



AGENDA AND MATERIAL

**COMMITTEE OF THE WHOLE MEETING**

**TUESDAY, JUNE 1, 2010**

**7:00 P.M.**

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

**A. ROUTINE MATTERS**

- |  |    |
|--|----|
| 1. Opening Prayers – Trustee Fera  | -  |
| 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 May 11, 2010 | A5 |

**B. PRESENTATIONS**

**C. COMMITTEE AND STAFF REPORTS**

- |   |        |
|---|--------|
| 1. Policy Committee   |        |
| 1.1 Unapproved Minutes of the Policy Committee Meeting of May 25, 2010  | C1.1   |
| 1.2 Approval of Policies  | C1.2   |
| 1.2.1 Anaphylaxis Policy (302.1)  | C1.2.1 |
| 1.2.2 Employee Workplace Violence Policy (201.11)<br><i>(Currently Assault on an Employee)</i>                | C1.2.2 |
| 1.2.3 Niagara Catholic Retirement & Service Recognition Celebration Policy (201.2)                            | C1.2.3 |
| 1.2.4 Equity and Inclusive Education Policy <i>(New) (Interim)</i>  | C1.2.4 |
| 1.2.5 Religious Accommodation Policy <i>(New) (Interim)</i><br><i>(Equity and Inclusive Education Policy)</i> | C1.2.5 |
| 1.2.6 Complaint Resolution Policy (800.3)   | C1.2.6 |
| 1.2.7 Monthly Financial Reports Policy (600.3)  | C1.2.7 |
| 1.2.8 Nutrition Policy (302.7)  | C1.2.8 |
| 1.2.9 Student Transportation Policy (500.2)   | C1.2.9 |
| 1.3 Policy Development  | C1.3   |
| 2. Niagara Catholic Chess Instructional Program   | C2     |
| 3. Skills Ontario Competition 2010 / Skills Canada Competition 2010   | C3     |
| 4. Annual Niagara Catholic Graduation Celebration   | C4     |
| 5. Niagara Catholic Virtues Education Visual Model  | C5     |

6. Staff Development Department Professional Development Opportunities	C6
7. Research Projects in the Niagara Catholic District School Board for the 2009-2010 School Year	C7
8. Larkin Estate Admission Awards 2010-2011	C8
9. H1N1 – Niagara Catholic Preparation and Management	C9
10. Monthly Updates	
10.1 Student Trustees' Update	-
10.2 Family of Schools Superintendents' Monthly Update	-

#### **D. INFORMATION**

1. Trustee Information	
1.1 Spotlight on Niagara Catholic – May 25, 2010 (to be distributed)	D1.1
1.2 Calendar of Events – June 2010	D1.2
1.3 Director's Annual Administrative Leadership Symposium – June 10, 2010 – 11:00 – Club Italia	-
1.4 Retirement & Service Recognition Celebration – June 25, 2010 – 5:30 p.m. – Americana Resort & Spa	-

#### **E. OTHER BUSINESS**

1. General Discussion to Plan for Future Action	-
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#### **F. BUSINESS IN CAMERA**

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

#### **H. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE MEETING  
OF MAY 11, 2010**

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**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of May 11, 2010, as presented.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, MAY 11, 2010

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, May 11, 2010, at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

### A. ROUTINE MATTERS

#### 1. Opening Prayer

Opening Prayers were led by Trustee Charbonneau.

#### 2. Roll Call

Trustee	Present	Absent	Excused
John Belcastro	✓		
Kathy Burtnik	✓		
Maurice Charbonneau	✓		
Gary Crole			✓
John Dekker	✓		
Frank Fera			✓
Ed Nieuwesteeg			✓
Tony Scalzi	✓		
<b>Student Trustees</b>			
Juliana Ciccarelli	✓		
Megan Grocholsky			✓

The following staff were in attendance:

**John Crocco**, Director of Education; **Yolanda Baldasaro**, **Rob Ciarlo**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, Superintendents of Education; **Larry Reich**, Superintendent of Business & Financial Services; **James Woods**, Controller of Plant; **Khayyam Syne**, Administrator of Staff Development; **Mark Lefebvre**, Administrator of School Effectiveness; **Jennifer Brailey**, Manager of Corporate Services & Communications; **Sherry Morena**, Recording Secretary/ Administrative Assistant, Corporate Services & Communications

3. **Approval of the Agenda**

Moved by Trustee Charbonneau

**THAT** the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of May 11, 2010, as presented.

**CARRIED**

4. **Disclosure of Interest**

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

5. **Minutes of the Committee of the Whole Meeting of April 13, 2010**

Moved by Trustee Belcastro

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 13, 2010, as presented.

**CARRIED**

**B. PRESENTATIONS**

1. **Niagara Catholic Teacher Recognized for Premier's Award for Teaching Excellence**

Director Crocco congratulated Marco Magazzeni, Technological Education/SHSM Consultant, who was selected as a recipient of a 2010 Premier's Award for Teaching Excellence. This provincial award recognizes Mr. Magazzeni's exemplary talent, passion, dedication and commitment to student achievement.

Chairperson Burtnik, Vice-Chairperson Dekker and Director Crocco presented Mr. Magazzeni with a Board certificate of recognition.

**C. COMMITTEE AND STAFF REPORTS**

1. **Policy Committee**

1.1 **Unapproved Minutes**

**Policy Committee Meeting – April 26, 2010**

Moved by Trustee Charbonneau

**THAT** the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of April 26, 2010, as presented.

**CARRIED**

1.2 **Policy Development Update**

Director Crocco presented the Policy Development Update.

2. **Niagara Catholic Vision 2020 Strategic Plan**

Director Crocco presented the report on the Niagara Catholic Vision 2020 Strategic Plan, which represents and culminates two years of prayer, dialogue and listening to over 4,700 participants which included Trustees, staff and a wide representation of the Catholic community. The plan and recommendations have set the path of the Niagara Catholic School Board for the next ten years.

Director Crocco informed Trustees that with the approval of the Strategic Plan, the Board will enter “Stage 4 – Vision 2020 Strategic Plan Implementation – June 2010 to June 2020”. This Stage involves the development of the System Priority Indicators for 2010-2011 which will be presented at the June 15, 2010 Board Meeting. The Annual Indicators will align with the approved Vision 2020 Strategic Plan and presented to the Board annually for the next ten (10) years. The draft Mission Statement will be vetted with all eighty (80) Vision 2020 Strategic Planning Summit participants, administrators, Catholic School Councils, Regional Catholic School Council / CPIC, SEAC and the Diocese of St. Catharines for input and recommendations for presentation at the June 15, 2010 Board Meeting.

Chairperson Burtnik recommended a word change to the School in Community Vision Statement. Director Crocco provided a recommendation that was agreed upon by all Trustees.

Moved by Trustee Charbonneau

**THAT** the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the Niagara Catholic Vision 2020 Strategic Plan, its Vision Statements and Strategic Directions as presented.

**CARRIED**

### **3. Trustee Determination and Distribution**

Director Crocco presented the report on Trustee Determination and Distribution, and stated that under Ontario Regulation 412/00 and the related Amendments, a very specific process must be followed in calculating Trustee determination and distribution for the upcoming elections. It is the responsibility of the Board to notify the Minister of Education; the election clerks of each municipality and the secretaries of each coterminous school board.

At this time the Trustee Distribution will remain status quo.

Moved by Trustee Burtnik

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board determine that the number of trustees in its jurisdiction be a total of 8 trustees in the 2010 Elections.

*and*

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board confirm that it has decided not to designate any low population areas in the 2010 Elections.

*and*

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board confirm that the 8 trustees in its jurisdiction be distributed in the 2010 Elections as follows:

- 1 for West Lincoln, Lincoln, Grimsby, Pelham
- 2 for St. Catharines, (less Merritton area)
- 1 for Thorold (including Merritton area)
- 1 for Fort Erie, Port Colborne, Wainfleet
- 1 for Welland
- 2 for Niagara Falls, Niagara-on-the-Lake

*and*

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve that by January 1, 2013 the Committee of the Whole will review the Trustee Determination and Distribution in preparation for the 2014 election.

**CARRIED**

**4. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools**

Lee Ann Forsyth-Sells, Superintendent of Education, introduced Rob Di Persio, Administrator of Special Projects and Chairperson of the Growing Success, Assessment, Evaluation and Reporting Board Steering Committee, who presented the report on Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.

The Committee will review the current assessment, evaluation and reporting procedures and practices in the Board, and will be making recommendations for the implementation of the Ministry of Education, "Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1-12, 2010" in the elementary and secondary schools in the Niagara Catholic District School Board.

**5. Niagara Catholic Intensive French Update**

Yolanda Baldasaro, Superintendent of Education, introduced Jayne Evans, FSL/ESL/Arts Consultant, who presented the Niagara Catholic Intensive French Update. The Intensive French Program is a literacy-based approach to teaching French as a second language that is incorporated into the Grade 5 or Grade 6 Core French program for five months of the school year. In this program, French is offered intensively for approximately 70% of the school day from September through January.

**6. Niagara Catholic Elementary French as a Second Language (FSL) Speech Arts Festival  
Niagara Catholic Secondary French, Italian and Spanish Public Speaking Contest**

Superintendent Baldasaro welcomed Jayne Evans, FSL/ESL/Arts Consultant, who presented the report on the Niagara Catholic Elementary French as a Second Language (FSL) Speech Arts Festival/ Niagara Catholic Secondary French, Italian and Spanish Public Speaking Contest. The FSL Festival was open to all students in Grade 4 through Grade 8, providing them the opportunity to prepare a short speech in French on a topic familiar to them, where as the Secondary French, Italian and Spanish Public Speaking Contest was open to secondary students.

**7. Niagara Catholic 7<sup>th</sup> Annual Regional Ontario Heritage Fair**

Superintendent Baldasaro asked Mark Lefebvre, Administrator of School Effectiveness Framework to introduce the Regional Ontario Heritage Fair Committee members Sheri Bassett, Junior Consultant; Sheila Lohnes, Supervisor of Library Information Centres; and Marg Marion, Principal of St. Peter Catholic Elementary School. Sheri Bassett presented information on the Niagara Catholic's 7<sup>th</sup> Annual Regional Ontario Heritage Fair, and listed the seventeen (17) award recipients.

**8. Staff Development Department Professional Development Opportunities**

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

**9. H1N1 Pandemic – Niagara Catholic Preparation and Management**

Director Crocco presented the monthly Board report on the H1N1 Pandemic – Niagara Catholic Preparation and Management.

## **10. Financial Reports**

### **10.1 Monthly Banking Transactions**

Moved by Trustee Belcastro

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Monthly Banking Transactions for the month of April 2010, as presented.

**CARRIED**

### **10.2 Statement of Revenue and Expenditures**

Moved by Trustee Scalzi

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Statement of Revenue and Expenditures as at April 30, 2010, as presented.

**CARRIED**

## **11. Monthly Updates**

### **11.1 Capital Projects Progress Report**

Larry Reich, Superintendent of Business & Financial Services presented the Capital Projects Progress Report on behalf of James Woods, Controller of Plant.

### **11.2 Student Trustees' Update**

Juliana Ciccarelli, Student Trustee, gave a brief verbal update on the activities of the Student Senate.

### **11.3 Family of Schools Superintendents' Monthly Update**

The Family of Schools Superintendents gave brief verbal reports highlighting the activities in their schools.

#### **Superintendent Ciarlo**

- St. Edward Catholic Elementary School transformed the school into a Medieval Castle for a day full of interesting activities. A Medieval meal was served to students, invited guest, staff, parents and guests from St. Nicholas and St. John Catholic Elementary Schools.
- Holy Cross Catholic Secondary School celebrated Catholic Education Week several activities which included, Field Lacrosse jamboree, Rugby Tournament, Physics Contest, French Contest, Student Council Elections, and the Jr. and Sr. Badminton Teams attending OFSSA

#### **Superintendent Forsyth-Sells**

- Trustees were presented with a copy of St. Vincent de Paul's first edition of "Our Catholic Faith Journey" which contains student work in the form of prayers, letters and poems from Grades JK to 8 that reflect the distinctive nature of our Catholic education and the Ontario Catholic Graduate Expectations. The book has been published and is registered with Library and Archives Canada.
- The Welland Tribune Great Kids Gala featured thirteen (13) Niagara Catholic Students who were recognized for their outstanding accomplishments and efforts in the community.



## **D. INFORMATION**

### **1. Trustee Information**

#### **1.1 Spotlight on Niagara Catholic- April 27, 2010**

Director Crocco presented the Spotlight on Niagara Catholic – April 27, 2010 Board Meeting issue for Trustees' information.

#### **1.2 Calendar of Events – May 2010**

Director Crocco presented information on the Calendar of Events – May 2010.

#### **1.3 Catholic Education Week 2010**

Director Crocco presented information on the various activities that occurred during Catholic Education Week 2010.

A DVD highlighting the various Catholic Education Week events was presented.

Director Crocco congratulated all staff on the exemplary Catholic Education Week activities that occurred throughout the system.

#### **1.4 Graduation Celebration 2010 Thursday May 20, 2010, 10:00 a.m. - Niagara Regional Fairgrounds**

Director Crocco presented information on the Graduation Celebration 2010 being held Thursday May 20, 2010, 10:00 a.m. at the Niagara Regional Fairgrounds.

Trustees were asked to respond if they are attending to Sherry Morena, Administrative Assistant, Corporate Services & Communications Department.

#### **1.5 Niagara Catholic System Faith Day - Friday, May 21, 2010**

Director Crocco presented information on the school based Niagara Catholic System Faith Day being held Friday, May 21, 2010.

Niagara Catholic will launch the new Niagara Catholic Virtues Education Model with all staff. Director Crocco provided Trustees with a 8 x 10 print size of the Niagara Catholic Virtues poster to be placed in all classrooms across Niagara Catholic.

## **E. OTHER BUSINESS**

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

## **F. BUSINESS IN CAMERA**

Moved by Trustee Charbonneau

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

**CARRIED**

The Committee of the Whole moved into the In Camera Session of the Meeting at 9:10 p.m. and reconvened at 9:30 p.m.

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

Moved by Trustee Charbonneau

**THAT** the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of May 11, 2010.

**CARRIED**

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

Moved by Trustee Charbonneau

**THAT** the Committee of the Whole approve the Minutes of the In Camera Session of the Committee of the Whole Meeting - Section A: Student Trustees Present held on April 13, 2010, as presented.

**CARRIED (Item F1)**

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

Moved by Trustee Belcastro

**THAT** the Committee of the Whole approve the Minutes of the In Camera Session of the Committee of the Whole Meeting - Section B: Student Trustees Excluded held on April 13, 2010, as presented.

**CARRIED (Item F3)**

Moved by Trustee Scalzi

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F4.1 of the In Camera Agenda.

**CARRIED (Item F4.1)**

Moved by Trustee Belcastro

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F4.2 of the In Camera Agenda.

**CARRIED (Item F4.2)**

## **H. ADJOURNMENT**

Moved by Trustee

**THAT** the May 11, 2010, Committee of the Whole Meeting be adjourned.

**CARRIED**

This meeting was adjourned at 9:35 p.m.

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Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **May 11, 2010,**

Approved on the **1st** day of **June 2010.**

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John Dekker  
Vice-Chairperson of the Board

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John Crocco  
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: POLICY COMMITTEE  
UNAPPROVED MINUTES  
MAY 25, 2010**

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**RECOMMENDATION**

**THAT** the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of May 25, 2010, as presented.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## MINUTES OF THE POLICY COMMITTEE MEETING

**TUESDAY, MAY 25, 2010**

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Minutes of the Policy Committee Meeting held on Tuesday, May 25, 2010 at 5:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:05 p.m. by Trustee Nieuwesteeg.

### **A. ROUTINE MATTERS**

#### **1. Opening Prayer**

The meeting was opened with a prayer led by Director Crocco.

#### **2. Attendance**

Committee Members:

**Kathy Burtnik**, Trustee

**Ed Nieuwesteeg**, Trustee

Staff:

**John Crocco**, Director of Education

**Yolanda Baldasaro**, Superintendent of Education

**Frank Iannantuono**, Superintendent of Education

**Larry Reich**, Superintendent of Education

**James Woods**, Controller of Plant

**Jennifer Brailey**, Manger of Corporate Services & Communications

**Sherry Morena**, Administrative Assistant/Recording Secretary

Excused:

**Tony Scalzi**, Committee Chairperson

#### **3. Approval of Agenda**

Moved by Trustee Burtnik

**THAT** the May 25, 2010, Policy Committee Agenda be approved, as presented.

**Approved**

#### **4. Minutes of April 26, 2010**

Moved by Trustee Burtnik

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of April 26, 2010, as presented.

**Approved**

## 5. Policies

### Action

#### 5 (a) ***POLICIES BEING RECOMMENDED FOR MAY COMMITTEE OF THE WHOLE/BOARD APPROVAL***

##### 5.1 ***Facility Partnerships Policy (New)***

James Woods, Controller of Plant, presented the Facility Partnerships Policy, which complies with the new Ministry of Education Partnership Policy.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Niagara Catholic District School Board approval of the Facility Partnerships Policy, as presented..

**Approved**

#### ***FOR JUNE COMMITTEE OF THE WHOLE/BOARD APPROVAL***

##### 5.2 ***Anaphylaxis Policy (302.1)***

Yolanda Baldasaro, Superintendent of Education, presented the Anaphylaxis Policy. The changes to the Policy and Administrative Guidelines were identified.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Anaphylaxis Policy (302.1), as presented.

**Approved**

##### 5.3 ***Employee Workplace Violence Policy (201.11) (Interim)***

Frank Iannantuono, Superintendent of Education, presented the Employee Workplace Violence Policy which will replace the current Assault on an Employee Policy (201.11). The Policy reflects the new changes to the Ontario Health and Safety Act (OHSA) as outlined in Bill 168 to be in compliance by June 2010.

#### ***Amendments:***

#### **Administrative Guidelines**

- Add the words “*as defined by the OHSA*” to the 3<sup>rd</sup> paragraph under Joint Occupational Health and Safety committee Representatives to read “The OHSA requires employers to notify the Ministry of Labour of critical injury (as defined by the OHSA) or fatality immediately...”

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Employee Workplace Violence Policy (201.11) (Interim), as presented.

**Approved**

**5.4 Niagara Catholic Retirement & Service Recognition Celebration Policy (201.2)**

Director Crocco presented the Service Recognition Policy.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Niagara Catholic Retirement & Service Recognition Celebration Policy (201.2), as presented.

**Approved**

**5.5 Equity and Inclusive Education Policy (New) (Interim)**

Yolanda Baldasaro, Superintendent of Education, presented the Equity and Inclusive Education Policy, which is to be implemented by September 2010 as per Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2009).

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Equity and Inclusive Education Policy (New) (Interim), as presented.

**Approved**

**5.6 Religious Accommodation Policy (Equity and Inclusive Education Policy) (Interim)**

Yolanda Baldasaro, Superintendent of Education, presented the Religious Accommodation Policy (Equity and Inclusive Education Policy), which is to be implemented by September 2010 as per Policy/Program Memorandum No. 119 (2009).

The Policy will be vetted amongst the Niagara Ministerial groups.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Religious Accommodation Policy (*Equity and Inclusive Education Policy*) (Interim), as presented.

**Approved**

**5.7 Handling of Complaints Policy (800.3)**

Director Crocco presented the Complaints Resolution Policy. The changes to the Policy and Administrative Guidelines were identified.

**Amendments:**

**Administrative Guidelines**

- Delete the words "*subsection B through J*" under Processing of Complaint – 5. Appeal to the Board to read "The delegation request will follow Board By-Law Section 13 subsection B through J."

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Handling of Complaints Policy (800.3), as presented.

**Approved**

**5.8 Monthly Financial Reports Policy (600.3)**

Larry Reich, Superintendent of Business & Financial Services, presented the Monthly Financial Reports Policy.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Monthly Financial Reports Policy (600.3), as presented.

**Approved**

**5.9 Nutrition Policy (302.7)**

Superintendent Baldasaro presented the Nutrition Policy.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Nutrition Policy (302.7), as presented.

**Approved**

**5.10 Student Transportation Policy (500.2)**

Superintendent Reich presented the Student Transportation Policy. He informed the Committee Members that no amendments were being recommended to the Policy or Administrative Guidelines, as it meets all current regulations and needs of the system.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Student Transportation Policy (500.2), as presented.

**Approved**

**5 (b) *FOR VETTING – FALL 2010***

- Employee Workplace Violence Policy (201.11) (Interim)  
*(Currently Assault on an Employee)*
- Equity and Inclusive Education Policy (New) (Interim)
- Religious Accommodation Policy (*Equity and Inclusive Education Policy*) (Interim)

***For Information***

**5.11 Policy and Guideline Review 2009-2010 Update**

Director Crocco presented the Policy and Guideline Review 2009-2010 Update.

**5.12 Policy Development Update**

Director Crocco presented the Policy Development Update.

**6. Date of Next Meeting**

September 28, 2010 – 5:30 p.m.

Trustee Burtnik asked that Policy 800.1 AG (A) - Catholic School Councils be reviewed in the Fall of 2010.

**7. Adjournment**

Moved by Trustee Burtnik

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

**Approved**

The meeting was adjourned at 6:30 p.m.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
ANAPHYLAXIS POLICY (302.1)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Anaphylaxis Policy (302.1), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010

**Niagara Catholic District School Board**

**ANAPHYLAXIS**

Issued: April 28, 1998  
Revised: March 28, 2006  
March 30, 2010

Policy No. 302.1

**STATEMENT OF POLICY**

The Niagara Catholic District School Board will support schools in establishing an environment that reduces the risks for all students who suffer severe, life threatening allergic reactions (Anaphylaxis) to certain foods, and/or insect bites and in developing an appropriate intervention plan for those students. This policy is intended to be in full compliance with Sabrina's Law – An Act to Protect Anaphylactic Pupils.

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

References: Sabrina's Law, 2005, S.O. 2005, c. 7

Anaphylaxis in Schools & Other Settings, 2<sup>nd</sup> Edition, Canadian Society of Allergy and Clinical Immunology

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

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

## Niagara Catholic District School Board

# ANAPHYLAXIS

Issued: April 28, 1998  
Revised: March 28, 2006  
March 30, 2010

Policy No. 302.1

## ADMINISTRATIVE GUIDELINES

### DEFINITION

Anaphylaxis is a **severe life threatening form of \*allergic reaction**. An allergen is a substance capable of causing an allergic reaction. Possible allergic symptoms are many (see below) and may rapidly lead to severe permanent injury, coma and/or death. There is no clinical method to predict the severity or progression of a reaction.

Foods such as peanuts, tree nuts (e.g. almond, cashew, hazelnut, pistachio), other nuts, fish, shellfish, eggs, milk, sesame, soy and wheat, insect stings (e.g. yellow jackets, hornets, wasps, honey bees), and latex products and medications, are the most common allergens that produce anaphylaxis.

Anaphylaxis requires **immediate** first aid response and **immediate** medical intervention.

The terms student and pupil are interchangeable in these administrative guidelines.

