



AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, DECEMBER 1, 2009
7:00 P.M.**

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

A. ROUTINE MATTERS

- | | |
|---|----|
| 1. Opening Prayers – Trustee Burtnik | - |
| 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 November 10, 2009 | A5 |

B. PRESENTATIONS

- | | |
|-----------------------------------|---|
| 1. EcoSchools Awards Presentation | - |
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C. COMMITTEE AND STAFF REPORTS

- | | |
|--|--------|
| 1. Policy Committee | |
| 1.1 Unapproved Minutes of the Policy Committee Meeting of November 24, 2009 | C1.1 |
| 1.2 Approval of Policies | |
| 1.2.1 Accessibility Customer Service Policy | C1.2.1 |
| 1.2.2 Safe Physical Intervention with Students Policy | C1.2.2 |
| 1.3 Policy Development | C1.3 |
| 2. St. Catharines Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee Report | C2 |
| 3. Student Achievement Department K – 12 Specialist High Skills Major In Arts And Culture Launch | C3 |
| 4. Lead Boards For Equity and Inclusive Education Implementation Networks | C4 |
| 5. Learning for All K-12 | C5 |
| 6. Staff Development Department Professional Development Opportunities | C6 |
| 7. H1N1 – Niagara Catholic Preparation and Management | C7 |

- | | |
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| 8. Monthly Updates | |
| 8.1 Capital Projects Progress Report | C8.1 |
| 8.2 Student Trustees' Update | - |
| 8.3 Family of Schools Superintendents' Monthly Update | - |

D. INFORMATION

- | | |
|---|------|
| 1. Trustee Information | |
| 1.1 Spotlight on Niagara Catholic – November 24, 2009 | D1.1 |
| 1.2 Calendar of Events – December 2009 | D1.2 |
| 1.3 Vision 2020 Discovery Session - Trustees – December 8, 2009 – 6:00 p.m. | - |
| 1.4 Director's Meeting & Faith Formation – December 10, 2009 – 10:30 a.m. – Club Roma | - |

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
DECEMBER 1, 2009**

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE MEETING
OF NOVEMBER 10, 2009**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of November 10, 2009, as presented.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, NOVEMBER 10, 2009

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, November 10, 2009, 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 Fera.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Nieuwesteeg.

2. Roll Call

Trustee	Present	Excused
John Belcastro	✓	
Kathy Burtnik	✓	
Maurice Charbonneau	✓	
Gary Crole	✓	
John Dekker	✓	
Frank Fera	✓	
Ed Nieuwesteeg	✓	
Tony Scalzi	✓	
Student Trustees		
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; **Mark Lefebvre**, Administrator of School Effectiveness; **Sherry Morena**, Recording Secretary

3. Approval of the Agenda

Moved by Trustee Belcastro

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of November 10, 2009, as amended:

ADDITION TO THE IN CAMERA AGENDA

SECTION B: STUDENT TRUSTEES EXCLUDED

ITEM F5 – In Camera Item

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 October 13, 2009

Moved by Trustee Scalzi

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of October 13, 2009, as presented.

CARRIED

B. PRESENTATIONS

1. Academic and Athletic Medalists

- *St. Francis Catholic High School - OFSSA Medalists*

Yolanda Baldasaro, Superintendent of Education, welcomed Mike Sheahan, Physical Education Consultant, who spoke briefly of the accomplishments of the St. Francis Catholic High School Golf Team who won Gold Medals at OFSSA

Ken Griepsma, Principal of St. Francis Catholic High School, introduced the Golf Team and spoke of their achievements.

Chairperson Burtnek and Trustee Charbonneau presented the students with Niagara Catholic “Excellence in Athletics” pins.

C. COMMITTEE AND STAFF REPORTS

1. Pilgrimage Sunday - October 25, 2009

Yolanda Baldasaro, Superintendent of Education – Student Achievement, welcomed Terri Paucio, Religious Education and Family Life Consultant who presented the report on Pilgrimage Sunday – October 25, 2009.

Approximately 5,000 Niagara Catholic students, staff, Trustees, Senior Administration, Catholic School Council members and Alumni participated in this year’s annual Pilgrimage. Over \$202,000 was raised in this annual event to assist our needy brothers and sisters in Haiti, Dominican Republic, Dominica, El Salvador, Guatemala, Peru and Rwanda in addition to Development & Peace and Fogquest.

Elli Kubarakos, student of St. Francis Catholic Secondary School performed a song she wrote for Pilgrimage 2009 entitled "Share". Students from each of Niagara Catholic's Secondary Schools spoke briefly about their school's pilgrimage themes as well as special events held to prepare for Sunday, October 25, 2009.

Vice-Chairperson Fera, on behalf of the Trustees, praised the students for their commitment and dedication to others in need. The students were presented with Niagara Catholic "Excellence in Academics" pins.

2. Policy Committee

2.1 Unapproved Minutes

Policy Committee Meeting – October 28, 2009

Moved by Trustee Scalzi

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of October 28, 2009, as presented.

CARRIED

2.2 Policy Development Update

Director Crocco presented the Policy Development Update.

3. Father Patrick Fogarty Awards

Director Crocco presented the report on the Father Patrick Fogarty Awards and informed Trustees that the Class of 2009 student recipients of the Father Fogarty Award were invited as guests to attend the 2009 Father Fogarty Awards Dinner held on Saturday, October 24, 2009 in Mississauga. In keeping with past practice, the cost for parents to attend the Awards Dinner was covered by the Board and the students costs were covered by CEFO. Six of the eight families were able to attend this year's Father Patrick Fogarty Awards Dinner.

4. Early Learning Program – Planning for 2010-2011 & 2011-2012

Superintendent Baldasaro and Administrator Lefebvre presented the report on the Early Learning Program for 2010-2011 & 2011-2012, (full-day early learning for four and five year olds). The Ministry of Education planning allocations of ELP classes for the Niagara Catholic District School Board is 14 classes for Year One (2010-2011 school year) and 7 classes for Year Two (2011-2012).

The Ministry of Education will review transportation cost requirements for 2010-2011 during the first few months of 2010. Schools Boards will need to consult with specified organizations prior to identifying the selected schools.

5. School Effectiveness Framework – District Review Process

Superintendent Baldasaro and Administrator Lefebvre presented the report on the School Effectiveness Framework – District Review Process which was established by the Literacy and Numeracy Secretariat as a collegial process for growth in the effectiveness of schools. It is intended as a guide for analysis and improvement planning at both the school and Board level.

The District Review Process provides support for the school in identifying strengths and areas for further development. A summary report is provided to the school to assist in sharpening a school's focus and building the capacity of their professional Catholic learning community.

6. Student Success/Learning to 18 Strategy

Superintendent Baldasaro presented the report on Student Success/Learning to 18 Strategy, which is a broad, province wide strategy designed to ensure that every student is provided with the tools to successfully complete his/her secondary schooling and reach his/her post secondary goals, whether these goals involve apprenticeships, college, university, or the workplace.

Superintendent Baldasaro answered Trustees questions regarding Student Success/Learning to 18 Strategy.

7. Ontario Educational Resource Bank (OERB)

Superintendent Baldasaro welcomed Pat Mete, Consultant - Mentor Connector/Homework Help Initiative who presented the report on the Ontario Educational Resource Bank (OERB). The Niagara Catholic District School Board, in partnership with the Ministry of Education, has launched a campaign to reach every Niagara Catholic teacher, from Junior Kindergarten to Grade 12 to help support and deliver Ontario Curriculum to students and parents through the promotion of the Ontario Educational Resource Bank, known as the OERB.

8. Adult and Continuing Education

Robert Ciarlo, Superintendent of Education presented the Adult and Continuing Education report. The six Niagara Catholic District School Board Adult and Continuing Education sites, as well as on-line learning, offer learners various credit and non-credit courses as well as career-based programs.

Superintendent Ciarlo noted that through the work of staff, effective management, additional Ministry funding for programs, advertising and a positive reputation throughout the Niagara region, the Adult and Continuing Education program contributed \$700,000 towards the Board's overall financial statements.

The Board moved into the In Camera Session to discuss a timed item.

Moved by Trustee Belcastro

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 10:25 p.m.

9. Catholic School Councils Annual Report 2008-2009

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Catholic School Councils Annual Report 2008-2009 to the Board, which is compliance with School Council legislation, that states every School Council shall annually submit a written report on its activities to the Principal of the school and to the Board that established the Council (O. Reg. 612/00, s. 24 (1)).

If the School Council engages in fundraising activities, the annual report shall include a report of those activities (O. Reg. 612/00, s. 24 (2)).

10. Staff Development Department Professional Development Opportunities

Superintendent Iannantuono presented the report on the Staff Development Department Professional Development Opportunities for information.

11. H1N1 – Niagara Catholic Preparation and Management

Director Crocco presented the monthly Board report on the H1N1 Pandemic – Niagara Catholic Preparation and Management, which included up-to-date information from the Niagara Region Public Health Department and within the Board’s Pandemic Plan implementation.

Director Crocco informed Trustees that Senior Staff is continuing to monitor the daily absenteeism of students and staff, and that Principals are continuing to provide the exemplary leadership with their school communities regarding prevention, monitoring and reduction strategies.

Staff is continuing close dialogue with the Niagara Regional Health Department in order to provide information and answer questions from staff, parents, and the media.

12. Financial Reports

12.1 Monthly Banking Transactions

Moved by Trustee Crole

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Monthly Banking Transactions for the month of October 2009, as presented.

CARRIED

12.2 Statement of Revenue and Expenditures

Moved by Trustee Dekker

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Statement of Revenue and Expenditures as at October 31, 2009, as presented.

CARRIED

10. Monthly Updates

10.1 Capital Projects Progress Report

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

10.2 Student Trustees’ Update

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

10.3 Family of Schools Superintendents’ Monthly Update

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

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – October 27,2009

Director Crocco presented the Spotlight on Niagara Catholic – October 27, 2009 issue for Trustees' information.

1.2 Calendar of Events – November 2009

Director Crocco presented information on the Calendar of Events – November 2009.

1.3 Proposed Changes to Municipal Elections Act contained in Bill 212 – Good Government Act 2009

Director Crocco presented correspondence form OCTSA regarding the Proposed Changes to Municipal Elections Act contained in Bill 212 – Good Government Act 2009.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

F. BUSINESS IN CAMERA

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Dekker

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of November 10, 2009.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Crole

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 October 13, 2009, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Scalzi

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 October 13, 2009, as presented.

CARRIED (Item F3)

Moved by Trustee Dekker

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board that the purchase of property be approved as outlined in Item F4 of the In Camera Session of the Committee of the Whole Meeting – Section B: Student Trustees Excluded of November 10, 2009.

CARRIED (Item F4)

Moved by Trustee Charbonneau

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the recommendation as outlined in Item F5 of the In Camera Session of the Committee of the Whole Meeting – Section B: Student Trustees Excluded of November 10, 2009.

CARRIED (Item F5)

H. ADJOURNMENT

Moved by Trustee Belcastro

THAT the November 10, 2009 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 10:40 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **November 10, 2009.**

Approved on the **1st** day of **December 2009.**

Frank Fera
Vice-Chairperson of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

**TOPIC: POLICY COMMITTEE
UNAPPROVED MINUTES
NOVEMBER 24, 2009**

RECOMMENDATION

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of November 24, 2009, as presented.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE POLICY COMMITTEE MEETING TUESDAY, NOVEMBER 24, 2009

Minutes of the Policy Committee Meeting held on Tuesday, November 24, 2009, at 5:45 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 6:05 p.m. by Committee Chairperson Scalzi.

