



The Niagara Catholic District School Board through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

TUESDAY, APRIL 12, 2011

7:00 P.M.

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

A. ROUTINE MATTERS

1. Opening Prayers – Trustee Charbonneau -
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 March 8, 2011 A5

B. PRESENTATIONS

1. St. Edward Catholic Elementary School Choir B1
2. Ontario Catholic Student Leadership Conference 2011 B2

C. COMMITTEE AND STAFF REPORTS

1. Policy Committee
 - 1.1 Unapproved Minutes of the Policy Committee Meeting of March 29, 2011 C1.1
 - 1.2 Policies
 - 1.2.1 Approval of Education-Based Research Policy (301.2) C1.2.1
 - 1.2.2 Approval of Purchasing/Supply Chain Management Policy (600.1) (Interim) C1.2.2
 - 1.2.3 Approval of Trustee Expenses & Reimbursement Policy (100.13) (Interim) C1.2.3
 - 1.2.4 Deletion of Trustee Conference & Travel Expenses Policy (100.2) C1.2.4
 - 1.2.5 Deletion of Trustee Travel Expenses Policy (100.3) C1.2.5
 - 1.3 Policy Development C1.3
2. Early Blended Learning C2
3. Junior Reading Pilot Initiative 2010-2011 C3
4. Niagara Catholic Parent Involvement Committee Catholic School Councils' Annual Spring Convention 2011 C4
5. Family Violence Prevention - "It's Everybody's Business" C5
6. Bill 157: Update on School Climate Surveys C6

7.	Addition and Alterations to St. Anthony Catholic Elementary School Award of Construction Contract	C7
8.	Addition and Alterations to Blessed Trinity Catholic Secondary School Award of Construction Contract	C8
9.	Staff Development Department Professional Development Opportunities	C9
10.	Catholic Leadership: Superintendent of Education Selection 2011	C10
11.	Extended Overnight Field Trip/Excursion/Exchange Trip Information	C11
12.	Larkin Estate Admission Awards 2011-2012	C12
13.	Monthly Updates	
	13.1 Capital Projects Update	C13.1
	13.2 Student Senate Update	
	13.3 Senior Staff Good News Update	-

D. INFORMATION

1.	Trustee Information	
1.1	Spotlight on Niagara Catholic – March 29, 2011	D1.1
1.2	Calendar of Events – April 2011	D1.2
1.3	Volunteer Appreciation Breakfast – April 18, 2011	-
1.4	Specialist High Skills Major Celebration – April 28, 2011	-
1.5	OCSTA/OCSBOA Finance Seminar & OCSTA AGM – April 28 – April 30, 2011	D1.5
1.6	Catholic Education Week – May 1 – 7, 2011	-
	• May 2, 2011 – Catch the Spirit	
	• May 3, 2011 – Celebrating Staff Excellence	
1.7	Tentative Ground Breaking Ceremony - Blessed Trinity Catholic Secondary School May 3, 2011	-
1.8	Ground Breaking Ceremony – St. Anthony Catholic Elementary School May 5, 2011	-

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
APRIL 12, 2011**

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE MEETING
OF MARCH 8, 2011**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 8, 2011, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, MARCH 8, 2011

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, March 8, 2011, 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 Charbonneau.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Burkholder.

2. Roll Call

Vice-Chairperson noted that all Trustees were in attendance.

Trustee	Present	Absent	Excused
Rhianon Burkholder	✓		
Kathy Burtnik	✓		
Maurice Charbonneau	✓		
Frank Fera	✓		
Fr. Paul MacNeil	✓		
Ed Nieuwesteeg	✓		
Ted O'Leary	✓		
Dino Sicoli	✓		
Student Trustees			
Shelby Levesque	✓		
Patrick Fowler	✓		

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, Superintendents of Education; **James Woods**, Controller of Plant; **Khayyam Syne**, Administrator of Staff Development; **Mark Lefebvre**, Administrator of School Effectiveness; **Marcel Jacques**, Administrator: Special Education, Student Achievement K-12; **Jennifer Brailey**, Manager of Corporate Services & Communications; **Sherry Morena**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. **Approval of the Agenda**

Moved by Trustee Sicoli

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of March 8, 2011, as presented.

CARRIED

4. **Disclosure of Interest**

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

5. **Minutes of the Committee of the Whole Meeting of February 8, 2011**

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 8, 2011, as presented.

CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. **Niagara Catholic District School Board Speak Out! Showcase 2011**

Yolanda Baldasaro, Superintendent of Education, invited Mark Lefebvre, Administrator: School Effectiveness Framework; to introduce Lisa Incaviglia, teacher at Alexander Kuska Catholic Elementary School and Speak OUT! Committee Chair.

Ms. Incaviglia introduced the speakers who presented their award winning speeches to the Board.

Catholic Messengers: Kira Petriello, Monsignor Clancy Catholic Elementary School
Topic: *The Dark Side of Chocolate*

Catholic Messengers: Darya Bondarenko, Our Lady of Victory
Topic: *I Know*

Junior Division: Nico Tripodi, St. James Catholic Elementary School
Topic: *Parental Quirks*

Intermediate Division: Simone Waller, St. Joseph Catholic Elementary School, Fort Erie
Topic: *The Perfect Sisters*

Ms. Incaviglia introduced the Speak OUT! Committee and thanked them for all their work and dedication.

Vice-Chairperson Charbonneau congratulated the students on their award winning speeches and along with Chairperson Burtnik and Director Crocco presented them with Niagara Catholic "Excellence in Academics" Pins.

2. VEX Robotic Design System

Superintendent Baldasaro invited Marco Magazzeni, Consultant K-12, Specialist High Skills Major, to introduce the Andrew Boon, Vice-Principal of Holy Cross Catholic Secondary School. Mr. Boon spoke briefly of the VEX Robotic Design program and invited Jeff Maxwell, teacher at Holy Cross Catholic to present further information on the program.

Mr. Maxwell informed the Board that one of the HC Robo Raiders Team has qualified to be entered in the World Championships tournament which takes place at Disney World, in Orlando Florida in May of this year. This is the second year that Holy Cross Catholic has worked with the VEX Robotics Design System product and it is the second year in a row that a school team has qualified to attend the World Championships competition.

The HC Robo Raiders provided a demonstration of the VEX Robotics program.

Vice-Chairperson Charbonneau congratulated Mr. Magazzeni, Mr. Maxwell and the HC Robo Raiders on their achievements and wished them further success.

3. Employability Skills Plan (ESP)

Superintendent Baldasaro invited Marcel Jacques, Administrator: Special Education, Student Achievement K-12; to introduce Cathy McMullin, ABA Supervisor, Student Achievement K-12; and Alfonso Monachino, Educational Resource Teacher, Denis Morris Catholic.

Ms. McMullin and Mr. Monachino presented the report on the Employability Skills Plan (ESP), which is a resource for Special Education Teachers to support students with special education needs. It was stated that the ESP is intended to be a starting point for supporting positive work experiences and community involvement and to provide a resource and framework for Special Education Teachers as they help their students develop an individual employability portfolio.

Trustees expressed their gratitude to Niagara Catholic staff for their remarkable accomplishments in assisting the students with special education needs succeed in their life plan.

4. Teaching Learning Critical Pathway (TLCP) Program Update

Superintendent Baldasaro invited Administrator Lefebvre to introduce Jennifer DeCoff, Intermediate Consultant, who presented the Teaching Learning Critical Pathway (TLCP) Program Update.

Ms. DeCoff stated that the Teaching Learning Critical Pathway (TLCP) is a process used to collaboratively plan classroom instruction based on student strengths and needs with the intent of increasing student achievement. The goal of the TLCP is to increase student achievement and teachers who have participated in this process have noted an increase in student learning. This school year 2010-2011, the Student Achievement Department has begun the process of requesting that schools measure the impact of the TLCP on student achievement.

5. **Extended Overnight Field Trip/Excursion/Exchange Trip Information**

Superintendent Baldasaro presented the Extended Overnight Field Trip/Excursion/Exchange Trip Information, for information.

6. **Staff Development Department Professional Development Opportunities**

Frank Iannantuono, Superintendent of Education, welcomed Khayyam Syne, Administrator of Staff Development, and Mario Ciccarelli, Principal of Saint Michael Catholic High School, who presented an overview of the revised Leadership Identification Program (LIP) for 2011-2013.

Mr. Syne presented information on the Administrative Internship Program (AIP) and introduced the members.

7. **Niagara Catholic Full-Day Early Learning Kindergarten Program Implementation Update – Year 3**

Superintendent Baldasaro presented the report on the Niagara Catholic Full-Day Early Learning Kindergarten Program Implementation Update – Year 3. She informed Trustees that the March 2, 2011 announcement by Premier Dalton McGuinty of the Year 3 school expansion of the Full-Day Early Learning Kindergarten Program has allowed Niagara Catholic to offer the FDELKP to an additional 11 schools across the Niagara Region. This approval brings the total number of schools offering the FDELKP to 21.

James Woods, Controller of Plant, provided information on the process followed in preparing the FDELKP Report to the Ministry of Education.

8. **Policy Committee**

8.1 **Unapproved Minutes**
Policy Committee Meeting – February 22, 2011

Moved by Trustee Burtnik

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of February 22, 2011, as presented.

CARRIED

8.2 **Approval of Policies**

8.2.1 **Complaint Resolution Policy (800.3)**

Chairperson Burtnik reviewed the history of the Complaint Resolution Policy and the results of the Policy Committee review.

Trustees discussed the portion of the Administrative Guidelines that refers to a complaint being filed against the conduct of the Director of Education, and the need or lack of need to involve the Board Solicitor prior to informing the Board of Trustees of the complaint.

Director Crocco informed Trustees that while the Board approves Policies, the purpose of the cyclical review of policies is to keep Trustees updated and informed of all Policies and Administrative Guidelines in the Niagara Catholic District School Board. Beginning in 2008 with the implementation of the new

Cyclical Review Process for Policies in Niagara Catholic, all Policies will be accompanied by the Administrative Guidelines for discussion in Policy Committee towards Board approval.

Moved by Trustee MacNeil

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

CARRIED

8.2.2 **Nutrition Policy (302.7)**

Moved by Trustee Fera

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

CARRIED

8.3 **Policy Development Update**

Director Crocco presented the Policy Development Update.

9. **Monthly Updates**

9.1 **Capital Projects Progress Report**

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

9.2 **Student Trustees' Update**

Patrick Fowler, Student Trustee, gave a brief verbal update on the activities of the Student Senate.

9.3 **Senior Staff Good News Update**

Senior Staff highlights included:

Superintendent Forsyth-Sells

- Lakeshore Catholic High School is currently presenting the he play "Pressure" by Lindsay Price. The play addressed problems regarding teenagers dealing with everyday life, which resulted in an award for the Best Play for Social Justice Issues.

Superintendent Iannantuono

- St. Christopher Catholic Elementary School finished 3rd in the Canadian Math Challenge.

Director Crocco

- Saint Michael and Saint Paul Catholic High Schools will be hosting the OFSSA AAA Boys Basketball Championship.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – February 22, 2011

Director Crocco presented the Spotlight on Niagara Catholic – February 22, 2011, issue for Trustees' information.

1.2 Calendar of Events – March 2011

Director Crocco presented information on the Calendar of Events – March 2011.

1.3 March Break – March 14 – 18, 2011

Director Crocco reminded Trustees that the Niagara Catholic District School Board March Break is from March 14-18, 2011 inclusive. He noted that schools will be closed but the Catholic Education Centre will be open.

1.4 Blessing – St. Ann Catholic Learning Education Centre, Niagara Falls March 22, 2011

Director Crocco reminded Trustees that the Blessing of the St. Ann Catholic Learning Centre is scheduled for March 22, 2011 at 4:00 p.m.

1.5 Niagara Catholic Parent Involvement Committee Spring Convention March 26, 2011 - Blessed Trinity Catholic Secondary School

Director Crocco informed Trustees that the Niagara Catholic Parent Involvement Committee Spring Convention is being held on March 26, 2011 with registration beginning at 8:30 a.m. at Blessed Trinity Catholic Secondary School.

1.6 March Board Meeting – March 29, 2011

Director Crocco reminded Trustees that the March Board Meeting is being held March 29, 2011 (the 5th week of March instead of the 4th), due to the March Break.

1.7 Trustee & Senior Staff Faith Formation Retreat – March 30, 2011 Mount Carmel Spiritual Centre

Director Crocco reminded Trustees that the Trustee & Senior Staff Faith Formation Retreat has been rescheduled for March 30, 2011 at 4:00 p.m. with Bishop Gerard Bergie. Trustees received a Reflection Booklet to complete prior to the Retreat.

1.8 Ontario Catholic Student Leadership Conference 2011 – March 31 – April 2, 2011

Director Crocco presented an update on the Ontario Catholic Student Leadership Conference 2011 being held in Niagara Falls from March 31 to April 2, 2011. He stated that invitations had been sent to the Premier, Minister of Education, OCSTA, OCSOA, Bishops from across Ontario, and Sr. Joan Cronin from the Institute for Catholic Education. OCSTA is also promoting the Conference on their website.

Trustees were invited to attend any or all of the activities. They were asked to notify Linda Marconi, Executive Assistant, of their intention to attend.

1.9 Ground Breaking Ceremony - Blessed Trinity Catholic Secondary School–April 27, 2011

Director Crocco reminded Trustees that the Tentative Groundbreaking Ceremony for Blessed Trinity Catholic Secondary School is scheduled for April 27, 2011.

1.10 Special Board Meeting following April Committee of the Whole Meeting

Director Crocco informed Trustees that if tenders are acceptable for the Blessed Trinity Catholic Secondary School addition a Special Board Meeting will be held April 12, 2011, following the Committee of the Whole Meeting to approve the Blessed Trinity Catholic Secondary School Awarding of Contract. If tenders are not acceptable, tenders will be presented at the April Board Meeting.

1.11 Blessed Trinity Catholic Secondary School Tender

Director Crocco presented information on the Blessed Trinity Catholic Secondary School Tender.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

F. BUSINESS IN CAMERA

Moved by Trustee Nieuwesteeg

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 9:35 p.m. and reconvened at 10:40 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of March 8, 2011.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Nieuwesteeg

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 February 8, 2011, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Sicoli

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 February 8, 2011, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee MacNeil

THAT the Mach 8, 2011 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 **March 8th, 2011.**

Approved on the **12th** day of **April 2011.**

Maurice Charbonneau
Vice-Chairperson of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

TOPIC: ST. EDWARD CATHOLIC ELEMENTARY SCHOOL CHOIR

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Approved by: John Crocco, Director of Education

Date: April 12, 2011



PRESENTATION BACKGROUND

PRESENTATION TO COMMITTEE OF THE WHOLE MEETING OF APRIL 12, 2011

ST. EDWARD CATHOLIC SCHOOL CHOIR

On Thursday, February 10th, 2011, Director Crocco and Elementary OECTA President, Marie Balanowski, visited St. Edward Catholic Elementary School, to supervise students during the lunch break.

Parent Judy Lypka, who also helps direct the St. Edward Catholic School Choir with Grade 2 teacher, Mrs. Karen Petrovsky, invited Mr. Crocco to listen to a recording of a song that she and her husband had composed to celebrate the opening of the Scotiabank Convention Centre in Niagara Falls.

The St. Edward Catholic Elementary School Choir will sing the song that was part of the music program for the Convention Centre Ribbon Cutting Ceremony held on Friday, April 8th, 2011 at the April 12th Committee of the Whole Meeting.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Approved by: John Crocco, Director of Education

Date: April 12, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: ONTARIO CATHOLIC STUDENT
LEADERSHIP CONFERENCE 2011**

Prepared by: Patrick Fowler, Student Trustee
Shelby Levesque, Student Trustee

Presented by: Patrick Fowler, Student Trustee
Shelby Levesque, Student Trustee

Approved by: John Crocco, Director of Education

Date: April 12, 2011

Inaugural
Ontario Catholic
Student
Leadership Conference



March 31st - April 2nd, 2011
Niagara Falls, Ontario

WELCOME

March 31st to April 2nd, 2011

Welcome/Bienvenue to the inaugural Ontario Catholic Student Leadership Conference 2011.

On behalf of the Niagara Catholic District School Board family of students, staff, administrators and trustees, we extend a warm Niagara Catholic welcome to a premier Catholic student leadership conference for 2011.

Niagara Catholic is honoured to host the first Ontario Catholic Student Leadership Conference as we engage over 400 secondary school students, student trustees, student council moderators and a host of partners in Catholic education from across the Province of Ontario in a three day conference entitled *Lighting the Way*.

This conference will be spiritually uplifting, with inspiring keynote speakers, teaming with high energy to fully engage all participants and partners in Catholic education from throughout Ontario in rich dialogue on the essential importance, impact and future of publicly funded Catholic education in our society throughout Ontario, Canada and the world.

Congratulations to all students and our staff colleagues on your selection to participate in this inaugural Catholic student conference. Your active participation is vitally important to the success in the achievement of the core expectations of this conference which will be captured in a Lighting the Way Conference Report provided to all 400 participants on the final day of this conference. The report will also be shared with the Assembly of Catholic Bishops of Ontario, the Ontario Catholic School Trustees Association, the Institute of Catholic Education and all Catholic Directors of Education throughout the twenty-nine English Catholic and four French Catholic school boards in Ontario.

To our valued partners in Catholic education, thank you for participating in all or part of the conference. From our inspiring speakers, to the interactive displays in our Catholic Walkway your presence in supporting, observing and engaging in our continued dialogue on Catholic education is vital as we journey together, unified by our passionate and unwaivering faith in the knowledge that we are called by God to carry on the living story of His Son.

The Ontario Catholic Student Leadership Conference 2011 Organization Committee is thrilled to have you with us for this three day conference. If there is anything that you need, please contact any one of the members of the committee.

We are confident that this conference will not only build on the rich history, but will solidify the foundation and indispensable future of publicly funded Catholic education in Ontario. Together we are blessed as we continue to be the beacon in education by *Lighting the Way*.


Kathy Burtnik
Chair of the Board


John Crocco
Director of Education


Lighting the Way

March 31 to April 2

Bienvenue and welcome Catholic students, staff and moderators from across Ontario!

We are so excited you are all participating in this amazing experience!

This weekend will be an awesome opportunity for you to meet other Catholic student leaders, to learn from one another, and to share best practices, while developing in your personal faith journey. We thank you for making the trek down to Niagara Falls to experience a bit of the Niagara Catholic District School Board spirit. We hope a strengthened sense of Catholic leadership is instilled in each and every one you, whether you're a student, teacher, moderator, or guest.

Throughout the next three days, you will have the opportunity to voice opinions on Catholic school teachings, speak with Catholic organizations and leaders, network with like-minded student leaders from all over Ontario and get a chance to "Experience Niagara". The student portions of the conference are to be run and moderated by other students, truly giving the conference a youthful vibe that can only open the lanes of discussion even further. The months of hard work the entire planning committee has put in to make this conference a go has been astounding, opening our eyes to a new level of leadership. We were honoured to work alongside these staff members, and the OSTA-AECO Catholic Board Council Executives to create and develop OCSLC. Our Student Senate has been tirelessly working in tandem with us, ironing out details, planning excursions to see the city and thinking of ways to get all participants excited and pumped during these next few days.

We wish you all a fun filled weekend, complete with new friendships, new skills, and new memories. If you have any questions look for the blue sweaters, we'll be your go to people for assistance, or a casual conversation. So as we Light the Way this weekend, we hope you all continue the spark in your respective school boards, and help your peers grow as Catholic students.

Have an amazing Conference!

Patrick Fowler
NCDSB Student Trustee
2010-2011

Shelby Levesque
NCDSB Student Trustee
2010-2011

Ontario Catholic Student Leadership Conference 2011



OCSLC 2011 Organizing Committee

Jennifer Brailey	Niagara Catholic DSB
Kathy Burtnik	Niagara Catholic DSB
John Crocco	Niagara Catholic DSB
Ralph DeFazio	Niagara Catholic DSB
Mario Geremia	Niagara Catholic DSB
Ken Griepsma	Niagara Catholic DSB
Linda Marconi	Niagara Catholic DSB
Mary Ann McKinley	Niagara Catholic DSB
Sherry Morena	Niagara Catholic DSB
Terri Pauco	Niagara Catholic DSB
Lou Rocha	OCSTA
Taylor Black	Wellington Catholic DSB
Patrick Fowler	Niagara Catholic DSB
Shelby Levesque	Niagara Catholic DSB
Laura Limarzi	Windsor-Essex Catholic DSB
Matthew McLean	Bruce-Goy Catholic DSB
Sergio Morales	Simcoe-Muskoka Catholic DSB
Natalie Rizzo	Toronto Catholic DSB
Olivia Suppa	York Catholic DSB

OCSLC 2011 Participants

Catholic School Boards

Aigonquin & Lakeshore Catholic DSB
Brant Haldimand Norfolk Catholic DSB
Bruce-Grey Catholic DSB
Catholic District School Board of Eastern Ontario
Conseil scolaire de district des écoles catholiques du Sud-Ouest (Windsor)
Conseil scolaire catholique du Nouvel-Ontario (Sudbury)
Durham Catholic DSB
Halton Catholic DSB
Hamilton-Wentworth Catholic DSB
Huron-Perth Catholic DSB
Huron-Superior Catholic DSB
Niagara Catholic DSB
Nipissing-Parry Sound DSB
Northeastern Catholic DSB
Northwest Catholic DSB
Ottawa-Carleton Catholic DSB
Peterborough Victoria Northumberland & Clarington Catholic DSB
Renfrew County Catholic DSB
Simcoe Muskoka Catholic DSB
St. Clair Catholic DSB
Sudbury Catholic DSB
Thunder Bay Catholic DSB
Toronto Catholic DSB
Waterloo Catholic DSB
Wellington Catholic DSB
Windsor-Essex Catholic DSB
York Catholic DSB

Catholic Education Partners

Assembly of Catholic Bishops of Ontario	Institute for Catholic Education
Brescia Women's University College	Kings University College
Branches Catholic Books & Gifts	Loretto Sisters I.B.V.M. Loretto Niagara
Carmelites	Ontario Catholic School Trustees Association
Catholic Board Council	Our Lady Seat of Wisdom Academy
Development and Peace	Pauline Books & Media
Jericho House	Share Life/ Youth Ministry Archdiocese of Toronto
Jesuit Provincial Office	Sisters of St. Joseph
Holy Cross Fathers	Ten Thousand Villages

Niagara Catholic District School Board

Student Senate

Nikita Chhabra	Amanda Gabany	Rob Thomson
Christian Cross	Evat Khozam	Jordan Turpin
Sarah Cournoyea	Shelby Levesque	Rory Vandenbrink
Brook Dorin	Patrick Morris	Chelsea Weir
Patrick Fowler	Emily Puroha	Rudder Zhang

P Program

Thursday, March 31st

5:00-7:00 p.m. Registration/Networking
Niagara Dinner Buffet Reception
Saint Michael Catholic High School
Musical Quartet
(Great Falls Bathroom)

6:30 p.m. Moderators/Supervisors Meeting
(Great Lakes Rooms)

7:00 p.m. Welcome & Greetings
Kathy Burtnik, Chair
Niagara Catholic District School Board
Bishop Gerard P. Bergie, D.D.,
Bishop of the Diocese of St. Catharines
Hon. Dalton McGuinty
Premier of Ontario, *(Video Message)*
Hon. Leona Dombrowsky,
Minister of Education
Nancy Kirby, President
Ontario Catholic School
Trustees' Association (OCSTA)
Don Drone, Chair
English Catholic Council Of
Directors of Education (ECCODE)
Olivia Suppa, President, Catholic Board
Council, Ontario Student Trustees'
Association (OSTA)

7:30 p.m. Opening Prayer Service
Saint Paul Catholic High School
Music Department

8:00 p.m. Conference Kick-off Event
Fr. Norm Roberts

9:00 p.m. Student & Moderator Interactive
Team Building Activity
(Great Falls Bathroom)



The Hon. Dalton McGuinty, Premier of Ontario, was first elected to the provincial legislature as the Member representing Ottawa South in 1990. He became the Leader of the Liberal Party of Ontario in 1996 and has been Premier of Ontario since 2003. Mr. McGuinty has strong ties to education. His father was a teacher, and Mr. McGuinty's wife of 27 years, Terri, is an elementary school teacher. Mr. McGuinty is a proud product of Catholic education.



The Hon. Leona Dombrowsky has a long history with Catholic education in Ontario. Prior to being elected as MPP for Prince Edward-Hastings in 1999, she was a trustee and Chair of the Hastings and Prince Edward Roman Catholic School Board. In 1998, Ms. Dombrowski was elected Chair of the newly amalgamated Algonquin and Lakeshore Catholic District School Board. She is a past director of OCSTA.



Father Norman Patrick Roberts teaches Religion at Cardinal Ambrozic Catholic High School. From 1994 to 2002 Fr. Roberts was Director of the Office of Catholic Youth for the Archdiocese of Toronto. Fr. Roberts believes in empowering others to take responsibility for the life of the Church.

ighting the way

Friday, April 1st

- 7:30 a.m. Breakfast (*Grand Buffet Restaurant*)
- 8:30 a.m. Morning Service "Light of the Cross"
Blessed Trinity Catholic Secondary
School Choir
(*Great Falls Ballroom*)
- 9:00 a.m. Explanation of the Day
Participants will be presented with an overview of day
- 9:30 a.m. Morning Session - Students
(*Breakout Forums organized by Student Facilitators - see name badges for room locations*)
Highlights of Being a Catholic Student
Students will break out into groups to discuss areas of Catholic Education:
- *Highlights of Catholic Education*
 - *Visioning the Future of Catholic Education*
 - *Potential Challenges*
- Students will then formulate 8-10 themes that summarize their discussions.*
- Moderator/Supervisor Session
(*Angel Falls Room*)
- 10:30 a.m. Nutrition Break
- 11:00 a.m. Morning Session - Continues
- 12:00 p.m. Lunch
Notre Dame College Jazz Band
Grace (*Sarah Gournoyee -Niagara Catholic District School Board Student Senate*)
Greetings (*Mayor Jim Diodati, Niagara Falls*)
(*Great Falls Ballroom*)

Tour the
Catholic Walkway
8:30 a.m. - 4:30 p.m.



The sessions will be facilitated by Maria Sanchez-Keane, who has been involved as a parish volunteer in youth ministry since the mid-1990s. Her professional experience includes ministering in the Diocese of London, Ontario for more than twelve years. She directed the diocesan youth ministry office for six years and then worked in the offices of ministry and personnel-human resources for three years, focusing on formation of lay and ordained ministers. She is an international trainer and consultant in youth ministry, leadership development, strategic planning, volunteer management, and facilitation.

ighting the way

Friday, April 1st continued

1:00 p.m. Presentation of Themes and Voting
Maria Sanchez-Keane
(Great Falls Ballroom)

1:30 p.m. Afternoon Session
(Breakout Forums – see name badges
for room locations)

Aspects of Catholic Education
Students will break out into groups to discuss:

- Faith
- Student achievement
- Catholic leadership
- Student engagement
- Community & support

Ideas will be recorded.

Moderator/Supervisor Session
Best Practices - Idea Exchange
(Angel Falls Room)

3:30 p.m. Experience Niagara Tours
(Organized by the Niagara Catholic
Student Senate)

5:30 p.m. Reception
(Great Falls Ballroom)

6:00 p.m. Formal Dinner
Grace (Bishop Gerard Bergin, D.D.)
Holy Cross Catholic High School
Quintet
(Great Falls Ballroom)

7:15 p.m. Keynote Address
Rev. James T. Mulligan, c.s.c.

8:30-10:00 p.m. Celebration Activity
Gospel Funk All Star Band
(Great Falls Ballroom)

10:00-12:00 p.m. D.J. and Dance
Spirit of Sound
(Great Falls Ballroom)

Speakers Corner
1:00 - 6:00 p.m.
Photo Booth
4:30 - 6:00 p.m.



Father Mulligan is a Canadian Holy Cross Father who worked as a much-loved Catholic secondary school teacher [Religious Education, French and the Politics of Peace] at Notre Dame College School in Welland, Ontario for more than twenty-five years and as a Faith Formation animator for Catholic teachers for more than ten years. Since 1990, he has collaborated on a number of Catholic education endeavours at the provincial level and has given lectures and workshops on the subject in Alberta, Saskatchewan, Ontario and Newfoundland. Fr. Mulligan is the author of several popular books on Catholic education. His expertise in and passion for Catholic education helped shape the Bachelor of Education (BEd) degree program at St. Mary's University College in Calgary, Alberta. Introduced in 2008, it is the only education program in Canada specifically designed to prepare teachers for Catholic school systems. Father Mulligan was named Honourary Fellow at St. Mary's University College at the historic 2010 convocation, where the first BEd degrees were awarded. Father Mulligan was recognized for his contributions to the development of this ground-breaking program.

