

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2026**

PUBLIC SESSION

**TITLE: EXTENDED OVERNIGHT FIELD TRIP, CREDIT PROGRAM
AND EXCHANGES APPROVAL COMMITTEE 2025-2026**

The Extended Overnight Field Trip, Credit Program and Exchanges Approval Committee
2025-2026 report is presented for information.

Prepared by: Joseph Zaroda, Superintendent of Education

Presented by: Joseph Zaroda, Superintendent of Education

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

Date: May 12, 2026



REPORT TO THE COMMITTEE OF THE WHOLE MAY 12, 2026

EXTENDED OVERNIGHT FIELD TRIP, CREDIT PROGRAM AND EXCHANGES APPROVAL COMMITTEE 2025-2026

BACKGROUND INFORMATION

The Extended Overnight Field Trip, Credit Program and Exchanges Approval Committee continues to review proposals for 2025-2026 extended overnight field trips, credit programs and exchanges as submitted to date. The composition of the approval Committee is as follows:

1 Supervisory Officer	- Joseph Zaroda
1 Secondary School Vice-Principal	- Monique Mastroianni
1 Secondary School Principal	- Krista Moscato
1 Elementary School Principal	- Lisa Incaviglia
1 Administrator of International Education	- Fred Wilson

As defined in the Niagara Catholic Educational Field Trips – Overnight, Extended Overnight, Credit Program and Exchanges Administrative Operational Procedures 400.2, an Extended Overnight Field Trip is:

- A field trip that requires four or more nights' lodgings, or requires airfare.
- Any extended overnight educational field trip is restricted to students of grades 9-12.
- An extended overnight educational field trip which involves more than one school will follow the same procedures and will require the approval of the principal/administrator and the Family of Schools' Superintendent of Education of all participating schools at the time of submission for approval.
- Extended overnight educational field trip can only take place during Christmas or March break, with a maximum of two additional instructional days, unless otherwise approved by the Director of Education.
- All extended overnight educational field trips held internationally will only be permitted at each school every two years.

Attached to this information report is an Executive Summary of a 2025-2026 Extended Overnight Field Trip as submitted on Tuesday, May 12, 2026. (Appendix A)

The Extended Overnight Field Trip, Credit Program and Exchanges Approval Committee
2025-2026 report is presented for information.

Prepared by: Joseph Zaroda, Superintendent of Education

Presented by: Joseph Zaroda, Superintendent of Education

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

Date: May 12, 2026

EXECUTIVE SUMMARY

Appendix A

Extended Overnight Field Trip, Excursion and Exchange Committee Approval – 2025-2026

SCHOOL	TYPE	APPROVAL REQUIRED	DESTINATION	CURRICULUM UNIT/THEME	EDUCATION VALUE	FAITH COMPONENT	DATE	NUMBER OF STUDENTS, STAFF & CHAPERONES ON TRIP	DURATION	COST (APPROX)	TRANSPORTATION
Saint Paul CHS and Saint Michael CHS	Extended Overnight Field Trip	Superintendent Extended Overnight Field Trip Committee and SAC	Italy	Non-Credit	<p>This trip invites students to embark on an inspiring journey through Italy’s rich history and vibrant culture.</p> <p>This trip is available to students currently in grades 9 to 12, appealing to those taking Religion, Music, Drama, Arts and Culture SHSM History, Languages and Hospitality and Tourism SHSM.</p>	Students will attend mass.	Friday, March 12 to Saturday, March 20, 2027	24-40 students; 4-5 staff members	9 days (0 school days)	<p>\$4974.00 includes:</p> <ul style="list-style-type: none"> • 8 overnight hotel stays • Round trip airfare • Breakfast and dinner daily • Full time tour director • Guided tours • Select attractions • Insurance • Coach bus to and from airport <p>Additional costs:</p> <ul style="list-style-type: none"> • Lunches • Souvenirs • tips <p>Cancellation policy clearly communicated.</p>	Airline will be confirmed upon approval.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2026**

PUBLIC SESSION

**TITLE: STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL
DEVELOPMENT OPPORTUNITIES**

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

Prepared by: Pat Rocca, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Pat Rocca, Superintendent of Education

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

Date: May 12, 2026



REPORT TO THE COMMITTEE OF THE WHOLE MAY 12, 2026

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

In alignment with Niagara Catholic's Multi-Year Strategic Plan, the Department of Staff Development, as an integral aspect of its mandate, acts as the point of co-ordination among various departments. Thus ensuring that all professional development opportunities for staff, both teaching and non-teaching, occur in a seamless fashion to minimize disruptions to the myriad services provided within our Niagara Catholic community. The following is a listing of activities occurring during the period May 12, 2026 through June 9, 2026.