1. **Opening Prayer**

The meeting was opened with a prayer lead by Trustee Scalzi.

2. **Attendance**

Committee Members in Attendance:
Tony Scalzi, Committee Chairperson
Kathy Burtnik, Trustee
Ed Nieuwesteeg, Trustee

Trustees in Attendance:
John Dekker, Trustee
Frank Fera, Trustee

Staff Members in Attendance:
John Crocco, Director of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Frank Iannantuono, Superintendent of Education
Sherry Morena, Recording Secretary

3. **Approval of Agenda**

Moved by Trustee Nieuwesteeg

THAT the November 24, 2009 Policy Committee Agenda be approved, as presented.

Approved

4. **Minutes of Policy Committee Meeting of October 28, 2009**

Moved by Trustee Burtnik

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of October 28, 2009, as presented.

Approved

5. Policies

Action

Policies Being Recommended for December Committee of the Whole/Board Approval

5.1 Accessibility Customer Service Policy

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Accessibility Customer Service Policy and explained the rationale and explanations for the suggested amendments.

Superintendent Forsyth-Sells stated that two additions are being suggested to the Statement of Policy and Administrative Guidelines, and are based on feedback and reviews by Administrative Council. She spoke to changing the title of the Policy from Accessible Customer Service Policy to Accessibility Customer Service Policy in order to correspond with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and the Accessibility Standards for Customer Service, Ontario Regulation 429/07.

The Committee discussed the definition of “customer”, and suggested that the word “persons” in the Policy Statement be changed to “customers”, and that the sentence “*The Board defines customer as any person who uses the services of the school board, who is not a student or staff, as they are covered by the Education Act and Regulations, various Employment and Labour Acts and Board Policies and Guidelines.*” be inserted after the first paragraph.

Moved by Trustee Nieuwesteeg

THAT the Policy Committee recommend to the Committee of the Whole approval of the Accessibility Customer Service Policy, as amended.

Approved

5.2 Safe Physical Intervention with Students Policy

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Safe Physical Intervention with Students Policy and explained the rationale and explanations for the suggested amendments.

The Committee discussed the use and definition of the word “manual” used in the Administrative Guidelines and suggested that the word be struck from the NOTE under “Mild Forms of Physical Intervention”. Additional amendments to wording in the Guidelines were suggested.

Moved by Trustee Nieuwesteeg

THAT the Policy Committee recommend to the Committee of the Whole approval of the Safe Physical Intervention with Students Policy, as presented.

Approved

Policies Being Recommended for Vetting

5.3 Safe Arrival Policy

Frank Iannantuono, Superintendent of Education, presented the Safe Arrival Policy and explained the rationale and explanations for the suggested amendments.

The Committee suggested that the first paragraph in the Policy Statement be amended to read “*The Niagara Catholic District School Board is committed to strong communication between the home and the school in relation to student absence is important to the safety of our students, the peace of mind of the parents, and the efficient running of the school*” and that the following statement be added “*It is an expectation that parents will be responsible to contact the school if they are aware that their child will be absent for part or all of the school day.*”

Due to time constraint the Policy Committee will review the Administrative Guidelines and email suggested amendments to Superintendent Iannantuono.

The Safe Arrival Policy and Guidelines will be vetted as part of the policy review process. Feedback and recommendations will be presented at the February Policy Committee Meeting.

Information

5.4 Policy and Guideline Review 2009-2010 Update

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

5.5. Policy Development Update

Director Crocco presented the Policy Development Update.

6. Discussion for Future Action

7. Date of Next Meeting

- January 26, 2009 – 5:30 p.m.

8. Adjournment

Moved by Trustee Burtnik

THAT the Policy Committee Meeting be adjourned.

Approved

This meeting was adjourned at 7:00 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

**TOPIC: APPROVAL OF POLICIES
ACCESSIBILITY CUSTOMER SERVICE POLICY**

RECOMMENDATION

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

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

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

Approved by: John Crocco, Director of Education

Date: December 1, 2009

Niagara Catholic District School Board**ACCESSIBILITY CUSTOMER SERVICE POLICY**

Adopted: December 1, 2009

Policy No.

Revised:

STATEMENT OF POLICY

The Niagara Catholic District School Board is committed to providing educational programs and services in its learning and working environments and facilities which are free of barriers, building on the key principles of independence, dignity, and respect for all students, parents/guardians, members of the community and staff.

The Board defines any person who uses the services of the school board, who is not a student or staff, as they are covered by the Education Act and Regulations, various Employment and Labour Acts, and Board Policies and Guidelines, as a customer.

The Board is committed to giving persons with disabilities equal opportunity of access to services and programs offered by the Board in locations normally accessed by the public.

The provision of educational programs and services involves the positive implementation of attitudes, actions, structures, and systems that support the continual improvement of accessibility and customer service in the Niagara Catholic District School Board.

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

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility Standards for Customer Service, Ontario Regulation 429/07

Ontario Human Rights Code

ADMINISTRATIVE GUIDELINES

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration, and equality of opportunity for all, with particular attention to persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities and such services to incorporate measures that include but are not limited to the use of support persons, assistive devices and service animals. (Appendices 1,2,3)
3. To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board.
4. Training as identified in No. 3 will be provided to all staff and, when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.
5. The Board will ensure that its policies and procedures related to the Accessibility for Ontarians with Disabilities Act, 2005 are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
6. When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board website.(Appendix 4)

Please note: The Board encourages individual members of the public, who will be accessing any Board site, to provide sufficient notice of their special needs to Board staff so that staff may accommodate the individual.

7. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board will develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods.
8. So that adherence to this policy can be achieved efficiently and effectively, the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems, or planning a new initiative.
9. The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include: the Special Education Advisory Committee (SEAC), Federations, unions, citizens' groups. Methods of communication will include the use of electronic means such as Board Website: www.niagaracatholic.ca. (Appendix 5)
10. The Board will establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.

GLOSSARY OF TERMS

Definitions

Customer

- is any person who uses the services of the school board, who is not a student or staff, as they are covered by the *Education Act and Regulations*, various Employment and Labour Acts, and Board Policies and Guidelines.

Assistive Device

- is any device used by people with disabilities to help with daily living. Assistive devices include but are not limited to a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.

Service Animal

- is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a medical practitioner.

Support Person

- is a person who assists or interprets for a person with a disability as he/she access the services of the Board. A support person is distinct from an employee who supports a student in the system.

Third Party Contractors

- is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, contracted professionals.)

Barrier to Accessibility

- is anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, and or a technological barrier.

Accommodation

- is a means through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

Niagara Catholic District School Board

ACCESSIBILITY CUSTOMER SERVICE GUIDELINE: APPENDIX 1

Use of Support Persons by the General Public

The Niagara Catholic District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of support persons.

Definition/Explanation of Support Person:

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

Additional Information:

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

1.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.

2.0 Access to Board premises

2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.

2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

3.0 Confidentiality

3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the Superintendent, Principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.

- 3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian. (See attached “Sample Consent Form”.)
- 3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4 A copy of the signed consent document will be retained in the school/board office.
- 3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

4.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an admission fee

- 4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

5.0 Where the Board may require the presence of a Support Person

- 5.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board’s obligations to protect the health or safety of the person with a disability or of others on the premises.

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn’t mean they’re not capable of meeting health or safety requirements.

SAMPLE CONSENT FORM

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/ teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian
Signature _____ Date _____

(Printed Name of Parent/Guardian) _____

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support Person
Signature _____ Date _____

(Printed Name of Support Person) _____

Signature of Witness –
Principal/Staff Member _____ Date _____

(Printed Name of Staff Person) _____

Niagara Catholic District School Board

ACCESSIBILITY CUSTOMER SERVICE GUIDELINE: APPENDIX 2

Use of Assistive Devices by the General Public

The Niagara Catholic District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include but are not limited to the use of assistive devices.

Definition/Explanation of Assistive Devices

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.

2.0 Communication re Use of Assistive Devices

Assistive Devices Carried by Persons with Disabilities

- 2.1 The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.

*Assistive Devices/Services – Made available by the Board**

- 2.3 The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the board or school to assist in provision of services to people with disabilities.
- 2.4 Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include:

Assistive devices:

Telephones with large numbers, amplifiers, lifts.

Services:

Sign language interpretation, oral interpretation, real-time captioning.

Alternate service methods:

Assistance of a staff person to complete a transaction, e.g., school registration

TIPS FOR PRINCIPALS/MANAGERS

The following pages contain useful information on:

- Interacting with people using Assistive Devices

TIPS FOR HELPING SOMEONE WITH AN ASSISTIVE DEVICE

Many users of board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- wheelchairs
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

Key Point To Remember: One should not touch or handle an assistive device without permission.

MOVING PERSONAL ASSISTIVE DEVICES

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person’s instructions;
- confirm that the person is ready to move;
- describe what you are going to do before you do it;
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the user’s reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

(Copyright for the above resource is Queen’s Printer. The resource is excerpted from the e-learning course developed by the Accessibility Directorate of Ontario and modified for this use.)

Niagara Catholic District School Board

ACCESSIBILITY CUSTOMER SERVICE GUIDELINE: APPENDIX 3

Use of Service Animals by General Public

The Niagara Catholic District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of service animals.

Definition/Explanation of Service Animal:

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a physician or nurse.

Additional Information:

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

1.1 Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

2.0 Access to Board premises

2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.

2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

2.3 This procedure deals solely with the individual's right to be accompanied by a service animal.

3.0 Exclusion of Service Animal

- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

4.0 Alternative measures if Service Animal must be excluded

- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

5.0 When it is necessary to confirm an animal is a Service Animal

- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or nurse confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or Board facility, the Principal or Departmental Manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The Principal or Departmental Manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

Niagara Catholic District School Board

ACCESSIBILITY CUSTOMER SERVICE GUIDELINE: APPENDIX 4

When services that are normally provided to a person with a disability are unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board website.

Definition/Explanation of Disruption of Service:

As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking. When those facilities or services are temporarily unavailable or if they are expected to be unavailable in the near future, a notice of disruption of service is required.

Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

1.1 Supervisory Officers, Principals, Departmental Managers, Board Communications Specialists and/or (__name other position__) will ensure that the users of board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

2.0 How Must the Notice of Disruption of Services be provided?

2.1 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices.

2.2 Consideration should be given to providing notice in multiple formats.

2.3 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.

3.0 What Must be Included in Notice of Disruption of Services

3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

SAMPLE NOTICES

Sample 1 – Access to School Building

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact _____ at [phone number].

Thank you,
Principal

Sample 2 – Accessible Washroom

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 123 Main Street, which is located next door to our premises. We apologize for this inconvenience.

Thank you.
Superintendent of Facilities

Niagara Catholic District School Board

ACCESSIBILITY CUSTOMER SERVICE GUIDELINE: APPENDIX 5

Monitoring and Feedback on Accessible Customer Service

The Niagara Catholic District School Board will monitor the effectiveness of implementation of the Accessibility Standard for Customer Service through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include, but are not limited to, the Special Education Advisory Committee (SEAC), Teacher Federations*, Employee unions, and citizens' groups. Methods will include electronic means such as websites.

