUTINE MATTERS</b>	Reference
1. Opening Prayers - John Belcastro	-
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 June 3, 2008	A5
 <b>B. PRESENTATIONS</b>	
 <b>C. COMMITTEE AND STAFF REPORTS</b>	
1. Policy Committee	
1.1 Unapproved Minutes of the Policy Committee Meeting of September 9, 2008	C1.1
1.2 Approval of Policies	C1.2
1.3 Policy Development Update	C1.3
2. Smart Board Technology to Support Instruction	C2
3. Program Department - Executive Summary of Programs and Resource Implementation for 2008-2009	C3
4. Extended Overnight Field Trip/Excursion/Exchange Trip Information	C4
5. Community Outreach Calendar of Events 2008-2009	C5
6. Niagara Catholic District School Board Annual Accessibility Plan September 2008 to August 2009 (Year Six)	C6
7. Niagara Catholic District School Board Improvement Plan 2008-2009	C7
8. Student Support Services Update	C8
9. <i>Financial Reports</i>	
9.1 Monthly Banking Transactions for the Months of June, July and August 2008	C9.1
9.2 Statement of Revenue and Expenditures as at August 31, 2008	C9.2

10. <i>Monthly Updates</i>	
10.1 Capital Projects Monthly Update	C10.1
10.2 Student Trustees' Update	-
10.2 Family of Schools Superintendents' Monthly Update	-

**D. INFORMATION**

1. Trustee Information	-
------------------------	---

**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  
Public Session  
September 9, 2008

TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE MEETING OF  
JUNE 3, 2008

---

---

**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of June 3, 2008, as presented.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, JUNE 3, 2008

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, June 3, 2008, at 7:00 p.m. in the 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 Dekker.

### A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by trustee Charbonneau.

2. Roll Call

Trustee	Present	Excused
John Belcastro	✓	
Kathy Burtnik	✓	
Maurice Charbonneau	✓	
Gary Crole	✓	
John Dekker	✓	
Frank Fera	✓	
Ed Nieuwesteeg	✓	
Tony Scalzi	✓	
<b>Student Trustees</b>		
Joanna Cioffi	✓	
Casey Gazzellone		✓

The following staff were in attendance:

Angelo Di Ianni, Director of Education; Rob Ciarlo, John Crocco, Frank Iannantuono, Lee Ann Forsyth-Sells, Superintendents of Education; Larry Reich, Superintendent of Business & Financial Services; Khayyam Syne, Administrator of Staff Development; Christine Graham, Program Officer - Curriculum; Marcel Jacques, Program Officer - Student Support Services; James Woods, Controller of Plant; Jennifer Brailey, Manager of Board Services and Communications; Sherry Morena, Recording Secretary

3. *Approval of the Agenda*

Moved by trustee Scalzi

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of June 3, 2008, as presented.

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 May 13, 2008*

Moved by trustee Fera

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of May 13, 2008, as amended to change the word approve to receive in the following motion under Business In-Camera Section B: Student Trustees Excluded to read:

"THAT the Committee of the Whole recommend that the Niagara Catholic District School Board receive the CUPE Pay Equity Plan, as presented."

CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. *Policy Committee*

1.1 *Unapproved Minutes*

*Policy Committee Meeting - June 3, 2008*

Moved by trustee Burtnik

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of June 3, 2008, as presented.

CARRIED

1.2 *Approval of Policies*

Angelo Di Ianni, Director of Education, informed the Board that the Conflict of Interest for Employees Policy and Code of Conduct for Trustees Policy were deferred to the first Policy Committee Meeting of the Fall.

*Policies Being Reviewed/Amended*

1.2.3 *Safe Schools Policy Statements*

1. *Safe Schools Policy*

Moved by trustee Belcastro

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

CARRIED

**2. Code of Conduct Policy**

Moved by trustee Burtnik

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

**CARRIED**

**3. Access to School Premises Policy**

Moved by trustee Burtnik

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Access to School Premises Policy, as presented.

**CARRIED**

**4. Progressive Student Discipline Policy**

Moved by trustee Nieuwesteeg

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Progressive Student Discipline Policy, as presented.

**CARRIED**

**5. Student Suspension Policy**

Moved by trustee Fera

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Suspension Policy, as presented.

**CARRIED**

**6. Expulsion Policy**

Moved by trustee Burtnik

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Expulsion Policy, as presented.

**CARRIED**

**7. Bullying Prevention & Intervention Policy**

Moved by trustee Crole

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

**CARRIED**

**1.3 Policy Development Update**

The Policy Development Update was presented for information.

2. *Formation of International Languages Advisory Committee*

Frank Iannantuono, Superintendent of Education, presented the Formation of International Languages Advisory Committee report for information.

Moved by trustee Fera

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the formation of an International Languages Advisory Committee.

CARRIED

3. *Annual Niagara Catholic Graduation Celebration*

John Crocco, Superintendent of Education, presented the Annual Niagara Catholic Graduation Celebration report for information.

4. *Larkin Estate Admission Awards 2008-2009*

Superintendent Crocco presented the Larkin Estate Admission Awards 2008-2009 report for information.

Moved by trustee Scalzi

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the payment of \$9,500.00 for the Larkin Estate Admission Awards at \$500.00 per eligible student, as presented.

CARRIED

5. *Comprehensive Report on the Activities of the Research Assessment & Evaluation Department 2007-2008*

Superintendent Iannantuono and Robert DiPersio, Administrator of Special Projects presented the Comprehensive Report on the Activities of the Research Assessment & Evaluation Department 2007-2008 for information.

6. *2008-2009 Annual Budget*

Angelo Di Ianni, Director of Education, presented a brief summary of the 2008-2009 Budget. Larry Reich, Superintendent of Business & Financial Services, highlighted the key points of the budget and stated that the budget has been prepared in accordance with the Budget Objectives approved by the Board and in accordance with the Compliance Requirements established by the Ministry of Education. Superintendents Ciarlo, Crocco, Forsyth-Sells, Iannantuono and Controller of Plant James Woods commented on their individual budget areas.

Trustees asked questions of staff regarding the budget.

Moved by trustee Fera

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the 2008-2009 Annual Budget, which amounts to a total of \$216,602,653, as presented.

7. *Monthly Updates*

7.1 *Capital Projects Update*

The Capital Projects Update was presented for information.

### 7.2 Student Trustees' Update

Joanna Ciolfi, student trustee, gave a brief verbal update on the Student Senate.

### 7.3 Area Superintendents' Monthly Update

The Area Superintendents gave brief verbal reports highlighting the activities in their schools.

## **D. INFORMATION**

### 1. Trustee Information

## **E. OTHER BUSINESS**

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

## **F. BUSINESS IN CAMERA**

Moved by trustee Burtnik

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

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

The Committee of the Whole moved into the In Camera Session of the Meeting at 8:50 p.m. and reconvened at 10:00 p.m.

Moved by trustee Belcastro

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of May 13, 2008.  
CARRIED

## **SECTION A: STUDENT TRUSTEES PRESENT**

Moved by trustee Belcastro

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 May 13, 2008, as presented.  
CARRIED (Item F1)

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

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 B: Student Trustees Excluded held on May 13, 2008, as presented.  
CARRIED (Item F3)

## **H. ADJOURNMENT**

Moved by trustee Charbonneau

THAT the June 3, 2008 Committee of the Whole Meeting be adjourned.  
CARRIED

This meeting was adjourned at 10:00 p.m.



Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on June 3, 2008.

Approved on the 9th day of September 2008.

---

John Dekker  
Vice-Chairperson of the Board

---

John Crocco  
Director of Education/Secretary -Treasurer

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: POLICY COMMITTEE  
UNAPPROVED MINUTES  
POLICY COMMITTEE MEETING OF SEPTEMBER 9, 2008

---

---

**RECOMMENDATION**

**THAT** the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of September 9, 2008, as presented.

---

---

Prepared by: Policy Committee  
Presented by: Policy Committee  
Date: September 9, 2008

## RECOMMENDATIONS

The following recommendations are being presented for the Committee of the Whole's consideration from the Policy Committee Meeting of September 9, 2008

### 1.2.1 *Conflict of Interest for Employees Policy*

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Conflict of Interest for Employees Policy, as presented.

### 1.2.2 *Code of Conduct for Trustees Policy*

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Code of Conduct for Trustees Policy, as presented.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## POLICY COMMITTEE MEETING

SEPTEMBER 9, 2008

---

---

Minutes of the Policy Committee Meeting, held on September 9, 2008, at 5:00 p.m., at the Catholic Education Centre, 427 Rice Road, Welland.

1. Opening Prayer

The meeting was opened with a prayer.

2. Attendance

Committee Members:

John Belcastro, Committee Chairperson

Kathy Burtnik, Trustee

Frank Fera, Trustee

Staff:

John Crocco, Director of Education

Rob Ciarlo, Superintendent of Education/Human Resources Services

Jennifer Brailey, Manager of Board Services & Communications

Sherry Morena, Administrative Assistant/Recording Secretary

3. Approval of Agenda

Moved by trustee Burtnik

THAT the September 9, 2008, Policy Committee Agenda be approved, as presented.

Approved

4. Minutes of Policy Committee Meeting of June 3, 2008

Moved by trustee Fera

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of June 8, 2008, as presented.

Approved

5. Consideration of Policies

Policy Committee Chairperson Belcastro informed the committee that a motion was passed at the June 3, 2008 meeting to defer the Conflict of Interest for Employees and Code of Conduct for Trustees policies to the first Policy Committee Meeting of the Fall.

### 5.1 Conflict of Interest for Employees

Trustee Burtnik asked if there was any further vetting of the proposed policy between May and June. Director Crocco explained the vetting and review process administered by senior staff in regards to any policy, and informed the committee that in keeping with past practice, no further vetting had taken place since June.

Trustee Burtnik spoke to the proposed Conflict of Interest for Employees policy and referred back to the notice of motion put forth at the April 24, 2007 Board Meeting.

*"Whereby it has been recommended at the OCSTA New Trustee seminar.*

*Therefore be it resolved that the Niagara Catholic District School Board implement a policy and procedure that addresses employee conflict of interest in the areas of finance, employment of relatives, partisan and non-partisan boards and committees and endorsement of commercial goods, products or services. "*

Trustee Burtnik believes that the proposed policy statement does not captured all the issues listed in the notice of motion, and that a more detailed policy may be more appropriate.

The Director reminded the trustees that the guidelines are drafted once the policy has been approved and reflect the intent of the policy.

Moved by trustee Fera

THAT the Policy Committee recommend to the Committee of the Whole the approval of the Conflict of Interest for Employees Policy, as presented.

**Approved**

### 5.2 Code of Conduct for Trustees

Trustees discussed the Code of Conduct for Trustees Policy. Trustee Burtnik stated that there is provincial legislation in place which covers trustees Code of Conduct.

The Policy Committee was informed that the feedback from the vetting process was considered and incorporated into the policy statement and that the Board Solicitor had reviewed the policy as well.

Moved by trustee Fera

THAT the Policy Committee recommend to the Committee of the Whole the approval of the Code of Conduction - Trustees Policy, as amended to change the word "my" to "any" in the following sentence under Representational Responsibility "Trustees agree to communication and conduct any relationship with staff...".

**Approved**

## 6. Policy Development Update

The Director postponed the timeline for Appendix B of the Policy Development Update "Self-Identification of Aboriginal Students Policy" to the Spring of 1009 to allow additional time to review the policy with community partners.

7. Discussion for Future Action

8. 2008-2009 Policy Committee Meeting Dates

John Belcastro, Committee Chairperson, informed the Policy Committee that the 2008-2009 Tentative Policy Committee Meeting Dates are as listed below and will be held at 2:00 p.m.

September 9, 2008  
October 7, 2008  
November 4, 2008  
December 1, 2008 (Monday)  
January 6, 2009  
February 3, 2009  
March 3, 2009  
April 7, 2009  
May 5, 2009  
June 1, 2009 (Monday)

9. Adjournment

Moved by trustee Burtnik

**THAT** the Policy Committee Meeting be adjourned.

This meeting was adjourned at 5:45 p.m.

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: APPROVAL OF POLICIES

---

---

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: APPROVAL OF POLICIES  
CONFLICT OF INTEREST FOR EMPLOYEES

---

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Conflict of Interest for Employees Policy, as presented.



## Niagara Catholic District School Board

### CONFLICT OF INTEREST FOR EMPLOYEES POLICY

Adopted:

Policy No.

Revised:

#### STATEMENT OF POLICY

The Niagara Catholic District School Board expects, consistent with the teachings of Jesus Christ, that employees will at all times conduct themselves with personal integrity, ethics, honesty and diligence in the performance of their duties. Employees are expected to support and act in the best interest of the Board. Employees are therefore expected to:

- Avoid, as far as practicable, placing themselves in situations in which their personal interests may actually or potentially conflict with the interest of the Board.
- Take all reasonable steps, at all times and regardless of whether engaged in, or on Board business, to avoid influencing any Board decisions in which they have a personal interest.
- Avoid awarding business contracts or agreements for their school or department to trustees, **family members and/or** other employees who are their superordinates. **This statement does not apply to public bid processes.**
- The Municipal Conflict of Interest Act shall apply to all employees who are in a supervisory position. However, disclosure of interest shall be considered achieved by informing the immediate supervisor, **in writing**.

#### CONSEQUENCES

**Any employee of the Board who contravenes this Policy may be subject to disciplinary action, up to and including termination of employment.**

The Director of Education will issue guidelines in support of this policy.

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: APPROVAL OF POLICIES  
CODE OF CONDUCT FOR TRUSTEES

---

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Code of Conduct for Trustees Policy, as presented.

Niagara Catholic District School Board

**CODE OF CONDUCT - TRUSTEES**

Adopted:  
Revised:

Policy No.

**STATEMENT OF POLICY**

The Niagara Catholic District School Board recognizes its mandate to formulate policies that will guide the Board in its mission to promote excellence in Catholic Education and foster the gospel values.

As members of the Niagara Catholic District School Board, trustees represent the citizens of their local communities and are responsible to the electorate through the democratic process.

The trustees are the student's advocates; therefore, their first and greatest concern is the best interest of each and every student.

The Board, therefore, establishes for itself a code of conduct as described herein.

**Code of Conduct**

**Execution of responsibilities**

Trustees shall comply with all statutes and regulations applicable to the trustees, the Board and its operations; including, **but not limited to**, Board policies, the *Education Act*, the *Human Rights Code*, the *Municipal Conflict of Interest Act* and the *Municipal Freedom of Information and Protection of Privacy Act*.

**Conflict of interest**

Trustees will comply with all conflict of interest legislation and policies in fulfilling their fiduciary responsibilities.

Trustees agree not to use their position to obtain employment or financial benefit for themselves, family members and close associates.

Trustees agree not to use their positions for personal advantage or to the advantage of any other individual apart from the total interest of the school board, and to resist outside pressure to so use their positions.

**Interactions with each other**

Trustees agree to work on creating positive and supportive relationships among trustees, staff, students, parents, guardians, **clergy** and the community at large.

Trustees agree to display decorum at all meetings and cooperate with the authority of the appropriate chairperson to oversee the running of the meetings in accordance with Roberts Rules of Order and Board By-laws.

Individual trustees agree to work with other board members in a spirit of respect, openness, courtesy, co-operation and proper decorum, in spite of differences of opinion that arise during debate.

Individual trustees agree to express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.

### **Confidentiality**

Trustees agree to respect the confidentiality of in-camera discussions and actions as per relevant statutes and Board policies.

Trustees agree not to divulge confidential information, which is obtained in their capacity as board members, and not to discuss those matters outside the meetings of the Board or the Board's committees.

### **Representational responsibility**

While trustees have the right to speak as individuals, unless elected as the Chairperson of the Board, trustees agree not to speak officially on behalf of the Board of Trustees. Trustees will be respectful of the role of the Chairperson and the Director of Education as official spokespersons for the Board. Trustees are prohibited from acting in any way that usurps the authority of the Board.

Trustees agree to be loyal to board decisions even though personally opposed to the final recommendations and decisions.

Trustees recognize that they do not represent the Board officially unless explicitly authorized to do so.

Trustees agree to communicate and conduct my relationship with staff, the community and the media in a manner that focuses on all of the facts about their schools.

### **Delegation of authority and management of the school system**

Trustees are to contact the Director of Education or the appropriate Supervisory Officer to source information in order to fulfill their policy making responsibilities.

Trustees agree to follow approved legislated and Board approved procedures when dealing with individual personnel matters.

Trustees shall remove themselves from all matters dealing with internal school discipline and operational decisions of any particular school.

Notwithstanding the policy on “complaint processes”, trustees shall remove themselves from academic decisions regarding pedagogical approaches, grading, marking student’s work and assignment of credits, except as specifically mandated under the Education Act to deal with appeals of suspension and approval of expulsions.

Trustees agree not to engage in any conduct intended to embarrass or intimidate other trustees, students or staff of the Niagara Catholic District School Board

### **Relationships with parents and the community**

Trustees agree to endeavour to work fairly and cooperatively with the Director of Education and the community in the resolution of disputes. Trustees will follow relevant Board policies. (i.e. Board policy 800.3) in the handling of complaints from parents, students, the community and staff.

### **Access to School premises**

Trustees are expected to comply with ONTARIO REGULATION 474/00 with respect to their attendance at schools.

### **Training**

Upon election, trustees shall be required to complete a training course that details their roles and responsibilities and advises them of their obligations pursuant to the Code of Conduct and other legislated responsibilities. During their term of office, trustees are required to receive refresher training every year.

### **Consequences**

Trustees, who express abusive commentary, refuse to conform to the Trustees’ Code of Conduct or other Board policies, or exhibit other unacceptable behaviours (i.e. **behaviour that is contrary to the expectations outlined in this policy**), will be dealt with in the following manner:

- 1<sup>st</sup> offence – verbal warning from the Board Chairperson;
- 2<sup>nd</sup> offence – a statement outlining the infraction and the name of the trustee involved will be made during the next scheduled in-camera meeting and recorded in the minutes of that meeting;
- Subsequent offences – a statement outlining the infraction and the name of the trustee involved will be made during the next scheduled public meeting and recorded in the minutes of that meeting.

Depending on the type and extent of the infraction, a public statement may take the form of a *Motion to Censure* and may incorporate measures, such as:

- being asked by the Chairperson to leave a meeting immediately or the meeting can be terminated,
- restrictions on rights to attend in-camera meetings or receive in-camera materials,

- removal of membership from a Board Committee, and/or
- other actions taken by the Chairperson and supported by the Board of Trustees.

In circumstances whereby the actions of an individual trustee lead to concern about corporate liability, the Board may consider a *Motion to Disassociate* to publicly state that the trustee in question must take personal responsibility for his/her actions.

Motions to Censure or Disassociate require a mover and seconder and must be supported by a simple majority of the Trustees present at the meeting.

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: POLICY DEVELOPMENT UPDATE

---

---

The Policy Development Update  
is presented for information.

---

---

Prepared by: John Crocco, Director of Education  
Presented by: John Crocco, Director of Education  
Date: September 9, 2008



## REPORT TO THE COMMITTEE OF THE WHOLE POLICY DEVELOPMENT UPDATE

### Background:

The Report on Policy Development Update for the month of September 2008 is submitted for the information of trustees.

A copy of the Policy and Administrative Guidelines - Policy on Formulation of Policy (APPENDIX A) is included for ease of reference.

POLICIES BEING DEVELOPED		DUE DATE		APPENDIX
		<i>CW</i>	<i>BOARD</i>	
1.	Self-Identification of Aboriginal Students Policy	January 2009	January 2009	B
2.	Conflict of Interest for Employees Policy*	*At the Policy Committee Meeting of June 3rd, the Committee passed a motion to defer these policies to the first meeting of the Policy Committee in the fall of 2008.		
3.	Code of Conduct - Trustees Policy*			
POLICIES BEING REVIEWED/AMENDED				
	Nil			
POLICIES BEING PRESENTED TO THE COMMITTEE OF THE WHOLE - September 9th, 2008				

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

The Policy Development Update is presented for information.

Prepared by: John Crocco, Director of Education  
 Presented by: John Crocco, Director of Education  
 Date: September 9, 2008





# THE FORMULATION OF 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, the Director of Education or Administrative Council.

Prior to the development of draft policy or the revision of current policies, a statement outlining the intent of the proposed policy, as well as the proposed distribution for [vetting](#) of the draft policy, will be provided to the Committee of the Whole for Information.

The Director of Education may delegate the development or revision of policy statements to appropriate staff.

The policy draft will be reviewed by Administrative Council, and if the Director deems appropriate, it will be vetted to various stakeholder groups. The vetting process will begin with Trustees who will receive the draft guidelines at least 7 days before the general vetting begins.

Following Administrative Council approval and appropriate vetting to stakeholder groups, the draft policy will be presented to the Policy Committee for recommendation to the Committee of the Whole.