Training Sessions for School Mental Health Champions

All School Mental Health Champions are to participate in a one-day mandatory training session to continue to build capacity in the area of mental health literacy at the classroom level in Niagara Catholic schools.

Agenda:

- Mental Health and Well-Being Updates
- How to support anxiety in the classroom
- How to respond to grief and bereavement in our Catholic schools

Session 1: Denis Morris, Lakeshore Catholic, Saint Francis, Saint Michael and the elementary Family of Schools on Wednesday, May 13, 2026 at the Catholic Education Centre (8:30 – 2:30)

Session 2: Blessed Trinity, Notre Dame College, Holy Cross, Saint Paul and the elementary Family of Schools on Friday, May 15, 2026 at the Catholic Education Centre (8:30 – 2:30)

Student Support is hosting a Learning Symposium – May 13, 2026

All elementary and secondary ERTs, Secondary Special Education Program Chairs and Secondary Special Education Classroom Teachers will participate in the symposium at White Oaks Spa and Conference Resort.

The focus of the symposium is Transforming Transitions and will be a hands-on professional development session led by the Future Design School, who will be joining us to explore opportunities for leveraging AI to improve workflows and streamline our work around all aspects of student transition planning and support.

Agenda:

- 8:00 – 8:45 Breakfast, Networking, and Registration
8:45 – 9:00 Opening Activities
9:00 – 11:50 Transforming Transitions, Future Design School
11:50 – 1:00 Lunch and Networking (Community Agency Marketplace)
1:00 – 2:45 Transforming Transitions, Future Design School (continued)
2:45 – 3:00 Wrap-up and Dismissal

The Staff Development Professional Development Opportunities report is presented for information.

Prepared by: Pat Rocca, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Pat Rocca, Superintendent of Education

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

Date: May 12, 2026

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2026**

PUBLIC SESSION

TITLE: STUDENT ACHIEVEMENT PLAN 2025-2026

The Student Achievement Plan 2025-2026 report is presented for information.

Prepared by: Kim Kinney, Superintendent of Education
Amit Sansanwal, Administrator of Research and Data Analytics

Presented by: Senior Administrative Council

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

Date: May 12, 2026



COMMITTEE OF THE WHOLE MEETING MAY 12, 2026

SCHOOL ACHIEVEMENT PLAN 2025-2026

BACKGROUND INFORMATION

The Student Achievement Plan is intended to support school boards in adopting the provincial priorities into their multi-year plans, with goals and indicators to focus their improvement planning process.

The provincial priorities in the Student Achievement Plan reflect the priorities in Ontario Regulation 224/23:

1. Achievement of learning outcomes in core academic skills.
2. Preparation of students for future success.
3. Student engagement and well-being.

The Student Achievement Plan is an accountability strategy to drive and assess progress on improving student outcomes and experiences in the education sector.

Key Objectives:

1. Common system-wide set of provincial priorities, goals and performance indicators for quality improvement.
2. Data-driven action planning process that leverages quantitative and qualitative data as well as community engagement.
3. Transparency to parents, students and local communities.

School Boards have been provided with a standardized framework to guide boards' improvement planning.

Student Achievement Planning Process

The Student Achievement Plan process and action plans will span a three-year cycle. The process is iterative and each year school boards will be:

Analyzing and reflecting on indicator data → Engaging and consulting with local communities → Reporting to the Public and Ministry

To enhance accountability and transparency, school boards will be asked to report annually on their commitments and progress made on student achievement outcomes.

The Ministry states that the purpose of the Student Achievement Action Plan is to level up achievement outcomes and experiences for every student. The framework outlines three priority areas and corresponding goals:

1. Priority: Achievement of Learning Outcomes in Core Academic Skills
 - a. Goal: Improve students' literacy learning and achievement
 - b. Goal: Improve students' math learning and achievement
2. Priority: Preparation of Students for Future Success
 - a. Goal: Improve students' graduation rates and preparedness for future success
3. Priority: Student Engagement & Well-being
 - a. Goal: Improve students' participation in class time and learning
 - b. Goal: Improve student well-being

The Niagara Catholic District School Board Student Achievement Plan summary is attached.