(*Note: Consultation relates to membership of these groups as **providers** of Accessible Customer Service.)

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 The Director of Education and/or designates will implement a process for feedback on Accessibility Customer Service that has the following components:
 - (a) Information on the Board and school websites inviting users of Board services to provide feedback on their experience with, or concerns about, access to services for people with disabilities
 - (b) Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with, or concerns about, accessibility of services. Consideration should be given to providing information in alternate formats.
 - (c) Information on how the Board will respond to feedback.
- 1.2 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Customer Service that includes consultation with various constituency groups including, the Special Education Advisory Committee (SEAC), Federations, unions, and citizens' groups. Consultation methods could include electronic feedback and focus groups.

2.0 Methods for Feedback

- 2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.
- 2.2 Methods could include e-mail, verbal input, suggestion box or feedback card.
- 2.3 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.

3.0 Proactive Measures for Accessibility Customer Service

- 3.1 To ensure ongoing efficient and effective adherence to the Accessibility Customer Service Policy, the Board, its school-based administrators, and its managers including those representing the Board, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems, or planning a new initiative.

SAMPLE NOTICE RE FEEDBACK

The Niagara Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way Niagara Catholic District School Board provides services to people with disabilities can be made by [insert the ways feedback can be provided, for example, e-mail, verbally, suggestion box, feedback card, etc.].

All feedback will be directed to [insert title of person responsible for receiving feedback].

Response to your feedback will be provided as follows: [indicate method, e.g., direct response to the individual, summary report on website, etc.]

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

**TOPIC: APPROVAL OF POLICIES
SAFE PHYSICAL INTERVENTION WITH STUDENTS POLICY**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Safe Physical Intervention with Students Policy, as presented.

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

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

Approved by: John Crocco, Director of Education

Date: December 1, 2009

Niagara Catholic District School Board

**SAFE PHYSICAL INTERVENTION
WITH STUDENTS**

Adopted: December 1, 2009
Revised:

Policy No.

STATEMENT OF POLICY

The Niagara Catholic District School Board, along with its elementary and secondary schools, supports a safe and inclusive Catholic learning environment for all students and staff, respecting and celebrating the uniqueness of each student and staff within its Catholic community.

Every effort is made to instruct and guide students, by using positive classroom and behavioural management techniques to ensure the safety of all students. However, there may be situations when it is deemed necessary to implement Mild Forms of Physical Intervention, Emergency Physical Intervention, and/or a Planned Physical Intervention Program, for the safety of a student, others, or property. The Board has implemented and provided training in Behaviour Management Systems (BMS), a safe, physical, intervention program supporting effective management of behaviour in schools.

Notwithstanding, in the event of an emergency, it is the responsibility of the Principal/Designate to ensure the safety of all students and to take the appropriate action.

The Director of Education will issue Administrative Guidelines in conjunction with this Policy.

References:

- **Constitution Act 1982 – Charter of Rights and Freedoms**
- **Canadian Criminal Code, R.S.C., 1995 – Correction of Child By Force**
- **Education Act, R.S.O., 2000 Sections 264 (1), 265 (a), 301 (1) and (2)**
- **Child and Family Services Act, R.S.O., 1990 – Corporal Punishment**
- **Ontario Regulation 298**
- **Ontario Human Rights Act**
- **Occupational Health and Safety Act**
- **Labour Relations Act**

ADMINISTRATIVE GUIDELINES

Introduction

These guidelines establish the requirements to ensure the safety of all students and staff in a Catholic learning environment using a uniform standard of practice in the Niagara Catholic District School Board.

When a student's behaviour may jeopardize himself/herself, others, or property, it is the responsibility of the Principal/Designate and staff members, who have been trained in Behaviour Management Systems (BMS), to intervene in the least intrusive manner possible for the situation.

In addition, there may be situations where staff have received additional training for specific cases as documented by the school.

The Principal/Designate is responsible for providing a safe environment for all students and staff which may require a form of a safe, physical intervention strategy.

Behaviour that may warrant a Safe Physical Intervention

A behaviour or activity that may warrant a safe, physical intervention is characterized by, but not limited, to:

- a) actual or threatened use of any weapon, thus endangering students or staff members,
- b) verbal, physical or written threats by any student directed at any other student or staff member,
- c) molestation,
- d) actual or threatened use of physical force, and
- e) discriminatory harassment which has or might have the effect of endangering the health and welfare of students or staff members.

The parent/guardian will be informed any time a physical intervention strategy has been used at school, and appropriate documentation must be completed by the appropriate staff. The word "guardian" may also refer to Family and Children's Services (FACS) where a student is in their care.

MILD FORMS OF PHYSICAL INTERVENTION

NOTE: Mild forms of physical intervention such as reaching for a child's hand, holding a child's hand, or restraining a student's arm to prevent a fight, are common and usual methods used by parents/guardians, and teaching and support staff for maintaining order and preventing harm or misconduct. These mild forms of physical contact are not subject to this Policy/Administrative Guidelines, and do not require consent or approval by the parent/guardian.

Types of Physical Intervention

Safe physical intervention refers to any procedure in which staff may use any part of their body (hands, trunk, or legs), or any device (mitts) to substantially restrict the movement of a student. This intervention must be reasonable in the given situation.

There are two types of safe physical intervention:

1. Emergency Physical Intervention
2. Planned Physical Intervention Program.

Emergency Physical Intervention

Emergency Physical Intervention refers to the actions taken in a crisis situation in which a student poses an immediate risk to himself/herself, others, or property. Emergency Physical intervention should only be implemented by trained staff in Behaviour Management Systems (BMS) in order to move the student out of danger, remove objects from the student, or to hold/immobilize the student.

Notwithstanding the above, any employee of the Board may use physical intervention strategies in an attempt to prevent harm to any student, staff members, or property. All schools have designated staff that have been trained in Behaviour Management Systems.

Emergency Physical Intervention **does not require prior approval of the parent/guardian.**

Planned Physical Intervention Program

A Planned Physical Intervention Program refers to the use of safe, physical intervention as the final step in a sequence of actions following the onset of inappropriate behaviour by a student.

This program is developed when a student requires Emergency Physical Intervention more than three times per month, and/or the intensity of the behaviour warrants further intervention.

A Planned Physical Intervention Program must be embedded in a Behaviour Management Plan for the student. This type of intervention **requires prior consultation and the approval by the parent/guardian** (Appendix 1).

General Procedures for Safe, Physical Intervention with Students

The provisions of these guidelines, along with the *Education Act* and Regulations, assign a “Duty of Care” to the Principal/Designate which confirms that the final decision with respect to safe, physical intervention rests with the Principal and/or the Vice-Principal/Designate. It is expected that all staff members shall resolve situations involving inappropriate behaviour by using the least intrusive means possible, and these measures may include, but are not limited, to:

- establishing consistent, positive school and classroom rules, and routines;
- reinforcing behaviour that is consistent with school and classroom rules and routines;
- identifying antecedents of aggressive behaviour in order to prevent the behaviour from occurring;
- teaching appropriate behaviours that are socially acceptable alternatives to aggression, and verbal de-escalation.

In the event of an Emergency Physical Intervention, which precludes prior consultation with the parent/guardian, the parent/guardian shall be contacted about the Emergency Physical Intervention in person, or by phone as soon as possible after the incident. Staff will document the contact made to the parent/guardian.

School staff shall document all incidents involving Emergency or Planned Physical Intervention on the Physical Intervention Incident Report form (Appendix 2). A copy of this form will be filed at the school and available for review by appropriate Board and school staff, and the parent/guardian, with a copy provided to the parent/guardian. Please note that the nature of the incident may also require the completion of a Violent Incident Report.

Every reasonable effort will be made by school staff to contact the parent/guardian about each safe physical intervention strategy in person, or by phone on the day of the incident. Staff will document the contact made to the parent/guardian.

Behaviour Management Plan Procedures

A Behaviour Management Plan, that includes a Planned Physical Intervention Program, shall be completed by Board staff, prior to the implementation of the program. This plan will be filed by the school, and available for review by appropriate Board and school staff, and the parent/guardian.

A Planned Physical Intervention Program requires the approval by the parent/guardian.

If a parent/guardian chooses not to approve the Planned Physical Intervention Program, a letter shall be sent to the parent/guardian and the appropriate Family of Schools' Superintendent (Appendix 3).

Thus, where physical intervention is required, and parent/guardian approval has not been obtained, staff will revert to Emergency Physical Intervention Strategies which do not require prior approval of the parent/guardian.

The Behaviour Management Plan is filed in the Documentation File of the Ontario Student Record (O.S.R.) and is an integral part of the Individual Education Plan (I.E.P.) for the student.

The Principal will review the Planned Physical Intervention Program with appropriate school and Board staff. If three (3) incidents of physical intervention have occurred within one month, the plan must be reviewed regardless of the date of the last review.

Injury to Students/Staff

An injury to students during physical intervention will be recorded on the Physical Intervention Incident Report (Appendix 2), and the Board's Accident Form and reported to the Principal/Designate and the parent/guardian.

An injury to staff during physical intervention will be recorded on the Physical Intervention Incident Report (Appendix 2), and reported to the Principal/Designate and to the Board's WSIB Administrator with the appropriate copy sent to the Federation/Association of the injured worker within 5 working days.

PLANNED PHYSICAL INTERVENTION PROGRAM

Some students require a Planned Physical Intervention Program which is required for their education and may be implemented at any time during school hours or at a school-related activity.

A Planned Physical Intervention Program shall include:

- the operational definition of target behaviours, which are the behaviours to be eliminated, and the positive replacement behaviours to be taught,
- a rationale for the intervention (and the use of restraint),
- medical information and/or diagnosis,
- who will conduct the restraint where possible,
- who will supervise and monitor the program,
- a mechanism for regular review of program effectiveness,
- data-keeping procedures,
- a detailed description of restraint procedures (and duration of restraint) to be used,
- mechanism for regular review of staff training and practice,
- a program for teaching alternative appropriate behaviour,
- a demonstration of physical intervention to parent/guardian,
- a written consent from parent/guardian or legal guardian prior to use,
- documentation that less restrictive techniques have been attempted, and that program restraint may be a "last resort";
- procedures for monitoring of any possible side-effects (positive or negative) of using restraint; and
- plans for continuing parental/ guardian contact/feedback and support at home.



Niagara Catholic District School Board

**PLANNED PHYSICAL INTERVENTION PROGRAM FORM
(TO BE COMPLETED BY THE SCHOOL)**

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, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education – Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.

STUDENT INFORMATION

Name of Student		<input type="checkbox"/> M <input type="checkbox"/> F	Date of Birth (yyyy mm dd)	Age
Parent/Guardian			Home Phone #	
Address		City/Postal Code	Cell/Work #	
City/Postal Code		Name of School		
Principal		Classroom Teacher		
Grade	OEN #	Educational Resource Teacher		
Date of recent IPRC (if applicable)		IPRC Identification		
SIGNATURES	<i>Print Name Below</i>	<i>Signature Below</i>		
Principal			Date	
Behaviour Resource Teacher or Special Needs' Facilitator			Date	
Area Coordinator			Date	

Parent/Guardian Consultation

<input type="checkbox"/> <i>I have been consulted regarding the development of the Planned Physical Intervention Program and consent to the implementation of the Planning Physical Intervention Program.</i>			
Parent/Guardian			Date
	(Print name)	(Signature)	

 Parent/Guardian Copy

 OSR Copy

 Board Special Education Copy



Niagara Catholic District School Board

PHYSICAL INTERVENTION INCIDENT REPORT

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, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education – Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.