Saturday, April 2nd

- 7:30 a.m. Breakfast (*Grand Buffet Restaurant*)
- 8:15 a.m. Board buses to St. Patrick Catholic Church
- 9:00 a.m. Mass - St. Patrick Catholic Church
Bishop Gerard P. Bergie, D.D.
St. Francis Catholic Secondary School Choir

- ▶ PARTICIPANTS ARE TO WEAR THEIR "LIGHTING THE WAY" T-SHIRTS TO MASS
- ▶ GROUP PHOTO FOLLOWING MASS

- 10:30 a.m. Conference Report
(*Great Falls Ballroom*)
- ▶ Moving Forward in Schools, Boards & Across Ontario
 - ▶ Distribution of Report
- 11:45 a.m. Adjournment & Draw
(*Door Prize Draw of iPad generously donated by Apple Canada*)
Announcement of OCSLC 2013
- 12:00 p.m. Student Trustees' Meeting
(*Great Lakes Rooms*)
- 12:00 p.m. Hotel Check Out

God Bless - Travel Safety

ighting the way



Bishop Bergie was officially invested on November 9, 2010, becoming the fifth Bishop of the Diocese of St. Catharines.

Bishop Bergie studied at St. Jerome's College, the University of Waterloo and St. Peter's Seminary, London, Ontario. He received a Master of Divinity degree from the University of Western Ontario and a Licentiate in Canon Law from the University of St. Thomas Aquinas (the Angelicum) in Rome in 1991. Ordained to the priesthood on May 12, 1984, he has served in parishes of Our Lady of Lourdes (Hamilton), St. Francis Xavier (Stoney Creek) and St. Margaret Mary (Hamilton) where he was pastor at the time of his nomination to the episcopacy. He has occupied various positions within the Diocese of Hamilton, including Chancellor. He was ordained to the episcopacy on August 24, 2005 at the Cathedral of Christ the King in Hamilton.

The Catholic Walkway

Ten Thousand
Villages

Share Life/Youth
Ministry Archdiocese
of Toronto

Our Lady Seat of
Wisdom Academy

Carmelites

Sisters of
St. Joseph

Pauline
Books & Media

Jericho House

Jesuit Provincial
Office

Catholic Board
Council

Kings University
College

Development
and Peace

Holy Cross
Fathers

Branches Catholic
Books & Gifts

Loretto Sisters
I.B.V.M.
Loretto Niagara

Brescia Women's
University College

Speakers Corner

Organized by St. Francis
Catholic Secondary School

What
impact
has Catholic
Education
made on your life?



Share your view
on Catholic
Education

Friday, April 1st
1:00 p.m. - 6:00 p.m.

Experience Niagara

Organized by
the Student Senate

1. Mount Carmel Spiritual Centre
 - Walking to Centre
 - Guided Tour
2. Skylon Tower and Movie
 - Ride to top
 - 3D/4D Movie
3. Clifton Hill
 - Coca Cola
 - Hard Rock Café
4. Journey Behind Falls & Niagara's Fury
 - 4D Movie Experience
 - Walk behind Niagara Falls



Friday, April 1st
3:30 p.m. - 5:30 p.m.

Photo

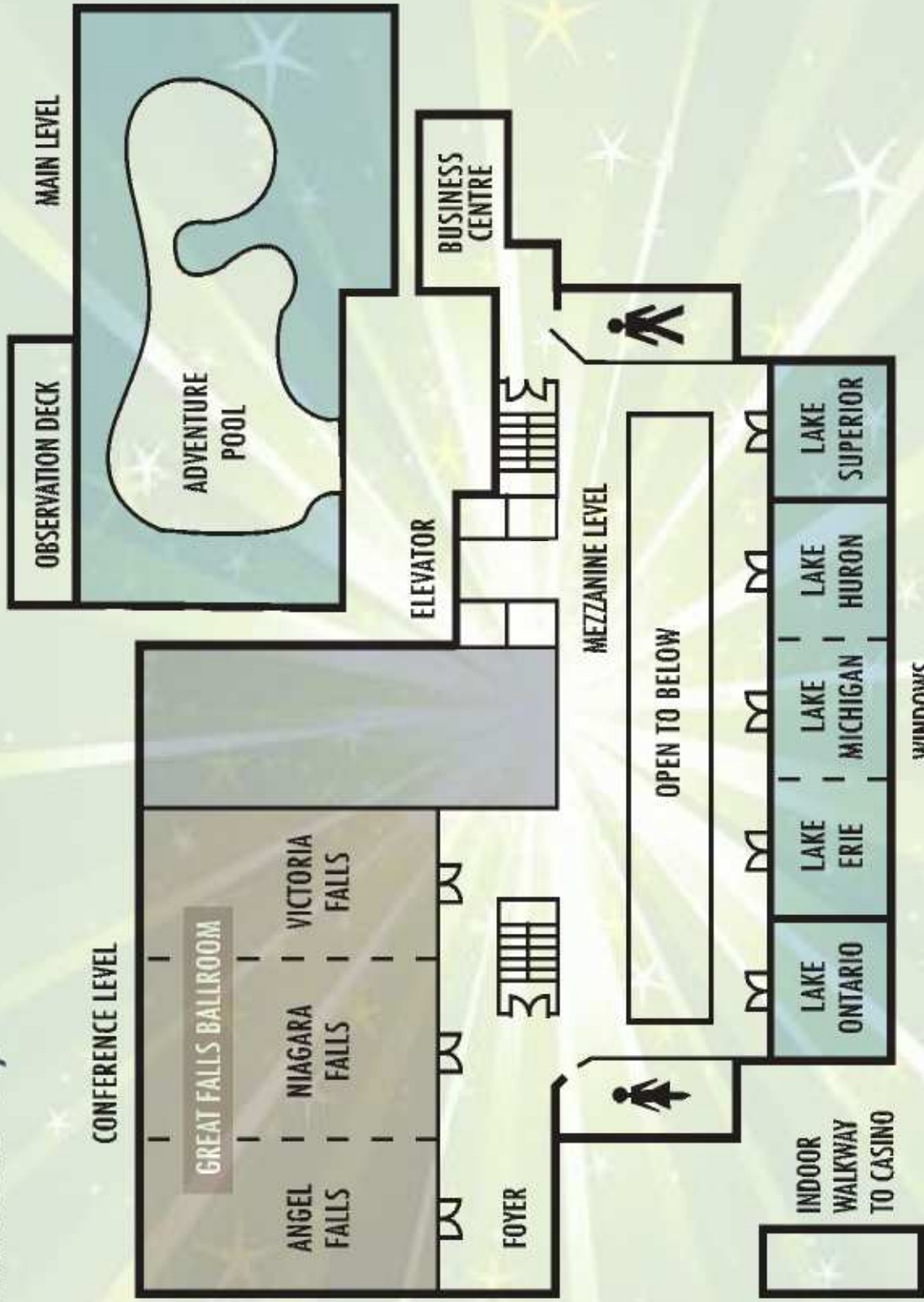
Organized by
Saint Michael Catholic
High School

Booth



Friday, April 1st
4:30 p.m. - 6:00 p.m.

Hilton Hotel & Suites



* Grand Buffet Restaurant - Main Floor

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: POLICY COMMITTEE
UNAPPROVED MINUTES
MARCH 29, 2011**

RECOMMENDATION

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of March 29, 2011, as presented.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, MARCH 29, 2011

Minutes of the Policy Committee Meeting held on Tuesday, March 29, 2011 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:30 p.m. by Director of Education Crocco. Director Crocco presided over the meeting until the election of the Policy Committee Chairperson.

1. Opening Prayer

The meeting was opened with a prayer.

2. Attendance

Committee Members	Present	Absent	Excused
Ed Nieuwesteeg (Committee Chair)	✓		
Kathy Burtnik	✓		
Dino Sicoli	✓		

Trustees:

Rhianon Burkholder

Maurice Charbonneau

Staff:

John Crocco, Director of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Larry Reich, Superintendent of Business & Financial Services

Mark Ferri, Manager of Purchasing Services

Jackie Watson, Equity, Diversity and Community Relations Consultant

Sherry Morena, Administrative Assistant - Corporate Services & Communications Department

/Recording Secretary

3. **Approval of Agenda**

Moved by Trustee Sicoli

THAT the March 29, 2011, Policy Committee Agenda be approved, as presented.

APPROVED

4. **Disclosure of Interest**

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

5. **Minutes of the Policy Committee Meeting of February 22, 2011**

Moved by Trustee Sicoli

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of February 22, 2011, as presented.

APPROVED

6. **Policies**

ACTION REQUIRED

POLICIES - VETTED

6.1 **Education-Based Research Policy (301.2) (Review)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented the amendments to the Education-Based Research Policy.

Trustees discussed the Policy and Administrative Guidelines and recommended the following amendments:

ADMINISTRATIVE GUIDELINES

4. replace "*axample*" with "*example*"
6. replace "*referred*" with "*refer*"
12. delete the duplicate words "*and prepare*"

APPENDIX A

Researcher Information

add an additional box "*Proposed Date of Report*"

Educational Implications

reword last statement to read "*enhance the Niagara Catholic District School Board decision making*"

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the Committee of the Whole Meeting approval of the Education-Based Research Policy (301.2), as amended.

APPROVED

6.2 Trustee Expenses Policy (100.13) (New) (Interim)

Trustee Burkholder joined the meeting at 5:00 p.m.

Trustee Charbonneau joined the meeting at 5:30 p.m.

Larry Reich, Superintendent of Business and Financial Services, presented the amendments to the Trustee Expenses Policy.

Trustees discussed the Policy and Administrative Guidelines and recommended the following amendments:

POLICY STATEMENT

Title of Policy

rename title of Policy to *"Trustee Expenses and Reimbursement Policy"*

Eligible Expenses

d) add the word *"sanctioned"* to read *"travel for Board sanctioned business"*

Claims for Travel to Meetings and Board Functions

add the word *"sanctioned"* to read *"...kilometres travelled on Board sanctioned business..."*

Claims for Accommodation, Meals and Alcohol

rename heading to read *"Claims for Accommodation and Meals"*

add the word *"reasonable"* to read *"...they may be reimbursed for reasonable costs incurred..."*

Gifts and Donations

reword first sentence to read *"Gifts and donations, by an individual Trustee, to any groups or individuals will not be reimbursed."*

add the words *"and the Director of Education"* at the end of the second sentence.

Trustees discussed the definition of Board sanctioned business. The Trustee Expense Form will be updated to reflect the new Trustee Expenses and Reimbursement Policy.

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Trustee Expenses and Reimbursement Policy (100.13) (Interim), as amended.

APPROVED

The Interim Trustee Expenses and Reimbursement Policy will be presented to the April Committee of the Whole Meeting and placed on the agenda of the Special April Board Meeting.

6.3 Purchasing/Supply Chain Management Policy (600.1) (Review) (Interim)

Superintendent Reich and Mark Ferri, Manager of Purchasing Services, presented the amendments to the Purchasing/Supply Chain Management Policy. Superintendent Reich pointed out that it is an Interim Policy.

Trustees discussed the Policy and Administrative Guidelines and recommended the following amendments:

ADMINISTRATIVE GUIDELINES

replace the words “*Administrative Procedures*” with “*Administrative Guidelines*” throughout the Guidelines

Review the use of the word “*should*” throughout the Administrative Guidelines

NIAGARA CATHOLIC DSB PURCHASING PRINCIPLES

3. insert the word “*transparent*” to read “*fair, open and transparent competition*” throughout the Guidelines

11. insert the words “*or appear to prevent*” to read “*Any arrangements which might prevent or appear to prevent fair competition...*”

D. ADVERTISING OF BIDS

Canadian Law of Competitive Processes and Contract Law

reword the sentence beginning “*A breach of Contract...*” to read “*The Board shall not breach contract A by providing information or changing the specifications during the competitive process to unfairly benefit a particular bidder, or enter into side negotiations with any bidder in an effort to obtain more desirable contract conditions.*”

replace the words “*etc. etc.*” at the end of the last paragraph to read “*...remedies, and others that may occur from time to time.*”

H. EVALUATION OF BIDS

replace the words “*intends to*” with “*will*” to read “*The Board will evaluate bids...*”

Evaluation Team

change the word “*share*” to “*shared*” in the first paragraph

Selection Process

c. add colon at the end of the first statement to read “*...designed to favour:*”

I. CONTRACT AWARDS & MANAGEMENT

change the word “*agree*” to “*agreed*” in the second paragraph to read “*...understood and agreed...*”

J. COOPERATIVE PURCHASING

change the word “*encourage*” to “*explore*” to read “*...the Board shall explore cooperative purchasing ...*”

M. MISCELLANEOUS

8. Bidder’s Recourse/Debriefing and Bid Protest Procedures

reword the last sentence to read “*If the bidder has further concerns after meeting with the Manager of Purchasing/Supply Chain Management...to include the Director of Education in the dispute resolution chain.*”

11. Demonstration/Pilot Programs

Instructional:

replace the word “*Superintendent of Program*” to read “...*authorized by the appropriate Superintendent of Education*...”

13. Purchasing Code of Ethics

This item will become the first item in the Administrative Guidelines.

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the Committee of the Whole Meeting approval of the Purchasing/Supply Chain Management Policy (600.1), as presented.

APPROVED

The Interim Purchasing/Supply Chain Management Policy will be presented to the April Committee of the Whole Meeting and placed on the agenda of the Special April Board Meeting.

POLICIES - PRIOR TO VETTING

6.4 Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students

Yolanda Baldasaro, Superintendent of Education, and Jackie Watson, Equity, Diversity and Community Relations Consultant, presented the Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students Policy.

Trustees discussed the Policy and Administrative Guidelines and recommended the following amendments:

POLICY STATEMENT

Reword the second sentence in the first paragraph to read “*In Accordance with the teachings of the Catholic Church and grounded in value of human dignity, the Board shall provide...*”

Reword the first sentence in the second paragraph to read “...*can be realized through a focus on improved...*”

ADMINISTRATIVE GUIDELINES

1.0 Purpose of Voluntary Self-Identification:

1.3 replace the word “*schools*” with “*students*”

2.0 Definitions:

2.1 First Nation:

delete the words “*which many found offensive*”

The Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students Policy will begin the vetting process in April 2011.

POLICIES - BEING RECOMMENDED FOR DELETION

6.5 Trustee Conference & Travel Expenses Policy (100.2)

Superintendent Reich informed Trustees that Senior Staff is recommending the deletion of the Trustee Conference & Travel Expenses Policy (100.2), as it is incorporated in the New Trustee Expenses Policy (100.13).

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the Committee of the Whole deletion of the Trustee Conference & Travel Expenses Policy (100.2), pending approval of the Trustee Expenses and Reimbursement Policy.

APPROVED

6.6 Trustee Travel Expenses Policy (100.3)

Superintendent Reich informed Trustees that Senior Staff is recommending the deletion of the Trustee Travel Expenses Policy (100.3), it is incorporated in the New Trustee Expenses Policy (100.13).

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the Committee of the Whole deletion of the Trustee Travel Expenses Policy (100.3), pending approval of the Trustee Expenses and Reimbursement Policy.

APPROVED

INFORMATION

6.7 Policies Being Vetted

- Nil

6.8 Policy and Guideline Review 2010-2011 Update

Director Crocco presented the Policy and Guideline Review 2010-2011 Update.

6.9 Policy Development Update

Director Crocco presented the Policy Development Update.

7. Date of Next Meeting

Tuesday, April 26, 2011 – 4:30 p.m.

8. Adjournment

The meeting adjourned at 6:40 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: APPROVAL OF POLICIES
EDUCATION-BASED RESEARCH POLICY (301.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Education-Based Research Policy (301.2), as presented.

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

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

Recommended by: John Crocco, Director of Education

Date: April 12, 2011

EDUCATION-BASED RESEARCH PROJECTS

Adopted: April 28, 1998

Revised: July 8, 2008

Revised: December 21, 2010

Policy No. 800.5
(Previously Policy No. 301.2)

STATEMENT OF POLICY

The Niagara Catholic District School Board will assist **staff**, individuals or organizations in the field of educational-based research, where the project **it is deemed** viewed as contributory to **the** greater understanding of the teaching-learning process, ~~the project does not violate the mission of the Board and the disruption of regular school programs is minimal.~~ **and facilitates student learning, professional development, and instructional practices.**

All education-based research must support the Mission Statement, Vision 2020 Statements, Strategic Directions and Enabling Strategies from the Vision 2020 Strategic Plan of the Board.

The Board will establish a Research Ethics Review Committee to review all education-based research applications.

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

ADMINISTRATIVE GUIDELINES

1. Education Research is the investigation of education-based topics through the collection, analysis and dissemination of data. This research data is obtained either directly or indirectly from students, staff, parents, school boards or any other education stakeholders through ethically acceptable practices that align with current scientific research methodologies.
2. Niagara Catholic District School Board staff, individuals and organizations wishing to conduct a **education-based** research project within students and staff of the Niagara Catholic District School Board must be affiliated with a ~~College, University~~ **university, college or recognized** provincial/national/international **education-based** research organization as recognized by the Director of Education or his/her designate.
3. Individuals and or organizations generally involved in education-based research may include:
 - Teacher-education candidates
 - Graduate students
 - Niagara Catholic District School Board staff conducting research as part of a program of study
 - University/college researchers
 - Government agencies (federal, provincial regional, municipal), and
 - Other recognized education-based research organizations.
4. A request for such ~~permission to conduct~~ **education-based** research in the Niagara Catholic District School Board must be sent to the Director of Education or his/her designate. ~~and provide~~ A completed **Niagara Catholic Education-Based Research Proposal Review Template** (Appendix 1) must be submitted and ~~which~~ will include:
 - A a summary of the **education-based** research ~~project-proposal~~,
 - ~~D~~ details of student or staff population sought,
 - ~~E~~ examples of test instruments,
 - ~~S~~ samples of a **P** parent /guardian letter and permission form, and the,
 - ~~S~~ sponsoring ~~College, University~~ **university, college**, and / or recognized organization's ~~Ethics Board~~ **Board of Ethics** notice of approval to conduct the **education-based** research.
5. A research application will be forwarded to the Research Ethics Review Committee of the Board. Recommendations ~~made~~ by the Research Ethics Review Committee will be provided to the Superintendent of Education ~~who~~ The Superintendent may ~~decide~~ will consult with to involve other Board departments, and ~~in arriving at the final decision.~~ Senior Administrative Council to arrive at a final decision to proceed with the education-based research.
6. The role of the Research Ethics Review Committee is:
 - to review all requests for education-based research to be conducted within the Niagara Catholic District School Board as it relates to the Board's Mission Statement, Vision 2020 Statements, Strategic Directions, and Enabling Strategies from the Vision 2020 Strategic Plan,
 - to refer the education-based research to other Board departments and Senior Administrative Council for consultation, and,
 - to recommend to the Superintendent of Education either the approval or denial of the education-based research, or refer back to the researcher ~~Board~~ for further clarification.

7. The following Code of Research Ethics must be followed for all education-based research:
 - must abide by the teachings of the Catholic Church
 - will not pose any risk to the participants
 - must adhere to the guidelines of the Municipal Freedom of Information legislation (M.F.I.P.P.A.)
 - must apply informed active consent with all participants and/or parent(s)/guardian(s)
 - must be kept in strict confidence, unless permission has been granted through informed active consent, and will not be released to a third party unless written permission has been granted by the Superintendent of Education and,
 - the Board must not be identified unless permission has been granted by the Director of Education.
- ~~6.~~ 8. If the ~~project~~ education-based research is approved, ~~individual~~ Principals will be contacted ~~about their participation.~~ with details of the project.
- ~~7.~~ 9. Unless otherwise directed by Senior Administrative Council, the decision regarding the participation of a school in approved education-based research will include consultation with the Principal of the school and approval by the appropriate Superintendent of Education.
- ~~8.~~ 10. ~~The decision to allow a student to participate in an approved project rests with the parent/guardian.~~ A subject's decision to participate in education-based research rests with the participant and or parent(s)/guardian(s).
- ~~9.~~ 11. Upon completion of the ~~project~~ education-based research, the researchers will provide a summary report ~~must be provided~~ to the participating schools and to the Superintendent of Education.
- ~~10.~~ 12. The Superintendent of Education shall prepare an ~~annual~~ final report for the Director ~~in~~ Committee of the Whole Meeting in June.
11. ~~The Superintendent of Education will forward to the Board significant projects of this type for information either at the approval stage and/or the completion stage of the research.~~



EDUCATION-BASED RESEARCH PROPOSAL REVIEW TEMPLATE

~~Research Ethics Review Committee~~ ~~Research Proposals Review Template~~

Personal information on this form is collected under the authority of the Education Act and will be used by the researcher for the sole purpose as described in this form. At no time is research/data-collection being conducted for another party not disclosed above. The future release of any information pertaining to this research to other groups not mentioned above must be approved by the Superintendent of Education responsible for research with the Niagara Catholic District School Board. Questions about this collection should be directed to the Superintendent of Education, Research, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario. L3C 7C1, 905.735.0240.

Education-Based Research Project Title

--

Researcher Information

<u>Name(s)</u>	<u>Phone</u>	<u>E-Mail</u>

<u>Proposed Date of Commencement</u>	
<u>Proposed Date of Completion</u>	

Research Authorizing Organization (ie: University, Community Group, etc.)

<u>Name:</u>	<u>Phone:</u>	<u>Date:</u>
<u>Address:</u>	<u>City:</u>	<u>Postal Code:</u>

Has the Research Authorizing Organization approved the proposed research through its research ethics review board? Yes No (If yes, attach ethics clearance documentation)

If your organization does not have a research ethics board, please attach a letter from a senior management representative of the sponsoring organization approving of this research.

Research Sample Information

Are students involved?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Sample Size:	
Student Ages:		Grades Involved:	
Attach all research information documents for parents/students including permission forms.			
Are staff members Involved?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Sample Size:	
Target Employee Group(s):			
Attach all research information documents including permission forms.			
Other Participants:			
Sample Size:			
Attach all research information documents including permission forms.			
The Consent Process:			
If Students or Staff Members are involved, describe the process that the investigator(s) will be using to obtain informed consent. Include a description of who will be obtaining the informed consent			

Research Items

What is the purpose of this research?
Describe the Methodology Involved in the research in detail. (attach all survey instruments and other documentation that will be used in the data collection)

Findings Distribution

How will the findings of this **education-based** research project be distributed and to whom?

Will there be a press release at any time dealing with this research project?

Yes No (if yes, please describe)

Confidentiality

Will the participants be identified in any way in this research project?

Yes No (If yes, how will identification take place?)

Will the Niagara Catholic District School Board and/or any of its schools be identified or referred to in any way?

Yes No (If yes, how will identification take place?)

Risks

Indicate if the participants might experience any of the following risks:

Physical risks (including any bodily contact, physical stress)?

Psychological risks (including feeling demeaned, embarrassed worried or upset, emotional stress)?

Social risks (including possible loss of status, privacy, and / or reputation)?

Are any possible risks to participants greater than those that the participants might encounter in their everyday life?

Is there any deception involved?

Is there any potential for participants to feel obligated to participate or coerced into contributing to this research (because of regular contact between participants and the researcher, relationships that involve power-dynamics, etc.)?

If you answered YES to any of the above, please explain the risk.

Educational Implications

How is the data collected going to ...

improve student learning?

increase teachers' understanding of student learning?

enhance school district decision making?

All data collected in the proposed research is being done for the sole purpose as described above by the researcher. At no time is research/data-collection being done for another party that has not been disclosed above. The release of any information pertaining to this research in the future to other groups not mentioned above must be approved by the Superintendent of Education responsible for research with the Niagara Catholic District School Board.

Researcher's Signature

Date

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: APPROVAL OF POLICIES
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY (600.1)
(INTERIM)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Purchasing/Supply Chain Management Policy (600.1), as presented.

Prepared by: Larry Reich, Superintendent of Business and Financial Services

Presented by: Larry Reich, Superintendent of Business and Financial Services

Recommended by: John Crocco, Director of Education

Date: April 12, 2011

Niagara Catholic District School Board

PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY

Adopted: 1998
 Revised: March 29, 2011

Policy No. 600.1

STATEMENT OF POLICY

The Niagara Catholic District School Board supports the concept of “centralized purchasing” as a means of obtaining maximum value for each dollar expended, consistent with the educational goals of the Board and fair business principles.

The Niagara Catholic District School Board recognizes that fair, open and transparent competition is a basic tenet of public acquisition through the Quotation, Tender and Request for Proposal processes using a variety of source selection methods under varying market conditions, in accordance with the Supply Chain Management regulations. Awards will be given to the lowest qualified bidder except where the best interests of the Board are served by accepting other than the lowest price.

All staff involved in purchasing activities shall abide by all applicable Board Policies, Statutory Acts & Regulations and Code of Ethics stipulated by the Purchasing Management Association of Canada.

The Purchasing/Supply Chain Management activities, including leases and commitments exceeding twelve (12) calendar months, will be carried out in accordance with the following Approval Authority Limits.

APPROVAL AUTHORITY LIMITS			
Purchase Authority Limit	Purchase Initiated By	Purchase Approved By	Procedure
<\$1,000	School Staff CEC Staff Program Staff	Appropriate Supervisor or member of Senior Staff	Purchases can be paid by petty cash, school purchasing card, cheque requisition or purchase order requisition.
>\$1,001 - \$50,000	Managers Principals Consultants Senior Staff	Appropriate Supervisor or member of Senior Staff	At least three (3) verbal quotes to be documented on purchase requisition and submitted to Manager of Purchasing
>\$50,001 - \$100,000	Managers Principals Consultants Senior Staff	Appropriate Supervisor & Supt. of Business	At least three (3) written quotes to be attached to the purchase requisition and submitted to Manager of Purchasing
>\$100,001 - \$500,000	Managers Principals Consultants Senior Staff	Supt. of Business & Director of Education	Open Competitive Process - Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm
>\$500,000	Superintendents Controller of Plant	Director of Education & Board of Trustees	Open Competitive Process - Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm

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

PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY

ADMINISTRATIVE GUIDELINES

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Purchasing Code of Ethics – Niagara Catholic DSB

All Board employees involved in any aspect of purchasing or other supply chain related activities must comply with the following Supply Chain Code of Ethics. These are not a substitute for personal integrity and good judgement; they are intended to serve as a minimum standard of behaviour.

Personal Integrity and Professionalism

All individuals involved in purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism.

Honesty, care and due diligence must be integral to all supply chain activities within and between broader public sector organizations, suppliers and other stakeholders.

Respect must be demonstrated for each other and for the environment.

Confidential information must be safeguarded.

Participants must not engage in any activity that may create, or appear to create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

Accountability and Transparency

Supply chain activities must be open and accountable. In particular, tendering, contracting and purchasing activities must be fair, open, transparent and conducted with a view to obtaining the best value for public money.

All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

Compliance and Continuous Improvement

All broader public sector supply chain participants must comply with this Code of Ethics and the laws of Canada and Ontario.

Participants should continuously work to improve supply chain policies and procedures, to improve supply chain knowledge and skill levels, and to share leading practices.

Purchasing Principles – Niagara Catholic DSB

The purchasing principles of the Board shall be as follows:

1. Board staff shall utilize a centralized purchasing program for the purchase of all Goods and Services through the Purchasing section of the Financial Services Department.
2. The Niagara Catholic District School Board has a centralized purchasing function in the Purchasing (Purchasing/Supply Chain Management) section of the Financial Services Department, responsible for acquisition of Goods and Services and disposal of Board assets.
3. The Purchasing/Supply Chain Management Policy/Regulations and Administrative Procedures **Guidelines** recognize that ~~fair and open~~ **fair, open and transparent** competition is a basic tenet of public acquisition, using a variety of source selection methods under varying market conditions.
4. Board staff shall procure by purchase, rental or lease, the required quality and quantity of Goods and Services in an efficient and cost effective manner.
5. Board staff shall consider all costs, including acquisition, operating and disposal costs, in evaluating Bid submissions from Responsive and Responsible Vendors, rather than basing a decision solely on the lowest Bid price (i.e. “Total Acquisition Cost” method of procurement).
6. Awards will be given to the lowest qualified bidder, except where the best interests of the Board are served by accepting other than the lowest price.
7. All Supervisory personnel are responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and procedures **guidelines**.
8. Personal purchases on behalf of an employee, elected official or family member, the requirement for which is not for the Board or any of its purposes, are not permitted.
9. Unauthorized purchases will be considered an obligation of the person making the purchase and not an obligation of the Board.
10. Employees of the Board may not promote or sell goods or services for compensation to any board, provincial school or teachers’ college, or pupil enrolled therein, except as permitted by the Education Act.
11. Any arrangements which might prevent, **or appear to prevent, fair, open and transparent** competition shall be avoided in order to ensure open competition among qualified bidders.
12. Lobbying, during a competitive procurement call, is prohibited. An official point of contact shall be named and communication with anyone other than the official point of contact from the time of issuance, up to and including the time of award, is prohibited.
13. Any vendor/proponent who violates the lobbying prohibition will be subject to disqualification from the current and future procurements, at the Board’s discretion.

A. CRITERIA DETERMINING PURCHASING (PURCHASING/SUPPLY CHAIN MANAGEMENT) PROCESS

The Manager of Purchasing – Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, shall consider the following criteria in determining the acquisition process to be followed in the procurement of all applicable Goods and Services:

1. Where the required Goods or Service can be specified, the Tender or Quote process shall apply.
2. Where only the need can be specified rather than the specific product or service to fill the need, the Proposal process shall apply. The Proposal process may include the process of pre-qualification.
3. Where professional or consulting services are being requested, the Proposal process shall apply.

B. NON COMPETITIVE PROCUREMENT

When a non-competitive procurement purchase is proposed, the following procedures must be followed:

1. The member of Senior Staff will ensure that the Goods and Services are procured by the most open market procedure practicable under the circumstances.
2. Documentation, including a non-competitive approval form, explaining the nature of the situation and the actions taken will be forwarded, with a purchase requisition, to the Purchasing/Supply Chain Management Department and a copy sent by the originator to the Superintendent of Business & Finance.
3. Purchase orders shall not be issued without the required documentation.

