



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

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, MAY 9, 2023
6:30 P.M.**



PUBLIC ACCESS LIVE STREAM LINK
<https://niagaracatholic.ca/meetings-livestream/>

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

A. ROUTINE MATTERS

1. Opening Prayer – Trustee Joyner -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of April 11, 2023 A5
6. Consent Agenda Items -
 - 6.1 Staff Development Department Professional Development Opportunities A6.1
 - 6.2 Capital Projects Progress Report Update A6.2

B. PRESENTATIONS

C. GOVERNANCE POLICIES

1. Governance Policies for Recommendation to the Board -
 - 1.1 Employee Code of Conduct and Ethics Policy (201.17) C1.1
 - 1.2 Niagara Catholic Education Award of Distinction Policy (100.7) C1.2
2. Governance Policies Prior to Vetting -
3. Governance Policy Review Schedule C3

D. COMMITTEE AND STAFF REPORTS

1. Program Resource Teacher-Tiered Model of Support - Gino D1
2. Niagara Catholic Applied Behaviour Analysis (ABA) Update 2023 – Gino D2
3. Pope Francis Centre of Excellence D3
4. Draft 2023-2024 School Year Calendar & Meeting Dates – Camillo D4

- 5. Monthly Updates
 - 5.1 Student Senate Update -
 - 5.2 Senior Staff Good News Update -

E. INFORMATION

- 1. Trustee Information

F. OTHER BUSINESS

- 1. General Discussion to Plan for Future Action -

G. BUSINESS IN CAMERA

H. REPORT ON THE IN CAMERA SESSION

I. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2023**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF APRIL 11, 2023**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 11, 2023, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, APRIL 11, 2023

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, April 11, 2023 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 6:30 p.m. by Chair Di Lorenzo for Vice-Chair Burkholder.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Di Lorenzo

2. Roll Call

Chair Di Lorenzo noted that Trustee Burkholder asked to be excused.

Trustee	Present	Present Electronically	Absent	Excused
Natalia Benoit			✓	
Joseph Bruzzese	✓			
Rhianon Burkholder				✓
Danny Di Lorenzo	✓			
Larry Huibers	✓			
Doug Joyner	✓			
Jim Marino	✓			
Paul Turner	✓			
Student Trustees				
Charlotte Johnstone	✓			
Steffen Zylstra	✓			

The following staff were in attendance:

Camillo Cipriano, Director of Education; **Lee Ann Forsyth-Sells, Kimberly Kinney, Gino Pizzoferrato, Pat Rocca**, Superintendents of Education; **Domenic Massi, Joseph Zaroda**, Associate Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Clark Euale**, Controller of Facilities Services; **Julia Tiessen**, Executive Officer of Human Resources; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services

3. Approval of the Agenda

Moved by Trustee Turner

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of April 11, 2023, as presented.

CARRIED

4. Declaration of Conflict of Interest

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

5. Approval of Minutes of the Committee of the Whole Meeting of March 7, 2023

Moved by Trustee Marino

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 7, 2023, as presented.

CARRIED

6. Consent Agenda Items

Trustee Di Lorenzo requested Item 6.1 be held. This item was moved to Committee and Staff Reports Section D of the agenda.

6.1 Extended Overnight Field Trip, Excursion and Exchange Committee

Moved to Section D3.1

6.2 Staff Development Department Professional Development Opportunities

Presented for information.

6.3 Capital Projects Progress Report Update

Presented for information.

Moved by Trustee Huibers

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

Nil

C. GOVERNANCE POLICIES

1. Governance Policies for Recommendation to the Board

1.1. Electronic Communications Systems (Employees) Policy (201.12)

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Electronic Communications Systems (Employees) Policy (201.12), following the vetting process.

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

- No amendment

Moved by Trustee Joyner

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Electronic Communications Systems (Employees) Policy (201.12), as presented.

APPROVED

1.2. Trustee Code of Conduct Policy (100.12)

Director Cipriano presented feedback received from the vetting process and highlighted recommended amendments to the Trustee Code of Conduct Policy (100.12), following the vetting process.

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

- Page 2, 1st and 2nd Paragraph – Change “*will*” to “*may*” in first sentence and move last sentence up.

Moved by Trustee Huibers

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Trustee Code of Conduct Policy (100.12), as amended.

APPROVED

2. Governance Policies Prior to Vetting

2.1. Employee Workplace Harassment Policy (201.7)

Julia Tiessen, Executive Officer of Human Resources, presented the Employee Workplace Harassment Policy (201.7).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Employee Workplace Harassment Policy (201.7), be vetted from April 12, 2023 to May 24, 2023 with a recommended deadline for presentation to the Committee of the Whole in June, for consideration to the Board in June.

2.2. Employee Workplace Violence Policy (201.11)

Executive Officer Tiessen, presented the Employee Workplace Violence Policy (201.11).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Employee Workplace Violence Policy (201.11), be vetted from April 12, 2023 to May 24, 2023 with a recommended deadline for presentation to the Committee of the Whole in June, for consideration to the Board in June.

2.3. Occupational Health and Safety Policy (201.6)

Executive Officer Tiessen, presented the Occupational Health and Safety Policy (201.6).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Occupational Health and Safety Policy (201.6), be vetted from April 12, 2023 to May 24, 2023 with a recommended deadline for presentation to the Committee of the Whole in June, for consideration to the Board in June.

3. Governance Policy Review Schedule

Director Cipriano presented the Governance Policy Review Schedule.

D. COMMITTEE AND STAFF REPORTS

1. Leadership Pathway Program

Pat Rocca, Superintendent of Education provided background information on the Leadership Pathway Program and introduced Chris Zanuttini, Principal of Our Lady of the Holy Rosary, Anthony Corapi, Coordinator of Staff Wellness, Jennifer DeCoff, Principal of St. Mark Elementary, Dan Trainor, Principal of St. Theresa Elementary, Adele Felice, Principal of Holy Cross Secondary, Lisa Incaviglia, Principal Canadian Martyrs Elementary and Chris Moscato, Principal of Alexander Kuska Elementary.

Principal Zanuttini and Mr. Corapi presented the Aspiring Leaders Program. Principals DeCoff and Trainor presented the Ontario Leadership Framework Principals Qualification Program. Principal Felice presented the Vice Principal Pool Special Education for Administrators Additional Qualifications Program. Principals Incaviglia and Moscato presented the Vice Principal Mentorship Program and Superintendent Rocca presented the Principal Mentorship Program.

Questions of Trustees were answered.