### ANAPHYLACTIC REACTION – POSSIBLE SIGNS AND SYMPTOMS

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen. In rarer cases, the time frame can vary up to several hours after exposure. The ways these symptoms occur can vary from person to person and even from episode to episode in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

**Skin system:** hives, swelling, itching, warmth, redness, rash

**Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing, swelling of tongue

**Gastrointestinal system (stomach):** nausea, pain/cramps, vomiting, diarrhea

**Cardiovascular system (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock

**Other:** anxiety, feeling of “impending doom”, headache, weakness, uterine cramps, metallic taste

Because reactions are unpredictable, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past. **It is important to note that anaphylaxis can occur without hives.** If an allergic person expresses any concern that a reaction might be starting, the person should always be taken seriously.

## PURPOSE

The procedures outlined will establish an appropriate response when a parent/guardian or adult student indicates to the Principal, in writing, that the student is at risk for anaphylaxis and that the student will require assistance at the first sign of any allergic reaction. **When in doubt, administer appropriate medication unless otherwise specified in writing by the student's allergist or physician.**

## PROCEDURES

1. The parent/guardian or adult student must inform the Principal, in writing, that his/her child or he/she is at risk for anaphylaxis, and must outline the possible symptoms and requested intervention by school staff on the **Anaphylaxis Emergency Plan form**. (Appendix C)
2. The parent/guardian or adult student shall familiarize him/herself with Board Policy and School Anaphylaxis Administrative Guidelines available at [www.niagararcatholic.ca](http://www.niagararcatholic.ca) (Board Policy No. 302.1).
3. The parent/guardian or adult student shall provide the required medication to the school with instructions for intervention on a completed copy of the **Anaphylaxis Emergency Plan form (Appendix C)**
4. The Emergency Plan will include:
  - a completed copy of the Anaphylaxis Emergency Plan form (Appendix C).
5. A copy of the current **Anaphylaxis Emergency Plan form (Appendix C)** must be filed in the student's OSR and copies must be located in the areas designated by the Principal. **The form must be readily available in the event of emergency.**
6. The Principal shall establish and maintain a School Anaphylaxis Management Plan. The plan shall include the development and maintenance of strategies that reduce the risk of exposure to anaphylactic agents in all areas of the school. (Appendix A)
7. In a school, where a student has been identified as at risk for anaphylaxis, the Principal shall enlist the support and co-operation of all staff, students and parents/guardians so as to reduce the potential risk to the student.
8. Elementary Principals shall send a letter to the parents/guardians of the other students in the classroom of the at risk student informing them of the situation and requesting that the specific allergens not be sent to school. (Appendices E,F: Sample Letter to Parents/Guardians)
9. Elementary and Secondary Principals shall also send communication home to all members of the school community (School Newsletter – Appendix G) indicating the presence of a student(s) with a life threatening allergic condition outlining the need to take appropriate action by requesting parents/guardians and students to cooperate by refraining from sending specific foods to school. In addition, elementary and secondary principals shall inform the school community about the Anaphylaxis Policy and Administrative Guidelines in the Student Handbook. (Appendix B)
10. Prior to or on the 1<sup>st</sup> day of school each year, it is the responsibility of the parent/guardian or student (at the age of majority) to initiate the process again and present the school with updated information and appropriate and up-to-date medication (check expiry date).
11. At the end of the school year the parent/guardian will be contacted to pick up the unused medication. If the parent/guardian does not comply, the Principal/Designate will take the medication to a local pharmacy.

## **STAFF DEVELOPMENT AND TRAINING**

All teaching, support staff and others at the school must familiarize themselves with students/staff members who are at risk for anaphylaxis. They will receive training in recognizing and responding to the signs and symptoms to anaphylactic reaction on an annual basis.

A Niagara Region Public Health Department Nurse from the School Health Program shall be contacted to provide training to all staff on giving the epinephrine auto-injector (e.g. EpiPen® or first dose of Twinject®) at the beginning of each school year or as soon as an at-risk individual(s) has been identified at the school.

Should staff change at any time throughout the year, it is the responsibility of the Principal to inform and provide training for new staff member(s) and occasional teachers.

## **GENERAL ANAPHYLAXIS EMERGENCY GUIDELINES: INDIVIDUALS KNOWN TO BE AT RISK FOR ANAPHYLAXIS**

When a person is known to be at risk of anaphylaxis displays initial symptoms, then it must be presumed that the person is in need of the assistance outlined in the **Anaphylaxis Emergency Plan form (Appendix C)**. **IMMEDIATE** intervention is essential, unless otherwise specified by the student's allergist/physician. No ill side effects will result from the administration of emergency medication if he/she is not experiencing an anaphylactic reaction. Unless otherwise specified in writing, the following steps are to be followed when a student is experiencing a known or suspected anaphylactic reaction:

- GIVE EPINEPHRINE AUTO-INJECTOR (e.g. EpiPen® or first dose of Twinject®) immediately. (Appendix H). Note the time the epinephrine auto-injector was administered.
- CALL 911 (AMBULANCE) and inform the dispatcher that an individual is having a life threatening allergic reaction (anaphylactic reaction).
- NOTIFY PARENT/GUARDIAN.

### In a Case where an Ambulance Does Not Arrive:

- If the ambulance has not arrived within 5 to 15 minutes and the reaction continues or worsens, give a second epinephrine auto-injector (e.g. EpiPen® or first dose of Twinject®).
- Even if symptoms subside entirely, this student must be taken to the hospital by ambulance.

## **INDIVIDUALS NOT KNOWN TO BE AT RISK OF ANAPHYLAXIS**

A student/person not known to be at risk for anaphylaxis may also display symptoms of severe allergic reaction. In such circumstances, school staff should assess the situation and take action as would be appropriate for any other illness/injury/emergency incident.

## **EMERGENCY USE OF EPINEPHRINE AUTO-INJECTOR**

**In either case, where individuals are known or not known to be at risk of anaphylaxis, and should ANAPHYLAXIS appear imminent, any available epinephrine auto-injector (e.g. EpiPen® or first dose of Twinject®) must be used. Please follow the General Anaphylaxis Emergency Guidelines (Appendix H).**

In this circumstance, the parent/guardian of the student or adult student whose epinephrine auto-injector was used in the above emergency situation must be notified immediately by the Principal/designate. The Principal will make arrangements with the parent/guardian/adult student for a replacement epinephrine auto-injector at the Board's expense.

### DIVISION OF RESPONSIBILITIES

Increased safety for students at risk for anaphylaxis in a school setting depends on the cooperation of the entire school community.

To minimize risk of exposure, and to ensure rapid response to emergency, parents/guardians, students and school personnel must understand and fulfill their responsibilities.

#### RESPONSIBILITIES OF PARENTS/GUARDIANS OF AN ANAPHYLACTIC CHILD

- Be informed of the Niagara Catholic District School Board's Anaphylaxis Administrative Guidelines and School Anaphylaxis Management Plan.
- Complete and authorize **Anaphylaxis Emergency Plan form (Appendix C)** that has been approved by the student's allergist/physician.
- Review both the **Anaphylaxis Emergency Plan form (Appendix C)** and the procedures for reducing risk with school personnel annually.
- Provide transportation for their child until emergency procedures are in place for busing.
- Provide a MedicAlert® bracelet for their child.
- Inform the school of their child's allergies.
- Provide the school with current medical instructions from their physician for administering auto-injector.
- Provide the school with up-to-date and sufficient number of epinephrine auto-injectors (e.g. EpiPen® or first dose of Twinject®) for the entire school year.
- Provide and maintain up-to-date emergency contact information to the school.
- Provide support to school and teachers, as requested.
- Provide in-service for staff, if requested.
- Assist in school communication plans.
- Supply information for school publications
  - recipes
  - foods to avoid
  - alternate snack suggestions
  - resources
- Be willing to provide safe foods for special occasions.
- Teach their child:
  - to recognize the signs and symptoms of an anaphylactic reaction;
  - to know where medication is kept and who can get it;
  - to carry his/her own epinephrine auto-injectors (e.g. EpiPen® or Twinject®) in a fanny-pack;
  - to not share snacks, lunches or drinks;
  - to understand the importance of hand-washing, and to wash hands before and after eating;
  - to report bullying/threats/harassment to an adult in authority;
  - to take as much responsibility as possible for his/her own safety.
- Welcome other parent/guardian calls with questions about safe foods.
- Participate in advisory/support groups.

## **RESPONSIBILITIES OF THE SCHOOL PRINCIPAL**

### **With Parent/Guardians and Students:**

- Develop an individual plan for each student who has an anaphylactic allergy, in consultation with student's parent(s)/guardian(s).
- Work closely with the parents/guardians of anaphylactic students.
- Develop a School Anaphylaxis Management Plan to implement the Board Policy and Guidelines for reducing risk of anaphylaxis in all areas of the school, reviewed on an annual basis with school staff at the beginning of each school year.
- Ensure completion of all necessary forms by parents/guardians: Appendix C - **Anaphylaxis Emergency Plan** at registration and to update the information on an annual basis.
- Direct parents/guardians of anaphylactic students to relevant Board and school policies and procedures and provide the opportunity to review them together.
- Inform all students, staff and parents/guardians that students with life-threatening allergies are in attendance and ask for their support.
- Communicate with the Catholic School Council to increase awareness of anaphylaxis and the role of the school in helping to protect students with life-threatening allergies.
- Advise the parents/guardians of other students on the school bus, explaining anaphylaxis and the need for their cooperation.

### **With School Staff:**

- Maintain a file for each anaphylactic pupil of current treatment and other information, including a copy of any prescriptions and instructions from the student's physician and a current emergency contact list.
- Inform all students, staff and parents/guardians that students with life-threatening allergies are in attendance and ask for their support.
- Post allergy-alert forms in the staff room, classroom, office and other appropriate rooms.
- Post information about Anaphylaxis at appropriate places in the school (Appendix C).
- Maintain up-to-date emergency contacts and telephone numbers in the school office.
- Ensure that staff and volunteers have received instructions with giving an epinephrine auto-injector (e.g. EpiPen® or first dose of Twinject®).
- Practice emergency procedures with all staff.
- In cooperation with the parents/guardians and classroom teacher, may implement a "buddy" system to enhance safety.
- Ensure that occasional teachers and support staff are informed of the presence of an anaphylactic student and procedures.
- Arrange for annual in-services with all staff.
- Store epinephrine auto-injectors (e.g. EpiPen® or Twinject®), labeled and in an easily accessible location known to all staff.

### **With Executive Director, Niagara Student Transportation Services:**

- Complete and submit the annual memorandum from Transportation Services regarding **Anaphylactic Students Using Transportation** to the Executive Director, Niagara Student Transportation Services.
- Inform the Executive Director, Niagara Student Transportation Services of any problems reported regarding busing and the safety of anaphylactic students.
- Establish and implement procedures prohibiting eating on the school bus.
- Advise the bus driver of the presence of a student with life-threatening allergies on his/her bus.
- Advise the parents/guardians of other students on the school bus, explaining anaphylaxis and the need for their cooperation.

**Other:**

- Establish safety procedures for field trips and extra-curricular activities as it applies to an anaphylactic student. Additional epinephrine auto-injectors (e.g. EpiPen® or Twinject®) should be brought on field trips. Communicate with parent/guardian prior to activity.
- Conduct spot checks along with staff to reinforce the student's responsibility to carry epinephrine auto-injectors (e.g. EpiPen® or Twinject®) and wear MedicAlert® notification.
- In the event, an elementary student who has a known food allergen in his/her lunch shares a classroom with a student with life-threatening allergies, the Principal must provide an alternate eating location for them to eat separately. Secondary Principals must provide an alternate eating location for students with life-threatening allergies on request.
- Caterers or other businesses that supply food or food services to cafeterias within the jurisdiction of the Niagara Catholic District School Board must, as part of their contractual agreement, refrain from using foods with peanut butter or peanut oil products and nuts.
- Principals, staff and parents/guardians who arrange for the supply of food or food services for special events should be advised of the requirement to refrain from using food with peanut butter or peanut oil products.
- When selecting fund raising activities, the principal shall be aware of the potential impact certain foods/ingredients may have upon anaphylactic students and act accordingly. Ingredients should be listed for all donated baked goods.

**RESPONSIBILITIES OF THE CLASSROOM TEACHER**

- Participate in the review of the **Anaphylaxis Emergency Plan (Appendix C)** for students in his/her classroom with life-threatening allergies.
- Participate in regular training about anaphylaxis and epinephrine auto-injectors (e.g. EpiPen® or first dose of Twinject®).
- Display a photo-poster in the classroom, with parental approval and regard to the privacy needs of older students.
- Discuss anaphylaxis with the class in age-appropriate terms.
- Advise students not to share lunches, food implements or trade snacks.
- Choose allergy-free foods for classroom events.
- Choose alternatives to using food as a reward.
- Establish procedures to encourage the anaphylactic student to eat only what he/she brings from home.
- Reinforce hand-washing before and after eating for all students.
- Advise students of disposing all food refuse properly.
- Facilitate communication with other parents/guardians.
- In cooperation with the parents/guardians and the principal, may implement a "buddy" system to enhance safety.
- Follow the school and Board policies for reducing risks in classrooms and common areas.
- Conduct spot checks to reinforce the student's responsibility to carry epinephrine auto-injectors (e.g. EpiPen® or Twinject®) and wear MedicAlert® notification.
- Leave information in an organized, prominent and accessible format for occasional teachers, parent/guardian volunteers, or others who may have occasional contact.
- Plan appropriately for field trips. Communicate with parent/guardian prior to activity.
- Ensure that **Anaphylaxis Emergency Plan (Appendix C)** is considered, and epinephrine auto-injectors (e.g. EpiPen® or Twinject®) are taken.



## **RESPONSIBILITY OF EXECUTIVE DIRECTOR, NIAGARA STUDENT TRANSPORTATION SERVICES**

- Ensure that the bus company is familiar with the Board's Policy and Administrative Guidelines on Anaphylaxis (Board Policy No. 302.1).

## **RESPONSIBILITIES OF BUS OPERATORS AND BUS DRIVERS**

- Ensure that all bus drivers are familiar with the Board's Policy and Administrative Guidelines on Anaphylaxis (Board Policy No.302.1) and follow bus company policy procedures for anaphylactic students.
- Participate in training offered by the bus company.

## **RESPONSIBILITIES OF PUBLIC HEALTH/SCHOOL NURSE**

- Consult with and provide information to parents/guardians, students, and school personnel.
- Participate and/or conduct in-services, including training, in the use of epinephrine auto-injectors (e.g. EpiPen® or first dose of Twinject®).
- Assist in developing **Anaphylaxis Emergency Plan form (Appendix C)** when requested.
- Refer known cases of anaphylaxis to the school principal.
- Be available as a school resource.

## **RESPONSIBILITIES OF ANAPHYLACTIC STUDENTS**

- Take as much age-appropriate responsibility as possible for avoiding allergens.
- Eat only foods brought from home or approved for consumption.
- Take responsibility for checking labels and monitoring intake (as age appropriate).
- ***Wash hands frequently and always before eating.***
- Learn to recognize symptoms of an anaphylactic reaction (as age appropriate).
- Promptly inform an adult, as soon as suspected accidental exposure occurs or symptoms appear.
- Carry epinephrine auto-injectors (e.g. EpiPen® or Twinject®) at all times as soon as age appropriate.
- Wear MedicAlert® identification.
- Know how to use the epinephrine auto-injector (e.g. EpiPen® or Twinject®) (as age appropriate).

## **RESPONSIBILITY OF SCHOOL COMMUNITY**

- Respond co-operatively to requests from the school to eliminate allergens from packed lunches, snacks and special occasions etc.
- Participate in parent/guardian information sessions.
- Encourage students to respect an anaphylactic student and school policies.
- Inform the teacher prior to distribution of food products to any students in the school.

## **RESPONSIBILITIES OF ALL STUDENTS (AS AGE APPROPRIATE)**

- Learn to recognize symptoms of anaphylactic reaction.
- Avoid sharing food, especially with anaphylactic students.
- Follow school rules about keeping allergens out of the classroom and washing hands.
- Refrain from bullying/teasing/harassing a student with a food allergy.
- Wash hands before and after eating.
- Dispose all food refuse properly.
- Respect the rights and needs of others.

### GENERAL INFORMATION

#### DEFINITION

Anaphylaxis is a **severe life threatening form of \*allergic reaction**. An allergen is a substance capable of causing an allergic reaction. Possible allergic symptoms are many (see below) and may rapidly lead to severe permanent injury, coma and/or death. There is no clinical method to predict the severity or progression of a reaction.

Foods such as peanuts, tree nuts (e.g. almond, cashew, hazelnut, pistachio), fish, shellfish, eggs, milk, sesame, soy and wheat as well as insect stings (e.g. yellow jackets, hornets, wasps, honey bees), latex products and medications, are the most common allergens that produce anaphylaxis. Anaphylaxis requires **immediate** first aid response and **immediate** medical intervention.

#### IDENTIFICATION

In many cases, the medical diagnosis of anaphylactic allergies is made at a pre-school age, on early exposure to the allergen. The severity of a reaction cannot be predicted. People seldom "grow out" of the condition as they age and there is no cure.

#### INITIAL SCHOOL INVOLVEMENT

Typically, the young child has previously had an unusual reaction to the allergen before entering the school system. The allergic reaction prompts the parent/guardian to seek medical treatment and subsequently a diagnosis of high risk for anaphylaxis is made. When the child reaches school age, the child's parents/guardians notify the school of the condition and outline the expected response. While it is unlikely that the parent/guardian of a young child will fail to fully inform the school of the child's high risk of anaphylaxis, school intake procedures should seek to identify those students at risk for anaphylaxis.

#### QUANTITY OF ALLERGEN

The exact amount of allergen necessary to produce anaphylaxis varies from individual to individual and may vary from episode to episode. Even minute quantities of the allergen are sufficient to produce a life-threatening reaction in many victims. The only way to stay safe is absolute avoidance of the allergen, in any amount. Research demonstrates that **accidental ingestion of very small quantities of the allergen, via cross contamination, is a typical cause of anaphylactic reactions** and that the allergic person believes the food to be allergen-free.

#### Examples of cross contamination:

1. A spoon is used to stir chocolate syrup into milk. The same spoon is accidentally used to stir chocolate syrup into soy beverage. The milk-allergic person reacts upon taking a sip of the chocolate soy beverage.
2. After eating peanut butter at home, Student A goes to school. At school, Student A works at a keyboard and transfers trace quantities of the allergen from his/her hand to the keyboard. Student B subsequently works at the same keyboard and picks up traces of the allergen on his/her hands. Upon wiping his/her eyes, Student B experiences a reaction. This example illustrates the porous nature of peanut butter and the importance of hand-washing for both students.

## Appendix C

Anaphylaxis Emergency Plan: \_\_\_\_\_ (Name)

This person has a potentially life-threatening allergy (anaphylaxis) to:

PHOTO

(Check the appropriate boxes)

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Peanut    | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Tree nuts | <input type="checkbox"/> Insect stings |
| <input type="checkbox"/> Egg       | <input type="checkbox"/> Latex         |
| <input type="checkbox"/> Milk      | <input type="checkbox"/> Medication    |

**Food:** The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. People with food allergies should not share food or eat unmarked/ bulk foods or products with a "may contain" warning.

**Epinephrine Auto-Injector:** Expiry date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Dosage:**  EpiPen® Jr 0.15 mg       EpiPen® 0.30 mg  
 Twinject® 0.15 mg       Twinject® 0.30 mg

**Location of Auto-Injector(s):** \_\_\_\_\_

- Previous anaphylactic reaction: Person is at greater risk.  
 Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- **Skin system:** hives, swelling, itching, warmth, redness, rash
  - **Respiratory system (breathing):** coughing, sneezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
  - **Gastrointestinal system (stomach):** nausea, pain/cramps, vomiting, diarrhea
  - **Cardiovascular system (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
  - **Other:** anxiety, feeling of "impending doom", headache, uterine cramps, metallic taste
- Early recognition of symptoms and immediate treatment could save a person's life.*

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. **Give epinephrine auto-injector** (e.g. EpiPen® or Twinject®) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.) **Note the time the epinephrine auto-injector was administered.**
2. **Call 9-1-1** or local emergency medical services, Tell them someone is having a life-threatening allergic reaction.
3. **Give a second dose of epinephrine** in 5 to 15 minutes **IF** the reaction continues or worsens.
4. **Go to the nearest hospital immediately (ideally by ambulance)**, even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 hours).
5. **Call emergency contact person (e.g. parent, guardian).**

### Emergency Contact Information

Name	Relationship	Home Phone	Work Phone	Cell Phone

*The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient's physician.*

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of The Education Act, c. 129, s. 60 and will be used for the purposes of the Emergency Allergic Reaction Form and Obtaining Consent for Intervention during an Emergency Allergic Reaction. Questions about this collection should be directed to the Superintendent of Education – Student Achievement, K-12 at the Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 Telephone 905-735-0240.

In accordance with the Municipal Freedom of Information and Protection of Privacy Act, I give consent for the pertinent medical information concerning my child to be released as required. I have read and reviewed Appendix A: Division of Responsibilities regarding Anaphylaxis, Policy No. 302.1.

\_\_\_\_\_  
Patient/Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Physician Signature

\_\_\_\_\_  
Date



## APPENDIX D

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### **SAMPLE LETTER TO PARENTS/GUARDIANS [Consent for Intervention and to Request Completion of Anaphylaxis Emergency Plan]**

Dear Mr. & Mrs. [last name],

According to the Niagara Catholic District School Board Policy #302.1, it is the shared responsibility of home and school to ensure that the procedures set out in the policy are followed for students who are at risk for anaphylaxis.

Please complete and return to the school the enclosed Anaphylaxis Emergency Plan form (Appendix C).

Anaphylaxis Emergency Plan form (Appendix C) will be shared with all staff to ensure an appropriate response to your son/daughter's medical needs.

Thank you for your continued co-operation.

Yours In Catholic Education,

Principal

### **SAMPLE LETTER [A] TO PARENTS/GUARDIANS** **[To inform school community about Anaphylaxis]** **(Elementary)**

Dear Parents/Guardians,

We have some students in \_\_\_\_\_ class [*teacher's name and grade*] with **Anaphylaxis**; a potentially life threatening condition caused by an allergic reaction to certain foods, insect stings, medications, products, etc. It can lead to loss of life in as little time as five minutes if not responded to immediately. If a student has an allergic reaction he/she must be given a **epinephrine auto-injector** (e.g. EpiPen® or first dose of Twinject®) immediately and rushed to hospital.

Some students have a life threatening food allergy to peanut products that is triggered through taste and touch. A reaction arises from the allergen entering the student's body. Traces of peanut butter or oil can get on the bus seats or playground equipment, desks and personal belongings. These trace amounts can cause a life threatening reaction.

#### **What can parents/guardians do to help?**

We wish to keep these students alive and healthy and need your assistance to help prevent accidental exposure. Please **do not send any peanut butter/nuts/peanut oil snacks or products that list peanuts/nuts/peanut oil in the list of ingredients** because they crumble and/or particles stick to the furniture. Parents/guardians are asked to read labels carefully for products that may contain nut products.

There is a wide range of nutritious snacks: fruits, vegetables, and cheese as well as nut free snack products available. In addition to the obvious peanut butter sandwiches and cookies, please avoid any snacks with peanut/nut/peanut oil products in them. Please check all ingredients. More information is available at [www.anaphylaxis.ca](http://www.anaphylaxis.ca) or [www.aaia.ca](http://www.aaia.ca) .