The Board, at a subsequent meeting, will receive a recommendation from the Committee of the Whole regarding the adoption of the policy.

The Director of Education will issue Administrative Guidelines if necessary in support of the policy, and will distribute the policy to the system.

### VETTING

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

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

Policy Issued: October 27, 1998  
 Guidelines Issued: October 27, 1998  
 Guidelines Revised: June 26, 2001, September 19, 2001



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY DEVELOPMENT UPDATE

For the Month of September 2008

APPENDIX B

**NEW**

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

Name of Policy	<b>SELF-IDENTIFICATION OF ABORIGINAL STUDENTS POLICY</b>	Policy # N/A	Initiated By
Intent of Policy		Issued N/A	Board <input type="checkbox"/>
		Revised N/A	Director <input type="checkbox"/>
			Admin. Council <input checked="" type="checkbox"/>

### Distribution of Vetting

Trustees	<input checked="" type="checkbox"/>	OEFTA Occasionals	<input checked="" type="checkbox"/>	Regional Catholic School Coun.	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V. Principals Assoc.	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>
OEFTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input type="checkbox"/>	Student Senate	<input checked="" type="checkbox"/>
OEFTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>

Resource: *Yolanda Baldasaro, Superintendent*

Date of Notification to Committee of the Whole

*Spring 2009*

## STEP 2 - DRAFT POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	<i>TBD</i>
Trustees	Date Draft Policy Sent to Trustees	<i>TBD</i>
	Date Draft Policy Due From Trustees	<i>TBD</i>
Stakeholders	Date Draft Policy Reviewed	<i>TBD</i>
Policy Committee	Date Draft Policy Reviewed	<i>TBD</i>
Committee of the Whole	Date Draft Policy Reviewed	<i>TBD</i>
Board	Date Policy Approved	<i>TBD</i>

} 7 Days

## COMMENTS

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

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: SMART BOARD TECHNOLOGY TO SUPPORT INSTRUCTION

---

---

The report on Smart Board Technology  
to Support Instruction  
is presented for information.

---

---

Prepared by: Frank Iannantuono, Superintendent of Education  
Chris Graham, Program Officer: Curriculum

Presented by: Frank Iannantuono, Superintendent of Education  
Chris Graham, Program Officer: Curriculum  
Lori Spadafora, Intermediate Consultant  
Paula Downey, Classroom Teacher, St. Martin  
John Giroux, Program Chair of Mathematics, Holy Cross Catholic

Approved by: John Crocco, Director of Education

Date: September 9, 2008



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

**REPORT TO THE  
COMMITTEE OF THE WHOLE  
MEETING OF SEPTEMBER 9<sup>th</sup>, 2008**

**SMART BOARD TECHNOLOGY TO SUPPORT INSTRUCTION**

---

**BACKGROUND INFORMATION**

The use of Smart Boards is a technology used to accommodate different learning styles, especially for students who are visual learners and/or kinesthetic learners. This technology actively engages all students in learning new concepts or reinforcing previously taught strategies and skills. The Smart Boards can help transform learning and encourage differentiated instruction. Students have an interactive role in enhancing their understanding of new concepts and, as a result, have a knowledge that they have contributed to the lesson. Lessons can be saved for future reinforcement and review.

This interactive whiteboard turns any computer into a powerful instructional tool to support and enrich instruction. With a computer image projected onto the whiteboard, the surface of the touch-sensitive surface is activated to access and control any of the various applications.

Smart Boards can be used to encourage guided and teacher directed investigations and/or discussions involving software programs such as Geometer's Sketchpad, Fathom or graphing calculators. These boards have the potential for teachers to record any interactive dialogue, including student contributions and presentations. The presentations could be used for review by students at a later time. This can be a very effective instructional strategy for students who benefit from repeated instruction, which would promote and encourage differentiated instruction, for students who are absent from school, for struggling learners, and to review for examinations.

***Niagara Catholic Pilot Program 2007-2008***

In the spring of 2007, Academic Council approved the Smart Board Pilot Program for Niagara Catholic. Utilizing budgeted central Board funds, ten (10) Smart Boards were purchased through a first time purchasing grant through DuoCom Technologies. Based on dialogue with Principals, Curriculum Councils and staff, five (5) of the Smart Boards are being piloted in Junior classes and five (5) in Intermediate/Senior classes as listed below;

Cardinal Newman Catholic  
St Alexander Catholic  
St. James Catholic  
Canadian Martyrs  
St. Therese Catholic

Blessed Trinity Catholic  
Holy Cross Catholic  
St. Francis Catholic  
Saint Paul Catholic  
St. Gabriel Lalemant Catholic

In October, staffs participating in the Smart Board Pilot were in-serviced on the initial implementation of the Smart Board prior to their delivery and set-up at each school.

The success of this initiative has prompted the addition of four Smart Boards with one Smart Board designated for each of the four areas of Niagara Catholic. The following schools will receive a Smart Board.

St. Ann (St. Catharines)  
Sacred Heart (Niagara Falls)  
Holy Name (Welland)  
St. Martin (West Lincoln)

Throughout the current school year, the Niagara Catholic Smart Board Focus Group continues to meet for ongoing training by DuoCom Technologies. As staff continues to explore and use the Smart Boards, we continue to discover additional applications as we explore and use this technology in classrooms.

As with all new initiatives by the Program Department, we have established a built-in structure for callbacks to monitor and assist with implementation. As part of this information report, an elementary and a secondary school teacher who are part of the pilot program will provide a brief demonstration of Smart Board technology to the Committee of the Whole.

**The report on Smart Board Technology to Support Instruction is presented for information.**

PREPARED BY: Frank Iannantuono, Superintendent of Education  
Chris Graham, Program Officer: Curriculum

PRESENTED BY: Frank Iannantuono, Superintendent of Education  
Chris Graham, Program Officer: Curriculum  
Lori Spadafora, Intermediate Consultant  
Paula Downey, Classroom Teacher, St. Martin  
John Giroux, Program Chair of Mathematics, Holy Cross Catholic

APPROVED BY: John Crocco, Director of Education

DATE: September 9<sup>th</sup>, 2008

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: PROGRAM DEPARTMENT - EXECUTIVE SUMMARY OF PROGRAMS  
AND RESOURCE IMPLEMENTATION FOR 2008-2009

---

---

The report on the Program Department - Executive Summary of  
Programs and Resource Implementation for 2008-2009  
is presented for information.

---

---

Prepared by: Frank Iannantuono, Superintendent of Education  
Chris Graham, Program Officer: Curriculum

Presented by: Frank Iannantuono, Superintendent of Education  
Chris Graham, Program Officer: Curriculum

Approved by: John Crocco, Director of Education

Date: September 9, 2008



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

**REPORT TO THE  
COMMITTEE OF THE WHOLE  
MEETING OF SEPTEMBER 9<sup>TH</sup>, 2008**

**PROGRAM DEPARTMENT - EXECUTIVE SUMMARY OF PROGRAMS AND  
RECOURCE IMPLEMENTATION FOR 2008-2009**

---

**BACKGROUND INFORMATION**

As a follow-up to the Board's approval of the 2008-2009 Niagara Catholic District School Board Budget and Objectives this past spring, the Program Department has implemented a number of the Kindergarten to Grade 12 budget objectives over the summer in preparation for classes to begin Tuesday, September 2<sup>nd</sup>, 2008.

In addition to a variety of Professional Development Program In-Service sessions for teachers, which occurred during the last two weeks of August, and those planned throughout the fall focusing on new program initiatives, the following is an Executive Summary of major new programs and resources implemented by the Program Department for a September start-up for the 2008-2009 school year.

**Executive Summary – New Programs and Resources for September Start-Up 2008-2009**

**2008-2009 Program Focus**

**“Supporting and Leading Innovative Instructional Program Delivery and Implementation in Order to Improve Student Learning One Student and One Teacher at a Time.”**

***Program Department SMART Goals***

1. To have Program Consultants address 100% of the requests from classroom teachers relating to the delivery of Ministry of Education and Board expected Curriculum, Assessment and Reporting practices so that teachers will receive the necessary support by June 2009.
2. To have 100% of classroom teachers use the most recent expected assessments (Observation Survey, PM Benchmarks, DRA) as well as other classroom assessments so that 100% of classroom teachers will be able to target early intervention, directed classroom program, track and monitor student progress at regular interviews throughout the 2008-2009 school year.
3. To support all classroom teachers with grade appropriate support so that the most recently revised Ministry of Education curriculum and support documents will be used regularly throughout the 2008-2009 school year.

4. To have all secondary teachers aware of the “16 by 16” indicator by October 31<sup>st</sup>, 2008 so that credit accumulation strategies will be in place to increase this indicator by 3% by June 2009.

Central Program Staff: 2008-2009:

**Early Years:** patricia.thacker@ncdsb.com

**Primary:** caroline.minne@ncdsb.com

**Junior:** sheri.bassett@ncdsb.com

**\*Intermediate:** jennifer.decoff@ncdsb.com

**\* Religion and Family Life:** terri.pauco@ncdsb.com

**ESL/FSL/Music:** jayne.evans@ncdsb.com

**Phys Education & Health - DPA:** mike.sheahan@ncdsb.com

**Technological Education:** sergio.borghesi@ncdsb.com

**Secondary Consultant – Pathways Developer:** pat.mete@ncdsb.com

**Literacy Coaches:**

- *Primary/ Junior – karyn.henderson@ncdsb.com*
- *Primary/ Junior – janice.barrettomendonca@ncdsb.com*
- *Primary/ Junior – dana.sacco@ncdsb.com (kendal.cappellazzo@ncdsb.com)*
- *Primary/ Junior – maria.solomon@ncdsb.com*
- *Intermediate – melissa.green@ncdsb.com*

**Coordinator Educational Computer Training:** sheila.lohnes@ncdsb.com

**Principal of Program: Student Success:** david.pihach@ncdsb.com

**Principal of Program: Religious Education:** khayyam.syne@ncdsb.com

**Principal of Program: Curriculum /School Effectiveness**

**Lead:** christine.graham@ncdsb.com

**Program Direction, Implementation and Innovation:** frank.iannantuono@ncdsb.com

**Elementary**

- Fully Alive Textbooks – Grades 1 to 3 (Revised)
- Junior Core Language Pilot Program (TBC)
- Non-Fiction Literature for Early Years
- Primary Math Resources for Combined Grades
- FSL Resources
- Teaching the Traits Resources
- Enhanced Play Like a Champion and DPA
- Enhanced LEGO Robotics
- Full Day Kindergarten Set-up for New Schools
- Intensive French Program – St. Vincent de Paul and Monsignor Clancy
- Tutors in the Classroom – for all elementary schools
- Does God Know How to Tie His Shoes? – a book for all Kindergarten students
- Family Literacy Booklets



## **Secondary**

- ✓ Grade 10 History and Social Science Textbooks
- ✓ Grade 11 and 12 Mathematics Textbooks –MCF 3M; MHF 4U; MCU 4U (TBC August 27<sup>th</sup>, 2008)
- ✓ First Robotic Support
- ✓ New Specialist High Skills Major – Horticulture
- ✓ Final Cut Pro Software License
- ✓ Weight room and Track and Field Equipment
- ✓ Tutors in the Classroom – for all secondary schools
  
- ✓ New Course Start-Up
  - Denis Morris
    - i) Fashion Design
    - ii) Film Studies
  - Holy Cross
    - i) English Textbooks
    - ii) Focus on Hockey
    - iii) Body Sculpting
    - iv) Personal Fitness
  - Lakeshore Catholic
    - i) Electrical
    - ii) Dance
  - Notre Dame
    - i) Fashion Design
    - ii) English Media
  - St. Francis
    - i) Church and Culture
    - ii) Communication Technology
    - iii) English Media
  - Saint Michael
    - i) Photography English Media
  - Saint Paul
    - i) Instrumental Music
    - ii) Communications Technology Computers

## **Provincial Grant Funded Projects**

In addition to the new programs and resources funded by the 2008-2009 Niagara Catholic Budget, during July and August we received confirmation that six additional program proposals, totaling \$773,669 were approved for provincial funding for the 2008-2009 school year. They are;

- ✓ Intensive French Program (\$210,836) this is the exact amount
  - St. Vincent de Paul and Monsignor Clancy Catholic Elementary Schools
  
- ✓ CODE – Funds for projects to support English Language Learners (\$12,000)
  - ESL symposium for administrators and classroom teachers, Feb. 2009
  - French Is Real: FSL Software (Gr. 7-12) (\$45,288)

- ✓ Specialist High Skills Major (\$184,400)
  - Culinary Arts – Quality Inn and Grand Olympia
  - Transportation Technology – Shaw Street
  - Horticulture – Niagara Parks Commission
- ✓ Tutors in the Classroom (\$53,000)
- ✓ Niagara Link (\$28,200)
- ✓ C2 (\$50,000)
- ✓ Library Investment Initiative (\$138,245)
- ✓ Environmental Education Initiatives (\$23,500)

The programs and resources outlined within the Executive Summary are in compliance with the Board Budget objectives for 2008-2009 and the Ministry of Education curriculum expectations.

Through our collaborative process with Principals and Vice-Principals, teachers, Curriculum Councils, Program Councils and Academic Council, we will continue to assess the implementation and effectiveness of our programs and resources to improve student achievement.

We will also continue to apply for additional provincial focused funding grants as they become available to enhance specialized program delivery in Niagara Catholic.

As part of our monthly report to the Committee of the Whole, we will continue to update Trustees on these and other innovative programs and resources within our elementary and secondary schools of Niagara Catholic as we continue to improve student achievement.

**The report on Program Department – Executive Summary of Programs and Resource Implementation for 2008-2009 is presented for information.**

PREPARED BY: Frank Iannantuono, Superintendent of Education  
Christine Graham, Program Officer: Curriculum

PRESENTED BY: Frank Iannantuono, Superintendent of Education  
Christine Graham, Program Officer: Curriculum

APPROVED BY: John Crocco, Director of Education

DATE: September 9<sup>th</sup>, 2008

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: EXTENDED OVERNIGHT FIELD TRIP/EXCURSION/EXCHANGE TRIP  
INFORMATION

---

---

The report on the  
Extended Overnight Field Trip/Excursion/  
Exchange Trip Information  
is presented for information.

---

---

Prepared by: Frank Iannantuono, Superintendent of Education  
Presented by: Frank Iannantuono, Superintendent of Education  
Approved by: John Crocco, Director of Education  
Date: September 9, 2008



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

**REPORT TO THE  
COMMITTEE OF THE WHOLE  
MEETING OF SEPTEMBER 9<sup>th</sup>, 2008**

**EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND EXCHANGE  
APPROVAL COMMITTEE – 2008-2009**

---

**Background Information**

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee continues to review proposals for 2008-2009 extended overnight field trips, excursions and exchanges as submitted to date. The composition of the approval Committee is as follows:

1 Supervisory Officer	-	Frank Iannantuono
1 Secondary School Principal	-	Mario Ciccarelli
1 Secondary School Vice-Principal	-	Jeff Smith
1 Education Services Member	-	Mike Sheahan

As defined in the Niagara Catholic Educational Field Trip Policy (400.2) Administrative Guidelines, an Extended Overnight Field Trip is:

- “Any school/board sponsored and supervised activity, on scheduled instructional days, beyond the school property that requires four or more nights lodgings” or
- “Requiring an individual flight ticket of \$600.00 or more.” (Part II, A.4)

An Excursion is defined as:

- “A trip not directly linked to specific subject curriculum expectations, but provided to enrich a students overall Catholic education. An excursion is a trip that is planned and arranged for secondary school students that would be held during the year when the students are not normally expected to be attending classes and that does not adhere to all guidelines and procedures relating to Educational Field Trips.” (Part II, A.5)

Attached to this information report is an Executive Summary of 2008-2009 extended overnight field trips and excursions recently approved by the Committee as submitted by Tuesday, August 26<sup>th</sup>, 2008.

**The report on the Extended Overnight Field Trip, Excursion and Exchange Approval Committee for 2008-2009 is presented for information.**

PREPARED BY: Frank Iannantuono, Superintendent of Education  
PRESENTED BY: Frank Iannantuono, Superintendent of Education  
APPROVED BY: John Crocco, Director of Education  
DATE: September 9<sup>th</sup>, 2008.

**EXECUTIVE SUMMARY**

**Appendix A**

**Extended Overnight Field Trip, Excursion and Exchange Committee Approvals – 2008-2009**

School	Type	Approval Required	Destination	Curriculum Unit/Theme	Education Value	Date	Students on Trip	Duration	Cost (Approx)	Transportation
<b>Approved September 2008</b>										
Saint Michael Catholic High School	Excursion	Superintendent and Extended Overnight Field Trip Committee	Italy and Greece	Cultural	In Italy students will have the opportunity to communicate with native speakers of the Italian language. They will explore aspects of the culture including social customs, art, literature and history. They will gain an appreciation for local food, music and architecture. Students will also explore and gain a better understanding of our catholic faith through our visit to the Vatican. In Greece students will gain knowledge of mythology, literature, art and archaeology and their influence on the modern world, as well as the social practices of ancient civilizations which will enable them to better appreciate and respect their own heritage and that of others.	Thursday, March 12 <sup>th</sup> , 2009 to Friday, March 21 <sup>st</sup> , 2009	28 students 2 staff	10 days 9 nights  (0 school days)	\$3,057.00 per person plus lunch	Air, Coach and Ferry
Lakeshore Catholic High School	Excursion	Superintendent and Extended Overnight Field Trip Committee	Spain	Spiritual, aesthetic, cultural, intellectual and social	A tour of Spain focusing on Medieval, Renaissance and Modern Spanish historical, cultural and religious sites.	Friday, March 13 <sup>th</sup> , 2009 to Sunday, March 22 <sup>nd</sup> , 2009	20-30 students 2 staff	10 days 9 nights  (0 school days)	\$2,432.00 per person	Air, Coach
Blessed Trinity Catholic Secondary School	Extended Overnight Field Trip	Superintendent and Extended Overnight Field Trip Committee	New Orleans, Louisiana	Cultural, music	Blessed Trinity band and choir will perform. Will attend New Orleans Jazz and Heritage Festival and Habitat for Humanity.	Tuesday, April 28 <sup>th</sup> , 2009 to Monday, May 4 <sup>th</sup> , 2009.	60 – 70 students 3 staff 2 chaperones	7 days 6 nights  (5 school days)	\$1,059.00 per person plus lunch and \$50 donation to Habitat for Humanity	Coach

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: COMMUNITY OUTREACH CALENDAR OF EVENTS 2008-2009

---

---

The report on the  
Community Outreach Calendar of Events 2008-2009  
is presented for information.

---

---

Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Approved by: John Crocco, Director of Education  
Date: September 9, 2008



**REPORT TO THE  
COMMITTEE OF THE WHOLE  
MEETING OF SEPTEMBER 9TH, 2008**

**Community Outreach  
Calendar of Events  
2008-2009**

**BACKGROUND INFORMATION**

The Niagara Catholic District School Board continues to reach out to its Catholic community with a wide variety of meaningful events and activities, which truly embody the mission, vision, and values of our school board. To this end, events are being planned for the **2008-2009** school year. These Community Outreach events are intended to meet the needs of our Catholic School Councils, our parent communities, our Board staff and our students. This list of events found below is a collaboration of the many departments within the Niagara Catholic District School Board. These events will also be posted on the Board Web site.

**Community Outreach  
Calendar of Events for 2008-2009**

Date	Event
<b>October</b>	<b>Holy Childhood Association “ Niagara Catholic Charity Drive” begins</b>
<b>Thursday, October 23<sup>rd</sup></b>	<b>Annual Chairs and Catholic School Council Opening Meeting</b>
<b>Thursday, October 23<sup>rd</sup> – Saturday, October 25<sup>th</sup></b>	<b>When Faith Meets Pedagogy Toronto</b>
<b>Sunday, October 26<sup>th</sup></b>	<b>Pilgrimage Sunday</b>
<b>Wednesday, November 12<sup>th</sup></b>	<b>Grade 8 Masses for the feeder schools of each of the 8 Catholic Secondary Schools</b>
<b>Thursday, December 11<sup>th</sup></b>	<b>Administrators/ Trustee/Parish Priest Luncheon</b>
<b>Friday, January 30<sup>th</sup></b>	<b>Bishop’s Gala (Club Italia) Presentation of Catholic Education Award of Distinction</b>

Thursday, February 12 <sup>th</sup>	Faith Formation for Catholic School Councils
February 9 <sup>th</sup> - 13 <sup>th</sup>	Kids Helping Kids Campaign
Saturday, April 18 <sup>th</sup>	Annual Catholic School Council Spring Convention
Monday, April 20 <sup>th</sup>	Volunteer Appreciation Breakfast
May 3 <sup>rd</sup> - May 8 <sup>th</sup>	Catholic Education Week Theme: "Catholic Education: Good News for All."
Monday, May 4 <sup>th</sup>	Grade 7 Masses for the feeder schools of each of the 8 Catholic Secondary Schools
Monday, May 4 <sup>th</sup>	Catch the Spirit Awards
Tuesday, May 5 <sup>th</sup>	Staff Excellence
Thursday, May 14 <sup>th</sup>	Class of 2009 Graduation Celebration (day)  Partners in Catholic Education (evening)
Friday, May 15 <sup>th</sup>	System Wide Faith Day
Thursday, June 11 <sup>th</sup>	Past & Present Leaders

**The Community Outreach Calendar of Events for 2008-2009 is presented for information.**

**PREPARED BY:** Yolanda Baldasaro, Superintendent of Education  
**PRESENTED BY:** Yolanda Baldasaro, Superintendent of Education  
**APPROVED BY:** John Crocco, Director of Education  
**DATE:** September 9th, 2008



TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD ANNUAL ACCESSIBILITY  
PLAN SEPTEMBER 2008 TO AUGUST 2009 (YEAR SIX)

---

---

The report on the Niagara Catholic District School Board  
Annual Accessibility Plan - September 2008 to August 2009  
(Year Six) is presented for information.