The Student Achievement Plan 2025-2026 report is presented for information.

Prepared by: Kim Kinney, Superintendent of Education
Amit Sansanwal, Administrator of Research and Data Analytics

Presented by: Senior Administrative Council

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

Date: May 12, 2026

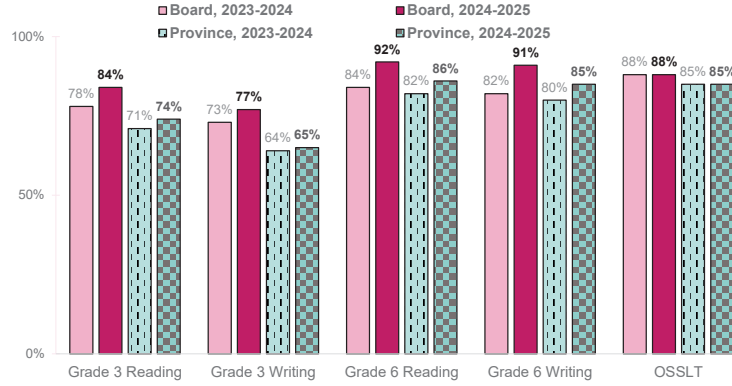
Student Achievement Plan: Niagara CDSB

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

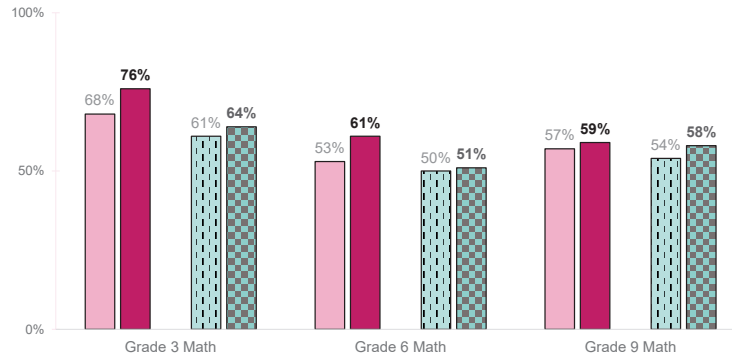
Goal: Improve students' literacy learning and achievement

Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.



Goal: Improve students' math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math

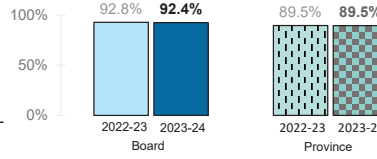


2024-2025 Academic Year

Preparation of Students for Future Success

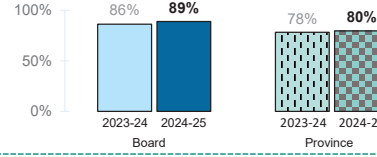
Goal: Improve students' graduation rates and preparedness for future success

Measure: % of students graduating with an OSSD within five years of starting Grade 9

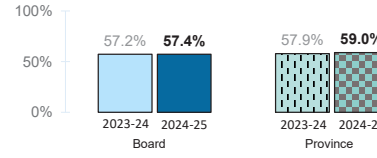


Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.

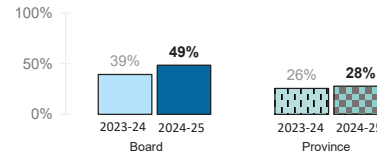
Measure: % of students who earn 16 or more credits by the end of Grade 10



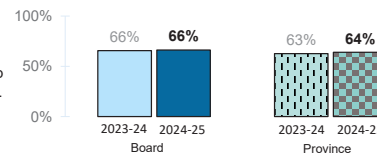
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

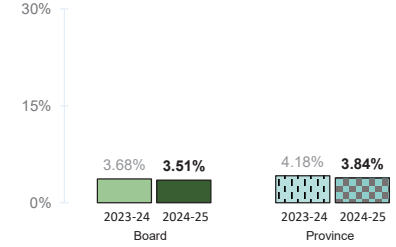


2024-2025 Academic Year

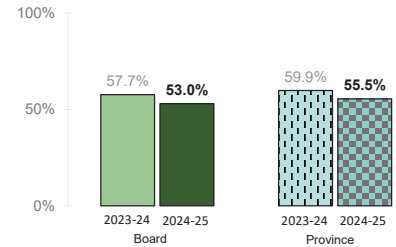
Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