#### **What is the school doing to help?**

We are talking to the students about Anaphylaxis and showing age appropriate videos. Young students view the video, "The Elephant Who Couldn't Eat Peanuts." We are working hard at preventing accidental exposure. It is also important that we have common routines throughout the entire school. Since there is team teaching and many shared areas (washrooms, fountains, gym, library, computers, etc.) students are at risk of coming in contact with allergens. The teachers will explain the importance of the following health and safety routines to the students in their classrooms:

1. Wash your hands before and after eating.
2. Do not bring food that contains peanut or nut products or other allergens.
3. Do not accept food from other students especially if you have food allergies.
4. Snacks are not permitted outside in the schoolyard.
5. Dispose of all food refuse properly.

Preventative safety measures for Anaphylaxis are now commonplace in our schools. Our Board has a policy in place to help ensure the safety of our students. Since we are endeavoring to have a classroom, if a student in the class forgets and brings a peanut butter product to school, the student will be permitted to eat his/her lunch in a safe area. While we understand that it is difficult to ensure a completely peanut free school, we hope that with your support this action will not be necessary.

We would ask you to talk to your children about these preventative safety measures, which ***are going into effect immediately***. Please sign the tear off form below to ensure you have received this information **and return it to the classroom teacher tomorrow**. Your questions and suggestions are most welcome. Your co-operation in this matter is greatly appreciated.

Yours In Catholic Education,

Principal

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#### **ANAPHYLAXIS SAFETY NOTICE**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

I have read the safety recommended notice and am aware of the Board's Anaphylaxis policy and precautions for the safety of students with Anaphylaxis.

Parent/Guardian's Signature: \_\_\_\_\_

Comments below:

### **SAMPLE LETTER [B] TO PARENTS/GUARDIANS [To inform school community about Anaphylaxis] (Elementary)**

Dear Parents/Guardians,

I hope you will consider this letter very carefully and join the staff in taking care to ensure the safety of all the students in the school.

A number of our students have a condition called Anaphylaxis, which is a severe life threatening form of allergic reaction that can result in death for the student. These students are in various grades and we must all join together to ensure their safety. A student with this condition can be allergic to peanuts, but also to foods such as tree nuts, fish, shellfish, eggs, milk, sesame, soy and wheat as well as insect stings from bees, wasps, latex products and medications.

Parents/guardians of all students are requested to refrain from sending any foods containing peanut/nut products in their children's lunches and snacks. All the students in the school must strictly adhere to the following guidelines.

1. All foods must be eaten in the classroom – absolutely not outside or on the bus.
2. Food is not to be shared with other students.
3. Utensils are not to be shared with other students.
4. Hands are to be washed before and after eating. Traces of allergens can get on the bus seats or playground equipment, desks, and personal belongings. Dispose of all food refuse properly.
5. Parents/guardians are asked to read labels carefully for the following products that may contain peanuts/nut products or allergens: granola bars, crackers, chocolate bars, cookies, some cereals, any store baked goods or snacks.

On behalf of the students and their parents/guardians, I thank you for your co-operation.

Yours in Catholic Education,

Principal

### **ELEMENTARY & SECONDARY NEWSLETTER INSERT** **[To inform school community about Anaphylaxis]**

#### **Anaphylaxis Policy**

At the beginning of every school year, we remind all students and parents/guardians of our Board's Anaphylaxis Policy.

At \_\_\_\_\_ [*school name*] we have Emergency Guidelines, which clearly state what medical procedures must occur for those students who have various life-threatening medical conditions.

We are reminding all students and parents/guardians that we have students in our school who are known to have a potentially life-threatening allergy called Anaphylaxis.

Anaphylaxis is a **severe life threatening form of allergic reaction**. It may begin with severe itching of the eyes or face; a sense of constriction in the throat, then other symptoms such as vomiting, diarrhea and difficulty with breathing may develop. This may lead to coma and **death**.

Foods such as peanuts, other nuts, fish, shellfish, eggs, milk, and wheat as well as insect stings from bees and wasps, latex products and medication, are the most common allergens that produce anaphylaxis.

Anaphylaxis requires **immediate** first aid response and **immediate** medical intervention.



### GENERAL ANAPHYLAXIS EMERGENCY GUIDELINES

1. **Administer the epinephrine auto-injector (e.g. EpiPen® or first dose of Twinject®) .** Don't hesitate. It can be life saving. Note the time the epinephrine auto-injector was administered.

**The student should rest quietly. DO NOT SEND THE STUDENT TO THE OFFICE.**

#### **To give epinephrine auto-injector:-**

##### EpiPen® (Grey safety cap)

- Remove yellow or green cap from carrying case.
- Grasp the Auto-Injector with black tip pointing downward.
- Pull off grey safety cap.
- Place black tip against mid-outer thigh and press firmly until the Auto-Injector activates. (This may be done through light or a single layer of clothing if necessary (no thicker than jeans). A click will be heard.
- Hold and Wait for fluid to enter body counting slowly to 10 (10 seconds – an accurate way to count: one-one thousand, two-one thousand, etc.) and then remove.
- Massage injected area for 10 seconds.
- Place used auto-injector in case, needle end first and twist cap on.

##### New EpiPen® (Blue safety cap)

- Flip open the yellow cap of the EpiPen® or green cap of the EpiPen® Jr and remove from carrying case.
- Form a fist around the unit with orange tip point down – needle comes out this end; never put thumb, fingers or hand over orange tip.
- With your other hand pull off blue safety release cap.
- Swing at a 90 degree angle, firmly pushing in (so tip does not slide and unit is activated). You will hear a click. Designed to go through clothing.
- Hold firmly against thigh for approximately 10 seconds to make sure mechanism does not retract needle too soon and all medication is delivered.
- Remove unit from thigh – the orange needle cover automatically extends to cover the used needle.

##### First Dose of Twinject®

- Remove from carrying case.
- Pull off GREEN end cap #1 to see a RED tip. Never put thumb, finger or hand over the RED tip.
- Pull off GREEN end cap #2.
- To inject, place RED tip against mid-outer thigh. Press down firmly. Injects through clothes.
- Hold against thigh while slowly counting to ten.
- Remove auto-injector.
- Place used auto-injector in case.

2. **HAVE SOMEONE CALL 911 (AMBULANCE)** and inform the dispatcher that an individual is having an anaphylactic reaction.
  - The student should be rushed to the hospital by ambulance after administration of epinephrine auto-injector (e.g. EpiPen® or first dose of Twinject®). Give used epinephrine auto-injector (e.g. EpiPen® or first dose of Twinject®) to ambulance crew to take to the hospital. Any additional epinephrine auto-injectors (e.g. EpiPens® or Twinjects®) should accompany the student in case a second injection is required if symptoms persist or recur.
  - The time when the first epinephrine auto-injector was administered should be noted so that the second epinephrine auto-injector (e.g. EpiPen® or first dose of Twinject®) can be administered in 5 to 15 minutes, if symptoms persist or recur. (The provision of an adequate number of EpiPens® or Twinjects® is the responsibility of the parent/guardian).
3. **NOTIFY PARENT/GUARDIAN.**
4. If the ambulance has not arrived within 5 to 15 minutes and **if** the reaction continues or, give a second **epinephrine auto-injector** (e.g. EpiPens® or first dose of Twinject®) if available.
5. Even if symptoms subside entirely, this student must go to the hospital by ambulance.

### RESOURCES

#### **Anaphylaxis Canada**

416 Moore Ave. Suite 306

Toronto, ON M4G 1C9

Phone: (416) 785-5666 or 1-888-ANA-PHYL-Axis Fax: 416-785-0458

email: [network@anaphylaxis.org](mailto:network@anaphylaxis.org) website: [www.anaphylaxis.ca](http://www.anaphylaxis.ca) [www.allergysafecommunities.ca](http://www.allergysafecommunities.ca)

- Anaphylaxis Canada maintains an extensive Web site with links to many information sources, articles, and other sites of interest. The network also has an extensive list of publications, audiotapes, and supplies for adults and children.

#### **National Anaphylaxis Advisory Committee of the Allergy Asthma Information Association**

AAIA National Advisory Committee

c/o AAIA Atlantic

20 South Road

Doaktown, New Brunswick E9C 1G1

Phone: (506) 365-4501

- The National Advisory Committee has prepared an Anaphylaxis Reference Kit, including speakers notes and overheads, as a teaching tool to help educators and to inform about anaphylaxis and the procedures that should be followed to protect individuals with anaphylaxis.

#### **Allergy Asthma Information Association (National Office)**

P.O. Box 100

Etobicoke, ON M9W 5K9

Phone: (416) 679- 9521 Fax: (416) 679-9524

e-mail: [national@aaia.ca](mailto:national@aaia.ca) website: [www.aaia.ca](http://www.aaia.ca)

- The Allergy Asthma Information Association (AAIA) has the following regional offices: BC/Yukon, Prairies/NWT/Nunavut, Ontario, Quebec and Atlantic.

#### **The Food Allergy and Anaphylaxis Network**

10400 Eaton Place, Suite 107

Fairfax, VA. USA 22030-2208

Tel: (703) 691-3179

Fax: (703) 691-2713

<http://www.foodallergy.org/>

- The Food Allergy and Anaphylaxis Network is an American organization with an extensive education and publication program. In addition to its main Web page, it maintains Web pages for kids and teens. For more information, visit [www.foodallergy.org](http://www.foodallergy.org).

#### **Canadian MedicAlert Foundation**

2005 Sheppard Ave. E. Suite 800

Toronto, ON M2J 5O4

- The Canadian MedicAlert Foundation is Canada's leading medical information service, serving more than one million Canadians, including over 100,000 children and teenagers. For more information, visit [www.medicalert.ca](http://www.medicalert.ca)

**Calgary Allergy Network's** website is another excellent source of information at <http://www.cadvision.com/allergy>.

**EpiPen anaphylaxis resources** Education brochures, videos, training kits and services at [www.EpiPen.ca](http://www.EpiPen.ca)

## EDUCATIONAL MATERIALS FOR STUDENTS AND SUGGESTED PUBLICATIONS AND VIDEOS

### VIDEOS FOR STUDENTS

- *Alexander, The Elephant Who Couldn't Eat Peanuts* - For pre-school and elementary age students.
- *It Only Takes One Bit* - For adults and students.
- *Food Allergies: Fact or Fiction!?!* - Designed for teenagers.
- *Never Take a Chance/Pas de risqué a prendre* - In French or English, for students aged 4 to 7. Available from Allergy Essentials, 59 Robertson Road, Suite 148, Nepean, ON K2H 5Y9
- *Food Allergies Can Kill* - Targets teenage group. Available from AAIA.

### BOOKS FOR STUDENTS

- A Preschooler's Guide to Peanut Allergy

*Available from Anaphylaxis Canada:*

- No Nuts for Me!/Les Noix, C'net Pas Pour Moi by Aaron Zevy
- Aaron's Awful Allergies
- Alexander and His Pals Visit the Main Street School
- A Special Day at School
- Alexander Goes to a Birthday Party
- Alexander Goes Trick or Treating
- Andrew and Maya Learn About Food Allergies

### SUGGESTED PUBLICATIONS AND VIDEOS

- "Peanut and Nut Avoidance" AAIA Infoletter, 1999
- Anaphylaxis in Schools and Other Child Care Settings by Drs. Milton Gold, Gordon Sussman, Michael Loubser and Karen Binkley. Published jointly by The Canadian Society of Allergy and Clinical Immunology, The Ontario Allergy Society, and The Allergy, Asthma Information Association, 1995.
- The Canadian Allergy and Asthma Handbook by Dr. Barry Zimmerman, Dr. Milton Gold, Dr. Sasson Lavi, Dr. Stephen Feanny, Random House/Lorraine Greey, 1991.
- "Fatal Anaphylactic Reactions to Food in Children." Position Statement, Allergy Section, Canadian Pediatric Society, Canadian Medical Association Journal, 1994.
- "Common Allergenic Foods and Their Labeling in Canada - A Review" by Marion Zarkadas, MSC, Fraser W. Scott, PhD., John Salminen, BSc, Anthony Ham Pong, MBBS, FRCPC. Canadian Journal of Allergy and Clinical Immunology 4 (1999): 118-141
- "Fatal and Near Fatal Anaphylactic Reactions to Food in Children and Adolescents" by Hugh A. Sampson, M.D., Louise Mendelson, M.D. James P. Rosen, M.D. New England Journal of Medicine, 6 August 1992
- "Medication of Pupils and Related Issues" by William F. Foster, 1995
- "Surviving Anaphylaxis" by Dr. Karen Binkley, Ontario Medicine, 5 October 1992.
- "Foods That Can Kill" by Sidney Katz, Reader's Digest, September 1991.
- "Your Child and the Peanut Allergy" Sully's Living Without Spring, 1998, [www.livingwithout.com/feature\\_peanuts.htm](http://www.livingwithout.com/feature_peanuts.htm).

*Available from Anaphylaxis Canada:*

- Taking Control: Anaphylaxis and You" (video and booklet), Endorsed by the Canadian Society of Allergy and Clinical Immunology.
- Anaphylaxis Resource Manual.
- Living with Anaphylaxis (2 tapes).

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)  
(CURRENTLY ASSAULT ON AN EMPLOYEE)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Workplace Violence Policy (201.11), as presented.

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Prepared by: Frank Iannantuono, Director of Education  
Presented by: Frank Iannantuono, Director of Education  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010

## Niagara Catholic District School Board

# EMPLOYEE WORKPLACE VIOLENCE

Adopted: April 23, 2002

Policy No. 201.11

Revised: April 13, 2010

### STATEMENT OF POLICY

The Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The board believes that the eradication of workplace violence in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a potential workplace violence situation has a responsibility to draw appropriate attention to it.

Workplace Violence will not be tolerated on the Niagara Catholic District School Board premises, while conducting company business, or work related functions, whether such violence is perpetrated by senior administration, managers, employees, contractors, customers, clients, visitors or members of the general public.

If the employee believes they are at risk of violence in the workplace including domestic violence they must advise the employer and the employer should take appropriate steps which may include seeking the assistance of the local police.

Where the occasion of workplace violence arises, the Board will achieve resolution through a formal process. During the process all information gathered is to be kept confidential.

The Board will assess the risks of workplace violence that may arise from the nature of the workplace, and provide relevant training, information and instruction, in accordance with current legislation in the Province of Ontario.

This Policy is to be applied in conjunction with other Board Policies dealing with employee behaviour, progressive discipline, conflict resolution and school safety (i.e. Code of Conduct, Access to School Premises, Criminal Background Check, Police and School Board Protocol, Occupational Health and Safety, Safe Physical Intervention for Students, Employee Workplace Harassment...)

The board will review this policy with respect to workplace violence, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue Administrative Guidelines in support of this policy.

#### ***Reference:***

Ontario Human Rights Code 1990

Municipal Freedom of Information and Protection of Privacy Act

Occupational Health & Safety Act (December 2009)

Employee Workplace Harassment Policy 201.7

Workplace Violence Management Program

Bill 168: Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace) 2009

## Niagara Catholic District School Board Policies

### EMPLOYEE WORKPLACE VIOLENCE

Adopted: April 23, 2002

Policy No. 201.11

Revised: April 27, 2010

#### ADMINISTRATIVE GUIDELINES

**Workplace Violence** is defined by the Ministry of Labour (MOL) as:

- (a) the exercise of physical force by a person against an employee, in a workplace, that causes or could cause physical injury to the employee;
- (b) an attempt to exercise physical force against a employee, in a workplace, that could cause physical injury to the employee; and
- (c) a statement or behaviour that it is reasonable for an employee to interpret as a threat to exercise physical force against the employee, in the workplace, that could cause physical injury to the employee.
- (d) **Workplace** refers to any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as co-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.
- (e) **Employee** refers to all employees of the Board.

Definitions are subject to changes from time to time as the appropriate legislation is reviewed or amended.

The Employee Workplace Violence Policy and Administrative Guidelines shall be posted in a conspicuous place in every workplace throughout the Niagara Catholic District School Board.

#### Provision of Information

**Disclosure** of Information with respect to Workplace Violence provided to an Employee may include personal information related to a risk of violence from a person with a history of violent behaviour if,

- (a) The Employee can be expected to encounter that person in the course of his or her work; and
- (b) The risk of workplace violence is likely to expose the employee to physical injury, as outlined in legislation.

No employer or supervisor shall disclose more personal information than is reasonably necessary to protect the worker from physical injury



## Domestic Violence

If the employer becomes aware, or ought to reasonably be aware that domestic violence that is likely to expose an Employee to physical injury may occur in the workplace, the employer will take every reasonable precaution to protect the employee.

## Complaint Procedure

When an employee has been the subject of a workplace violence, the following steps shall be considered:

1. The alleged assailant will be removed from the presence of the Employee immediately, if the Immediate Supervisor at the time of the incident deems it reasonable and practical.
2. The Employee(s) shall receive immediate and appropriate support and/or medical attention if warranted.
3. In the event of a physical assault, medical verification of the injury sustained in the assault must be established and recorded as soon as possible by the Immediate Supervisor.
4. At the earliest opportunity, the assaulted Employee(s) shall inform the Immediate Supervisor. The Immediate Supervisor must inform the Senior Administrator of Human Resources, who will then notify the appropriate Superintendent or Controller of Plant.
5. It shall be the responsibility of the Senior Administrator of Human Resources to inform the appropriate Union President, if applicable, of the incident. These guidelines do not preclude the assaulted employee(s) from contacting the police and/or their Association / union representatives.
6. The Immediate Supervisor will advise the alleged assailant, as soon as it is practical, that documentation of the specific details shall be recorded.
7. The Immediate Supervisor will endeavour to restore the environment to normalcy and will conduct an investigation into the assault. The completed **Incident Report, Employee Workplace Violence**, resulting from the investigation will be forwarded to the Senior Administrator of Human Resources with a copy to the appropriate Superintendent or Controller of Plant. A copy of the **Workplace Safety and Insurance Board, Employee Incident/Accident Report** will also be required in the event of a physical assault.
8. Upon receiving the reports from the Employee and Immediate Supervisor, the Senior Administrator of Human Resources will consult with the appropriate Superintendent(s) and/or Controller of Plant prior to any action taken.
9. The Senior Administrator of Human Resources may seek legal advice for the Board regarding the incident.
10. The Senior Administrator of Human Resources shall inform the Employee of the support mechanisms available through the Board.
11. With the approval of the Superintendent of Human Resources, the Senior Administrator of Human Resources may, if deemed appropriate, grant an approved leave of absence without loss of pay or sick leave credit, to the Employee(s) who has been the subject of an assault.
12. The Niagara Catholic District School Board will not discriminate employees because they are perceived to be victims of workplace violence.
13. In all cases, with Police involvement, the Employee and Immediate Supervisor shall report the incident(s) on the appropriate form.
14. Copies of reports made by the Employee and Immediate Supervisor must be given to the Senior Administrator of Human Resources, appropriate Superintendent(s) and/or

- Controller of Plant if appropriate, where appropriate action will be taken. Upon written request to the Senior Administrator of Human Resources, a copy of the detailed report from the Immediate Supervisor will be provided to the Employee(s).
15. Where the two or more parties involved in the assault are assigned to the same department or work-site, future work assignments and location shall be reviewed with the Senior Administrator of Human Resources, the appropriate Superintendent(s) or Controller of Plant, and the Immediate Supervisor.
  16. Infringement of this policy will give rise to disciplinary measures up to and including termination of employment.

### **Joint Occupational Health and Safety Committee Representatives**

The employer shall advise the Joint Occupational Health and Safety Committee Representatives at the school site of the results of the assessment or re-assessment of the Workplace Violence Management Program and provide a copy where the assessment or re-assessment is in writing.

The Employee Workplace Violence Survey will be conducted on an annual basis in order to monitor employee input on risk assessments, and the provision of necessary information to employees.

The OHSA requires employers to notify the Ministry of Labour of critical injury (as defined by the OHSA) or fatality immediately and file a written report with 48 hours. Absent a critical injury or fatality, an employer need not report a workplace violence incident to the Ministry of Labour unless ordered to do so by a Ministry of Labour Inspector.

The JHSC, the health and safety representative and the union(s) shall be notified within 4 days of a workplace violence incident if a person is disabled from performing his or her usual work or requires medical attention because of the incident.

This policy is to be interpreted and applied in conjunction with other board policies dealing with employee behaviour, progressive discipline, conflict prevention and resolution, and school safety.

### ***Reference:***

Ontario Human Rights Code 1990

Municipal Freedom of Information and Protection of Privacy Act

Occupational Health & Safety Act (December 2009)

Employee Workplace Harassment Policy 201.7

Bill 168: Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace) 2009

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
NIAGARA CATHOLIC RETIREMENT & SERVICE  
RECOGNITION CELEBRATION POLICY (201.2)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Niagara Catholic Retirement & Service Recognition Celebration Policy (201.2), as presented.

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Prepared by: Frank Iannantuono, Director of Education  
Presented by: Frank Iannantuono, Director of Education  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010

**Niagara Catholic District School Board**

**NIAGARA CATHOLIC RETIREMENT  
& SERVICE RECOGNITION CELEBRATION**

Policy No. 201.2

Adopted: March 24, 1998

Revised: March 26, 2002

Revised: March 2010

**STATEMENT OF POLICY**

The Niagara Catholic District School Board values and appreciates dedicated service by its employees and members of the clergy serving its schools and will formally express its appreciation to:

1. employees who are retiring;
2. employees who have contributed 25 years of service;
3. clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who are celebrating their 25<sup>th</sup> or 50<sup>th</sup> anniversary of service as members of the clergy.

The Director of Education will issue Administrative Guidelines in support of this policy.

## **Niagara Catholic District School Board**

# **NIAGARA CATHOLIC RETIREMENT & SERVICE RECOGNITION CELEBRATION**

Issued: March 24, 1998  
Revised: March 26, 2002  
Revised: March 2010

Policy No. 201.2

### **ADMINISTRATIVE GUIDELINES**

The following administrative guidelines have been established to meet the requirements of the Board's Policy on the Niagara Catholic Retirement & Service Recognition Celebration.

The annual Retirement & Service Recognition celebration shall be planned and organized through the Office of the Director of Education. The Board will annually invite its employee groups to participate as partners in planning the annual Niagara Catholic Retirement and Service Recognition Celebration.

#### **1. RETIREES**

The Niagara Catholic District School Board will recognize and honour employees on their retirement, from Catholic education at the annual Niagara Catholic Retirement and Service Recognition Celebration.

##### **Eligibility**

All eligible employees of the Niagara Catholic District School Board who have declared their retirement as of August 31<sup>st</sup> of the current school year from the Niagara Catholic District School Board.

##### **Invitation and Nomination**

Through the Office of the Director of Education, an invitation will be sent to all employees who have notified Human Resources of their retirement from the Niagara Catholic District School Board as of August 31<sup>st</sup> of the current school year to attend the Niagara Catholic Retirement and Service Recognition Celebration. The invitation will invite the employee and a guest to attend the celebration.