---

---

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Approved by: John Crocco, Director of Education

Date: September 9, 2008



**REPORT TO THE  
COMMITTEE OF THE WHOLE  
MEETING OF SEPTEMBER 9, 2008**

**Niagara Catholic District School Board  
Annual Accessibility Plan  
September 2008 to August 2009 (Year 6)**

---

**BACKGROUND INFORMATION**

In September 2003, the Niagara Catholic District School Board, in compliance with the Ontarians with Disabilities Act, 2001 (O.D.A.), prepared its annual accessibility plan and made the plan available to the public. Bill 118, the Accessibility for Ontarians with Disabilities Act (A.O.D.A.), 2005, was passed. The purpose of the Act is to develop, implement and enforce accessibility standards to “achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises on or before January 1, 2025.” While the government is moving forward to implement the A.O.D.A., there will be a transition period where government and the broader public sector will continue to meet their obligation under the Ontarian with Disabilities Act, 2001 ( O.D.A.). These obligations will remain in effect until they are repealed and replaced by the standards under the new act.

Attached is the sixth annual plan for the 2008-2009 school year. The plan has been prepared by the Accessibility Working Group whose composition represents the various stakeholders within the board. This plan describes the measures the Niagara Catholic District School Board has taken in the past as well as the measures which will be taken during the 2008-2009 school year.

The Niagara Catholic District School Board is committed to the continual improvement of access to school board facilities, policies, programs, and services for students, staff, parents/guardians, and members of the community with disabilities. The Working Group recommends that an on-going review of progress be made toward systematic implementation of the Niagara Catholic District School Board Accessibility Plan.

**KEY AREAS OF FOCUS OF THE PLAN**

- Plant Department checklists have been revised to include accessibility issues.
- All new playground installations must be O.D.A. compliant. The playground site is to be accessible and equipment is to include ground level accessible equipment for student enjoyment.
- The Vice Principals of the Student Support Services Department will provide updates for our Principals at the Family of Schools Meetings.
- Principals and Vice Principals continue to review the expected outcomes of the Accessibility Plan.

- Senior staff has been made aware of the plan.
- Representatives of Accessibility Working Group will present the plan to S.E.A.C. for feedback
- Principals will be asked to share the Accessibility updates with their respective staff personnel.
- Monitoring parking lot signage for handicapped parking as well as the review of designated parking.
- Provision of accessible washrooms and change rooms for various schools (as required).
- Providing door operators at various schools (as required).
- Providing wheelchair ramps for portables/school entrances at various sites (as required).
- Health and Safety Audits conducted at all school sites
- Purchase of wheelchair stair lifts at various schools (as required).
- Implementation of power-assisted Doors and Card Access systems.
- Safe Schools Initiatives as per Bill 212 (February 2008).
- Providing supports to implement and maintain the use of Assistive Technology in student programming.
- Emergency preparedness response plans require provisions for personnel with disabilities.
- Allocating Ontario Psychological Association (O.P.A.) and Ministry funding to fund project that enhances the capacity of teachers to provide appropriate education programs and services.
- Timely sharing of information will continue to accompany student transfers. This process will address the information barriers, which may exist.
- Workshops will continue to be provided to administrators, teachers, educational assistants, Child and Youth Workers that address communication, physical, behavioural, and emotional disabilities.
- Continued collaboration with outside agencies.

The Accessibility Plan for 2008-2009 is attached for trustee information. As per O.D.A. expectations, the Accessibility Plan continues to be made available to the public through the Board's Communications Department and will be available on the board web-site [www.niagaracatholic.ca](http://www.niagaracatholic.ca) on September 30<sup>th</sup>, 2008.

The Accessibility Plan for 2008-2009 is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education  
 Presented by: Yolanda Baldasaro, Superintendent of Education  
 Approved by: John Crocco, Director of Education  
 Date: September 9th, 2008



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

**ANNUAL ACCESSIBILITY PLAN  
FOR THE  
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
SEPTEMBER 2008 – AUGUST 2009**

**Submitted to**

Niagara Catholic District School Board  
September 2008 to August 2009

**Prepared by**

The Niagara Catholic District School Board  
Accessibility Working Group

Adopted September 30, 2003  
Revised September 28, 2004  
Revised September 30, 2005  
Revised September 29, 2006  
Revised September 28, 2007  
Revised September 30, 2008

This publication is available on the  
Niagara Catholic District School Board's website  
[www.niagaracatholic.ca](http://www.niagaracatholic.ca)

and in accessible formats upon request.

## Table of Contents

EXECUTIVE SUMMARY.....	3
Aim.....	4
Objectives .....	4
Commitment to Accessibility Planning.....	4
Description of the Niagara Catholic District School Board.....	5
The Accessibility Working Group Members.....	6
Recent Barrier-removal Initiatives .....	7
Preventing New Barriers .....	8
Barrier-identification Methodologies.....	8
Barriers Identified .....	9
Review and Monitoring of Accessibility Issues .....	10
Completed Accessibility Projects- 2007-2008 .....	11
Barriers to be addressed-2008-2009.....	12/13
New Accessibility Projects-2008-2009/Review and Monitoring Process.....	14
Communication of the Plan.....	15
Appendix One – Definitions/Proposed Lock Door Entry Plaque.....	16

The Annual Accessibility Plan is in compliance with the Ontarians with Disabilities Act, 2005.

## EXECUTIVE SUMMARY

The purpose of the Ontarians with Disabilities Act (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the ODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan; and to make the plan public.

Bill 118, the Accessibility for Ontarians with Disabilities Act, 2005, was passed by unanimous vote by the Ontario Legislature on May 10, 2005. The purpose of the Act is to develop, implement and enforce accessibility standards to “achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises on or before January 1, 2025.”

While the government is moving forward to implement the AODA, there will be a transition period where government and the broader public sector will continue to meet their obligation under the Ontarians with Disabilities Act, 2001 (ODA). These obligations will remain in effect until they are repealed and replaced by the standards under the new act.

This is the **sixth annual plan (2008-2009)** prepared by the Accessibility Working Group of the Niagara Catholic District School Board. The plan describes: (1) the measures that the Niagara Catholic District School Board has taken in the past, and (2) the measures that the Niagara Catholic District School Board will take during the year **(2008-2009)** to identify, remove and prevent barriers for people with disabilities. This plan will also highlight the successes of the **fifth** annual plan of **2007-2008**.

The Niagara Catholic District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plans.

The Accessibility Working Group identified barriers for people with disabilities. These barriers were categorized into seven classifications: (1) Physical, (2) Architectural, (3) Communication, (4) Information, (5) Attitudinal, (6) Technological, and (7) Barriers due to existing Policy and Practice. For the future, the Accessibility Working Group recommends that the Niagara Catholic District School Board prioritize the aforementioned barriers listed on pg. 9, subsection 9 of this document. Following that, the Working Group recommends that the Board of Education conduct an on-going review of progress made toward systemic implementation of the Niagara Catholic District School Board Accessibility Plan.

It must be noted that the **Accessibility for Ontarians with Disabilities Act, 2005 (AODA)** contains no allowances for funding any costs.

## 1. Aim

This plan describes the measures that the Niagara Catholic District School Board has taken in the past and measures that will be taken during the next year (**2008-2009**) to identify, remove and prevent barriers for people with disabilities who work in, use or attend school, board facilities and services.

## 2. Objectives

This plan:

1. Describes the *process* by which the Niagara Catholic District School Board will identify, remove and prevent barriers for people with disabilities.
2. Reviews efforts at the Niagara Catholic District School Board to remove and prevent barriers for people with disabilities during the past year(s).
3. Lists the policies, procedures, programs, practices and services that the Niagara Catholic District School Board will review in the coming year to identify barriers for people with disabilities.
4. Describes the measures the Niagara Catholic District School Board will take in the coming year to identify, remove and prevent barriers for people with disabilities.
5. Describes how the Niagara Catholic District School Board will make this accessibility plan available to the public.

## 3. Commitment to Accessibility Planning

This document has been written with the intent that the recommendations prepared by the Accessibility Working Group are presented to Administrative Council and to the Board of Trustees.

The Niagara Catholic District School Board is committed to:

- Establishing Accessibility Working Group.
- Consulting with people with disabilities in the development and review of its annual accessibility plans.
- Ensuring school board policies and procedures are consistent with the principles of accessibility.
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Working Group to prepare an accessibility plan that will enable the Niagara Catholic District School Board to meet these commitments.

#### 4. Description of the Niagara Catholic District School Board

Following government legislation entitled the “Fewer School Boards Act,” the total number of school boards in Ontario was reduced to 72. The aforementioned legislation also impacted the Niagara Catholic District School Board. The Niagara Catholic District School Board was established on January 1, 1998, as a result of the amalgamation of the former Lincoln County Roman Catholic Separate School Board and Welland County Roman Catholic Separate School Board, in compliance with government legislation.

The Niagara Catholic District School Board, consisting of eight secondary schools and fifty-three elementary schools, currently serves **23,085** students. Our Catholic schools are rooted in the notion that “Christ is the Way, the Truth and the Light.” The philosophy of the Niagara Catholic District School Board is that learners are called by God to fulfill their potential; all learners are gifted by God and can learn; learning is an interactive process; learning is an enriching experience; and learning is for eternity. Furthermore, students, regardless of special talents or challenging needs can grow and they can grow best by attending schools, which offer accessible programs, in accessible settings, through accessible services.

The Mission of the Niagara Catholic District School Board, as a Catholic Community of learners, is to ensure that all students develop the knowledge, skills and values to reach their full potential, with Christ as the Way, the Truth and the Light.



## 5. The Accessibility Working Group Members

The Accessibility Working Group is a committee comprised of staff, administrators, Special Education Advisory Committee (SEAC) members and community members which convene to create, monitor and improve the objectives of the Niagara Catholic School Board's Annual Accessibility Plan. The accessibility working group was formally constituted in April 2003. The current group consisted of the following members.

<b>Working Group Member</b>	<b>Department</b>
Diane Pizale (Acting Chair)	Special Education: Acting Vice-Principal
Frank Iannantuono	Senior Administration
Kim Maxwell	Human Resources
Amy Dowd	Coordinator: Student Support Services
Cathy McMullin	Special Education: Non Teaching Member
Marcel Jacques (Chair)	Special Education: Program Officer, Student Support Services
James Woods	Controller of Plant
Jayne Evans	Elementary (ESL involvement) Teaching Member
Babette Bailey	Board Employee: Teacher of the Deaf
Franca Spagnuolo	Non Union Representative
Sylvia Nemcko	Union (CUPE) Representative
Betty Colaneri	Regional School Council: Contact
Heather Schneider	SEAC: Contact
Chris Calla	Regional School Council: Contact
Marie Balanowski	OECTA – Elementary
Scott McAvoy	OECTA – Secondary

## 6. Recent Barrier-removal initiatives

During the last several years, there have been a number of informal initiatives at the Niagara Catholic District School Board to identify, remove and prevent barriers to people with disabilities.

The Niagara Catholic District School Board, through its Special Education Plan, 2008-2009 addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education Plan is available from the Special Education Department at (905) 735-0240, ext. 175.

Accessibility has been facilitated through the following supports:

### **Past Accessibility Projects include:**

- Improving Accessibility of Board facilities for students with physical and sensory disabilities has been a priority for the Niagara Catholic District School Board.
- Installations have included:
  - Lift systems
  - Building of interior and exterior ramps
  - Barrier free washrooms
  - Automatic door openers (most at the front doorways of schools)
  - Magnetic Door Hold Opens
  - Elevators at schools
  - Doors of accessible width at front entrances
  - Current renovations to existing buildings have accessibility for people with disabilities addressed in the plans
  - Audio and visual emergency alarm systems
  - Proper signage on parking areas

### **Physical: Ongoing on an as needed basis**

- Barrier free washrooms
- Equipment recommended through therapists (O.T., P.T., SLP, W. Ross MacDonald, etc.)
- Support in the schools (EA, Youth Worker)
- W. Ross MacDonald provides orientation and mobility program for the blind and visually impaired
- Transportation: The board provides transportation for many students with physical and/or developmental disabilities.
- Accessibility Checklist: (parking, ramps, elevators, lighting, doors, stairs, floors, telephones, washrooms, height of controls). To be completed at each school site on a monthly basis.
- Vibrators for the deaf/Strobe Light Indicators (for fire alarms)

### **Architectural: Ongoing on an as needed basis**

- Elevators
- Handicap parking
- Door operators
- Barrier free washrooms
- Power-assisted doors/Card Access system
- Sensory Rooms

### **Communication: Ongoing on an as needed basis**

- Special Needs Facilitators
- Sign language interpreters for the deaf and hard of hearing
- Teachers of deaf and hard of hearing
- Teacher of blind and low vision
- Therapists (O.T., P.T., SLP)
- Early planning and meetings for transitions
- Vibrators for the deaf/Strobe Light Indicators (for fire alarms)
- Adaptive equipment and software for the blind and visually impaired
- FM Systems
- Computerized Note Takers

### **Information: Ongoing on an as needed basis**

- Forms are available on the board web site

### **Attitudinal: Ongoing on an as needed basis**

- Educate staff and students i.e. workshops, presenters, bullying programs, etc.

### **Technological: Ongoing on an as needed basis**

- Equipment through therapist recommendation i.e. hardware, software, Windows XP (text magnification) etc.

### **Policy/Practice:**

- Special Education Advisory Committee
- Staffing: The organization of the senior management structure includes a dedicated Superintendent of Special Education. Additional support is provided with the assignment of a Program Officer, Student Support Services.

The architectural designs for new schools have physical features that incorporate principles of universal design as much as possible. Current renovations to existing buildings have addressed accessibility for people with disabilities in the architectural plans.

## 7. Preventing New Barriers

It is the intent that with this document, all school board programs, policies, practices and services will be subject to the guiding principles of inclusionary practice. The Niagara Catholic District School Board will strive to create an environment that is accessible to all people, regardless of age or ability. Through the annual accessibility planning process, the Niagara Catholic District School Board's programming, policies and practices will be assessed to ensure continuous improvement in the area of "accessibility".

## 8. Barrier-identification Methodologies

The Accessibility Working Group used the following barrier-identification methods for identified objectives:

<b>Ontario Disabilities Act: Timelines</b>		
<b>Methodology</b>	<b>Description</b>	<b>Status</b>
<b>Presentation to Senior Administration</b>	<b>Administrative Council</b>	<b>September 3<sup>rd</sup>, 2008</b>
<b>Presentation to SEAC</b>	<b>2008-2009 Accessibility Plan</b>	<b>September 3<sup>rd</sup>, 2008</b>
<b>Presentation to Trustees</b>	<b>For information</b>	<b>September 9<sup>th</sup>, 2008</b>
<b>Presentation to Principals</b>	<b>Revisions and expectations to Year 6 of the Accessibility Plan.</b>	<b>September 11<sup>th</sup>, 2008</b>
<b>Presentation to Employee Groups</b>	<b>For Information</b>	<b>Ongoing</b>
<b>Accessibility Plan made available to the public</b>	<b>Niagara Catholic District School Board Website</b>	<b>September 30<sup>th</sup>, 2008</b>

## 9. Barriers Identified

In its review, the Accessibility Working Group identified many barriers. Over the next several years, the Accessibility Working Group has decided to focus on the following:

Type of Barrier	Description of Barrier	Strategy for its removal/prevention
<b>Physical</b>	Signage for Parking Lots, which depicts Handicapped Parking Area. Levelled Pathways from parking lot to building.	Continue to survey existing parking lots and plan for remediation. Ongoing
<b>Architectural</b> Accessibility to all rooms and stage (portable lifts); Evacu-chairs during fire alarm for students in wheelchairs	Foyers/Reception/stage/ Evacuation areas of buildings may obstruct the paths of people with disabilities.	Reconfigure obstructed areas. Accessible areas Ongoing
<b>Architectural</b> Sensory Rooms	The Board follows all acts and laws on accessible facilities. Plant Department checklists did not acknowledge accessibility issues.	Plant Department checklists have been revised to include accessibility issues. Ongoing
<b>Communication Information</b>	Most formats are available in print format only. Proposed Locked Door Entry Plate to be implemented at schools.	Board will endeavour to provide alternative formats. Ongoing
<b>Attitudinal</b>	Lack of information and strategies for staff with respect to various types of exceptionalities.	Ongoing professional development to both teaching and non-teaching staff through collaboration with outside agencies and board personnel. Ongoing
<b>Policies</b>	Existing policies and procedures may not have included references to O.D.A.	Examine all school Board policies for inclusiveness. Ongoing

## 10. Review and Monitoring of Accessibility Issues

Accessibility planning is an annual obligation, which enables school boards to plan and move ahead in a strategic way by setting goals, budgeting resources and setting performance measures and monitoring. Accessibility planning is an ongoing process: next year's plan will report on the commitments made in this year's plan, and set new priorities and commitments for the following year. Based on this school of thought, the Accessibility Working Group of the Niagara Catholic District School Board presents the following information from the 2007-2008 school year which was reviewed.

Barrier	Objective	Means to Remove/Prevent	Performance Criteria	Resources	Timing	Responsibility
<b>Attitude</b>	To increase the awareness of Safe Schools legislation.	Training provided to all School Principals through provincial bullying Initiative.		Resources provided to each Elementary and Secondary School	On-going	NCDSB
<b>Technological</b>	Provide students and staff accessibility to technological supports and assistive technology to improve learning and teaching. (SEA Documentation)	Identify additional technology (hardware and software) for students with special learning needs.	Ensure supports are in place to implement and maintain equipment and to provide training.	Student Support Services and Ministry of Education.	On-going	Student Support Services Finance Department
	Expand technological support staff in Special Education	Hiring of a Special Needs Facilitator – Information Technology.	To ensure supports are in place to implement and maintain equipment.	Student Support Services and Ministry of Education funding.	On-going	Student Support Services
<b>Architectural</b>	Evaluation of need for barrier free washrooms / changerooms	Consult with Plant Department and Student Support Services Department	Evaluation of all washrooms in schools	Plant Department and Student Support Services Department	As needed	Student Support Services Plant Department

The Accessibility Working Group acknowledges that issues surrounding Communication and Information barriers will be addressed on an ongoing basis each year.

**COMPLETED ACCESSIBILITY PROJECTS 2007-2008**

<b>Facility</b>	<b>Description</b>
St. George	renovation for special needs washroom
St. Philomena	design parking and drop-off
St. Elizabeth	modify barrier free washroom for change table
Lakeshore Catholic	relocate benches in Science Lab 213
St. Vincent de Paul	sensory room renovation
St. John	install washrooms in JK and SK rooms 115, 116
St. Theresa	provide magnetic hold-open devices to doors between class area and corridor
Holy Cross	design for new elevator
St. Francis	sensory room
St. Ann (FE)	Emergency Call System for H/C Washroom
Lakeshore Catholic	special needs room renovation
Mary Ward	sensory room renovations
St. Mary (WE)	automatic door opener
Holy Name	quiet room renovations
St. Edward	modify barrier free washroom for change table
St. Mary (WE)	install emergency PA system
Monsignor Clancy	renovations to Life Skills room 136
St. Mary (WE)	sensory room renovation
St. Francis	automatic door operator renewal
St. Ann (FE)	modify barrier free washroom for change table
St. Ann (FE)	design wheelchair ramp for main entrance
St. Kevin	faucet conversion to hands free
St. Mary (WE)	install door hold-open devices
St. Francis	create barrier free washroom/changeroom
St. Gabriel Lalemant	preliminary work to sensory room renovation
St. Andrew	sensory room renovation
Blessed Trinity	modify barrier free washroom for change table
St. Charles	provide quiet room 127 and withdrawal room 129
St. Charles	provide roller shades in rooms 132 and 133
Assumption	sensory room
St. Gabriel Lalemant	sensory room renovation
St. Charles	install air conditioner in room 116
St. Ann (FE)	provide wheelchair ramp for main entrance
St. Vincent de Paul	provide storage closets for accessible washroom/changeroom
St. Ann (FE)	design of exterior ramp
Loretto Catholic	provide wheelchair ramps to both double portables
Holy Cross	Provide 16 Station Computer Lab on Ground Floor
Notre Dame	sensory room renovation
Saint Paul	sensory room
Holy Cross	install new elevator
St. Mary (NF)	install magnetic hold-open devices
St. John	install door hold-open devices
Cardinal Newman	install magnetic hold-open devices on doors in corridor 1.06
Saint Paul	install ramp on portable 11
St. Ann (FE)	create 2 handicapped parking spaces
St. Ann (FE)	provide power door operator

## 11. Barriers to be addressed in 2008-2009

The Accessibility Working Group will address the following barriers in Year 6 of the Plan with ongoing monitoring of the issues from the Year 5 objectives.