Purchase by Negotiation

Purchase by negotiation shall apply when, in the judgment of the Manager of Purchasing – Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, any of the following conditions exist:

1. Due to market conditions, Goods are in short supply.
2. There is only one known source of the Goods or Services.
3. Two or more identical low bids have been received.
4. The lowest bid received substantially exceeds the estimated cost of the Goods.
5. All bids received fail to comply with the specifications, tender terms and conditions, and it is impractical to recall Tenders
6. The extension or revision of an existing contract would prove more cost effective or beneficial. Same must be duly authorized by a “Change Order” and documentation sent to Purchasing.
7. A single source or sole source is being recommended because it is more cost effective or beneficial for the Board.
8. Purchase of an item where compatibility with an existing product, service or program is an overriding consideration.
9. When only one Bid is received through the tendering system.

Formal documentation must be completed and authorized by the Superintendent of Business and Finance, in order to support and justify the decision to Purchase by Negotiation.

Emergency Purchasing

Emergency Purchasing shall apply when a member of Senior Staff verifies that the procurement of Goods and/or Services is necessary to prevent, or correct, dangerous or potentially dangerous safety conditions, serious delays, or further damage, or to restore minimum service. ~~the following procedure shall apply:~~

- ~~4. The member of Senior Staff will ensure that the Goods and Services are procured by the most open market procedure practicable under the circumstances.~~
- ~~5. Documentation explaining the nature of the situation and the actions taken will be forwarded,~~

~~with a purchase requisition, to the Purchasing/Supply Chain Management Department and a copy sent by the originator to the appropriate Superintendent of Business & Finance.~~

Non-Competitive Procurement (exemptions from the Competitive Process)

In certain unique circumstances, the Board will not have the ability to go through a competitive process activity. The Purchasing/Supply Chain Management Department would then go directly to one supplier to meet the requirements of the Board.

There are two main types of direct awards:

Single Sourcing – is the use of non-competitive procurement process to acquire goods, services or construction from a specific supplier even though there may be more than one supplier capable of delivering the same Goods, Services or Construction.

Sole Sourcing – means the use of a non-competitive procurement process to acquire Goods or Services where there is only one available supplier for the source of Goods or Services.

Single Sourcing

Allowable exceptions for competitive procurements include:

- a. Where an unforeseen situation of urgency exists and the Goods, Services or Construction cannot be obtained by means of open procurement procedures. Where a non-competitive procurement is required due to an urgent situation, the Board may conduct the procurement prior to obtaining the appropriate approvals, provided that the urgency has been justified in writing (see Emergency Purchasing).
- b. Where Goods or consulting Services regarding matters of confidential or privileged nature are to be purchased and the disclosure of those matters through an open competitive process could reasonably be expected to compromise confidentiality, cause economic disruption or otherwise be contrary to the public interest.
- c. Where a contract is awarded under a cooperation agreement that is financed, in whole or in part, by an international organization only to the extent that the agreement includes different rules for awarding contracts.
- d. Where construction materials are to be purchased and it can be demonstrated that transportation costs or technical considerations imposed geographic limits on the availability of the supply base, specifically in the case of sand, stone, gravel, asphalt compound and pre-mixed concrete for use in the construction or repair of roads.
- e. Where an open competitive process could interfere with the organization's ability to maintain security or order or to protect human, animal or plant life.
- f. Where there is an absence of any bid in response to an open competitive process that has been conducted in compliance with this document.
- g. Where only one supplier is able to meet the requirements of procurement in the circumstances (Sole Sourcing).

Sole Sourcing

In accordance with the Agreement on Internal Trade (AIT), in the situation where only one supplier is able to meet the requirements of procurement, the Board may use the following Sole Source method:

- a. To ensure compatibility with an existing product, to recognize exclusive rights, such as exclusive licenses, copyrights and patent rights, or to maintain specialized products that must be maintained by the manufacturer or its representative.
- b. Where there is an absence of competition for technical reasons and the Goods or Services can only be supplied by a particular supplier and no alternative or substitute exists.
- c. For the procurement of Goods or Services, the supply of which is controlled by a supplier that is a statutory monopoly.
- d. For the purchase of Goods on a commodity market.
- e. For work to be performed on or about a leased building or portions thereof that may be performed only by the lessor or its authorized work force.
- f. For works to be performed on property by a contractor according to provisions of a warranty or

- guarantee held in respect of the property or the original work.
- g. For a contract to be awarded to the winner of a design contest.
- h. For the procurement of a prototype or a first Good or Service to be developed in the course of and for a particular contract for research, experiment, study or original development, but not for any subsequent purchases.
- i. For the purchase of Goods under exceptionally advantageous circumstances such as bankruptcy or receivership, but not for routine purchases.
- j. For the procurement of original works of art.
- k. For the procurement of subscriptions to newspapers, magazines or other periodicals.
- l. For the procurement of real property.

Formal documentation must be completed to support and justify the decisions above. This documentation must be completed and approved by the appropriate authority levels within the Board and may be used as supporting documentation in the case of a competitive dispute.

C. COMPETITIVE PROCUREMENT/ACQUISITION PROCESS

The following acquisition process indicates the methodology to be applied by the Purchasing/Supply Chain Management Department within the outlined source selection techniques, taking into consideration the following dollar guidelines:

Zero (0), and less than \$1,000.00 – at the discretion of the originator

More than \$1,001.00, and less than \$50,000.00 – at least three (3) verbal quotes

More than \$50,001.00, and less than \$100,000.00 – at least three (3) written quotes

More than \$100,000.00 – Tender/Request for Proposal – Purchasing Department

No contract or purchase shall be divided to avoid the requirements of these ~~procedures~~ guidelines, and the annual or total project requirement shall be considered.

D. ADVERTISING OF BIDS

Advertising of Bids shall be conducted through the Purchasing/Supply Chain Management Department utilizing an electronic Website. Bids must be advertised for a period of 15 calendar days for procurements valued at \$100,000 or more. Any addenda must be issued at least seven days PRIOR to the closing date of the Bid. Questions and addenda are posted in the same manner as the competitive documents when advertised to the market and therefore shall be made available to all potential proponents. The Board must ensure that the closing date of the Bid is set on a normal working day (Monday to Friday, excluding provincial and national holidays). Submissions that are delivered after the closing time will not be considered **and will be returned unopened.**

The Board abides by and is governed by legislation and trade agreements with respect to procurement listed below:

1. Agreement on Internal Trade (AIT)
2. Ontario-Quebec Procurement Agreement
3. Canadian Law of Competitive Processes and Contract Law
4. Freedom of Information and Protection of Privacy Act (FIPPA)

*Note: Construction Competitive Contracts can be processed through an electronic tendering system and/or one of the following methods: Publication in one or more predetermined daily newspapers that are easily accessible to all Canadian suppliers; or the use of source lists, such as Vendor of Record (VOR) or preferred supplier lists.

Agreement on Internal Trade (AIT)

AIT regulates trade between the provinces to ensure equal access to public sector procurement for all Canadian suppliers. Thresholds are as follows for competitive processes which would include using electronic tendering systems, advertisements in daily newspapers or other source lists:
School Boards – Goods \$100,000.00, Services \$100,000.00, Construction \$250,000.00

Ontario/Quebec Procurement Agreement

Similar to the AIT, the Ontario/Quebec Procurement Agreement regulates trade between Ontario and Quebec to ensure equal access to public sector procurement for local suppliers. Thresholds are as follows:
School Boards – Goods \$100,000.00, Services \$100,000.00, Construction \$100,000.00

Canadian Law of Competitive Processes and Contract Law

When the Board conducts a solicitation, the law of competitive processes applies. The receipt of Tenders, and in some cases Proposals, during a competitive procurement process may result in the formation of a Bid contract (Contract A) between the Board and the proponent. The Board is obligated to take special care to understand the obligations that are made in soliciting Bids, such as rejecting non-compliant Bids and not deviating from the process described in the Bid documents.

~~A breach of Contract A may occur if the Board were to .~~ **The Board shall not breach Contract A by providing information or changing the specifications during the competitive process to unfairly benefit a particular bidder, or enter into side negotiations with any bidder in an effort to obtain more desirable contract conditions. When the Board enters into a contractual agreement with a supplier (Contract B), the agreement creates obligations on both parties and is subject to applicable contract law, including accepted meanings and interpretations of enforceability, non-performance, breach of contract and remedies etc. etc. that may occur from time to time.**

All contract documents, competitive procurement process and any correspondence or supporting information relating in any way to a competitive procurement process are subject to subpoena by a Canadian court of law. The Board, through specified individuals, would be compelled to defend or otherwise explain documents in court.

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

The purpose of MFIPPA is to make Boards accountable to the public and to protect personal privacy. MFIPPA accomplishes these purposes by:

- providing the public with a right of access to records within the Board's custody or control
- preventing the unauthorized collection, use and disclosure of personal information.

All notes, e-mails, memos, letters or any other documentation relating to a competitive procurement process are ordinarily subject to MFIPPA requests. Freedom of Information requests can be made for information on tendering and administration of contracts. Any record, so requested, must be disclosed in its entirety unless MFIPPA exceptions to disclosure apply to all or part of the request.

E. APPROVAL AUTHORITY LIMITS

The Approval Authority Limits outlined in the Purchasing/Supply Chain Management Policy will be reviewed and updated as necessary, with the approval of the Board.

1. Tenders for the Board shall be issued and received by the Manager of Purchasing/Supply Chain Management and opened in public, if ~~specified in the Tender document. at the time appointed in the Tender document, with the following persons constituting the Tender Committee:~~
 - a) ~~Manager of Purchasing/Supply Chain Management~~
 - b) ~~Buyer~~

~~e) Initiating member of Senior Staff, Principal (attendance is not mandatory) or~~

~~d) Department Manager~~

1.2 Tenders shall be opened, Bid amounts recorded, sureties and other requirements of the Tender confirmed (if applicable), and Bid amounts entered on the Summary of Bidders Sheet. After all Bids have been recorded on the Summary of Bidders sheet, it shall be initialed by at least two Supply Chain Department members. Evaluation team members will be advised of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create, or appear to create, a Conflict of Interest. The Board will have team members sign a Conflict of Interest Declaration and Non-Disclosure Agreement. All Tenders received for the purchase of Goods and Services, * with the exception of construction contracts, shall be tabulated, analyzed and awarded by the Manager of Purchasing/Supply Chain Management, in consultation with the initiating ~~member of Senior Staff~~, Principal or Manager.

2. Where market conditions are such that price protection cannot be obtained for Goods and Services having an annual total value in excess of \$100,000.00, the Manager of Purchasing/Supply Chain Management shall obtain competitive prices for short term commitments until such time as reasonable price protection and fair marketing pricing is restored.

* NOTE: All New School Construction Tenders are approved by the Board.

3. Proposal Calls

To be used:

3.1 when only the need can be specified rather than the specific product or service to fill the need;

3.2 when it is not practical to prepare precise specifications which permit bids of readily comparable products or services.

The acquisition regulations governing the use of Proposal calls are similar to the Tender process outlined earlier in this document. However, it is recognized that there is more lead time and effort involved in a Proposal process than there is for a Tender.

3.3 Where it has been determined by the Manager of Purchasing/Supply Chain Management, in consultation with the initiating ~~member of Senior Staff~~, Principal or Manager, that the Proposal acquisition method is adopted, and where it is estimated that Goods and Services will cost more than \$100,000.00, the Manager of Purchasing/Supply Chain Management, in consultation with the initiating ~~member of Senior Staff~~, Principal or Manager, may determine whether to;

a) issue a "Request for Proposal" and establish a Selection Committee for the purpose of Proposal review, or

b) Advertise a "Request for Information" in publications of general circulation/Website and establish a Selection Committee for review purposes. Once this process has been completed, a Tender/Proposal may be issued to vendors and the Selection Committee would reconvene to review the Bids and determine the award. The Board is under no obligation to award a contract based on informational gathering activities, such as an RFI.

Request for Expressions of Interest (RFEI)

The purpose of an RFEI is to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism ~~should~~ **will** be used by the Board when wishing to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected can also

facilitate selecting the best possible competition method for a follow-up competition. NOTE: A response to an RFI or a RFEI MUST not pre-qualify a potential supplier and MUST not influence a supplier's chance of being the successful proponent on any subsequent opportunity.

Request for Supplier Qualifications (RFSQ)

The purpose of an RFSQ is to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers. This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. The purpose of this process is to reduce subsequent effort devoted to the competitive process (i.e. Bid preparation on the part of suppliers and evaluation on the part of the Board). An RFSQ can be used to understand which potential proponents have the capabilities that the Board requires, as the first stage in a two staged solicitation (followed by either a Request for Proposal or a Request for Tender), whereby only pre-qualified suppliers will be invited to respond to the actual competition. This can make the number of responses and the evaluation process more manageable for the Board evaluators, while allowing unqualified proponents to avoid the effort and expense of preparing a complete competitive response. An RFSQ can also be used to pre-qualify suppliers who are interested in supplying Goods or Services in the future, if and when requested. The typical result of this procedure is referred to as a Vendor of Record (VOR) or a preferred suppliers list. An RFSQ document should specifically define the type of materials or services included as part of the process and sets upper limits to the value of future awards. Further, the document will should also clearly indicate the time duration the list is to be valid, the methods by which suppliers can be placed on the list and what specific intervals opportunities for being qualified will come up. The document will should also indicate that suppliers who do not participate in the pre-qualification or do not appear on the list may be excluded from opportunities. If the VOR or preferred supplier list is to be used for procurement valued at \$100,000.00, a supplier that meets the conditions for registration on the list must be able to register at any time. The RFSQ must contain specific language to disclaim any obligation on the part of the Board to actually call on any supplier as a result of the pre-qualification to supply such Goods or Services.

F. CONTRACTS/LEASES/AGREEMENTS

Contracts, leases and agreements will be processed in accordance with the Approval Authority Limits, as specified in the Purchasing/Supply Chain Management Policy.

G. SEGREGATION OF DUTIES

Budget(s) – authorized and approved by the Board on an annual basis. The Budget department forward/allocates budgets to originators (Schools Administrators/Department Managers).

Requisition(s)/Commitments – authorized by the budget holder (Schools/Departments) and forwarded to the Purchasing/Supply Chain Management Department for acquisition purposes.

Receipt(s) – authorized by the budget holder (Schools/Departments) and forwarded to the Expediting Department for receiving purposes.

Payment(s) – authorized by the budget holder (Schools/Departments) and forwarded to the Accounts Payable Department for verification of prices, matched with the receipt, then processed for payment by the Accounts Payable Department.

H. EVALUATION OF BIDS

All information regarding timelines of Bids, Bid receipts, evaluation criteria, evaluation methodology and process, selection process, tie score process, fixed evaluation criteria, evaluation matrix, conflict of interests, and dispute resolution process are contained within the terms and conditions of the individual Bid and the Bid specifications. Evaluation methods and processes to be used in assessing the bidder's submission must be fully disclosed **and must not discriminate or exercise preferential treatment in awarding a contract to a supplier as a result of a competitive procurement process.**

The Board must then select only the highest ranked submissions that meet all mandatory requirements set out in the related procurement documents. Alternative strategies or solutions NOT requested in the original procurement documents will not be accepted unless expressly requested in the original procurement documents.

- The Board is entitled to ask bidders for clarification on their Bid as long as it does not change their Bid in any way.
- Where Bids are received in response to a solicitation but exceed the Board's budget, are not responsive to the requirement or do not represent fair market value, a revised solicitation can be issued in an effort to obtain an acceptable Bid.
- If no Bids are acceptable and it is not reasonable to go through any other method, the Board may choose to negotiate directly with a chosen supplier.

Bidders will be notified of the rejection of their Bids in writing, **as specified in the RFP or tender**, as soon as practicable after completion of the evaluation. With the exception of any pricing that was made publicly available at the time of a public opening, all submission evaluation details are subject to MFIPPA.

Evaluation records of procurement process must be fair, factual, fully defensible, auditable and kept on file in the Purchasing/Supply Chain Management Department.

Bids will be evaluated according to all relevant criteria contained in each particular Bid. The Board ~~intends to~~ **will** evaluate Bids based on price, product quality, past performance, delivery and payment terms or any combination or additions thereof, at its sole discretion. The Board reserves the right to evaluate pricing based on the combined total cost of the items tendered or separately. **Maximum justifiable weighting will be allocated to the price/cost component of the evaluation criteria.**

Evaluation of Bids include, but are not limited to:

- (*) Bid is appropriately received (~~submissions that are delivered after the closing time will not be considered~~)
- Bid meets all mandatory requirements (compliant vs. non compliant)
- Bid meets optional/desirable requirements
- schedule compliance
- skills/experience and capability
- price/quality/value analysis
- weights, sub-weights for rated requirements
- reference checks, oral interviews, demonstrations
- any and all other criteria as listed within the Bid

* Bid Receipt - The Board must ensure that the closing date is set on a normal working day. Submissions that are delivered after the closing time must not be considered **and will be returned unopened**. Each Bid must be stamped as it arrived with the date, time, location, company name and contact information. Bids are not opened until after the competitive process has closed. The Board has to ensure that there is at least one witness to view the Bid openings.

Evaluation criteria ~~will should~~ be developed, reviewed and approved BEFORE the competitive process begins and contained within the Bid documents. Mandatory and any technical standards that need to be met have to be identified. The evaluation criteria cannot be changed or altered once the competitive process begins, with the exception of an addendum sent to all suppliers prior to Bid closing.

Evaluation Team

Every competitive process requires an evaluation team that will be responsible for reviewing all the compliant Bids. Evaluation team members ~~will should~~ be selected and participation confirmed before the competitive documents have been posted. Board evaluation team members will have been included in the development of the evaluation criteria and general requirements. **Each team member will complete an evaluation matrix rating each of the submissions in a fair, factual and fully defensible manner.** Evaluation team members will be made aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create, or appear to create, a Conflict of Interest. The Board will require team members to sign a Conflict of Interest Declaration and Non Disclosure Agreement. The Board will require suppliers to sign a Conflict of Interest Declaration with each Bid submitted. The Board must consider any Conflict of Interest during procurement activities applicable to all employees, advisors, external consultants or suppliers.

Note: Consultants that are hired by the Board must be aware of the conflict of interest created when a consulting organization is involved in the development of the competitive documents and also has the ability to fulfill the procurement needs that are being contemplated in those competitive documents. The Board must be very clear and insist on documented agreements that any consultants involved in developing the competitive documents CANNOT be involved in the creation of the response to those competitive documents.

Employees, Consultants and Advisors who are on the Evaluation Team must also declare a Conflict of Interest. Employees, Consultants and Advisors are ultimately responsible and accountable for using good judgment in the exercise of the Board's duties and must:

- disclose Conflict of Interest to the Board in writing to the Manager of Purchasing/Supply Chain Management
- avoid situations that may present Conflict of Interest while working with persons doing business or seeking to do business with the Board.

Situations that might result in a Conflict of Interest are:

- engage in outside employment
- not disclosing an existing relationship that may be perceived as being a real or apparent influence on their objectivity in carrying out an official role
- providing assistance or advice to a particular supplier participating in a competitive process
- having an ownership, investment interest, or compensation arrangement with any entity participating in a competitive process
- having a family member with an ownership, investment interest or compensation arrangement with any entity participating in a competitive process
- having access to confidential information
- accepting favours or gratuities from those doing business with the organization

Selection Process

The submission that receives the highest evaluation score and meets all mandatory requirements set out in the competitive procurement document must be declared the winning bid.

- a. The Board will select Bids based on criteria contained within the Bid but shall not discriminate:
 - Between the Goods or Services of a particular province or region, including those goods and services included in construction contracts, and those of any other province or region; or
 - Between the suppliers of such Goods or Services of a particular province or region and those of any other province or region.

- b. Except as otherwise provided, measures that are inconsistent with the above include the following:
 - The imposition of conditions on the invitation to compete, registration requirements or qualification procedures that are based on the location of a supplier's place of business in Canada, the place in Canada where the Goods are produced or the Services are provided, or other like criteria.
 - The biasing of technical specifications in favour of, or against, particular Goods or Services, including those Goods or Services included in construction contracts, or in favour of, or against, the suppliers of such Goods or Services for the purpose of avoiding the obligations of the Board.
 - The timing of events in the competitive process so as to prevent suppliers from submitting Bids.
 - The specification of quantities and delivery schedules of a scale and frequency that may reasonably be judged as deliberately designed to prevent suppliers from meeting the requirements of the procurement.
 - The division of required quantities or the diversion of budgetary funds to subsidiary agencies in a manner designed to avoid these obligations.
 - The use of price discounts or preferential margins to favour particular suppliers.

- c. The Board shall not impose or consider, in the evaluation of bids or the award of contracts, local content or other economic benefits criteria that are designed to favour:
 - The Goods and Services of a particular province or region, including those Goods and Services included in construction contracts; or
 - The suppliers of a particular province or region of such goods or services.

- d. Except as otherwise required to comply with international obligations, the Board may accord a preference for Canadian value-added, subject to the following conditions:
 - The preference for Canadian value-added must be no greater than 10 per cent.
 - The organization shall specify in the call for competition the level of preference to be used in the evaluation of the Bid.
 - All qualified suppliers must be informed through the call for competition of the existence of the preference and the rules applicable to determine the Canadian value-added.

- e. Except as otherwise required to comply with international obligations, the Board may limit its competition to Canadian goods, Canadian services or Canadian suppliers, subject to the following conditions:
 - The Board must be satisfied that there is sufficient competition among Canadian suppliers.
 - All qualified suppliers must be informed through the call for competition of the existence of the preference and the rules applicable to determine Canadian content.
 - The requirement for Canadian content must be no greater than necessary to qualify the procured Good or Services as a Canadian Good or Service.

The report on the Junior Reading Pilot Initiative 2010-2011 is presented for information.

Prepared by: Baldasaro, Superintendent of Education
Marcel Jacques, Administrator – Student Achievement K-12, Special Education
Colleen Atkinson, Coordinator - Special Education

Presented by: Yolanda Baldasaro, Superintendent of Education
Marcel Jacques, Administrator – Student Achievement K-12, Special Education
Colleen Atkinson, Coordinator - Special Education
Amy Dowd, Coordinator – Special Education

Approved by: John Crocco, Director of Education

Date: April 12, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: NIAGARA CATHOLIC PARENT INVOLVEMENT COMMITTEE
CATHOLIC SCHOOL COUNCILS'
ANNUAL SPRING CONVENTION 2011**

The report on the Niagara Catholic Parent Involvement Committee
Catholic School Councils' Annual Spring Convention 2011
is presented for information.

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: April 12, 2011



REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 12, 2011

NIAGARA CATHOLIC PARENT INVOLVEMENT COMMITTEE CATHOLIC SCHOOL COUNCILS' ANNUAL SPRING CONVENION 2011

The Niagara Catholic Parent Involvement Committee in conjunction with the Niagara Catholic District School Board hosted the 2011 Annual Catholic School Councils' Spring Convention on Saturday, March 26, 2011 at Blessed Trinity Catholic Secondary School in Grimsby.

Approximately 180 participants including the Niagara Catholic Parent Involvement Committee, parents, Trustees, Senior Staff, Principals and Vice-Principals were in attendance for the annual convention to continue to foster parent engagement in the Niagara Catholic District School Board.

Heather Pyke, Chairperson of the Niagara Catholic Parent Involvement Committee was the emcee for the program which began with a welcome from the Blessed Trinity Catholic Secondary School Principal, Ted Farrell. O'Canada was performed by the Blessed Trinity Catholic Secondary School Choir under the direction of Angela Macaroni. Father Peter Rowe, the Diocesan representative on the Niagara Catholic Parent Involvement Committee, led the participants in a prayer to officially begin the program for the day. Kathy Burtnik, Chairperson of the Niagara Catholic District School Board and John Crocco, Director of Education brought greetings focusing on parent engagement and the support of the Board for parents/guardians working together in Catholic Education. Superintendents Lee Ann Forsyth-Sells, Yolanda Baldasaro and Frank Iannantuono were also in attendance at the convention.

The Keynote speaker, Teresa Tomeo was introduced by Vanessa Alexis, Chairperson of the Blessed Trinity Catholic Secondary School Catholic School Council. Teresa is an author, syndicated Catholic talk show host, and motivational speaker with extensive experience in communications and the media as a radio and TV news anchor and newspaper columnist. Teresa first served as an award winning radio reporter and radio news anchor receiving recognition for her work from the Associated Press, the Detroit Press Club, and the American Women in the Radio and Television. Teresa has reported for WKBD-TV50 and the ABC affiliate of WXYZ-TV Channel 7 in Detroit. Her assignments have included the Oklahoma City Bombing and the 1995 visit of Pope John Paul II to the United States. Teresa will be attending the Beatification of Pope John Paul II in Rome from April 27 to May 5, 2011. Teresa's daily morning program, "Catholic Connection" is produced by Ave Maria Radio in Ann Arbor, Michigan and is broadcast to over 120 Catholic stations through EWTN Global Catholic Radio, as well as Satellite Radio.

In addition, Teresa is a columnist and special correspondent for the national Catholic newspaper, "Our Sunday Visitor", as well as a writer for the Zenit Catholic News Agency. Recently, Teresa was selected as only one of 250 women from around the world to serve as a delegate at the Pontifical Council for the Lady's International Women's Congress, held in Rome celebrating the 20th Anniversary of Pope John Paul the II's Letter "On the Dignity and Vocation of Women."

Teresa presented the topic, “Raising Children and Social Networking” Silencing the Distraction and Getting Closer to Faith and God, about choices and challenges facing adolescents in a media saturated world. Teresa also made references to her books, “Noise-How Our Media Saturated Culture Dominates Lives and Dismantles Families” and “Newsflash! My Surprising Journey from Secular Anchor to Media Evangelist”. The presentation was well-received and enjoyed by all participants.

Ray Poitras, Chef at Blessed Trinity Catholic Secondary School, with culinary arts students provided a delicious luncheon for all participants. There were four workshops provided in the afternoon for parents: Planning for Post-Secondary Education with Frances Crnkovic, Catholic Identity with Syl Roach, Mental Health with Bill Helmeczi and Internet Safety with Jeannie Makund.

Appreciation is also extended to all vendors and community agencies for their continued support of Catholic Education. The 2011 Annual Catholic School Councils’ Convention was another opportunity for parents to come together to celebrate the partnership between parents and schools to support student achievement in the Niagara Catholic District School Board.



The Report on the Niagara Catholic Parent Involvement Committee
Catholic School Councils’ Annual Spring Convention 2011
2010-2011 is presented for information.

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: April 12, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: FAMILY VIOLENCE PREVENTION
“IT’S EVERYBODY’S BUSINESS”**

The report on the
Family Violence Prevention - “It’s Everybody’s Business”
is presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education
Mark Lefebvre, Administrator: School Effectiveness
Steven Ward, Vice-Principal-St. Vincent de Paul Elementary School

Presented by: Frank Iannantuono, Superintendent of Education
Mark Lefebvre, Administrator: School Effectiveness

Approved by: John Crocco, Director of Education

Date: April 12, 2011



REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 12TH, 2011

FAMILY VIOLENCE PREVENTION “IT’S EVERYBODY’S BUSINESS”

BACKGROUND INFORMATION

In Canada, as well as in the United States, numerous studies have looked at the direct and indirect economic impact on businesses when workers are experiencing violence in their personal relationships. Estimates place the costs of family violence to businesses in the billions of dollars. Poor productivity is perhaps the most obvious cost to business. However, absenteeism, low staff morale, and strained relations between employees may all contribute to an inefficient work force. Family violence also creates tremendous costs to society generally. Family violence impacts on law enforcement and the criminal justice system, healthcare services, crisis services, and the education community.

In 2004 Women's Place and the Niagara Regional Police met to discuss a “made-in-Niagara education and prevention plan” to address the issue of family violence in our community. Thus began the idea of “It's Everybody's Business”, which later developed into the Leadership Summit on Family Violence, held in April 2005.

The focus of this summit was to provide business, political, community and education leaders with information on the effects of family violence. The goal of the summit was to provide an example of what a community can do to increase awareness of family violence and to work towards prevention. Two hundred business, community, education and political leaders came together to discuss the impact of family violence in our communities.

Following the summit, a Regional Task Force against Family Violence was formed with representation from municipal government, health, the Niagara Catholic District School Board, the legal/justice sector, the media and business and labour. Task Force members work within their specific sectors to increase awareness about family violence and its impact on the workplace. Workplace toolkits have been developed to help employers address the issue of family violence in the workplace.

In August 2010 at the Director’s Administrative, Professional Development & Faith Formation Meeting, a presentation was made to Principals, Vice-Principals and Managers of the Board concerning family violence and its affect on the workplace. This presentation was part of the roll-out for the newly developed Workplace Violence Policy which contains a very distinct section in the Administrative Guidelines on the topic of Domestic Violence. The guideline reads:

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

Principals and Managers presented this information to all staff during the Professional Activity Day of September 2, 2011. Through this roll-out, an estimated 2,000 employees received this training.

On Friday February 18, 2011, the Niagara Catholic District School Board was recognized by the Neighbours, Friends, and Families Committee for its outstanding achievement in educating the staff of Niagara Catholic on the issue of family violence.