All employees are invited throughout the school year to self identify their intent to participate in the Niagara Catholic Retirement and Service Recognition Celebration through their Principal, Supervisor or directly from the Retiree to the Office of the Director of Education.

#### **2. 25 YEAR SERVICE**

The Niagara Catholic District School Board will recognize and honour employees who have contributed 25 years of service in Catholic education, at the annual Niagara Catholic Retirement and Service Recognition Celebration.

##### **Eligibility**

All employees of the Niagara Catholic District School Board who have contributed 25 years of service in Catholic education as of August 31<sup>st</sup> of the current school year.

### **Invitation and Nomination**

Through the Office of the Director of Education, an invitation will be sent to all employees who, based on the employment records of the Board, have 25 years of service in Catholic education to attend the Niagara Catholic Retirement and Service Recognition Celebration. The invitation will invite the employee and a guest to attend the celebration.

All eligible employees celebrating 25 years of service in Catholic education are invited throughout the school year to self identify their intent to participate in the Niagara Catholic Retirement and Service Recognition Celebration through their Principal, Supervisor or directly from the employee to the Office of the Director of Education.

### **3. 25<sup>TH</sup> OR 50<sup>TH</sup> ANNIVERSARY - CLERGY**

The Niagara Catholic District School Board will recognize and honour members of the clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who are celebrating their 25<sup>th</sup> or 50<sup>th</sup> anniversary as members of the clergy as of August 31<sup>st</sup> of the current school year. This recognition will take place at the annual Niagara Catholic Retirement and Service Recognition Celebration.

#### **Eligibility**

All members of the clergy who have served within the Roman Catholic Diocese of St. Catharines and within the jurisdiction of the Niagara Catholic District School Board who have served for 25 or 50 years as a member of the clergy.

#### **Invitation and Nomination**

Through the Office of the Director of Education, an invitation will be sent to clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who, through the Bishop's Office and/or local Religious Orders, have been identified as eligible for this recognition.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
EQUITY AND INCLUSIVE EDUCATION POLICY (NEW)  
(INTERIM)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Equity and Inclusive Education Policy (*Interim*), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010

## Niagara Catholic District School Board Policies

### EQUITY AND INCLUSIVE EDUCATION POLICY (INTERIM)

Adopted: June, 2010

Policy No.200.16

Revised:

#### STATEMENT OF POLICY

The Niagara Catholic District School Board (the Board) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within its Catholic community.

The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the *Ontario Human Rights Code*. The Board recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the *Ontario Human Rights Code*, the *Constitution Act, 1982* and confirmed in the *Canadian Charter of Rights and Freedoms*.

The Board and its staff are committed to the elimination of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* (the *Strategy*) and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119 (2009), in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the *Ontario Human Rights Code* (the *Code*).

The Director of Education will issue Administrative Guidelines in support of this policy.

#### *References:*

Canadian Charter of Rights and Freedoms

Constitution Act, 1982

Ontario Human Rights Code

Ontario's Equity and Inclusive Education Strategy

Policy/Program Memorandum No. 119 (2009)

Policy/Program Memorandum No. 108



## Niagara Catholic District School Board Policies

# EQUITY AND INCLUSIVE EDUCATION POLICY

Adopted: June, 2010

Policy No.200.16

Revised:

### ADMINISTRATIVE GUIDELINES

The *Guiding Principles of the Equity and Inclusive Education Strategy* state:

Equity and Inclusive education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy* and Policy/Program Memorandum No. 119 (2009) "*Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*" identify eight areas of focus for implementing equity and inclusive education. The eight areas of focus are:

1. Board policies, programs, procedures, and practices
2. Shared and committed leadership
3. School-community relationships
4. Inclusive curriculum and assessment practices
5. Religious accommodation
6. School climate and the prevention of discrimination and harassment
7. Professional learning
8. Accountability and transparency
- 9.

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the *Code*, each area of focus will serve to guide the actions of the Board and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

## 1. Board Policies, Programs, Procedures and Practices

The Board recognizes the importance of antiracism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethno-cultural understanding.

The Board will ensure that its policy review cycle will result in the alignment and integration of the requirements of Policy/Program Memorandum No. 119 (2009) and the *Strategy* with all Board policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards.

The Board is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

### **The Board will endeavour to:**

- 1.1. Establish the foundational framework that will inform its review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and eliminates biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.
- 1.2. Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the *Strategy*, Policy/Program Memorandum No. 119, and the *Code*, in accordance with the denominational rights afforded to the Catholic school system.
- 1.3. Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board improvement plans.
- 1.4. Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's Equity and Inclusive Education Policy.
- 1.5. Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
- 1.6. Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the *Code*.
- 1.7. Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society
- 1.8. Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- 1.9. Ensure that staff will investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the *Code*.

**Staff will endeavour to:**

- 1.10. Review existing school policies, for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.
- 1.11. Extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- 1.12. Implement Board equity and inclusive education policies, programs and school improvement plans consistent with the *Code* and that reflect the needs of their diverse Catholic school community.

## **2. SHARED AND COMMITTED LEADERSHIP**

The Board subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.

The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include the student voice in all aspects of the implementation of equity and inclusive education.

In accordance with the Ministry's *Ontario Leadership Strategy*, effective Board and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents, parishes, unions, colleges and universities, service organizations and other community partners.

The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

**The Board will endeavour to:**

Share in the life and mission of the Church by developing a system plan to build and sustain Board and staff capacity in the areas of equity and inclusive education in curriculum and instruction, human resources and governance.

- 2.1. Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
- 2.2. Provide extensive and ongoing education and training for students, staff and trustees in implementing equity and inclusive education and leadership initiatives.
- 2.3. Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership, and consistent with proactive *Code* compliance.
- 2.4. Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- 2.5. Strive to ensure that members of communities that are underserved and /or marginalized are included in the shared leadership.

**Staff will endeavour to:**

- 2.6. Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
- 2.7. Promote equity minded student leadership related to issues of social justice.
- 2.8. Develop initiatives with student facilitators representing diverse voices and experiences.
- 2.9. Demonstrate leadership in setting the tone for the positive and proactive implementation of the *Strategy* within the school.

### **3. SCHOOL-COMMUNITY RELATIONSHIPS**

The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. The Board further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

The Board will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

The Board will identify, examine, and remove any barriers that exist, that are part of systemic discrimination under the *Code*, and that prevent full participatory school-community relations.

The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.

#### **The Board will endeavour to:**

- 3.1. Develop a database of information that establishes the diversity of communities based on self-identification.
- 3.2. Review and/or initiate tools to determine stakeholders' views on school environment and act upon relevant next steps.
- 3.3. Take proactive steps to ensure that existing committees represent the diversity of the wider community.
- 3.4. Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- 3.5. Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations to ensure inclusion.
- 3.6. Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- 3.7. Identify under-represented communities and facilitate their participation and involvement in Board activities.
- 3.8. Gather and use the knowledge, skills, and experience of Board community partners to enrich the total educational and career experiences of staff, students, and volunteers.

#### **Staff will endeavour to:**

- 3.9. Implement strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.

- 3.10. Invite and support representation of diverse groups on school committees, including school improvement planning.
- 3.11. Engage stakeholders in community forums to listen and address concerns and suggestions.
- 3.12. Reflect the approaches described above in their outreach to the broader community.

#### **4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES**

The Board is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

##### **The Board will endeavour to:**

- 4.1. Ensure that staff will review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the *Code*.
- 4.2. Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination (e.g., race, gender, disability).

##### **Staff will endeavour to:**

- 4.3. Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated; the principles of such a review will be consistent with the *Code*.
- 4.4. Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- 4.5. Make certain that resources and instructional strategies are in accordance with Catholic teachings and values; are in compliance with the provisions of the *Code* with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the *Code* (e.g., race, gender, disability) in society, the community, and the school.

#### **5. RELIGIOUS ACCOMMODATION**

Committed to the mission of the Church, the Board provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability, in accordance with the Ontario *Human Rights Code* and Ministry Policy/Program Memorandum No. 108.

Within the framework of gospel values, traditions, and the Board's denominational rights, in recognition of this diversity, the Board will attempt to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights.

The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

**The Board will endeavour to:**

- 5.1 Consult with a variety of individuals and groups who represent the religious diversity of the Board in the development/review and implementation of this accommodation..
- 5.2 Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
- 5.3 Provide a religious accommodation guideline in keeping with the *Code*, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other *Code* protected grounds, and provides a duty to accommodate.
- 5.4 Provide religious accommodation for students and staff, where reasonable and consistent with the *Code*.

**Staff will endeavour to:**

- 5.5 Revise /Implement religious accommodation practices to align with the Board's religious accommodation guideline.

## **6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT**

The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. The Board acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors.

The Board is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

**The Board will endeavour to:**

- 6.1 Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives.
- 6.2 Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable staff/the Board to respond in a timely manner.
- 6.3 In an effort to alleviate the negative impact of suspensions and exclusions on students, proactive programs will be initiated or expanded to decrease the number of suspensions and expulsions.
- 6.4 Create a climate in which excellence is continually strived for and respect for all permeates the environment.

- 6.5 Communicate that administrators are expected to use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.

**Staff will endeavour to:**

- 6.6 Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- 6.7 Ensure the use of progressive discipline.
- 6.8 Welcome, respect and validate the contributions of all students, parents, and other members of the school community.
- 6.9 Ensure that every student is supported and is inspired to succeed in a culture of high expectations for learning.
- 6.10 Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents, and community members.
- 6.11 Review or develop guidelines and procedures to address the prohibited grounds of discrimination under the *Code* as they may apply to students, staff, and others in the Catholic community.
- 6.12 Ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response.
- 6.13 Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

## **7. PROFESSIONAL LEARNING**

The staff of the Board is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. The Board, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices.

The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.

**The Board will endeavour to:**

- 7.1 Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- 7.2 Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives:
- 7.3 Provide antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies.
- 7.4 Ensure that training includes information on cross-cultural differences, and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.
- 7.5 Identify a Board equity and inclusive education contact to liaise with the Ministry of Education and other Boards in order to share challenges, promising practices, and resources.

**Staff will endeavour to:**

- 7.6 Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- 7.7 Promote collaborative teams that learn together, implement their learning and reflect together on best practices.
- 7.8 Build staff capacity through ongoing needs based professional learning determined through data analysis and based on results.
- 7.9 Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- 7.10 Develop Equity initiatives and provide timely and specific feedback that will further school-wide equitable practices.

## **8 ACCOUNTABILITY AND TRANSPARENCY**

The Board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the *Strategy*.

The Board is committed to assessing and monitoring its progress in implementing the *Strategy*; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

**The Board will endeavour to:**

- 8.1 Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.
- 8.2 Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website.
- 8.3 Seek and use feedback to improve the Equity and Inclusive Education Policy, in the spirit of continuous improvement.
- 8.4 Engage Board and school teams in school improvement planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to encourage conversations and collaborative actions about racism and other equity issues.
- 8.5 Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- 8.6 Report on the progress of implementation of the *Strategy* and its impact on student achievement using specific criteria.
- 8.7 Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

**Staff will endeavour to:**

- 8.8 Report student achievement data annually to the Board and intervene to ensure the achievement and success of all students
- 8.9 Develop and communicate evidence based school improvement plans that are aligned with the *Strategy*.
- 8.10 Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
RELIGIOUS ACCOMMODATION POLICY (NEW) (INTERIM)  
(EQUITY AND INCLUSIVE EDUCATION POLICY)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Religious Accommodation Policy (*Interim*) (*Equity and Inclusive Education Policy*), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010

# Niagara Catholic District School Board Policies

Niagara Catholic District School Board

## **EQUITY AND INCLUSIVE EDUCATION POLICY: RELIGIOUS ACCOMMODATION POLICY (INTERIM)**

Adopted: June, 2010

Policy No.200.16.1

Revised:

### **STATEMENT OF POLICY**

The Niagara Catholic District School Board (the Board) is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

The Board believes in the dignity of all people and their equality as children of God. The Board recognizes the importance of freedom of religion and strives to recognize, value and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and members of other recognized faith communities.

The Director of Education will issue Administrative Guidelines in support of this policy.

#### *References:*

Canadian Charter of Rights and Freedoms

Constitution Act

Ontario Human Rights Code

Education Act

Ontario's Equity and Inclusive Education Strategy

Policy/Program Memorandum No. 119 (2009)

Policy/Program Memorandum No. 108

Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission

Human Rights at Work, Ontario Human Rights Commission

# Niagara Catholic District School Board Policies

Niagara Catholic District School Board

## EQUITY AND INCLUSIVE EDUCATION POLICY: RELIGIOUS ACCOMMODATION POLICY

Adopted: June, 2010  
Revised:

Policy No.200.16.1

### ADMINISTRATIVE GUIDELINES

All school boards exist within a broader context of law and public policy that protect and defend human rights.

The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. The *Ontario Human Rights Code* (the *Code*) protects an individual's freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is *The Education Act*, its Regulations and policies governing Equity and Inclusion in Schools:

PPM No. 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools",

R.R.O. 1990, Regulation 298, "Operation of School-General" s 27-29, under the heading "Religion in Schools"

PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".

The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the *Ontario Human Rights Code* (the *Code*).

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through its Equity and Inclusive Education Policy, the Safe Schools Policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of the *Code*.

This Policy reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

## DEFINITIONS

### 1. Accommodation

The Ontario Human Rights Commission's *Policy on Creed and the Accommodation of Religious Observances* defines "accommodation" as a duty corresponding to the right to be free from discrimination:

The *Code* provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The *Code* imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the *Code*. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the *Code* provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

### 2. Creed

Creed is interpreted by the Ontario Human Rights Commission *Policy on Creed and the Accommodation of Religious Observances* as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law.

### 3. Undue Hardship

Accommodation will be provided to the point of undue hardship, as defined by the Ontario Human Rights Commission. A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

## **PROCEDURES**

The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

### **1. Accommodation Based on Request**

The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

The Board will base its decision to accommodate by applying the *Code's* criteria of undue hardship, the Board's ability to fulfill its duties under Board policies and the Education Act.

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

### **2. General Procedures for Religious Accommodation**

#### **a. Staff**

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

#### **b. Students**

Students must present written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days.

### 3. Unresolved Requests

An individual may feel that discrimination based on religion has occurred despite the Board's commitment to provide accommodation. The Board will take reasonable and timely steps to address unresolved issues raised by the affected person.

### 4. Areas of Accommodation

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

#### i. School Opening and Closing Exercises

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

#### **Memorandum No. 108 states the following:**

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.
3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

These requirements will be interpreted in accordance with the *Code* and the Board will consider other requests for accommodation as may be made.

**ii. Absence for Religious Holy Days**

The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations.

<b>(Examples of) Significant Holy Days:</b>	
<i>Baha’j</i>	Ridvan
<i>Buddhist</i>	Lunar New Year/Chinese
<i>Western Christian</i>	Good Friday
<i>Eastern Christian</i>	Christmas Holy Friday
<i>Hindu</i>	Diwali
<i>Jewish</i>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<i>Muslim</i>	Eid-ul-Fitr Eid-ul-Adha
<i>Sikh</i>	Baisakhi

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

### ***Unresolved Requests***

#### ***a. Employee***

In the event that, after an employee's consultation with his or her supervisor, unresolved issues remain, then the matter will be referred to the appropriate Superintendent of Education and/or Superintendent of Human Resources.

#### ***b. Students***

In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, the matter will be referred to the school Principal, and further, if necessary, to the appropriate Superintendent of Education.

### **iii. Prayer**

The Board recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

### **iv. Dietary Restrictions**

The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

### **v. Fasting**

The Board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

### **vi. Religious Dress**

"Dress Code" is the appropriate dress policy established by a school, and may include a school uniform.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school's Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.



Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- c. Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- d. Crucifixes, Stars of David, etc.
- e. Items of ceremonial dress.

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. In accordance with Board policy, the Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual's religious attire and there will be appropriate consequences for individuals who violate this rule.

There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the use of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see Appendix "A."

#### **vii. Modesty Requirements for Dress in Physical Education Classes**

The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist. If a student and his or her family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the student and his or her family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

#### **viii. Participation in Daily Activities and Curriculum**

The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school staff should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.

The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements).

In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

### **LIMITATIONS TO RELIGIOUS ACCOMMODATION**

1. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.
4. It is therefore recommended:
  - i. that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions and
  - ii. that Catholic school boards consult with their respective local Ordinary on such accommodations.

**APPENDIX “A”**  
**GUIDELINE FOR KIRPAN ACCOMMODATION**

A Kirpan is a ceremonial sword that must be worn by all baptised Khalsa Sikhs. The Board seeks to accommodate Khalsa Sikhs who wear a kirpan under the following conditions as follows:

- At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- The Kirpan is six inches or less.
- The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- The Kirpan will not be worn visibly, but under the wearer’s clothing.
- There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Guardwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
COMPLAINT RESOLUTION POLICY (800.3)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Complaint Resolution Policy (800.3), as presented.

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Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Date: June 1, 2010

## **Niagara Catholic District School Board**

### **COMPLAINT RESOLUTION**

Adopted: April 28, 1998

Policy No. 800.3

Revised: April 2010

#### **STATEMENT OF POLICY**

The Niagara Catholic District School Board is committed to open communication with its parents, Catholic ratepayers and all educational partners through effective system and school-based communication procedures.

The Board recognizes that differences of opinion and concerns may arise during a school year. When differences in resolving a concern arise, there may be occasions when a complaint is made against an employee or a Trustee of the Niagara Catholic District School Board.

This Policy and Administrative Guidelines provides the process to resolve complaints in accordance with the Education Statutes and Regulations of Ontario, all applicable laws and statutes and of the Mission Statement of the Board.

All Trustees and employees of the Niagara Catholic District School Board will co-operate to ensure that all complaints are dealt with in a fair, consistent and reasonable manner. It is expected that common courtesy and Christian charity will be used to obtain a prompt resolution.

The Board and its employees will only consider a complaint that is signed, identifies the complainant and a specific incident that gives rise to the complaint. Anonymous complaints will not be acted upon.

Confidentiality of all complaints shall be maintained to the extent possible between the complainant and Board employees directly involved.

The Director of Education will issue Administrative Guidelines in support of this policy.

#### Reference:

The Education Act and Regulations of the Province of Ontario  
Municipal Freedom of Information and Protection of Privacy Act  
Board By-Laws

## Niagara Catholic District School Board

### COMPLAINT RESOLUTION

Issued: April 28, 1998

Policy No. 800.3

Revised: April 2010

#### ADMINISTRATIVE GUIDELINES

##### **Definition of a Complaint**

A complaint is defined as any oral or written communication expressing dissatisfaction with the application of policies, procedures, programs, services or actions of an employee, or Trustee of the Niagara Catholic District School Board. Those expressing oral complaint will be asked to put the complaint in writing to facilitate the investigation.

Chronic complainers, although rare in number, who persist in opposing rules, routines and functions of a school or the Board, even to the point of harassment of employees will be advised in a firm and charitable manner that such action will not be condoned.

Complaints will not be processed where the complainant are members of the public that have had a recent opportunity to comment on a Board decision or in which another process are in place to hear complaints such as public meetings.

##### **Investigation**

Wherever possible, all complaints are to be dealt with at the school or site level with the employee involved providing the complaint is not frivolous or vexatious as determined by the employee's supervisor, in consultation with a Supervisory Officer of the Niagara Catholic District School Board.

A person who makes or is the subject of a complaint must not conduct or oversee any aspect of the complaint investigation.

A complaint of a Trustee will be referred directly to the Chair of the Board and heard in the In-Camera Meeting of the Board.

Trustees who receive a complaint are to direct the complainant to contact the school Principal. If the concern is not resolved at the school level, the Trustee will direct the complainant to contact the appropriate Superintendent of Education or the Director of Education. Trustees will only facilitate the direction of the complainant to appropriate supervisory staff so as to not forfeit participation in a potential appeal to the Board.

Employee complaints related to working conditions and collective agreement items are investigated as provided in the respective Collective Agreements.

Complaints between employees will follow the process outlined within this Policy and Administrative Guidelines. For teachers certified by the Ontario College of Teachers, the complainant must strictly adhere to the requirements of the Teaching Profession Act.

Employees named in complaints are presumed innocent unless it is concluded through the results of the investigation, that on the balance of probabilities, that the complaint is substantiated. The employee named in a complaint must be notified of the complaint, the name of the individual submitting the complaint, provided with a copy of the complaint and be provided an opportunity to respond to the allegations within the complaint. Employees will be informed of the process, decision and resolution, if any, of the complaint.

No record of a complaint will be kept in the employee's personnel file unless disciplinary action was determined by the Director of Education / or delegate or the Board.

### **Conflict of Interest**

Employees involved in conducting or directly supervising a complaint investigation must be free from actual or perceived conflict of interest, including actual or perceived non-pecuniary conflicts or biases.

A conflict of interest to resolve the complaint shall exist when the supervisor otherwise charged with hearing the complaint or appeal about an employee is related by family or by marriage to the employee who is the subject of the complaint. Employees deemed to be supervisors include Managers, Principals, Vice-Principals, Controller of Plant, Superintendents of Education and the Director of Education. Trustees shall declare a conflict of interest to a complainant that involves an employee who is related by family or by marriage, or at the appeal to the Board if they have participated in the issue with the complainant.

For integrity of the process and decision, the supervisor or Trustee will immediately declare a conflict of interest to the complainant and direct the complainant to the Director of Education who will either reassign the complainant to another supervisor or hear the complaint directly. At anytime the supervisor or Trustee may refer to the Director of Education for advice.

When a conflict of interest is declared by a Superintendent of Education or Controller of Plant, the Director of Education will either reassign the complainant to another Superintendent of Education or hear the complaint.

When a conflict of interest is declared by the Director of Education, the Director will notify the Chair of the Board and will assign two (2) Superintendents of Education to investigate the complaint. An appeal of the decision by the Superintendents of Education is submitted to Executive Council to determine if the appeal will be heard by the Board.

### **Processing of Complaint**

Complaints will be acted upon by all employees of the Niagara Catholic District School Board promptly and no later than two (2) working weeks from the date of complaint.

To facilitate the resolution of complaints the following complaint process will be followed to focus on the issues:

**1. COMPLAINANT AND EMPLOYEE CONCERNED**

The complainant is to contact the employee involved to discuss the concern and attempt to resolve the matter. If not satisfactorily resolved, then;

**2. COMPLAINANT AND THE EMPLOYEE'S IMMEDIATE SUPERVISOR**

The complainant will be referred to the employee's immediate supervisor to discuss the concern and attempt to resolve the matter. If not satisfactorily resolved, then;

**3. COMPLAINANT AND SUPERINTENDENT / CONTROLLER OF PLANT**

The complainant will be referred to the appropriate Superintendent or Controller of Plant to discuss the concern and attempt to resolve the matter. If not satisfactorily resolved, then;

**4. COMPLAINANT AND DIRECTOR OF EDUCATION**

The complainant will be referred to the Director of Education for consideration of the complaint and the decisions made by supervisory staff of the Board. If not satisfactorily resolved, then;

**5. APPEAL TO THE BOARD**

A complainant may submit a written request to the Chair of the Board to delegate to the In-Camera Meeting of the Board if not satisfied with the decision of the Director of Education. The delegation request will follow Board By-Law Section 13 subsection B through J. The complainant will be advised in writing, unless otherwise advised by legal counsel, of any decisions taken by the Board in relation to the complaint.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
MONTHLY FINANCIAL REPORTS POLICY (600.3)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Monthly Financial Reports Policy (600.3), as presented.