Measure: % of students in Grades 4-12 who were suspended at least once

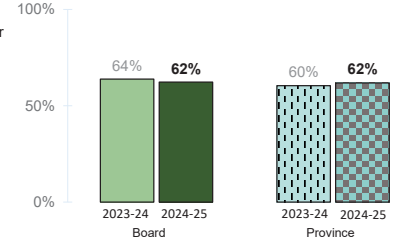


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



Goal: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health



Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

Student Achievement Plan: Niagara CDSB

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement

	School	
	Board	Province
% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Reading	84%	74%
Grade 3 EQAO Writing	77%	65%
Grade 6 EQAO Reading	92%	86%
Grade 6 EQAO Writing	91%	85%

% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	88%	85%
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Goal: Improve students' math learning and achievement

	School	
	Board	Province
% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	76%	64%
Grade 6 EQAO Math	61%	51%
Grade 9 EQAO Math	59%	58%

Actions our School Board Will Take to Improve

Literacy

Continue to build educator capacity in a Multi Tiered Systems of Support. For Tier 1, we will continue to use universal screening data (Acadience) from Year 2 Kindergarten to Grade 8 in order to ensure that Tier 1 includes high quality instruction that is direct, explicit and systematic. Additionally, all Grade 3 classes and select Gr. 1 and 2 pilot classrooms will utilize Lexia Reading Core5 Reading in order to further reinforce strong reading skills. For Tier 2, educators will continue to leverage screening data and diagnostics in small group instruction in order to provide students with targeted intervention where needed. For Tier 3, Empower Reading will be used in 7 schools to meet unique learning needs and strengthen literacy outcomes. Throughout all Tiers, the 7 Reading Intervention Teachers will continue to support Early Reading Screening in K-2 classrooms and provide structured collaborative support within schools to strengthen both Tier 1 and Tier 2 instruction. Continue to build educator capacity in systematic reading instruction (2023 Curriculum) with daily focus on morphology, vocabulary, syntax, and grammar; use Universal Screeners beyond Grade 2, graphic organizers for writing, and practice EQAO/OSSLT assessments. Continue use of Lexia and Empower Reading for targeted student support; implement LearnSTYLE digital screening and Corrective Reading for SEA students in grades 3 and 6 to close reading skill gaps.

Numeracy

Continue to support the goals of the Math Achievement Action Plan (MAAP) through focused professional learning (curriculum fidelity, content knowledge for teaching, responsive instruction and assessment), in-class support and professional learning sessions for priority schools, regular principal-led monitoring and professional learning for leaders, system-level professional learning through Chaplaincy/Literacy & Numeracy visits. Support student learning through the use of small-group instruction and short learning cycles to measure growth following targeted instruction and intervention. Advance the Math Achievement Action Plan through focused professional learning (curriculum fidelity, content knowledge, responsive teaching), in-class support for priority schools, and regular principal-led monitoring. Identify and monitor students early in the year; Key Math 3 assessment will be administered to students who are currently on modified math IEPs, and going forward, and for any student for which an IEP is being considered. Students with ongoing gaps are referred for targeted strategies and support through the problem-solving model to guide interventions; ERTs deliver intervention materials with ongoing progress monitoring by ERTs and classroom teachers. Continue to evaluate intervention effectiveness to inform IEP creation and development.

2024-2025 Academic Year

Preparation of Students for Future Success

Goal: Improve students' graduation rates and preparedness for future success

	School	
	Board	Province
% of students...		
who earn 16 or more credits by the end of Grade 10	89%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	49%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	92.4%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	57.4%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	66%	64%

Continue to plan and host events/symposiums/workshops/conferences with all stakeholders to include parents, students, community, and educators. Expanding workshops/symposiums to include STEM students, educators and community partners.

Supporting elementary STEM initiatives as early intervention strategy to promote STEM.

Experiential learning PD for guidance counselors, and co-op teachers. Skilled Trades competition with larger board involvement, including community. Continue school-based organizational structure for SHSM delivery to increase enrollment and success rates.

Focus pathway exploration within Careers courses through board-wide opportunities.

Promotion and expansion of Dual Credit programming. Transition programming from elementary to secondary school to support students with educational, career/life planning, and planning for future pathways. Continue to provide opportunities, programs, and supports for students to be successful to achieve their graduation requirements.