Mark Lefebvre and Steven Ward accepted the award on behalf of Director of Education John Crocco and Senior Administration of the Niagara Catholic District School Board for the successful implementation of family violence staff awareness training.

The next step for our Board is to look at the sustainability of the initiative in the coming years.

The report on Family Violence Prevention
“It’s Everybody’s Business”, is presented for information.

Prepared By: Frank Iannantuono, Superintendent of Education
Mark Lefebvre, Administrator: School Effectiveness
Steven Ward, Vice-Principal-St. Vincent de Paul Elementary School

Presented By: Frank Iannantuono, Superintendent of Education
Mark Lefebvre, Administrator: School Effectiveness

Approved By: John Crocco, Director of Education

Date: April 12th, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

TOPIC: BILL 157: UPDATE ON SCHOOL CLIMATE SURVEYS

The Bill 157: Update on School Climate Surveys
is presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Approved by: John Crocco, Director of Education

Date: April 12, 2011



REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 12TH, 2011

BILL 157: UPDATE ON SCHOOL CLIMATE SURVEYS

BACKGROUND INFORMATION

Bill 157: Keeping Our Kids Safe at School (which became law on February 1, 2010), together with Regulation 472/02 and additions to PPM's 144 and 145, included a number of new expectations for principals.

On April 28th, 2010, following a vetting process, the Bullying Prevention Policy and Progressive Discipline Policy were revised to reflect the following legislation:

Reporting Requirements

- ❖ Reporting requirements must be clearly communicated to staff through formal train centrally and in each school.
- ❖ Principals must respond to Report in writing
 - See *Safe Schools Incident Reporting Form* – see Appendix A
- ❖ Principal to ensure that a report number is assigned to each report
- ❖ Principals to disclose information to parents of victims

Responding Requirements

- ❖ Responding requirements must be clearly communicated to board employees, particularly those who work directly with students
 - behaviours that require response
 - who must respond
 - what response looks like
 - when not to respond

Delegation of Authority Regarding Student Discipline

- *Vice-Principals*
 - ♦ Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student and suspensions for more than 5 school days.

▪ **Teachers**

- ♦ Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/or expulsion.
- ♦ A teacher may be delegated limited authority to contact the parent of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- ♦ The teacher **must not** be delegated the authority to **discuss the nature of any discipline measures taken** in response to the activity.
- ♦ If the teacher is not clear on whether to call the parent or guardian the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow-up with the parent as soon as possible.

Progressive Discipline

- ❖ All schools must develop and implement a school-wide progressive discipline plan.
- ❖ Homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour must be addressed.

Monitoring and Review

- ❖ **Schools to evaluate the effectiveness of their safe schools policies and programs through the use of anonymous School Climate Surveys which are to be undertaken a minimum of every two years.**
- ❖ Schools are required to share climate survey results with their Safe School Action Teams.

This evening's presentation focuses on the School Climate Surveys which are based on the Ministry of Education Survey. The School Climate Surveys have been vetted with the following groups:

- Senior Administrative Council
- Principals and Vice Principals
- OECTA: Elementary and Secondary
- Ethical Review Committee for Niagara Catholic
- Trustees(April 12th,2011)

The implementation plan includes a small group of schools piloting the survey during the spring of 2011 and all schools to conduct the survey during Bullying Prevention Week which is celebrated during the week of November 14th-18th ,2011.

Appendix A

Safe Schools Incident Reporting Form – Part I

Report No:	CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORTING FORM – PART I
Name of School:	_____
1. Names of Pupil(s) Involved (if known)	_____ _____
2. Where the Incident Occurred (check one)	<input type="checkbox"/> A Location in the School or on School Property (please specify) _____ <input type="checkbox"/> At School-Related Activity (please specify) _____ <input type="checkbox"/> On a School Bus (Route #) _____ <input type="checkbox"/> Other (please specify) _____
3. When the Incident Occurred	Date: _____ Time: _____
4. Type of Incident (check all applicable)	<p>Activities for which suspension must be considered under section 306(1) of the Education Act</p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person. <input type="checkbox"/> Possessing alcohol or illegal drugs. <input type="checkbox"/> Being under the influence of alcohol. <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority. <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school. <input type="checkbox"/> Bullying. <input type="checkbox"/> Any other activity for which a pupil may be suspended under a policy of the board. [Note: Boards must specify on this form any other activities for which the principal may suspend according to board policy.]
	<p>Activities for which expulsion must be considered under section 310(1) of the Education Act</p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm. <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person. <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner. <input type="checkbox"/> Committing sexual assault. <input type="checkbox"/> Trafficking in weapons or in illegal drugs. <input type="checkbox"/> Committing robbery. <input type="checkbox"/> Giving alcohol to a minor. <input type="checkbox"/> Any other activity for which a pupil may be expelled under a policy of a board. [Note: Boards must specify on this form any other activities for which the board may expel according to board policy.]
5. Report Submitted By:	Name: _____ Signature: _____ Date: _____
Contact Information:	Location: _____ Telephone: _____

Appendix B

Safe Schools Incident Reporting Form – Part II

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

ACKNOWLEDGEMENT OF RECEIPT

Report No: _____

Report Submitted By: Name: _____ Date: _____

Action Taken No Action Required

(Principal): Name: _____ Signature: _____ Date: _____

Note: Only Part II to be returned to the person who reported.

The Bill 157: Update on School Climate Surveys
is presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education – Human Resources

Presented by: Frank Iannantuono, Superintendent of Education – Human Resources

Approved by: John Crocco, Director of Education

Date: April 12th, 2011



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

SCHOOL Climate Survey

A Survey for School Staff About:
• **Equity and Inclusive Education**
• **Bullying/Harassment**

Welcome

Thank you for agreeing to complete this survey.

The purpose of this school climate survey is to find out about two closely related issues – (1) equity and inclusive education, and (2) bullying/harassment, including discrimination, sexual harassment, and homophobia, among students at your school. This information will be used by your principal and all staff to help promote an environment of respect, safety, and belonging for all students.

Schools need to be safe and welcoming places so that students can feel comfortable enough to learn.

Your answers are confidential, voluntary, and anonymous. We are interested in what you and other school staff members have to say.



About the Survey

The survey consists of two sections that deal with related topics. The first section focuses on equity and inclusive education, and the second focuses specifically on bullying/harassment.

Equity and inclusive education are what we envision for all schools in Ontario. An inclusive education system is one in which:

- all students, parents, school staff, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

To achieve an equitable and inclusive school climate, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable, and accepted. We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society. An equitable, inclusive education system encourages and enables all students to learn and to fulfil their potential, and thereby improves student achievement and reduces achievement gaps.

When students exhibit discriminatory behaviours – which can include bullying and harassment – towards other students, they are often reacting to perceived differences (stereotypes), and do not realize that diversity is one of a school's greatest assets. Bullying and harassment are hurtful, and therefore unacceptable, behaviours that are never tolerated in a climate of respect and acceptance. To realize the promise of diversity, everyone in a school must value the full range of our differences.

In the first section of this survey, you will be asked questions about how you think students feel about their school, whether they feel welcome and comfortable participating in school events and on school teams and clubs, and whether they are learning about the experiences of various groups in society. In the second section, you will read about various types of bullying/harassment, and you will be asked questions about incidents of bullying/harassment that may have occurred in your school and about circumstances connected with such incidents.

Your answers to this survey will help us make schools more welcoming and safer for all students.



Section 1: About You

Are you... Teacher? School Support Staff? Principal /Vice-Principal

Section 2: Equity and Inclusive Education

- | 1. How do you think the students feel about their school? | Strongly agree | Agree | Disagree | Strongly disagree | Not Sure |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) They enjoy being at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) They see their school as a friendly and welcoming place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) They consider their school building an inviting place to learn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Students tend to feel accepted by other students in the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Students tend to feel accepted by adults in the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Extra help is available to all students when they need it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 2. Do students ever feel unwelcome or uncomfortable at your school because of any of the following?**
(Please check the items that apply.)
- Students feel welcome at school
 - Their gender
 - Their ethno-cultural or racial background
 - Their Aboriginal background (First Nation, Métis, Inuit)
 - Their language background
 - Their grades or marks
 - Their appearance
 - Their religion or faith
 - Their family's level of income
 - Any disabilities they may have
 - Their sexual orientation
 - Other reason(s)



3. Are there school activities, teams, or clubs that some students do not feel that they are welcome in or do not feel that they belong in?

- Yes No (If you answered no, skip to question 4).

If some students do not feel that they are welcome or that they belong in certain school activities, teams, or clubs, do you think it is because of any of the following? (Please check the items that apply.)

- Their gender
- Their ethno-cultural or racial background
- Their Aboriginal background (First Nation, Métis, Inuit)
- Their language background
- Their grades or marks
- Their appearance
- Their religion or faith
- Their family's level of income
- Any disabilities they may have
- Their sexual orientation
- Other reason(s)

4. In your school, how often have students learned about the experiences and/or achievements of:

	Often	Sometimes	Never	Not Sure
a) women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Aboriginal peoples (First Nation, Métis, Inuit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) diverse ethno-cultural or racial communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) diverse religious/faith communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) gay, lesbian, and bisexual people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) people who identify as transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) people with differing income levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5. In your school, members of diverse communities appear in:	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a) pictures or posters in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) displays of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) materials used in class (e.g., books, videos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) discussions and presentations about topics studied in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) school publications (e.g., yearbooks, newspapers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) special events and celebrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Do you feel that there are barriers that stand in the way of students' learning at school?

Always Often Sometimes Never Not sure

If you answered always, often or sometimes, do you think that these barriers exist because of any of the following?

(Please check the items that apply.)

- Gender (male/female)
- Ethno-cultural or racial background
- Aboriginal background (First Nation, Métis, Inuit)
- Language background
- Grades or marks
- Appearance
- Religion or faith
- Family's level of income
- Disabilities
- Sexual orientation
- Other reason(s)

7. Do you feel that school rules have been applied to students in a fair way:

Always Often Sometimes Never Not sure

If the school rules have *not* been applied to students fairly, do you think it is because of any of the following? (Please check the items that apply.)

- Their gender (male/female)
- Their ethno-cultural or racial background
- Their Aboriginal background (First Nation, Métis, Inuit)
- Their language background



- Their grades or marks
 - Their appearance
 - Their religion or faith
 - Their family's level of income
 - Any disabilities they may have
 - Their sexual orientation
 - Other reason(s) _____
-

8. Do you feel that school staff members in your school treat:

- all students equitably?
- some students better than others?
- Not Sure

If you feel that some students are treated better than others, do you think it is because of any of the following? (Please check the items that apply.)

- Their gender (male/female)
 - Their ethno-cultural or racial background
 - Their Aboriginal background (First Nation, Métis, Inuit)
 - Their language background
 - Their grades or marks
 - Their appearance
 - Their religion or faith
 - Their family's level of income
 - Any disabilities they may have
 - Their sexual orientation
 - Other reason(s) _____
-

9. School Equity and Inclusive Education Guidelines

	Yes	No	I don't know
a) Does your school have a policy or procedure for reporting discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) If you answered yes, do you feel that the policy or procedure effectively addresses students' concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Do you feel that your school responds quickly to reports of discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Are you aware of students' having requested recognized official religious accommodations (e.g., time away from school to observe a religious holiday; permission to observe a religious practice during



**school hours;
permission to wear an item of clothing connected with a religious belief)?**

Yes No

If you answered yes, were the requests met?

Yes No

If the requests were denied, what reason(s) were given? _____

DRAFT



Section 3: Bullying/Harassment

Actions meant to hurt someone's feelings or devalue them are bullying/harassing behaviours. Bullying is a form of harassment. Throughout this section, we will be using "bullying/harassment" to refer to behaviours such as saying hurtful things to someone about their appearance or ability, posting disrespectful comments about someone online, hurting someone by physical actions, or treating someone badly or making a point of excluding them because of who they are. Such behaviours are often directed repeatedly against the same person or group, and they can happen on or off school grounds.

Bullying/harassment is not accidental. Although some students may feel pressured by their peers to bully or harass someone, they are still participating in behaviour that is meant to hurt or upset another person or group of people.

Different forms and types of bullying/harassment are described on the following pages. The information provided will help you answer the questions in this section.

Verbal	Physical
Name-calling/Put downs	Hitting
Insults	Kicking
Racist Comments	Spitting
Harassment	Pushing
Sexist Comments	Inappropriate Gestures
Teasing/Taunting	Tripping
Threatening /Extortion	Stealing
Social/Emotional	Technological
Relational Bullying	Cyberbullying
Manipulating Friendships	Internet Misuse
Gossip	Text messages
Exclusion	Digital Photos
Intimidation	Chatlines
Written Notes	Websites
Making false statements	Telephone (3 way calling)

Racial/ethno-cultural

- treating someone badly because of their culture, racial or ethnic background, or the colour of their skin
- saying negative things about someone's race, culture, ethnic background, or skin colour
- calling someone by a racially or ethnically disrespectful term
- telling racist jokes

Sexual

- inappropriate physical contact **that makes them feel uncomfortable**
- spreading sexual rumours about someone
- making sexual comments or jokes about someone's body
- directing unwanted sexual attention or advances towards someone

Gender Role-based

- treating someone badly because of their gender identity
- making hurtful comments based on gender stereotypes, such as telling a girl she cannot play a sport because she is a girl or calling a boy a "sissy" because he has a hobby you think only girls should have

Homophobic

- calling someone "gay", "fag", "lesbian", "dyke", or something similar in a way meant to upset them
- making crude comments or spreading rumours about someone's actual or perceived sexual identity
- disrespecting someone who is attracted to members of the same sex or of both sexes
- disrespecting someone for their choice of activities, hobbies, or clothing
- making fun of someone whose parents are lesbian or gay

Religion-based

- treating someone badly because of their religion
- saying negative things about someone's religion
- making jokes about someone's religion

Disability-based

- treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think they *may* have
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

Income-based

- treating someone badly because of the type of housing or the neighbourhood they live in
- spreading rumours about someone based on stereotypes about being "poor"
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)



The following questions ask about bullying/harassment at your school in general.

*11. Based on your personal experience and perspective, indicate the extent to which you agree or disagree with each of the following statements about bullying/harassment at your school by checking ONE response for each statement.	Strongly disagree	Disagree	Agree	Strongly agree	Not Sure
11.1 Physical bullying/harassment is a problem among students at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 Verbal bullying/harassment is a problem among students at our school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 Social bullying/harassment is a problem among students at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4 Electronic bullying/harassment is a problem among students at our school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.5 Racial bullying/harassment is a problem among students at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.6 Sexual bullying/harassment is a problem among students at our school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.7 Gender-based bullying/harassment is a problem among students at our school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.8 Homophobia is a problem among students at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.9 Religion-based bullying/harassment is a problem among students at our school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10 Disability-based bullying/harassment is a problem among students at our school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.11 Income-based bullying/harassment is a problem among students at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.12 There is a high degree of bullying/harassment at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.13 Dedicating time and resources to addressing the problem of bullying/harassment is one of our highest priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.14 Relative to other priorities we commit a substantial amount of time and resources to addressing the problem of bullying/harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.15 The amount of time and resources we commit to bullying/harassment prevention initiatives is sufficient to deal effectively with bullying/harassment at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.16 Our school is proactive when it comes to students treating each other with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For examples of forms and types of bullying/harassment, refer to the examples given on pp.8 and 9 of this survey.*



*12. Think about the past four weeks, then indicate the frequency with which the following types of bullying/harassment are brought to your attention by checking ONE response for each.	Not once in 4 weeks a	Once or twice in 4 weeks	Every week	Many times a week	Don't know
12.1 Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2 Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3 Social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.4 Electronic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.5 Racial/ethno-cultural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.6 Sexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.7 Gender-based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.8 Homophobic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.9 Religion-based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.10 Disability-based	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12.11 Income-based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions ask about where and when bullying/harassment occurs in and near your school and about how people respond to this kind of behaviour.

*13. Think about the past four weeks, then indicate the frequency with which bullying/harassment occurs in each of the following locations or ways by checking ONE response for each of them. If a response is not applicable to your context, do not respond.	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know
a) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) School entrances and exits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Computer rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Change rooms or locker rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Washrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| i) School buses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Playground | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) On the way to and from school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Lunchroom or eating area/cafeteria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Parking lot | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n) Areas off school property | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o) On school field trips or during school extracurricular activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p) Electronically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q) Other (please specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. Indicate how often students are at risk of being bullied/harassed during each of the following periods by checking ONE response for each period.

Never Sometimes Often Don't Know

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Before school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) During classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Between classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) During break periods (spares, lunch, recess) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) After school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) On weekends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) On field trips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Indicate the degree to which each of the following bullying/harassment prevention initiatives is in place at your school this year by checking ONE response for each initiative.

In place Being developed Not in place Not sure

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 15.1 Safe School Committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15.2 School assemblies, newsletters, etc., that address bullying/harassment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15.3 Increased supervision of students outside classrooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15.4 School policies and rules related to bullying/harassment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	In place	Being developed	Not in place	Not sure
15.5 Staff training related to bullying/harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.6 Reorganization of physical space (e.g., classrooms, playground) to reduce potential for bullying/harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.7 Regular classroom discussion on topics to do with bullying/harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.8 Bullying/harassment prevention curriculum materials (e.g., videos, books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.9 Class exercises such as role playing and writing assignments on bullying/harassment topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.10 Development and posting of class rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.11 Peer-led interventions (e.g., peer mediators, mentors, helpers, buddies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.12 Involvement of students in bullying/harassment prevention committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.13 Student-led activities (e.g., presentations, conferences) focused on bullying/harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.14 Individual counselling for students who have bullied/harassed others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.15 Individual counselling for students who have been bullied/harassed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.16 Group counselling for students who have bullied/harassed others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.17 Group counselling for students who have been bullied/harassed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.18 Specialized workshops for small groups of individuals who have been bullied/harassed (e.g., assertiveness training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



15.19 Information to parents and guardians (e.g., through newsletters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.20 School presentations, seminars, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.21 Encouragement of parents and guardians to participate directly in school bullying/harassment prevention program(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.22 Meetings with community leaders and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.22 Meetings with community leaders and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.23 Invitations to local media to cover school's efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.23 Invitations to local media to cover school's efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.24 Encouragement of community organizations and leaders to participate in school's bullying/harassment prevention program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Does your school have a bullying/harassment prevention program(s) in place? YES NO NOT SURE
If yes, proceed to question 17. If no or not sure, proceed to question 23.

17. Who are the primary recipients of your bullying/harassment prevention program(s) developed through the Safe School Action Team?

Check ALL that apply.

- Individual students
- Groups of students
- Students in individual classes
- Students in individual grade levels
- Students within a division of the school (e.g., all those in the primary grades)
- All students
- Classroom teachers
- Support teachers
- Non-teaching staff (e.g., cafeteria staff, bus drivers)
- School administrators
- Parents and guardians
- Families
- Members of surrounding community

18. Who participates in planning the bullying/harassment prevention program(s) in your school?

Shade ALL that apply

- Students

- Classroom teachers
- School administrators
- Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers)
- Parents and guardians
- School board personnel
- Professional consultants
- Personnel from community service agencies/organizations (including police)
- Community volunteers
- Other (specify): _____

19. Who is involved in delivering the bullying/harassment prevention program(s) in your school?

Shade ALL that apply.

- Students
- Classroom teachers
- School administrators
- Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers)
- Parents and guardians
- School board personnel
- Professional consultants
- Personnel from community service agencies/organizations (including police)
- Community volunteers
- Other (specify): _____

20. People play various roles in creating and/or solving the problem of bullying/harassment. Indicate which of the people/roles listed below are addressed in your bullying/harassment prevention program(s) by shading ALL that apply.

- Individuals who bully/harass
- Groups/gangs that bully/harass
- Individuals who facilitate or encourage bullying/harassment
- Individuals who intervene in bullying/harassment
- Individuals who are victimized
- Passive participants in bullying/harassment (e.g., silent onlookers)
- Peers not involved in bullying/harassment
- Classroom teachers
- School administrators
- Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers)
- Parents and guardians
- Members of surrounding community

21. Is/are your bullying/harassment prevention program(s) evidence-based or evaluated?

- Yes No Don't know



22. Indicate the extent to which you think your bullying/harassment prevention program(s) is/are having the following results by checking ONE response for each statement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
22.1 School personnel use more effective strategies to stop bullying/harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.2 Students use more effective strategies to stop bullying/harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.3 There is greater understanding about the nature of the bullying/harassment problem at our school among internal stakeholders (e.g., staff, administrators, trustees, students, school council members).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.4 There is greater understanding about the nature of bullying/harassment among external stakeholders (e.g., parents and guardians, community members).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.5 More internal stakeholders (e.g., staff, administrators, trustees, students, school council members) are directly involved in solving bullying/harassment at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.6 More external stakeholders (e.g., parents and guardians, community members) are directly involved in solving the problem of bullying/harassment at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.7 The number of reported bullying/harassment incidents has decreased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.8 The severity of reported bullying/harassment incidents has decreased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.9 The atmosphere at our school is generally more positive and peaceful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



23. What are things that you think your school could do to help prevent bullying/harassment? (Check all that apply)

- Provide students with information about bullying/harassment
- Provide students with information about how to report bullying/harassment
- Hold parent/guardian information meetings
- Provide training to teachers/staff on how to prevent and address bullying/harassment
- Have group or class discussions
- Integrate lessons through curriculum
- Invite a guest speaker
- Show films on the topic
- Have students/staff read books on the topic
- Run programs
- Do a school/class project
- Hold an assembly
- Involve students in preventing bullying/harassment
- Develop skits on bullying/harassment topics
- Other (please explain)

24. Do you need help or advice in dealing with bullying/harassment prevention program?

- Yes No Don't know

**THANK YOU
FOR COMPLETING
THIS SURVEY.**



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD





NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

SCHOOL Climate Survey

A Survey for Parents and Guardians About:
• **Equity and Inclusive Education**
• **Bullying/Harassment**

Welcome

Thank you for agreeing to complete this survey.

The purpose of this school climate survey is to find out about two closely related issues – (1) equity and inclusive education, and (2) bullying/harassment, including discrimination, sexual harassment, and homophobia, among students at your child's (or children's) school. This information will be used by the principal and teachers to help them promote an environment of respect, safety, and belonging for all students.

Schools need to be safe and welcoming places so that students can feel comfortable enough to learn.

Your answers are confidential, voluntary and anonymous. We are interested in what you and other parents or guardians have to say.



About the Survey

The survey consists of two sections that deal with related topics. The first section focuses on equity and inclusive education, and the second focuses specifically on bullying/harassment.

Equity and inclusive education are fundamental requirements for all schools in Ontario. An inclusive education system is one in which:

- all students, parents, school staff, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

In an equitable and inclusive school climate, all members of the school community feel safe, comfortable, and accepted.

Staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society. An equitable, inclusive education system encourages and enables all students to learn and to fulfil their potential.

When students exhibit discriminatory behaviours – which include bullying and harassment – towards other students, they are often reacting to perceived differences (stereotypes), and do not realize that diversity is one of a school's greatest assets. Bullying and harassment are hurtful, and therefore unacceptable, behaviours that are never tolerated in a climate of respect and acceptance.

In the first section of this survey, you will be asked questions about how your child feels at school, whether your child feels welcome and comfortable participating in school events and on school teams and clubs, and whether your child is learning about the experiences of various groups in society. In the second section, you will read about various types of bullying/harassment, and you will be asked questions about incidents of bullying/harassment that may have occurred in your child's school and about circumstances connected with such incidents.

Remember: Your answers to this survey will help make schools more welcoming and safer for all students.

Section 1: A Few Questions About You and Your Child

1. What grade is your child in? Circle one:
(Note: If you have more than one child in the school system, please feel free to complete and submit a separate survey for each child.)

4 5 6 7 8 9 10 11 12

2. What is your child's gender?

Male Female

3. What is your first language
(the first one you learned to speak)?

4. Where you born in Canada? Yes No

If no, a) how many years have you lived in Canada? _____

b) What is your country of Birth? _____

DRAFT



Section 2: Equity and Inclusive Education

Check one answer for each of the following questions:

	Always	Often	Sometimes	Never	Don't know
5. Does your child feel safe and welcome at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does your child feel safe on the way to and from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your child feel safe in your neighbourhood or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How does your child feel about his/her school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) My child enjoys being at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My child's school is a friendly and welcoming place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My child's school building is an inviting place to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My child feels accepted by students in his/her school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My child feels accepted by adults in his/her school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does your child ever feel unwelcome or uncomfortable at his/her school because of any of the following? (Please check the items that apply.)					
<input type="radio"/> My child feels welcome at school					
<input type="radio"/> His/her gender					
<input type="radio"/> His/her ethno-cultural or racial background					
<input type="radio"/> His/her Aboriginal background (First Nation, Métis, Inuit)					
<input type="radio"/> His/her language background (first language)					
<input type="radio"/> His/her grades or marks					
<input type="radio"/> His/her appearance					
<input type="radio"/> His/her religion or faith					
<input type="radio"/> The family's level of income					
<input type="radio"/> A disability that he or she has					
<input type="radio"/> His/her sexual orientation					
<input type="radio"/> Other reason(s) _____					

10. Are there school activities, teams, or clubs that your child is part of or would like to take part in but feels that he or she is not welcome or does not belong?

Yes No Not Sure (If you answered no or not sure, skip to question 11).

If your child feels that he or she is not welcome or does not belong, do you think it is because of any of the following? (Please check the items that apply.)

- His/her gender
- His/her ethno-cultural or racial background
- His/her Aboriginal background
- (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her appearance
- His/her religion or faith
- The family's level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) _____

11. In your child's school, how often has he or she learned about the experiences and/or achievements of:

	Often	Sometimes	Never	Not sure
a) women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Aboriginal peoples (First Nation, Métis, Inuit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) diverse ethno-cultural or racial communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) diverse religious/faith communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) gay, lesbian, and bisexual people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) people who identify as transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. In your child's school, members of diverse communities appear in:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
a) pictures or posters in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) displays of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) materials used in class (e.g., books, videos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) discussions and presentations about topics studied in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- e) school publications (e.g., yearbooks, newspapers)
- f) special events and celebrations

13. Do you feel that there are barriers that stand in the way of your child's learning at school?

Always Often Sometimes Never Not sure

If you answered always, often, or sometimes, do you think that these barriers exist because of any of the following?

(Please check the items that apply.)

- Your child's gender
- His/her ethno-cultural or racial background
- His/her Aboriginal background (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family's level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) _____

14. Do you feel that school rules have been applied to your child in a fair way:

Always Often Sometimes Never Not sure

If the school rules have *not* been applied to your child fairly, do you think it is because of any of the following? (Please check the items that apply.)

- His/her gender
- His/her ethno-cultural or racial background
- His/her Aboriginal background (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family's level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) _____



15. Do you feel that your child is treated by the adults in the school:

- the same way as everyone else?
- better than others?
- worse than others?

If you feel that your child is treated better or worse than others, do you think it is because of any of the following? (Please check the items that apply.)

- His/her gender
- His/her ethno-cultural or racial background
- His/her Aboriginal background
- (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family's level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) _____

16. School Equity and Inclusive Education

	Yes	No	I don't know
a) Does your child's school have a policy or procedure for reporting discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) If you answered yes, do you feel that the policy or procedure effectively addresses students' concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Do you feel that your child's school responds quickly to reports of discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Has your child ever requested a recognized official religious accommodation (e.g., time away from school to observe a religious holiday; permission to observe a religious practice during school hours; permission to wear an item of clothing connected with a religious belief)?

- Yes No

If you answered yes, was the request for a religious accommodation met?

- Yes No

If the request was denied, what reason was your child given? _____

Section 3: Bullying/Harassment

Actions meant to hurt someone's feelings or devalue them are bullying/harassing behaviours. Bullying is a form of harassment. Throughout this section, we will be using "bullying/harassment" to refer to behaviours such as saying hurtful things to someone about their appearance or ability, posting disrespectful comments about someone online, hurting someone by physical actions, or treating someone badly or making a point of excluding them because of who they are. Such behaviours are often directed repeatedly against the same person or group, and they can happen on or off school grounds.

Bullying/harassment is not accidental. Although some students may feel pressured by their peers to bully or harass someone, they are still participating in behaviour that is meant to hurt or upset another person or group of people.

Different forms and types of bullying/harassment are described on the following pages. The information provided will help you answer the questions in this section.

Verbal	Physical
Name-calling/Put downs	Hitting
Insults	Kicking
Racist Comments	Spitting
Harassment	Pushing
Sexist Comments	Inappropriate Gestures
Teasing/Taunting	Tripping
Threatening /Extortion	Stealing
Social/Emotional	Technological
Relational Bullying	Cyberbullying
Manipulating Friendships	Internet Misuse
Gossip	Text messages
Exclusion	Digital Photos
Intimidation	Chatlines
Written Notes	Websites
Making false statements	Telephone (3 way calling)

Racial/Ethno-cultural

- treating others badly because of their culture, racial or ethnic background, or the colour of their skin
- saying negative things about someone's race, culture, ethnic background, or skin colour
- calling someone by a racially or ethnically disrespectful term
- telling racist jokes

Sexual

- inappropriate physical contact that make them feel uncomfortable
- spreading sexual rumours about someone
- making sexual comments or jokes about someone's body
- directing unwanted sexual attention or advances towards someone

Gender role-based

- treating someone badly because of their gender identity
- making hurtful comments or making jokes about someone based on gender stereotypes, such as telling a girl she cannot play a sport because she is a girl or calling a boy a "sissy" because he has a hobby you think only girls should have

Homophobic

- calling someone "gay" or "lesbian", or something similar, in a way meant to upset them
- making crude comments or spreading rumours about someone's actual or perceived sexual identity
- disrespecting someone who is attracted to members of the same sex or of both sexes
- disrespecting someone for their choice of activities, hobbies, or clothing
- making fun of someone whose parents are lesbian or gay

Religion-based

- treating someone badly because of their religion
- saying negative things about someone's religion
- making jokes about someone's religion

Disability-based

- treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think they *may* have making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

Income-based

- treating someone badly because of the type of housing or the neighbourhood they live in
- spreading rumours about someone based on stereotypes about being "poor"
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

When you answer questions 18 to 22, think about THE PAST FOUR WEEKS. (Check one answer for each question.)