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Prepared by: Larry Reich, Superintendent of Business & Financial Services  
Presented by: Larry Reich, Superintendent of Business & Financial Services  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010



Niagara Catholic District School Board

## **MONTHLY FINANCIAL REPORTS**

Adopted: March 31, 1998

Policy No. 600.3

Revised:

### **STATEMENT OF POLICY**

The Niagara Catholic District School Board is committed to maintaining a high level of fiscal responsibility and financial accountability. In order to monitor the financial transactions of the Board and to assist the trustees and the Director/Secretary and Treasurer to fulfill accountability expectations, the following Financial Reports will be submitted on a monthly basis to the Committee of the Whole for the review of the trustees:

1. A Summary of Banking Transactions
2. A Statement of Revenue and Expenditures recorded to date.

A monthly list of payments will be made available in the Holy Cross Community Room for the review of trustees

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
NUTRITION POLICY (302.7)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Nutrition Policy (302.7), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010

## Niagara Catholic District School Board

### NUTRITION POLICY

Adopted: June 21, 2005

Policy No. 302.7

Revised: May 27, 2008

June 16, 2009

April 26, 2010

### STATEMENT OF POLICY

The Niagara Catholic District School Board is committed to supporting a healthy school environment. Good nutrition is essential for the proper growth and development of children. Good nutrition is vital to the health and well being of each student and his/her potential to learn. The Board supports schools and parents/guardians in providing an environment in which students are encouraged to make healthy food choices on a regular basis.

The Niagara Catholic District School Board believes that the school, in cooperation with the parent/guardian and the general community, has an important role to play in the development of positive attitudes toward good nutrition and lifelong healthy eating habits.

The Board believes that the student nutritional choices can be positively influenced through role modelling. Foods and beverages provided by the Niagara Catholic District School Board for students in a school setting will meet moderate or maximum nutritional value. Nutrition choices will not usually be screened.

In order to establish an environment that reduces the risks for all students who suffer severe, life threatening allergic reactions (anaphylaxis) to certain foods, Principals must follow the Administrative Guidelines as outlined in the **Anaphylaxis Policy 302.1** of the Niagara Catholic District School Board.

The Board also believes that a sequential, comprehensive nutrition education curriculum begins in Kindergarten and continues through Secondary School. Nutrition education includes the curriculum expectations as outlined in the Ontario Curriculum as well as opportunities through planned and incidental events in the classroom.

This policy applies to Elementary Schools, Secondary Schools and other Board sites where students of all ages are educated.

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

#### *References:*

**Ontario Society of Nutrition Professionals in Public Health, Call To Action: Creating a Healthy School Nutrition Environment – Table 7 p. 35-38;**

**Ministry of Education and Training: Policy/Program Memoranda No. 135, October 20, 2004**

## Niagara Catholic District School Board

### NUTRITION POLICY

Issued: June 21, 2005  
Revised: May 27, 2008  
June 16, 2009  
April 26, 2010

Policy No. 302.7

#### ADMINISTRATIVE GUIDELINES

##### **Background:**

It should be noted that within the documents entitled:

*Eating Well with Canada's Food Guide*

**Ontario Society of Nutrition Professionals in Public Health**  
*Call To Action: Creating a Healthy School Nutrition Environment*

are the foundations and beliefs of the Nutrition Policy and Administrative Guidelines.

##### **The Healthy School Environment**

We believe we should strive to provide the best possible learning environment for our students. As adults, we can influence students in a positive way through our role modeling. We need to therefore provide children only with foods and beverages that are highly nutritious.

In order to bring about positive change towards sound nutritional habits, we must educate and model good nutritional food choices for our students. It is not the purpose of these administrative guidelines to foster a cooperative approach to encourage nutritious food choices for our students.

These guidelines encourage consistent healthy eating messages and food selections in the school environment, which are based on Canada's Food Guide to Healthy Eating. This enhances opportunities for our students to make positive lifestyle choices. Each school, in its activities, should serve as many "maximum" nutritional value foods as possible, and reduce the serving of "minimum" nutritional value foods.

The definition of Maximum, Moderate, and Minimum Nutritional Value Foods can be found in:

Ontario Society of Nutrition Professionals in Public Health  
*Call To Action: Creating a Healthy School Nutrition Environment*  
**Table 7 p. 35-38 - Classification of Foods with Maximum, Moderate and Minimum Nutritional Value.**

When conducting meetings (i.e. Board level, Catholic School Council, etc.), if food is served, emphasize foods with Maximum Nutritional Value.

## **Fundraisers**

When fundraisers include food items, it is recommended that only foods from the Maximum or Moderate Nutritional Value of

Ontario Society of Nutrition Professionals in Public Health

*Call To Action: Creating a Healthy School Nutrition Environment*

**Table 7 p. 35-38 - Classification of Foods with Maximum, Moderate and Minimum Nutritional Value,**  
be selected.

When Special Food Days and Events are held schools should ensure a standard of Maximum or Moderate Nutritional value for all special events.

For School-Wide Sales an/or Canteen Sales, ensure that only Maximum and /or Moderate Nutritional Value food items are sold in school tuck shops or canteens (i.e. sports tournaments).

## **Beverage and Food Vending Machines in our Schools**

While the **Ministry of Education and Training: Policy/Program Memoranda No. 135** refers only to Elementary Schools, for the purpose of this guideline it shall apply to Secondary Schools and other board sites **as of September 2011**.

Elementary, Secondary Schools and other Board sites where students are educated (i.e. Continuing Education, S.C.O.E.P.) shall offer only 100% fruit or vegetable juice, water or milk (white or flavoured, 2% MF or less).

Elementary, Secondary schools and other Board sites shall ensure that only Maximum or Moderate Nutritional Value food items are sold in vending machines.

## **Food Services Programs and Cafeterias**

When working with partners/providers, one must make every effort to provide healthy nutritional choices, as well as favourably priced choices for students.

The Food Standards emphasize healthy food choices such as whole grains, vegetables, fruit and lower fat milk products, while respecting and reflecting cultural and ethnic foods at a reasonable cost. No foods with minimum nutritional value will be served **as of September 2011**.

## **School Nourishment Programs**

Food or beverages of Maximum or Moderate Nutritional Value shall be served in school nourishment programs (e.g. Breakfast For Learning Program).

## **Nutrition Education for Students**

Each school will provide their students with Nutrition Education. The nutrition education should include the curriculum expectations as outlined in the Ontario Curriculum as well as opportunities through planned or incidental events in the classroom.

## **Parent and Community Education**

Each school is encouraged to recognize, value and support parental/guardian involvement in making changes, which reflect a healthy school nutrition environment.

In collaboration with the **Niagara Region Public Health Department**, schools will include practical suggestions for school lunches and snacks in school communications.

## **Safe Food Environment**

In order to establish an environment that reduces the risks for all students who suffer severe, life threatening allergic reactions (anaphylaxis) to certain foods, Principals must follow the Administrative Guidelines as outlined in the **Anaphylaxis Policy 302.1** of the Niagara Catholic District School Board.

## **Appendices:**

### **Ontario Society of Nutrition Professionals in Public Health**

*Call To Action: Creating a Healthy School Nutrition Environment - Table 7 p. 35-38.*

### **Ministry of Education and Training: Policy/Program Memoranda No. 135**

October 20, 2004.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: APPROVAL OF POLICIES  
STUDENT TRANSPORTATION POLICY (500.2)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Transportation Policy (500.2), as presented.

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Prepared by: Larry Reich, Superintendent of Business & Financial Services  
Presented by: Larry Reich, Superintendent of Business & Financial Services  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010

**STUDENT TRANSPORTATION POLICY**

Adopted: March 27, 2007  
Revised: April 28, 2009

Policy  
No.  
500.2

**STATEMENT OF POLICY**

In accordance with the *Education Act*, school boards may provide home-to-school or school-to-school transportation to their students who are within the Board’s jurisdiction or control. In all cases (other than those situations specified in the *Education Act*), transportation is a privilege, not a right, and it may be withdrawn at any time.

**Eligibility**

1. Transportation may be provided for elementary and secondary school students when the walking distance from the student's residence to their home school is equal to or greater than the distance listed below:

<b>Grade Level</b>	<b>Kilometers</b>
Junior Kindergarten - Senior Kindergarten	.80
Grades 1 - 8	1.60
Grades 9 - 12	2.50

2. All distances referenced shall be the shortest walking route, measured from the point at which the laneway or driveway of the student’s residence joins the roadway to the nearest roadway or pathway/sidewalk entrance to the school property.
3. The distance from a student’s residence to the bus pickup or discharge location shall not exceed the transportation eligibility distances.
4. Where a student encounters safety hazards on his/her walk to school, consideration may be given to providing appropriate transportation for the student.
5. Transportation may be provided to students with exceptional needs, with the approval from the authorized department.
6. Transportation may be provided to students, who attend a school other than their home school for approved program attendance, with the approval from the authorized department.
7. Every effort will be made to keep student transportation time from home to school at a reasonable level. Whenever possible and practical, the transportation time is not expected to exceed one hour.

The Director of Education, in consultation with the Niagara Student Transportation Services (NSTS) Consortium, will issue Administrative Guidelines in conjunction with this policy.

Reference:  
**Education Act. R.S. 1990, c.E.2 S.190**



**STUDENT TRANSPORTATION POLICY**

Issued: March 27, 2007  
Revised: September 29, 2008

Policy No. 500.2

**ADMINISTRATIVE GUIDELINES**

**1. TRANSPORTATION OF STUDENTS WITH EXCEPTIONAL NEEDS**

Transportation for students with exceptional needs will be provided in accordance with the following criteria:

- a. The Student Support Services' Department in consultation with the school and Niagara Student Transportation Services (NSTS), will determine if a student with special needs requires special transportation that is not the regular bussing provided by the Board. In all cases, staff from the Student Support Services' Department will obtain approval from the Program Officer for Special Education.
- b. The safety of a student with special needs will be a factor when considering alternative transportation arrangements.
- c. Students, with special medical conditions as documented by a physician, will be provided with transportation as required.
- d. Students enrolled in a Special Education Class, that is unavailable at the student's home school, will be provided with transportation.
- e. When no such specific education program is involved, parents are responsible for providing transportation for students with special needs attending a school that is outside of their school area.
- f. One school week is required to implement special transportation arrangements.

**2. TRANSPORTATION OF STUDENTS FROM SCHOOL TO SCHOOL**

The Board will provide school to school transportation with respect to the following educational programs, as approved by the appropriate Superintendent:

- a. Eucharistic and Liturgical Programs
- b. Cyberquest Studio Programs
- c. Spiritual Centre Outdoor Education Programs
- d. Alternative Co-operative Education Programs
- e. Apprenticeship Preparation Courses

**3. TRANSPORTATION OF STUDENTS TO SUMMER SCHOOL**

Transportation may be provided for students who are authorized to attend secondary school summer courses, as approved by the appropriate Superintendent.

**4. TRANSPORTATION OF STUDENTS ON FIELD TRIPS**

Transportation may be provided and funded by the school for students who are authorized to participate in field trips organized by the school, in accordance with the related approved procedures.

**5. TRANSPORTATION OF STUDENTS ON “LATE BUSES”**

In order to facilitate the participation of students in extra curricular activities, the Board will endeavour to provide “late bussing” for students who reside in rural areas which are distant from the school.

**6. RESPONSIBILITIES FOR THE SAFETY OF STUDENTS**

Parents should be aware of the Transportation Policy of the Board and of its related Administrative Guidelines and Procedures. It is the responsibility of the parents:

- a. to make appropriate arrangements for the safety of their children while they travel from home to school on foot or by other means;
- b. to ensure that the student is adequately supervised while walking to and from school, where a student is not eligible for transportation;
- c. to ensure that the student is adequately supervised while walking to and from the bus stops, where a student is eligible for transportation.

Students shall be made aware of the following expectations regarding behaviour on buses and taxis at the beginning of each school year. It is the responsibility of the students:

- a. to avoid anything which might disturb the driver or interfere with the safe operation of the vehicle;
- b. to exercise care, caution, good manners and consideration for others;
- c. to refrain from throwing articles inside the bus or out a window;
- d. to obey promptly the instructions of the driver and school patrollers;
- e. to refrain from smoking, drugs and alcohol;
- f. to refrain from using obscene language;
- g. to keep all parts of the body inside the vehicle at all times;
- h. to remain seated at all times;
- i. to be aware of the fact that misbehaviour on buses may result in suspension or loss of transportation privileges.

Bus drivers shall adhere to applicable laws, regulations and Board policies. It is the responsibility of the drivers:

- a. to be courteous, kind but firm and above reproach at all times;
- b. to maintain control over the students riding in the vehicle at all times;
- c. to exercise due care and precaution at all times;
- d. to ensure that all students have left the bus before considering the route complete;
- e. to maintain consistent pick-up and discharge times and to refrain from changing the bus routes without the approval of the Board;
- f. to refrain from smoking inside the vehicle or on the Board’s property;
- g. to dress in a suitable and acceptable manner;
- h. to issue a warning to a student who violates the student bus expectations;
- i. to report to the school Principal, in writing, the name of any misbehaving student, the nature of the misbehaviour and any specific action taken.
- j. to avoid carrying their own under school age children on their school bus without Board approval.

Principals are responsible for the care and well-being of the students while they are being transported. It is the responsibility of the Principals:

- a. to investigate thoroughly all reported misbehaviour on school vehicles;
- b. to discipline and, if necessary, withdraw or suspend transportation privileges;
- c. to inform parents personally by telephone, and confirm in writing, the details of the disciplinary problem and the action taken;
- d. to encourage and support the use of bus safety education programs for students such as are provided by the Board, bus operators and area police services;
- e. to provide adequate supervision arrangements for the loading and unloading of buses and taxis at their respective schools and be available should a problem arise during the runs;
- f. to notify the parents in writing if a student misbehaves on the bus and inform the parent that further offences may result in the student losing bus riding privileges.

## **7. OPERATION OF SCHOOL BUSES**

Transportation services may be provided to eligible students using contracted school buses, taxis or through services provided by a Public Transit Commission.

Where possible, bus stops should be located where the driver has a clear view of the road in both directions for at least 150 metres (500 feet). Where possible, bus stops should not be located on a steep grade, brow of a hill, or on a blind curve.

At no time shall the number of passengers in any vehicle exceed the capacity for which the vehicle has been licensed by the Ministry of Transportation. Students are not permitted to stand on school buses as a result of a lack of seating spaces (other than for a few start-up days when passenger loads are being assessed and adjusted).

Unless a vehicle is standing in a bus loading zone or bus stop, pupils shall not be discharged on a road or highway until all traffic has come to a complete stop.

Where it is possible and practical, there shall be co-operation and co-ordination of services with other school boards or private schools in the transportation of elementary and secondary school pupils.

## **8. EQUIPMENT AND OTHER ITEMS**

Where equipment or other items are transported, it is important to ensure that the centre aisle be kept clear in case of an emergency and a quick exit is required. In the interest of student safety, certain equipment is permitted on school vehicles, as follows:

- a. Only musical equipment in cases shall be transported and shall be kept on the students' lap or under the seat, if possible.
- b. Ice skates shall have the blades covered and be tied together or carried in a sports bag. They shall be kept on the floor under the student's seat.
- c. Sports equipment such as skis, poles and skateboards shall not be allowed on the bus.
- d. Program related items shall be transported if special arrangements have been made in advance between the Principal (or designate) and the driver. Animals, birds, firearms, explosives, water pistols and any items that may interfere with the safe operation of the bus are not allowed. In case of a dispute, the final decision as to what shall or shall not be transported rests with Niagara Student Transportation Services.

9. **HANDLING OF CONCERNS**

Every effort shall be made to investigate concerns while recognizing the need for the efficient and safe transportation of students in compliance with the Board's regulations and procedures.

Concerns by parents are to be processed in accordance with the following procedures:

- a. Concerns should be directed initially to the school Principal.
- b. If the concerns are not resolved at the school level, the parent shall be directed to contact Niagara Student Transportation Services.
- c. If the concerns are still not resolved, the parent will be requested to contact the appropriate Superintendent of Education for further consideration.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: POLICY DEVELOPMENT UPDATE**

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The Policy Development Update  
is presented for information.

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Prepared by: John Crocco, Director of Education  
Presented by: John Crocco, Director of Education  
Date: June 1, 2010



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE JUNE 1, 2010

### POLICY DEVELOPMENT UPDATE

#### BACKGROUND INFORMATION

The Policy Development Update for the month of June 2010 is submitted for the information of Trustees.

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

POLICIES BEING DEVELOPED/REVIEWED		CW	DUE DATE BOARD	APPENDIX
<b>POLICIES BEING DEVELOPED</b>				
1.	Code of Conduct - Trustees Policy	Fall 2010	Fall 2010	B
2.	Conflict of Interest for Employees Policy	Fall 2010	Fall 2010	C
3.	Environmental Education Policy	Fall 2010	Fall 2010	D
4.	Self-Identification of Aboriginal Students Policy	Fall 2010	Fall 2010	E
<b>POLICIES BEING REVIEWED</b>				
5.	Assignment of Principals & Vice-Principals Policy (202.1)	Fall 2010	Fall 2010	F
6.	Catholic Leadership: Principals & Vice-Principals (202.2)	Fall 2010	Fall 2010	G
7.	Catholic School Councils (800.1)	Fall 2010	Fall 2010	H
8.	Community Use of Schools Policy (800.2)	Fall 2010	Fall 2010	I
9.	Educational Field Trips Policy (400.2)	Fall 2010	Fall 2010	J
10.	Fundraising Policy (301.4)	Fall 2010	Fall 2010	K
11.	Purchasing of Goods & Services Policy (600.1)	Fall 2010	Fall 2010	L
12.	Records Management Policy (600.2)	Fall 2010	Fall 2010	M
13.	Trustee Conference and Travel Expenses Policy (100.2)	Fall 2010	Fall 2010	N
<b>POLICIES BEING VETTED</b>				
	Employee Workplace Violence Policy (201.11) (Currently Assault on an Employee)	June 1, 2010	June 15, 2010	
	Anaphylaxis Policy (302.1)	June 1, 2010	June 15, 2010	
	Service Recognition Policy (201.2)	June 1, 2010	June 15, 2010	
	Equity and Inclusive Education Policy ( <i>New</i> ) ( <i>Interim</i> )	June 1, 2010	June 15, 2010	
	Religious Accommodation Policy ( <i>New</i> ) ( <i>Interim</i> ) ( <i>Equity and Inclusive Education Policy</i> )	June 1, 2010	June 15, 2010	
	Handling of Complaints Policy (800.3)	June 1, 2010	June 15, 2010	
	Monthly Financial Reports Policy (600.3)	June 1, 2010	June 15, 2010	
	Nutrition Policy (302.7)	June 1, 2010	June 15, 2010	
	Student Transportation Policy (500.2)	June 1, 2010	June 15, 2010	

<b>POLICIES BEING PRESENTED TO THE COMMITTEE OF THE WHOLE/BOARD</b>		
<i>NIL</i>		

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

The Policy Development Update is presented for information.
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Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Date: June 1, 2010



## THE FORMULATION OF POLICY

### Policy #: 100.5

#### STATEMENT OF POLICY

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

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

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

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

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

#### ADMINISTRATIVE GUIDELINES

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

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

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

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

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

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

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

#### VETTING

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

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

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





NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY DEVELOPMENT UPDATE

For the Month of May 2010

APPENDIX B

**NEW**

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

Name of Policy	<b>CODE OF CONDUCT - TRUSTEES POLICY</b>	Policy # N/A	Initiated By	
Intent of Policy		Issued N/A	Board	
			Director	✓
			Admin. Council	
		Revised N/A		

Distribution of Vetting

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

Resource: J. Crocco, Director of Education	Date of Notification to Committee of the Whole	2008
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## STEP 2 - DRAFT POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

} 7 Days

## COMMENTS

At the September 9, 2008 Committee of the Whole Meeting, the following motion was passed:  
 "THAT the Committee of the Whole refer the Code of Conduct for Trustees Policy back to staff for review and rewording."

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

The Policy will be submitted to the Policy Committee pending the passing of Bill 177 in the Ontario Legislature.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY DEVELOPMENT UPDATE

For the Month of May 2010

APPENDIX C

**NEW**

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

Name of Policy	<b>CONFLICT OF INTEREST FOR EMPLOYEES POLICY</b>	Policy # N/A	Initiated By	
Intent of Policy		Issued N/A	Board	
			Director	✓
		Revised N/A	Admin. Council	

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

Resource: J. Crocco, Director of Education	Date of Notification to Committee of the Whole	2008
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## STEP 2 - DRAFT POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

} 7 Days

## COMMENTS

At the September 9, 2008 Committee of the Whole Meeting, the following motions was passed:  
 “THAT the Committee of the Whole refer the Conflict of Interest for Employees Policy back to staff for further study.”

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

The Policy will be submitted to the Policy Committee pending the passing of Bill 177 in the Ontario Legislature.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY DEVELOPMENT UPDATE

For the Month of May 2010

**NEW**

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

<b>Name of Policy</b>	<b>ENVIRONMENTAL EDUCATION POLICY</b>	<b>Policy #</b> N/A	<b>Initiated By</b>	
<b>Intent of Policy</b>	The Ministry of Education has suggested that Boards develop an Educational Environment Policy.	<b>Issued</b> N/A	Board	
		<b>Revised</b> N/A	Director	
			Admin. Council	

**Distribution of Vetting**

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

Resource: Y. Baldasaro, Supt. of Education	Date of Notification to Committee of the Whole	Fall 2010
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## STEP 2 - DRAFT POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

## COMMENTS

Recommendation from the Ministry of Education for Boards to develop standards for relationships between school buildings and a) users, b) site and c) greater environment with respect to design, construction, operation, maintenance and protection.

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

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NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY DEVELOPMENT UPDATE

For the Month of May 2010

APPENDIX E

**NEW**

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

<b>Name of Policy</b>	<b>SELF-IDENTIFICATION OF ABORIGINAL STUDENTS POLICY</b>	<b>Policy #</b> N/A	<b>Initiated By</b>	
<b>Intent of Policy</b>		<b>Issued</b> N/A	Board	
		<b>Revised</b> N/A	Director	
			Admin. Council	✓

**Distribution of Vetting**

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

Resource: Y. Baldasaro, Supt. of Education	Date of Notification to Committee of the Whole	2008
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## STEP 2 - DRAFT POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

## COMMENTS

As per recommendations outlined in the Ministry of Education Ontario First Nation, Metis and Inuit Education Policy Framework and Building Bridges to Success for First Nation, Metis and Inuit Students.