Barrier	Objective	Means to Remove/ Prevent	Performance Criteria	Resources	Timing	Responsibility
<b>Attitude- Students with Autism Spectrum Disorder may face barriers in the classroom</b>	Enhance school teams' capacity in implementing PPM 140, ABA into Programs for students with ASD	Training Education	Participation NCDSB school team sent to training	The Ministry has also provided support to Geneva Centre for Autism in 2007-2008 to support training for school boards in the use of ABA	The training is to take place over a two-year period up to Aug. 31, 2008 Annual Autism Summer Training Aug. 18-22, 2008	Student Support Services, Special Education Policy and Programs Branch (SEPPB)
<b>Practice</b>	Effective Programs and Services Timely Assessment  OPA Student Assessment Project - - Additional Grant Payment (project extended to Aug. 31, 2009)	OPA Assessment Project, Oct. 15, 2008 Conference  Providing Effective Programs and Services	Enhancing the capacity of teachers to provide appropriate education programs and services	Ontario Psychological Assoc. (OPA) and Ministry  Additional grant money	Phase IV of OPA Project to start in the Fall, project to end Aug. 31, 2009	Student Support Services, Special Education Policy and Programs Branch (SEPPB), OPA
<b>Policy and Practice</b> Emergency preparedness response plans require provisions for personnel with disabilities	Ensure that emergency Response Plans provide for the safe evacuation and protection of persons with disabilities	Update and revise existing emergency response plans	Consult with school staff and Student Support Services	Existing budget	Ongoing	Plant Services and Student Support Services
<b>Communication</b> A Proposed Locked Door Entry Plate (see Appendix A)	Template will help assist access to schools	Visual template will assist others (and those with a hearing deficit) who do not have card access to understand the procedure for entry at schools	Implementation of template	Student Support Services Budget	Starting the process in 2008-2009 School year	Plant Services, Print Shop Student Support Services

<b>Attitude</b>	To increase the awareness of Safe Schools legislation.	Training provided to all School Principals through provincial bullying Initiative.		Resources provided to each Elementary and Secondary School	On-going	NCDSB
<b>Technological</b>	Provide students and staff accessibility to technological supports and assistive technology to improve learning and teaching. (SEA Documentation)	Identify additional technology (hardware and software) for students with special learning needs.	Ensure supports are in place to implement and maintain equipment and to provide training.	Student Support Services and Ministry of Education.	On-going	Student Support Services Finance Department
	Expand Assistive Technology support staff in Special Education	Hiring of a .5 Assistive Technology Staff.	To ensure supports are in place to implement and maintain knowledge of Assistive Technology	Student Support Services and Ministry of Education funding (if applicable)	On-going	Student Support Services
<b>Architectural</b>	Evaluation of need for barrier free washrooms / changerooms	Consult with Plant Department and Student Support Services Department	Evaluation of all washrooms in schools	Plant Department and Student Support Services Department	As needed	Student Support Services Plant Department
	Evaluation of each room to ensure accessibility	Consult with Plant Department and Student Support Services Department	Evaluation of all rooms in schools	Plant Department and Student Support Services Department	As needed	Student Support Services Plant Department
	Evaluation of leveled pathway to building from parking lot	Consult with Plant Department and Student Support Services Department	Evaluation of all parking lots in schools	Plant Department and Student Support Services Department	As needed	Student Support Services Plant Department
	Access of interior stages at all schools (portable lifts)	Consult with Plant Department and Student Support Services Department	Evaluation of all stages in schools	Plant Department and Student Support Services Department	As needed	Student Support Services Plant Department
	Evacu-chairs Elevators	Safe evacuation of all students in wheelchairs	Review and monitor issue with Fire Department	Plant Department and Student Support Services Department and Fire Department	Ongoing collaborative approach	Student Support Services Plant Department



## NEW ACCESSIBILITY PROJECTS 2008-2009

Facility	Description
St. Joseph (Stevensville)	revise interior ramp for minimum 1:12 slope
St. Joseph (Stevensville)	provide lift to stage
St. Vincent de Paul	auto flushers
St. Patrick (NF)	provide barrier free access to second floor
Loretto Catholic	retrofit to allow barrier free emergency evacuation from second floor
St. Thomas More	provide barrier-free access to second floor
Monsignor Clancy	retrofit to allow barrier free emergency evacuation from second floor
St. Kevin	provide barrier free access to second floor
St. Alfred	retrofit to allow barrier free emergency evacuation from second floor
St. Ann (SC)	retrofit to allow barrier free emergency evacuation from second floor
St. Ann (SC)	provide second floor washrooms
St. Denis	retrofit to allow barrier free emergency evacuation from second floor
St. Nicholas	provide barrier free access to second floor
St. Peter	retrofit to allow barrier free emergency evacuation from second floor
St. Mark	retrofit to allow barrier free emergency evacuation from second floor
St. Mark	install two sets of magnetic hold-open devices
Lakeshore Catholic	retrofit to allow barrier free emergency evacuation from second floor
Saint Michael	retrofit to allow barrier free emergency evacuation from second floor
Saint Paul	retrofit to allow barrier free emergency evacuation from second floor
Notre Dame College	provide barrier free access to second floor
Notre Dame College	retrofit to allow barrier free emergency evacuation from second floor
Denis Morris	retrofit to allow barrier free emergency evacuation from second floor
Holy Cross	retrofit to allow barrier free emergency evacuation from second floor
St. Francis	retrofit to allow barrier free emergency evacuation from second floor

## 12. Review and Monitoring Process

The Accessibility Working Group continues to meet during the planning year to review progress. Throughout the year, evaluation of the effectiveness in implementing the barrier-removal and prevention strategies will be ongoing in preparation for the sixth year of accessibility planning. The Niagara Catholic District School Board modifies the environment in an inclusive, proactive and consistent manner in order to meet the needs of all students.

The Working Group reminds staff about roles in implementing the plan. Minutes of meetings will be available.

### **13. Communication of the Plan**

The Niagara Catholic District School Board's accessibility plan will be made available to the public via the Board's website, [www.niagaracatholic.ca](http://www.niagaracatholic.ca).

The plan can be made available in accessible formats. The plan may be included within the school board orientation package to new staff.

Contact information for accessible format requests:

Jennifer Brailey, Manager  
Board Services and Communications  
(905) 735-0240 ext. 217

## APPENDIX ONE

### Definition of disability

The ODA adopts the broad definition for disability that is set out in the *Ontario Human Rights Code*.

“Disability” is:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- b) a condition of mental impairment or a developmental disability;
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d) a mental disorder; or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

### What is a barrier?

A “barrier” is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

### Proposed Locked Door Entry Plan

All the school’s doors are locked.

To enter, press the button/buzzer.

The secretary will ask you to identify yourself.  
The door will be opened electronically.

Pull the door open when the indicator light changes from red to green or when you hear the door latch click.

Upon entry, report to the main office.

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD IMPROVEMENT PLAN  
2008-2009

---

---

The Report on the Niagara Catholic District School Board  
Improvement Plan 2008-2009 is presented for information.

---

---

Prepared by: Yolanda Baldasaro, Superintendent of Education  
Robert DiPersio, Administrator of Special Projects

Presented by: Yolanda Baldasaro, Superintendent of Education  
Robert DiPersio, Administrator of Special Projects

Approved by: John Crocco, Director of Education

Date: September 9, 2008



## **REPORT TO THE COMMITTEE OF THE WHOLE MEETING OF SEPTEMBER 9<sup>TH</sup>, 2008**

### **Niagara Catholic District School Board Improvement Plan 2008-2009**

---

#### **BACKGROUND INFORMATION**

Each year, the Ministry of Education, through the Literacy and Numeracy Secretariat (LNS), requests that each board submit a Board Improvement Plan that focuses on student achievement. In the Spring of 2008, the Niagara Catholic Board Improvement Committee met to review its current Board Improvement Plan. This committee retained representation from the Research, Assessment & Evaluation Department, the Program Department, the Staff Development Department, the Student Support Services Department, and a member from each Elementary Principal and Secondary Principal panels. As a result of this review, the Board Improvement Committee made significant changes to the Board Improvement Plan so as to meet the recommendations made by the LNS and an independent plan reviewer, Dr. Douglas Reeves. The following changes were made to the Niagara Catholic District School Board Improvement Plan to meet these recommendations:

- decrease in the length of the Board Improvement Plan;
- use of SMART Goals;
- alignment of the School Improvement Plans with the Board Improvement Plan; and
- Board Improvement Plan process.

The Board Improvement Plan is based in part on the Breakthrough Model (Crevola et al, 2006). The areas of focus for the Board Improvement Plan are:

- Leadership and Coordination
- Home, School, Church and Community
- Intervention and Assistance
- Catholic Professional Learning Communities
- Classroom Teaching
- School and Classroom Organization
- Assessment Literacy

In order to facilitate the development of the Board Improvement Plan, a Needs Assessment was undertaken by each department represented on the Board Improvement Plan Committee. From the Needs Assessment information, SMART goals and System Goals were developed. SMART goals are those goals that are Specific, Measurable, Attainable, Realistic, and Timely. In conjunction with SMART Goals, Niagara Catholic will employ the use of System Goals in its Continuous Improvement process. A System Goal is one that is global in nature and is on going. System Goals play a very important part in the Continuous Improvement process as they set vision and direction for the entire school district.

### Niagara Catholic SMART and System Goals

**Assessment, Evaluation & Research Department SMART Goal:** To have NCDSB students increase their EQAO scores so that NCDSB overall EQAO scores will increase by an average of 3% by June 2009.

**Assessment, Evaluation, & Research Department System Goal:** To develop by June 2009 the Niagara Catholic Assessment, Evaluation and Reporting K – 12 document that will complement the Ministry of Education Assessment, Evaluation and Reporting Policy.

**Staff Development System Goal:** To examine how Faith Formation is provided for all levels of staff on an annual basis through a focus group and school based inventories and to develop programs to meet the identified needs.

**Staff Development System Goal:** To offer all employee groups that represent Niagara Catholic District School Board authentic professional development options that relate to their job classes as recommended by supervisory personnel on regularly scheduled Professional Activity Days by June 2009.

**Program Department SMART Goal:** To have 100% of NCDSB staff use the most recent Board-expected assessments (Observation Survey, PM Benchmarks, DRA) as well as other classroom assessments (as per Ministry Foundation resources) so that 100% of teachers will be able to target early intervention, direct classroom program and track and monitor student progress at regular, short intervals by September 2, 2008. (Elementary & Secondary)

**Program Department SMART Goal:** To have Program Consultants address 100% of the requests from teachers relating to the delivery of Board-expected Curriculum, Assessment and Reporting practices so that these teachers will receive the necessary support by June 2009. (Elementary & Secondary)

**Student Success SMART Goal:** To have all of our grade 10 teachers aware of the “16 by 16” Student Success Indicator by October 31, 2008 so that credit accumulation with respect to this indicator increase by 3% by June 2009

**NCDSB System Goal:** To ensure full implementation of the Ministry of Education Safe Schools Action Plan at all board levels, programs and sites within Niagara Catholic by November 30, 2009

**Student Support Services System Goal;** To enable ongoing collaboration amongst the stakeholders (parent/guardian, student, school) in the development, implementation and monitoring of a quality Individual Education Plan as per Ministry Requirements.

**Student Support Services System Goal:** Implementation of Assistive technology evidenced through daily instructional practices and programming to provide universal access to curriculum.

The Board Improvement Plan was released in early June of 2008 and schools were asked to use the Board Improvement Plan as a complement in developing their School Improvement Plans by the end of June. The Board Improvement Plan, along with School Improvement Plans, are best described as dynamic documents that will be revisited and reviewed three times during the school year to gauge progress and make potential changes where needed.

The Report on the Board Improvement Plan for the 2008-2009 School Year  
is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education  
Robert DiPersio, Administrator of Special Projects

Presented by: Yolanda Baldasaro, Superintendent of Education  
Robert DiPersio, Administrator of Special Projects

Approved by: John Crocco, Director of Education

Date: September 9th, 2008



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

*Increasing Student Success*

Through

Board Planning  
For Continuous Improvement  
2008 – 2009

# Table of Contents

Mission Statement.....3

Belief Statements .....3

Catholic Graduate Expectations.....3

Board Planning for Continuous Improvement.....4

SMART and SYSTEM Goals.....6

Niagara Catholic D.S.B. EQAO Results 2006-07 .....8

Niagara Catholic D.S.B. Student Success Indicators 2006-07 .....10

Needs Assessment .....11

Board Improvement Plan 2008 – 2009.....12

## **Board Improvement Plan Committee**

Frank Iannantuono  
Superintendent of Education

Robert DiPersio (Chair)  
Administrator of Special Projects

Yolanda Baldasaro  
Secondary Principal

Elizabeth Davey  
Elementary Principal

Christine Graham  
Program Officer – Curriculum

Marcel Jacques  
Program Officer – Student Support Services

David Pihach  
Student Success Leader

Khayyam Syne  
Administrator of Staff Development



## **Mission Statement:**

*The Mission of the Niagara Catholic District School Board,  
As a Catholic Community of learners,  
Is to ensure that all students develop  
The knowledge, skills, and values to reach their full potential,  
With Christ as the Way, the Truth, and the Light.*

## **Our Beliefs: Our Moral Purpose**<sup>1</sup>

### **ABOUT LEARNERS AND LEARNING**

- Learners are called by God to fulfill their potential
- All learners are gifted by God and can learn
- Learning is an interactive process
- Learning is an enriching experience
- Learning is for eternity

### **ABOUT TEACHERS AND TEACHING**

- Teachers are called by God to serve
- Jesus Christ is the model for teaching
- Teachers are role models for living
- Teaching is shaped by the learner
- Teaching is for tomorrow

### **ABOUT CATHOLIC LEARNING COMMUNITIES**

- Catholic learning communities are called by God to celebrate their gifts
- Catholic learning communities are Christ-centred
- Catholic learning communities share the commitment for all learners and learning
- Catholic learning communities have a global vision
- Catholic learning communities are transformational

## **Ontario Catholic Graduate Expectations:**

- A Discerning Believer Formed in the Catholic Faith Community
- An Effective Communicator
- A Reflective and Creative Thinker
- A Self-Directed, Responsible, Life-Long Learner
- A Collaborative Contributor
- A Caring Family Member
- A Responsible Citizen

## **Gospel Values:**

Our Gospel Values are centred in the teachings of Jesus who gave us the gift of love.

"Faith, hope and love abide, these three; and the greatest of these is love". (1 Cor.13:13)

<sup>1</sup> – These Beliefs makeup what Fullan, Hill, & Crevola's Breakthrough Model, 2006 describe as the Moral Purpose.

# **Board Planning For Continuous Improvement**

The Niagara Catholic District School Board Improvement Plan is based, in part, on the Breakthrough Framework developed by Fullan, Hill and Crevola (2006). In order to facilitate the Breakthrough Framework, this board improvement plan will also use SMART Goals and System Goals as tools to achieve its Moral Purpose.

## **A Dynamic Plan**

The Niagara Catholic Districts School Board's Plan for *Continuous Improvement* is a dynamic plan that will be revisited by the Board Improvement Plan Team and the board's Senior Administration three times during the school year: October, January and April. At these times, the current status of the plan will be investigated and if need be, changes made to the plan. An Improvement Plan for the following school year will be completed by May 31<sup>st</sup>.

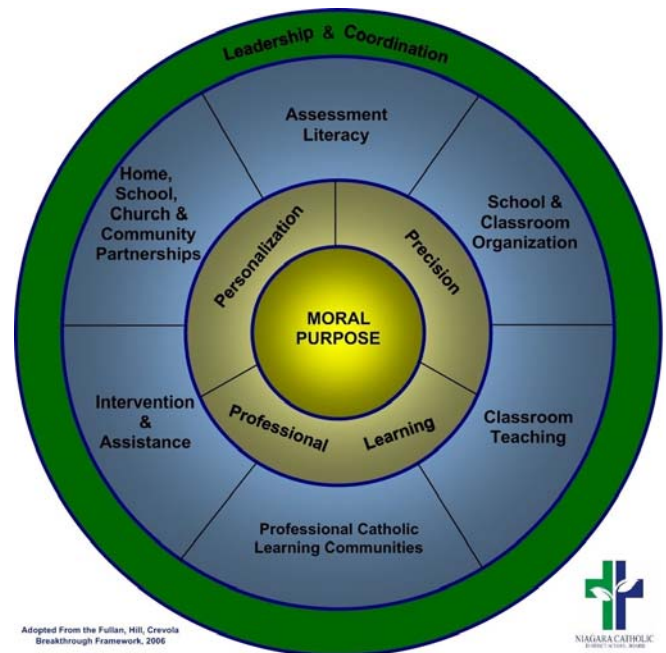
## **A Linked Plan**

Continuous board improvement planning must be closely linked to school improvement planning. As such, the Niagara Catholic Schools will develop school improvement plans that are based on the same concepts as the board improvement plan. School improvement plans will also be revisited three times during the school year in October, January and April by both the School Improvement Plan Teams and board Senior Administration. At these times, the current status of the plan will be investigated and if need be, changes made to the plan. An Improvement Plan for the following school year will be completed by June 30<sup>th</sup>.

## **Breakthrough Framework**

This model for *Continuous Improvement* includes two main areas:

1. Moral Purpose
2. Strategies & Elements to facilitate attaining our Moral Purpose:
  - Leadership and Coordination
  - Assessment Literacy
  - School and Classroom Organization
  - Classroom Teaching
  - Professional Catholic Learning Communities
  - Intervention and Assistance
  - Home, School, Church & Community Partnerships



## *Breakthrough Framework Continued...*

### **Moral Purpose**

- Niagara Catholic's Belief Statements

### **Leadership and Coordination**

- Both school and district

### **Home, School, Church & Community Partnerships**

- Linking the school with these partners in Catholic Education through comprehensive and permanent programs of partnerships with families, parishes and community groups.
- Faith Formation Plan
- Parental Involvement

### **Assessment Literacy**

- Encompasses standards, targets and the use of data to inform instruction through assessment for and of learning

### **Classroom Teaching Strategies**

- Effective teaching that is structured and focused on the learning needs of each student in the class (i.e. Literacy Blocks).

### **Catholic Professional Learning Teams**

- Must exist within the school, but this needs to be extended to all learning that will be required through relationships within the school and with other schools, the district, province and professional networks

### **School and Classroom Organization**

- Establishing and continually refining conditions conducive to providing explicit support for focused instruction

### **Intervention and Special Assistance**

- Even when the best classroom teaching is in place, many students fail to make satisfactory progress. The school will need to establish systems and processes that provide support and assistance beyond regular classroom instruction to enable them to catch up quickly with their peers. This intervention must be timely and effective (i.e. Differentiated Instruction for all students).

## **S.M.A.R.T. Goals and System Goals**

In addition to the Breakthrough Framework, Niagara Catholic uses both S.M.A.R.T. Goals and System Goals to facilitate Continuous School and Board Improvement Planning.

Specific  
Measurable  
Attainable  
Relevant  
Time-based

### **Specific**

- Well defined
- Clear to anyone that has a basic knowledge of the project
- A specific goal has a much greater chance of being accomplished than a general goal.

### **Measurable**

- Know if the goal is obtainable and how far away completion is
- Know when it has been achieved
- Establish concrete criteria for measuring progress toward the attainment of each goal you set.

### **Attainable**

- Agreement with all the stakeholders what the goals should be
- You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

### **Relevant**

- Within the availability of resources, knowledge and time, a goal must represent an objective toward which you are both *willing* and *able* to work.

### **Time Based**

- Enough time to achieve the goal
- Not too much time, which can affect project performance
- A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency.

## **SYSTEM Goals**

Along with SMART Goals Niagara Catholic will employ the use of System Goals in its Continuous Improvement process. A System Goal is one that is global in nature and is on going without a specific end date. This type of goal may not be measurable in the way that a SMART Goal can be measured.