2. **The Student Success Multi Year Strategic Planning Report Back**

Kim Kinney, Superintendent of Education provided background information on Student Success Multi Year Strategic Plan and introduced Pat Mete, Student Success Coordinator and Consultants Ivana Galante, Anthony Corrizzato and Tino Nuccitelli.

Mr. Mete, Ms. Galante, Mr. Corrizzato and Mr. Nuccitelli presented the Student Success Multi Year Strategic Planning Report Back for Trustee information.

Questions of Trustees were answered.

The following motion was brought forward;

Moved by Trustee Di Lorenzo

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board formulate a letter to the Ministry regarding investing and promoting in Trades and Technology with a draft brought to the April Board meeting for approval.

CARRIED

3. **Consent Agenda Item A6.1**

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

Kim Kinney, Superintendent of Education answered questions of Trustees.

Moved by Trustee Huibers

THAT the Committee of the Whole meeting be extended.

CARRIED

4. **Monthly Updates**

4.1 **Student Trustees' Update**

Charlotte Johnstone, and Steffen Zylstra, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

4.2 **Senior Staff Good News Update**

Senior Staff highlights included:

Superintendent Forsyth-Sells

- A parent at St. Michael Catholic Elementary School in Niagara-on-the-Lake entered the Move 105.7 *Salute Your School Contest* nominating the grade 2 teacher with the following submission, "My daughter is in Mr. Lingerfelt's class this year and absolutely loves her teacher. He has been amazing with communicating with us about how our daughter is doing in class and just what the class has been up to in general every day. He is very outgoing and seems to love what he does and his students!" On March 22, 2023 a representative from Move 105.7 provided a pizza lunch for all students in the Grade 2 class and pictures were taken for their Facebook page.

Superintendent Kinney

- On April 5th the 60th Niagara Regional Science and Engineering Fair Ceremonies and Awards took place with great representation from Niagara Catholic Elementary and

Secondary Schools. A total of 22 elementary students were recognized, and two secondary students.

Superintendent Rocca

- Indigenous Youth Skill Trade Symposium was a great success due to community collaborations and community commitment.

E. INFORMATION

1. Trustee Information

1.1 Celebrating Excellence – May 2, 2023 – Brock University

1.2 Our Lady of the Holy Rosary Catholic Elementary School Official Blessing – May 4, 2023

Director Cipriano highlighted the Celebrating Excellence and the Official Blessing of Our Lady of the Holy Rosary Catholic Elementary School.

Trustees were asked to confirm their attendance with Anna Pisano.

1.3 Durham Catholic District School Board Letter

Director Cipriano highlighted the information contained in the letter from the Durham Catholic District School Board.

Following discussions it was agreed that each Trustee donate \$25.00 towards the purchase of items to fill the backpack and that Chair Di Lorenzo will deliver the backpack at the OCSTA AGM.

F. OTHER BUSINESS

1. General Discussion to Plan for Future Action

Nil

G. BUSINESS IN CAMERA

Nil

H. REPORT ON THE IN-CAMERA SESSION

Nil

I. ADJOURNMENT

Moved by Trustee Joyner

THAT the April 11, 2023 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 9:40 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **April 11, 2023.**

Approved on **May 9, 2023.**

Rhianon Burkholder
Vice-Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2023**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE
BOARD
EMPLOYEE CODE OF CONDUCT AND ETHICS POLICY
(201.17)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Code of Conduct and Ethics Policy (201.17), as presented.

Prepared by: Julia Tiessen, Executive Officer of Human Resources
Presented by: Julia Tiessen, Executive Officer of Human Resources
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: May 9, 2023



Niagara Catholic District School Board

EMPLOYEE CODE OF CONDUCT AND ETHICS POLICY

STATEMENT OF GOVERNANCE POLICY

200 – Human Resources

Policy No 201.17

Adopted Date: November 27, 2012

Latest Reviewed/Revised Date: June 19, 2018

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board (~~the Board~~ **“Board”**), all employees of the Board occupy positions of public trust and confidence and, as such, are expected to discharge their duties and responsibilities with integrity and professionalism.

This policy will create and maintain a culture of integrity through clearly defined expectations for all employees.

As an accountable public organization, the Board is committed to conducting all of its affairs with the highest standards of ethics, integrity, honesty, fairness and professionalism. Of equal importance to the achievement of the **Multi-Year Strategic Plan** and annual system priorities of the Niagara Catholic District School Board, is the ~~way~~ **manner** in which we achieve them.

It is imperative that Board employees act, and be seen to act, in the best interests of the public they serve. It is the responsibility of the Board to promote student achievement and well-being through the delivery of Catholic education programs, **services and supports** and the effective stewardship of the Board's resources.

All employees of the Board are required to ~~comply be in compliance~~ with:

- the Mission, Vision and Values of the Board,
- all provincial statutes, regulations,
- the **Municipal Freedom of Information and Protection of Privacy Act** and its Regulations, and
- policies and Administrative **Operational** Procedures of the Board.

Employees are responsible to be aware of and understand the provisions of this ~~Code and Code, as well as~~ other applicable Board policies, including those specifically identified in this Code **of Conduct**.

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

References

- [*Broader Public Sector Accountability Act, 2010*](#)
- [*The Ethical Standards for the Teaching Profession, Ontario College of Teachers*](#)
- [*Human Rights Code*](#)
- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- [*Occupational Health and Safety Act*](#)
- [*Ontario Education Act Statutes and Regulations*](#)
- [*School Board Governance Act 2009*](#)
- [*Collective Agreements*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Accessibility Customer Service Policy \(800.8.1\)*](#)
 - [*Electronic Communications Systems Policy \(Employees\) \(201.12\)*](#)
 - [*Employee Workplace Harassment Policy \(201.7\)*](#)
 - [*Employee Workplace Violence Policy \(201.11\)*](#)
 - [*Occupational Health and Safety Policy \(201.6\)*](#)
 - [*Purchasing/Supply Chain Management Policy \(600.1\)*](#)
 - [*Municipal, Provincial and Federal Election Administrative Procedures - DM 056 \(2011-2012\)*](#)

Adopted Date: November 27, 2012

Revision History: June 19, 2018

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2023**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE
BOARD
NIAGARA CATHOLIC EDUCATION AWARD OF
DISTINCTION POLICY (100.7)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Niagara Catholic Education Award of Distinction Policy (100.7), as presented.

Prepared by: Pat Rocca, Superintendent of Education
Presented by: Pat Rocca, Superintendent of Education
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: May 9, 2023



Niagara Catholic District School Board

**NIAGARA CATHOLIC
EDUCATION AWARD OF DISTINCTION POLICY**

STATEMENT OF GOVERNANCE POLICY

100 - Board

Policy No 100.7

Adopted Date: October 26, 2004

Latest Reviewed/Revised Date: February 27, 2018

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board believes in the importance of recognizing individuals and groups who have made ~~or~~ and continue to make outstanding contributions to Catholic Education in the Niagara Region.