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

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NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY REVIEW UPDATE

For the Month of April 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **ASSIGNMENT OF PRINCIPALS & VICE-PRINCIPALS POLICY**

### Distribution of Vetting

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

Resource: F. Iannantuono, Supt. of Education

Date of Notification to Committee of the Whole

February 2010

## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

} 7 Days

## COMMENTS

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



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY REVIEW UPDATE

For the Month of April 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **CATHOLIC LEADERSHIP: PRINCIPALS & VICE-PRINCIPALS POLICY**

### Distribution of Vetting

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

Resource: F. Iannantuono, Supt. of Education

Date of Notification to Committee of the Whole

February 2010

## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

} 7 Days

## COMMENTS

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



# POLICY REVIEW UPDATE

For the Month of April 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **CATHOLIC SCHOOL COUNCILS**

### Distribution of Vetting

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

Resource: L Forsyth-Sells Supt. of Education

Date of Notification to Committee of the Whole

June 2010

## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

} 7 Days

## COMMENTS

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



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY REVIEW UPDATE

For the Month of May 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **COMMUNITY USE OF SCHOOLS POLICY**

### Distribution of Vetting

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

Resource: J. Woods, Controller of Plant

Date of Notification to Committee of the Whole

May 2010

## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

## COMMENTS

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





NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY REVIEW UPDATE

For the Month of May 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **EDUCATIONAL FIELD TRIP POLICY**

### Distribution of Vetting

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

Resource: J. Woods, Controller of Plant

Date of Notification to Committee of the Whole

June 2010

## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

## COMMENTS

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



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY REVIEW UPDATE

For the Month of May 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **FUNDRAISING POLICY**

### Distribution of Vetting

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

Resource:L. Reich, Supt. of Business & Finance

Date of Notification to Committee of the Whole

February 2010

## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

## COMMENTS

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



# POLICY REVIEW UPDATE

For the Month of May 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **PURCHASING OF GOODS & SERVICES POLICY**

### Distribution of Vetting

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

Resource: L. Reich, Supt. of Business & Finance	Date of Notification to Committee of the Whole	February 2010
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## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

} 7 Days

## COMMENTS

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



# POLICY REVIEW UPDATE

For the Month of May 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **RECORDS MANAGEMENT POLICY**

### Distribution of Vetting

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

Resource: J. Crocco, Director of Education

Date of Notification to Committee of the Whole

May 2010

## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

} 7 Days

## COMMENTS

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



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

# POLICY REVIEW UPDATE

For the Month of May 2010

## NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **TRUSTEE CONFERENCE AND TRAVEL EXPENSES POLICY**

### Distribution of Vetting

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

Resource: J. Crocco, Director of Education

Date of Notification to Committee of the Whole

February 2010

## POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Fall 2010
Trustees	Date Draft Policy Sent to Trustees	Fall 2010
	Date Draft Policy Due From Trustees	Fall 2010
Stakeholders	Date Draft Policy Reviewed	Fall 2010
Policy Committee	Date Draft Policy Reviewed	Fall 2010
Committee of the Whole	Date Draft Policy Reviewed	Fall 2010
Board	Date Policy Approved	Fall 2010

} 7 Days

## COMMENTS

A review of the current Policy, as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statues and Regulations of Ontario and all relevant legislation.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: NIAGARA CATHOLIC CHESS INSTRUCTIONAL PROGRAM**

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The report on the  
Niagara Catholic Chess Instructional Program  
is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Mark Lefebvre, Administrator-School Effectiveness Framework  
Andy Cipro, Principal St. Edward Catholic Elementary School

Presented by: Yolanda Baldasaro, Superintendent of Education  
Mark Lefebvre, Administrator-School Effectiveness Framework  
Andy Cipro, Principal St. Edward Catholic Elementary School

Approved by: John Crocco, Director of Education

Date: June 1, 2010



## **REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 1, 2010**

### **NIAGARA CATHOLIC CHESS INSTRUCTIONAL PROGRAM**

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#### **BACKGROUND INFORMATION**

In the fall of 2003, the concept of integrating an invitational Chess Instructional Program within the Grade 3 and Grade 4 program to enrich provincial mathematics and literacy expectations was approved for implementation in elementary schools within Niagara Catholic. This enriching program was based on the research of Dr. Robert Ferguson Jr., CEO of the American Chess School in Bradford, Pa. whose premise is that the “discipline of chess provides the necessary fourth ‘R’ in education-reasoning”.

As a program support, chess:

- involves all levels of critical thinking (knowledge, comprehension, application, analysis, synthesis & evaluation);
- requires forethought and cultivates visualization skills;
- improves problem solving skills;
- encourages children to overcome the fear of risk taking;
- teaches concentration and self-discipline;
- enables children to assume responsibility for their decisions;
- rewards determination and perseverance;
- raises self-esteem and promotes good sportsmanship;
- encourages socialization skills that extend across cultures and generations.

#### **Elementary Chess Program**

The focus of the Chess Instructional Program is a medium to cover Ontario Mathematics and Literacy curriculum expectations, higher level thinking and problem solving skills, EQAO style questions, game scenarios, and investigations. The cross-curricular integrated program incorporates literacy and numeracy skills and higher level creative problem solving strategies, and complements the Medieval Unit that is taught in the Grade Four curriculum.

The implementation of the Grade 1 through Grade 6 Chess Instructional Program has witnessed an increase in the number of students learning and playing the game of chess.

In the 2009-2010 school year, Niagara Catholic had a total of 118 chess teams, totaling 708 students competing in elementary schools chess tournaments, held at four different venues.

A very important point of note is that this year was the first year that a chess tournament was held between our two primary schools: St. Charles Catholic Elementary, Thorold and St. Thomas More Catholic Elementary, Niagara Falls. The students were introduced to two modified chess games called “Attack of the Queen” and “Take Me.” All Grade 3 students from St. Thomas More and an equal number of grade 3 students from St. Charles competed in the Chess Tournament that was held on March 30<sup>th</sup>, 2010. During Catholic Education week, on Friday, May 7<sup>th</sup>, 2010, the same two primary schools successfully competed in an “Attack of the Queen” competition at the Pen Centre.

### **Secondary Chess Program**

In 2004-2005, chess began as a co-instructional activity at all Niagara Catholic Secondary Schools. During the 2009-2010 school year, 32 teams totaling 192 students competed in the *Niagara Catholic Secondary School Chess Tournament*, held at John Michaels Banquet Hall this past April. The Chess Program Newsletter contains detailed information regarding the results of both the elementary and secondary tournament winners.

As part of this information report, a brief visual presentation will be made highlighting the continued implementation of the Niagara Catholic Chess Instructional Program and the various elementary and secondary schools chess tournaments that were held during the months of March and April, 2010.

The report on the Chess Instructional Program is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education-Student Achievement  
Mark Lefebvre-Administrator-School Effectiveness Framework  
Andy Cipro, Principal St. Edward Catholic Elementary School

Presented by: Yolanda Baldasaro, Superintendent of Education-Student Achievement  
Mark Lefebvre-Administrator-School Effectiveness Framework  
Andy Cipro, Principal St. Edward Catholic Elementary School

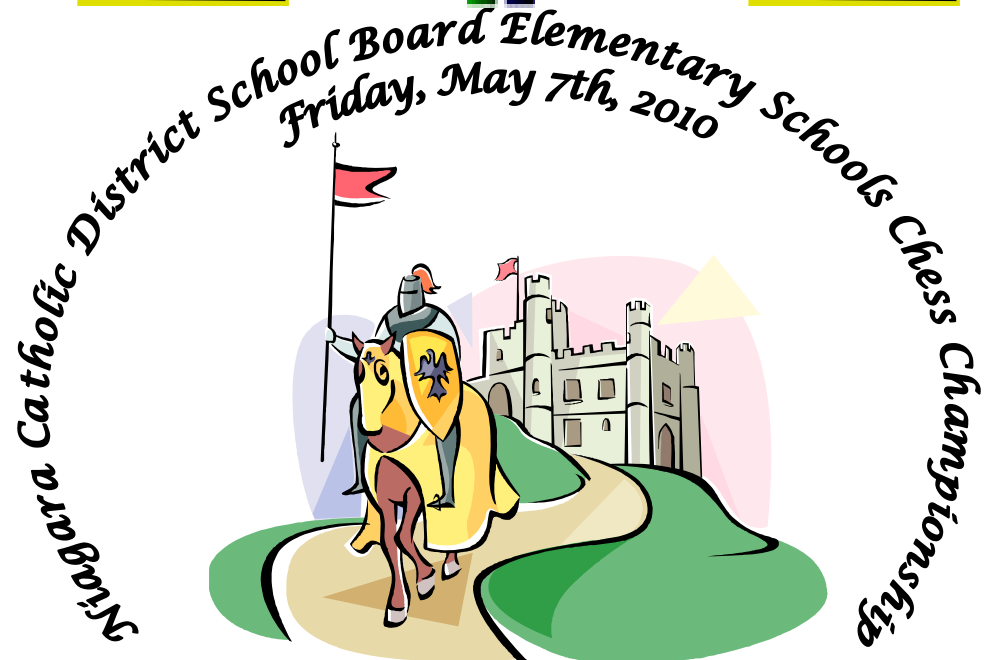
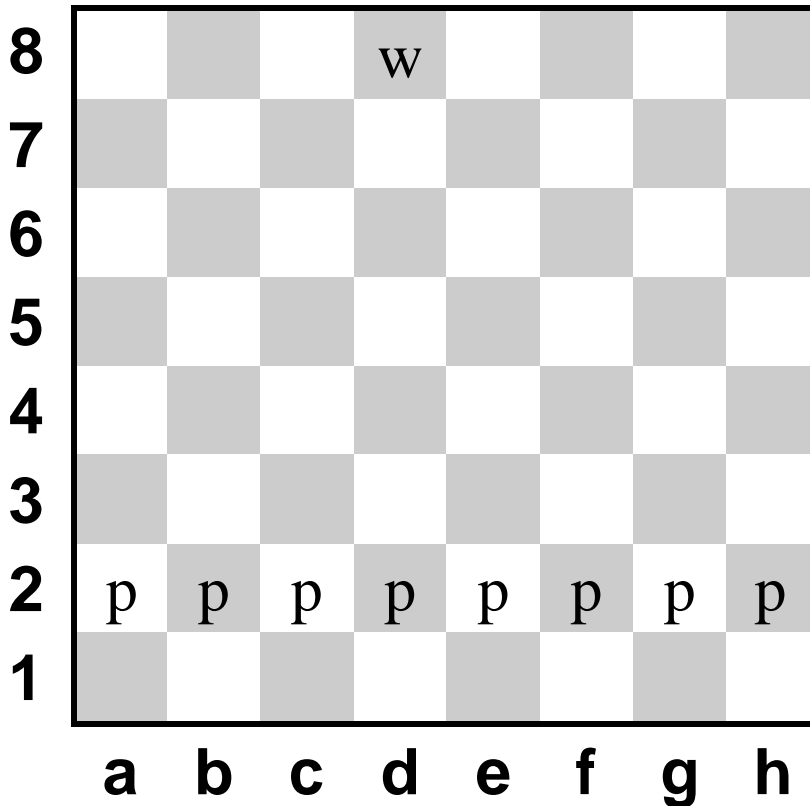
Approved by: John Crocco, Director of Education

Date: June 1, 2010



## Attack of the Queen

Can the White Pawns handle the attack of the Queen and get just one pawn through to the far side??? That is all the white pawns need to do to win. It is a lonely piece but you will soon see the power of the Queen as it captures the white pawns if they do not come up with a plan to protect each other. The pawns move straight forward but capture on a forward diagonal. They may move one or two squares on their first move but they can only move one square after their first move. The Queen can move in any direction in a straight line. The pawns win if they get one pawn to the other side or if they capture the Queen. The Queen wins if she captures all the pawns!!!! GOOD LUCK



### *Niagara Catholic District School Board Elementary Schools Regional Area Chess Champions:*

#### Junior

#### Intermediate

Area 1: Mary Ward

Father Hennepin

Area 2: St. Alexander

St. Alexander

Area 3: St. Christopher

Canadian Martyrs

Area 4: St. Edward

St. Ann



Niagara Catholic District School Board  
Elementary Schools Chess Championship  
Friday, May 7th, 2010



<i>Regional Area</i>	<i>Junior Division Chess Team Champions</i>	<i>Intermediate Division Chess Team Champions</i>
<i>Area 1</i> Coach <i>Lucy Lupia</i>	<i>Mary Ward, N.F.</i>	<i>Father Hennepin, N.F.</i> <i>Jennifer Baladinelli</i>
<i>Area 2</i> Coach <i>Pat Wigglesworth</i>	<i>St. Alexander, Pelham</i>	<i>St. Alexander, Pelham</i> <i>Pat Wigglesworth</i>
<i>Area 3</i> Coach <i>Rino Berardi</i>	<i>St. Christopher, St. Cath.</i>	<i>Canadian Martyrs, St. Cath.</i> <i>Mary Hulse</i>
<i>Area 4</i> Coach <i>Andy Cipro</i>	<i>St. Edward, Jordan</i>	<i>St. Ann., St. Catharines</i> <i>Octavia Zamfir</i>

*Schedule of Special and Modified Chess Games*

<i>10:00-11:00 a.m.</i>	<i>Secondary School Students playing chess games on the large 16'x16' chessboard.</i>
<i>10:30-12:00 p.m.</i>	<i>Patrons Challenge two grade 3 students to a game of "Attack of the Queen".</i>
<i>11:00-12:00 p.m.</i>	<i>Grade 3 students from St. Charles &amp; St. Thomas More Primary Schools playing "Attack of the Queen" on large chessboard.</i>
<i>12:30-2:00 p.m.</i>	<i>Patrons may play chess on the large chess board.</i>

*Round Robin & Championship Schedule*

<i>ROUND Robin</i>	<i>TIME</i>	<i>TEAMS PLAYING</i>
<i>#1</i>	<i>10:00 - 10:30</i>	<i>1 vs. 2</i> <i>3 vs. 4</i>
<i>#2</i>	<i>10:30 - 11:00</i>	<i>1 vs. 3</i> <i>2 vs. 4</i>
<i>#3</i>	<i>11:00 - 11:30</i>	<i>1 vs. 4</i> <i>2 vs. 3</i>
<i>LUNCH</i>	<i>11:45 - 12:15</i>	<i>LUNCH</i>
<i>SEMI-FINALS</i>	<i>12:20-1:00</i>	<i>1st place vs. 4th place</i> <i>2nd place vs. 3rd place</i>
<i>FINALS</i>	<i>1:00 - 1:30</i>	<i>Winners of Semi-Finals</i> <i>Gold: _____ vs. _____</i> <i>Losers of Semi-Finals</i> <i>Bronze: _____ vs. _____</i>
<i>Award Presentations</i>	<i>1:30</i>	





# Chess Program Newsletter



Yolanda Baldasaro, **Superintendent of Education - Student Achievement**  
Mark Lefebvre, **Administrator-School Effectiveness Framework**  
Andy Cipro, **Principal St. Edward Catholic School & Co-coordinator of Chess Tournaments**

April 2010

### Special points of interest:

- Why A Chess Program Newsletter
- Elementary and Secondary School Chess



### Inside this issue:

Why A Chess Program Newsletter	1
Elementary Tournaments	2
Secondary Tournaments	4
Catholic Messenger Chess Article	5

## Why A Chess Program Newsletter?

One of the main reasons why it was decided to publish a Chess Program newsletter is because more and more schools are starting to incorporate Chess as part of their regular instructional program and all but two Elementary Schools participated in the 4 Regional Area Chess Tournaments that were held during the month of April.

## Elementary School Chess

### 2010 Junior and Intermediate Chess Team Championships

The Chess Instructional Program is an integral part of Niagara Catholic's curriculum. The program is designed to enrich the mandated Ontario Mathematics & Literacy expectations. It promotes higher level thinking and problem solving skills; presents EQAO style questions and game scenarios. Studies prove that there is a great benefit to the students when Chess is taught as part of the regular curriculum.

## Why a Chess Curriculum Program

1. Studies prove that there is a great benefit to the students when Chess is taught as part of the regular curriculum.
2. A Chess curriculum program will serve to enhance current curriculum practices.
3. Through the medium of Chess, children learn disciplined thinking skills, which are applicable to other intellectual endeavours.
4. The Chess Program may be used to cover mandated Provincial Mathematics & Language Expectations.

Dr. Robert Ferguson states that "The discipline of Chess provides the necessary fourth 'R' in education — **REASONING**. Dr. Ferguson states that Chess Education is extremely effective with children because:

1. Chess involves all levels of critical thinking (knowledge, comprehension, application, analysis, synthesis & evaluation).
2. Chess requires forethought and cultivates visualization skills.
3. Chess improves problem solving skills
4. Chess encourages children to overcome the fear of risk taking.
5. Chess teaches concentration and self-discipline.
6. Chess enables children to assume responsibility for their decisions.
7. Chess rewards determination and perseverance.
8. Chess raises self-esteem and promotes good sportsmanship.

Chess encourages socialization skills that extend across cultures and generations.

# 2010 ELEMENTARY SCHOOLS CHESS TOURNAMENTS



## Results of the 2010 Regional Area 1, 2, 3 and 4 Elementary Schools Chess Tournaments

### Results of Regional Area 1 Elementary Schools Chess Tournament: Fort Erie & Niagara Falls

**Junior Division:**

- Gold – Mary Ward
- Silver – St. Joseph
- Bronze – Father Hennepin
- 4<sup>th</sup> – Loretto Catholic

**Intermediate Division:**

- Gold – Father Hennepin
- Silver – St. Joseph, Snyder
- Bronze – St. Vincent de Paul
- 4<sup>th</sup> – St. Patrick, N.F

### Results of Regional Area 3 Elementary Schools Chess Tournament: St. Catharines, Thorold, N.O.T.L.

**Junior Division:**

- Gold – St. Christopher Team 1
- Silver – Canadian Martyrs, St. Cath
- Bronze – St. Christopher Team 2
- 4<sup>th</sup> – St. Anthony

**Intermediate Division:**

- Gold – Canadian Martyrs, St. Cath.
- Silver – Assumption
- Bronze – St. Alfred, St. Cath.
- 4<sup>th</sup> – St. Anthony, St. Cath.

### Results of Regional Area 2 Elementary Schools Chess Tournament: Welland, Pelham, Port Colborne, Wainfleet

**Junior Division:**

- Gold – St. Alexander - Team A
- Silver – Holy Name
- Bronze – St. Alexander - Team B
- 4<sup>th</sup> – St. Kevin

**Intermediate Division:**

- Gold – St. Alexander - Team A
- Silver – Holy Name
- Bronze – St. Alexander - Team B
- 4<sup>th</sup> – St. Ann

### Results of Regional Area 4 Elementary Schools Chess Tournament: St. Catharines, Lincoln, West Lincoln, Grimsby

**Junior Division:**

- Gold – St. Edward, Jordan
- Silver – St. Denis, St. Cath.
- Bronze – St. Mark, Beamsville
- 4<sup>th</sup> – Michael J. Brennan

**Intermediate Division:**

- Gold – St. Ann team #2
- Silver – St. Mark
- Bronze – St. Ann team #1
- 4<sup>th</sup> – St. James



2010 REGIONAL AREA JUNIOR DIVISION CHAMPS	
AREA 1	MARY WARD, St. Catharines
AREA 2	ST. ALEXANDER, Pelham
AREA 3	ST. CHRISTOPHER, St. Cath.
AREA 4	ST. EDWARD, JORDAN



2010 REGIONAL AREA INTERMEDIATE DIVISION CHAMPS	
AREA 1	FATHER HENNEPIN, St. Cath.
AREA 2	ST. ALEXANDER, Pelham
AREA 3	CANADIAN MARTYRS, St. Cath.
AREA 4	ST. ANN, St. Catharines





# 2010 SECONDARY SCHOOLS CHESS CHAMPIONSHIP



## Secondary Schools Chess Championship Tournament

All eight Niagara Catholic District School Board Secondary Schools Competed in the Secondary Schools Chess Championship Tournament that was held at John Michaels Banquet Hall on Tuesday, April 6<sup>th</sup>.

Each of the eight Secondary Schools fielded a team in each of the grades 9, 10, 11, & 12. Each team was comprised of 6 players ranked from 1<sup>st</sup> to 5<sup>th</sup> with the 6<sup>th</sup> player being a substitute. The following are the results of the Chess Tournament.

### Grade 9

Gold – Lakeshore Catholic, Port Colborne  
Silver – Denis Morris, St. Catharines  
Bronze – St. Francis, St. Catharines  
4<sup>th</sup> – St. Paul, N.F.

### Grade 10

Gold – Holy Cross, St. Catharines  
Silver – Denis Morris, St. Catharines  
Bronze – St. Francis, St. Catharines  
4<sup>th</sup> – St. Paul, N.F.

### Grade 11

Gold – Holy Cross, St. Catharines  
Silver – Lakeshore Catholic, Port Colborne  
Bronze – St. Michael, N.F.  
4<sup>th</sup> – St. Francis, St. Catharines

### Grade 12

Gold – Notre Dame, Welland  
Silver – Denis Morris, St. Catharines  
Bronze – St. Paul, N.F.  
4<sup>th</sup> – Lakeshore Catholic, Port Colborne

Congratulations to all the chess players that competed in this year's tournament and looking forward to next year's.



**Congratulations to all the chess players that competed in this year's tournament and looking forward to next year's.**



# Niagara Catholic's Over-all Elementary Schools'

## 2010 Junior and Intermediate Chess Champions Crowned



The NCDSB Elementary Schools 2010 Junior and Intermediate Chess Championship was held at the Pen Centre, in the Sear's Court, on Friday, May 7<sup>th</sup>.

The winners of the four Regional Area Chess Tournaments competed for this coveted prize.



The four Junior Area winners that competed for the title were:

- Area 1- Mary Ward, N.F.
- Area 2 - St. Alexander, Pelham
- Area 3 - St. Christopher, St. Catharines
- Area 4 - St. Edward, Jordan

After some extremely close and competitive games the following were the championship results:

- Gold:** St. Christopher
- Silver:** St. Edward
- Bronze:** St. Alexander
- Fourth:** Mary Ward

In the Intermediate Division, the following schools competed for the Gold:

- Area 1 - Father Hennepin, N.F.
- Area 2 - St. Alexander, Pelham
- Area 3 - Canadian Martyrs, St. Catharines
- Area 4 - St. Ann, St. Catharines

The following were the Intermediate Division Results:

- Gold:** St. Alexander
- Silver:** Canadian Martyrs
- Bronze:** Father Hennepin
- Fourth:** St. Ann





# Chess Making Headlines



## The hidden treasure

### Chess

BY  
DIANNE WOOD

**H**AVE YOU EVER THOUGHT ABOUT THE relationship between the game of chess and the spiritual life? This game can be a powerful tool in talking to our children about virtue and the supernatural world. With its Queens and Kings, Bishops and Knights, castles and pawns, we can play the game and open a whole new world for them.

Nearly all children find the game of chess fascinating. It is a mental challenge beyond the ordinary. Studies have shown that kids who play chess improve their learning capacity, their thinking ability, their school grades, and their behavior.

Chess is a series of puzzles, constructed by the two players for each other's solution. With each move the player has to deal with the puzzle the opponent has set for him, and then he must change the puzzle and create the most difficult puzzle for the opponent to solve; if possible an unsolvable puzzle that will win the game.

The rules for playing chess are not as complicated as we may think. As we teach our children how to play the game and how each piece moves we have the perfect opportunity to start interesting conversations about spiritual things.