System Goals play a very important part in the Continuous Improvement process as they set vision and direction for the entire school district.

# **Niagara Catholic Smart & System Goals**

**Assessment, Evaluation & Research Department SMART Goal:** To have NCDSB students increase their EQAO scores so that NCDSB overall EQAO scores will increase by an average of 3% by June 2009.

**Assessment, Evaluation, & Research Department System Goal:** To develop by June 2009 the Niagara Catholic Assessment, Evaluation and Reporting K – 12 document that will complement the Ministry of Education Assessment, Evaluation and Reporting Policy.

**Staff Development System Goal:** To examine how Faith Formation is provided for all levels of staff on an annual basis through a focus group and school based inventories and to develop programs to meet the identified needs.

**Staff Development System Goal:** To offer all employee groups that represent Niagara Catholic District School Board authentic professional development options that relate to their job classes as recommended by supervisory personnel on regularly scheduled Professional Activity Days by June 2009.

**Program Department SMART Goal:** To have 100% of NCDSB staff use the most recent Board-expected assessments (Observation Survey, PM Benchmarks, DRA) as well as other classroom assessments (as per Ministry Foundation resources) so that 100% of teachers will be able to target early intervention, direct classroom program and track and monitor student progress at regular, short intervals by September 2, 2008. (Elementary & Secondary)

**Program Department SMART Goal:** To have Program Consultants address 100% of the requests from teachers relating to the delivery of Board-expected Curriculum, Assessment and Reporting practices so that these teachers will receive the necessary support by June 2009. (Elementary & Secondary)

**Student Success SMART Goal:** To have all of our grade 10 teachers aware of the “16 by 16” Student Success Indicator by October 31, 2008 so that credit accumulation with respect to this indicator increase by 3% by June 2009

**NCDSB System Goal:** To ensure full implementation of the Ministry of Education Safe Schools Action Plan at all board levels, programs and sites within Niagara Catholic by November 30, 2009

**Student Support Services System Goal;** To enable ongoing collaboration amongst the stakeholders (parent/guardian, student, school) in the development, implementation and monitoring of a quality Individual Education Plan as per Ministry Requirements.

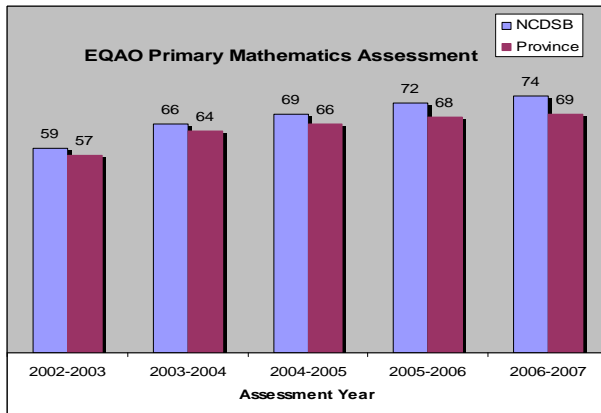
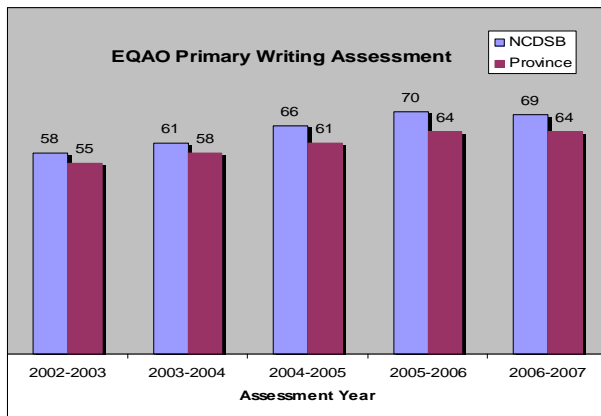
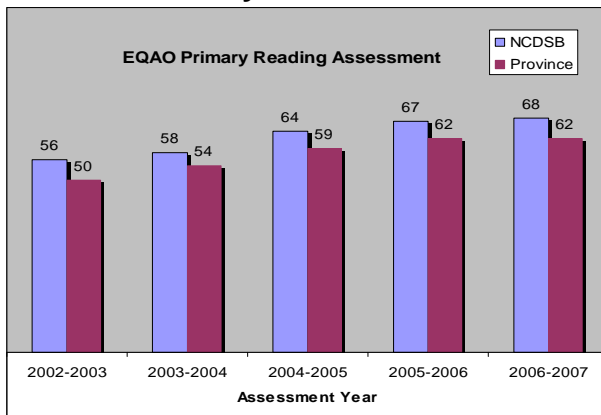
**Student Support Services System Goal:** Implementation of Assistive technology evidenced through daily instructional practices and programming to provide universal access to curriculum.

# Education Quality and Accountability Office (EQAO)

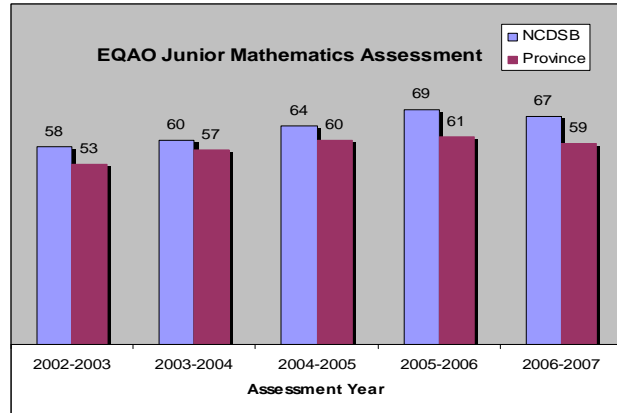
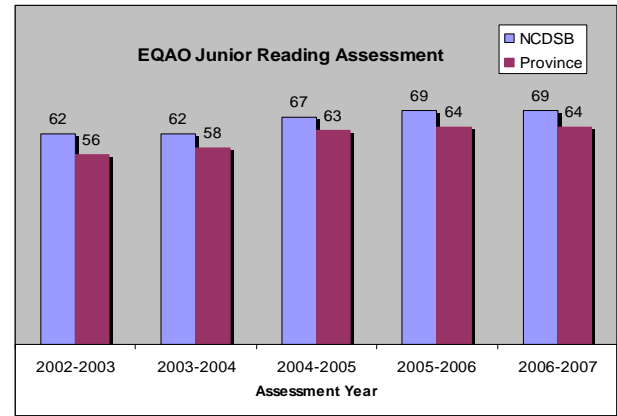
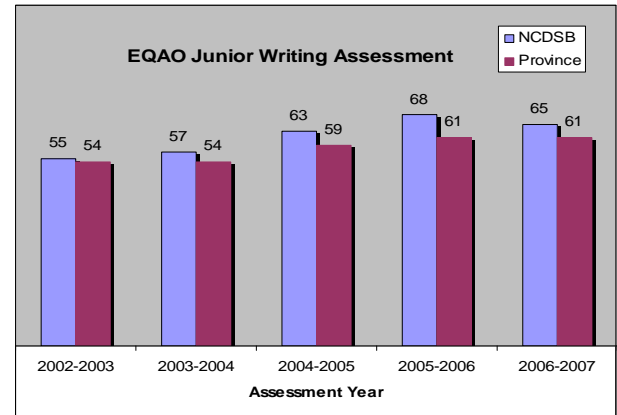
“EQAO assesses all students in Grade 3 and Grade 6 in reading, writing and mathematics. EQAO also administers two secondary school assessments. The Ontario Secondary School Literacy Test (OSSLT) is administered in March each year. The Grade 9 Assessment of Mathematics is administered in January to students enrolled in first-semester mathematics courses and in May/June to students enrolled in second-semester and full-year courses.” (EQAO Website, 2008)

## Niagara Catholic’s EQAO Results 2006 – 2007

### Primary Assessments

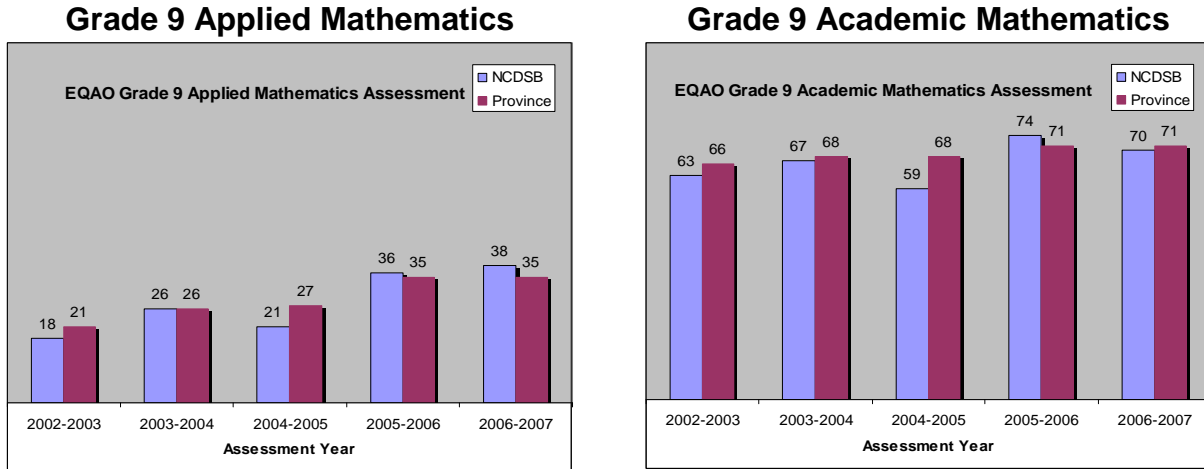


### Junior Assessments

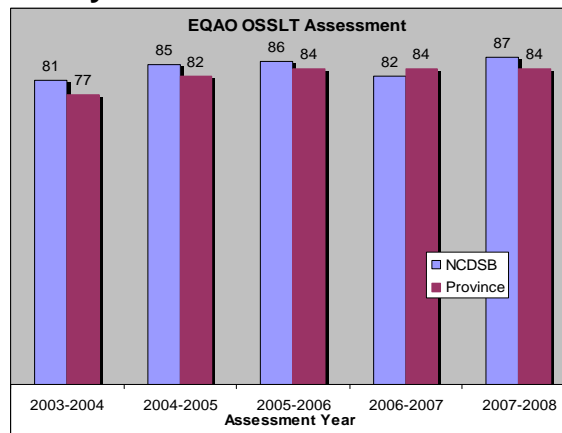


*Niagara Catholic's EQAO Results 2006 – 2007 continued...*

**EQAO Assessment of Grade Nine Mathematics**



**Ontario Secondary School Literacy Test**



**EQAO Targets 2008 - 2009**

	Primary			Junior			Grade 9 Math		OSSLT
	Reading	Writing	Math	Reading	Writing	Math	Applied	Academic	
<b>2006-2007 Scores</b>	68	69	74	65	69	67	38	70	87 (2008)
<b>2008-2009 Target Scores</b>	71	72	77	68	72	70	41	73	90

# Niagara Catholic D.S.B. Student Success Indicators 2006-07

## For Secondary Students (As defined by the Ontario Ministry of Education)

### Credit Accumulation

Grade 9 2006-2007			Grade 10 2006-2007		
Credits Acquired	# of Students	%	Credits Acquired	# of Students	%
7.0-7.9	169	8.05	14.0-15.9	403	20.77
8.0-8.9	1778	84.67%	16.0-16.9	1261	64.97%
9.0 +	7	0.33%	17+	66	3.40%
Total	1954	93.05%	Total	1750	89.14

### Compulsory Credit Pass Rate

Grade 9 Compulsory Courses				Grade 10 Compulsory Courses			
Course Code	# of Marks Entered	# of Credits Earned	Pass Rate %	Course Code	# of Marks Entered	# of Credits Earned	Pass Rate %
ENG 1D	1546	1513	97.87%	ENG 2D	1356	1324	97.64%
ENG 1P	523	491	93.88%	ENG 2P	543	513	94.48%
ENG 1L	122	118	96.72%	ENG 2L	81	75	92.59%
MPM 1D	1455	1394	95.81%	MPM 2D	1182	1062	89.85%
MFM 1P	643	594	92.38%	MFM 2P	765	686	89.67%
MAT 1L	137	133	97.08%	MAT 2L	121	117	96.69%
SNC 1D	1490	1454	97.58%	SNC 2D	1254	1227	97.85%
SNC 1P	575	555	96.52%	SNC 2P	589	557	94.57%
SNC 1L	98	96	97.96%	CHC 2D	1290	1271	98.53%
CGC 1D	1519	1493	98.29%	CHC 2P	544	516	94.85%
CGC 1P	614	577	93.97%	CHC 2L	89	84	94.38%
FSF 1D	1191	1183	99.33%	GLC 20	1868	1768	94.65%
FSF 1P	839	782	93.21%	CHV 20	1793	1726	96.26%

### Literacy Success Rate 2006 - 2007

OSSLT Success Rate	OSSLC Success Rate	Completion of either the OSSLT or the OSSLC by the end of 4 <sup>th</sup> year of secondary school studies as a graduation requirement
82 %	96 %	96%

### Annual School Leaver Rates for 2006 – 07\*

Total # of Day School Students Registered as of October 31 Annual School	8652
Total # of School Leavers	189
<b>Leaver Rate</b>	<b>2.18%</b>

\*A school leaver may or may not have left the Niagara Catholic District School Board



**Areas of Strength:**

**Student Support Services**

- coordination of services
- problem solving model
- on-going professional development for ERTs, EAs, CYWs, Student Services staff
- community partnerships

**Faith Formation**

- School Based formation teams involved in

**Staff Development**

- Assessing and facilitating for individual school needs.
- Thematic Approach to Professional Development

**Assessment, Evaluation & Reporting**

- EQAO Assessment preparation in the Primary, Junior, grade 9 Mathematics and OSSLT
- One-on-one session with every Principal to analyze EQAO data – using data matrix made it clear as to the area(s) of need for student improvement

**Program Department**

- Teachers are beginning to validate the usefulness and purpose of assessment to drive classroom instruction.
- Teachers are beginning to use board assessments as a catalyst to drive instruction.
- Teachers are beginning to modify their teaching practices to reflect student strengths and needs.

**Student Support Services**

- ongoing communication/feedback
- IEP development – observable
- Sustainability of CODE III – AT

**Faith Formation**

- Apparent gaps in Faith formation

**Staff Development**

- Ability to monitor across all de

**Assessment, Evaluation & Reporting**

- Grade 9 Applied Mathematics
- Outdated AE & R board docu

**Program Department**

- Teacher experience and comfort with division/grade changes.
- Teacher understanding of the reporting.
- Teacher understanding that th
- Teacher understanding that gr becomes the final grade.
- Supporting Principals in knowl

**Successful Practices:**

**Student Support Services**

- introduction & implementation of new courses/programs
- professional development to all Special Education Staff (board/school)
- problem solving model – implementation & organization of meetings at board level
- monthly ERT meetings & program chair meetings
- Data Engine – close monitoring and updating
- Full implementation of all Ministry PPM's

**Faith Formation**

- Family of Schools concept along with PCLCs

**Staff Development**

- Existence of Professional development committees responsible for needs assessments and corresponding planning

**Assessment, Evaluation & Reporting**

- Maintenance of a Primary and Junior EQAO assessment and OSSLT committees facilitating resources/workshops.
- Establishment of an Assessment, Evaluation, and Reporting Committee

**Program Department**

- In-servicing of teachers several times a year on how to administrate board assessments.
- Consultant modeling and support as requested by classroom teachers relating to the administration and interpretation of results of assessments.
- Teacher Moderation beginning to take place in some schools.
- SEF half-day presentation (created based on EQAO results) to majority of staffs, including staff-created SMART goal.
- Follow up presentation to some schools.

**Mitigating**

**Student Support Services:**

- Extra funding for specialized p
- Changes to staffing at schools
- School connect – access and
- Merging consistency amongst
- Data collection for specialized

**Faith Formation**

- Rural versus Urban Communit

**Staff Development**

- In ability to mandate attendan

**Assessment, Evaluation & Reporting**

- Development of the board's AE&R document in draft during

**Program Department**

- Ongoing in-servicing of the bo
- Completion of the MOE AE&R
- Continued Teacher Moderation
- Training Principals to deepen these focused sessions.



**Assessment, Evaluation & Research Department**

**SMART Goal:** To have NCDSB students increase their EQAO scores so that NCDSB overall EQAO scores will increase by an average of 3% by June 2009.

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<p><b>Leadership and Coordination</b></p> <ul style="list-style-type: none"> <li>• Coordination of the analysis and sharing of EQAO data and school-based/Board expected assessments</li> <li>• Implementation of non-negotiables for classroom practice</li> <li>• Principal monitoring of Board-expected classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.eqao.com">www.eqao.com</a></li> <li>• IIR's, School Detailed Report</li> <li>• PM Benchmarks/Observation Survey/DRA data</li> <li>• Data wall</li> <li>• SMART goal template</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue at family of school meetings</li> <li>• Dialogue at Director's Meetings</li> <li>• Dialogue at Principal's Professional Learning opportunities</li> <li>• Dialogue at Program Department Meetings</li> <li>• Dialogue at Student Support Services Meetings</li> <li>• Dialogue at Student Success Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Assessment &amp; Evaluation Department</li> <li>• Program Department</li> <li>• Student Support Services Department</li> <li>• Student Success Lead</li> </ul>	<ul style="list-style-type: none"> <li>• M</li> <li>• J</li> <li>• n</li> </ul>
<p><b>Professional Catholic Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Job-embedded professional learning opportunities for all staff</li> <li>• PL Days that support Professional Learning in the area of assessment to improve student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Moderation DVD (Ministry of Education)</li> <li>• LNS Monographs</li> <li>• Presenters at PL days</li> <li>• Board Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue at family of school meetings</li> <li>• Dialogue at Director's Meetings</li> <li>• Dialogue at Principal's Professional Learning opportunities</li> <li>• Dialogue at Program Department Meetings</li> <li>• Dialogue at Student Support Services Meetings</li> <li>• Dialogue at Student Success Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Assessment &amp; Evaluation Department</li> <li>• Program Department</li> <li>• Student Support Services Department</li> <li>• Student Success Lead</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>• M</li> <li>• P</li> <li>• M</li> </ul>
<p><b>Assessment Literacy</b></p> <ul style="list-style-type: none"> <li>• Use of data listed to determine trends, strengths, needs and next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Resources to administer assessments</li> <li>• Principals</li> <li>• Superintendents</li> <li>• PCLCs</li> <li>• Peers</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue at FOS/Director's Meetings specific to assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Assessment &amp; Evaluation Department</li> <li>• Program Department</li> <li>• Student Support Services Department</li> <li>• Student Success Lead</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>• M</li> <li>• P</li> <li>• M</li> </ul>

<p><b>Classroom Teaching</b></p> <ul style="list-style-type: none"> <li>• Support from Program department/student support services as requested</li> </ul>	<ul style="list-style-type: none"> <li>• Program Officer</li> <li>• Consultants</li> <li>• Literacy/Numeracy Coaches</li> <li>• Student support personnel</li> <li>• Student success</li> <li>• Department Heads</li> <li>• Peers</li> <li>• Special Project Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/ Principals monitoring of expected practices</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Assessment &amp; Evaluation Department</li> <li>• Program Department</li> <li>• Student Support Services Department</li> <li>• Student Success Lead</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>• N</li> <li>• F</li> <li>• M</li> </ul>
<p><b>Intervention &amp; Assistance</b></p> <ul style="list-style-type: none"> <li>• Support and professional learning opportunities will be provided</li> </ul>	<ul style="list-style-type: none"> <li>• Consultants</li> <li>• Student Support Service personnel</li> <li>• Technology to support student learning</li> <li>• Student success</li> <li>• Peers</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/ Principals monitoring of expected practices</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Assessment &amp; Evaluation Department</li> <li>• Program Department</li> <li>• Student Support Services Department</li> <li>• Student Success Lead</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>• N</li> <li>• F</li> <li>• M</li> </ul>
<p><b>School &amp; Classroom Organization</b></p> <ul style="list-style-type: none"> <li>• Program Department resources have been/will be developed to support the implementation of best practices</li> <li>• In-servicing on best practices</li> <li>• In-servicing on administering and analyzing assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.ncdsb.net">www.ncdsb.net</a> for Board-created resources</li> <li>• Ministry documents</li> <li>• Ministry resources</li> <li>• Consultants</li> <li>• Student support personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/ Principals monitoring of expected practices</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Assessment &amp; Evaluation Department</li> <li>• Program Department</li> <li>• Student Support Services Department</li> <li>• Student Success Lead</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>• N</li> <li>• F</li> <li>• M</li> </ul>
<p><b>Home, School, Church, &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Supports to link home, school, church and community partnerships will continue e.g., Family Literacy Events, Off to School Events, Parent/Guardian Information Package, Curriculum Nights</li> </ul>	<ul style="list-style-type: none"> <li>• Program Department</li> <li>• Student Support Services</li> <li>• Principals</li> <li>• Superintendents</li> <li>• Student success</li> <li>• Teachers</li> <li>• Parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/ Principals monitoring of expected practices</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Assessment &amp; Evaluation Department</li> <li>• Program Department</li> <li>• Student Support Services Department</li> <li>• Student Success Lead</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>• N</li> <li>• F</li> <li>• M</li> </ul>

**Assessment, Evaluation, & Research Department System Goal:** To develop by June 2009 the Niagara Catholic Assessment, Evaluation and Reporting K - Evaluation and Reporting Policy.