Name of Student		<input type="checkbox"/> M <input type="checkbox"/> F	Date of Birth (yyyy mm dd)	Age
Parent/Guardian			Home Phone #	
Address		City/Postal Code	Cell/Work #	
City/Postal Code		Name of School		
Principal		Classroom Teacher		
Grade		OEN #	Educational Resource Teacher	
Date of recent IPRC (if applicable)		IPRC Identification		
Date of Incident				
Time of Incident				
Date of Follow-up of Incident				

DESCRIPTION OF INCIDENT:

A behaviour or activity that may warrant a physical intervention is characterized by, but not limited, to:

- (a) actual or threatened use of any weapon, thus endangering students or staff members,
- (b) verbal, physical or written threats by any student directed at any other student or staff member,
- (c) molestation,
- (d) actual or threatened use of physical force, and
- (e) discriminatory harassment

BACKGROUND INFORMATION:

Date: _____ **Time:** _____ **Location:** _____

Describe activity prior to incident (antecedent/triggers):

DESCRIPTION OF INCIDENT:



Niagara Catholic District School Board

PHYSICAL INTERVENTION INCIDENT REPORT

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, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education – Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.

RESTRAINT PROCEDURE EMPLOYED):	
RESULT OF INTERVENTION (Debriefing/physical injury):	
FOLLOW UP TO INCIDENT	
Physical Intervention Incident Report Completed By:	Date:
PARENT/GUARDIAN INFORMED BY:	DATE:
	<input type="checkbox"/> by phone <input type="checkbox"/> in person

Signature of Principal		Date	
-------------------------------	--	-------------	--

PHYSICAL INTERVENTION INCIDENT REPORT WITNESSED BY:			
Staff Member		Date	
Staff Member		Date	
Staff Member		Date	

Copy to Parent/Guardian
 Board Special Education Copy
 Copy to FACS Worker if custodial guardian

SAMPLE LETTER TO PARENT/GUARDIAN

Date

Dear _____,
(Name of Parent/Guardian)

The Special Education Team for the Niagara Catholic District School Board, along with our school team consulted with you about the Planned Physical Intervention Program for your son/daughter _____ at our school on _____
(Name of student) (Date of meeting)

At this meeting you were presented with the Planned Physical Intervention Consultation Form; however, you chose not to sign the form for approval of a Planned Physical Intervention Program for your son/daughter _____.
(Name of student)

As a result of your decision, please be advised that in the event that physical intervention is required for your son/daughter (Name of student) staff will revert to Emergency Physical Intervention strategies which do not require prior approval of the parent/guardian.

Sincerely,

(Signature of Principal)

c.c. Family of Schools' Superintendent



The Niagara Catholic District School Board acknowledges that the establishment and implementation of safe physical intervention strategies shall comply with the following:

- **Constitution Act 1982 – Charter of Rights and Freedoms**

12. *Everyone has the right not to be subjected to any cruel and unusual treatment or punishment*

- **Canadian Criminal Code, R.S.C., 1995 – Correction of Child By Force**

Section 43. *Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.*

NOTE: This will not justify violence against a child which is motivated by anger or frustration and the gravity of the conduct of the child is not relevant.

- **Education Act, R.S.O., 2000**

Section 264(1). *It is the duty of a teacher and a temporary teacher*

(e) to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground;

Section 265. *It is the duty of the principal of a school, in addition to the principal's duties as a teacher*

(a) to maintain proper discipline in the school;

Section 301(1). Provincial Code of Conduct –

The Minister may establish a Code of Conduct governing the behaviour of all persons in the schools.

Section 301(2). Purposes – The following are the purposes of the Code of Conduct:

1. *To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.*
2. *To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.*
3. *To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.*
4. *To encourage the use of non-violent means to resolve conflict.*
5. *To promote the safety of people in the schools.*
6. *To discourage the use of alcohol and illegal drugs.*

- **Child and Family Services Act, R.S.O., 1990 – Corporal Punishment**

101. *No service provider or foster parent shall inflict corporal punishment on a child or permit corporal punishment to be inflicted on a child in the course of the provision of a service to the child.*

- **Ontario Regulation 298**

11(1). *The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of:*

- (a) the instruction and the discipline of pupils in the school; and*
- (b) the organization and management of the school.*

20. *In addition to the duties assigned to the teacher under the Act and by the board, a teacher shall,*

- (h) cooperate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school.*

23(1). *A pupil shall,*

- (b) exercise self discipline;*
- (c) accept such discipline as would be exercised by a kind, firm and judicious parent*
- (e) be courteous to fellow pupils and obedient and courteous to teachers*
- (h) show respect for school property*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

TOPIC: POLICY DEVELOPMENT UPDATE

The Policy Development Update
is presented for information.

Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Date: December 1, 2009



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE DECEMBER 1, 2009

POLICY DEVELOPMENT UPDATE

BACKGROUND INFORMATION

The Report on Policy Development Update for the month of December 2009 is submitted for the information of trustees.

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

POLICIES BEING DEVELOPED/REVIEWED		DUE DATE		APPENDIX
		<i>CW</i>	<i>BOARD</i>	
POLICIES BEING DEVELOPED				
1.	Facility Partnership Policy	Winter 2009	Winter 2009	B
2.	Code of Conduct - Trustees Policy	Spring 2010	Spring 2010	C
3.	Conflict of Interest for Employees Policy	Spring 2010	Spring 2010	D
4.	Equity and Inclusive Education Policy	Spring 2010	Spring 2010	E
5.	Self-Identification of Aboriginal Students Policy	Spring 2010	Spring 2010	F
POLICIES BEING REVIEWED				
6.	Safe Arrival Policy (302.3)	Feb. 9, 2010	Feb. 23, 2010	G
7.	Community Use of Facilities Policy (800.2)	Mar. 9, 2010	Mar. 30, 2010	H
8.	Formulation of Policy Policy (100.5)	Spring 2010	Spring 2010	I
9.	Monthly Financial Reports Policy (600.3)	Spring 2010	Spring 2010	J
POLICIES BEING VETTED				
1.	Employee Workplace Harassment Policy (201.7)	Feb. 9, 2010	Feb. 23, 2010	
2.	Closure of School/Accommodation Review Policy (701.2)	Feb. 9, 2010	Feb. 23, 2010	
POLICIES BEING PRESENTED TO THE COMMITTEE OF THE WHOLE/BOARD				
1.	Accessible Customer Service Policy	Dec. 1, 2009	Dec. 15, 2009	
2.	Safe Physical Intervention with Students Policy	Dec. 1, 2009	Dec. 15, 2009	

Trustees are reminded that the Policies are published on the Board's website www.niagaracatholic.ca.

The Policy Development Update is presented for information.

Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Date: December 1, 2009



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 December 2009

APPENDIX B

NEW

STEP 1 - NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy	FACILITY PARTNERSHIP POLICY	Policy #	N/A	Initiated By	
Intent of Policy		Issued	N/A	Board	
		Revised	N/A	Director	
				Admin. Council	✓

Distribution of Vetting

Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input type="checkbox"/>	Regional Catholic School Coun.	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>	S.E.A.C.	<input 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 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: James Woods, Controller of Plant	Date of Notification to Committee of the Whole	October 2009
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STEP 2 - DRAFT POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Winter 2009
Trustees	Date Draft Policy Sent to Trustees	Winter 2009
	Date Draft Policy Due From Trustees	Winter 2009
Stakeholders	Date Draft Policy Reviewed	Winter 2009
Policy Committee	Date Draft Policy Reviewed	Winter 2009
Committee of the Whole	Date Draft Policy Reviewed	Winter 2009
Board	Date Policy Approved	Winter 2009

COMMENTS

To comply with the new Ministry of Education Partnership Policy.

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



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

POLICY DEVELOPMENT UPDATE

For the Month of December 2009

APPENDIX C

NEW

STEP 1 - NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

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

Distribution of Vetting					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input checked="" type="checkbox"/>	Regional Catholic School Council	<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: John 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	Spring 2010
Trustees	Date Draft Policy Sent to Trustees	Spring 2010
	Date Draft Policy Due From Trustees	Spring 2010
Stakeholders	Date Draft Policy Reviewed	Spring 2010
Policy Committee	Date Draft Policy Reviewed	Spring 2010
Committee of the Whole	Date Draft Policy Reviewed	Spring 2010
Board	Date Policy Approved	Spring 2010

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 December 2009

APPENDIX D

NEW

STEP 1 - NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

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

Distribution of Vetting					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input checked="" type="checkbox"/>	Regional Catholic School Coun.	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>	S.E.A.C.	<input 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: John 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	Spring 2010
Trustees	Date Draft Policy Sent to Trustees	Spring 2010
	Date Draft Policy Due From Trustees	Spring 2010
Stakeholders	Date Draft Policy Reviewed	Spring 2010
Policy Committee	Date Draft Policy Reviewed	Spring 2010
Committee of the Whole	Date Draft Policy Reviewed	Spring 2010
Board	Date Policy Approved	Spring 2010

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 December 2009

APPENDIX E

NEW

STEP 1 - NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE								
Name of Policy	EQUITY AND INCLUSIVE EDUCATION POLICY		Policy # N/A					
Intent of Policy			Initiated By					
			<table border="1"> <tr> <td>Board</td> <td></td> </tr> <tr> <td>Director</td> <td></td> </tr> <tr> <td>Admin. Council</td> <td>✓</td> </tr> </table>	Board		Director		Admin. Council
Board								
Director								
Admin. Council	✓							
Distribution of Vetting								
Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input checked="" type="checkbox"/>					
Director	<input checked="" type="checkbox"/>	CUPE	<input checked="" type="checkbox"/>					
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>					
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>					
Curriculum Support Staff	<input type="checkbox"/>	Principals/V. Principals Assoc.	<input checked="" type="checkbox"/>					
OECTA Elementary	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>					
OECTA Secondary	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>					
		Regional Catholic School Coun.	<input checked="" type="checkbox"/>					
		S.E.A.C.	<input checked="" type="checkbox"/>					
		Bishop	<input checked="" type="checkbox"/>					
		Pastors	<input checked="" type="checkbox"/>					
		Board Solicitor	<input checked="" type="checkbox"/>					
		Student Senate	<input checked="" type="checkbox"/>					
		Others	<input checked="" type="checkbox"/>					
Resource: Yolanda Baldasaro, Superintendent	Date of Notification to Committee of the Whole	October 2009						
STEP 2 - DRAFT POLICY REVIEW								
Administrative Council	Date Draft Policy Reviewed	Spring 2010						
Trustees	Date Draft Policy Sent to Trustees	Spring 2010	} 7 Days					
	Date Draft Policy Due From Trustees	Spring 2010						
Stakeholders	Date Draft Policy Reviewed	Spring 2010						
Policy Committee	Date Draft Policy Reviewed	Spring 2010						
Committee of the Whole	Date Draft Policy Reviewed	Spring 2010						
Board	Date Policy Approved	Spring 2010						
COMMENTS								
<p>Directive from Ministry of Education re PPM 119; Ontario's Equity and Inclusive Education Strategy; and Inclusive Education in Ontario Schools - Guidelines for Policy Development and Implementation. Due: September 2010</p>								
STATUS OF POLICY GUIDELINES (For Information - Issued by Director)								