In honour of these contributions the Niagara Catholic District School Board has established an award known as the “Niagara Catholic Education Award of Distinction”.

Annually, these individuals or groups may be recognized with this prestigious honour. The Board reserves the right to approve and/or revoke the prestigious award.

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

Adopted Date:	October 26, 2004
Revision History:	February 22, 2005 December 18, 2012 February 27, 2018

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2023**

PUBLIC SESSION

TOPIC: POLICY REVIEW SCHEDULE

The Policy Review
Schedule is presented for information.

Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: May 9, 2023



GOVERNANCE POLICY REVIEW SCHEDULE

SEPTEMBER 2022 - JUNE 2023

Updated: April 2023

SORTED BY COMMITTEE OF THE WHOLE MEETING DATE					
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting	After Vetting
NEW	NEW	NEW	Right to Disconnect		September 2022
2017	2017	600.6	Privacy	September 2022	November 2022
1998	2018	600.2	Records and Information Management	September 2022	November 2022
1998	2020	201.2	Retirement & Service Recognition Celebration	October 2022	December 2022
2007	2020	800.4	Volunteer Recognition	October 2022	December 2022
1998	2018	100.4	Student Trustees	November 2022	January 2023
1998	2016	701.2	Pupil Accommodation Review	December 2022	February 2022
2012	2018	701.5	Bottled Water	January 2023	March 2023
2011	2018	400.6	Environmental Stewardship	January 2023	March 2023
2013	2019	100.6.2	Student Senate - Elementary	January 2023	March 2023
2000	2019	100.6.1	Student Senate - Secondary	January 2023	March 2023
1998	2019	500.1	School Operations for Inclement Weather and Workplace Closure	January 2023	March 2023
2006	2018	201.12	Electronic Communications Systems (Employees)	February 2023	April 2023
2010	2021	100.12	Trustee Code of Conduct	February 2023	April 2023
2012	2018	201.17	Employee Code of Conduct & Ethics	March 2023	May 2023
2004	2018	100.7	Niagara Catholic Education Award of Distinction	March 2023	May 2023
2002	2022	201.7	Employee Workplace Harassment *	April 2023	June 2023
2002	2022	201.11	Employee Workplace Violence *	April 2023	June 2023
2002	2022	201.6	Occupational Health & Safety *	April 2023	June 2023

* Ministry of Labour Compliance Annual Review

SORTED BY BOARD MEETING DATE					
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	BOARD MEETING DATE	
NEW	NEW	NEW	Right to Disconnect	September 2022	
2017	2017	600.6	Privacy	December 2022	
1998	2018	600.2	Records and Information Management	December 2022	
1998	2020	201.2	Retirement & Service Recognition Celebration	December 2022	
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1998	2019	500.1	School Operations for Inclement Weather and Workplace Closure	March 2023	
2006	2018	201.12	Electronic Communications Systems (Employees)	April 2023	
2010	2021	100.12	Trustee Code of Conduct	April 2023	
2012	2018	201.17	Employee Code of Conduct & Ethics	May 2023	
2004	2018	100.7	Niagara Catholic Education Award of Distinction	May 2023	
2002	2022	201.7	Employee Workplace Harassment *	June 2023	
2002	2022	201.11	Employee Workplace Violence *	June 2023	
2002	2022	201.6	Occupational Health & Safety *	June 2023	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 9, 2023**

PUBLIC SESSION

**TITLE: PROGRAM RESOURCE TEACHER-TIERED MODEL OF
SUPPORT**

The program Resource Teacher-Tiered Model of Support report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education
Tania Barrick, Program Resource Teacher
Diane Bishop, Program Resource Teacher
Ann Marie Criddle, Program Resource Teacher

Presented by: Gino Pizzoferrato, Superintendent of Education
Tania Barrick, Program Resource Teacher
Diane Bishop, Program Resource Teacher
Ann Marie Criddle, Program Resource Teacher

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

Date: May 9, 2023



REPORT TO THE BOARD MAY 9, 2023

PROGRAM RESOURCE TEACHER-TIERED MODEL OF SUPPORT

BACKGROUND INFORMATION

Background Information

This report provides a general overview of how the Program Resource Teachers provide support through the Tiered Intervention Model. Niagara Catholic District School Board's model of student support service delivery is rooted in a collaboration with school staff, central support staff, families and community partners that focuses on serving students with special education needs.

Niagara Catholic's Problem-Solving Model and Strategic Directions

Program Resource Teacher (PRT) support is rooted in Niagara Catholic's problem-solving model. Through this model, school-based teams can activate a variety of tiered PRT supports in order to address student needs.

PRTs provide support for students ranging from those who may be at academic risk, to those who may be in need of greater academic challenges. These may include students with suspected or identified Learning Disabilities, Mild Intellectual Disabilities, as well as those formally identified as Gifted. The majority of the students' needs are served within the regular classroom through curriculum accommodations, modifications and/or alternative programs.

Niagara Catholic's Strategic Plan (Listening, Learning and Leading) is integrated into the service that PRTs provide to students, staff and families within the Niagara Catholic community. This report will highlight the work that PRTs do, as well as how the specific strategic directions are embedded within this work:

- to advance student achievement for all students
- foster authentic relationships with staff to strengthen our work with students
- celebrate the richness of our Catholic faith and our holistic, values-based Catholic Education
- foster inclusive, equitable, and safe school communities where we are all welcomed and called by name

Tiered Intervention Model

Learning for All: A Guide to Effective Assessment and Instruction for all students, Kindergarten to Grade 12 provides a framework for a tiered model of support that responds to students' individual needs. Tier 1 includes support for all learners through a universal design for learning and differentiation, Tier 2 refers to more specific support for some students, and Tier 3 targets specific students based on their assessed needs. Students can move through the tiers based on their level of need and progress.

PRT Levels of Support

Tier 1

PRTs actively embody the Board Strategic Direction of advancing achievement for all students through the principles of universal design for learning and differentiated instruction by modeling instructional and assessment strategies that are good for all learners, but necessary for some. PRTs also provide supplementary resources to support diverse learners in the regular classroom.

In connection to the Ontario Human Rights Commission Right to Read Report, PRTs have been supporting staff capacity building focused on incorporating available resources for the benefit of all learners. PRTs consult with school staff regarding interventions, curriculum accommodations, modifications and alternative programs and highlight areas of consideration that may be implemented to support student success. PRTs provide mentoring to new and experienced Educational Resource Teachers, which supports the Board's Strategic Direction of fostering authentic relationships with all our staff to strengthen our work with students.