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<b>Leadership and Coordination</b> <ul style="list-style-type: none"> <li>Continued development of NCDSB Assessment, Evaluation, and Reporting Steering Committee</li> <li>Collegial efforts in the development of the NCDSB AE&amp;R document with the Program Department, Student Success Department, and the Student Support Services Department</li> </ul>	<ul style="list-style-type: none"> <li>NCDSB AE&amp;R Draft Document September 2008</li> <li>Ministry of Education Growing Success Document 2007 -2008</li> <li>Ministry of Education AE&amp;R Draft Document 2008 - 2009</li> <li>Ahead of the Curve – Dr. Doug Reeves</li> <li>planning and coordination meetings</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>NCDSB AE&amp;R Draft versions 1 – 3</li> <li>NCDSB AE&amp;R Final Version</li> </ul>	<ul style="list-style-type: none"> <li>Senior Administration</li> <li>Research, Assessment &amp; Evaluation Department</li> <li>Program Department</li> <li>Student Success Department</li> <li>Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>D</li> <li>2</li> <li>D</li> <li>D</li> <li>F</li> </ul>
<b>Professional Catholic Learning Communities</b> <ul style="list-style-type: none"> <li>Continued document development with the AE&amp;R Steering Committee</li> <li>Continued document development with the Program Department, Student Success Department, and the Student Support Services Department</li> </ul>	<ul style="list-style-type: none"> <li>NCDSB AE&amp;R Draft Document September 2008</li> <li>Ministry of Education Growing Success Document 2007 -2008</li> <li>Ministry of Education AE&amp;R Draft Document 2008 - 2009</li> <li>Ahead of the Curve – Dr. Doug Reeves</li> <li>planning and coordination meetings</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>NCDSB AE&amp;R Draft versions 1 – 3</li> <li>NCDSB AE&amp;R Final Version</li> </ul>	<ul style="list-style-type: none"> <li>Research, Assessment &amp; Evaluation Department</li> <li>Program Department</li> <li>Student Success Department</li> <li>Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>D</li> <li>2</li> <li>D</li> <li>D</li> <li>F</li> </ul>
<b>Assessment Literacy</b> <ul style="list-style-type: none"> <li>Information regarding current AE&amp;R standards in the education field.</li> </ul>	<ul style="list-style-type: none"> <li>NCDSB AE&amp;R Draft Document September 2008</li> <li>Ministry of Education Growing Success Document 2007 -2008</li> <li>Ministry of Education AE&amp;R Draft Document 2008 - 2009</li> <li>Ahead of the Curve – Dr. Doug Reeves</li> <li>planning and coordination meetings</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>NCDSB AE&amp;R Draft versions 1 – 3</li> <li>NCDSB AE&amp;R Final Version</li> </ul>	<ul style="list-style-type: none"> <li>Research, Assessment &amp; Evaluation Department</li> <li>Program Department</li> <li>Student Success Department</li> <li>Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>D</li> <li>2</li> <li>D</li> <li>D</li> <li>F</li> </ul>
<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>Implementation of the NCDSB AE&amp;R document by teaching staff during the 2009 – 2010 school year</li> </ul>	<ul style="list-style-type: none"> <li>NCDSB AE&amp;R Document Final September 2009</li> <li>Ministry of Education AE&amp;R Document September 2009 Final</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of the AE&amp;R document</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>S</li> </ul>
<b>Intervention &amp; Assistance</b> <ul style="list-style-type: none"> <li>Coordination with NCDSB Student Support Services Department in the development of NCDSB AE&amp;R document</li> <li>Implementation of the NCDSB AE&amp;R document by teaching staff during the 2009 – 2010 school year ensuring Student Support Services items are</li> </ul>	<ul style="list-style-type: none"> <li>NCDSB AE&amp;R Draft Document September 2008</li> <li>Ministry of Education Growing Success Document 2007 -2008</li> <li>Ministry of Education AE&amp;R Draft Document 2008 - 2009</li> <li>Ahead of the Curve – Dr. Doug</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>NCDSB AE&amp;R Draft versions 1 – 3</li> <li>NCDSB AE&amp;R Final Version</li> <li>Implementation of the AE&amp;R document</li> </ul>	<ul style="list-style-type: none"> <li>Research, Assessment &amp; Evaluation Department</li> <li>Program Department</li> <li>Student Success Department</li> <li>Student Support</li> </ul>	<ul style="list-style-type: none"> <li>D</li> <li>2</li> <li>D</li> <li>D</li> <li>F</li> <li>A</li> <li>ir</li> </ul>

addressed	Reeves • planning and coordination meetings	September 2009	Services • Classroom Teachers • Principals	S
<b>School &amp; Classroom Organization</b> • Implementation of the NCDSB AE&R document by teaching staff during the 2009 – 2010 school year	• NCDSB AE&R Document Final September 2009 • Ministry of Education AE&R Document September 2009 Final	• Implementation of the AE&R document	• Classroom Teachers • Principals	• S S
<b>Home, School, Church, &amp; Community Partnerships</b> • Conveying of the NCDSB AE&R document to Catholic School Councils and parents/guardians.	• Newsletters • NCDSB and Ministry Websites • NCDSB AE&R Document Final September 2009 • Ministry of Education AE&R Document September 2009 Final	• Newsletters • Catholic School Council Meeting Minutes	• Classroom Teachers • Principals	• S S



**Program Department SMART Goal:** To have 100% of NCDSB staff use the most recent Board-expected assessments (Observation Survey, PM Benchmarks, EQAO/IIR/DRA/Observation Surveys/PM Benchmarks) so that 100% of teachers will be able to target early intervention, direct classroom program and track and monitor student progress at re

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<b>Leadership and Coordination</b> <ul style="list-style-type: none"> <li>• Coordination of the Analysis of the EQAO/IIR/DRA/Observation Surveys/PM Benchmarks</li> <li>• Shared leadership through PCLC</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Survey</li> <li>• PM Benchmarks</li> <li>• DRA</li> <li>• EQAO IIR data</li> <li>• EQAO School Detailed Report</li> </ul>	<ul style="list-style-type: none"> <li>• Divisional meetings</li> <li>• Student Scores</li> <li>• Targeted Teaching of strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Program Department</li> <li>• Principal and all Academic Staff</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> <li>• 2</li> <li>• E</li> <li>• C</li> <li>• F</li> <li>• M</li> </ul>
<b>Professional Catholic Learning Communities</b> <ul style="list-style-type: none"> <li>• Shared leadership</li> <li>• Regular review of Board and Province Assessment results to impact classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Survey</li> <li>• PM Benchmarks</li> <li>• DRA</li> <li>• EQAO IIR data</li> <li>• EQAO School Detailed Report</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Moderation</li> <li>• SMART Goals created/revised</li> <li>• Team Teaching</li> <li>• Division Meetings and Cross Divisional Meetings</li> <li>• Explicit Instruction</li> <li>• Student articulation of goals and expectations</li> <li>• Attendance at workshops/in-servicing provided by the Board</li> <li>• In school support by Consultants &amp; Literacy Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Program Department</li> <li>• Principal and all Academic Staff</li> <li>• Staff Development Department</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> <li>• 2</li> </ul>
<b>Assessment Literacy</b> <ul style="list-style-type: none"> <li>• Use of common assessments</li> <li>• Teacher Moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Anchors (Student Work Samples)</li> <li>• Curriculum documents to align specific expectations</li> <li>• Rubrics</li> <li>• Exemplars</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• DRA results</li> <li>• Observation survey results</li> <li>• PM Benchmark results (Excel charts)</li> <li>• Student Work samples</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration and Academic staff</li> <li>• Program Department</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> <li>• 2</li> </ul>
<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>• Model grade appropriate strategies (summarizing, metacognition, retell)</li> </ul>	<ul style="list-style-type: none"> <li>• DRA results</li> <li>• Observation survey results</li> <li>• PM Benchmark results</li> <li>• Teacher/Student Conferencing</li> <li>• Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>• DRA results</li> <li>• Observation survey results</li> <li>• PM Benchmark results (Excel charts)</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration and Academic staff</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> <li>• 2</li> </ul>

	<ul style="list-style-type: none"> <li>• Formal &amp; Informal Running records</li> <li>MI inventories</li> <li>Interest Inventories</li> <li>Education For All document</li> <li>Ministry Curriculum documents</li> <li>Ministry Foundation Guides</li> <li>Mentor text</li> </ul>	<ul style="list-style-type: none"> <li>• Student Work samples</li> <li>Guided Reading being practiced</li> <li>Readers Theatre</li> </ul>		
<b>Intervention &amp; Assistance</b> <ul style="list-style-type: none"> <li>• Sharing of student interests, prior learning, learning styles, readiness to support transitional strategies</li> <li>• Application of appropriate strategies to facilitate teacher instruction and the depth of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Education For All document</li> <li>• Ministry Curriculum documents</li> <li>• Ministry Foundation Guides</li> <li>• MI inventories</li> <li>• Interest Inventories</li> <li>• IEP/IPRC</li> <li>• Homework clubs</li> <li>• ERT/EA in class support</li> <li>• CYW</li> <li>• Levelled text</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from meetings</li> <li>• Minutes from SBT/IEP/IPRC meetings</li> <li>• Parent/Teacher communication</li> <li>• Collaborative planning</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration and Academic staff</li> <li>• Program Department</li> <li>• Support Staff (EA, CYW)</li> <li>• Student Support Services</li> </ul>	• S 2
<b>School &amp; Classroom Organization</b> <ul style="list-style-type: none"> <li>• Student choice in the selection of text</li> <li>• Classroom libraries that reflect the interests and ability levels of students</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom libraries set up</li> <li>• Student Interest Surveys</li> <li>• Board generated resources</li> <li>• Ministry Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Large blocks of Literacy time</li> <li>• Student reading at appropriate levels</li> <li>• Classroom set up, routines</li> <li>• Anchor charts</li> <li>• Student engagement</li> <li>• Teacher actively involved in the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and all Academic staff</li> </ul>	• S 2
<b>Home, School, Church, &amp; Community Partnerships</b> <ul style="list-style-type: none"> <li>• Establishing and continually refining conditions conducive to provide explicit support for focused instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Information Night</li> <li>• Family Night</li> <li>• Newsletters</li> <li>• School masses/liturgies</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers reading with students</li> <li>• Book buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Parents</li> <li>• Parish Priest</li> <li>• Community Partners</li> </ul>	• S 2



**Program Department SMART Goal:** To have Program Consultants address 100% of the requests from teachers relating to Board-expected Practices; the Documents and Pedagogy Guides; Assessment; Reporting; so that these teachers will receive the necessary support by June 2009. (Elementary & Secondary)

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<p><b>Leadership and Coordination:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for Consultants to keep current regarding curriculum expectations (e.g. attend conferences, Ministry symposiums, etc.)</li> <li>• Provide consultants in-services and/or dedicated time to review new Ministry assessment and reporting guidelines</li> <li>• Organize in-service opportunities to fulfill the learning expectations of all teachers using appropriate and approved scheduling software (e.g. docushare)</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry curriculum documents</li> <li>• Professional development funds to attend conferences and symposia</li> <li>• Ministry and board resources including:</li> <li>• Niagara Catholic Assessment and Evaluation: Reconnecting the Pieces;</li> <li>• Growing Success, Assessment, evaluation and reporting: Improving Student Learning;</li> <li>• Assessment, Evaluation and Reporting Steering Committee</li> <li>• OSSLT-Ontario Secondary School Literacy Test,</li> <li>• Grade 3 &amp; 6 EQAO Committee,</li> <li>• Grade 9 Math Curriculum Council (EQAO Math Assessment)</li> <li>• Scheduling software, Ministry presentations, funds for teacher release</li> </ul>	<ul style="list-style-type: none"> <li>• All Program Consultants/teacher designate have attended a minimum of 3 conferences/ workshops/symposia and any Ministry sponsored events</li> <li>• A minimum of 4 in-service opportunities are provided to Program Consultants</li> <li>• A master schedule of in-services will be established</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent,</li> <li>• Program Department</li> <li>• Administrator of Staff Development</li> </ul>	• A
<p><b>Professional Catholic Learning Communities</b></p> <ul style="list-style-type: none"> <li>• As a PCLC, Program Consultants will share combined understandings of Ministry documents in order to shape a consistent framework of delivery of information to meet all teacher requests</li> </ul>	<ul style="list-style-type: none"> <li>• Published resources (e.g. Dufour model)</li> </ul>	<ul style="list-style-type: none"> <li>• A framework is established and approved</li> </ul>	<ul style="list-style-type: none"> <li>• Program Department</li> </ul>	Se 20
<p><b>Assessment Literacy</b></p> <ul style="list-style-type: none"> <li>• Program Consultants will provide support based on the teachers' requests for common assessment practices and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry Curriculum Documents, NCDSB support documents,</li> <li>• LNS support documents</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation forms, repeated requests,</li> </ul>	<ul style="list-style-type: none"> <li>• Principals and all academic staff</li> <li>• Program Department</li> </ul>	• S 2
<p><b>Classroom Teaching</b></p> <ul style="list-style-type: none"> <li>• Based on the request, the Program Consultants will support teachers by modeling and team teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Pertinent Curriculum support documents, NCDSB support documents, published resources</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation forms, repeated requests</li> </ul>	<ul style="list-style-type: none"> <li>• Program Department</li> </ul>	• S 2



<p><b>Intervention &amp; Assistance</b></p> <ul style="list-style-type: none"> <li>• Program Consultants will be available to conference with individual teachers in order to support their requested needs</li> </ul>	<ul style="list-style-type: none"> <li>• Pertinent Curriculum support documents, NCDSB support documents, published resources</li> </ul>	<ul style="list-style-type: none"> <li>• Number of requests, requests for additional collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Program Department</li> </ul>	<ul style="list-style-type: none"> <li>• S 2</li> </ul>
<p><b>School &amp; Classroom Organization</b></p> <ul style="list-style-type: none"> <li>• Program Consultants will be aware of teacher experience in order to provide grade appropriate supports.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade appropriate Ministry documents, NCDSB support documents, published resources</li> </ul>		<ul style="list-style-type: none"> <li>• Principals</li> <li>• Program Department</li> </ul>	<ul style="list-style-type: none"> <li>• S 2</li> </ul>
<p><b>Home, School, Church, &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Program Consultants will be aware of school community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Community partners, Catholic School Council, Parish liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Continued communication with all partners</li> </ul>	<ul style="list-style-type: none"> <li>• Program Department</li> </ul>	<ul style="list-style-type: none"> <li>• S 2</li> </ul>



**Student Success SMART Goal:** To have all grade 10 teachers aware of the "16 by 16" Student Success Indicator by October 31, 2008 so that credit accumu

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<b>Leadership and Coordination</b> <ul style="list-style-type: none"> <li>SST will share data with Gr. 10 teachers on credit accumulation early in Semester 1 (2007-2008 Gr 9 and 10 data)</li> <li>SMART goal is initiated and reviewed with SS teams and monitored by SS Leader</li> </ul>	<ul style="list-style-type: none"> <li>Board and school data from 2007-2008</li> </ul>	<ul style="list-style-type: none"> <li>more students obtaining 12 X12 at the end of Sem 1 and 16 X16 at the end of Sem 2</li> </ul>	<ul style="list-style-type: none"> <li>Student Success Lead</li> <li>data collection is the responsibility of SST/Guidance</li> <li>classroom teacher is responsible for program delivery</li> </ul>	<ul style="list-style-type: none"> <li>S</li> <li>N</li> <li>F</li> <li>M</li> <li>J</li> </ul>
<b>Professional Catholic Learning Communities</b> <ul style="list-style-type: none"> <li>clearly defined roles for members of the school's SS team</li> </ul>	<ul style="list-style-type: none"> <li>early review of SS team roles and responsibilities relative to Ministry In-service from December 2007</li> <li>SS leader will conduct regular visits to all secondary schools to monitor the implementation of the SMART goal, the 4 Pillars of Student Success and 08-09 Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>SS Leader and SS teacher will review progress of each school based on a checklist system</li> </ul>	<ul style="list-style-type: none"> <li>Principal to be aware of the school's progress of the SMART goal and Action Plan</li> <li>Student Success Lead</li> </ul>	<ul style="list-style-type: none"> <li>S</li> <li>F</li> <li>M</li> </ul>
<b>Assessment Literacy</b> <ul style="list-style-type: none"> <li>DRA usage</li> <li>Continue to encourage Think Literacy documents in all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>intermediate consultant</li> <li>SST</li> <li>Think Literacy document and Subject specific documents</li> <li>OSSLT preparation and training</li> <li>In-servicing classroom teachers to understand the usage of DRA's and Literacy Documents</li> </ul>	<ul style="list-style-type: none"> <li>SS team to review documents with Gr 10 teachers</li> <li>SS team to be aware of the components of the Action Plan &amp; SMART goal and assign internal responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>SS team and the Literacy team within each school</li> <li>Student Success Lead</li> </ul>	<ul style="list-style-type: none"> <li>S</li> <li>F</li> <li>M</li> </ul>
<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>Tutors in the Classroom</li> <li>D.I. Strategies</li> </ul>	<ul style="list-style-type: none"> <li>In-service tutors early in Sem 1</li> <li>D.I. Training for) ERT's, SST, Vice Principals, Principals (2006-2007)</li> <li>Sharing of best practices with teachers of LD &amp; Workplace courses, and Junior &amp; Senior programs (twice a year)</li> <li>Sharing of three resources entitled "Differentiated Literacy Strategies (7-12)", "D.I. One Size Fits All" and "D.I. in Practice"</li> </ul>	<ul style="list-style-type: none"> <li>end of Sem 1 data demonstrates an improvement in 12 X 12 credit accumulation</li> <li>end of Sem 2 data demonstrates an improvement in 16 X 16 credit accumulation</li> </ul>	<ul style="list-style-type: none"> <li>Tutors are the responsibility of each SST</li> <li>Expectation of the school Principal for the use of D. I. in all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>S</li> <li>th</li> <li>•-f</li> <li>y</li> <li>re</li> <li>•th</li> <li>te</li> </ul>
<b>Intervention &amp; Assistance</b> <ul style="list-style-type: none"> <li>credit rescue</li> <li>credit recovery</li> <li>Junior Success program</li> </ul>	<ul style="list-style-type: none"> <li>Board and Ministry Credit Recovery guidelines and manual</li> <li>sharing best practices of CR options with Junior Success teachers and SS</li> </ul>	<ul style="list-style-type: none"> <li>more students obtaining 12 X12 at the end of Sem 1 and 16 X16 at the end of</li> </ul>	<ul style="list-style-type: none"> <li>Student Success Lead</li> <li>SS teacher, guidance, ERT's, LD teachers, SS/CR team and</li> </ul>	<ul style="list-style-type: none"> <li>o</li> <li>th</li> <li>s</li> </ul>

<ul style="list-style-type: none"> <li>• Locally developed courses</li> </ul>	<p>teachers</p> <ul style="list-style-type: none"> <li>• Junior Success manual</li> <li>• SS team and credit recovery team reviews all designated at-risk students</li> </ul>	Sem 2	Junior Success teachers	
<p><b>School &amp; Classroom Organization</b></p> <ul style="list-style-type: none"> <li>• principal prioritizes the SMART goal in determining the staffing, scheduling and classroom allocation needs at each school</li> </ul>	<ul style="list-style-type: none"> <li>• SS team's input into staffing, scheduling and classroom allocation</li> </ul>	<ul style="list-style-type: none"> <li>• needs of the team being met by the principal</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and SS team</li> </ul>	<ul style="list-style-type: none"> <li>• p</li> <li>• S</li> </ul>
<p><b>Home, School, Church, &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Principal to review SMART goals (including Success SMART goal) with school council</li> </ul>	<ul style="list-style-type: none"> <li>• SS teacher to assist in presentation to school council</li> </ul>	<ul style="list-style-type: none"> <li>• to be an agenda item at the first school council meeting of 2008-2009</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and SS team</li> <li>• Student Success Lead</li> </ul>	<ul style="list-style-type: none"> <li>• b</li> </ul>