2024-2025 Academic Year

Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

	School	
	Board	Province
% of students...		
in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	53.0%	55.5%
in Grades 4-12 who were suspended at least once	3.51%	3.84%

Goal: Improve student well-being

% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	62%	62%
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Niagara Catholic will continue to implement the Mental Health and Well-Being Strategy and Action Plan, with resources from School Mental Health- Ontario, the Ministry of Education modules in grades 6, 7, 8 and 10, along with social-emotional programs such as SNAP and Coaching Boys into Men to increase the awareness by students of mental health supports and services available to them.

Child and Youth Workers continue to provide Tier 1 programs, Social Workers provide Tier 2 services, and in consultation with the community agency, Tier 3 support is available to students.

Data is collected and reviewed on a regular basis to assess the supports and services for students to meet their needs and to increase their awareness of mental health supports and services to seek support for their mental health. Implement early intervention strategies to support students showing reduced participation by proactively monitoring attendance and conducting timely outreach, engaging students in restorative conversations to understand and address underlying needs and providing tiered mental health and well-being supports. Together, these approaches strengthen preventative and restorative practices and reduce reliance on exclusionary discipline.

Continue to:

Provide an alternative learning environment for Indigenous students who require re-engagement to school.

Collaborate with the Indigenous Community to provide learning opportunities that are culturally meaningful and authentic.

Monitor the progress of students on a Supervised Alternative Learning Plan in order to ensure student success.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2026**

PUBLIC SESSION

**TITLE: LARKIN ESTATE UNIVERSITY/COLLEGE ADMISSION
AWARDS**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the payment of \$8825.00 for the Larkin Estate University/College Admission Awards for eligible students, as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

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

Date: May 12, 2026



**REPORT TO THE COMMITTEE OF THE WHOLE
MAY 12, 2026**

LARKIN ESTATE UNIVERSITY/COLLEGE ADMISSION AWARDS

BACKGROUND INFORMATION

The funding for the Larkin Estate University/College Admission Awards is a bequest from the estate of Maria Eveleen Larkin and Aimee Theresa Larkin. The awards have been administered annually since 1969.

The Larkin Estate University/College Admission Award is a four-year renewable bursary available to Niagara Catholic graduates who are enrolled in post-secondary education at St. Michael's College, University of Toronto, at a school of nursing, or social work, or at a college or university offering such a program.

As of April 30, 2026 the undistributed earnings and the balance of the scholarship fund amounted to \$35,687.18 with projected dividends and interest in the amount of \$6,000.00 to the end of 2026.

- The first installment of the award is predicated upon the receipt of a letter of confirmation of full-time registration in Nursing or Social Work, or proof of full or partial tuition paid.
- Subsequent installments of the award are predicated upon receipt of the following:
 - an official transcript as evidence of successful completion of previous year's courses; and
 - proof of full-time registration in Nursing or Social Work, or proof of full or partial tuition paid.

The Larkin Estate University/College Admission Award will be awarded to eight recipients for the 2025-2026 school year.

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the payment of \$8825.00 for the Larkin Estate University/College Admission Awards for eligible students, as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

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

Date: May 12, 2026

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2026**

PUBLIC SESSION

**TITLE: RESEARCH COLLABORATIONS IN THE NIAGARA
CATHOLIC DISTRICT SCHOOL BOARD 2025-2026**

The Report on Research Collaborations in the Niagara Catholic District School Board
2025-2026 is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

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

Date: May 12, 2026



**REPORT TO THE COMMITTEE OF THE WHOLE
MAY 12, 2026**

**RESEARCH COLLABORATIONS IN THE
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 2025-2026**

BACKGROUND INFORMATION

The Niagara Catholic District School Board supports research collaborations that align with the priorities of the 2021-2026 Strategic Plan, *Listening, Learning and Leading*.

Research collaborations provide professional learning opportunities for staff, while engaging students and families, on topics such as student achievement, school climate, and student mental health and well-being.

Research projects are supported by system and school administrators and staff through their collaboration with community and post-secondary researchers, including Niagara Catholic staff who are pursuing additional educational credentials.

Through their participation, Niagara Catholic staff gain valuable insights and new perspectives to support promising practices to improve student outcomes and support for families and the broader community.

The Research Ethics Review Committee reviews applications for educational research projects in accordance with the Niagara Catholic District School Board Administrative Operational Procedures: *Education Research (800.5)*.