Throughout history there have been times and places that chess was banned by the Church. As the development of the game progressed, it was realized that this game was not a game of chance as originally thought and could be a powerful tool in helping train a person to concentrate. This can be a great help for developing one's mind to prepare for prayer, especially meditation.

Many great religious leaders over the centuries have been avid chess players. Thomas Becket, Charles Borromeo, and many great popes including Pope John Paul II were all chess players. But if we had to pick a grand master of chess from religious leaders it would be a woman, St. Teresa of Avila.

St. Teresa was a chess player. In 1944 she was named the patron saint of chess in Spain. In her "Way of Perfection" Teresa used the game of chess to help explain some points of the spiritual life. She used the Chess Queen as an example for humility, because of the Queen's unflinching commitment to her Lord and explained how one should play a "spiritual chess" game with the Lord. While teaching our children to play the game we might learn from St. Teresa how to use the game to talk about the spiritual life.



St. Teresa of Avila

There are many different types of chessboards that one can purchase that help make the spiritual side of chess come to life. My children have a Lord of the Rings Chess Set and I have seen a Crusades set where the Christian side is led by Richard the Lionheart. With its kings, queens, bishops, knights, pawns and rooks there are many exciting ways we can look at the game of chess and all the pieces can have their own spiritual story.

The most powerful piece in the game of chess is the Queen. Over the centuries many chess pieces have been carved to represent spiritual figures. The Isabella Stewart Gardner Museum in Boston houses a statue of the Blessed Virgin Mary known as the Chess Queen. Carved in Scandinavia in the 14<sup>th</sup> century, she holds a nursing baby Jesus with his legs stretched across her lap. This statue is believed to be a chess piece. Even in the chess world the Blessed Virgin Mary is the most powerful Queen of the World.



One might also see the game of chess as a battle in the world between good and evil. The white pieces could belong to God, and the black pieces could belong to the devil. Or the white king could be Jesus with the Blessed Virgin Mary at His side, the rooks could be the apostles sent out in groups of 4, with the bishops and we humans as the pawns. We might also discuss great bishops, popes, knights and saints through learning about each piece. We can use our imaginations to bring the game to life and better understand the spiritual battles of daily life.



Developing in virtue is an important part of the spiritual life and the game of chess. The game always begins and ends with the players shaking hands. To become a great chess player we must learn how to win and lose gracefully. To become a holy person we must also learn how to accept the ups and downs of life. One is not supposed to talk during the game of chess or make any noise while playing. This is important to the game and also to the spiritual life if one is going to concentrate and succeed. In chess one soon learns that without planning, one gets nowhere. This is also important in the spiritual life if one is going to develop in prayer.



The chess-board (Illustration to Chapter 2 of Through the Looking-Glass) by John Tenniel. Wood-engraving by the Dalziels.

Both in chess or the spiritual life we must develop the virtue of patience. Every new chess player wants to make moves that will checkmate the opponent right away. But in chess we learn that we need to allow for the opponent's will and plans, which may be as effective as our own. In chess our plans for immediate success may have to be put on hold, while one encounters his plans. Patience is developed as one waits for the opponent to move.

The virtue of prudence is developed in chess; this is also needed for the spiritual life. In chess our decision is final, so prudence is developed when we have to make our decision and live by it. No one else is responsible for what happens to you in a chess game. Only you are. You have no one to blame for your predicament but yourself. We learn to make our decisions and then follow through the outcome. This involves prudence.

## In chess or the spiritual life we must develop the virtue of patience



A wonderful way to learn more about chess is by reading Lewis Carroll's book "Alice Through the Looking Glass". Carroll was a mathematician, an expert in logic, who wrote stories to amuse and challenge children. This book is based on a game of chess. At the beginning of this story Alice is pondering what the world is like on the other side of a mirror. She passes through the mirror and enters her house on the other side. But as she goes outside of the house she enters a garden where she meets the Red Queen. The Red Queen offers her a throne if she moves to the eighth rank in a chess match.

"I declare it's marked like a large chess-board!" Alice said at last. "There ought to be some men moving about somewhere -- and so there are!" she added in a tone of delight, and her heart began to beat quick with excitement as she went on. "It's a great huge game of chess that's being played -- all over the world -- if this is the world at all, you know..."

The game of chess offers a different way of trying to capture the minds of our children and open their minds to the supernatural world. Do not be afraid of this game, as it can help to develop a deeper prayer life and a closer relationship both with our children and with God. ♥



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: SKILLS ONTARIO COMPETITION 2010 /  
SKILLS CANADA COMPETITION 2010**

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The report on the Skills Ontario Competition 2010 /  
Skills Canada Competition 2010, is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
David Pihach, Administrator – Student Success  
Marco Magazzeni, Consultant-Technology/Specialist High Skills Major

Presented by: Yolanda Baldasaro, Superintendent of Education  
David Pihach, Administrator – Student Success  
Marco Magazzeni, Consultant-Technology/Specialist High Skills Major

Approved by: John Crocco, Director of Education

Date: June 1, 2010



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## **REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 1, 2010**

### **SKILLS ONTARIO COMPETITION 2010 SKILLS CANADA COMPETITION 2010**

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#### **BACKGROUND INFORMATION**

Each year, hundreds of Niagara Catholic students learn about the many career opportunities available to them in the skilled trades through programs offered at their schools. For the past six years, Niagara Catholic has given students the opportunity to showcase what they have learned in class in an annual Technology Skills Competition. This year, more than 200 students in Grades 10 through 12 took part in the Niagara Catholic Technology Skills Competition, which took place at the Glendale Campus of Niagara College in Niagara-on-the-Lake, March 4<sup>th</sup> and at the former Canadian Tire store on Niagara Street in Welland, March 9<sup>th</sup> and 10<sup>th</sup>.

This year Team Niagara Catholic was well represented at the Ontario Skills Competition at RIM Park in Waterloo. The Ontario Provincial Competition took place on Monday May 17<sup>th</sup> through Wednesday, May 19<sup>th</sup>. The Canadian Nationals followed from May 20<sup>th</sup> through May 23<sup>rd</sup>. Twenty three students represented Niagara Catholic in various competitions including Architectural Design, Auto Service, Baking, Cabinetmaking, Individual Carpentry, Team Carpentry, Culinary, Desktop Publishing, Electrical Wiring, Hairstyling, Home Building, Landscape Gardening, Photography, Plumbing, TV & Video Production, and Web Design.

Congratulations to the two-man Carpentry team of Louie Steinhaus and Ryan Levesque, both Grade 12 students at Saint Paul Catholic High School, who won a bronze medal in the competition. Holy Cross Catholic Secondary School Grade 11 student Sabrina Frechette earned her bronze medal in the Hairstyling competition.

Two students earned gold medals in the competition and remained in Kitchener for the Skills Canada competition: Diana Vandenburg, a Grade 12 student at Saint Michael Catholic High School, who earned a gold medal in Electronics, and Kevin Gryp, a Grade 11 student at St. Francis Catholic Secondary School, who won a gold medal for Website Design.

We are very proud of Diana and Kevin who both went on to receive a silver medal in their respective areas at the Skills Canada National Competition.

As part of this report, a Power Point presentation will showcase the events at the Skills Competition held at RIM Park in Waterloo.

The report on Skills Ontario Competition 2010,  
Skills Canada Competition 2010 is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
David Pihach, Administrator – Student Success  
Marco Magazzeni, Consultant-Technology/Specialist High Skills Major

Presented by: Yolanda Baldasaro, Superintendent of Education  
David Pihach, Administrator – Student Success  
Marco Magazzeni, Consultant-Technology/Specialist High Skills Major

Approved by: John Crocco, Director of Education

Date June 1, 2010

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: ANNUAL NIAGARA CATHOLIC GRADUATION  
CELEBRATION**

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The report on the  
Annual Niagara Catholic Graduation Celebration  
is presented for information.

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Prepared by: John Crocco, Director of Education  
Presented by: John Crocco, Director of Education  
Date: June 1, 2010



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 1, 2010

### ANNUAL NIAGARA CATHOLIC GRADUATION CELEBRATION

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#### BACKGROUND INFORMATION

In May of 2001, under the leadership of the Student Senate, all upcoming graduates of the Class of 2001 gathered for mass at St. Alfred Catholic Church with His Excellency Bishop John O'Mara celebrating a special Mass for the graduates. This celebration was repeated in May of 2002 at St. Alfred Catholic Church with His Excellency Bishop James Wingle.

In consultation with Bishop Wingle and the Office of Religious Education along with discussions with Secondary Principals, Program Chairs of Religion, Chaplaincy Leaders and Board staff, it was decided in the fall of 2002 that we would continue the celebration as an annual May event under the combined leadership of student and staff members associated with the Student Senate, Chaplaincy Leaders and the Office of Religious Education for the Diocese.

Following discussions, it was decided that the format of the annual celebration would include;

- a) An Opening Celebration for the graduates from each Catholic secondary school
- b) An address to the graduates by the Chair of the Board and the Director of Education
- c) A Prayer Service lead by the Bishop with a special message to the graduates
- d) A musical celebration of Catholic education
- e) An address to the graduates by a prominent Catholic keynote speaker
- f) A video montage of the graduating class from all Catholic secondary schools
- g) A special gift blessed by the Bishop for the graduates
- h) A message from the Holy Father to all graduates
- i) A final Blessing by the Bishop for all graduates

#### *Keynote Speakers*

Each year our keynote speakers provide inspirational messages to our graduates as they celebrate a culmination of a Kindergarten to Grade 12 Catholic education, what our students have become as graduates from a Catholic system and the important role they must play as Catholic leaders in society. Our keynote speakers have been;

2003 – Buffy Alexander  
2004 – Romeo Dallaire  
2005 – Terrence Eta  
2006 – Sandra Papatello  
2007 – Justin Trudeau  
2008 – Roch Carrier  
2009 – Father Tony Ricard  
2010 – Chris D'Souza

As the annual event continues to develop, with approximately 2,000 students annually graduating from our Niagara Catholic secondary schools, the celebration had been held at Brock University and since 2006 at the Niagara Regional Exhibition Fairgrounds in Welland.

This information report will be highlighted through a brief videography of the Graduation Celebration 2010 as prepared by students and staff in the Communication Technology program at Saint Michael Catholic High School.

The report on the Annual Niagara Catholic Graduation Celebration is presented for information.

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Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Date: June 1, 2010

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: NIAGARA CATHOLIC VIRTUES EDUCATION  
VISUAL MODEL**

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The report on the  
Niagara Catholic Virtues Education Visual Model  
is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Mark Lefebvre, Administrator – School Effectiveness Framework  
Terri Pauco, Program Consultant – Religion and Family Life

Presented by: Yolanda Baldasaro, Superintendent of Education  
Mark Lefebvre, Administrator – School Effectiveness Framework  
Terri Pauco, Program Consultant – Religion and Family Life

Approved by: John Crocco, Director of Education

Date: June 1, 2010



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 1, 2010

### NIAGARA CATHOLIC VIRTUES EDUCATION VISUAL MODEL

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#### BACKGROUND INFORMATION

In 2006, the Ministry of Education mandated Character Education programs in every publically funded elementary and secondary school in Ontario. The document, *Finding the Common Ground*, was issued and then revised in 2008, by the Literacy and Numeracy Secretariat to assist school boards with the process of identifying and infusing universal character attributes into all subject areas and school activities so that the learning culture of every school would be respectful, inclusive, safe, and caring. The goals of the Character Education initiative and its funding were to improve student learning and to better prepare students for civic responsibility and global citizenship.

St. Augustine was the first theologian and educator to understand that the development of a person's character needed both knowledge of how to live one's life and the constant practice and self-assessment of one's progress and improvement. This commitment to leading a life that strived for union with Christ became an integral part of an education in the faith. Since Catholic Education, historically, has always valued character building and insists on a holistic approach which recognizes and celebrates the whole child - the mind, body, heart, and soul – as a precious gift from God, the Catholic Education community embraced the Character Education initiative as a way to celebrate its distinctive nature and showcase its successes.

In 2008, the Assembly of Catholic Bishops of Ontario released a formal response to Ministry's original character education mandate. It was written by Bishop Paul-André Durocher, Bishop of Alexandria-Cornwall entitled, *Character Development and the Virtuous Life: a Position Paper*. In it, Bishop Durocher reminded the Catholic community of its long and rich tradition focused on the virtues modeled by Christ that remained a focus of the initiation of new Christians in the early church. Striving for a virtuous life, a life of good habits which ultimately allows one's truest self to form so that one's eternal destiny with God in heaven could be fulfilled, has been part of the Church's language and story since the fourth century and the writings of St. Augustine. The Ontario Bishops suggest that the Catholic Education community return to this language and story, thereby bringing a new focus and energy to Catholic virtues education through the Character Education mandate.

The Bishops suggested that the virtues of Love, Hope, Faith, Temperance, Prudence, Justice and Fortitude become the focus in Catholic schools. Through the theological and cardinal virtues, today's Catholic students, like those before them, will learn about their faith and what it means to be authentic witnesses of Jesus Christ in a culture which often promotes a lifestyle of self-indulgence, consumerism and injustice; they will learn how to become virtuous people.



## **The Virtues**

### **Love**

The theological virtue of love is God's gift to us at Baptism. The gift of Christian love enables us to love God above all things and to love others as God loves them. This was the great insight of St. Thérèse, who said, *we have been made by love for love*. God's gift of love directs and gives strength to our life of virtue. Our model of love is Jesus, who laid down His life so that we might have life to the full (Jn. 10: 10). Our encounters with Jesus in His Gospel and the sacraments nurture us so that we can love as He has loved us.

### **Hope**

The theological virtue of Christian hope is God's gift to us at Baptism, which unites us with the risen Christ. By hope, we desire the happiness of the Kingdom and eternal life. Hope makes us able to trust in God's promises, no matter what the obstacles. It keeps us from despair and presumption, and is expressed principally in prayer. Hopeful people live the Gospel with joy; they work for peace and justice on earth despite facing many obstacles. They trust that God's plan will be fulfilled, even if not in their lifetime.

### **Faith**

The theological virtue of faith is God's gift to us at Baptism. Christian faith transforms our minds with God's self-understanding. Faith gives us a new way of seeing: seeing God, ourselves and everything around us. Through faith we believe what Christ has taught us in the Gospels and what has been passed on through the tradition of the Catholic Church. The faith we share through Baptism into Christ's body (the Church), leads us to believe, pray and to worship.

### **Temperance**

The cardinal virtue of temperance (moderation) is the practice of enjoying life's pleasures in keeping with the call of the Gospel. A temperate person tries to stay away from excesses. Practicing temperance frees us from slavery to unhealthy habits so that we can live a fully human life as God intended for us in Christ.

### **Prudence**

The cardinal virtue of prudence (good sense) is one's ability to discern true good in every circumstance and strive to choose the right means of achieving it (Catechism of the Catholic Church). Prudence has three steps: seeking the proper, most loving thing to do, judging what is the best choice, and confidently acting. A prudent person asks, "What is the right, most loving thing to do?"

### **Justice**

The cardinal virtue of justice is found in the character of persons who practice seeking what is good in every situation, and living in right relationship with God and neighbour. A just person fulfills their obligations to God in prayer and worship, and to his/her neighbour in mercy and fairness. We are called to justice, to witness the Catholic Social Teachings, and model a faith of action.

### **Fortitude**

The cardinal virtue of fortitude (courage) involves practicing what is good and just when it is difficult or even dangerous. A person of fortitude practices patience when meeting obstacles while working to do what is right, even when others criticize them or remain silent.

## **The Niagara Catholic Virtues Education Visual Model**

With the suggested return to the language and story of the Virtues, the theological virtues of love (charity), hope and faith, and the cardinal virtues, justice, prudence, temperance and fortitude, a system-wide commitment to Virtues education has developed within Niagara Catholic.

A visual, Virtues model or poster was designed to help communicate a consistent message about the importance of Virtues Education for both students and staff. This poster will be displayed in every school in Niagara Catholic as this Virtues Model is formally launched in September 2010.

The visual model depicts the Board logo placed before the earth which is encircled by the seven virtues. The caption *Becoming Beatitude People* supports the Board logo. Providing a foundation to this are two congruent pentagons – one which houses the seven foci of the Catholic Graduate Expectations and one that identifies the Catholic Social Teachings of the Church. Each is foundational, supporting the call to become people who witness the Beatitudes.

The poster is to remind all who see it that one's life in Christ is a journey, especially for the students of Niagara Catholic, who are being prepared to enter the world as loving and productive citizens who proudly proclaim their faith through a life of witness and service. Catholic Education, from Early Learning to Grade 12, focuses on multiple opportunities to meet the Ontario Catholic Graduate Expectations in which the virtues are embedded. Equally important on this journey is the conscious effort by educators to provide the knowledge and authentic experiences to practice and model a lived faith through the Catholic Social Teachings. Long after the individual lessons have been taught, and perhaps forgotten, what will remain embedded in the hearts and souls of Niagara Catholic graduates are the lessons of the virtues of our faith tradition which the students carry into the world.

## **Opportunities for Adult Faith Formation**

The Virtues model will provide focus and support in future opportunities for adult faith formation for both staff and the parent community. We must strive to “re-learn” the language and the story of our virtues if we are to truly model a life of virtue for young people.

On Friday, May 21, 2010, the theme of the school-based Faith Day was Living a Virtuous Life. Members of the system Faith Formation Team facilitated a retreat-like day to introduce school and board staff members to the seven virtues and accompanying poster. Through prayerful reflection and small group discussion and activities, staff members were given an opportunity to learn about each of the virtues and take a pulse of where improvements can be made regarding their commitment to a virtuous life and their vocation. Staff members were able to make connections to the curriculum and to the school justice activities in light of the virtues.

## **Ongoing Support of the Virtues Education to the Schools**

To provide ongoing support for school and board staff and parents, Virtue Education resources are currently being shared and created.

One such resource is the web-based resource, [www.ourlanguageourstory.org](http://www.ourlanguageourstory.org), developed by the Eastern Ontario Catholic Curriculum Cooperative in partnership with the Assembly of Catholic Bishops in Ontario and the Ministry of Education.

Another project to highlight the Virtues is the revision of the Niagara Catholic Student Handbooks for both elementary and secondary schools. By highlighting the virtues and related Catholic themes, both students and parents will become more familiar with our faith tradition.

Writing teams will also come together to develop school and curriculum resources that will support Virtues Education within the school's Catholic Culture and through curriculum links. Sharing the lives of saints who model particular virtues, purchasing and developing literacy lessons using mentor texts that demonstrate the virtues, and learning to name and celebrate the virtues that are inherent in the wonderful school and community initiatives that already take place in Niagara Catholic are just some examples of the supports planned as the Niagara Catholic Virtues Education model is launched in September 2010.

The report on the Niagara Catholic Virtues Education Visual Model  
is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Mark Lefebvre, Administrator – School Effectiveness Framework  
Terri Pauco, Program Consultant – Religion and Family Life

Presented by: Yolanda Baldasaro, Superintendent of Education  
Mark Lefebvre, Administrator – School Effectiveness Framework  
Terri Pauco, Program Consultant – Religion and Family Life

Approved by: John Crocco, Director of Education

Date: June 1, 2010

Fortitude Prudence Hope Love Faith Justice Temperance



# *Becoming Beatitude People*

## *Catholic Social Teachings*

*Dignity of the Human Person  
Dignity of Work and Service  
Rights and Responsibilities  
Call to Family, Community  
and Participation  
Preferential Option for the  
Poor and Vulnerable  
Care of God's Creation  
Solidarity*

## *Catholic Graduate Expectations*

*A Discerning Believer formed  
in a Catholic Faith Community  
A Self-directed, Responsible Lifelong Learner  
A Reflective & Creative Thinker  
A Collaborative Contributor  
An Effective Communicator  
A Responsible Citizen  
A Caring Family Member*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

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

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

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

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

Approved by: John Crocco, Director of Education

Date: June 1, 2010



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 1, 2010

### STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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#### BACKGROUND INFORMATION

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

The following is a listing of activities that will be occurring during the period June 1, 2010, through June 29, 2010.

#### **Tuesday, June 1, 2010**

##### *Secondary Teachers of French (FSL)*

- The final in a series of workshops designed to introduce to and assist this group of teachers with The Teacher Learning and Critical Pathway (TLCP) concept of assessing students' work, which involves moderating marking among its strategies.

#### **Wednesday, June 2, 2010**

##### *Elementary Teachers of French (FSL)*

- The second in a series of workshops designed to introduce to and assist this group of teachers with The Teacher Learning and Critical Pathway (TLCP) concept of assessing students' work, which involves moderating marking among its strategies.

##### *Elementary (Junior) Teachers of Religion*

- Workshop designed to encourage and assist this group of teachers with the concept of integrating Religious Education into the media Literacy in the Junior Grades' classroom.

##### *Elementary and Secondary Principals and Vice-Principals*

- Refresher workshop designed to assist school administrators in becoming familiar with the latest in Behaviour Management Strategies (BMS) when dealing with students.

#### **Thursday, June 3, 2010**

##### *Selected Primary Teachers and Elementary Principals and Vice-Principals*

- A workshop designed to continue the introduction and roll-out of the Ministry of Education's new Early Learning Plan (ELP) to the Teachers and Principals of the schools involved in the project.

**Monday, June 7, 2010**

*Selected Elementary and Secondary Teachers' Curriculum Writing (OERB)*

- The fourth in a series of workshops designed to assist school teachers who are interested in submitting lesson plans to the Ministry of Education's Ontario Education Resource Bank (OERB), with the necessary protocol pertaining to e-Learning curriculum writing.

**Tuesday, June 8, 2010**

*Elementary and Secondary Principals and Vice-Principals*

- The second of two Refresher workshops designed to assist school administrators in becoming familiar with the latest in Behaviour Management Strategies (BMS) when dealing with students.

**Monday, June 14, 2010**

*Selected Primary Teachers and Elementary Principals and Vice-Principals*

- A workshop designed to continue the introduction and roll-out of the Ministry of Education's new Early Learning Plan (ELP) to the Teachers and Principals of the schools involved in the project.

**Tuesday, June 22, 2010**

*Selected Educational Assistants*

- The second of two Refresher workshops designed to assist school administrators in becoming familiar with the latest in Behaviour Management Strategies (BMS) when dealing with students.

This report will also include a Presentation on the Ministry of Education's Teacher Leadership and Learning Program (TLLP). It outlines a professional development project that was funded by the Ministry of Education through an application process submitted by the Niagara Catholic District School Board on behalf of Margaret Marion (Principal - St. Peter Catholic Elementary School and Melissa Maney – Worden (Teacher- St. Alfred Catholic Elementary School).

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

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

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

Approved By: John Crocco, Director of Education

Date: June 1, 2010

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: RESEARCH PROJECTS IN THE NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD FOR THE 2009-2010  
SCHOOL YEAR**

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The report on the Research Projects in the Niagara Catholic  
District School Board for the 2009-2010 School Year  
is presented for information.