*18. During the past four (4) weeks, has your child been bullied/harassed by other students in any of the following ways ...	Not once in four weeks	Once or twice in four weeks	Every week	Many times a week	Don't know
a) Physically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*19. During the past four (4) weeks, has your child experienced any of the following types of bullying/harassment ...					
a) Racial/ethno-cultural?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. During the past four (4) weeks, has your child stayed away from school to avoid being bullied/harassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*21. During the past four (4) weeks, has your child, on his/her own or as part of a group, bullied/harassed other students in any of the following ways ...					
a) Physically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For examples of forms and types of bullying/harassment, refer to the examples given on pp.9 and 10 of this survey.*

*22. During the past four (4) weeks, has your child, on his/her own or as part of a group, subjected other students to any of the following types of bullying/harassment ...	Not once in four weeks	Once or twice in four weeks	Every week	Many times a week	Don't know
a) Racial/ethno-cultural?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next questions ask about where, when, and how often bullying/harassment occurs in and near your child's school and about how people respond to this kind of behaviour.

23. During the past four (4) weeks, if bullying/harassment occur, where and how often does it occur? If a location is not applicable to your child's school, do not respond.	Never	Sometimes	Often	Always	Don't Know
a) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) School entrances and exits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Computer rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Change rooms or locker rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Washrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) School bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) On the way to and from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Lunchroom or eating area/ cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Parking lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Areas off school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- o) On school field trips or during school extracurricular activities
- p) Electronically
- q) Other (please specify) _____

24. During the past four (4) weeks, to your knowledge, has your child stayed away from certain classrooms or areas of the school to avoid being bullied/harassed?

	Never	Sometimes	Often	Always	Don't Know
a) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) School entrances and exits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Computer rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Change rooms or locker rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Washrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) School bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) On the way to and from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Lunchroom or eating area/cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Parking lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Areas off school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) On school field trips or during school extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Electronically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Other (please specify)					

25. During the past four (4) weeks, if your child been at risk of being bullied/harassed, when has this occurred?

	Never	Sometimes	Often	Always	Don't know
a) Before school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) During classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| c) Between classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) During break periods (spares, lunch, recess) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) After school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) On weekends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) On school field trips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) During extracurricular activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

26. How often do you think adults at your child's school (e.g., teachers, principal, vice-principal[s], support staff) ...

- | | Always | Often | Sometimes | Never | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) notice bullying/harassment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) try to stop bullying/harassment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ignore bullying/harassment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) talk openly about bullying/harassment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) make excuses for those who bully/harass? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) support or defend those who are bullied/harassed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) discipline those who bully/harass? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) discipline those who are bullied/harassed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) listen to both sides of the story? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

27. How often do adults at your child's school contact you if your child ...

- | | Always | Often | Sometimes | Never | Not Applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) bullies/harasses another child? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) is a victim of bullying/harassment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

28. How often do you think rules related to conduct and behaviour

- | Always | Often | Sometimes | Never | Don't know |
|---------------|--------------|------------------|--------------|-------------------|
|---------------|--------------|------------------|--------------|-------------------|



are enforced at your child's school?

29. Do you think the rules related to conduct and behaviour are enforced fairly?

30. If a student talks to an adult at school about bullying/harassment, how often do you think something is done about it?

Always Often Sometimes Never Not Applicable

31. How often do you report or tell someone about bullying/harassment at your child's school? (If you answered **Never** or **Not Applicable**, go to question 33.)

32. If you have reported or told someone about bullying/harassment, who did you tell? (check all that apply)

- Teacher Vice-Principal Principal Counsellor
 Other (please state) _____

33. Are you aware of how to report bullying/harassment to school staff?

- Yes No

34. How often does your child's school invite parents to participate in programs that prevent bullying/harassment? **Always** **Often** **Sometimes** **Never** **Don't know**

35. How often does your child's school communicate information about its bullying/harassment prevention programs and policies? **Always** **Often** **Sometimes** **Never** **Don't know**

36. How satisfied are you with the steps your school has taken to prevent bullying/harassment among students?

- Very satisfied Satisfied Unsatisfied Very unsatisfied Not Sure

37. What are things that you think your child's school could do to help prevent bullying/harassment?
(Check any that you agree with.)

- Provide students with information about bullying/harassment
 - Provide students with information about how to report bullying/harassment
 - Hold parent/guardian information meetings
 - Provide training to teachers/staff on how to prevent and address bullying/harassment
 - Have group or class discussions
 - Invite a guest speaker
 - Show films on the topic
 - Have students/teachers read books on the topic
 - Run programs
 - Do a school/class project
 - Hold an assembly
 - Involve students in preventing bullying/harassment
 - Develop skits on bullying/harassment topics
 - Other (please explain) _____
- _____
- _____
- _____
- _____

Is there anything else that you want to tell us about safety at your child's school?



If your child is having difficulty with other students at school,
please know that we are here to help...

You can talk to a counsellor, a teacher, a vice-principal,
the principal, or school support staff.

We want to help.

**THANK YOU
FOR COMPLETING
THIS SURVEY.**



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

SCHOOL Climate Survey

A Survey for Students in Grades 4 to 6 About:

- **Equity and Inclusive Education**
- **Bullying/Harassment**

Welcome

Thank you for agreeing to complete this survey.

The purpose of this school climate survey is to find out about equity and inclusive education, and about bullying and harassment, at your school. This information will be used by your principal and teachers to help make your school a safe place in which everyone is respected and feels that they belong.

Schools need to be safe and welcoming places so that students can feel comfortable enough to learn.

Your answers are confidential, voluntary and anonymous. We are interested in what you and other students have to say.

About the Survey

This survey has two sections. The first section deals with **equity and inclusive education**, and the second is about **bullying/harassment**.

Equity and inclusive education are very important for all schools in Ontario. An inclusive school is one in which:

- *All* students, parents, school staff, and other members of the school community are welcomed and respected;
- *every* student is supported and inspired to learn.

In a school where equity and inclusive education are important, all members of the school feel safe, comfortable, and accepted. Staff and students value the differences among people and demonstrate respect for others. An equitable, inclusive education system helps all students to learn and to fulfil their potential.

When students behave in a way that is not respectful towards other students – in a way that is meant to hurt them or put them down – they are often reacting to differences that they do not understand. This way of behaving includes bullying and harassment. These students do not realize that diversity – what makes people different from one another – is one of the best things about their school. When people respect and accept one another and their many differences, there can be no bullying or harassment.

In the first section of this survey, you will be asked questions about how you feel about your school, whether you feel welcome and comfortable at school events and on school teams or clubs, and whether you are learning about the experiences of various groups of people. In the second section, you will read about different types of bullying/harassment, and answer questions about bullying and harassment that may have happened in your school.

Remember: Your answers to this survey will help make schools safer and better for all students.

Section 1: A Few Questions About You

We would like to know something about the students who complete this survey (it's confidential and anonymous). So, please answer the following questions:

- 1. What grade are you in?** Check one: 4 5 6
How old are you? _____ years old
- 2. Are you a boy or girl?** Check one: Boy Girl
- 3. What is your first language (the first one you learned to speak)?** _____
- 4. Where you born in Canada?**
 Yes No If no, how many years have you lived in Canada? _____
What is the country of your birth? _____

Section 2: Equity and Inclusive Education

- | 5. How do you feel about your school? | Always | Often | Sometimes | Never | Not Sure |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I enjoy being at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) My school is a friendly place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) My school building is a comfortable place to learn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I feel accepted by students in my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I feel accepted by adults in my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I can get some extra help at my school when I need it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Do you ever feel unwelcome or uncomfortable at your school because of any of the following?

(Please check the items that apply to you.)

- Being a boy or a girl
- My race, culture, or skin colour
- My Aboriginal background (First Nation, Métis, Inuit)
- My first language
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My activities, hobbies, or clothing, because [if you are a boy] they aren't what people think boys are supposed to like or [if you are a girl] they aren't what people think girls are supposed to like

Other reason(s) _____

7. a) Do you participate in school activities, teams, or clubs? Yes No

b) Are there school activities, teams, or clubs that you are part of or would like to take part in but do not feel that you are welcome or that you belong? Yes No (If you answered no, skip to question 8).

If you do not feel that they are welcome or that you belong, do you think it is because of any of the following? (Please check the items that apply to you.)

- Being a boy or a girl
- My race, culture, or skin colour
- My Aboriginal background (First Nation, Métis, Inuit)
- My first language
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My activities, hobbies, or clothing, because [if you are a boy] they aren't what people think boys are supposed to like or [if you are a girl] they aren't what people think girls are supposed to like
- Other reason(s) _____

8. In your school, how often have you learned about the experiences and/or achievements of:

	Always	Often	Sometimes	Never	Not Sure
a) women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Aboriginal peoples (First Nation, Métis, Inuit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) people of many races, cultures, and skin colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) many religious/faith communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) different kinds of families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) people with different income levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. In your school, members of diverse communities appear in:

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a) pictures or posters in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) displays of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) materials used in class (e.g., books, videos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) discussions and presentations about topics studied in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) school publications (e.g., yearbooks, newspapers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) special events and celebrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Do you feel that you get the support you need at your school to learn to the best of your ability?

Always Often Sometimes Never Not sure

If you answered sometimes or never, do you think that you do not get the support you need because of any of the following? (Please check the items that apply to you.)

- Being a boy or a girl
 - My race, culture, or skin colour
 - My Aboriginal background (First Nation, Métis, Inuit)
 - My first language
 - My grades or marks
 - My appearance
 - My religion or faith
 - My family's level of income
 - A disability that I have
 - My activities, hobbies, or clothing, because *[if you are a boy]* they aren't what people think boys are supposed to like or *[if you are a girl]* they aren't what people think girls are supposed to like
 - Other reason(s)
-

11. Do you feel that school rules have been applied to you in a fair way:

Always Often Sometimes Never Not sure

If the school rules have *not* been applied to you fairly, do you think it is because of any of the following? (Please check the items that apply.)

- Being a boy or a girl
 - My race, culture, or skin colour
 - My Aboriginal background (First Nation, Métis, Inuit)
 - My first language
 - My grades or marks
 - My appearance
 - My religion or faith
 - My family's level of income
 - A disability that I have
 - My activities, hobbies, or clothing, because *[if you are a boy]* they aren't what people think boys are supposed to like or *[if you are a girl]* they aren't what people think girls are supposed to like
 - Other reason(s)
-

12. Do you feel that you are treated by the adults in your school:

- the same way as everyone else?
- better than others?
- worse than others?

If you feel that you are treated better or worse than others, do you think it is because of any of the following? (Please check the items that apply to you.)

- Being a boy or a girl
 - My race, culture, or skin colour
 - My Aboriginal background (First Nation, Métis, Inuit)
 - My first language
 - My grades or marks
 - My appearance
 - My religion or faith
 - My family's level of income
 - A disability that I have
 - My activities, hobbies, or clothing, because *[if you are a boy]* they aren't what people think boys are supposed to like or *[if you are a girl]* they aren't what people think girls are supposed to like
 - Other reason(s)
-

13. Have you ever requested a religious accommodation (e.g., time away from school to observe a religious holiday; permission to observe a religious practice during school hours; permission to wear an item of clothing connected with a religious belief)?

- Yes No

If you answered yes, was your request for a religious accommodation met?

- Yes No

If your request was not met, what reason were you given? _____

Section 3: Bullying/Harassment

Actions meant to hurt another person's feelings or to put a person down are called **bullying/harassing** behaviours. Bullying is a form of harassment.

In this section, we will be using the words "bullying/harassment" for behaviours such as:

- saying hurtful things to someone about their appearance, their intelligence, or their abilities;
- posting hurtful comments about someone online;
- hurting someone by hitting, kicking, or pinching them, or in some other physical way;
- leaving someone out or treating them badly because of who they are.

The same person or group of people is often bullied or harassed over and over again. This can happen on or off school grounds.

Bullying/harassment is not an accident. Even though students may sometimes feel pressured by other students to bully or harass someone, they are still acting in a way that is meant to hurt or upset that person. And behaviour that is hurtful to others is unacceptable behaviour.

Different forms and types of bullying/harassment are described on the following pages. The information provided there will help you answer the questions in this section.

Verbal	Physical
Name-calling/Put downs	Hitting
Insults	Kicking
Racist Comments	Spitting
Harassment	Pushing
Sexist Comments	Inappropriate Gestures
Teasing/Taunting	Tripping
Threatening /Extortion	Stealing

Social/Emotional	Technological
Relational Bullying	Cyberbullying
Manipulating Friendships	Internet Misuse
Gossip	Text messages
Exclusion	Digital Photos
Intimidation	Chatlines
Written Notes	Websites
Making false statements	Telephone (3 way calling)

Racial/ethnicultural

- treating someone badly because of their race, culture, or skin colour
- saying bad things about someone's race, culture, or skin colour
- telling racist jokes

Sexual

- making sexual comments or jokes about someone's body
- touching, pinching, or grabbing part of someone's body in a way that makes them feel uncomfortable

Gender Role-based

- treating someone badly because they are a boy or a girl
- leaving someone out or treating them hurtfully – for example, telling a girl she cannot play a sport because she is a girl
- making hurtful comments about someone's hobby – for example, calling a boy a "sissy" because he likes a hobby you think only girls should like

Homophobic

- calling someone "gay" or "lesbian" in a way meant to upset them
- calling someone "gay" or "lesbian" because of their choice of activities, hobbies, or clothing
- making fun of someone who has parents who are lesbian or gay

Religion-based

- treating someone badly because of their religion
- saying bad things about someone's religion

Disability-based

- treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think that person *may* have
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

Income-based

- treating someone badly because of the type of housing or the neighbourhood they live in
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

How safe do you feel at school? "Feeling safe" means feeling comfortable, relaxed, and not worried that someone could harm your body, hurt your feelings, or damage your belongings.

In questions 14 to 16, check one answer for each of the places listed that best describes how you feel in them.

	Very safe	Safe	Not safe	Not Sure
14. How safe do you feel in the following places?				
a) Lunchroom or eating area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) School washrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Gym change rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) School buses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) School grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) School entrances/exits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. How safe do you feel on your way to and from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. How safe do you feel in your neighbourhood or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When Answering the following questions, please think back during the past 4 weeks.

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know
17. Have you been bullied/harassed at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you been bullied/harassed on your way to or from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Have you bullied/harassed others at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Have you bullied/harassed other students on the way to or from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. In the past four weeks at school, how often have other students bullied/harassed you ...					
a) physically? Examples: pushed, tripped, or hit you; taken or broken your belongings on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) verbally? Examples: called you names, teased, or made fun of you; said mean things to you; embarrassed or threatened you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) socially? Examples: left you out of their group, said bad things about you, made you look silly in front of others, refused to play with you, got other students not to talk to you or not to like you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d) electronically?

Examples: used the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten you, hurt your feelings, embarrass you, make you look bad, or tell secrets about you

22. In the past four weeks at school, how often have other students bullied/harassed you ...

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know
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a) because of race, ethnicity, or culture?

Examples: treated you badly because of your race, culture, or skin colour; said bad things or joked about your race, culture, or skin colour

b) sexually?

Examples: made jokes about your body; touched, pinched, or grabbed part of your body in a way that made you feel uncomfortable

c) because you are a boy or a girl?

Examples: left you out or made hurtful comments about you because you are a girl or a boy

d) because of homophobia?

Examples: called you "gay" or "lesbian" in a way meant to upset you; called you "gay" or "lesbian" because of your choice of activities, hobbies, or clothing

e) because of religion?

Examples: treated you badly because of your religion; said bad things about your religion

f) because of a disability?

Examples: treated you badly, refused to play with you, or made jokes about you because of a disability you have or a disability they think you may have

g) because of income?

Examples: made jokes about the type of housing or the neighbourhood you live in; treated you badly or called you names because of your clothing or where you live

23. In the past four weeks at school, how often have you seen or heard about another student being bullied/harassed ...	Not once in 4 weeks	Once or twice in 4 week	Every week	Many times a week	Don't know
a) physically? Examples: pushed, tripped, or hit; had their belongings taken or broken on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) verbally? Examples: called names, teased, or made fun of; spoken to meanly; embarrassed or threatened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) socially? Examples: left out of groups or games, gossiped or talked about, made to look silly in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) electronically? Examples: hurt, threatened, embarrassed, made to look bad, or had secrets told by other students through the Internet, e-mail, or cell-phone text messages or pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. In the past four weeks at school, how often have you seen or heard about another student being bullied/harassed ...					
a) because of race, ethnicity, or culture? Examples: treated badly because of their race, culture, or skin colour; had bad things said to them or about them based on their race, culture, or skin colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) sexually? Examples: had jokes made about their body had part of their body touched, pinched, or grabbed in a way that made them uncomfortable;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) because of being a boy or a girl? Examples: treated badly because they are a boy or a girl; left out or had hurtful comments made about them because they are a girl or a boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know
d) because of homophobia? Examples: called "gay" or "lesbian" in a way meant to upset them; called "gay" or "lesbian" because of their choice of activities, hobbies, or clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) because of religion? Examples: treated badly because of their religion; had bad things said to them about their religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) because of a disability? Examples: treated badly, left out, or had jokes made about them because of a disability they have or a disability others think they may have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) because of income? Examples: treated badly or called names because of their clothing or where they live; had jokes made about the type of housing or the neighbourhood they live in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. In the past four weeks at school, how often have you, either on your own or as part of a group, bullied/harassed other students ...					
a) physically? Examples: pushed, tripped, or hit someone; taken or broken their belongings on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) verbally? Examples: called someone names, teased or made fun of them, spoken to them meanly, embarrassed or threatened them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) socially? Examples: left someone out of groups or games on purpose, gossiped or said bad things about them, made them look silly in front of others, got other students not to like them or talk to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know
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d) electronically? Examples: used the Internet, e-mail, or cell-phone text messages or pictures to hurt, threaten, or embarrass someone, to make them look bad, or to tell secrets about them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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26. In the past four weeks at school, how often have you, either on your own or as part of a group, bullied/harassed other students ...

a) because of race, ethnicity, or culture? Examples: treated someone badly because of their race, culture, or skin colour; said bad things or joked about their race, culture, or skin colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b) sexually? Examples: made jokes about your body; touched, pinched, or grabbed part of your body in a way that made you feel uncomfortable;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c) because they are a boy or a girl? Examples: left them out or made hurtful comments about them because they are a girl or a boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d) because of homophobia? Examples: called someone "gay" or "lesbian" in a way meant to upset them; called someone "gay" or "lesbian" because of their choice of activities, hobbies, or clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e) because of religion? Examples: treated someone badly because of their religion; said bad things to them about their religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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f) because of a disability? Examples: treated someone badly, refused to play with them, or made jokes about them because of a disability they have or a disability you think they may have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Not once in 4 weeks Once or twice in 4 weeks Every week Many times a week Don't know

g) because of income?
 Examples: treated someone badly or called them names because of their clothing or where they live; made jokes about the type of housing or the neighbourhood they live in

27. In the past four weeks at school, how often have you tried to help another student who was being bullied/harassed?

Always Often Sometimes Never They don't appear to notice it Not sure

28. Do you think teachers try to stop bullying/harassment?

29. Do you think the principal or vice-principal tries to stop bullying/harassment?

30. If bullying/harassment happens at your school, where does it take place? (Check as many as you want.)

- I have not seen or heard another student being bullied/harassed. (Go to question 34.)
- Classrooms
- Hallways
- School entrances or exits
- Library
- Gym
- Change rooms
- Washrooms
- On the school bus
- Coatroom or locker areas
- Playground
- Lunch or eating area
- Other places (please say where): _____

31. If bullying/harassment happens, when does it happen most? (Check as many as you want.)

- I have not seen or heard another student being bullied/harassed. (Go to question 34)
- On the way to and from school
- Before school
- At lunch time



- During classes
- Between classes
- During breaks or at recess
- After school
- On field trips

32. Think of the last time that you saw or heard about another student being bullied/harassed. What did you do? (Check any that are true for you.)

- I have not seen or heard another student being bullied/harassed. (Go to question 34.)
- I did not do anything about it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal or vice-principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- I helped the person who was being bullied/harassed *while* they were being bullied/harassed.
- I helped the person who was being bullied/harassed later on.
- I stood and watched.
- I made a joke about it.
- I joined in the bullying/harassing.
- I got someone to help stop it.

- I stood up to the person who was doing it.
- I got back at the person who was doing it.
- Called a help line

33. If you did not do anything the last time you saw or heard about another student being bullied/harassed, what was the reason? (Check any that are true for you.)

- I didn't want to get involved.
- I was afraid.
- I did not know what to do or who to talk to.
- If I told someone, they wouldn't do anything about it.
- I didn't want to tell on other people.
- I didn't think the bullying/harassment was so bad.
- It wasn't any of my business or my problem.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference if I got involved.
- I thought I might be bullied/harassed myself if I did something.



34. Think of the last time you were bullied/harassed. What did you do?

(Check any that are true for you.)

- I have not been bullied/harassed. (Go to question 36.)
- I ignored it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal or vice-principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- I called a helpline.
- I fought back.
- I got someone to help stop it.
- I made a joke of it.
- I stood up to the person who was doing it.
- I got back at the person who was doing it.
- Called a help line

35. If you did not do anything the last time you were bullied/harassed, what was the reason?

(Pick one.)

- I was afraid.
- I did not know what to do or who to talk to.
- I thought if I told someone, they wouldn't do anything about it.
- I did not want to tell on other people.
- I didn't think the bullying/harassment was so bad.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference.
- I thought I would get bullied/harassed more.
- I have not been bullied/harassed.

36. Do you feel you could talk to an adult at school if you were being bullied/harassed?

(Check one answer.)

- Yes Not sure No

37. How often do you report or tell someone about bullying/harassment that you have seen or heard about?

- Always Often Sometimes Never

38. Are you aware of how to report bullying/harassment at school?

- Yes No Don't know



Is there anything else that you want to tell us about how safe you feel at your school?



If you are having a difficult time with other students at school, please know that we are here to help...

You can talk to any adult that you trust – your principal, your parent(s) or guardian(s), a counsellor, or a teacher.

We want to help.

**THANK YOU
FOR COMPLETING
THIS SURVEY.**





SCHOOL Climate Survey

A Survey for Students in Grades 7 to 12 About:
• **Equity and Inclusive Education**
• **Bullying/Harassment**

Welcome

Thank you for agreeing to complete this survey.

The purpose of this school climate survey is to find out about equity and inclusive education, and about bullying and harassment, at your school. This information will be used by your principal and teachers to help make your school a safe place in which everyone is respected and feels that they belong.

Schools need to be safe and welcoming places so that students can feel comfortable enough to learn.

Your answers are confidential, voluntary and anonymous. We are interested in what you and other students have to say.

About the Survey

The survey consists of two sections that deal with related topics. The first section focuses on equity and inclusive education, and the second focuses specifically on bullying/harassment.

Equity and inclusive education are fundamental requirements for all schools in Ontario. An inclusive education system is one in which:

- all students, parents, school staff, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

In an equitable and inclusive school climate, all members of the school community feel safe, comfortable, and accepted. Staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.

When students exhibit discriminatory behaviours – which include bullying and harassment – towards other students, they are often reacting to perceived differences (stereotypes), and do not realize that diversity is one of a school's greatest assets. Bullying and harassment are hurtful, and therefore unacceptable, behaviours that are never tolerated in a climate of respect and acceptance.

In the first section of this survey, you will be asked questions about how you feel about your school, whether you feel welcome and comfortable participating in school events and on school teams and clubs, and whether you are learning about the experiences of various groups in society. In the second section, you will read about various types of bullying/ harassment, and you will be asked questions about incidents of bullying/harassment that may have occurred in your school and about circumstances connected with such incidents.

Remember: Your answers to this survey will help make schools more welcoming and safer for all students.

I. CONTRACT AWARDS & MANAGEMENT

Contract Awards

Upon request of the Board, a bidder whose Tender is under consideration for the award of a contract shall promptly submit satisfactory evidence of financial resources, experience of the organization and its staff, and equipment available for the performance of the contract. In addition, a technical question and answer interview may be conducted, if deemed necessary to clarify or verify the Bidder's Tender and to develop a comprehensive assessment of the Tender.

The award of any Bid, or any part thereof, will be made in writing and may be subject to the successful bidder entering into a contract that is satisfactory to the Board. Provided however, and it is expressly understood and agreed, that upon the acceptance of the Bid by the Board, the said Bid shall, with the said conditions, specifications and form of Bid constitute a valid and binding contract. The Board must obtain the supplier's signatures before obtaining the designated Board's signature. The contract must be finalized using the form of agreement/contract that was released with the procurement document. If it appears to the Board that the Tender will be adversely affected because timely signing of a contract acceptable to the Board will not take place, the Board reserves the right to award the contract to the next ranked qualified bidder. Appropriate terminology regarding cancellation/termination clauses, vendor debriefing notification and protocol, dispute resolution process and arbitration are contained within Bid specifications and terms and conditions.

For procurements valued at \$100,000 or more, results will be posted in the same manner as the procurement documents were posted.

A Purchase Order will be issued upon formal award.

Unsuccessful bidders will be provided with the name of the successful bidder(s), start and end dates including any options for extension. Any information provided must comply with MFIPPA.

Contract Type

Fixed price: A fixed price contract is a contract that has a set fee for a specific scope of work to be completed, which can include the completion of a specific deliverable or deliverables. When deciding to use a fixed price contract, the organization must consider the level of scope detail that has been developed. The more well defined the scope and the requirements, the lower the risk of using a fixed price contract for the Board. Using a fixed price contract with a scope that is not well defined contains risk for the Board because items may be deemed out of scope and thus result in costly change orders. If using a fixed price contract for a specific deliverable or deliverables, the Board must understand the desired outcome of the work being completed. One advantage of a fixed price contract is that the cost of the procurement is known in advance.

Time and material: A time and materials contract identifies work to be paid based on units of time spent on the procurement. These time units are typically in the form of daily or hourly rates for the amount of time and materials used by the resources assigned by the supplier. If the Board does not have a well defined scope of work, a time and materials contract may be the only option. The Board must monitor the hours spent during a time and materials contract to ensure that the procurement does not exceed the budget.

Cost reimbursable: A cost reimbursable contract is a contract where the Board agrees to reimburse all of the costs incurred by a supplier in the completion of the work identified. Typically, the Board will pay an additional fee on top of those costs to represent the supplier's profit. This additional fee can be calculated as a percentage of the costs incurred or as a flat fee on top of the costs incurred.

A combination of the contract types above can also be used, depending on the requirements being contemplated.

Note: The Board must include proper cancellation or termination clauses in all contracts.

The term of the contract agreement and any options to extend must be set out in the procurement documents (Bid documents). Changes to the term of the contract may change the procurement value. Prior written approval by the appropriate approval authority is necessary before changing contract start and end dates. Extensions to the contract beyond what is set out in the procurement document are considered non competitive procurements and the Board must seek appropriate approval authority prior to proceeding.

Contract Management

Procurements and the resulting contracts must be managed responsibly and effectively.

Payments must be made in accordance with the provisions of the contract. All invoices must contain detailed information sufficient to warrant payment. Any overpayments must be recovered in a timely manner.

Assignments must be properly documented. Supplier performance must be managed and documented, and any performance issues must be addressed.

Service type contracts ~~will should~~ be managed as follows:

- Establish clear terms of reference for assignment. The terms ~~will should~~ include objectives, background, scope, constraints, staff responsibilities, tangible deliverables, timing, progress reporting, approval requirements and knowledge transfer requirements.
- Establish expense claim and reimbursement rules compliant with the Broader Public Sector Expenses Directive and ensure all expenses are claimed and reimbursed in accordance with these rules.
- Ensure that expenses are claimed and reimbursed only where the contract explicitly provides for reimbursement of expenses.

J. COOPERATIVE PURCHASING

Under the direction of the Director of Education, or his/her designate, the Board shall ~~encourage~~ **explore** cooperative purchasing with other school boards and other units of government or their agencies of public authorities, or utilize a “piggy-back clause” to existing ministry or government service contracts or other cooperatives, whenever the best interest of the Board will be served.