Tier 2

Tier 2 PRT involvement targets support for some students. PRTs have been supporting both elementary and secondary staff in developing an understanding of educational technologies, data interpretation, usage, and progress monitoring for students assigned individual licenses. This information also informs PRTs in Tier 2 discussions with school staff about intervention adaptations, supplemental instructional strategies and potential next steps

PRTs are critical in training Educational Resource Teachers on standardized assessments. Following the Board's Strategic Direction to advance student achievement for all students, there are school-based standardized assessments which can be administered in order to glean a greater understanding of a student's strengths and needs for the purpose of programming. Program Resource Teachers have direct involvement in the scoring process as well as providing feedback on assessment results. Results from these assessments may prompt recommendations to school staff for next steps, including consideration of interventions and/or individualized consultation.

Tier 3

For those who require the most intensive level of support, PRTs provide individualized consultation and programming recommendations for students referred through the school-based team problem-solving model. As part of the individual consultation process, PRTs may suggest to school staff evidence-based compensatory and/or remediation instructional strategies, specific programs and/or services offered to support students. The nature, intensity and duration of the implementation of the PRT recommendations and suggested next steps is at the school's discretion.

Under the training and supervision of the Board Psychologist, PRTs may administer a variety of assessments related to the student's learning profile including Gifted Assessments and Psychoeducational Assessments. PRTs also review and summarize assessments for the purpose of possible Identification, Placement and Review Committees identification, assisting the school in data interpretation, and incorporating recommendations into individual student programming.

For students who are identified as Gifted, PRTs may be consulted for school-based enrichment programming through differentiated instruction. PRTs also coordinate and facilitate themed enrichment modules several times per year, in collaboration with various board personnel, for identified Gifted students in Grades 5 through 8 across the system. Gifted Modules span concepts across the curriculum.

PRTs endeavor to leave a footprint with staff and students to support all learners so that they can achieve success in their learning pathway within Niagara Catholic. In summary, the PRT tiered model of support

provides flexibility in sharing our expertise, knowledge and experience in Special Education with school staff. This work upholds the Board's Strategic Directions of fostering, inclusive, equitable and safe school communities, strengthening work with students to advance student achievement for all, and celebrating the richness of our values-based Catholic Education.

The Program Resource Teacher – Tiered Model of Support report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education
Tania Barrick, Program Resource Teacher
Diane Bishop, Program Resource Teacher
Ann Marie Criddle, Program Resource Teacher

Presented by: Gino Pizzoferrato, Superintendent of Education
Tania Barrick, Program Resource Teacher
Diane Bishop, Program Resource Teacher
Ann Marie Criddle, Program Resource Teacher

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

Date: May 9, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2023**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC APPLIED BEHAVIOUR ANALYSIS
(ABA) UPDATE 2023**

The Niagara Catholic Applied Behaviour Analysis (ABA) Update 2023 report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education
Angela De Lisio, BCBA
Brooke Loughhead, ABA Lead
Cathy McMullin, ABA Lead
Julia Nicholson-Clarke, ABA Lead

Presented by: Gino Pizzoferrato, Superintendent of Education
Angela De Lisio, BCBA

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

Date: May 9, 2023



REPORT TO THE COMMITTEE OF THE WHOLE MAY 9, 2023

NIAGARA CATHOLIC APPLIED BEHAVIOUR ANALYSIS (ABA) UPDATE 2023

BACKGROUND INFORMATION

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

ABA is a scientific approach to understanding behaviour. The Multi-Year Strategic Plan (MYSP) emphasises the importance of student success, promoting and supporting all pathways for student achievement. ABA aligns with this commitment as it utilizes principles that focus on behaviour change by altering the environment to support the student's readiness for learning. The application of ABA in education is integral to student success and well-being. ABA interventions address interfering behaviour and provide a systematic approach to support students with increasing skills.

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

Niagara Catholic ABA Human Resources

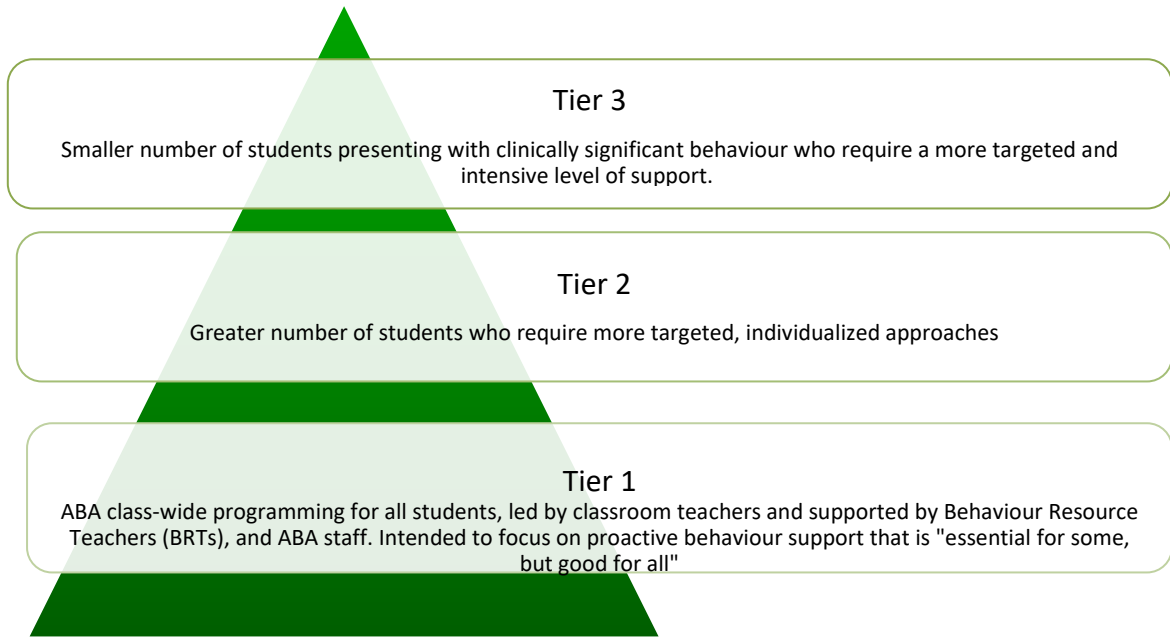
The ABA team consists of 11 individuals. This is a reduction of 1 ABA Facilitator position from the previous 3 years. The ABA team is blessed to have a young and dynamic team and a number of team members are currently on maternity leaves celebrating the birth of children. Although our team numbers have been reduced this year, remaining members of the team have stepped forward to train and mentor new colleagues, as well as to provide support wherever necessary.