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Robert DiPersio, Administrator of Special Projects

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Robert DiPersio, Administrator of Special Projects

Approved by: John Crocco, Director of Education

Date: June 1, 2010





NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 1, 2010

### RESEARCH PROJECTS IN THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 2009-2010 SCHOOL YEAR

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#### BACKGROUND INFORMATION

The Ministry of Education has solidified the importance of education research by establishing the Research Branch within the Ministry. In addition, the Ministry has created the Research and Evaluation Strategy document. This strategy acts as a guide to evidence-based decision making in education throughout the province. Below is an excerpt from the Research and Evaluation Strategy:

The priority educational goals of the Ontario Ministry of Education are:

- improved levels of student achievement;
- reduced gaps in student achievement; and
- increased public confidence in, and support for, public education.

As a key strategy in advancing these goals, the ministry is committed to developing and implementing policies and programs that are evidence-based, research-informed and connected to the priority educational goals.

The Research & Evaluation Strategy comprises:

- **leading** the ministry's research agenda to coordinate and manage ministry research activities to support provincial educational goals;
- **applying** research and evaluation to support evidence-based policy and program decisions and practices;
- **building** individual and organizational **capacity** to access, use and conduct research;
- fostering research collaboration through **networking and partnerships** between and among ministry staff researchers and educators across Ontario, to address priority research needs;
- **communicating** information about existing and new research activities and findings; and
- **contributing** to the provincial, national and international body of research knowledge about educational policies, programs and practices.

The importance of education research is demonstrated annually at the Ministry of Education's Ontario Education Research Panel Annual Symposium which took place from February 17<sup>th</sup> to 19<sup>th</sup>, 2010. Robert Di Persio, Administrator of Special Projects, represented the Niagara Catholic District School Board at this symposium where board researchers collaborated with the Faculties of Education throughout the province. The main theme of this year's symposium was the need for educators to bring research-based practices into their classrooms.

Niagara Catholic continues to provide leadership in the development of research with education researchers at the local and provincial levels. These research groups include: the School Board University Research Exchange (SURE), the Teaching and Learning Editorial Board (Brock University), the Early Years' Niagara Research Group, and the Niagara Community Observatory.

### **RESEARCH PROPOSALS 2009-10**

Research Title	Organization
Assessment of Factors Associated with School Compliance with Ministry of Health pH1N1 Guidelines during Wave Two of Ontario's Influenza Pandemic	Ontario Agency of Health Protection and Promotion
School Reintegration for Children and Youth with Acquired Brain Injury	Brock University
The Role of Program Chairs in School Improvement	Brock University
Examining Educator Research Use in the London Region: A Collaborative Project of the School Board – University Research Exchange	University of Western Ontario – Faculty of Education
Drawing as Texts: Understanding Young Children's Perceptions of Teasing	Brock University Ethics Office
Social Determinants of Child Hypertension – Phase 2 Stage 2a Prescreen	Brock University
Character Education Through Children's Literature in the Junior Grades	Nipissing University – Brantford
Secondary School Health Program – Client Centred Care Satisfaction Survey	Niagara Region Public Health
Learning is FUNdamental: A Literacy Handbook for Parents	Brock University
The Development of Expert Face Processing	Brock University
Coaching Literacy Coaches to Support Teachers' Professional Learning	Brock University
An International Exploration of Catholic Identity in Relation to Catholic Schools (Note: Denied approval)	The Catholic University of America
Niagara Region Public Health Physical Activity Survey and the Females Using Energy for Life (F.U.E.L.) Evaluation	Niagara Region Public Health
Health Behaviour in School Aged Children (Note: Denied approval)	Queen's University
Prime Resource Surveys	Niagara Catholic District School Board

The Niagara Catholic District School Board's Research Ethics Review Committee meets monthly to review numerous research projects presented for consideration by various researchers representing universities, government agencies, and other education stakeholders. This committee makes recommendations to the Superintendent of Education for consideration when approving research projects.

Committee Members: John Boyer, Elementary Principal  
Robert DiPersio, Administrator - Special Projects  
Mario DiVittorio, Secondary Vice-Principal  
Lee Ann Forsyth-Sells, Superintendent of Education  
Marcel Jacques, Administrator - Special Education  
Lorrie MacKenzie, Elementary Principal  
Dean Stunt, Elementary Principal  
Khayyam Syne, Administrator - Staff Development

In conclusion, Niagara Catholic's Research Projects Policy, along with its Administrative Guidelines, and the Research Ethics Review Committee process have been presented as a model for other school boards to consider in developing their own research policies and procedures.

The report on Research Projects in the Niagara Catholic District School Board for the 2009-2010 School Year, is presented for information.

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Robert DiPersio, Administrator of Special Projects

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Robert DiPersio, Administrator of Special Projects

Approved by: John Crocco, Director of Education

Date: June 1, 2010

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: LARKIN ESTATE ADMISSION AWARDS 2010-2011**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the payment of \$8,500.00 for Larkin Estate Admission Awards at \$500.00 per eligible student, as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Approved by: John Crocco, Director of Education  
Date: June 1, 2010



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 1, 2010

### LARKIN ESTATE ADMISSION AWARDS 2010-2011

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#### BACKGROUND INFORMATION

The Larkin Estate Admission Awards are administered by the Board of Trustees of the Niagara Catholic District School Board. Funding for the awards comes from a bequest from the estate of Maria Eveleen Larkin and Aimee Theresa Larkin. These awards have been administered annually since 1969 by the Board of Trustees of the former Lincoln County R.C.S.S. Board

As of April 30<sup>th</sup>, 2010 the undistributed earnings and the balance of the scholarship fund amounted to \$12,240.54. According to the terms of the bequest, the undistributed earnings may be paid to eligible students who are approved by the Board.

The Larkin Estate Admission Award is available to graduates of a Catholic high school situated in the jurisdiction of the Niagara Catholic District School Board. Candidates must be enrolled in St. Michael's College, University of Toronto, or a school of nursing, social service work or a college or university offering such course. Applications have been reviewed and a list of qualifying candidates has been prepared, as noted on Appendix A.

The applicants have been made aware that they must provide proof that they have registered in the eligible courses and/or school in order to receive the award. This proof is in the form of an official letter from the registrar of either St. Michael's College or a school of nursing, social service work or a college or university offering such course. Candidates are also obliged to submit evidence of successful completion of their year's study in order to qualify for a renewal of the award. (Appendix B)

#### RECOMMENDATION

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the payment of \$8,500.00 for Larkin Estate Admission Awards at \$500.00 per eligible student, as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Approved by: John Crocco, Director of Education

Date: June 1, 2010

**APPENDIX A****LARKIN ESTATE AWARDS 2010-2011****New Applicants**

<b>Name</b>	<b>Degree/Diploma</b>	<b>Graduate of</b>
Kevin Spykerman University of Toronto	Philosophy	Blessed Trinity Catholic Secondary School
Elizabeth Marie Toner Brock University	Child and Youth Studies	Holy Cross Secondary School
Amanda Lefleur Niagara College	Child and Youth Worker	Notre Dame College School
Hilary Nolle McMaster University	Nursing	Notre Dame College School
Samantha Symonds Western University	Social Science (Linguistics)	Notre Dame College School
Erika Rogers Brock University	Nursing – B.SC.	Notre Dame College School
Olivia Hunter Trent University	Nursing	Notre Dame College School
Ashley Cascanette McMaster University	Nursing – B. SC.	Blessed Trinity Catholic Secondary School

**APPENDIX B**

**LARKIN ESTATE AWARDS 2010-2011**

**Renewal Applicants**

<b>Name</b>	<b>Degree/Diploma</b>	<b>Graduate of</b>
Emily Baker Western University 2	Nursing - BSN	Holy Cross Catholic Secondary School
Ariana Visentin Brock University 2	Nursing - BSN	Denis Morris Catholic High School
Allysha Tesa Litalien University of Western Ontario 3	Nursing	Notre Dame College School
Nicole Magno Ryerson University 3	Nursing – B. SC.	Denis Morris Catholic Secondary School
Brittany Young Brock Unviersity 3	Nursing – B. SC.	Denis Morris Catholic Secondary School
Adelaine Nohara Franciscan university of Steubenville 3	Philosophy/Theology/Bioethics	Notre Dame College School
Andrea Vargas-Sanchez University of Toronto 3	Mathematics and Physical Science	Notre Dame College School
Reema Nuru Georgian College 4	Nursing – B. SC	Notre Dame College School
Jennifer Cordoba- Londono – Brock University 4	Nursing – B.SC.	Notre Dame College

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: H1N1 PANDEMIC UPDATE  
NIAGARA CATHOLIC PREPARATION AND MANAGEMENT**

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The H1N1 Pandemic Update  
– Niagara Catholic Preparation and Management  
is presented for information.

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Prepared by: John Crocco, Director of Education  
Presented by: John Crocco, Director of Education  
Date: June 1, 2010



[Living](#) > [Public Health, Safety](#)

## Flu Tracking in Niagara

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[< H1N1 Home](#)

A community-wide outbreak was declared in Niagara on October 30, 2009. This means there is a significant amount of flu circulating in Niagara.

Niagara Region Public Health uses many sources of information to understand the amount of flu in the community. These sources include:

- Laboratory-confirmed cases of H1N1 and Influenza A/B
- Student absenteeism from elementary and high schools
- Visits to doctors for symptoms of the flu

### Confirmed H1N1 Cases in Niagara

- No confirmed cases since January 2010
- 252 total confirmed cases
- 4 deaths associated with H1N1

### School Absenteeism

There are 229 schools in the Niagara region. This chart shows the average number of schools reporting student absenteeism.

This information is not exact and some **students may have been absent for reasons other than H1N1**. This information is based on the 5-day school week.

#### Average # of Schools with >10%, 20% and 30% School Absenteeism by Week

Absenteeism Rates (Average # of schools with)	Wk 45* Nov 9-13	Wk 46 Nov 21-27	Wk 47 Nov 28-Dec 5	Wk 48 Dec 5-11	Wk 49 Dec 12-18
> 10% Absenteeism	17	7	6	5	9.8
> 20% Absenteeism	1	0	0	0	0
> 30% Absenteeism	0	0	0	0	0.8

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**

**TOPIC: TRUSTEE INFORMATION  
SPOTLIGHT ON NIAGARA CATHOLIC – MAY 25, 2010**

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# Spotlight

ON  
NIAGARA CATHOLIC

*Nurturing Souls & Building Minds*

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

May 25, 2010

## Niagara Catholic Trustees Unanimously Approve Vision 2020 Strategic Plan

Trustees unanimously approved the Niagara Catholic Vision 2020 Strategic Plan, which will guide Catholic education in Niagara through the next decade. The Vision 2020 Strategic Plan was approved at the May 25th Board meeting.

The approval completes a two-year process to design a set of principles which will lay the foundation for Niagara Catholic's System Priorities and Board and School Improvement Plans for the next 10 years. The Vision 2020 Strategic Plan also includes the adoption of a new Mission Statement and will provide the direction to build a strong Catholic identity to nurture the distinctiveness of Catholic education.

*"When the Director of Education first proposed the idea of creating the Vision 2020 Strategic Plan for Niagara Catholic back in September of 2008, the Board embraced the idea whole-heartedly,"* said Board Chair Kathy Burtnik. *"I was amazed at the incredible number of people who have been so generous with their time, opinions and prayers during the process. The thoughtfulness and enthusiasm with which each and every person involved approached the process truly shows how important Catholic education is to people in Niagara."*

A draft Mission Statement is currently being vetted and will be presented at the June Board meeting. Nine vision statements are outlined in the Strategic Plan, which focus on strengthening faith, supports for student success, integrating new and emerging technologies into teaching, a call to social justice, bringing the school into the community and fostering leadership at all levels.

The Strategic Plan also outlines the Board's belief about learners and learning, teachers and teaching and Catholic learning communities. It also offers a renewed focus on the Gospel values of integrity, faithfulness, pursuit of excellence, justice, compassion, stewardship, accountability and fidelity.

The plan includes two key Strategic Directions and Enabling Strategies to ensure Niagara Catholic achieves the Vision's full potential in 2020. These directions - to Build a Strong Catholic Identity and Nurture the Distinctiveness of Catholic Education and to Advance student Achievement for All - are aligned to the Vision Statements and the draft Mission Statement. The Enabling Strategies are key focus areas which align with and support the strategic directions and will enable the Vision Statements and Mission Statement to be reached. The Strategic Directions and Enabling Strategies were created and determined based on the feedback of participants at the Vision 2020 Summit in April.

Director of Education John Crocco said the two-year public process, which engaged more than 4,700 stakeholders and supporters of Catholic education - including staff, students, parents, parish priests and members of our Niagara communities - ensured all voices were given an opportunity to be heard.

*"Throughout the process, members of our Niagara Catholic family were provided with the opportunity to speak openly and honestly about the things we were doing - and must continue to do - well, areas where we could improve, and what they believe is necessary to ensure our students thrive as they meet the global challenges of the 21st century,"* said Mr. Crocco. *"Niagara Catholic students are already wonderful ambassadors of Catholic education, whether it is the youngster who asks friends to make donations to charity in place of giving birthday gifts, the intermediate student who devotes time and energy to community projects or the secondary student who participates in mission trips to developing nations around the world. I believe this Vision 2020 Strategic Plan provides Niagara Catholic with the vision to build on our solid foundation through the next decade and beyond."* The report is available at [niagaracatholic.ca](http://niagaracatholic.ca).



## Trustees Celebrate Student Success at Meeting



***There was plenty to celebrate at the May 25th Board Meeting. Top: Tyler Pyley was presented with a Student Senate Scholarship Award. This is the first year for the \$500 award. Pyley is a Grade 12 student at Saint Michael Catholic High School. Also honoured was Harish Aggerwal, who is in Grade 12 at Saint Paul Catholic High School. The award was created to recognize graduating students who excel in academics, athletics, community and Catholic involvement and extracurricular activities. Centre: Trustees celebrated Saint Michael Catholic High School's OFSAA victory by presenting members of the gold-medal winning boys team with Excellence in Athletics pins (top). Bottom: Members of St. Denis Catholic Elementary School's Saints in Motion Robotics team were recognized for their success at the First Lego League World Championships in Atlanta last month.***

## Program Fees Approved

Niagara Catholic has approved a fee structure for the Extended Day Program for the Early Learning Program for the 2010-2011 School Year.

The Board is required to offer an integrated Extended Day Program at schools offering the Early Learning Program for four and five-year-old students, both before and after school. Eight Niagara Catholic elementary schools will offer the Early Learning Program beginning in September: Holy Name Catholic Elementary School in Welland, St. Denis and Our Lady of Fatima Catholic Elementary Schools in St. Catharines, Father Hennepin and St. Mary Catholic Elementary Schools in Niagara Falls, St. Joseph Catholic Elementary School in Grimsby and St. Therese Catholic Elementary School in Port Colborne.

Earlier this year, a survey was sent to parents and guardians at those schools, asking for expressions of interest in before and after-school care. Based on responses, it has been determined that in order for the program to be cost-effective, children up to age 12 may attend the before and after-school programs.

The cost for before-school care for students aged 4 to 12 will be \$8 per student day. The after-school care program will cost \$12 per student per day.

The Ministry requires the Board to revisit the fees annually.

## Facilities Policy Approved

Niagara Catholic has approved its Facility Partnerships Policy. The Policy was approved during the May 25th Board Meeting.

The Policy reflects the Board's desire to form partnerships that "complement Catholic education or the union of home, school and church" through entering into joint use agreements for unused space in open and operating facilities during school hours."

The Policy also makes it possible for the Board to enter into agreements with partners to co-build new schools or additions to schools.

The complete policy can be found online at [niagaracatholic.ca](http://niagaracatholic.ca).



# School Excellence Program

FOCUS on

## Mother Teresa Catholic Elementary School

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

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

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

*"I alone cannot change the world, but I can cast a small stone across the waters to create many ripples."*

- Mother Teresa

Mother Teresa Catholic Elementary School opened in September 2005, named in honour of Mother Teresa of Calcutta, who died in 1997 after a lifetime of service to the poor.

The school was built to ease the burden on St. Ann Catholic Elementary School in Port Dalhousie, and St. Anthony Catholic Elementary School in the west end of St. Catharines.

Five years later, Mother Teresa school has developed into a dynamic, compassionate school that excels not only in academics, but in raising the social consciousness of student, creating students of whom the school's namesake would be proud.

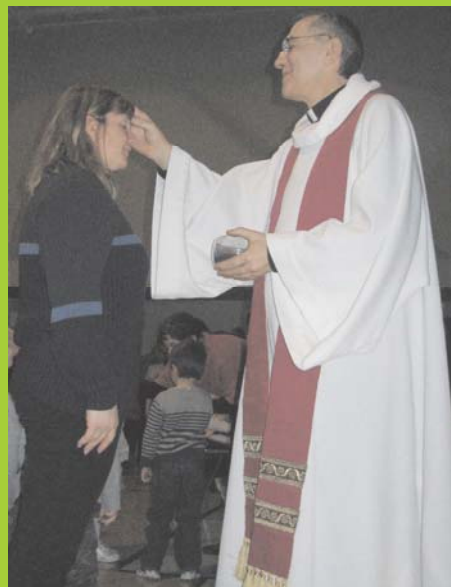
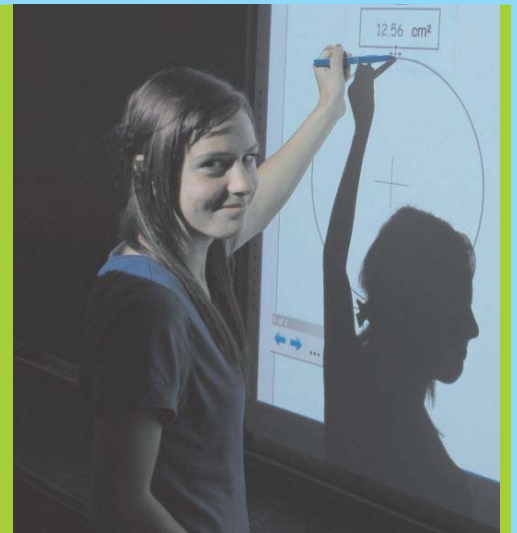
Principal Blaine MacDougall and teacher Ann Marie Maloney shared many wonderful things about Mother Teresa with Trustees and Senior Staff during the May 25th Board Meeting.

Mr. MacDougall said staff and students have embraced the essence of what Mother Teresa stood for. Earlier this year, students took part in a social justice fair, which depicted a current day issue while reflecting on an historical event. Students looked at the concern of today and linked the six principles of social justice to their presentation.

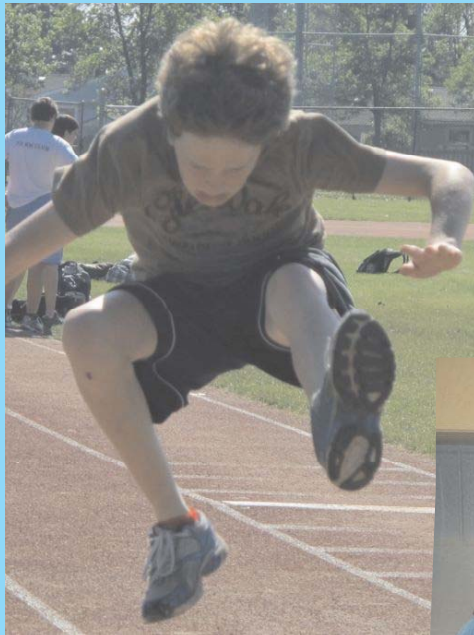
Mother Teresa students are also actively involved in supporting Wells of Hope. When Mr. MacDougall travelled to Guatemala during the March Break, he took with him suitcases filled with school and personal supplies for people there - the school's way of being a ripple on the waters.

Mother Teresa school has a wonderful relationship with Star of the Sea Church in Port Dalhousie. Students

**Right: Smart boards are used in classrooms at Mother Teresa Catholic Elementary School.**



**Left: Fr. Peter Walton from Star of the Sea Church in Port Dalhousie celebrates Mass regularly with staff and students, such as Ash Wednesday (as pictured).**



**Left: Mother Teresa students give their best both in class and on the sports field.**

**Right: Students held a pizzele fundraiser earlier this year, to help raise money for earthquake relief in Haiti.**



**Bottom: Mother Teresa students work together to make their school and the community better place. The rainbow of hands symbolizes this spirit.**



participate in the Power of Prayer program with the Catholic Women's League at the church. Parishioners fill out their intentions on cards, which are picked up by the school. Students then pray for parishioners every day, creating a strong relationship between the school and the church.

Fr. Peter Walton also has a visible presence at Mother Teresa, with his excellent presentation of many teaching Masses and preparing students for the sacraments of Reconciliation, Communion and Confirmation.

Grade 2 students take part in a retreat during their special year, which includes their first of two Holy Sacraments - Reconciliation and Communion. Parents and staff work together on this program, which truly creates a home-school-church triad.

Mother Teresa students consistently score well above the provincial averages on standardized testing. Not content to settle for maintaining the status quo, staff continually strive to improve student success each year by focusing on the core literacy and numeracy skills. Staff at Mother Teresa and St. Ann share best practices for Teaching-Learning Critical Pathways (TCLP) so that students and staff can continue to garner the most effective teaching practices that will attain a higher level of success for students.

Students not only thrive academically but in sports and the arts. Staff are committed to working with students to produce two school performances a year. This year's Christmas musical featured primary students and the spring production featured the talents of students in the junior and intermediate grades. Written by a staff member "Girl Plugged In" provided a "edutainment" - an entertaining show with a valuable lesson about making good choices.

Mother Teresa students also take part in Titan Canon, the school's band, which features a piano, drums, guitars and a dynamic group of spirited singers.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
PUBLIC SESSION  
JUNE 1, 2010**




**TOPIC: CALENDAR OF EVENTS – JUNE 1, 2010**

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# June 2010

SUN MON TUE WED THU FRI SAT

SUN	MON	TUE	WED	THU	FRI	SAT	
	 <b>Canadian Environment Week</b> May 30—June 5, 2010	<b>1</b> Committee of the Whole Mtg	<b>2</b> SEAC Mtg Clean Air Day	<b>3</b>	<b>4</b>	<b>5</b> World Environment Day	
<b>6</b>	<b>7</b>	<b>8</b> Oceans Day	<b>9</b>	<b>10</b> Director's & Administrative Leadership Symposium	<b>11</b>	<b>12</b>	
<b>13</b>	<b>14</b>	<b>15</b> Board Mtg	<b>Rivers to Oceans Week—June 8 to 14</b>				<b>19</b>
<b>20</b> Father's Day 	<b>21</b> Summer Solstice Celebrate Canada June 21 to July 1	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b> Staff Retirement Celebration	<b>26</b> Graduation -Saint Paul	
<b>27</b>	<b>28</b> Graduation -Blessed Trinity -Holy Cross Sec Exams	<b>29</b> Secondary PA Dy Graduation -Denis Morris -Notre Dame -St. Francis -Saint Michael	<b>30</b> Elem & Sec PA Day Graduation -Lakeshore Catholic	<b>Secondary Exams—June 22 to 28</b>			 <b>Celebrate Canada</b> National Aboriginal Day - June 21 Saint-Jean-Baptiste Day - June 24 Canadian Multiculturalism Day - June 27 Canada Day - July 1



Niagara Catholic District School Board

Events posted at [www.niagaracatholic.ca](http://www.niagaracatholic.ca)