K. DISPOSAL PROCEDURES

The following shall apply for disposal of surplus equipment:

1. Any property belonging to the Board and declared surplus to its particular use by the respective **member of Senior Staff**, Principal or Manager shall be disposed of by means of public auction, tender or quotation or released to a charitable organization by the Purchasing/Supply Chain Management Department and documented accordingly.
2. The Manager of Purchasing/Supply Chain Management shall have the authority to sell, exchange, or trade-in all goods declared surplus to need, and where it is cost effective and in the best interest of the Board to do so.
3. If it is determined that a higher return of net disposal costs can be achieved by sale of surplus

- Goods to the original vendor or vendors in that line of business, the Manager of Purchasing/Supply Chain Management shall negotiate to sell such Goods at the highest return.
4. Where it is deemed appropriate by the Manager of Purchasing/Supply Chain Management and/or the respective **member of Senior Staff**, Principal or Manager, a reserve price may be established and, in the case of disposal by Tender, published and disclosed; and in the case of auction or quotation, shall be used as an internal estimate and not disclosed.
 5. Where items have been declared surplus and are determined by the Manager of Purchasing/Supply Chain Management to have little or no value, the Manager of Purchasing/Supply Chain Management, in consultation with the respective **member of Senior Staff**, Principal or Manager, shall have such item scrapped or donated to a charitable organization by the Purchasing Department and documented accordingly.

L. PROHIBITIONS REGARDING PURCHASES

1. No contract or purchase shall be divided to avoid the requirements of these ~~procedures~~ **guidelines**, and the annual or total project requirement shall be considered.
2. All petty cash purchases must exclude Tendered Goods, Tendered Programs and Tendered Services.
3. No employee or elected official shall purchase or offer to purchase, on behalf of the Board, any Goods or Services, except in accordance with these ~~procedures~~ **guidelines**.
4. No personal purchases shall be made by the Board for elected members, or any appointed member of the Board, or for any Board employees, who are not deemed to be at Arms Length.
5. No member of the Board of Trustees and no officer or employee of the Board, shall become interested, directly or indirectly as a contracting party, or partner, in the work, the supplies or business in connection with a contract, or in any portion thereof, or of any supplies to be used therein, or in any monies to be derived there from.
6. No employee or elected official shall bid on the sale of Goods except those Goods disposed of by public auction.
 - 6.1 No employee of the Board who is assigned to work at an auction may bid on any Board assets being offered for sale at the auction.
 - 6.2 No employee of the Board having the responsibility for identifying items as surplus may bid on such items at the auction sale.

M. MISCELLANEOUS

1. Discounts

In arriving at a price, cash discounts will be considered part of the vendor's Bid.
2. Procurement Documentation and Records Retention

All acquisition processes shall be documented by the Purchasing Department and kept on file in the Purchasing Department. **In the case of a Tender/RFP issued by a Consultant, records will be retained by the department of the originating member of Senior Staff.** A record of the procurement process documentation includes the following:

 - a copy of the procurement justification or the business case.
 - information regarding all supplier consultations, including any requests for information undertaken in the development of the procurement business case and/or procurement documents.
 - evidence that all required approvals were obtained.
 - copies of all procurement documents used to qualify and select the supplier.
 - where the procurement was conducted through a VOR arrangement, information regarding the second stage selection process used to select the particular vendor of record.
 - where the procurement was single or sole sourced, documented justification, applicable exemptions and associated approvals.
 - copies of all advertisements of procurement documents.
 - copies of all successful and unsuccessful responses, submissions, proposals and Bids received

in response to procurement documents, including the Conflict of Interest Declaration and other attached forms.

- information regarding any issues that arose during the procurement process.
- information regarding all evaluations of submissions, Proposals and Bids received in response to procurement documents.
- information regarding all vendor debriefings including written documentation of the offer of vendor debriefing.
- copies of all award letters, notices and posted announcements.
- copies of additional agreements.
- information regarding all changes to the terms and conditions of an agreement, including any changes that resulted in an increase to pricing.
- information regarding the management of the supplier, including how the supplier's performance was monitored and managed and, where applicable, mechanisms used to transfer knowledge from the supplier to Board staff.
- risk assessment information and recommendations, where applicable.
- contractor security screening decisions, where applicable.
- information regarding all protests, disputes or supplier complaints regarding the procurement process.
- evidence of receipt of deliverables.
- any other documentation as identified by the Board.

All procurement documents, as well as any other pertinent information for reporting and auditing purposes, must be maintained for a period of seven years and be in recoverable form if requested.

3. Special Funding/Bulk Purchase

When special or additional funding (from any and all sources) for approved projects or programs has been allocated and the respective **member of Senior Staff**, Principal or Manager is ready to initiate the procurement process, the Manager of Purchasing/Supply Chain Management shall be consulted prior to any request for purchases, pricing or demonstrations.

4. Change Orders/Retrofits Only

Extensions or changes to existing construction/service contracts shall be authorized in the following manner:

- 4.1 The originator of the contemplated change shall obtain a price from the contractor/supplier for the change under consideration.
- 4.2 When the originator is satisfied that the price for the contemplated change fairly represents the value of the work, he/she shall prepare and issue a "Change Order" to the original contract, subject to the following limitations;
 - 4.2.1 For Change Orders of \$15,000.00 (within budget) or less, approval must be obtained from the **member of Senior Staff** or designate.
 - 4.2.2 For Change Orders in excess of \$15,000.00, (or excess of Budget) approval must be obtained from the **appropriate** Superintendent of Business & Finance or designate.
- 4.3 Copies of all Change Orders shall be distributed to the Accounting Department and to the Purchasing Department. **In the case of a Tender/RFP issued by a Consultant, copies of all Change Orders will be retained by the department of the originating member of Senior Staff.**

5. Environment

Every effort shall be made to competitively procure, whenever possible, environmentally appropriate and ecologically sound products while giving vendors fair and equitable access to School Board business.

The Board needs to consider environmentally responsible and sustainable Goods and Services as

part of the purchasing decisions. The objectives of environmental sourcing are to:

- Provide an environmental role model for public procurement by making it a priority to use environmentally responsible Goods and Services, where feasible and cost effective;
- Support a healthier working environment for employees and for citizens in general through the purchase of environmentally preferable Goods and Services;
- Increase demands for environmentally responsible Goods and Services, which may ultimately enhance their quality and cost competitiveness;
- Increase the conservation of resources through the use of more reusable products, and/or Goods and Services that require less energy and materials to produce or use.

6. Auctions

When deemed cost effective to the Board, the Manager of Purchasing/Supply Chain Management, in consultation with the initiating **member of Senior Staff**, Principal or Manager, shall consider auctions as a viable alternative to purchase.

7. Health and Safety

All products and service purchases through the Tendering/Quotation/Proposal process must adhere to the Board's policy of acquiring and maintaining Material Safety Data Sheets on file. Any Goods/Services purchased by an individual will become the obligation and liability of said individual.

8. Bidder's Recourse/Debriefing and Bid Protest Procedures

By contacting the Board's Manager of Purchasing/Supply Chain Management, **within 60 calendar days following the date of contract award notification**, unsuccessful bidders will have an opportunity **to request** a debriefing session. The debriefing will provide a bidder with a critical review of the unsuccessful Bid and, what, in the opinion of the ~~Board~~ **Evaluation Committee**, were its particular strengths and weaknesses.

~~If the bidder has further concerns after meeting with the Manager of Purchasing/Supply Chain Management, the bidder may contact the Superintendent of Business & Finance. The Superintendent of Business & Finance will review the bidders concerns and give the bidder an opportunity, if so desired, to address members of the Board of Trustees at an appropriate meeting.~~

In scheduling vendor debriefings, the Board ~~must~~ **will**:

- confirm the date and time of the debriefings with each vendor
- conduct separate debriefings with each vendor
- ensure that the same participants from the Board participate in every debriefing conducted
- retain all correspondence and documentation relevant to the debriefing session as part of the procurement documentation
- ~~the Board must~~ provide a general overview of the evaluation process set out in the procurement documents
- discuss the strengths and weaknesses of the supplier's submission in relation to the specific evaluation criteria and the supplier's evaluation score, if used. If more than price is evaluated, the Board may provide the supplier's evaluation scores and their evaluation ranking.
- ~~the Board may~~ provide suggestions on how the supplier may improve future submissions
- be open to feedback from the supplier on current procurement processes and practices
- address specific questions and issues raised by the supplier in relation to their submission.

The Board must not disclose information concerning other suppliers other than as specified above, as it may contain confidential third party organization proprietary information subject to the mandatory third party exemption under the MFIPPA. If a supplier makes such a request, the Board must advise the supplier that a formal FOI request be submitted.

Questions unrelated to the procurement process must not be responded to during the debriefing and must be noted as out of scope based on the debriefing process agreed to in the procurement documents.

If the bidder has further concerns after meeting with the Manager of Purchasing/Supply Chain Management, the bidder will be referred to the Superintendent of Business and Finance to discuss the concern and attempt to resolve the matter.

If not satisfactorily resolved, then the complaint will be referred to the Director of Education for resolution or to be directed to the Board of Trustees at an appropriate meeting.

9. Claims or Possible Claims

The Niagara Catholic District School Board will preclude a vendor from bidding if the vendor has made a formal demand or otherwise put the Board on notice of a pending action or is involved in any actual litigation proceedings (excepting only construction lien demands, notices or proceedings) by or against or otherwise involving the Board.

10. Arbitration

The Board ~~will should~~ utilize an Arbitration clause within bid documents as follows:

Any dispute between the parties arising out of or relevant to the Bid which cannot be resolved by the parties shall be referred to mediation for mandatory Alternative Dispute Resolution, and a Mediator shall be selected from the list of approved Mediators of the Ontario Court (General Division), and such mediation is to take place within thirty (30) days of such referral. Any dispute between the parties which cannot be resolved by such mediation shall be settled and determined by any Court of competent jurisdiction, provided however, that the Board reserves the right to submit such dispute for settlement and determination by arbitration pursuant to the Arbitration Act of Ontario (the "Act") in which case the following provisions shall apply. Either party may at any time give written notice to the other of its desire to submit such dispute to arbitration stating with reasonable particularity the subject matter of such dispute. In the case of the vendor giving notice to the Board, if the Board does not consent to submitting such matter to arbitration, the vendor may refer such matter to a court of competent jurisdiction. If the Board generates the notice, or if the notice is generated by the vendor and consented to by the Board, then the following provisions shall apply. Within five (5) business days after receipt of such notice, the parties shall appoint a single arbitrator with appropriate experience to determine such dispute. If the parties fail to appoint an arbitrator, either party may apply to a Judge of the Ontario Court (General Division) to appoint an arbitrator to determine such dispute. The costs of arbitration shall be paid by the party as determined by the arbitrator, which jurisdiction shall include the determination of the costs to be paid by the unsuccessful party. The award of the arbitrator shall be final and binding upon the parties. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction and enforced in the normal course.

11. Demonstration/Pilot Programs

If a department/school wishes to participate in a demonstration program/pilot to test certain products in specific Instructional or Administrative environments, the following must be followed:

Administrative:

Standard Agreement to be formalized by the originator to include terms of agreement (listing of products, title risk, termination, etc.) and duly authorized by the Superintendent of Business & Finance. All administrative pilots ~~will should~~ incorporate (if feasible) a minimum of three vendors for comparison purposes.

Instructional:

Request for Information to be issued which would include terms of reference (termination dates, etc.) duly authorized by the **appropriate** Superintendent of ~~Program~~ **Education** and the Superintendent of Business & Finance. All Instructional pilots must adhere to operational procedures of the Program Department as well as incorporate (if feasible) a minimum of three vendors for comparison purposes.

12. Procurement Card

In support of sound business practices, a procurement card will be issued to authorized Board employees for the acquisition of low dollar value, non-tendered Goods/Services.

13. Code of Ethics

All NCDSB employees shall abide by the Purchasing Code of Ethics.

The Purchasing Department Staff of the Niagara Catholic District School Board shall abide by the Code of Ethics for the Purchasing Associations of which they are a member ~~of the following: Purchasing Management Association of Canada (PMAC) <http://www.pmac.ca/about/ethics.asp>, Ontario Public Buyers Association (OPBA) www.opba.ca, and the Ontario Association of School Business Officials (OASBO/Purchasing Committee) www.oasbo.org and abides by the Code of Ethics within each membership.~~

14. Bid Irregularities

Major Irregularity: A deviation from the Bid request which affects the price, quality, quantity, or delivery and is material to the award. The Manager of Purchasing/Supply Chain Management must reject any Bid which contains a major irregularity.

Major Irregularity – Automatic Rejection:

Failure to meet any of the following requirements constitutes a major irregularity:

1. The Bid must be received in the manner prescribed by the applicable Bid document and time stamped by the Reception staff in the lobby by official bid closing time.
2. Price related information must be non-erasable, i.e. completed in ink, marker, etc.
3. Bid surety must be submitted with the Bid when the Bid request (or any addenda) indicated that such surety is required.
4. Proof of authority to bind the bidder must be evident in the submission when the Bid request (or any addenda) indicated that such proof is required.
5. Bid surety must be in the form specified in the Bid request or in a form providing equivalent or greater financial security for the Board.
6. Amount of Bid surety must be no less than the amount indicated in the Bid request when a dollar amount is specified.
7. Bid or performance bonding company must be licensed to conduct business in Canada and in the Province of Ontario.
8. Prices must be complete and specified in accordance with the Bid request.
9. Notwithstanding provisions for “alternate Bids” which may be contained in the Bid request, Bids must conform to the essential requirements in the specifications or terms of reference. Essential requirements are those which are necessary to perform the intended operation.
10. Bidders must attend site meetings if such attendance is identified in the advertisement and Bid request as mandatory.

Note: The above list of irregularities **are** should not **to** be considered all inclusive. The Manager of Purchasing/Supply Chain Management, after consultation with the originator, may reject a Bid based on an irregularity not listed, but considered major. Bidders whose Bids are rejected due to a major irregularity will be notified by the Manager of Purchasing/Supply Chain Management or designate prior to any Bid award.

Minor Irregularity:

A deviation from the Bid request which affects form rather than substance, providing the effect on the price, quality, quantity or delivery is not material to the award. If the deviation is permitted or corrected the bidder would not gain an unfair advantage over competitors. The Manager of Purchasing/Supply Chain Management may permit the bidder to correct a minor irregularity. (Substantial compliance or strict compliance).

Minor Irregularity – Bidder may rectify:

Failure to meet any of the following requirements constitutes a minor irregularity. The Manager of Purchasing/Supply Chain Management will notify the bidder and ask that the deviation from the Bid request be rectified within a specified time (usually two working days from the time of notification). If the information is not provided within the specified time, the Manager of Purchasing/Supply Chain Management may reject the Bid.

1. Agreements to provide surety must be submitted with the Bid when the bid request indicated that such agreements are required.
2. The authorized signatures and corporate seals of both the bidder and the bonding company must be supplied on the Bid bond forms and agreements to bond.
3. All changes to information contained in the Bid document must be initialed by an authorized representative of the bidder.
4. Technical specifications documents must be completed and submitted with the bid when specified in the Bid request.

NOTE: The above list of irregularities **are** should not **to** be considered all inclusive. Minor irregularities not listed will be reviewed by the Manager of Purchasing/Supply Chain Management in consultation with the originator. The Manager of Purchasing/Supply Chain Management may then accept the Bid or request that the bidder rectify the deviation.

Mathematical Errors: Rectified by Staff

Errors in mathematical extensions and/or taxes will be corrected by the Manager of Purchasing/Supply Chain Management and the unit prices will govern.

References:

Agreement on Internal Trade (AIT)

Canadian Law of Competitive Processes and Contract Law

Ontario Association of School Business Officials (OASBO)

Ontario Management Board of Cabinet – Broader Public Sector Procurement Directive

Ontario Public Buyers Association (OPBA)

Ontario/Quebec Procurement Agreement

Purchasing Management Association of Canada (PMAC)

APPENDIX A

Niagara Catholic District School Board

~~PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY~~

~~PURCHASING CODE OF ETHICS~~

~~All Board employees involved in any aspect of purchasing or other supply chain related activities must comply with the following Supply Chain Code of Ethics. These are not a substitute for personal integrity and good judgement; they are intended to serve as a minimum standard of behaviour.~~

~~Personal Integrity and Professionalism~~

~~All individuals involved in purchasing or other supply chain related activities must act, and be seen to act, with integrity and professionalism.~~

~~Honesty, care and due diligence must be integral to all supply chain activities within and between broader public sector organizations, suppliers and other stakeholders.~~

~~Respect must be demonstrated for each other and for the environment.~~

~~Confidential information must be safeguarded.~~

~~Participants must not engage in any activity that may create, or appear to create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.~~

~~Accountability and Transparency~~

~~Supply chain activities must be open and accountable. In particular, tendering, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money.~~

~~All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.~~

~~Compliance and Continuous Improvement~~

~~All broader public sector supply chain participants must comply with this Code of Ethics and the laws of Canada and Ontario.~~

~~Participants should continuously work to improve supply chain policies and procedures, to improve supply chain knowledge and skill levels, and to share leading practices.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: APPROVAL OF POLICIES
TRUSTEE EXPENSES & REIMBURSEMENT POLICY (100.13)
(INTERIM)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Trustee Expenses & Reimbursement Policy (100.13) (Interim), as presented.

Prepared by: Larry Reich, Superintendent of Business and Financial Services

Presented by: Larry Reich, Superintendent of Business and Financial Services

Recommended by: John Crocco, Director of Education

Date: April 12, 2011

Niagara Catholic District School Board**TRUSTEE EXPENSES AND REIMBURSEMENTS (Interim)**

Adopted:
Revised:

Policy No. 100.12

STATEMENT OF POLICY

The Niagara Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence, transparency and accountability with respect to decisions and practices.

The Board is committed to ensuring that all expenses claimed by the Trustees are associated with the responsibilities of a Board member and that these expenses support the program objectives of the organization and that they maximize the benefits to the Board.

Eligible Expenses

It is the policy of the Niagara Catholic District School Board to reimburse Trustees and Student Trustees for out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Board member in accordance with the operating procedures outlined in this Policy, including:

- a) office equipment
- b) office supplies
- c) conference and workshops
- d) travel for Board sanctioned business
- e) other costs

Appropriate Approvals

Under the Trustee Expense Guideline issued by the Ministry of Education, the approval of Trustee expense will be approved as follows:

- a) Claims by Trustees for the reimbursement of expenses require the approval of the Chairperson of the Board and the Director of Education.
- b) Claims by Chairperson of the Board for the reimbursement of expenses require the approval of the Director of Education and the Superintendent of Business & Financial Services.

Where an expense claim is denied

When a Trustee's expense claim has not been approved, the Trustee will be informed of the reason in writing by the Chair of the Board and/or the Director of Education.

If the Trustee disagrees with the denial, the Trustee may bring the matter to the next regular meeting of the Committee of the Whole (In-Camera) with a recommendation. In making its decision, the Committee of the Whole will determine whether or not the denial is consistent with the terms of the Board Policy.

If a satisfactory resolution is not reached then the affected party may contest the decision during a public meeting of the Niagara Catholic District School Board of Trustees.

Claims for Travel to Meetings and Board Functions

Travel costs by private automobiles will be reimbursed for actual kilometers travelled on Board sanctioned business. If the Trustee travels to various locations during the day, travel shall be calculated from the last location to the next location.

Expenses related to travel, such as parking and personal meals, will be reimbursed based on actual expense receipts presented for reimbursement.

Automobile travel and related expenses shall be paid to Trustees at a rate per kilometre approved by the Board for all Board employees, using the Reimbursement of Travel Expenses Form.

Claims for Accommodation, Meals

When Trustees travel on Board sanctioned business, they may be reimbursed for costs incurred for accommodation and meals, using the Trustee Conference, Workshop and Overnight Meetings Form.

Accommodation costs shall be reimbursed for reasonable costs incurred and shall not include personal charges.

Meal costs shall be reimbursed for breakfast, lunch and dinner for reasonable amounts and shall not include charges for other people.

Alcohol costs shall not be reimbursed, even when served with meals.

Claims for Conferences, Workshops and Overnight Meetings

The Board encourages all Trustees to attend Conferences, Workshops and Meetings relating to educational issues and events. The Board shall establish a budget amount for each Trustee to attend Conferences, Workshops and Overnight Meetings.

Reimbursement of Trustee conference and travel expenses shall require the approval of the Chairperson of the Board and the Director of Education. All claims for reimbursement of Trustee conference and travel expenses claimed by the Chairperson of the Board shall require the approval of the Superintendent of Business and Financial Services and the Director of Education.

All claims for Trustee Conference expenses shall be submitted and processed using the Trustee Conference, Workshop and Overnight Meetings Form.

All Trustee Conference expenses shall be claimed during the appropriate budget year and shall not exceed the amount of the Trustee allocation for that budget year.

Unused funds in the individual Trustee allocation for the budget year shall not be re-allocated to other Trustees and shall not be carried forward to another budget year.

Trustee Conference expenses, which exceed the amount allocated to an individual Trustee, shall be repaid to the Board by the individual Trustee before the end of the following budget year, unless otherwise directed by the Board.

Claims for Other Expenses

Any other extraordinary or unusual expenses that a Trustee feels should be paid by the Board shall be referred to the Chairperson of the Board and the Director of Education with a written explanation and request for payment. The Chairperson of the Board and the Director of Education may approve or disapprove of payment.

Receipts and Timing of Claims for Reimbursement

All claims for the reimbursement of Trustee expenses must be accompanied by original receipts and the original bill/invoice providing the details of the expense.

All claims for the reimbursement of Trustee expenses shall generally be submitted on a monthly basis, using the appropriate forms and approvals, within the appropriate budget year.

Gifts and Donations

Gifts and donations, by any Trustee, to any groups or individuals will not be reimbursed, unless they are approved in advance by the Chairperson of the Board and the Director of Education.

Gifts and donations may be made on behalf of the Board of Trustees, if approved in advance by the Chairperson of the Board and the Director of Education.

Advertising and Communications

Trustees will not be reimbursed for expenses related to political advocacy.

The cost related to supporting a fundraiser or event for a specific political party is not eligible for reimbursement.

Office Equipment

It is the Policy of the Niagara Catholic District School Board to provide the Trustees with the following office equipment and services to be used from the beginning to the end of the term of office:

- a) home based computer
- b) home based printer
- c) allowance for internet service
- d) standard office computer software

All equipment will be provided in accordance with current Board standards and shall be maintained in good repair by the computer technicians of the Board.

At the end of the Trustee's term of office, the equipment is to be returned to the Board, unless the Trustee decides to purchase the equipment from the Board.

The purchase of the equipment shall be processed through the office of the Director of Education and shall be processed at the fair market value of the equipment at the end of the term of office of the Trustee.

Reporting of Trustee Expenses

All Trustee expenses for the previous school year will be posted annually on the Board website and reported publicly to the Board before December 31 of the current school year, under the following categories:

- a) office equipment
- b) office supplies
- c) conference and workshops
- d) travel for board business
- e) other

All expense reports for each Trustee will remain on the Board website for one year after the expiry of the term of office.

Information pertaining to individual Trustee expenses will be forwarded to the Ministry of Education, as required by the Ministry.

References:

The Education Statutes and Regulations of Ontario

The Income Tax Act

Report of the Auditor, December 2005

Ministry of Education Broader Public Sector Expenses Directive, April 1, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: POLICIES – BEING RECOMMENDED FOR DELETION
TRUSTEE CONFERENCE & TRAVEL EXPENSES POLICY
(100.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the deletion of the Trustee Conference & Travel Expenses Policy (100.2), pending approval of the Trustee Expenses and Reimbursement Policy.

Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Recommended by: John Crocco, Director of Education

Date: April 12, 2011

TRUSTEE CONFERENCE AND TRAVEL EXPENSES POLICY

Adopted: December 18, 1997

Policy No. 100.2

Revised: March 27, 2007

STATEMENT OF POLICY

The Niagara Catholic District School Board approves and encourages the attendance of its members at conferences (including conventions, seminars, symposiums and workshops) that relate to and support Trustees in discharging their mandated duties. The Board is particularly supportive of trustee involvement in activities designed to deepen their understanding of the Catholic faith.

The Board directs trustees to submit for reimbursement and/or for payment all legitimate expenses incurred while attending activities, including conferences, seminars, symposiums and workshops, using the appropriate forms and following the related administrative guidelines.

All claims for reimbursement of trustee conference and travel expenses claimed by trustees shall require the approval of the Director of Education. All claims for reimbursement of trustee conference and travel expenses claimed by the Chairperson of the Board shall require the approval of the Superintendent of Business and Financial Services.

The Director of Education will provide a report to the Board, on a fiscal year basis, outlining all expenses incurred by trustees pertaining to the policy on "Trustee Conference and Travel Expenses".

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

TRUSTEE CONFERENCE AND TRAVEL EXPENSES POLICY

Issued: January 27, 1998
Revised: March 27, 2007

Policy No. 100.2

ADMINISTRATIVE GUIDELINES

1. The overall budget for trustee conferences shall be determined by the Board during the annual budget approval process.
2. The total budget or the interim budget for conferences shall be allocated to individual trustees as per the following formula:
 - a. Trustees - Individual trustees shall be allocated, on a budget year basis, an equal share of the funds allocated to trustee conferences, seminars, etc.
 - b. Chairperson and Vice-Chairperson - The Chairperson of the Board shall be allocated an additional 50% of the basic trustee allocation. The Vice-Chairperson shall be allocated an additional 25% of the basic trustee allocation.
3. All forms and information related to trustee conferences and travel shall be obtained through the office of the Director of Education/Secretary-Treasurer.
4. All registrations relating to trustees conferences are to be arranged through the Office of the Director of Education/Secretary-Treasurer.
5. The Board will reimburse the trustees for legitimate expenses incurred in carrying out their responsibilities while traveling on Board business. Trustees should ensure that the expenses related to Conferences and Travel are reasonable and economical and that they are required in carrying out their responsibilities. Expenses incurred by a spouse will not be paid by the Board.
6. All claims for reimbursement of conference and travel expenses by the trustees should be submitted on a monthly basis, following the appropriate procedures and using the prescribed **expense form**. All claims shall be supported by original receipts.
7. Travel by automobile shall be reimbursed at the same rate per kilometre as employees.
8. All claims for reimbursement of trustee conference and travel expenses claimed by trustees shall require the approval of the Director of Education. All claims for reimbursement of trustee conference and travel expenses claimed by the Chairperson of the Board shall require the approval of the Superintendent of Business and Financial Services.
 - a. All expenses shall be claimed during the appropriate corresponding budget year and shall not exceed the amount of the trustee allocation. Unused funds in the individual trustee allocation for the budget year shall not be re-allocated to other trustees and shall not be carried forward from year to year. Individual trustee expenditures for the budget year, which surpass the allocated amounts for the budget year, shall be repaid to the Board by the respective trustee or chairperson, unless approved by Board Motion.
9. Trustees attending conferences shall submit individually or as a group a brief report as to the major aspects of the conference at the next regular meeting of the Board following the conference.
10. Conferences or meetings which are specifically authorized by a motion of the Board and/or which are required for the proper achievement of special tasks (i.e. negotiations, Ministry meetings), shall not be part of the basic trustee budget allocation and shall be budgeted separately in the budget process.
11. Trustees may request, from time to time, a print-out of the status of their Personal Conference Budget through the Director's office.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: POLICIES – BEING RECOMMENDED FOR DELETION
TRUSTEE TRAVEL EXPENSES POLICY (100.3)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the deletion of the Trustee Travel Expenses Policy (100.3), pending approval of the Trustee Expenses and Reimbursement Policy.

Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Recommended by: John Crocco, Director of Education

Date: April 12, 2011

Niagara Catholic District School Board

TRUSTEE TRAVEL EXPENSES

Adopted: January 27, 1998

Policy No. 100.3

Revised:

STATEMENT OF POLICY

The Niagara Catholic District School Board recognizes the need for trustees to attend meetings of the Board and of Committees, approved conferences, conventions, workshops, *and other meetings which are considered to be official Board business.*

It is, therefore, the Policy of the Board to reimburse trustees for approved expenses incurred while carrying out their duties and responsibilities as per approved rates and administrative guidelines.

TRUSTEE TRAVEL EXPENSES

Issued: January 27, 1998
Revised:

Policy No. 100.3

ADMINISTRATIVE GUIDELINES

The administrative guidelines governing Trustee Travel Expenses are as follows:

1. Travel expenses shall be paid to trustees as provided for by the Education Act and at a rate per kilometre set forth from time to time by Board policy (**Reimbursement of Travel Expenses Policy # 201.4** *Administrative Guidelines Rev. Sept 1, 2005*). Travel expenses shall be calculated on the basis of the kilometres from the trustee's place of residence to the meeting and return.
2. For attendance at approved conventions, conferences, workshops, *and other official meetings*, travel expenses will be at the Board approved rate per kilometre except where economy air fare is less, it shall apply. Where more than one trustee is travelling in the same automobile, only the owner of the vehicle will be eligible for travel expenses.
3. For reimbursement, the trustees shall use the **Trustee Travel Expenses Form**. Once completed (including appropriate receipts where applicable) the form shall be forwarded to the office of the Director of Education for processing.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

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: April 12, 2011



REPORT TO THE COMMITTEE OF THE WHOLE FOR THE MONTH OF APRIL 2011 POLICY DEVELOPMENT UPDATE

Background Information

The Policy Development Update for the month of April 2011 is submitted for the information of Trustees.