In alignment with the MYSP, Niagara Catholic prioritizes and embraces the diversity of its workforce that reflects our communities as the ABA team is composed of individuals of varying backgrounds/cultures, faith, educational accomplishments and professional experiences. The diversity in the ABA team benefits not only the interactions and collaboration amongst the team, but also with the service delivery across the system.

Title	Number of Staff	Description of Role
Board Certified Behaviour Analyst (BCBA)	1	<p>The BCBA works within an interdisciplinary team and is responsible for prioritizing and responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> ● Adherence to best practice while providing clinical supervision where necessary to BCBA staff, or those pursuing certification in compliance with the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts ● Provide clinical supervision to ABA Leads and ABA Facilitators ● Train staff to conduct evidence-based behavioural assessments, develop behavioural interventions, as well as supervise, model and coach school staff regarding the implementation of strategies ● Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities and then monitor implementation for students identified as Tier 3 ● Support and coach system and school staff in conducting Functional Behaviour Assessments (FBAs), developing Behaviour Support Plans (BSPs) and Safety Plans ● Create and facilitate professional development opportunities for system staff ● Liaise with various professional and clinical resources both within and external to the Board to ensure students have access to required resources
Applied Behaviour Analysis (ABA) Lead	3	<p>The ABA Lead works within an interdisciplinary team and is responsible for prioritizing and responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> ● Provide supervision and direction to ABA Facilitators through the Targeted ABA Intervention model (TABAI), described below ● Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities and then monitor implementation for students identified as Tier 2 ● Support and coach system and school staff in conducting FBAs, developing BSPs and Safety Plans in consultation with the BCBA for students identified as Tier 2 ● Train staff to collect, summarize and analyze data related to the implementation of strategies, behaviour support plans, and safe intervention plans to be communicated to internal and external stakeholders ● Create and facilitate formal and informal professional development opportunities for system staff
Applied Behaviour Analysis (ABA) Facilitator	7 (previously there were 8)	<p>The ABA Facilitator works within an interdisciplinary team and is responsible for responding to system needs. Responsibilities include:</p> <ul style="list-style-type: none"> ● Frontline support for the implementation of TABAI model, including: <ul style="list-style-type: none"> ○ the Behaviour Skills Training (BST) component (described below) ○ providing ongoing support to schools ○ data summaries on progress for individual student programs ● Build the capacity of system and school staff to assess and select effective behavioural programs, strategies, and activities, coaching and direct support in creation of required materials, and then monitor implementation for students identified as Tier 2 and 3

Multi-Tiered System of Support

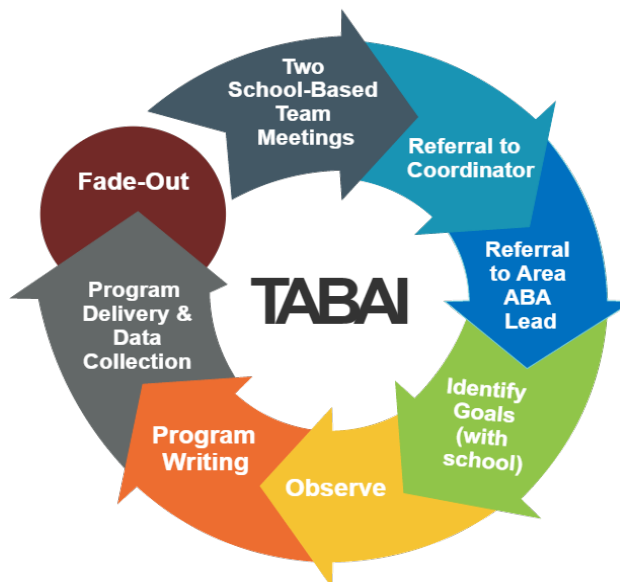
To organize the various supports and services most suited to the school setting, the continuum of care is often called a “Multi-Tiered System of Support.”



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

Targeted Applied Behaviour Analysis Intervention (Tier 2 and 3)

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



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

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

BST consists of four components:

1. Instruction

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

2. Modelling

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

3. Rehearsal

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

4. Feedback

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

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

Data Summary of ABA Involvement

Operational Definitions of Involvement:

Contacts: Number of contacts made with the school, community partners or central level team in regards to a student. This may include indirect or direct observations that can include: preference assessments, FBAs, school based team meetings, case conferences, conducting competency based training (BST) in classrooms supporting staff and students working through skill acquisition programming/challenging behaviors.

Training: Any time spent with a member of the school-based team outside of BST (Educational Assistants, Classroom Teacher, Educational Resource Teacher, or Principal). This may include: PD, staff skill development, Behaviour Management System (BMS), and/or skill acquisition/behaviour reduction programming training in the form of booster sessions based on program implementation.

ABA Involvement			
School Year	September 2020- March 2021	September 2021- March 2022	September 2022- March 2023
Total Number of Schools Accessing ABA Services	46 schools have had involvement <i>81 % of schools</i>	55 schools have had involvement <i>96% of schools</i>	50 schools have had involvement (including the virtual school) 89% of schools
Total Number of Students	275 <i>Team members may collaborate to service the same student(s)</i>	405 <i>Team members may collaborate to service the same student(s)</i>	451 <i>Team members may collaborate to service the same student(s)</i>
Total Number of Contacts	1340	2007	2230
Total Number of Trainings	248	285	231

ABA Support	September 2021- March 2022	September 2022- March 2023
Transition Supports	61	61
Referrals	141	85

Additional Team Responsibilities

Behaviour Management Systems Trainers

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

In support of the MYSP's direction to invest in staff learning opportunities and to foster a safe school community, educators who are provided BMS training possess a greater level of expertise in planning for and responding to varying levels of behaviour. BMS focuses on prevention and non-physical interventions. Knowing the child, responding when there are "early warning signs" or indicators, and the effective use of calming and de-escalation techniques are some key strategies. BMS also teaches educators personal safety techniques (avoidance, releases, blocks), as well as safe containment methods (a last resort - rarely required).