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

POLICY DEVELOPMENT UPDATE

For the Month of December 2009

APPENDIX F

NEW

STEP 1 - NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

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

Distribution of Vetting

Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input checked="" type="checkbox"/>	Regional Catholic School Coun.	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V. Principals Assoc.	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>
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: Yolanda Baldasaro, Superintendent	Date of Notification to Committee of the Whole	2008
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STEP 2 - DRAFT POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Spring 2010
Trustees	Date Draft Policy Sent to Trustees	Spring 2010
	Date Draft Policy Due From Trustees	Spring 2010
Stakeholders	Date Draft Policy Reviewed	Spring 2010
Policy Committee	Date Draft Policy Reviewed	Spring 2010
Committee of the Whole	Date Draft Policy Reviewed	Spring 2010
Board	Date Policy Approved	Spring 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 December 2009

NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **SAFE ARRIVAL POLICY**

Distribution of Vetting

Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input checked="" type="checkbox"/>	Regional Catholic 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 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: Frank Iannantuono, Superintendent	Date of Notification to Committee of the Whole	October 2009
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POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Winter 2009
Trustees	Date Draft Policy Sent to Trustees	Winter 2009
	Date Draft Policy Due From Trustees	Winter 2009
Stakeholders	Date Draft Policy Reviewed	Winter 2009
Policy Committee	Date Draft Policy Reviewed	Winter 2009
Committee of the Whole	Date Draft Policy Reviewed	February 9, 2010
Board	Date Policy Approved	February 23, 2010

COMMENTS

Safe Arrival Policy provides updates to include both panels (Elementary and Secondary). As well, the updates provide for the requirements of Freedom of Information legislation.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

POLICY REVIEW UPDATE

For the Month of December 2009

NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

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

Distribution of Vetting

Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input checked="" type="checkbox"/>	Regional Catholic 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 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: James Woods, Controller of Plant	Date of Notification to Committee of the Whole	October 2009
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POLICY REVIEW

Administrative Council	Date Draft Policy Reviewed	Winter 2009
Trustees	Date Draft Policy Sent to Trustees	Winter 2009
	Date Draft Policy Due From Trustees	Winter 2009
Stakeholders	Date Draft Policy Reviewed	Winter 2009
Policy Committee	Date Draft Policy Reviewed	Winter 2009
Committee of the Whole	Date Draft Policy Reviewed	March 9, 2010
Board	Date Policy Approved	March 30, 2010

} 7 Days

COMMENTS

To meet system priorities of effectiveness.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

POLICY REVIEW UPDATE

For the Month of December 2009

NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **FORMULATION OF POLICY POLICY**

Distribution of Vetting

Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input checked="" type="checkbox"/>	Regional Catholic 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 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: John Crocco, Director of Education	Date of Notification to Committee of the Whole	December 2009
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POLICY REVIEW

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

} 7 Days

COMMENTS

Empty space for comments.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

POLICY REVIEW UPDATE

For the Month of December 2009

NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE

Name of Policy **MONTHLY FINANCIAL REPORTS POLICY**

Distribution of Vetting

Trustees	<input checked="" type="checkbox"/>	OECTA Occasionals	<input checked="" type="checkbox"/>	Regional Catholic 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 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: L. Reich, Superintendent of Business	Date of Notification to Committee of the Whole	December 2009
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POLICY REVIEW

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

} 7 Days

COMMENTS

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

**TOPIC: ST. CATHARINES ELEMENTARY AND SECONDARY FAMILY
OF SCHOOLS ATTENDANCE AREA AD HOC COMMITTEE
REPORT**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the following recommendations:

1. **THAT**, no changes are made to the St. Catharines elementary and secondary school boundaries at this time.
 2. **THAT**, the St. Catharines Elementary and Secondary Ad Hoc Attendance Area Review Committee of the Board continue to review the attendance boundaries for all elementary and secondary schools in St. Catharines, in compliance with the May 26th, 2009, Board approved, Pupil Accommodation Review motions.
 3. **THAT**, new requests for attendance area exceptions will be reviewed in accordance with Board Policy/Guidelines 301.1, Admission of Students. Attendance area exceptions will not be granted to students who wish to attend Mother Teresa and Canadian Martyrs except for the purpose of keeping siblings together within the same school.
 4. **THAT**, Senior Staff will review Board Policy/Guidelines 301.1, Admission of Students, within the current Policy and Administrative Guideline Review Process.
-
-

Prepared by: St. Catharines Elementary and Secondary Family of Schools Attendance
Area Ad Hoc Committee

Presented by: Kathy Burtnik, Chair of the Ad Hoc Committee
Rob Ciarlo, Superintendent of Education
James Woods, Controller of Plant

Approved by: John Crocco, Director of Education

Date: December 1, 2009



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE DECEMBER 1, 2009

ST. CATHARINES ELEMENTARY AND SECONDARY SCHOOL ATTENDANCE AREA BOUNDARIES

BACKGROUND INFORMATION

The mandate of the St. Catharines Elementary and Secondary Attendance Area Boundary Committee as stated in motion eight (8) of the Board Approved Pupil Accommodation Review Recommendations of May 26th 2009 is as follows:

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

In consultation with Senior Staff, elementary and secondary school Principals, two Ad Hoc Meetings (held at the Catholic Education Centre on October 7, October 28, 2009) and two school cluster meetings (held at Canadian Martyrs Catholic Elementary School and Mother Teresa Catholic Elementary School on November 16 and 23, 2009) a review of a number of options for boundary revisions were considered. The mandate which governed the decision was in compliance with the Board approved directive which included the maintenance of demographic stability and maximize utilization of Catholic schools within St. Catharines.

In addition to input received at the various meetings, the committee and staff considered the recently announced programs which involved the Ministry of Education announcement of the Early Learning Program and its potential impact on boundaries of Catholic elementary and secondary schools within St. Catharines.

After careful review of all the current and projected data, public input and feedback obtained through community consultation and submissions, the St. Catharines Elementary and Secondary Attendance Area Ad Hoc Committee has made the following recommendations:

RECOMMENDATIONS

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the following recommendations:

1. **THAT**, no changes are made to the St. Catharines elementary and secondary school boundaries at this time.
2. **THAT**, the St. Catharines Elementary and Secondary Ad Hoc Attendance Area Review Committee of the Board continue to review the attendance boundaries for all elementary and secondary schools in St. Catharines, in compliance with the May 26th, 2009, Board approved, Pupil Accommodation Review motions.
3. **THAT**, new requests for attendance area exceptions will be reviewed in accordance with Board Policy/Guidelines 301.1, Admission of Students. Attendance area exceptions will not be granted to students who wish to attend Mother Teresa and Canadian Martyrs except for the purpose of keeping siblings together within the same school.
4. **THAT**, Senior Staff will review Board Policy/Guidelines 301.1, Admission of Students, within the current Policy and Administrative Guideline Review Process.

Prepared by St. Catharines Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee

Presented by: Kathy Burtnik, Chair of the Ad Hoc Committee
Robert Ciarlo, Superintendent of Education
James Woods, Controller of Plant

Approved by: John Crocco, Director of Education

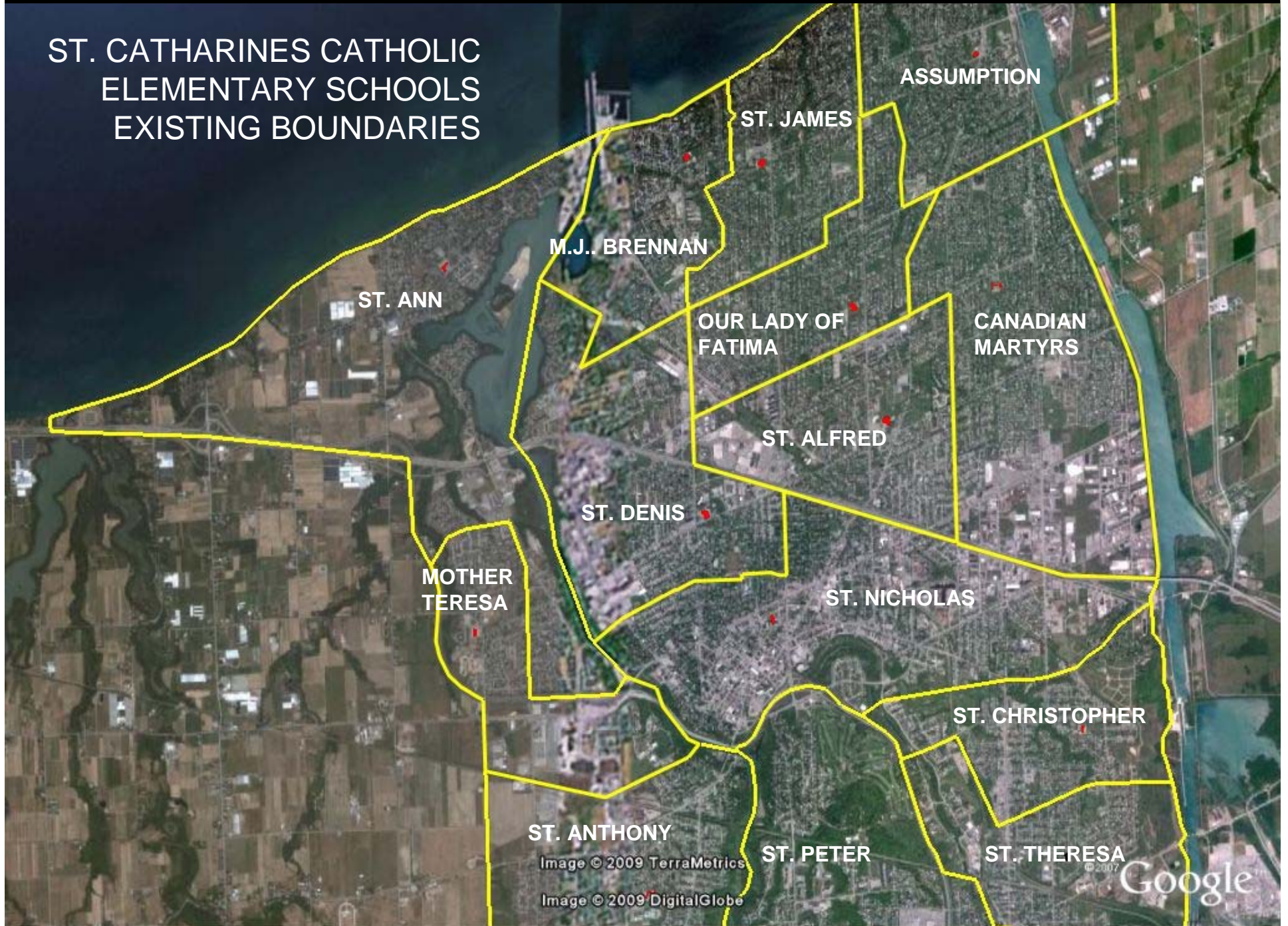
Date: December 1, 2009

ATTACHMENTS:

Appendix A: St Catharines Elementary School Attendance Areas

Appendix B: St. Catharines Catholic Elementary Schools Space Utilization With and Without Early Learning Program

**ST. CATHARINES CATHOLIC
ELEMENTARY SCHOOLS
EXISTING BOUNDARIES**



**ST CATHARINES CATHOLIC ELEMENTARY SCHOOLS
SPACE UTILIZATION WITH AND WITHOUT EARLY LEARNING PROGRAM**

School Name	Capacity	Current Enrolment	Enrolment Trend	Surplus Space		Equivalent Classrooms		Excess Enrolment		Equivalent Classrooms	
				Current	ELP	Current	ELP	Current	ELP	Current	ELP
ASSUMPTION	328	269	decreasing	59	40	3	2			0	0
CANADIAN MARTYRS	431	475	stable			0	0	44	92	2	4
MICHAEL J BRENNAN	193	138	stable	55	42	2	2			0	0
MOTHER TERESA	294	339	increasing			0	0	45	76	2	3
OUR LADY FATIMA, V	270	167	decreasing	103	90	4	4			0	0
ST ALFRED	431	377	stable	54	13	2	1			0	0
ST ANN	362	269	decreasing	93	72	4	3			0	0
ST ANTHONY	478	491	stable			0	0	13	54	1	2
ST CHRISTOPHER	178	181	decreasing			0	0	3	19	0	1
ST DENIS	339	247	decreasing	92	64	4	3			0	0
ST JAMES	239	230	decreasing	9		0	0		4	0	0
ST NICHOLAS	296	121	decreasing	175	167	8	7			0	0
ST PETER	224	258	decreasing			0	0	34	50	1	2
ST THERESA	213	155	decreasing	58	46	3	2			0	0
	4,276	3,716		699	534	30	23	138	295	6	13

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

**TOPIC: STUDENT ACHIEVEMENT DEPARTMENT K – 12
SPECIALIST HIGH SKILLS MAJOR
IN ARTS AND CULTURE LAUNCH**

The report on the
Student Achievement Department K – 12
Specialist High Skills Major In Arts And Culture Launch
is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Marco Magazzeni, Consultant K-12 Technology/Specialist High Skills Major
David Pihach, Administrator Student Success

Presented by: Yolanda Baldasaro, Superintendent of Education
Marco Magazzeni, Consultant K-12 Technology/Specialist High Skills Major
David Pihach, Administrator Student Success

Approved by: John Crocco, Director of Education

Date: December 1, 2009



REPORT TO THE COMMITTEE OF THE WHOLE MEETING TUESDAY, DECEMBER 1, 2009

STUDENT ACHIEVEMENT DEPARTMENT K – 12 SPECIALIST HIGH SKILLS MAJOR IN ARTS AND CULTURE LAUNCH

BACKGROUND INFORMATION

The Niagara Catholic District School Board launched its fifth innovative Specialist High Skills Major Program at the Shaw Festival November 3, 2009.

Niagara Catholic Specialist High Skills Major in Arts and Culture will begin on February 1, 2010. The program is based out of Holy Cross Catholic Secondary School in St. Catharines, and is available to all Niagara Catholic secondary school students.

Specialist High Skills Major programs provide students with the opportunity to earn secondary school credits while gaining practical experience in their chosen field of study. Approximately sixty (60) students have enrolled in the first session (February to June 2010) of the Niagara Catholic Specialist High Skills Major in Arts and Culture will gain valuable on-stage and backstage experience in the theatre, learning about makeup, costuming, sound, lighting and acting from professionals working in the industry.

The launch included a variety of performances, beginning with “This is the Moment,” by David Rogers, who starred as the Phantom in *The Phantom of the Opera* and Joseph in *Joseph and the Amazing Technicolor Dreamcoat* in Toronto. He was joined later in the morning by June Crowley, who starred as Christine in *The Phantom of the Opera* and as the Narrator in *Joseph and the Amazing Technicolor Dreamcoat*. They are also members of Starbright, a repertory company performing plays and concerts starring some of the most talented performers from the Toronto, Stratford and Broadway stages.

Members of the Holy Cross Catholic Secondary School Choir and Band also provided musical and dramatic entertainment, while Starbright actors performed an excerpt from *Tuesdays with Morrie*.

Marco Magazzeni, Technology/Specialist High Skills Major Consultant, was Master of Ceremonies for the event. Also present at the launch were Chairperson of the Niagara Catholic District School Board, Kathy Burtnik, Director of Education for the Niagara Catholic District School Board, John Crocco, Shaw Festival Public Relations Director Odette Yazbeck, Niagara-on-the-Lake Lord Mayor Gary Burroughs, Regional Chairman Peter Partington and St. Catharines City Councilor, Heather Foss, who attended on behalf of Mayor Brian McMullan. Staff and students of Holy Cross Catholic Secondary School were also present.

Other notable attendees present at the launch were Linda Saari from Educational Pathways, Niagara College, Dave Bowers from Upper Canada Lodge, and David Hogan from Starbright.

Mrs. Burtnik, Mr. Crocco, Mr. Burroughs, Mr. Partington, Ms. Foss, Ms. Saari, Mr. Bowers and Mr. Hogan cut the ceremonial ribbon at the end of the event, officially launching Niagara Catholic Specialist High Skills Major in Arts and Culture.

Lunch was served following the event, prepared by Hospitality and Tourism Specialist High Skills Major students under the guidance of Chef Gretzinger and Chef Poitras.

A DVD presentation capturing the launch of our new Arts & Culture Specialist High Skills Major will be presented as part of this information report.

The report on the Student Achievement Department K – 12
Specialist High Skills Major in Arts and Culture Launch is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Marco Magazzeni, Consultant K-12 Technology/Specialist High Skills Major
David Pihach, Administrator Student Success

Presented by: Yolanda Baldasaro, Superintendent of Education
Marco Magazzeni, Consultant K-12 Technology/Specialist High Skills Major
David Pihach, Administrator Student Success

Approved by: John Crocco, Director of Education

Date: December 1, 2009

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

**TOPIC: LEAD BOARDS FOR EQUITY AND INCLUSIVE EDUCATION
IMPLEMENTATION NETWORKS**

The report on the Lead Boards For Equity and
Inclusive Education Implementation Networks
is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Approved by: John Crocco, Director of Education
Date: December 1, 2009



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING TUESDAY, DECEMBER 1, 2009

LEAD BOARDS FOR EQUITY AND INCLUSIVE EDUCATION IMPLEMENTATION NETWORKS

BACKGROUND INFORMATION

To support the implementation of equity and inclusive education, the Ministry of Education has established seven Equity and Inclusive (EIE) Implementation Networks, six English-language networks, based on regional offices, and one provincial French-language network.

As of August 2009, the Parent Engagement Office is now part of the Inclusive Education Branch and research clearly indicates that good schools become even better schools when there is a strong connection with parents as part of the learning community. The role of the EIE Implementation Networks over the next few years will be to co-ordinate activities related to equity and inclusive education, including parent engagement, and to assist in the effective implementation of the Ontario Equity and Inclusive Education Strategy.

The EIE Implementation Networks will help facilitate the successful implementation of equity and inclusive education principles within school boards and the school communities by helping school boards to:

1. Collaborate and partner with other school boards to identify and eliminate systemic barriers and discriminatory biases related to student learning and to promote parent engagement.
2. Share strategies, challenges, promising practices and resources on equity and inclusive educations, as well as parent engagement.
3. Share strategies for consultation with parents and the diverse community to facilitate board activities related to reviewing or developing and implementing board equity and inclusive education policies.
4. Facilitate leadership training with board and school staff around equity and inclusive education and parent engagement.

To coordinate activities of the EIE Implementation Networks, the Ministry of Education invited school boards within each network to express interest in becoming an EIE Implementation Network Lead or Co-Lead Board. For the 2009-2010 school year only, the Ministry of Education is providing one-time funding of \$100,000 to each of the seven EIE Implementation Networks.

For the London Region network of boards, the Niagara Catholic District School Board and the Hamilton-Wentworth District School Board will act as Co-Lead Boards for this initiative. The Niagara Catholic District School Board will also act as the “banker board” to oversee the dispersal of the available funding.

As per Ministry criteria, the funding allocation must be spent by March 31, 2010. Each EIE Implementation Network is expected to submit a final report to the Ministry of Education by June 30, 2010 on the outcomes and deliverables achieved as outlined above.

The report on Lead Boards for Equity and Inclusive Education Implementation Networks is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Approved by: John Crocco, Director of Education
Date: December 1, 2009

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

TOPIC: LEARNING FOR ALL K-12

The report on Learning for All K-12
is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Marcel Jacques, Administrator Special Education

Presented by: Yolanda Baldasaro, Superintendent of Education
Marcel Jacques, Administrator Special Education

Approved by: John Crocco, Director of Education

Date: December 1, 2009



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING TUESDAY, DECEMBER 1, 2009

LEARNING FOR ALL K-12

BACKGROUND INFORMATION

Learning for All K-12 builds on the guiding principles outlined in *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6*. The document supports a “*Reach Every Student*” educational culture that is founded on the individual and collective ownership of the learning and achievement of all students.

Through provincial consultations with educators and stakeholders in spring 2008, the guiding principles of *Education for All, K-6* were confirmed as essential to any effort to improve the achievement of all students, from Kindergarten to Grade 12, and to close the achievement gap. They are restated here, as the beliefs that also underlie *Learning for All K-12*:

- *All students can succeed.*
- *Each student has his or her own unique patterns of learning.*
- *Successful instructional practices are founded on evidence-based research, tempered by experience.*
- *Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.*
- *Classroom teachers are the key educators for a student’s literacy and numeracy development.*
- *Classroom teachers need the support of the larger community to create a learning environment that supports all students.*
- *Fairness is not sameness.*

Learning for All K – 12 supports the work being done to raise the bar and close the achievement gap for all students through the *Literacy and Numeracy K-6* and *Student Success / Learning to 18* initiatives. *Learning for All K-12* is designed to share information with educators about educational approaches that have proved to be effective in Kindergarten to Grade 12 to help all students learn – from high achievers to those who require more time and support.

The approaches presented in *Learning for All K-12* include:

- Assessment for learning
- Universal Design for Learning (UDL)
- Differentiated Instruction (DI)
- Tiered Approach

Learning for All K-12 presents “*knowing your students*” as an important first step in an integrating process of assessment and instruction to improve student learning at both the elementary and secondary levels. The document (still currently in draft form) also provides educators with planning tools (student and class profiles) that support student progress along the individual learning and growth continuum from Kindergarten to Grade 12.

Funding will be provided in 2009-2010 to all school boards to support implementation of these approaches and planning tools. During winter of 2010, the Niagara Catholic District School Board will begin the roll out of the document initially to the Secondary panel. In addition, development will begin on designing student profile and class profile templates to be shared with staff.

In the school year 2010-2011, this roll out will be extended to the Elementary panel.

The report on Learning for All K-12 is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Marcel Jacques, Administrator Special Education

Presented by: Yolanda Baldasaro, Superintendent of Education
Marcel Jacques, Administrator Special Education

Approved by: John Crocco, Director of Education

Date: December 1, 2009

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

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

The report on the
Staff Development Department
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: December 1, 2009



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING DECEMBER 1, 2009

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

In alignment with the Board's System Priorities, the Department of Staff Development, among its many roles 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 December 1, 2009, through January 12, 2010.