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

POLICIES BEING DEVELOPED/REVIEWED		DUE DATE			APPENDIX
		PC	CW	BD	
POLICIES BEING DEVELOPED					
1	Environmental Stewardship	Feb. 2011	Apr. 2011	Apr. 2011	B
2	Growing Success	Spring 2011	Spring 2011	Spring 2011	C
POLICIES BEING REVIEWED					
3	Assignment of Principals & Vice-Principals (202.1)	Spring 2011	Spring 2011	Spring 2011	D
4	Dress Code - Safe Schools (302.6.6)	Spring 2011	Spring 2011	Spring 2011	E
5	Educational Field Trips (400.2)	Spring 2011	Spring 2011	Spring 2011	F
6	Fundraising (301.4)	Spring 2011	Spring 2011	Spring 2011	G
7	Community Use of Schools (800.2)	Fall 2011	Fall 2011	Fall 2011	H
POLICIES/VETTED AND BEING VETTED					
1	Niagara Catholic Parent Involvement Committee (800.7)	Apr. 2011	May 2011	May 2011	
2	Records Management (600.2)	Apr. 2011	May 2011	May 2011	
3	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students (301.9)	Jun. 2011	Sept. 2011	Sept. 2011	
POLICIES BEING PRESENTED TO THE BOARD					
1	Education-Based Research (800.5) <i>(previously Research Projects)</i>	Mar. 2011	Apr. 2011	Apr. 2011	
2	Trustee Expenses & Reimbursement (100.13)	Mar. 2011	Apr. 2011	Apr. 2011	
3	Purchasing/Supply Chain Management (600.1) <i>(previously Purchasing of Goods & Services)</i>	Mar. 2011	Apr. 2011	Apr. 2011	

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: April 29, 2011

**THE ESTABLISHMENT AND CYCLICAL
REVIEW OF POLICIES 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 or the Director of Education.

The Director of Education may delegate the development or revision of Policy Statements and Administrative Guidelines to appropriate members of Senior Administrative Council and staff.

The establishment of new Policies and Administrative Guidelines as well as the cyclical review of existing Policies and Administrative Guidelines will adhere to the following process:

1. The draft Policy will be reviewed by Senior Administrative Council for input.
2. Once approved by the Director of Education, the draft Policy will then be forwarded to the Policy Committee for input and information.
3. The Policy Committee may recommend that the draft Policy be vetted to various stakeholder groups or that it be returned to staff for further study.
4. Once approved by the Policy Committee for vetting, the draft Policy will then be distributed to stakeholder groups as identified in the Policy Development Update Form.
5. Once the vetting process has been completed, the final draft Policy will then be presented to Senior Administrative Council for review.
6. Once approved by the Director of Education, the final draft Policy will then be submitted to the Policy Committee for recommendation to the Committee of the Whole.
7. Once reviewed by the Committee of the Whole, the final draft will then be forwarded to the Board for consideration at its next meeting.
8. The Director of Education will issue Administrative Guidelines if necessary in support of the policy, and will distribute the policy to the system.
9. Policies and Administrative Guidelines will be reviewed with the appropriate staff, who will in turn review with school staff to begin the implementation process.

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 Council
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' Council	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

Policy Revised: April 27, 2010

Guidelines Issued: October 27, 1998

Guidelines Revised: June 26, 2001, September 19, 2001, April 27, 2010



POLICY DEVELOPMENT UPDATE

NEW

For the Month of April 2011

STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE																				
Name of Policy	Environmental Stewardship Policy	<table border="1"> <tr> <td>Policy #</td> <td colspan="2">Initiated by</td> </tr> <tr> <td>N/A</td> <td>Board</td> <td></td> </tr> <tr> <td>Issued</td> <td>Director</td> <td></td> </tr> <tr> <td>N/A</td> <td>Sr. Admin. Council</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Revised</td> <td>Ministry of Education</td> <td></td> </tr> <tr> <td>N/A</td> <td></td> <td></td> </tr> </table>	Policy #	Initiated by		N/A	Board		Issued	Director		N/A	Sr. Admin. Council	<input checked="" type="checkbox"/>	Revised	Ministry of Education		N/A		
Policy #	Initiated by																			
N/A	Board																			
Issued	Director																			
N/A	Sr. Admin. Council	<input checked="" type="checkbox"/>																		
Revised	Ministry of Education																			
N/A																				
Intent of Policy	The Ministry of Education has suggested that Boards develop an Educational Environment Policy.																			
Resource	James Woods, Controller of Plant																			
Distribution of Vetting																				
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	PIC/Regional Cath. School Council	<input checked="" type="checkbox"/>															
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<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"/>															
Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>															
	<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>	Student Senate	<input checked="" type="checkbox"/>															
	<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>															
Stakeholders	Date of Notification to Committee of the Whole	Sept. 2010																		
Senior Administrative Council	Date of Draft Policy Reviewed	Winter 2010																		
Trustees	Date Draft Policy Sent to Trustees	Winter 2010																		
	Date Draft Policy Due From Trustees	Winter 2010 { 7 Days																		
Stakeholders	Date of Draft Policy Reviewed	Winter 2010																		
Policy Committee	Date of Draft Policy Reviewed	Feb. 2011																		
Committee of the Whole	Date of Draft Policy Reviewed	Apr. 2011																		
Board	Date of Policy Approved	Apr. 2011																		
COMMENTS																				
Recommendation from the Ministry of Education for Boards to develop standards for relationships between school buildings and a) users, b) site and c) greater environment with respect to design, construction, operation, maintenance and protection.																				
STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)																				
The Policy will be submitted to the Policy Committee pending the receipt of the regulations to the Student Achievement - School Board Governance Act.																				



POLICY DEVELOPMENT UPDATE

NEW

For the Month of April 2011

STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE																																												
Name of Policy	Growing Success Policy	<table border="1"> <tr> <td>Policy #</td> <td colspan="2">Initiated by</td> </tr> <tr> <td>N/A</td> <td>Board</td> <td></td> </tr> <tr> <td>Issued</td> <td>Director</td> <td></td> </tr> <tr> <td>N/A</td> <td>Sr. Admin. Council</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Revised</td> <td>Ministry of Education</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>N/A</td> <td></td> <td></td> </tr> </table>	Policy #	Initiated by		N/A	Board		Issued	Director		N/A	Sr. Admin. Council	<input checked="" type="checkbox"/>	Revised	Ministry of Education	<input checked="" type="checkbox"/>	N/A																										
Policy #	Initiated by																																											
N/A	Board																																											
Issued	Director																																											
N/A	Sr. Admin. Council	<input checked="" type="checkbox"/>																																										
Revised	Ministry of Education	<input checked="" type="checkbox"/>																																										
N/A																																												
Intent of Policy	To support the assessment, evaluation, and reporting on student achievement of all students in Niagara Catholic schools.																																											
Resource	Lee Ann Forsyth-Sells, Superintendent of Education																																											
Distribution of Vetting <table border="0" style="width: 100%;"> <tr> <td>Trustees</td> <td><input checked="" type="checkbox"/></td> <td>OECTA Occasional</td> <td><input checked="" type="checkbox"/></td> <td>PIC/Regional Cath. School Council</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Principals/V-Principals</td> <td><input checked="" type="checkbox"/></td> <td>Student Services</td> <td><input checked="" type="checkbox"/></td> <td>Pastors</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Director</td> <td><input checked="" type="checkbox"/></td> <td>CUPE</td> <td><input checked="" type="checkbox"/></td> <td>S.E.A.C.</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Superintendents</td> <td><input checked="" type="checkbox"/></td> <td>Managers/Supervisors</td> <td><input checked="" type="checkbox"/></td> <td>Bishop</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Curriculum Support Staff</td> <td><input checked="" type="checkbox"/></td> <td>Principals/V-Principals Council</td> <td><input checked="" type="checkbox"/></td> <td>Board Solicitor</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td>Non-Unionized Staff</td> <td><input checked="" type="checkbox"/></td> <td>Student Senate</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td>Catholic School Council Chairs</td> <td><input checked="" type="checkbox"/></td> <td>Others</td> <td><input checked="" type="checkbox"/></td> </tr> </table>			Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	PIC/Regional Cath. School Council	<input checked="" type="checkbox"/>	Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<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"/>	Curriculum Support Staff	<input checked="" type="checkbox"/>	Principals/V-Principals Council	<input checked="" type="checkbox"/>	Board Solicitor	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Non-Unionized Staff	<input checked="" type="checkbox"/>	Student Senate	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Catholic School Council Chairs	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	PIC/Regional Cath. School Council	<input checked="" type="checkbox"/>																																							
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Stakeholders	Date of Notification to Committee of the Whole	Sept. 14, 2010																																										
Senior Administrative Council	Date of Draft Policy Reviewed	Winter 2010																																										
Trustees	Date Draft Policy Sent to Trustees	Spring 2011																																										
	Date Draft Policy Due From Trustees	Spring 2011 { 7 Days																																										
Stakeholders	Date of Draft Policy Reviewed	Spring 2011																																										
Policy Committee	Date of Draft Policy Reviewed	Spring 2011																																										
Committee of the Whole	Date of Draft Policy Reviewed	Spring 2011																																										
Board	Date of Policy Approved	Spring 2011																																										
COMMENTS																																												
This Policy will address the issues of: a) the lower limit of the range of percentage marks below 50 percent for Grades 9 to 12 b) late and missed assignments and c) cheating and plagiarism.																																												
b)																																												



POLICY DEVELOPMENT UPDATE

For the Month of April 2011

STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE					
Name of Policy	Assignment of Principals and Vice-Principals (202.1)				
Resource	Frank Iannantuono, Superintendent of Education				
Distribution of Vetting					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	PIC/Regional Cath. School Council	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input type="checkbox"/>	Principals/V-Principals Council	<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"/>
STEP 2 – DRAFT POLICY REVIEW					
Stakeholders	Date of Notification to Committee of the Whole	May 2010			
Senior Administrative Council	Date of Draft Policy Reviewed	Winter 2010			
Trustees	Date Draft Policy Sent to Trustees	Spring 2011			
	Date Draft Policy Due From Trustees	Spring 2011 { 7 Days			
Stakeholders	Date of Draft Policy Reviewed	Spring 2011			
Policy Committee	Date of Draft Policy Reviewed	Spring 2011			
Committee of the Whole	Date of Draft Policy Reviewed	Spring 2011			
Board	Date of Policy Approved	Spring 2011			
COMMENTS					
<p>The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.</p>					
STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)					
<p> </p>					



POLICY DEVELOPMENT UPDATE

For the Month of April 2011

STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE					
Name of Policy	Dress Code - Safe Schools Policy (302.6.6)				
Resource	Frank Iannantuono, Superintendent of Education				
Distribution of Vetting					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	PIC/Regional Cath. School Council	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input type="checkbox"/>	Principals/V-Principals Council	<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"/>
STEP 2 – DRAFT POLICY REVIEW					
Stakeholders	Date of Notification to Committee of the Whole	Nov. 2010			
Senior Administrative Council	Date of Draft Policy Reviewed	Spring 2011			
Trustees	Date Draft Policy Sent to Trustees	Spring 2011			
	Date Draft Policy Due From Trustees	Spring 2011 { 7 Days			
Stakeholders	Date of Draft Policy Reviewed	Spring 2011			
Policy Committee	Date of Draft Policy Reviewed	Spring 2011			
Committee of the Whole	Date of Draft Policy Reviewed	Spring 2011			
Board	Date of Policy Approved	Spring 2011			
COMMENTS					
<p>The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.</p>					
STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)					
<p> </p>					



POLICY DEVELOPMENT UPDATE

For the Month of April 2011

STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE					
Name of Policy	Educational Field Trips Policy (400.2)				
Resource	Yolanda Baldasaro, Superintendent of Education				
Distribution of Vetting					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	PIC/Regional Cath. 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 Council	<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"/>
STEP 2 – DRAFT POLICY REVIEW					
Stakeholders	Date of Notification to Committee of the Whole	June 2010			
Senior Administrative Council	Date of Draft Policy Reviewed	Spring 2011			
Trustees	Date Draft Policy Sent to Trustees	Spring 2011			
	Date Draft Policy Due From Trustees	Spring 2011 { 7 Days			
Stakeholders	Date of Draft Policy Reviewed	Spring 2011			
Policy Committee	Date of Draft Policy Reviewed	Spring 2011			
Committee of the Whole	Date of Draft Policy Reviewed	Spring 2011			
Board	Date of Policy Approved	Spring 2011			
COMMENTS					
<p>The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.</p>					
STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)					
<p> </p>					



POLICY DEVELOPMENT UPDATE

For the Month of April 2011

STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE					
Name of Policy	Fundraising Policy (301.4)				
Resource	Larry Reich, Superintendent of Business & Financial Services				
Distribution of Vetting					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	PIC/Regional Cath. 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 Council	<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"/>
STEP 2 – DRAFT POLICY REVIEW					
Stakeholders	Date of Notification to Committee of the Whole	June 2010			
Senior Administrative Council	Date of Draft Policy Reviewed	Spring 2011			
Trustees	Date Draft Policy Sent to Trustees	Spring 2011			
	Date Draft Policy Due From Trustees	Spring 2011 { 7 Days			
Stakeholders	Date of Draft Policy Reviewed	Spring 2011			
Policy Committee	Date of Draft Policy Reviewed	Spring 2011			
Committee of the Whole	Date of Draft Policy Reviewed	Spring 2011			
Board	Date of Policy Approved	Spring 2011			
COMMENTS					
<p>The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.</p>					
STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)					
<p> </p>					



POLICY DEVELOPMENT UPDATE

For the Month of April 2011

STEP 1 – NOTIFICATION OF INTENT TO COMMITTEE OF THE WHOLE					
Name of Policy	Community Use of Schools Policy (800.2)				
Resource	James Woods, Controller of Plant				
Distribution of Vetting					
Trustees	<input checked="" type="checkbox"/>	OECTA Occasional	<input checked="" type="checkbox"/>	PIC/Regional Cath. School Council	<input checked="" type="checkbox"/>
Director	<input checked="" type="checkbox"/>	CUPE	<input type="checkbox"/>	S.E.A.C.	<input checked="" type="checkbox"/>
Superintendents	<input checked="" type="checkbox"/>	Managers/Supervisors	<input checked="" type="checkbox"/>	Bishop	<input checked="" type="checkbox"/>
Principals/V-Principals	<input checked="" type="checkbox"/>	Student Services	<input checked="" type="checkbox"/>	Pastors	<input checked="" type="checkbox"/>
Curriculum Support Staff	<input type="checkbox"/>	Principals/V-Principals Council	<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"/>
STEP 2 – DRAFT POLICY REVIEW					
Stakeholders	Date of Notification to Committee of the Whole	May 2010			
Senior Administrative Council	Date of Draft Policy Reviewed	Fall 2011			
Trustees	Date Draft Policy Sent to Trustees	Fall 2011			
	Date Draft Policy Due From Trustees	Fall 2011 { 7 Days			
Stakeholders	Date of Draft Policy Reviewed	Fall 2011			
Policy Committee	Date of Draft Policy Reviewed	Fall 2011			
Committee of the Whole	Date of Draft Policy Reviewed	Fall 2011			
Board	Date of Policy Approved	Fall 2011			
COMMENTS					
<p>The current policy is being reviewed as part of the cyclical Policy and Administrative Guidelines Review Process to ensure continued compliance with the Education Statutes and Regulations of Ontario and other relevant legislation, as well as to ensure that the Policy and Administrative Guidelines continues to meet the goals, best practices and needs of the system.</p>					
STATUS OF POLICY GUIDELINES (For Information - Issued by Director of Education)					
<p> </p>					

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

TOPIC: JUNIOR READING PILOT INITIATIVE 2010-2011

The report on the
Junior Reading Pilot Initiative 2010-2011
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: April 12, 2011



REPORT TO THE COMMITTEE OF THE WHOLE APRIL 12, 2011

JUNIOR READING PILOT INITIATIVE 2010-2011

BACKGROUND INFORMATION

The Junior Reading Pilot Initiative 2010 was designed to address specific reading difficulties within the schools throughout Niagara Catholic. The pilot project will take place in 10 Catholic elementary schools across the Niagara region. The schools were chosen from those who were not part of the Collaborative Inquiry Reading initiatives previously implemented in 20 of Niagara Catholic schools from 2008 to 2010.

The suggested target group for this initiative consisted of male students in Junior Division classes who met the criteria for a learning disability in reading (though not necessarily identified through the Identification Placement and Review Committee (IPRC) process). Data collected from the selected students showed that they were reading at least two grade levels below same age peers.

The program is based on a 30 minute daily 1:1 withdrawal session with the Educational Resource Teacher (ERT) from the selected schools. The program consists of three components and essentials of reading: increasing sight word and phonogram recall, bringing both sight words and phonograms to fluency, and the use of Neurological Imprint Method of Reading developed by Dr. R. G. Heckelman.

As part of the initiative, selected ERTs were provided professional development on the scope and expectations of the program which will span from February to May 2011. A follow-up summer program for parents who wish to continue aspects of the program to assist with consolidation of skills is also being considered.

Pre-assessment data was sent by each school and analyzed giving a baseline level of reading ability for each of the chosen students. Assessment data will also be collected at the mid-way point as well as the end of the initiative.

The Junior Reading Initiative aligns itself with Ministry guidelines and current best practices in Literacy programs throughout Niagara Catholic. It is also aimed at addressing one of the Literacy Smart Goals on our Board Improvement Plan. Its focus is to reduce the achievement gap between males and females by improving the achievement of male students based on EQAO scores.

If successful, it is hoped that the strategies and resources from this initiative will then be available to other schools in order to build capacity within the system.

Section 1: A Few Questions About You

We do not want you to put your name on this survey, but we do want to know something about the students who complete this survey. So, please answer the following questions:

- 1. What grade are you in?** Check one: 7 8 9 10 11 12
How old are you? _____ years old
- 2. Are you a boy or girl?** Check one: Male Female
- 3. What is your first language (the first one you learned to speak)?** _____
- 4. Where you born in Canada?** Yes No If no, how many years have you lived in Canada? _____
What is the country of your birth? _____

Section 2: Equity and Inclusive Education

- | 5. How do you feel about your school? | Always | Often | Sometimes | Never | Not Sure |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I enjoy being at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) My school is a friendly and welcoming place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) My school building is an inviting place to learn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I feel accepted by students in my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I feel accepted by adults in my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Extra help is available at my school when I need it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 6. Do you ever feel unwelcome or uncomfortable at your school because of any of the following?**
(Please check the items that apply to you.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith

- My family's level of income
 - A disability that I have
 - My sexual orientation
 - Other reason(s) _____
-

Do you participate in school activities, teams, or clubs? yes no

7. Are there school activities, teams, or clubs that you are part of or would like to take part in but do not feel that you are welcome or that you belong?

Yes **No** (If you answered no, skip to question 8).

If you do not feel that they are welcome or that you belong, do you think it is because of any of the following? (Please check the items that apply to you.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) _____

8. In your school, how often have you learned about the experiences and/or achievements of:

	Often	Sometimes	Never	Not Sure
a) women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Aboriginal peoples (First Nation, Métis, Inuit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) diverse ethno-cultural or racial groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) diverse religious/faith communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) different types of sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) people with different income levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. In your school, members of diverse communities appear in:	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a) pictures or posters in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) displays of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) materials used in class (e.g., <i>books, videos</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) discussions and presentations about topics studied in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) school publications (e.g., <i>yearbooks, newspapers</i>)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) special events and celebrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Do you feel that there are barriers that stand in the way of your learning at school?

Always Often Sometimes Never Not sure

If you answered always, often, or sometimes, do you think that these barriers exist because of any of the following?

(Please check the items that apply to you.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) _____

11. Do you feel that school rules have been applied to you in a fair way:

Always Often Sometimes Never Not sure

If the school rules have *not* been applied to you fairly, do you think it is because of any of the following? (Please check the items that apply.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks

- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) _____

12. Do you feel that you are treated by the adults in your school:

- the same way as everyone else?
- better than others?
- worse than others?

If you feel that you are treated better or worse than others, do you think it is because of any of the following? (Please check the items that apply to you.)

- My gender
- My ethno-cultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) _____

13. Equity and Inclusive Education Guideline

	Yes	No	Idon't know
a) Does your school have a procedure for reporting discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) If you answered yes, do you feel that the procedure effectively addresses students' concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Do you feel that your school responds quickly to reports of discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Have you ever requested a recognized religious accommodation (e.g., time away from school to observe an official religious holiday; permission to observe a recognized religious practice during school hours; permission to wear an item of clothing connected with a recognized religious belief)?

- Yes No

If you answered yes, was your request for a religious accommodation met? Yes No

If your request was not met, what reason were you given? _____

Section 3: Bullying/Harassment

Actions meant to hurt someone's feelings or devalue them are bullying/harassing behaviours. Bullying is a form of harassment. Throughout this section, we will be using "bullying/harassment" to refer to behaviours such as saying hurtful things to someone about their appearance or ability, posting disrespectful comments about someone online, hurting someone by physical actions, or treating someone badly or making a point of excluding them because of who they are. Such behaviours are often directed repeatedly against the same person or group, and they can happen on or off school grounds.

Bullying/harassment is not accidental. Although some students may feel pressured by their peers to bully or harass someone, they are still participating in behaviour that is meant to hurt or upset another person or group of people.

Different forms and types of bullying/harassment are described on the following pages. The information provided will help you answer the questions in this section.

Verbal	Physical
Name-calling/Put downs	Hitting
Insults	Kicking
Racist Comments	Spitting
Harassment	Pushing
Sexist Comments	Inappropriate Gestures
Teasing/Taunting	Tripping
Threatening /Extortion	Stealing

Social/Emotional	Technological
Relational Bullying	Cyberbullying
Manipulating Friendships	Internet Misuse
Gossip	Text messages
Exclusion	Digital Photos
Intimidation	Chatlines
Written Notes	Websites
Making false statements	Telephone (3 way calling)

Racial/ethno-cultural

- treating someone badly because of their culture, racial or ethnic background, or the colour of their skin
- saying negative things about someone's race, culture, ethnic background, or skin colour
- calling someone by a racially or ethnically disrespectful term
- telling racist jokes

Sexual

- touching, pinching, or grabbing part of someone in a sexual way
- spreading sexual rumours about someone
- making sexual comments or jokes about someone's body
- directing unwanted sexual attention or advances towards someone

Gender Role-based

- treating someone badly because of their gender identity
- making hurtful comments or making a joke about someone based on gender stereotypes, such as telling a girl she cannot play a sport because she is a girl or calling a boy a "sissy" because he has a hobby you think only girls should have

Homophobic

- calling someone homophobic expressions or something similar in a way meant to upset them
- making crude comments or spreading rumours about someone's actual or perceived sexual identity
- disrespecting someone who is attracted to members of the same sex or of both sexes
- disrespecting someone for their choice of activities, hobbies, or clothing
- making fun of someone whose parents are lesbian or gay

Religion-based

- treating someone badly because of their religion
- saying negative things about someone's religion
- making jokes about someone's religion

Disability-based

- treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think that person *may* have
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

Income-based

- treating someone badly because of the type of housing or the neighbourhood they live in
- spreading rumours about someone based on stereotypes about being "poor"
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

How safe do you feel at school? "Feeling safe" means feeling comfortable, relaxed, and not worried that someone could harm you physically or emotionally.

Check one answer for each of the following questions.

	Always	Often	Sometimes	Never	Not Sure
15. Do you feel safe at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Do you feel safe on your way to and from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Do you feel safe in your neighbourhood or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When you answer questions 18 to 25, think about THE PAST FOUR WEEKS (Check one answer for each question.)

	Not once in 4 weeks	Once or twice in 4 weeks	Every Week	Many times a week	Don't know
*18. During the past four weeks, have you been bullied/harassed by other students in any of the following ways ...					
a) Physically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*19. During the past four weeks, have you experienced any of the following types of bullying/harassment at your school ...					
a) Racial/ethno-cultural ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not once in 4 weeks	Once or twice in 4 weeks	Every Week	Many times a week	Don't know
--	---------------------------	--------------------------------	---------------	----------------------	------------

***20. During the past four weeks, how often have you seen or heard about another student being bullied/harassed in any of the following ways ...**

- | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Physically? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Verbally? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Socially? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Electronically? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

***21. During the past four weeks, how often have you seen or heard about another student being the victim of bullying/harassment of any of the following types ...**

- | | | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Racial/ethno-cultural ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Sexual? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Gender-based? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Homophobic? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Religion-based? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Disability-based? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Income-based? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

***22. During the past four weeks, have you, on your own or as part of a group, bullied/harassed other students in any of the following ways ...**

- | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Physically? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Verbally? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Socially? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Electronically? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The next questions ask about where, when, and how often bullying/harassment occurs in and near your school and about how people respond to this kind of behaviour. (Check one answer for each item.)

28. If bullying/harassment occurs, where and how often does it occur?	Never	Sometimes	Often	Always	Not Sure
a) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) School entrances and exit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Computer rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Change rooms or locker rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Washrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) School buses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) On the way to and from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Lunchroom or eating area/cafe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Parking lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Areas off school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) On school field trips or during school extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Electronically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) school dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: (please explain) _____					

29. If you are at risk of being bullied/harassed, when and how often?

	Never	Sometimes	Often	Always	Not Sure
a) Before school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) During classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Between classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) During break periods (spares, lunch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) After school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) On the weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) On field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) During extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Think of the last time you saw or heard about another student being bullied/harassed. What did you do? (Check any that are true for you.)

- I have not seen or heard another student being bullied/harassed. (Go to question 32.)
- I did not do anything about it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal or vice-principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- At the time, I helped the person who was being bullied/harassed.
- Later on, I helped the person who had been bullied/harassed.
- I stood and watched.
- I made a joke about it.
- I joined in the bullying/harassment.
- I got someone to help stop it.
- I stood up to the person who was doing it.
- I got back at the person who was doing it.
- school dances
- Other (please explain): _____

31. If you did not do anything the last time you saw someone being bullied/harassed, what was the reason? (Check any that are true for you.)

- I didn't want to get involved.
- I was afraid.
- I didn't know what to do or who to talk to.
- I thought if I told someone, they wouldn't do anything about it.
- I don't like to tell on other people.

- I didn't think the bullying/harassment was so bad.
- It wasn't my business or my problem.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference if I got involved.
- I thought I might be bullied/harassed myself if I did something to help.
- Other (please explain): _____

32. Think of the last time you were bullied/harassed. What did you do? (Check any that are true for you.)

- I have not been bullied/harassed. (Go to question 34.)
- I ignored it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal or vice-principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- I called a helpline.
- I called the police or Children's Aid.
- I fought back.
- I got someone to help stop it.
- I made a joke of it.
- I stood up to the person who was doing it.
- I got back at the person who was doing it.
- Called a help line
- Other (please explain): _____

33. If you did not do anything the last time you were bullied/harassed, what was the reason? (Check any that are true for you.)

- I was afraid.
- I didn't know what to do or who to talk to.
- I thought if I told someone, they wouldn't do anything about it.
- I don't like to tell on other people.
- I didn't think the bullying/harassment was so bad.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference.
- I thought I would get bullied/harassed more or that the bullying/harassment might get worse.
- Other (please explain): _____

34. How often do you think adults at your school (e.g., teachers, principal/vice-principal[s], support staff) ... (Check one answer for each item.)

	Always	Often	Sometimes	Never	Not Sure
a) notice bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) try to stop bullying/ harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ignore bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) talk openly about bullying/harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) make excuses for those who bully/harass?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) support or defend those who are bullied/harassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) discipline those who bully/harass?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) discipline those who are bullied/harassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) listen to both sides of the story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. How often do you think rules related to conduct and behaviour are enforced in your school?

	Always	Often	Sometimes	Never	Not Sure
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Do you think the rules related to conduct and behaviour are enforced fairly?

	Always	Often	Sometimes	Never	Not Sure
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. If a student talks to an adult at school about bullying/harassment, how often do you think something is done about it?

	Always	Often	Sometimes	Never	Not Sure
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. How often do you report or tell someone about bullying/harassment? (If you answered **never**, go to question 40.)

	Always	Often	Sometimes	Never	Not Sure
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. If you have reported or told someone about bullying/harassment, who did you tell?

- Teacher

- Vice-Principal
- Principal
- Parent or guardian
- Counsellor
- Child and Youth Worker
- Chaplaincy Leader
- Coach or Moderator
- Success Teacher
- Friend
- Kids Helpline
- Other (please specify): _____

40. Are you aware of how to report bullying /harassment at school? Yes No

41. How satisfied are you with the steps your school has taken to prevent bullying /harassment among students?

Very satisfied	Satisfied	Unsatisfied	Very unsatisfied	Not Sure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. What are things that you think your school could do to help you feel more welcome and to help prevent bullying /harassment? (Check any that you agree with.)

- Provide students with information about bullying/harassment
- Provide students with information about how to report bullying/harassment
- Hold information meetings for parents and guardians
- Provide training to teachers and school support staff on how to prevent and address bullying/harassment
- Have group or class discussions
- Invite a guest speaker
- Show films on the topic
- Have staff and students read books on the topic
- Run programs
- Do a school or class project
- Hold an assembly
- Involve students in preventing bullying/harassment
- Develop skits on bullying/harassment topics
- Other (please explain): _____

Is there anything else that you want to tell us about safety at your school?



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

**If you are having difficulty with other students at school,
please know that we are here to help.**

**You can talk to any adult that you trust – your principal,
your parent(s) or guardian(s), a counsellor, or a teacher.
We want to help.**

**THANK YOU
FOR COMPLETING
THIS SURVEY.**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: ADDITION AND ALTERATIONS TO ST. ANTHONY CATHOLIC
ELEMENTARY SCHOOL
AWARD OF CONSTRUCTION CONTRACT**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the award of a construction contract to Charter Building Company for the addition and alterations to St. Anthony Catholic Elementary School.