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

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

There are currently 9 BMS trainers at Niagara Catholic. This year's BMS training for school staff was completed in the same format as the 2021-2022 school year. The BMS trainers held virtual BMS training sessions for staff to be certified in the theory of BMS. If requested by the school or recommended by the team due to the level of interfering behaviours of student(s), BMS trainers then go to individual schools, in-person, to train staff on the physical components of BMS. "Booster sessions" on the theory and physical components of BMS are available to support staff in feeling more comfortable and proficient in employing the principles of BMS utilizing physical blocks/releases and containments. There is a benefit to providing in-person BMS physical training in site-specific schools, as staff are able to talk about individual student behaviours (while maintaining confidentiality) and trainers can go to different areas within the school to model and troubleshoot with staff on how to implement the BMS strategies in various classrooms, or other locations specific to that school.

Safe Management Group Trainers

Safe Management Group (SMG) was developed by Psychologists, BCBA's/Therapists, and Physical Intervention Specialists to address the unique needs and challenges posed by children demonstrating concerning intensity and levels of unsafe behaviour.

Over the 2022-2023 school year, Niagara Catholic has divested from SMG. All students who had a BSP with SMG included, had a program review by the ABA team and targeted ABA support was made available to all of these students through the TABAI model.

BMS Weekly Physical Review

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

The Physical Response Package

Historically staff would complete a Physical Intervention Incident Report (PIIR) to document and report when staff physically contained a student due to imminent risk behaviours. A new Physical Response Package was developed by the ABA Team/BMS Trainers with support of other professionals and was disseminated to the system this school year. There are nine documents total within the package, however two of the documents are required for staff to complete following a physical response.

1. Physical Response Form (PRF)

- This document replaces the previous PIIR and now includes the opportunity to report persistent blocks and releases, in addition to physical containments.

- There is research which supports that there is a risk of physical injury during a physical containment and students may also experience psychological trauma from being contained and the impact of that trauma may not be initially evident. This is why it is important to have a reconnection with the student following the incident. A section on the PRF focuses on allowing staff to describe how they are re-establishing rapport with the student following the physical incident.

2. Physical Response Debrief Form (PRDF)

- Conversations between all involved staff following a physical incident are an important step not only to prevent future episodes of a physical incident (will guide planning, e.g. developing or revising a BSP or Safety Plan), but they also serve as a forum for supporting each other emotionally and psychologically after a potentially distressing event.
- It is important for people to feel valued and heard. The MYSP's direction to strengthen and promote opportunities for student voice is supported through establishing a debrief process, as there is a consistent and expected forum to encourage student and staff perspective and insights.
- By having a team approach to reviewing incidents, responses to interfering behaviours should become more efficient. The debrief also ensures everyone is on the same page with not only how to respond, but with what to do proactively. The team reviews what went well and what barriers occurred so revisions may be made to the strategies that will help the student be more successful, all while supporting staff. This process builds and strengthens the team.
- The PRDF is a tool that is meant to be used as a guide for Administrators to lead the conversation with team members, with support of the BMS instructor, regarding physical incidents. It allows for a solution-focused approach with the intention of identifying proactive and responsive strategies to prevent the likelihood of the situation from occurring in the future.
- The PRDF was developed by the ABA Team/BMS Instructors with support of the Coordinator of Health and Safety, as well as the Mental Health Lead.
- The PRDF provides staff with a checklist of forms for consideration that may also need to be completed following a physical incident (e.g. Online Safe School Reporting, Incident/Accident Report, etc.). This section serves as a reminder for staff to complete the appropriate documentation following a physical incident.
- Niagara Catholic's MYSP identifies the importance of creating opportunities to promote staff health and wellness. With the support of the Mental Health Lead, the PRDF has a staff check-in section and includes sentence starters to guide the Administrator in conversations with staff about their well being. This section also looks at restoring the relationship between the student and staff and what steps have been, or will occur, to repair and rebuild the relationship.
- To increase the student's likelihood of success, it is important for there to be family-community-school relationships. Within the PRDF there is a section that focuses on community supports. This will start or continue a conversation for the school team to investigate how to create, build, and strengthen these supports and relationships.

Physical Incident Reporting

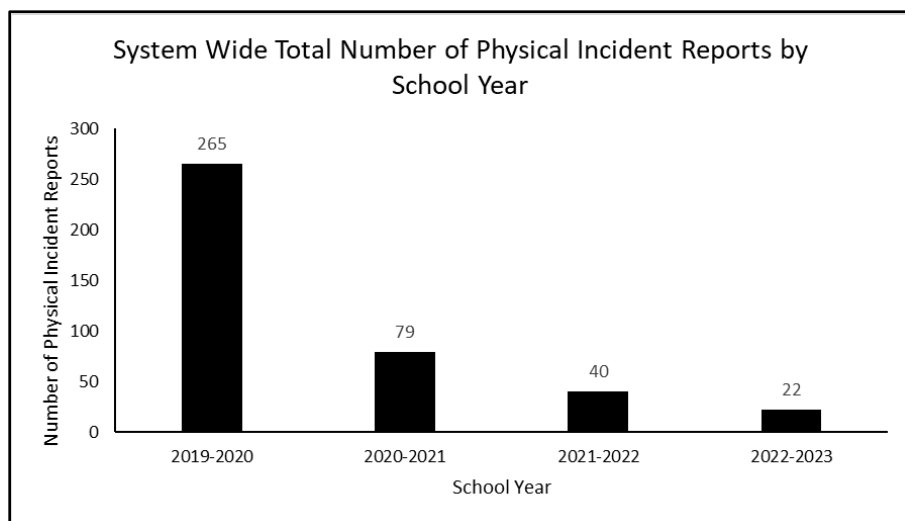
The utilization of the TABAI process is intended to build staff capacity and confidence, with a focus on proactive strategies. The TABAI model has allowed for members of the ABA team to model these strategies for staff in real time while interfering behaviours are taking place, and coaching staff as they build confidence in working through these interfering behaviours. When a physical response occurs, resulting in a Physical Response Form being completed, the ABA team will follow up with the school and participate

in an extensive debrief on the incident and discuss next steps (as described above in the Physical Response Debrief section).

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

The graph below displays the number of physical reports submitted over the past four school years. It should be noted that there were school closures and altered learning environments from March 2020- January 2022.

It should be noted that a student who contributed to a high number of physical response reports in 2019-2020 did not attend school during the 2020-2021 school year and began to transition back part-time towards the end of the 2021-2022 and beginning of 2022-2023 school year, however the student is no longer attending Niagara Catholic.



ABA Staff Professional Development (PD)

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

- Mental Health and Autism Part 1 and 2
- Acceptance and Commitment Therapy and Training (ACTr)
- Applied Suicide Intervention Skills Training (ASIST)
- During the 2022-2023 school year, members of the team host a monthly Journal Club.