Tuesday, December 1, 2009

School Administrators, Educational Resource Teachers and Teachers blind and students with Low Vision

- Workshop given by W. Ross MacDonald School for the blind personnel in tandem with Niagara Catholic Consultants, to school administrators, ERTs, and regular classroom teachers with blind students or students with low vision on: a) Academic and social implications of a student's vision loss in the classroom and b) Strategies and accommodations that are necessary to meet the needs of students who are blind or have low vision.

Thursday, December 3, 2009

Principals' and Vice-Principals' Differentiated Instruction (DI)

- Workshop targeting school administrators, provided through the Student Achievement Department and Karen Hume dealing with practical differentiated instruction strategies with a focus on assessment and the young adolescent.

Friday, December 4, 2009

Secondary Teachers of Religious Education and Science

- Workshop targeting classroom teachers of Religious Education and Science, provided through the Student Achievement Department and Karen Hume dealing with practical differentiated instruction strategies with a focus on assessment and the young adolescent.

Monday, December 7, 2009

School Administrators, Teaching and Non-Teaching Staff Representatives- Safe-Schools, Equity and Inclusive Education

- A workshop designed to begin the roll-out of the Ministry of Education's amendment to the Safe-Schools legislation and the introduction to stakeholder groups of the contents of Bill 157 as it pertains to Equity and Inclusive Education in our School Board and its schools.

Wednesday, January 6, 2010

Schools in the Middle Partnership Workshop

- The second in a series of meetings for the Board's Schools in the Middle (OFIP 3) Schools, whereby under the guidance of the SEF Lead, to provide a focus for the work of the system and school leadership groups in sharing and developing processes for collaborative goal setting, distributed leadership, and shared accountability within School Improvement Teams.

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: December 1, 2009

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

**TOPIC: H1N1 PANDEMIC UPDATE
NIAGARA CATHOLIC PREPARATION AND MANAGEMENT**

The H1N1 Pandemic Update
– Niagara Catholic Preparation and Management
is presented for information.

Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Date: December 1, 2009



Niagara Region H1N1 Website Update – November 27, 2009

Situation Update:

For the week of November 21-27, 2009 Niagara Region Public Health has received 16 new laboratory confirmed cases of H1N1 flu virus, resulting in a total of 240 laboratory confirmed cases in Niagara region (cumulative of 1st and 2nd wave). There have been three deaths of Niagara residents associated with H1N1 flu virus.

H1N1 Vaccination:

As of November 27, 2009, over 88, 000 Niagara residents have received the H1N1 vaccination. This total reflects vaccinations provided by Public Health clinics, health care providers, hospitals, and long-term care facilities.

New information:

Seasonal Flu Vaccine

Niagara Region Public Health will offer the annual seasonal flu vaccine at [H1N1 Community Clinics](#) beginning Monday, November 30, 2009. In addition, health care providers across Niagara can now offer the seasonal flu vaccine to all patients who want it. Unless there is a medical reason not to, everyone aged 6 months or older can benefit from getting the flu vaccine.

For more information on H1N1 visit [H1N1 Flu Virus Website](#).

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

TOPIC: CAPITAL PROJECT PROGRESS REPORT

The Capital Project Progress Report
is presented for information.

Prepared by: James Woods, Controller of Plant
Presented by: James Woods, Controller of Plant
Approved by: John Crocco, Director of Education
Date: December 1, 2009



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING DECEMBER 1, 2009

CAPITAL PROJECTS PROGRESS REPORT

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

Appendix A	St. Joseph Elementary School (Gr.)
Appendix B	Our Lady of Fatima Elementary School (Gr.)
Appendix C	Cardinal Newman Elementary School (NF)
Appendix D	Blessed Trinity Secondary School (Gr.)
Appendix E	Our Lady of Victory Elementary School (FE)

The Capital Projects Progress Report is presented for information.

Prepared by: James Woods, Controller of Plant
Presented by: James Woods, Controller of Plant
Approved by: John Crocco, Director of Education
Date: December 1, 2009



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
DECEMBER 1, 2009**

APPENDIX A

ST. JOSEPH ELEMENTARY SCHOOL, GRIMSBY

Scope of Project:

Design and construction of a replacement school facility under the Prohibitive to Repair program.

The new facility will be constructed on the existing site while the existing building continues to function. The existing building will be demolished and the site will be restored during the summer months prior to occupancy of the new facility.



Current Status:

Concrete block wall construction is now in progress.

Project Information:

New Area to be Constructed	26,709	sq. ft.
Existing Area to be Renovated	0	sq. ft.
Total New Facility Area	26,709	sq. ft.
Total Site Area	4.2	acres
Pupil Places Added	-29	students (-1 classroom)
New Facility Capacity	221	students (10 classrooms)

Project Costs:

	Budget	Paid
Fees & Disbursements	435,530	439,009
Construction Contract	4,980,000	987,600
Furniture & Equipment		0
Other Project Costs	484,470	100,314
	\$6,000,000	\$1,526,923

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	7 September 2007	7 September 2007
Architect Selection	28 November 2007	28 November 2007
Design Development	27 February 2009	27 February 2009
Contract Documents	22 May 2009	22 May 2009
Tender	18 June 2009	18 June 2009
Construction	July 2010	
Occupancy	September 2010	
Official Opening & Blessing	October 2010	

Project Team:

Architect	Venerino V.P. Panici Architect Inc
General Contractor	Brouwer Construction (1981) Ltd.
Project Manager	Anthony Ferrara
Superintendent	Rob Ciarlo
Principal	John Bosco



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
DECEMBER 1, 2009

APPENDIX B

OUR LADY OF FATIMA ELEMENTARY SCHOOL, GRIMSBY

Scope of Project:

Design and construction of a replacement school facility under the Prohibitive to Repair program. The new facility will be constructed on the existing site while the existing building continues to function. The existing building will be demolished, with the exception of the gymnasium and main entrance which will become a new home for the Cyberquest program, and the site will be restored during the summer prior to occupancy of the new facility. Cyberquest will be relocated from Blessed Trinity in December 2010



Current Status:

Progress is continuing on concrete block wall construction, plumbing and electrical work.

Project Information:

New Area to be Constructed	37,262	sq. ft.
Existing Area to be Renovated	0	sq. ft.
Total New Facility Area	37,262	sq. ft.
Total Site Area	6.5	acres (including leased property)
Pupil Places Added	129	students (6 classrooms)
New Facility Capacity	379	students (17 classrooms)

Project Costs:

	Budget	Paid
Fees & Disbursements	480,000	479,105
Construction Contract	5,230,000	951,044
Furniture & Equipment	440,000	0
Other Project Costs	150,000	88,512
	\$6,300,000	\$1,622,406

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	7 September 2007	7 September 2007
Architect Selection	28 November 2007	28 November 2007
Design Development	27 February 2009	27 February 2009
Contract Documents	May 2009	22 May 2009
Tender	16 June 2009	16 June 2009
Construction	July 2010	
Occupancy	September 2010	
Official Opening & Blessing	October 2010	

Project Team:

Architect	Venerino V.P. Panici Architect Inc
General Contractor	Brouwer Construction (1981) Ltd.
Project Manager	Anthony Ferrara
Superintendent	Rob Ciarlo
Principal	Michael Hendrickse



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
DECEMBER 1, 2009**

APPENDIX C

CARDINAL NEWMAN ELEMENTARY SCHOOL, NIAGARA FALLS

Scope of Project:

Design and construction of a five classroom addition as well as alterations to the existing facility under the Primary Class Size program. Alterations will occur during the summer months, and the new classrooms will be added while the existing building continues to function.

Current Status:

The kindergarten rooms and the staff room are complete and occupied. The project is on schedule for completion prior to the Christmas break.



Project Information:

New Area to be Constructed	8,259	sq. ft.
Existing Area to be Renovated	6,993	sq. ft.
Total New Facility Area	38,529	sq. ft.
Total Site Area	4.3	acres
Pupil Places Added	112	students (5 classrooms)
New Facility Capacity	474	students (21 classrooms)

Project Costs:

	<u>Budget</u>	<u>Paid</u>
Fees & Disbursements	338,000	284,371
Construction Contract	2,518,460	1,648,252
Furniture & Equipment	50,000	0
Other Project Costs	141,000	187,099
	<u>\$3,047,460</u>	<u>\$2,119,722</u>

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	7 September 2007	7 September 2007
Architect Selection	28 November 2007	28 November 2007
Design Development	27 February 2009	27 February 2009
Contract Documents	15 April 2009	15 April 2009
Tender	14 May 2009	14 May 2009
Construction, Renovations	29 August 2009	7 October 2009
Construction, Addition	13 November 2009	
Occupancy	16 November 2009	
Official Opening & Blessing	January 2010	

Project Team:

Architect	Venerino V.P. Panici Architect Inc
General Contractor	Kenmore Management Inc.
Project Manager	Anthony Ferrara
Superintendent	Lee Ann Forsyth-Sells
Principal	John Boyer



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
DECEMBER 1, 2009

APPENDIX D

BLESSED TRINITY SECONDARY SCHOOL, GRIMSBY

Scope of Project:

Design and construction of a twenty-three classroom addition and alterations to the existing facility under the Energy Efficient Funding program, including a new single gym, auditorium, greenhouse, and hospitality lab.

Current Status:

The architects are currently finalizing conceptual designs.



Project Information:

New Area to be Constructed	TBD	sq. ft.
Existing Area to be Renovated	TBD	sq. ft.
Total New Facility Area	TBD	sq. ft.
Total Site Area	16.8	acres
Pupil Places Added	483	students (23 classrooms)
New Facility Capacity	1092	students (52 classrooms)

Project Costs:

	Budget	Paid
Fees & Disbursements	880,000	0
Construction Contract	8,800,000	0
Furniture & Equipment	880,000	0
Other Project Costs	440,000	0
	\$11,000,000	\$0

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 June 2009
Design Development	2 November 2009	
Contract Documents	8 April 2010	
Tender \$ Approvals	25 May 2010	
Construction, Renovations	27 August 2010	
Construction, Addition	7 July 2011	
Occupancy	6 September 2011	
Official Opening & Blessing	October 2011	

Project Team:

Architect	Raimondo + Associates Architects Inc.
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Rob Ciarlo
Principal	Ted Farrell



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
DECEMBER 1, 2009**

APPENDIX E

OUR LADY OF VICTORY ELEMENTARY SCHOOL, FORT ERIE

Scope of Project:

Design and construction of a twelve classroom addition and alterations to the existing facility under the Energy Efficient Funding program. Alterations will occur during the summer months, and the new classrooms will be added while the existing building continues to function.



Current Status:

The architects are currently finalizing conceptual designs. Final Consultation with the community will be in the week of November 23rd.