Student Support Services System Goal: Implementation of Assistive technology evidenced through daily instructional practices and programming to provide u				
Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<b>Leadership and Coordination</b> <ul style="list-style-type: none"> <li>Establish system wide guidelines under direction of Program Officer for the development and implementation of assistive technology purchased through SEA funding.</li> </ul>	<ul style="list-style-type: none"> <li>Staff from NCDSB, Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>100% Guidelines are established and shared with appropriate staff.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent Program Officer, Area VP's Coordinator</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Professional Catholic Learning Communities</b> <ul style="list-style-type: none"> <li>To build capacity of Student Support Service staff in the area of Assistive Technology through professional development.</li> </ul>	<ul style="list-style-type: none"> <li>SSS staff, software titles purchased through SEA, conferences, technical support provided by software vendors, technology "passport"</li> </ul>	<ul style="list-style-type: none"> <li>Pre &amp; Post skills inventory that demonstrates 100% independence with a specific skill set.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent, Program Officer, Area VP's, Coordinator, SSS Staff</li> </ul>	<ul style="list-style-type: none"> <li>J</li> </ul>
<b>Assessment Literacy</b> <ul style="list-style-type: none"> <li>Effective use and access to AT (Assistive Technology) into programming so that is can be used by student as universal access to EQAO, OSSLT and classroom based assessments.</li> </ul>	<ul style="list-style-type: none"> <li>EQAO guidelines</li> </ul>	<ul style="list-style-type: none"> <li>100% of students with SEA equipment and those with AT embedded into their IEP are using AT to complete provincial &amp; school based assessments</li> </ul>	<ul style="list-style-type: none"> <li>SSS Staff</li> </ul>	<ul style="list-style-type: none"> <li>M</li> </ul>
<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>Training for all teachers with students having SEA – Computer equipment to increase instructional practices and planning embedding the use Assistive Technology for all students with Assistive Technology - Computer to access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>SEA equipment, staff from software vendor companies, SSS staff, after school training sessions</li> </ul>	<ul style="list-style-type: none"> <li>100% of classroom teachers with students receiving AT-computer purchased through SEA will receive training</li> </ul>	<ul style="list-style-type: none"> <li>SSS Staff</li> </ul>	<ul style="list-style-type: none"> <li>S 2</li> </ul>
<b>Intervention &amp; Assistance</b> <ul style="list-style-type: none"> <li>Increase knowledge of Assistive Technology software by providing ongoing training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Staff from Assistive Technology providers, SSS Staff, Software tutorials</li> </ul>	<ul style="list-style-type: none"> <li>100% of the Pre &amp; Post skills inventory demonstrates increased independence with technology programs.</li> </ul>	<ul style="list-style-type: none"> <li>School Principals, Superintendent, Program Officer, Area Vice-Principals, SSS Staff.</li> </ul>	<ul style="list-style-type: none"> <li>S 2</li> </ul>
<b>School &amp; Classroom Organization</b>				
<b>Home, School, Church, &amp; Community Partnerships</b>				



**Student Support Services Goal:** To enable ongoing collaboration amongst the stakeholders (parent/guardian, student, school) in the development, implementation

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<b>Leadership and Coordination</b> <ul style="list-style-type: none"> <li>ERTs are trained to in-service teachers on the development of observable/measurable goals. SSS will upgrade the IEP Data Engine to reflect ministry standards.</li> </ul>	<ul style="list-style-type: none"> <li>SSS Staff</li> <li>Base Point Solutions, Ministry, SSS Staff</li> </ul>	<ul style="list-style-type: none"> <li>100% of all ERTs will be in-serviced on developing quality IEPs that include observable/measurable goals, instructional strategies, and appropriate modifications/accommodations. 100% of the data engine forms and template meet ministry standards.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent, Program Officer, Area VP, Co-ordinators</li> <li>Area VP</li> </ul>	<ul style="list-style-type: none"> <li>M</li> <li>C</li> <li>0</li> </ul>
<b>Professional Catholic Learning Communities</b> <ul style="list-style-type: none"> <li>To build capacity among various disciplines within the SSS department to collaborate on the development of IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>Ministry IEP review, Ministry documents, SSS Staff</li> </ul>	<ul style="list-style-type: none"> <li>100% of IEPs developed by SSS staff will follow ministry standards and reflect a quality IEP that includes measurable goals, instructional strategies, and appropriate modifications/accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>SSS Staff</li> </ul>	<ul style="list-style-type: none"> <li>F</li> </ul>
<b>Assessment Literacy</b> <ul style="list-style-type: none"> <li>Assessment information will act as a baseline in the creation of observable/measurable IEP goals and instructional programming, strategies and assessment accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment toolkits, IEP guidelines</li> </ul>	<ul style="list-style-type: none"> <li>80% of a random set of IEPs reviewed will indicate a quality IEP with appropriate: observable/measurable goals, instructional strategies and modifications/accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>School Principal, SSS Staff</li> </ul>	<ul style="list-style-type: none"> <li>C</li> </ul>
<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>Classroom Teachers will receive training and support from the ERT in developing quality IEP in particular, observable/measurable goals</li> </ul>	<ul style="list-style-type: none"> <li>SSS Staff, Ministry documents, IEP exemplars</li> </ul>	<ul style="list-style-type: none"> <li>100% of ERTs will be providing in-service to their respective staffs</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> </ul>	<ul style="list-style-type: none"> <li>N</li> </ul>

<p><b>Intervention &amp; Assistance</b></p> <ul style="list-style-type: none"> <li>• SSS staff will provide support to the ERTs in the development, consultation and/or implementation of IEPs.</li> <li>• SSS staff will provide IEP exemplars as the standard for IEP development.</li> </ul>	<ul style="list-style-type: none"> <li>• SSS Staff, Ministry resources</li> <li>Ministry documents and samples from other school boards</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of ERT meetings will allocate time to address IEP development, planning and review.</li> <li>• 100% of the schools will receive a copy of the IEP exemplars.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Support Services Staff.</li> <li>• Student Support Services Staff.</li> </ul>	<ul style="list-style-type: none"> <li>• J</li> <li>• F</li> </ul>
<p><b>School &amp; Classroom Organization</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers will develop, review and monitor the program IEPs of students enrolled in their class.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• ERT</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of the classroom teacher will develop, review and monitor the program in the IEP for students enrolled in their class.</li> </ul>	<ul style="list-style-type: none"> <li>• School Principals</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> <li>2</li> </ul>
<p><b>Home, School &amp; Church Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• To ensure that parents are consulted in the development of the IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Letter sent to each parent, IEP</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of IEPs will indicate Parent Conferences through the completion of the Parent Consultation record on the IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, School Staff</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> <li>2</li> </ul>



**Staff Development System Goal:** To examine how Faith Formation is provided for all levels of staff on an annual basis through a focus group and school based inventories a

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<p><b>Leadership and Coordination</b></p> <ul style="list-style-type: none"> <li>• The Administrator of Staff Development with the assistance of the Faith Animator will develop a system-wide vehicle for collecting Faith Formation best practices within the Board.</li> <li>• Sr. Administrators will approve the this vehicle</li> <li>• School Administrators will assist in the collection and reporting of this information</li> <li>• Administrator of Staff Development/Faith Animator/Religious Education Consultant with the assistance of School Chaplains and School Administrators will implement the results of the information collected among staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Catholic Curriculum Corporation</li> <li>• ICE Documentation</li> <li>• CARFLEO</li> <li>• Diocese of St. Catharines</li> <li>• Mt. Carmel Retreat Centre</li> <li>• Parish Priests</li> <li>• Guest Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Greater Involvement of staff in Faith Formation activities</li> <li>• Greater variety of activities occurring at the school staff level</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator of Staff Development</li> <li>• Faith Animator</li> <li>• School Administration</li> </ul>	• S
<p><b>Professional Catholic Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Staff Committees developed to assist with Faith Formation</li> <li>• Reaching out to the community to strengthen programs</li> <li>• Staff committees evolving to Board committees</li> <li>• Family of schools concept in design and implementation of programs</li> </ul>	<ul style="list-style-type: none"> <li>• Faith Animator</li> <li>• Parish Priests</li> <li>• CCC – When Faith Meets Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Greater community involvement</li> <li>• Sharing Board initiatives with other boards</li> <li>• Professional Development reflecting Religious themes</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator of Staff Development</li> <li>• Parish Priest</li> <li>• Faith Animator</li> <li>• Religious Education Consultant</li> </ul>	• S
<p><b>Assessment Literacy</b></p>				
<p><b>Classroom Teaching</b></p> <ul style="list-style-type: none"> <li>• Teachers will become more adept in delivering the Religious Education curriculum because of their greater comfort level with their own Faith.</li> </ul>	<ul style="list-style-type: none"> <li>• School Based Resources</li> <li>• Faith Animator</li> <li>• When Faith Meets Pedagogy Conference</li> <li>• Jubilee Scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Overall tone of the school re religious celebrations</li> <li>• Teachers modelling and leading by example</li> <li>• Visible signs of Catholicity</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Faith Animator</li> <li>• Religious Education Consultant</li> <li>• Parish Priest</li> </ul>	• S
<p><b>Intervention &amp; Assistance</b></p> <ul style="list-style-type: none"> <li>• Expectation that teachers take Religious Education AQ courses</li> <li>• Faith Animator and Religious Education involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Faith Animator</li> <li>• Religious Education Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Greater staff religious celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• School Administrator</li> <li>• Faith Animator</li> <li>• Religious Education Consultant</li> </ul>	• S

<b>School &amp; Classroom Organization</b> <ul style="list-style-type: none"> <li>• Visible evidence of Catholicity</li> <li>• Regular staff celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Faith Animator</li> <li>• Religious Education Consultant</li> <li>• Parish Priest</li> </ul>	<ul style="list-style-type: none"> <li>• More welcoming and Christ-like environment</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Faith Animator</li> <li>• Religious Education Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>
<b>Home, School, Church, &amp; Community Partnerships</b> <ul style="list-style-type: none"> <li>• Greater involvement of the Parish Priest in the School</li> <li>• Greater visibility of the school in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Parish Priest</li> <li>• Diocesan Office</li> </ul>	<ul style="list-style-type: none"> <li>• Greater participation by all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> <li>• Faith Animator</li> <li>• Administrator of Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>





**Staff Development System Goal:** To offer all employee groups that represent Niagara Catholic District School Board authentic professional development options that relate to Professional Activity Days by June 2009.

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<b>Leadership and Coordination</b> 1. Superintendent of Human Resources 1. Department Managers 2. Staff Development Department 3. Various Government Ministries and outside agencies 4. Community Partners	<ul style="list-style-type: none"> <li>Recommendations from</li> <li>Board approved budgets</li> <li>In-house expertise</li> <li>Personnel from several Government Ministries, including Min. of Ed., Min. of labour etc.</li> <li>Various Ministries guidelines               <ul style="list-style-type: none"> <li>Curriculum Documents</li> <li>Bill 212</li> <li>JOHSP</li> <li>WHMIS</li> <li>BAS Accounting</li> <li>First Aid</li> <li>FACS/NRP/Fire Services Protocols</li> <li>NTIP</li> <li>TPA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Greater efficiencies observed in all departments – teaching and non-teaching</li> <li>Positive feedback from various governmental agencies</li> <li>Greater level of sharing of ideas</li> <li>Greater comfort level with “new requirements”</li> </ul>	<ul style="list-style-type: none"> <li>Senior Administrators</li> <li>Administrator of Staff Development</li> <li>Managers and Co-ordinators</li> <li>School Administrators</li> </ul>	<ul style="list-style-type: none"> <li>C</li> <li>N</li> <li>N</li> <li>J</li> <li>J</li> <li>J</li> </ul>
<b>Professional Catholic Learning Communities</b> 1. Regular meetings and discussions among various departments 2. Sharing of personnel and resources 3. Working to a common goal for the benefit of the “whole” system	<ul style="list-style-type: none"> <li>Appropriate Ministry Guidelines and Updates</li> <li>Various Webcasts and Webinars</li> <li>Board Policies</li> <li>Guest Speakers/Presenters</li> </ul>	<ul style="list-style-type: none"> <li>Number and variety of workshops being offered</li> <li>Attendance at PD opportunities</li> <li>Greater evidence and application of best practices</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent of Education</li> <li>Department Managers and Co-ordinators</li> <li>Administrator of Staff Development</li> <li>Program Department</li> <li>Student Success Department</li> </ul>	<ul style="list-style-type: none"> <li>C</li> <li>N</li> <li>N</li> <li>J</li> <li>J</li> <li>J</li> </ul>
<b>Assessment Literacy</b>				
<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>The results achieved in the training and in-services of all employee groups will reflect positively both on the physical environment of the classroom and programs being delivered within.</li> </ul>	<ul style="list-style-type: none"> <li>Support systems for teachers as reflected in different departments</li> <li>Program Consultants and Curriculum initiatives</li> <li>Evolving technologies and associated training</li> </ul>	<ul style="list-style-type: none"> <li>Increased achievement levels</li> <li>Greater on-going teacher education</li> </ul>	<ul style="list-style-type: none"> <li>Administrator of Staff Development</li> <li>Managers and Co-ordinators</li> <li>School Administrators</li> <li>Program Department</li> </ul>	<ul style="list-style-type: none"> <li>C</li> <li>N</li> <li>N</li> <li>J</li> <li>J</li> <li>J</li> </ul>
<b>Intervention &amp; Assistance</b> <ul style="list-style-type: none"> <li>Regular supervision by Senior Administrators, Principals and Vice-Principals, Supervisors, Managers and Co-ordinators</li> <li>Based on the results of the above supervision, various supports and further training will be provided</li> </ul>	<ul style="list-style-type: none"> <li>Staff and professional Development programs</li> <li>Targeted Conferences and workshops</li> <li>Mentoring and coaching programs</li> </ul>	<ul style="list-style-type: none"> <li>New Teacher Induction Program strategies</li> <li>TPA generated in-servicing</li> <li>Min of Ed. initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Administrator of Staff Development</li> <li>Managers and Co-ordinators</li> <li>School Administrators</li> <li>Program Department</li> </ul>	<ul style="list-style-type: none"> <li>S</li> </ul>

		<ul style="list-style-type: none"> <li>• Professional Conferences</li> </ul>		
<b>School &amp; Classroom Organization</b>				
<b>Home, School, Church, &amp; Community Partnerships</b> <ul style="list-style-type: none"> <li>• Regular communication with all major stakeholders re the programs being delivered</li> <li>• Including above groups in the delivery of programs , both as presenters and or attendees</li> <li>• Incorporating the Faith based aspect of our Board's mission statement in as many programs offered as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Catholic School Councils</li> <li>• Catholic School Councils</li> <li>• Diocesan Office</li> <li>• Program Department</li> <li>• Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• Greater involvement and engagement of parents in schools and education process</li> <li>• Greater visibility of Community agencies in schools</li> <li>• Greater use of schools by community agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Plant Department</li> <li>• Program Department</li> <li>• Staff Development</li> <li>• Student Support Services Department.</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>



**NCDSB Safe Schools System Goal:** To ensure full implementation of the Ministry of Education Safe Schools Action Plan at all board levels, programs and sites within Niagara

Area of Focus with Strategies	Resources	Monitoring Strategies		
		Measures of Success	Responsibility	
<b>Leadership and Coordination</b> Coordination and Implementation of the Safe Schools Policies and Guidelines (BILL 212) <ul style="list-style-type: none"> <li>• Provincial and local codes of conduct</li> <li>• Access to School Premises</li> <li>• Student Suspension</li> <li>• Student Expulsion</li> <li>• Bullying Prevention and Intervention</li> <li>• Progressive Student Discipline</li> </ul>	<ul style="list-style-type: none"> <li>• NCDSB Policies and Guidelines</li> <li>• Ministry of Education Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Insuring that Policies and Guidelines are being implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• School Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Nov</li> </ul>
<b>Professional Catholic Learning Communities</b> <ul style="list-style-type: none"> <li>• Continued maintenance NCDSB Safe School Action Team</li> <li>• In-servicing of the NCDSB Safe School Action Team</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Education Documents</li> <li>• Staff Development Department</li> <li>• Outside Agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of various meetings</li> <li>• In-servicing Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Administration</li> <li>• Safe Schools Action Committee</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>• Sep 200</li> </ul>
<b>Assessment Literacy</b>				
<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>• Bullying Intervention as per board policies at the school level and at the board level</li> </ul>	<ul style="list-style-type: none"> <li>• NCDSB Policies and Guidelines</li> <li>• Ministry of Education Documents</li> <li>• Safe School Action Team</li> <li>• Outside agencies as selected by the school</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting minutes</li> <li>• Safe School Action Team meeting minutes</li> <li>• Staff awareness of the Bullying Prevention Intervention Policy</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration and school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2009</li> </ul>
<b>Intervention &amp; Assistance</b> <ul style="list-style-type: none"> <li>• Awareness of mitigating and other factors as it relates to Safe Schools</li> </ul>	<ul style="list-style-type: none"> <li>• NCDSB Policies and Guidelines</li> <li>• Ministry of Education Documents</li> <li>• Safe School Action Team</li> </ul>	<ul style="list-style-type: none"> <li>• Staff awareness in this area</li> <li>• Principals in-servicing staff</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration and school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2009</li> </ul>
<b>School &amp; Classroom Organization</b> <ul style="list-style-type: none"> <li>• Active Safe School Action Team</li> <li>• Establishment of a positive school climate where all members of the school community feel safe, comfortable and accepted.</li> <li>• Schools actively promote and support positive behaviour that reflects their Gospel values.</li> <li>• Development of school level plans that address</li> </ul>	<ul style="list-style-type: none"> <li>• NCDSB Policies and Guidelines</li> <li>• Ministry of Education Documents</li> <li>• Safe School Action Team</li> <li>• School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings' minutes</li> <li>• In-servicing, workshops, assemblies, etc on this strategy</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration and school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2009</li> </ul>

prevention and intervention.				
<p><b>Home, School, Church, &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Parent, visitor and community members are expected to support the school in promoting local school bullying prevention and intervention initiatives</li> <li>• Schools actively promote and support positive behaviour that reflects their Gospel values.</li> <li>• Development of school level plans that address prevention and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• NCDSB Policies and Guidelines</li> <li>• Ministry of Education Documents</li> <li>• Safe School Action Team</li> <li>• School Improvement Plan</li> <li>• Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• Catholic School Council will support the school in training and communication of strategies for members of the school community</li> </ul>	<p>School Administration and school staff Catholic School Council</p>	<p>Sept 2009</p>

**TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008**

**TOPIC: STUDENT SUPPORT SERVICES UPDATE**

---

---

The Student Support Services Update  
is presented for information.

---

---

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Marcel Jacques, Program Officer  
Approved by: John Crocco, Director of Education  
Date: September 9, 2008



**REPORT TO THE  
COMMITTEE OF THE WHOLE  
MEETING OF SEPTEMBER 9, 2008  
STUDENT SUPPORT SERVICES**

---

## **BACKGROUND INFORMATION**

### **Mission Statement**

*The Mission of the Niagara Catholic District School Board, as a Catholic Community of learners, is to ensure that all students develop the knowledge, skills and values to reach their full potential, with Christ as the Way, the Truth and the Light.*

## ***Welcome to the 2008-09 school year!***

The Student Support Services' Department is looking forward to working with Principals, Vice-Principals, teaching and support staff, students and parents/guardians to meet the needs of all students in the Board. This year we continue to focus on Professional Catholic Learning Communities at the school and Board levels, supporting deeper implementation of best practices in literacy and numeracy, in our elementary and secondary schools for all students, including students with diverse learning needs, to ensure student success, the improvement of student achievement, and to close the achievement gap for all students. The Student Support Services' Department is committed to serving students with special needs in regular classrooms promoting high levels of student achievement for all students.

*Inclusion is the students' feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect.*

### **GOALS OF STUDENT SUPPORT SERVICES' DEPARTMENT ALIGNED WITH THE GOALS OF THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD:**

- To continue the implementation of programs and deployment of staff which demonstrate the Catholic distinctiveness of the Niagara Catholic District School Board in an inclusive learning environment for all students in the Catholic elementary and secondary schools of the Board;
- To continue the implementation of established and new educational programs, which are mandated by the Ministry of Education and the Board and are aligned to the programs, services and supports provided by the Student Support Services' Department for all students;
- To continue to provide professional development training and support for all academic and support staff: Principals, Vice-Principals, Educational Resource Teachers, Special Education teachers, classroom teachers and supports staff: Educational Assistants, Child and Youth Workers and Student Support Services' staff on new initiatives with deeper implementation of Universal Design, Differentiated Instruction, Literacy and Numeracy Instructional Strategies, Assessment and Evaluation, and Assistive Technology in classrooms by classroom teachers supported by the Student Support Services Department;

- To continue to work with Principals/Vice-Principals and the Plant Department to provide accessibility for students under the Accessibility for Ontarians with Disabilities Act (AODA);
- To provide staffing and educational resources, which will be responsive to the needs of Special Education to improve and support student achievement for all students requiring programs and services and support in order to be successful in school.