Professional Development for Niagara Catholic Staff

System-wide PD (not including BMS trainings) provided within the past year:

September 1, 2022	Virtual presentation to Educational Assistants (EAs), Child and Youth Workers (CYWs), and Early Childhood Educators (ECEs), on ABA in Elementary. Virtual presentation EAs and CYWs on ABA in High School.
October 2022	The BCBA presented to all principals on the new Physical Response Package.
November 2022	Facilitated learning during Professional Development with targeted schools.
December 2022	The BCBA provided a workshop during the Vice Principal Mentorship program on the Physical Response Package. This workshop included a BST approach and worked

	through Case Studies to facilitate conversation regarding the new process for physical incidents.												
February 2023	The BCBA and ABA Leads presented to the educators enrolled in the Additional Qualification course for Autism/ABA on ABA in education to guide their practicum projects.												
February 2023	Facilitated learning during Professional Development with targeted schools.												
March 2021	The BCBA supports 32 educators in the <i>Enhanced Autism Training: Charting a Path to Success in Your Classroom</i> course offered through the Sonderly Platform, hosted by the Geneva Centre for Autism.												
April 2023	<p>Provided a workshop to 33 teachers in the Niagara Teachers Induction Program (NTIP) on the importance of ABA in Education.</p> <p>The data below represents participants' Pre and Post test results on ABA Principles, as well as their rating on their confidence to utilize ABA strategies in their classroom.</p> <table border="1" data-bbox="423 604 1430 961"> <tr> <td>Average PreTest Results on ABA Principles</td> <td>74.2%</td> <td>Average Pre-Presentation Rating on Confidence Utilizing ABA Strategies</td> <td>54%</td> </tr> <tr> <td>Average PostTest Results on ABA Principles</td> <td>91.6%</td> <td>Average Post-Presentation Rating on Confidence Utilizing ABA Strategies</td> <td>80%</td> </tr> <tr> <td>Average Change in Score</td> <td>+17.4%</td> <td>Average Change in Score</td> <td>+26%</td> </tr> </table>	Average PreTest Results on ABA Principles	74.2%	Average Pre-Presentation Rating on Confidence Utilizing ABA Strategies	54%	Average PostTest Results on ABA Principles	91.6%	Average Post-Presentation Rating on Confidence Utilizing ABA Strategies	80%	Average Change in Score	+17.4%	Average Change in Score	+26%
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Average Change in Score	+17.4%	Average Change in Score	+26%										

Additional examples of staff PD/capacity building include:

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

Transition Supports

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

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

Entry to School Program

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

Currently there are 23 students registered in the ETS program who are expected to transition to Niagara Catholic schools in the fall. The program began in March 2023 and will end in September 2023. The program is running out of five different locations, three of which are Niagara Catholic schools (St. Gabriel Lalemant, St. Vincent de Paul, and St. Augustine). This creates an opportunity to further work with our community partners on supporting students with autism transitioning into Niagara Catholic for the first time (in Kindergarten or in Grade 1) in the Fall.

Family Supports

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

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

Community Partnerships/Collaborations

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

Brock University

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

Niagara College

The ABA team has hosted 17 Niagara College Autism and Behavioural Science (ABS) placement students during the school year. The team has created and presented an orientation to students and have supported them in meeting their placement requirements for each semester. The ABS students are placed in schools where ABA Facilitators frequent for their direct support, as well as ensuring ABA programming is occurring for their observations and opportunities are available for implementation.

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

Bethesda Services

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

In March, the ABA team and Bethesda Services' team met together for a joint learning opportunity. The Bethesda team presented on the OAP updates and the various Foundational Services (free services) they offer for families registered with the OAP and on the Children's Behaviour Services' waitlist. All members of the ABA team were present and were able to ask questions and receive the information to better understand supports available and disseminate and promote Bethesda's Foundational Services in schools. The ABA team then presented on Niagara Catholic's ABA model and discussed opportunities for partnership.

Planning is currently taking place for Bethesda to run a youth empowerment group, in partnership with the ABA team in one of Niagara Catholic's High Schools this spring.

McMaster Children's Hospital- Autism Program

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

Future Consideration

Applied Behaviour Analysis Specialized Education (ABASE) Classroom

The BCBA and ABA Leads put together a proposal for an ABA classroom for the 2023-2024 school year. Senior Administration have approved the plan and there will be a pilot classroom starting next school year. The team is currently working with Human Resources on the educator qualifications required.

Conclusion

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

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

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

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

The Niagara Catholic Applied Behaviour Analysis (ABA) Update 2023 report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education
Angela De Lisio, BCBA
Brooke Loughhead, ABA Lead
Cathy McMullin, ABA Lead
Julia Nicholson-Clarke, ABA Lead

Presented by: Gino Pizzoferrato, Superintendent of Education
Angela De Lisio, BCBA

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

Date: May 9, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2023**

PUBLIC SESSION

TITLE: POPE FRANCIS CENTRE OF EXCELLENCE

The Pope Francis Centre of Excellence report is presented for information.

Prepared by: Pat Rocca, Superintendent of Education
John Belcastro, Principal

Presented by: Pat Rocca, Superintendent of Education

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

Date: May 9, 2023



REPORT TO THE COMMITTEE OF THE WHOLE MAY 9, 2023

POPE FRANCIS CENTRE OF EXCELLENCE

BACKGROUND INFORMATION

Pope Francis Centre of Excellence

25 Whyte Avenue North, Thorold, Ontario
(St. Charles Catholic Elementary School)

"They have something that youths in more rich neighborhoods don't have. It isn't their fault. It's a sociological reality. They have the experience of survival, and also of cruelty, and also of hunger, and also of injustice. Their humanity is wounded. The reality is you understand better from the peripheries than from the center, because in the center you are always covered, you're always defended. Education cannot be reduced to just the transmission of ideas, we must find new ways to help young people develop their capacity to think, to make, and to love."

Pope Francis

With the availability of the former St Charles Catholic Elementary School, as well as the expiration of our lease of the current Pope Francis site, the Niagara Catholic District School Board is positioned to create an Alternative Education Program which continues to evolve in order be responsive to the needs of our students. The Pope Francis Centre of Excellence will consolidate several current programs that exist within the Alternative Education and Student Support departments. The goal is to strengthen and further develop our community partnerships to create a community hub of services and programs accessible to the students and families of Niagara Catholic.

The students that receive support from the current staff at Pope Francis through the Supervised Alternative Learning Program, Young Parents Program, and the Alternative to Suspension Program, will continue to experience that same care and support as is currently offered. With access to an actual school location, physical education opportunities will be offered, as well as library services, outdoor education experiences, and greater privacy in which to receive counselling services and other supports from community partners. The location of the Pope Francis Centre of Excellence is central to all schools in the system, allowing us to achieve greater efficiencies when meeting the transportation needs of our students.