Project Information:

New Area to be Constructed	TBD	sq. ft.
Existing Area to be Renovated	TBD	sq. ft.
Total New Facility Area	TBD	sq. ft.
Total Site Area	8.6	acres
Pupil Places Added	230	students (10 classrooms)
New Facility Capacity	540	students (23 classrooms)

Project Costs:

	<u>Budget</u>	<u>Paid</u>
Fees & Disbursements	365,000	0
Construction Contract	3,650,000	0
Furniture & Equipment	365,000	0
Other Project Costs	183,142	250
	\$4,563,142	\$250

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 June 2009
Design Development	6 October 2009	
Contract Documents	26 January 2010	
Tender	23 February 2010	
Construction, Renovations	27 August 2010	
Construction, Addition	14 December 2010	
Occupancy	3 January 2011	
Official Opening & Blessing	February 2011	

Project Team:

Architect	Raimondo + Associates Architects Inc.
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Rob Ciarlo
Principal	Theresa Murphy

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – NOVEMBER 24, 2009**



Spotlight

ON
NIAGARA CATHOLIC

www.niagaracatholic.ca

November 24, 2009

Director shares information about upcoming Vision 2020 sessions



Niagara Catholic Director of Education John Crocco shared information about the upcoming *Vision 2020 - Our Focused Strategic Plan* Discovery Sessions with the Board during the November 24th meeting.

Mr. Crocco shared a letter sent out to parents throughout Niagara Catholic, inviting them to participate in shaping the future of Catholic education in Niagara. The letter informs parents that Vision 2020 Discovery Sessions will take place at individual schools through the end of February, 2010, and urges parents/guardians to participate in the process.

Each of Niagara Catholic's elementary, secondary and continuing education schools will hold a Vision 2020 Discovery

Session, to allow for maximum participation by partners in Catholic education. The dates of those meetings will be announced through each individual school and will also be listed on the Niagara Catholic website, www.niagaracatholic.ca under the Vision 2020 tab.

Three discovery sessions for administrators have already taken place. Another five are planned for December, January and February. Those meetings include ones for Bishop Wingle and parish priests, Trustees, Catholic School Councils, Academic and Support staff, Elementary and Secondary Student Councils, Catholic Education Centre staff and members of various committees.

Niagara Catholic began the journey toward the Vision 2020 Strategic Plan in September, 2008 with a survey sent to Niagara Catholic staff, asking for input on the key issues impacting Niagara Catholic and Catholic education as we head into the second decade of the 21st century. Throughout the 2008-2009 school year, Mr. Crocco held meetings with survey participants and the information was collated into a report shared with Niagara Catholic staff in the spring.

The report laid the foundations for *Vision 2020 - Our Focused Strategic Plan*, which is currently in its development phase. The development of the Vision 2020 plan is being facilitated by Maria Sanchez-Keane of the Centre for Organizational Effectiveness.

The data from the various meetings will be analyzed and the Vision 2020 Discovery Report will be written in March. It is scheduled to be released on Tuesday, April 6th, in advance of the Niagara Catholic Vision 2020 Summit at Saint Michael Catholic High School in Niagara Falls. Senior Staff will review the report's recommendations on April 19th, and the Vision 2020 Strategic Plan Report is scheduled to be presented to the Board at the Committee of the Whole Meeting on May 11, 2010.

Nurturing Souls & Building Minds

Junior, Senior Gators are best in Niagara



The Lakeshore Catholic High School Junior Gators football team will play in the Metro Bowl semifinal at St. Michael's College in Toronto, Saturday, November 28th. They hope to earn a berth in the Ontario final, also at St. Michael's College, on December 2. The Senior Gators had a heartbreaking loss in the Championship final at the Golden Horseshoe Bowl in Toronto on November 25th, falling 33-10 to Notre Dame of Burlington.

Niagara Catholic "Poised on the Brink of Greatness": Education Expert Dr. Avis Glaze

An internationally renowned expert in education has high praise for Niagara Catholic's commitment to excellence in education.

Niagara Catholic is "poised on the brink of greatness," said Dr. Avis Glaze.

Speaking to Niagara Catholic teachers during a Professional Development session in October, Dr. Glaze, Ontario's first Chief Student Achievement Officer and Founder and CEO of Ontario's Literacy and Numeracy Secretariat, pointed to the Niagara Catholic system priorities and the monthly Director's Video as the two most impressive features to set goals and effectively communicate throughout the system. She also had high praise for Niagara Catholic's website.

"The Niagara Catholic ... website is most impressive and effective as a communication forum and a source of information," Dr. Glaze said.

During the Professional Development session for Principals and Vice Principals led by Dr. Glaze, school administrators were asked to consider the primary purpose of secondary schools in preparing students for the 21st century in a global community.

The workshop focused on targeting what Dr. Glaze considers Seven Survival Skills students in school need: critical thinking and problem solving; collaboration and leadership; agility and adaptability; initiative and entrepreneurship; effective oral and written communication abilities; accessing and analyzing and creativity and imagination.

With those skills in place, students will leave school with the tools necessary to thrive in the 21st Century economy, including critical thinking and analytical skills, flexible organizational skills, partnership and collaboration ability, creativity and innovation and personal management skills and global awareness and understanding.

Dr. Glaze said it is imperative for Boards to find the right people to become teachers and then nurture their abilities to maximize their effectiveness, then put in place systems to ensure students benefit from their instruction.

She emphasized the importance of teachers leading by example when it comes to learning and that like their students, the most effective teachers are committed to continuous improvement.

The same can be said for school administrators, said Dr. Glaze, noting school leadership is second only to classroom teaching as an influence on student learning.

Staff development has a key role in increasing student success

Niagara Catholic's commitment to excellence in education is not exclusive to student achievement.

Staff Development is a key component of academic excellence, Niagara Catholic's Administrator of Staff Development Khayyam Syne said during the November 24th Board meeting. Mr. Syne said Niagara Catholic places a high premium on the value of inspiring excellence throughout the Niagara Catholic family

Niagara Catholic's commitment to motivating all staff and students to reach their full potential was enough to inspire educational expert Dr. Avis Glaze to recently describe the Board as "poised on the brink of greatness."

Ongoing Professional Development opportunities are presented to staff in a seamless fashion in order to minimize disruptions on the myriad of services offered within the Niagara Catholic community, Mr. Syne said.

In his report to the Board, Mr. Syne profiled 10 professional development opportunities for staff throughout November. Those programs ranged from a workshop for Intermediate teachers on how to electronically compile and transfer the Ministry of Education sanctioned Annual Education Plan from the elementary panel to secondary, to one for schools in the "Schools in the Middle" program to the Leadership Intern Program and the Administrative Intern Program.

Professional Development opportunities are not limited to teaching staff. All Niagara Catholic staff are encouraged to participate in professional development programs.

Annual Organization Board Meeting Dec. 1

Niagara Catholic's annual Organizational Meeting of the Board will take place on Tuesday, December 1 at 6 p.m.

The meeting will be immediately followed by the December meeting of the Committee of the Whole.

School Excellence Program

FOCUS on

St. Elizabeth Catholic Elementary School

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

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

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

St. Elizabeth Catholic Elementary School has *Got the Spirit*.

That's the motto of Wainfleet's only Catholic elementary school, which celebrated its 50th anniversary earlier this month.

During the November 24th Board Meeting, St. Elizabeth Principal Enrico Schirru gave the Board a history lesson about both the school - and its namesake. The original St. Elizabeth Catholic Elementary School opened its doors in 1952-53. The 53 students ebrolled were taught by two Loretto sisters, with Mother Agnes as the school's Principal.

The St. Elizabeth Parish purchased an old Volkswagon for the sisters and Mother Agnes, so they could get to and from the school.

The current St. Elizabeth school opened as a two-room schoolhouse in 1959, and was the first school in Ontario with electric heat. As enrolment grew, parishioners at St. Elizabeth church first demonstrated the strength of the triad between home, school and church by purchasing buses for students to get to and from school. The triad remains strong in this rural community today.

The school is named for St. Elizabeth of Hungary, who lived from 1207-1231. The daughter of King Andrew II of Hungary, Elizabeth was well-known for deep faith and compassion towards others, even when she was a little girl.

In her adult life, Elizabeth built a hospital at the foot of a mountain near the castle where she lived and frequently gave food to those in need.

The kindness and generosity toward those in need is exemplified by students at St. Elizabeth school, who reach out to others in the community and beyond. Mr. Schirru said students at St. Elizabeth "appreciate that we are called to be rainbows of hope to victims of life's storms."



Left: St. Elizabeth is a small, rural school with state-of-the-art technology, including the new SMART board, which allows for interactive learning.



Right: The Bravo Board is displayed in the front entrance to St. Elizabeth Catholic Elementary School. It is updated daily with the names of students who exemplify the Gospel values while at school.



St. Elizabeth Catholic Elementary School is a Green school, working toward Gold certification in the EcoSchools Program.

Right: Celebrating the Triad Outdoor Mass and Picnic is an annual tradition at St. Elizabeth Catholic Elementary School.



Earlier this year, students collected a wide assortment of treats and other items which were sent to Canadian soldiers serving in Afghanistan. They also collect food, toys and other donations for community members in need throughout the year.

SMART goals at St. Elizabeth include ensuring all teachers have sustained literacy initiatives with the focus on small group instruction in place by April 2010. Word walls help students learn words that cross the curriculum and exemplary student work is displayed, motivating students to work to their best potential to achieve a similar honour.

Numeracy SMART goals include the use of math journals, varied use of computer software and the use of enhanced technology, including the school's SMART board.

Uninterrupted blocks of learning in both literacy and numeracy also assist students and teachers in achieving school, Board and Provincial goals for standardized testing.

St. Elizabeth has a strong pathways connection with Lakeshore Catholic High School. The goal is to retain 100 per cent of graduating St. Elizabeth students within the Niagara Catholic system for high school.

Lakeshore Catholic maintains a presence at St. Elizabeth, particularly within the Intermediate grades, in order to prepare St. Elizabeth students for life in high school.

The home-school-church triad remains as important today as it did when St. Elizabeth first opened its doors. Although a small school with 141 students from 100 families, that smallness fosters intimacy between home and school.

Non-Catholic family members of students are invited to join in all aspects of religious programs and prayer services and Catholic character developed and integrated into all school and class activities, with those messages being reinforced at home.



Left: Celebrating St. Elizabeth Catholic Elementary School's 50th Anniversary in November, 2009. The school celebrated with a Mass and Open House on November 8th, 2009.



St. Elizabeth's 2009 cross-country team fared well this season, winning the Lakeshore area championship. Parent involvement helped lead the team to victory.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
DECEMBER 1, 2009**

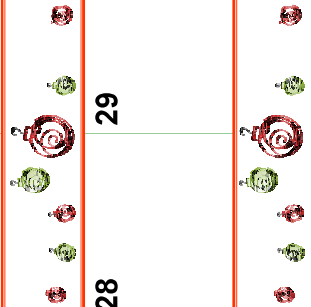
TOPIC: CALENDAR OF EVENTS – DECEMBER 2009

December 2009

SUN MON TUE WED THU FRI SAT

	1	2	3	4	5
	Org/CW Mtgs	SEAC Mtg			
6	8	9	10	11	12
National Day of Remembrance & Action on Violence Against Women		Grade 8 Masses	Administrators/Trustee/Parish Priest Luncheon		
13	14	15	16	17	18
		Board Mtg			
20	21	22	23	24	25
					Christmas
26	27	28	29	30	31
					New Year's Eve

~ Board Christmas Shutdown ~



~ Board Christmas Shutdown ~



Niagara Catholic District School

Events posted at www.niagaracatholic.ca