## **STUDENT SUPPORT SERVICES' DEPARTMENT**

The Student Support Services' Department has been organized into two area teams consisting of the following staff to support elementary and secondary schools:

- |                                                          |                                             |
|----------------------------------------------------------|---------------------------------------------|
| ➤ Program Officer                                        | ➤ Speech Language Pathologists              |
| ➤ Vice-Principals                                        | ➤ Child and Youth Workers                   |
| ➤ Coordinators                                           | ➤ Communicative Disorder Assistants         |
| ➤ Program Resource Teachers                              | ➤ Special Needs' Facilitators               |
| ➤ Behaviour Resource Teachers                            |                                             |
| System Level Staff:                                      |                                             |
| ➤ Special Assignment Teacher – Assistive Technology (.5) | ➤ Supervisor of School Counselling Services |
| ➤ Hearing/Vision Teachers                                | ➤ Psychologist                              |
| ➤ Stay in School Coordinator                             | ➤ Behaviour Consultant                      |

The Student Support Services' Department team members are available to meet with Principals/Vice-Principals and Educational Resource Teachers to discuss how to serve students with special needs in relation to Individual Education Plans (IEPs), supports, services, case conferences and parental requests, using the problem-solving model to meet the educational needs of all students.

## **SPECIAL EDUCATION PLAN - *Building Bridges 2008 and Beyond***

The Special Education Plan has been updated in consultation with the Special Education Advisory Committee (SEAC) and has been posted on the Board's website: [www.niagaracatholic.ca](http://www.niagaracatholic.ca).

## **SPECIAL EDUCATION PROJECTS – *Education For All***

Student Support Services will continue to support a broad range of instructional and assessment strategies for students with special education needs, with particular emphasis on early intervention, curriculum based assessment, and the monitoring of student learning using the concepts from the document *Education for All: Universal Design (UD), Differentiated Instruction (DI), Assistive Technology (AT)*, and evidence-based practices to improve student achievement.

Results from CODE III – The report and results from CODE III will be presented at the October CW Meeting.

## **INDIVIDUAL EDUCATION PLANS**

The completion date of Individual Education Plans for students is October 8, 2008. Individual Education Plans will be reviewed, developed and completed by classroom teachers with the support of Educational Resource Teachers. Parents/Guardians will be invited to provide input into Individual Educational Plans.

*“Within 30 days after placement of the pupil in the program, the Principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil, and where the pupil is 16 years of age or older, the pupil.”*

## **STUDENT SUPPORT SERVICES DOCUMENTS 2008-2009**

**FACS PROTOCOL** - The updated FACS Protocol will be presented at the October Committee of the Whole meeting.

## **COMPASSIONATE CARE RESOURCE**

The Compassionate Care Resource will be provided to Principals at the September 11, 2008 Director's Meeting.

## **GUIDELINES FOR SAFE INTERVENTION WITH STUDENTS**

Guidelines for Safe Intervention with Students will be implemented this school year. Student Support Services will provide in-services for Principals/Vice-Principals, Educational Resource Teachers, Classroom Teachers and Educational Assistants.

## **STUDENT SUPPORT SERVICES' UPDATES**

Behaviour Management Systems – Marcel Jacques, Program Officer – Training and Implementation.

Behaviour Management Systems Training was developed by the Ontario Educational Services Corporation (with the support of the Ministry of Education) as a response to concerns expressed by educational staff across the province about the need for a behaviour management program suited to the school setting.

Behaviour Management Systems Training was written by educators, for use by educators with students of any age. Its main goals include improving safety and security for all staff and students, the promotion of respectful working and learning environments and breaking the cycle of inappropriate behaviour and consequences.

While effectively dealing with critical incident situations, the focus of the program is on the understanding of factors which impact behaviour, early interventions of a non-physical nature and the reduction (rather than control) of aggressive behaviour in our schools.

Over the 2007/2008 year student support services shifted direction from Non Violent Crisis Intervention (NVCI) to Behaviour Management System (BMS) to address concerns related to inappropriate behaviour. It was our hope that all Support staff (Education Assistants, Child and Youth Workers) as well as Principals/Vice Principals be trained in this type of intervention.

As of July 2008 we have completed this training for all the staff indicated above. Over the 2008/2009 school year we will continue to offer BMS training for the staff who still require it as well as offer the training for teachers who wish to receive this type of professional development. In addition, the refresher course will be offered at various locations during the school year.



## **APPLIED BEHAVIOUR ANALYSIS (ABA)**

### **GENEVA CENTRE FOR AUTISM EDUCATIONAL ASSISTANTS' TRAINING PROJECT**

As part of the government's commitment to support programs to improve student achievement, the Geneva Centre for Autism received a \$2 million grant to provide summer training for school board staff to enhance their instructional capacity to incorporate methods of applied behavioural analysis (ABA) into programs for students with autism spectrum disorders (ASD), as appropriate. In 2006, the government invested \$5 million through the Geneva Centre for Autism to provide training for educational assistants who work or may work with students with ASD. Core materials were made available to all educational assistants. Training, coaching and mentoring options are sufficiently flexible and customized to meet the unique needs and interests of school boards, schools and school personnel.

In the Niagara Catholic District School Board, approximately 300 Educational Assistants have received training with further training to be provided in the Fall of 2008.

Geneva Centre for Autism's E-Learning at [www.autism.net](http://www.autism.net) was developed to offer a baseline of information on ASD for educational assistants who are new to the area. It enables them to acquire a general level of understanding of ASD prior to coming into the first day of the workshop. It also allows training participants to test their knowledge after the training with an assortment of online quizzes available on the website.

School Team Training – Successful Learning through Applied Behaviour Analysis: A Comprehensive Approach to Planning and Implementing an Effective Education Program was held in August, 2008 with twenty (20) participants from the Niagara Catholic District School Board.

The Ministry of Education and the Ministry of Children and Youth Services and Geneva Centre for Autism work together on this initiative to make sure that this training initiative compliments and does not duplicate any services provided by the *School Support Program – Autism Spectrum Disorder*, funded by MCYS.

### **ONTARIO PSYCHOLOGICAL ASSOCIATION (OPA) STUDENT ASSESSMENT PROJECT**

*An Assessment Process – Promising Practices Guide* is being produced by the Ontario Psychological Association and will be shared with all school boards to foster sustainability of enhanced school board assessment practices. The guide is scheduled for release in the fall of 2008

### **ASD SCHOOL SUPPORT PROGRAM**

The ASD School Support Program is available to schools by contacting the Area Vice-Principal. This program provides consultation and professional development for teachers to support students with autism in the regular classroom..

### **TRANSPORTATION GUIDELINES FOR STUDENT WITH SPECIAL EDUCATION NEEDS**

The Student Support Services' Department and the Niagara Student Transportation Services (NSTS) work together to provide transportation for students with special needs. A range of services is provided to students with special needs, and wherever possible, students with special needs use regular bussing to their home schools.

**The report on Student Support Services is presented for information.**

PREPARED BY: Lee Ann Forsyth-Sells, Superintendent of Education

PRESENTED BY: Marcel Jacques, Program Officer

APPROVED BY: John Crocco, Director of Education

DATE: September 4, 2008

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: FINANCIAL REPORTS  
MONTHLY BANKING TRANSACTIONS  
JUNE, JULY, AUGUST 2008

---

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board receive the Monthly Banking Transactions for the months of June, July and August, 2008, as presented for information.

---

---

Prepared by: Larry Reich, Superintendent of Business and Financial Services  
Presented by: Larry Reich, Superintendent of Business and Financial Services  
Approved by: John Crocco, Director of Education  
Date: September 9, 2008

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: FINANCIAL REPORTS  
STATEMENT OF REVENUE AND EXPENDITURES  
AUGUST 31, 2008

---

---

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board receive the Statement of Revenue and Expenditures as at August 31, 2008, as presented for information.

---

---

Prepared by: Larry Reich, Superintendent of Business and Financial Services  
Presented by: Larry Reich, Superintendent of Business and Financial Services  
Approved by: John Crocco, Director of Education  
Date: September 9, 2008

TO: Niagara Catholic District School Board  
Committee of the Whole  
Public Session  
September 9, 2008

TOPIC: MONTHLY UPDATE  
CAPITAL PROJECTS

---

---

The Capital Projects Update  
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: September 9, 2008

# PROGRESS REPORT ON CAPITAL PROJECTS

---

---

Individual progress reports for capital projects are presented as follows:

## In Progress

Appendix A	Holy Cross Catholic Secondary School
Appendix B	St. Francis Catholic Secondary School
Appendix C	Our Lady of Fatima Catholic School (Gr)
Appendix D	Canadian Martyrs Catholic School
Appendix E	Cardinal Newman Catholic School
Appendix F	St. Anthony Catholic School
Appendix G	St. Augustine Catholic School
Appendix H	St. Mark Catholic School
Appendix I	St. Martin Catholic School
Appendix J	St Vincent de Paul Catholic School
Appendix K	St. Joseph (Gr)

---

---

Prepared by: James Woods, Controller of Plant Services

Date: September 9, 2008

# Holy Cross Catholic Secondary School St. Catharines, Ontario

**PROJECT DESCRIPTION:** Construction of a new auditorium and interior renovations

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** \$4,000,000

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:** Conceptual Design

**COMMENTS:** Conceptual designs have been prepared by the architect to investigate the building and site potential.



## SCHEDULE

Request for Proposals	Spring 04
Architect Selection	July 04
Schematic Design	May 05
Design Development	
Contract Documents	
Tender	
Construction Completion	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

## PROJECT TEAM

**HOLY CROSS SECONDARY SCHOOL:**  
Supt of Education – Lee Ann Forsyth-Sells  
Principal – Joseph Zaroda

**NCDSB PROJECT MANAGEMENT:**  
Project Manager – TBD

**ARCHITECT:** Quartek Group Inc.

**GENERAL CONTRACTOR:** TBD

---

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
PLANT DEPARTMENT**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008

# St. Francis Catholic Secondary School St. Catharines, Ontario

**PROJECT DESCRIPTION:** Addition and alterations.

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** \$8,000,000

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGETS:** TBD



**COMMENTS:** Conceptual designs have been prepared by the architect to investigate the building and site potential.

## SCHEDULE

Request for Proposals	Spring 04
Architect Selection	July 04
Schematic Design	
Design Development	
Contract Documents	
Tender	
Construction Completion	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

## PROJECT TEAM

**ST. FRANCIS SECONDARY SCHOOL:**  
Supt of Education – LeeAnn Forsyth-Sells  
Principal – Mary LaGrotteria

**NCDSB PROJECT MANAGEMENT:**  
Project Manager – TBD

**ARCHITECT:** Macdonald Zuberec Ensslen  
Architects Inc.

**GENERAL CONTRACTOR:** TBD

---

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
PLANT DEPARTMENT –**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008



# Our Lady of Fatima Catholic School Grimsby Ontario

**PROJECT DESCRIPTION:** Addition and alterations to existing building to provide accommodation for 303 students.

**SPACE:** 32,000 sq. ft.  
**TOTAL ESTIMATED PROJECT COST:** TBD  
**TOTAL PROJECT COSTS TO DATE:**  
**CAPITAL PLAN PROJECT BUDGET:** TBD  
**PROJECT STATUS:** Pre-design study.



**COMMENTS:** Funding has been approved by the Ministry of Education through the Prohibitive to Repair Capital program. Costs based on conceptual designs are being prepared by a cost consultant

## SCHEDULE

Request for Proposals	October 07
Architect Selection	November 07
Schematic Design	March 08
Design Development	
Contract Documents	
Tender	
Construction Completion	
Occupancy Date	September 2010
Official Opening & Blessing	TBD
11-month Warranty Report	TBD

## PROJECT TEAM

**OUR LADY OF FATIMA CATHOLIC SCHOOL:**  
 Superintendent of Education – Rob Ciarlo  
 Principal – Michael Hendrickse

**NCDSB PROJECT MANAGEMENT:**  
 Project Manager – Anthony Ferrara

**ARCHITECT:** Venerino V.P. Panici Architect

**GENERAL CONTRACTOR:** TBD

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
 PLANT DEPARTMENT –**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
 (Catholic Education Centre)  
 (905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008

# Canadian Martyrs Catholic School St. Catharines, Ontario

**PROJECT DESCRIPTION:** Construction of minimum 4 additional classrooms

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** TBD

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:**

**COMMENTS:** The project will proceed through design and preparation of tender documents only, and will require additional Board approval to request tenders from contractors and commence construction. Costs based on conceptual designs are being prepared by a cost consultant



## SCHEDULE

Request for Proposals	June 07
Architect Selection	July 07
Schematic Design	November 07
Design Development	
Contract Documents	
Tender	
Construction Complete	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

## PROJECT TEAM

### **CANADIAN MARTYRSCATHOLIC SCHOOL:**

Supt of Education – Lee Ann Forsyth-Sells  
Principal – Brian Lavell

### **NCDSB PROJECT MANAGEMENT:**

Project Manager – Tunde Labbanicz

### **ARCHITECT:**

Svedas Koyanagi Architects Inc.

**GENERAL CONTRACTOR:** TBD

---

## **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD PLANT DEPARTMENT**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008

# Cardinal Newman Catholic School Niagara Falls, Ontario

**PROJECT DESCRIPTION:** Construction of minimum 4 additional classrooms

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** TBD

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:**

**COMMENTS:** The project will proceed through design and preparation of tender documents only, and will require additional Board approval to request tenders from contractors and commence construction. Costs based on conceptual designs are being prepared by a cost consultant



## SCHEDULE

Request for Proposals	June 07
Architect Selection	July 07
Schematic Design	November 07
Design Development	
Contract Documents	
Tender	
Construction Complete	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

## PROJECT TEAM

**CARDINAL NEWMAN CATHOLIC SCHOOL:**

Supt of Education – Frank Iannantuono

Principal – John Boyer

**NCDSB PROJECT MANAGEMENT:**

Project Manager – Sam Pennisi

**ARCHITECT:**

Venerino V. P. Panici Architect Inc.

**GENERAL CONTRACTOR:**

TBD

---

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**

**PLANT DEPARTMENT –**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning

(Catholic Education Centre)

(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008

# St. Anthony Catholic School St. Catharines, Ontario

**PROJECT DESCRIPTION:** Construction of minimum 4 additional classrooms

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** TBD

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:**

**COMMENTS:** The project will proceed through design and preparation of tender documents only, and will require additional Board approval to request tenders from contractors and commence construction. Costs based on conceptual designs are being prepared by a cost consultant



**SCHEDULE**

Request for Proposals	June 07
Architect Selection	July 07
Schematic Design	November 07
Design Development	
Contract Documents	
Tender	
Construction Complete	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

**PROJECT TEAM**

**ST. ANTHONY CATHOLIC SCHOOL:**  
Supt of Education – Lee Ann Forsyth-Sells  
Principal – Anne Marie Crocco

**NCDSB PROJECT MANAGEMENT:**  
Project Manager – Tunde Labbanz

**ARCHITECT:**  
Garwood-Jones & Hanham Architects

**GENERAL CONTRACTOR:**  
TBD

---

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
PLANT DEPARTMENT –**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008

# St. Augustine Catholic School Welland, Ontario

**PROJECT DESCRIPTION:** Construction of minimum 3-classroom addition

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** TBD

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:**



**COMMENTS:** The project will proceed through design and preparation of tender documents only, and will require additional Board approval to request tenders from contractors and commence construction. Costs based on conceptual designs are being prepared by a cost consultant

## SCHEDULE

Request for Proposals	June 07
Architect Selection	July 07
Schematic Design	November 07
Design Development	
Contract Documents	
Tender	
Construction Complete	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

## PROJECT TEAM

**ST. AUGUSTINE CATHOLIC SCHOOL:**  
Supt of Education – Yolanda Baldasaro  
Principal – Edward Bitondo

**NCDSB PROJECT MANAGEMENT:**  
Project Manager – Anthony Ferrara

**ARCHITECT:**  
Graff Grguric Architects Inc.

**GENERAL CONTRACTOR:**  
TBD

---

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
PLANT DEPARTMENT**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008

# St. Mark Catholic School Beamsville, Ontario

**PROJECT DESCRIPTION:** Construction of 4 new classrooms

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** TBD

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:**

**COMMENTS:** The project will proceed through design and preparation of tender documents only, and will require additional Board approval to request tenders from contractors and commence construction. Architects are currently preparing schematic designs.



## SCHEDULE

Request for Proposals	June 07
Architect Selection	July 07
Schematic Design	November 07
Design Development	
Contract Documents	
Tender	
Construction Complete	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

## PROJECT TEAM

### **ST. MARK CATHOLIC SCHOOL:**

Supt of Education – Rob Ciarlo  
Principal – Carmela D’Andrea

### **NCDSB PROJECT MANAGEMENT:**

Project Manager – Anthony Ferrara

### **ARCHITECT:**

Garwood-Jones & Hanham Architects

**GENERAL CONTRACTOR:** TBD

---

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
PLANT DEPARTMENT**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008

# St. Martin Catholic School Smithville, Ontario

**PROJECT DESCRIPTION:** Construction of minimum 4 additional classrooms

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** TBD

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:**

**COMMENTS:** The project will proceed through design and preparation of tender documents only, and will require additional Board approval to request tenders from contractors and commence construction. Architects are currently preparing schematic designs.



## SCHEDULE

Request for Proposals	June 07
Architect Selection	July 07
Schematic Design	November 07
Design Development	
Contract Documents	
Tender	
Construction Complete	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

## PROJECT TEAM

### **ST. MARTIN CATHOLIC SCHOOL:**

Supt of Education – Rob Ciarlo  
Principal – Christopher Gobbi

### **NCDSB PROJECT MANAGEMENT:**

Project Manager – Anthony Ferrara

### **ARCHITECT:**

Garwood-Jones & Hanham Architects

**GENERAL CONTRACTOR:** TBD

---

## **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**

### **PLANT DEPARTMENT –**

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008

# St. Vincent de Paul Catholic School Niagara Falls, Ontario

**PROJECT DESCRIPTION:** Construction of minimum 6-classroom addition

**SPACE:**

**TOTAL ESTIMATED PROJECT COST:** TBD

**TOTAL PROJECT COSTS TO DATE:**

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:**

**COMMENTS:** The project will proceed through design and preparation of tender documents only, and will require additional Board approval to request tenders from contractors and commence construction. Architects are currently preparing schematic designs.



## SCHEDULE

Request for Proposals	June 07
Architect Selection	July 07
Schematic Design	November 07
Design Development	
Contract Documents	
Tender	
Construction Complete	
Occupancy Date	
Official Opening & Blessing	
11-month Warranty Report	

## PROJECT TEAM

**ST. VINCENT DE PAUL CATHOLIC SCHOOL:**  
Supt of Education – Frank Iannantuono  
Principal – Mark Lefebvre

**NCDSB PROJECT MANAGEMENT:**  
Project Manager – Sam Pennisi

**ARCHITECT:**  
Venerino V. P. Panici Architect Inc.

**GENERAL CONTRACTOR:** TBD

---

### NIAGARA CATHOLIC DISTRICT SCHOOL BOARD PLANT DEPARTMENT

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008



# St. Joseph Catholic School Grimsby, Ontario

**PROJECT DESCRIPTION:** Replacement of existing building to provide accommodation for 253 students.

**SPACE:** 26,000 sq. ft.

**TOTAL ESTIMATED PROJECT COST:** TBD

**TOTAL PROJECT COSTS TO DATE:** -

**CAPITAL PLAN PROJECT BUDGET:** TBD

**PROJECT STATUS:** Request for Proposals from architects.



**COMMENTS:** Funding has been approved by the Ministry of Education through the Prohibitive to Repair Capital program. Costs based on conceptual designs are being prepared by a cost consultant

## SCHEDULE

Request for Proposals	October 07
Architect Selection	November 07
Schematic Design	January 08
Design Development	
Contract Documents	
Tender	
Construction Completion	
Occupancy Date	September 2010
Official Opening & Blessing	TBD
11-month Warranty Report	TBD

## PROJECT TEAM

### **ST. JOSEPH CATHOLIC SCHOOL:**

Supt of Education – Rob Ciarlo  
Principal – John Bosco

### **NCDSB PROJECT MANAGEMENT:**

Project Manager – Anthony Ferrara

**ARCHITECT:** Venerino V.P. Panici Architect

**GENERAL CONTRACTOR:** TBD

---

## NIAGARA CATHOLIC DISTRICT SCHOOL BOARD PLANT DEPARTMENT

**FOR INFORMATION:** Kathy Levinski, Coordinator of Facilities Planning  
(Catholic Education Centre)  
(905) 735-0240 extension 273, FAX: (905) 735-2940

As of September 2008