The Research Ethics Review Committee 2025-2026:

- Lee Ann Forsyth-Sells, Superintendent of Education
- Anthony Corapi, Coordinator, Staff Development
- Lisa Incaviglia, Elementary Principal
- Christopher Moscato, Elementary Principal
- Diane Pizale, Elementary Principal
- Amit Sansanwal, Administrator of Research and Data Analytics
- Tara Vinc, Elementary Vice-Principal

The current and ongoing research collaborations for 2025-2026 are included in this report.

RESEARCH COLLABORATIONS 2025-2026

Research Project	Partners	Description	Timelines
<i>Adolescent Social Relationships</i>	Brock University	This research and data collection focuses on how and why individuals choose to engage in cooperative versus coercive uses of social power. We also want to understand why some individuals are not interested in engaging with social power. There is some evidence that the most altruistic individuals disengage from social power, instead focusing on their own individual efforts and behavior rather than group processes (Volk et al., submitted). We believe that underlying all of these choices are a combination of evolved predispositions for cooperative and coercive behavior that interact with both immediate environmental affordances as well as past learned behavior (Volk et al., 2022). By understanding how these factors interact, we can then design more effective interventions for promoting positive behavior and reducing negative behavior (Volk et al., 2022).	Spring 2026 to Spring 2030
<i>Health Behaviour in School-aged Children (HBSC) Study</i>	Queen’s University	<p>A research team centred at Queen’s University in Kingston, Ontario has been collecting information about the health and health behaviours of Canadian students in Grades 6-10 every four years for over 30 years. This is part of an international effort involving Canada, along with 50 other countries.</p> <p>The purpose of the study is to compare the health and health behaviours of students across time and across countries and within countries. This information is used to provide current evidence about the health of our children, and to support health promotion efforts in schools, communities and countries. For this research study, it is expected that more than 50,000 Grade 6-10 students across Canada and 280,000 globally will take part this school year.</p> <p>Two elementary and two secondary Niagara Catholic Schools were selected and have participated in the study.</p>	March to June 2026
<i>Stop Now and Plan (SNAP®)</i>	Child Development Institute	SNAP® (Stop Now And Plan) is an evidence-based, gender sensitive, trauma informed, cognitive-behavioural model that teaches children aged 6-11, and their parents how to make better choices ‘in the moment’. Developed and evaluated by CDI in Toronto, Ontario, SNAP teaches children and their parents’ skills to improve emotion regulation, self-control and problem-solving skills. SNAP is the product of more than 34 years of research and development, ensuring that the program is sustainable, scalable, and truly works. SNAP is based on five theoretical frameworks: Cognitive Behavioural, Systems, Feminism, Attachment, and Social Interactional Learning.	September 2025 and ongoing

		<p>CDI's SNAP for Schools strategy is a universal prevention approach that gives teachers evidence-based strategies to increase pro-social learning opportunities that improve students' emotion regulation, self-control, and problem-solving skills. CDI's experience in disseminating SNAP is that with adequate training and support, fidelity of implementation is obtainable in a variety of settings and communities. To date, hundreds of classrooms and thousands of students have participated in this program with high rates of satisfaction and student goal attainment, resulting in a significantly improved classroom environment.</p>	
<i>The COMPASS Study</i>	University of Waterloo	<p>This study includes an annual survey for secondary school students to better understand how to effectively improve their health behaviours. Eight secondary schools review results included in their annual School Health Profiles to inform school climate and student health initiatives.</p>	Ongoing
<i>Healthy Heart Schools' Program</i>	Heart Niagara	<p>This research supports understanding that cardiovascular disease is related to health behaviours. This is a new research project within the Healthy Heart Schools' Program that Heart Niagara has delivered to Niagara Catholic grade 9 health and physical education classes since 1987. A revision has been made to the validated questionnaire focusing on data related to preventing heart disease instead of heart disease risk factors. This research will inform Niagara Catholic students, families, teachers and the Board about the heart health behaviours that are, or initiate, heart disease risk factors and how they aggressively contribute to risk factor development and progression to heart disease. Heart Niagara studies will aid to develop educational programs that promote healthy heart behaviours.</p>	September 2023 to June 2028
<i>Mentalization, Identity and Well-Being in Adolescents: Role of Kindness</i>	Brock University	<p>This study explores whether the preference for solitude and perceptions of kindness changes with age and gender, together with related psychosocial benefits, such as higher levels of mentalizing, self-awareness, and well-being.</p>	Fall 2023 to Fall 2026

The Report on the Research Collaborations in the Niagara Catholic District School Board
2025-2026 is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

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

Date: May 12, 2026