Our Young Parents Program will now house an infant and toddler day care to support our young parents to attain their educational goals. Further to this, the Pope Francis Centre of Excellence will also provide focused and personalized intervention for students with Autism. Our Applied Behaviour Analysis team will offer a specialized classroom setting to students that meet a specified criteria for services and supports. The overarching premise for both alternative programs is one of inclusivity. Ultimately, we strive to provide inclusive, proactive and personal intervention to students with the goal of re-integration back to the home school.

From a staff development perspective, there are plans for the Pope Francis Centre of Excellence to be platform in which professional development sessions are offered to staff, a facility that will provide the

technological components of an effective training site. There are also opportunities to gather as a Catholic community of faith for prayer services, liturgies, and special community celebrations throughout the year.

The ability to consolidate our Alternative Education Programs allows us to be responsive to the ever-evolving needs of the system. With this community support hub, we can explore the development of new strategies that will meet the needs of both the students, staff, and our many community partners of Niagara Catholic.

The Pope Francis Centre of Excellence report is presented for information.

Prepared by: Pat Rocca, Superintendent of Education
John Belcastro, Principal

Presented by: Pat Rocca, Superintendent of Education

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

Date: May 9, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2023**

PUBLIC SESSION

**TITLE: DRAFT BOARD AND COMMITTEE MEETING DATES
CALENDAR 2023-2024**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Draft Board and Committee Meeting Dates Calendar 2023-2024, as presented.

Prepared by: Corporate Services

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

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

Date: May 9, 2023



REPORT TO THE COMMITTEE OF THE WHOLE MAY 9, 2023

BOARD AND COMMITTEE MEETING DATES CALENDAR 2023-2024

BACKGROUND INFORMATION

At the February 28, 2023 Board Meeting, the Board approved the 2023-2024 School Year Calendar for submission to the Ministry of Education. On May 1, 2023 the board was notified by the Ministry of Education that “confirms the review of your calendar and the completion of the 2023-2024 school year calendar process”.

Annually, staff utilizes the approved Board and Ministry of Education school year calendar to design the Board School Year Calendar and Meeting Dates along with a calendar of dates for school and system activities, celebrations, events, faith formation, meetings and professional development.

In compliance with the Niagara Catholic District School Board By-Laws on Annual Organizational Meeting (Section 7), Regular Meetings of the Board (Section 8) and Committee Meetings (Section 19), meeting date recommendations from the Niagara Catholic Parent Involvement Committee (NCPIC), the Special Education Advisory Committee (SEAC) and the Audit Committee along with historical annual meeting date adjustments for the Committee of the Whole and Board Meetings in December and June, a draft Board and Committee Meeting Dates Calendar 2023-2024 is presented for the consideration of the Committee of the Whole (Appendix B).

When the Board approves the Board and Committee Meeting Dates Calendar 2023-2024, staff will place a copy on Board websites and notify Board Committees and staff.

Appendix A – Board and Committee Meeting Dates Calendar 2023-2024 (Draft)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Draft Board and Committee Meeting Dates Calendar 2023-2024, as presented.

Prepared By: Corporate Services and Communications
Presented By: Camillo Cipriano, Director of Education/Secretary-Treasurer
Recommended By: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: May 9, 2023



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD DRAFT

2023-2024 School Year Calendar & Meeting Dates

SEPTEMBER 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6 SEAC	7 NCPIC	8	9
10	11	12 SAL CW	13	14	15	16
17	18	19	20	21	22 AC	23
24	25	26 BD	27	28	29	30

OCTOBER 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 SEAC	5	6	7
8	9	10 SAL CW	11	12	13	14
15	16	17	18	19	20	21
22	23	24 BD	25	26	27	28
29	30	31				

NOVEMBER 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
			1 SEAC	2 NCPIC	3	4
5	6	7	8	9	10	11
12	13	14 SAL CW	15	16	17	18
19	20	21	22 AC	23	24	25
26	27	28 BD	29	30		

DECEMBER 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5 ORG BD CW	6 SEAC	7	8	9
10	11	12 SAL	13	14	15	16
17	18	19 BD	20	21	22	23
24	25 Christmas	26	27	28	29	30
31						

JANUARY 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10 SEAC	11 NCPIC	12	13
14	15	16 SAL CW	17	18	19	20
21	22	23	24	25	26	27
28	29	30 BD	31			

FEBRUARY 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7 SEAC	8	9	10
11	12	13 SAL CW	14 Ash Wednesday	15	16	17
18	19	20	21	22	23	24
25	26	27 BD	28	29		

MARCH 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5 CW	6 SEAC	7 NCPIC	8 AC	9
10	11	12	13	14	15	16
17	18	19 SAL BD	20	21	22	23
24	25	26	27	28 Holy Thursday	29 Good Friday	30 Holy Saturday
31 Easter	HOLY WEEK					

APRIL 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
	1 Easter Monday	2	3 SEAC	4	5	6
7	8	9 SAL CW	10	11	12	13
14	15	16	17	18	19	20
21	22	23 BD	24	25	26	27
28	29	30	31			

MAY 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
			1 SEAC	2 NCPIC	3	4
5	6	7	8	9	10	11
CATHOLIC EDUCATION WEEK MAY 5-10						
12	13	14 SAL CW	15	16	17	18
19	20	21	22	23	24	25
26	27	28 BD	29	30	31	

JUNE 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5 SEAC	6	7	8
9	10	11 SAL CW	12	13	14 AC	15
16	17	18 BD	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

REGULAR SCHEDULE OF MEETINGS

- Committee of the Whole Meeting
- Supervised Alternative Learning Meeting
- Board Meeting
- Annual Organizational Meeting of the Board
- Special Education Advisory Committee Meeting
- Niagara Catholic Parent Involvement Committee Meeting
- Audit Committee Meetings

- 6:30 p.m. 2nd Tuesday of each month or as Noted
- 2:00 p.m. 2nd Tuesday of each month or as Noted
- 6:30 p.m. 4th Tuesday of each month or as Noted
- 6:00 p.m. 1st Tuesday of December
- 6:30 p.m. 1st Wednesday of each month or as Noted
- 6:30 p.m. 1st Thursday bi-monthly or as Noted
- 10:00 a.m. As Noted

- CW
- SAL
- BD
- ORG
- SEAC
- NCPIC
- AC

- Elementary P.A. Day
- Statutory/Other
- Secondary P.A. Day
- School Holidays
- Elementary & Secondary P.A. Day
- Secondary Exams