Prepared by: James Woods, Controller of Plant

Presented by: James Woods, Controller of Plant

Recommended by: John Crocco, Director of Education

Date: April 12, 2011



**REPORT TO THE COMMITTEE OF THE WHOLE
APRIL 12, 2011**

**ADDITION AND ALTERATIONS TO
ST. ANTHONY CATHOLIC ELEMENTARY SCHOOL
AWARD OF CONSTRUCTION CONTRACT**

BACKGROUND INFORMATION

Tenders were opened on Friday March 4th, 2011 for the addition and alterations to St. Anthony Catholic Elementary School, as per the drawings and specifications prepared by Garwood-Jones & Hanham Architects. The results of the tender were as follows:

Contractor	Bid Price
1. Charter Building Company	1,444,117
2. Merit Contractors Niagara Ltd	1,456,000
3. Brouwer Construction (1981) Ltd.	1,488,000
4. TR Hinan Contractors Inc	1,510,000
5. Bromac Construction Ltd	1,512,500
6. TRP Construction	1,568,000
7. Stolk Construction Ltd	1,638,000

TOTAL PROJECT COST

Given the bid Contract Price of \$1,444,117 by Charter Building Company, the total project cost would be calculated as follows:

Construction Contract	1,444,117
Consultant Fees & Disbursements	146,700
Permits	6,000
Furniture & Equipment	15,000
Other Project Costs	80,000
Portable Removal and Relocation	0
HST, after rebate	36,543
	<u>\$1,728,360</u>

PROJECT SCOPE

The project includes the addition of three new kindergarten classrooms and paved playground, as well as a required upgrade to the building electrical supply

FUNDING

Funding for the project is from the following sources:

Primary Class Size Funding	1,077,869
Full Day Early Learning Capital Funding	434,585
Facilities Renewal Grant	215,906
	<u>\$1,728,360</u>

MINISTRY OF EDUCATION APPROVAL

The Ministry granted approval to proceed with this Capital Project on June 22, 2010.

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the award of a construction contract to Charter Building Company for the addition and alterations to St. Anthony Catholic Elementary School.

Prepared by: James Woods, Controller of Plant
Presented by: James Woods, Controller of Plant
Recommended by: John Crocco, Director of Education
Date: April 12, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: ADDITION AND ALTERATIONS TO BLESSED TRINITY
CATHOLIC SECONDARY SCHOOL
AWARD OF CONSTRUCTION CONTRACT**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the award of a construction contract to Brouwer Construction (1981) Ltd., for the addition and alterations to Blessed Trinity Catholic Secondary School.

Prepared by: James Woods, Controller of Plant
Presented by: James Woods, Controller of Plant
Recommended by: John Crocco, Director of Education
Date: April 12, 2011



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
APRIL 12TH, 2011**

**ADDITION AND ALTERATIONS TO BLESSED TRINITY
CATHOLIC SECONDARY SCHOOL, PHASE TWO
AWARD OF CONSTRUCTION CONTRACT**

BACKGROUND INFORMATION

Tenders were opened on Wednesday April 6, 2011 for the addition and alterations to Blessed Trinity Secondary School, Phase Two, as per the drawings and specifications prepared by Raimondo + Associates Architects Inc. The results of the tender were as follows:

Contractor	Bid Price
1. Brouwer Construction (1981) Ltd.	\$6,835,373
2. Kenmore Management	\$7,043,208
3. Merit Contractors Niagara Ltd.	\$7,133,833
4. TRP Construction	\$7,203,199
5. Charter Building Company	\$7,220,892
6. T.R. Hinan Contractors Inc.	\$7,256,936

TOTAL PROJECT COST

The Architects have analyzed the bids and have recommended the award of a construction contract to Brouwer Construction (1981) Ltd. Given the indicated Contract Price of \$6,835,373, the total project cost would be calculated as follows

Phase One Construction Cost	\$ 1,435,925
Construction Contract, Phase Two	\$ 6,835,373
Office Renovation	\$ 127,000
Guidance Renovation	\$ 136,000
New Chapel Addition	\$ 297,000
Consultant Fees & Disbursements	\$ 1,060,442
Furniture & Equipment	\$ 156,816
Other Project Costs	\$ 1,281,359
	\$ 11,329,915

PROJECT SCOPE

The Phase Two project incorporates a new addition and alterations to the existing building including 17 standard classrooms, a special education classroom, 2 science classrooms, a GIS computer lab, a music classroom, a culinary classroom, a single gymnasium, a weight room, a staff lounge, washrooms, and an expanded cafeteria. As well, alterations will be made to the office and guidance area and the chapel will be expanded.

FUNDING AND BOARD APPROVAL

Funding for the project would be from the following sources:

Energy Efficient Schools Funding	11,000,000
Board Reserves	<u>329,915</u>
	\$ 11,329,915

The Board approved the transfer of \$329,915 from the Reserve for Working Funds and the project budget of \$11,329,915 on January 26, 2010

MINISTRY OF EDUCATION APPROVAL

The Ministry granted approval to proceed with this Capital Project on August 4, 2010, provided the cost does not exceed \$11,329,915.

A slide presentation of the new addition will be presented as part of this report.

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the award of a construction contract to Brouwer Construction (1981) Ltd., for the addition and alterations to Blessed Trinity Catholic Secondary School.

Prepared by: James Woods, Controller of Plant
Presented by: James Woods, Controller of Plant
Recommended by: John Crocco, Director of Education
Date: Tuesday April 12th, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**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/Human Resources
Khayyam Syne, Administrator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Khayyam Syne, Administrator of Staff Development

Approved by: John Crocco, Director of Education

Date: April 12, 2011



REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 12TH, 2011

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

In alignment with the Board's System Priorities and Vision 2020, the Department of Staff Development, as an integral aspect of its mandate, acts as the point of co-ordination among various departments. Thus ensuring that all professional development opportunities for staff, both teaching and non-teaching, occur in a seamless fashion 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 April 13, 2011, through May 10, 2011.

Wednesday, April 13, 2011

Elementary Gr. 8 and Educational Resource Teachers (ERT) and Secondary Guidance and Success Teachers – Transitions Forms

- The final in a series of workshops where selected teachers from Elementary and Secondary schools will receive training on the transfer of information that accompanies all Gr. 8 students in their transitioning from Gr. 8 to Gr.9 in September.

Secondary Academic and Applied Level Geography Teachers – Teacher Learning Critical Pathway (TLCP)

- The third of a series of four (4) half-day workshops designed to provide this group of teachers with the understanding that the TLCP concept is based on the understanding that classroom instructional practice can be organized in a practical, precise and highly personalized manner to ensure achievement for *all* students.

Elementary School Secretaries – Ministry of Education Requirements

- An all-day workshop designed to notify this group of secretaries from the Welland, Wainfleet, Pelham and Port Colborne schools the most recent changes in Ministry of Education expectations and regulations regarding the exchange between the latter and Niagara Catholic Elementary Schools.

Thursday, April 14, 2011

Elementary and Secondary Teachers- New Teacher Induction Program (NTIP)

- A full-day workshop for all teachers, Proteges and mentors who are involved in this year's NTIP program, that will deal with the salient points of catering to the needs of Special Needs students viz., legislation, Individual Education Program (IEP) Data Engine, Behaviour Modification and Autism Spectrum Disorder (ASD).

Friday, April 15, 2011

Secondary Academic and Applied Level Geography Teachers – Teacher Learning Critical Pathway (TLCP)

- The final of a series of four (4) half-day workshops designed to provide this group of teachers with the understanding that the TLCP concept is based on the understanding that classroom instructional practice can be organized in a practical, precise and highly personalized manner to ensure achievement for *all* students.

Secondary Academic and Applied Level History and Law Teachers – Teacher Learning Critical Pathway (TLCP)

- The third of a series of four (4) half-day workshops designed to provide this group of teachers with the understanding that the TLCP concept is based on the understanding that classroom instructional practice can be organized in a practical, precise and highly personalized manner to ensure achievement for *all* students.

Secondary School Secretaries with Finance Responsibilities – Ministry of Education Requirements

- An all-day workshop designed to notify this group of secretaries the most up-to-date accounting procedures and regulations regarding the exchange of information between the Niagara Catholic District School Board and its Secondary Schools.

Monday, April 18, 2011

Secondary Teachers of French and International Languages – Curriculum Update

- A full-day workshop designed to allow participants to explore the *Common European Framework of Reference of Languages* (CEFR) in relation to the new draft Ontario French as a Second Language curriculum which is due to be released in the near future.

Tuesday, April 19, 2011

Secondary Teachers of Mathematics (Gr. 10) – Graphing Calculators

- A full-day workshop designed to provide this group of teachers a professional learning and capacity building opportunity with Texas Instruments staff on the application of the calculators to the current curriculum and their value as a teaching resource.

Elementary School Secretaries – Ministry of Education Requirements

- An all-day workshop designed to notify this group of secretaries from the Niagara Falls and North St. Catharines schools the most recent changes in Ministry of Education expectations and regulations regarding the exchange between the latter and Niagara Catholic Elementary Schools.

Thursday, April 21, 2011

Secondary Teachers of Locally Developed Courses- Best practices

- Workshop designed to present this group of teachers the latest in Ministry of Education curriculum expectations and to share best practices in an effort to improve instruction to students destined for the world of work after graduation.

Tuesday, April 26, 2011

Educational Resource Teacher (ERT) – Computer Software

The final of four workshops designed to provide this group of teachers a glimpse of the computer software programs that are available to assist Special Needs students with their classroom learning

Secondary Gr. 10 Civics Teachers - Teacher Learning Critical Pathway (TLCP)

- The second of a series of four (4) half-day workshops designed to provide this group of teachers with the understanding that the TLCP concept is based on the understanding that classroom instructional practice can be organized in a practical, precise and highly personalized manner to ensure achievement for *all* students.

Wednesday, April 27, 2011

Elementary and Secondary Principals and Vice-Principals- Hard Conversations

- A full-day workshop designed to assist school administrators in coming to grips with the Ministry of Education's fifth "Core leadership Capacity" viz., "Having Hard (Courageous) Conversations." This is a desired skill that has been identified as being crucial to effective school and system leadership.

Secondary School Guidance Secretaries and Student Services Teachers- Ministry of Education Expectations

- The first of two full-day workshops designed to assist this group of individuals the most up-to-date information and expectations regarding the Ontario Student Record (OSR) and graduation procedures for students either graduating from high school this year or returning in the fall.

Friday, April 29, 2011

Gr. 7 and 8 Blended Learning Pilot Teachers

- A third half-day workshop designed to train and provide ample hands-on opportunities to explore the Ontario Education Resource Bank (OERB) and the Ministry of Education's E-Learning, Learning Management System (LMS) as they engage in a pilot program intended to implement curriculum to students using a face-to-face and an on-line approach.

Secondary School Guidance Secretaries and Student Services Teachers- Ministry of Education Expectations

- The second of two full-day workshops designed to assist this group of individuals the most up-to-date information and expectations regarding the Ontario Student Record (OSR) and graduation procedures for students either graduating from high school this year or returning in the fall.

Tuesday, May 10, 2011

Secondary Academic and Applied Level History Teachers – Teacher Learning Critical Pathway (TLCP)

- The final of a series of four (4) half-day workshops designed to provide this group of teachers with the understanding that the TLCP concept is based on the understanding that classroom instructional practice can be organized in a practical, precise and highly personalized manner to ensure achievement for *all* students.

Wednesday, August 24 – Friday, August 26, 2011

Niagara Catholic Annual Administrative, Professional Development and Faith Formation Conference 2011

- We are in the final stages of organizing the Niagara Catholic Annual Administrative, Professional Development and Faith Formation Conference 2011 taking place in Collingwood. For three days in August 2011, all one hundred and eleven school-based and system administrators will participate in administrative meetings, training, professional development and faith formation prior to the commencement of the 2011-2012 school year. The program for the three day conference is provided.

<u>Wednesday, August 24, 2011</u>	<u>Thursday, August 25, 2011</u>	<u>Friday, August 26, 2011</u>
9:00 - Bus Departure	7:30 - Breakfast	7:30 - Breakfast
12:00 - Arrival and Lunch	8:30 – Keynote & Change Session 1	8:30 - Faith Formation
1:00 - Director’s Meeting	12:00 - Lunch	Fr. J. Vickers, csc
3:30 - Break (Check-in)	1:00 - Team Building Session 2	10:00 - Mass at St. Mary’s
4:00 - Family of Schools Meetings	4:00 - Team Building Session 3	Roman Catholic Church
6:00 - Dinner	6:00 - Dinner	11:30 - Departure
7:00 - Student Achievement Session	7:00 - Change for the Future Session 4	2:30 - Return to Niagara

The Staff Development Report will be accompanied by a brief presentation on one of the Board’s successful Ministry of Education Teacher Learning and Leadership Program (TLLP) submissions entitled, “Connecting Literacy and Visual Arts: Reading, Writing and Rembrandt.”

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: April 12th, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: CATHOLIC LEADERSHIP: SUPERINTENDENT OF
EDUCATION SELECTION 2011**

The report on the
Catholic Leadership: Superintendent of Education Selection 2011
is presented for information.

Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Date: April 12, 2011



REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 12th, 2011

CATHOLIC LEADERSHIP: SUPERINTENDENT OF EDUCATION SELECTION 2011

BACKGROUND INFORMATION

In accordance with the Niagara Catholic District School Board Catholic Leadership Program, Catholic Supervisory Officers are key figures within the leadership team of the Niagara Catholic District School Board and are persons of faith, vision, commitment and leadership. As a member of Senior Staff, Catholic Supervisory Officers are principally responsible for the implementation of Government of Ontario Legislation; the Education Statutes and Regulations of Ontario; Ministry of Education Guidelines; Niagara Catholic District School Board Policies; and the Board's Mission Statement, Vision and Values as articulated within the Niagara Catholic Vision 2020 Strategic Plan.

Niagara Catholic Supervisory Officers are dynamic system leaders who demonstrate a strong commitment to Catholic education through involvement, support and leadership in schools, the system and within the Catholic community. Personal faith commitment is a fundamental criterion for leadership in Catholic education as a Supervisory Officer and will be evident through visible involvement within the community and/or parish.

Reporting to the Director of Education, Niagara Catholic Supervisory Officers will possess exceptional interpersonal and authentic Catholic leadership skills, extensive experience and knowledge in Catholic education and demonstrate superior organizational and communication skills.

As a member of Senior Administrative Council, Niagara Catholic Supervisory Officers provide active Catholic faith-filled leadership from Early Years through to Graduation within system and/or a Family of Schools portfolio. Within the collaborative leadership team of Niagara Catholic, Supervisory Officers assist the Director of Education in setting and implementing annual system priorities and operational directions for the Board, including program and services, system supervision, support and direction to assigned staff at the system or school level.

Throughout the stages of the selection process, evidence of strength in the following areas will be sought as stated within the Leadership Framework for Catholic Supervisory Officers:

- Catholic Faith, Community and Culture
- Setting Directions
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

Superintendent of Education Selection Process 2011

Qualifications Required

Excluding those currently in the Niagara Catholic Supervisory Officer Pool, the following are the qualifications required at the time of application to the Niagara Catholic Supervisory Officer Selection 2011:

- Completion of the Ontario Supervisory Officer's Qualifications or currently enrolled in the Ontario Supervisory Officer Qualification Program (Superintendent of Education)
- Ontario College of Teachers Certification of Registration and Certificate of Qualifications
- Participating member of a Catholic Parish as attested through a current Pastoral Letter of Reference
- Minimum five (5) years leadership experience as a Catholic elementary or secondary Principal
- Specialist in Religious Education and/or Special Education preferred
- Demonstrated experience in faith-based leadership in schools and parish
- Demonstrated experience as an authentic, open, transparent and accountable leader
- Demonstrated experience implementing Government of Ontario Legislation; the Education Statutes and Regulations of Ontario; Ministry of Education Guidelines; Catholic District School Board Policies; and a Board's Mission Statement, Vision and Values
- Demonstrated ability to work effectively within a collaborative leadership team
- Demonstrated ability to lead staff, collaborate with parents and community members
- Demonstrated financial accountability skills
- Demonstrated exceptional interpersonal and communication skills

Niagara Catholic District School Board Superintendent of Education Application Process

Interested applicants will be required to provide;

1. A complete Curriculum Vitae providing evidence of the qualifications required
2. A one-page statement of philosophy of Catholic Education which outlines past experiences and examples of personal commitment to Catholicism
3. A current written professional reference from the applicant's immediate supervisor*
4. A current written Pastoral Letter of Reference*
5. A current written professional reference from an applicant's colleague*
6. The names addresses and telephone numbers of two (2) additional references from the applicant's current or previous work environment*
7. A current copy of the candidate's Ontario Certificate of Qualification (OCT).
8. A copy of the most recent Performance Appraisal in your current position.
9. A copy of a recent Criminal Background Check (Vulnerable Sector Screening)
10. A valid driver's license, access to a vehicle and be able to travel as required to discharge one's duty as a Superintendent of Education.

* Include written permission to contact references.

Timelines

The following timelines for the selection of the Niagara Catholic Superintendent of Education Pool candidate(s) and Superintendent of Education(s) as required for 2011-2012 is as follows;

Date	Event
April 12 th , 2011	Information report to the Committee of the Whole on the process and profile of Niagara Catholic Superintendent of Education.
April 13 th , 2011	Corporate Services and Communications will advertise the Superintendent of Education Posting (Appendix A) through a Communications Notice to all staff; posting on the Board website; notification to the Ontario Catholic Supervisory Officer Association (OCSOA); advertising in newspapers and Jobs in Education.
May 2 nd , 2011	<ul style="list-style-type: none">• Completed applications are due by 12:00 p.m.• The Director of Education, in consultation with Senior Administrative Council, will review all applications to determine which applicants shall be invited to proceed to the first interview.
May 3 rd to 6 th , 2011	<ul style="list-style-type: none">• Reference interviews with applicant's immediate supervisor.• First interview by the Director of Education and Senior Administrative Council, with the Chair and Vice Chair of the Board observing.
May 9 th to 10 th , 2011	<ul style="list-style-type: none">• Final interview of selected candidates by the Director of Education and Senior Administrative Council, with the Chair and Vice Chair of the Board observing.
May 24 th , 2011	<ul style="list-style-type: none">• Information Report to May Board Meeting on the placement of successful candidate(s) in the Superintendent of Education Pool by the Director of Education.• Information Report to May Board Meeting on Superintendent of Education appointment(s) by the Director of Education, subject to the approval by the Minister of Education.

The Board of Trustees is invited to provide the Director of Education with input on the qualifications and profile of a Niagara Catholic Superintendent of Education as provided within this information report.

Appendix A: Niagara Catholic Superintendent of Education Posting

The Report on Catholic Leadership: Superintendent of Education Selection 2011
is presented for information.

Prepared by: John Crocco, Director of Education

Presented by: John Crocco, Director of Education

Date: April 12th, 2011



SUPERINTENDENT OF EDUCATION

Niagara Catholic District School Board is a progressive and dynamic Board that offers exemplary Catholic education to 24,000 elementary, secondary and adult students throughout the Niagara Region.

Niagara Catholic Superintendents are system leaders, who demonstrate a strong commitment to Catholic education through involvement, support and leadership in schools, the system and within the Catholic community. Personal faith commitment is a fundamental criterion for leadership in Catholic education as a Supervisory Officer and will be evident through visible involvement within the community and/or parish.

As a member of Senior Administrative Council, Niagara Catholic Supervisory Officers provide active Catholic faith-filled leadership from Early Years through to Graduation within a system and/or a Family of Schools portfolio. Within the collaborative leadership team of Niagara Catholic, Supervisory Officers assist the Director of Education in setting and implementing annual system priorities and operational directions for the Board, including programs and services, system supervision, support and direction to assigned staff at the system or school level.

Minimum Qualifications Required:

- Completion of the Ontario Supervisory Officer's Qualifications or currently enrolled in the Ontario Supervisory Officer Qualification Program (Superintendent of Education)
- Ontario College of Teachers Certification of Registration and Certificate of Qualifications
- Participating member of a Catholic Parish as attested through a current Pastoral Letter of Reference
- Minimum five (5) years leadership experience as a Catholic elementary or secondary Principal
- Specialist in Religious Education and/or Special Education preferred
- Demonstrated experience in faith-based leadership in schools and parish
- Demonstrated experience as an authentic, open, transparent and accountable leader
- Demonstrated experience implementing Government of Ontario Legislation; the Education Statutes and Regulations of Ontario; Ministry of Education Guidelines; Catholic District School Board Policies; and a Board's Mission Statement, Vision and Values
- Demonstrated ability to work effectively within a collaborative leadership team
- Demonstrated ability to lead staff, collaborate with parents and community members
- Demonstrated financial accountability skills
- Demonstrated exceptional interpersonal and communication skills

Interested applicants will be required to provide:

1. A complete Curriculum Vitae providing evidence of the qualifications required
2. A one-page statement of philosophy of Catholic Education which outlines past experiences and examples of personal commitment to Catholicism
3. A current written professional reference from the applicant's immediate supervisor*
4. A current written Pastoral Letter of Reference*
5. A current written professional reference from an applicant's colleague*
6. The names addresses and telephone numbers of two (2) additional references from the applicant's current or previous work environment*
7. A current copy of the candidate's Ontario Certificate of Qualification (OCT).
8. A copy of the most recent Performance Appraisal in your current position.
9. A copy of a recent Criminal Background Check (Vulnerable Sector Screening)
10. A valid driver's license, access to a vehicle and be able to travel as required to discharge one's duty as a Superintendent of Education.

* Include written permission to contact references.

Applications (**marked Personal and Confidential**) will be received until **12:00 p.m. on May 2, 2011** by:

John Crocco, Director of Education
Niagara Catholic District School Board
427 Rice Road, Welland, ON. L3C 7C1

Personal information about applicants is collected under the authority of Section 171 (10 (3) of the Education Act RSO 1990 and will be used to assess the suitability of applicants for employment with Niagara Catholic District School Board and to establish payroll and benefit files for the successful applicant. The successful candidate will be required to provide a satisfactory Criminal Records Check as a condition of employment.

Kathy Burtnik
Chair of the Board

John Crocco
Director of Education

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND
EXCHANGE APPROVAL COMMITTEE**

The report on the Extended Overnight Field Trip,
Excursion and Exchange Approval Committee
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: April 12, 2011



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
APRIL 12TH, 2011**

**EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND EXCHANGE
APPROVAL COMMITTEE – 2010-2011**

BACKGROUND INFORMATION

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee continues to review proposals for 2010-2011 extended overnight field trips, excursions and exchanges as submitted to date. The composition of the approval Committee is as follows:

- | | | |
|------------------------------|---|-------------------|
| 1 Supervisory Officer | - | Yolanda Baldasaro |
| 1 Secondary School Principal | - | Mario Ciccarelli |
| 1 Secondary School Principal | - | Jeff Smith |
| 1 Education Services Member | - | Mike Sheahan |

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

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

An Excursion is defined as follows:

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

Attached to this information report is an Executive Summary of a 2010-2011 Extended Overnight Field Trip as submitted on Tuesday, April 12th, 2011.

The report on the Extended Overnight Field Trip, Excursion and Exchange Approval Committee for April 2011 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:	April 12 th , 2011

EXECUTIVE SUMMARY

Extended Overnight Field Trip, Excursion and Exchange Committee Approvals – 2010-2011

School	Type	Approval Required	Destination	Curriculum Unit/Theme	Education Value	Date	Students on Trip	Duration	Cost (Approx)	Transportation
Approved April 2011										
Holy Cross Catholic Secondary School	Extended Overnight Field Trip and Excursion	Superintendent and Extended Overnight Field Trip Committee	Kissimme, Florida	VEX Robotics School Team	Three teams competing in the VEX World Robotics Championship.	Wednesday, April 13 th , 2011 to Sunday, April 17 th , 2011	14 students 2 staff	5 days 4 nights 3 school days	\$ 849.50/ student	Air

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

TOPIC: LARKIN ESTATE ADMISSION AWARDS 2011-2012

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the payment of scholarships for the Larkin Estate Admission Awards for 2011, as noted in the report.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Larry Reich, Superintendent of Business and Financial Services

Presented by: Yolanda Baldasaro, Superintendent of Education
Larry Reich, Superintendent of Business and Financial Services

Recommended by: John Crocco, Director of Education

Date: April 12, 2011



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 12TH, 2011

LARKIN ESTATE ADMISSION AWARDS 2011-2012

BACKGROUND INFORMATION

The Larkin Estate Admission Awards are administered by the Board of Trustees of the Niagara Catholic District School Board. Funding for the awards comes from a bequest from the estate of Maria Eveleen Larkin and Aimee Theresa Larkin. These awards have been administered annually since 1969 by the Board of Trustees of the former Lincoln County Roman Catholic District School Board.

The Larkin Estate Admission Award is available to graduates of a Catholic high school situated in the jurisdiction of the Niagara Catholic District School Board. Candidates must be enrolled in St. Michael's College, University of Toronto, or a school of nursing, social service work or a college or university offering such course.

The applicants have been made aware that they must provide proof that they have registered in the eligible courses and/or school in order to receive the award. This proof is in the form of an official letter from the registrar of either St. Michael's College or a school of nursing, social service work or a college or university offering such course. Candidates are also obliged to submit evidence of successful completion of their year's study in order to qualify for a renewal of the award.

According to the terms of the bequest, the undistributed earnings may be paid to eligible students who are approved by the Board. The Larkin Estate Admission Award is a four-year renewal program.

Based on the current account balance of \$8,400.62 and the projected interest revenue, we recommend that the Board approve the payment of the following scholarships:

- 1) \$2,000 – Scholarships for year 1 applicants
- 2) \$4,000 – 8 scholarships of \$500 for year 2 applicants
- 3) \$1,000 – 2 scholarships of \$500 for year 3 applicants
- 4) \$4,000 – 8 scholarships of \$500 for year 4 applicants

A list of applicants for years 2, 3 and 4, previously approved by the Board, is hereby enclosed as appendix A.

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the payment of scholarships for the Larkin Estate Admission Awards for 2011, as noted in the report.

Prepared By: Yolanda Baldasaro, Superintendent of Education
Larry Reich, Superintendent of Business and Financial Services

Presented By: Yolanda Baldasaro, Superintendent of Education
Larry Reich, Superintendent of Business and Financial Services

Recommended By: John Crocco, Director of Education

Date: April 12, 2011

LARKIN ESTATE AWARDS 2011-2012

Renewal Applicants

Applicant Name & Year	Degree/Diploma	Graduate of
Kevin Spykerman University of Toronto	2 Philosophy	Blessed Trinity Catholic Secondary School
Elizabeth Marie Toner Brock University	2 Child and Youth Studies	Holy Cross Secondary School
Amanda Lefleur Niagara College	2 Child and Youth Worker	Notre Dame College School
Hilary Nolle McMaster University	2 Nursing	Notre Dame College School
Samantha Symonds Western University	2 Social Science (Linguistics)	Notre Dame College School
Erika Rogers Brock University	2 Nursing – B. SC.	Notre Dame College School
Olivia Hunter Trent University	2 Nursing	Notre Dame College School
Ashley Cascanette McMaster University	2 Nursing – B. SC.	Blessed Trinity Catholic Secondary School
Emily Baker Western University	3 Nursing - BSN	Holy Cross Catholic Secondary School
Ariana Visentin Brock University	3 Nursing - BSN	Denis Morris Catholic High School
Allysha Tesa Litalien University of Western Ontario	4 Nursing	Notre Dame College School
Nicole Magno Ryerson University	4 Nursing – B. SC.	Denis Morris Catholic Secondary School
Brittany Young Brock University	4 Nursing – B. SC.	Denis Morris Catholic Secondary School
Adelaine Nohara Franciscan University of Steubenville	4 Philosophy/Theology/Bioethi cs	Notre Dame College School
Andrea Vargas-Sanchez University of Toronto	4 Mathematics and Physical Science	Notre Dame College School
Simone Gomes McMaster University	4 Social Sciences (Social Work)	Denis Morris Catholic High School
Jessica Wichmann University of Western Ontario	4 Nursing – B.SC.	Notre Dame College School
Catherine Larouche Brock University	4 Nursing	Notre Dame College School

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

TOPIC: CAPITAL PROJECT UPDATE

The Capital Project Update
is presented for information.

Prepared by: James Woods, Controller of Plant
Presented by: James Woods, Controller of Plant
Approved by: John Crocco, Director of Education
Date: April 12, 2011



REPORT TO COMMITTEE OF THE WHOLE APRIL 12, 2011

CAPITAL PROJECTS PROGRESS REPORT

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

Appendix A	Blessed Trinity Catholic Secondary School (Gr.)
Appendix B	Our Lady of Fatima Catholic Elementary School (Gr.)
Appendix C	Our Lady of Victory Catholic Elementary School (FE)
Appendix D	St. Andrew Catholic Elementary School (W)
Appendix E	St. Anthony Catholic Elementary School (SC)
Appendix F	St. Augustine Catholic Elementary School (W)
Appendix G	St. Joseph Catholic Elementary School (Gr.)
Appendix H	St. Mark Catholic Elementary School (B)

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: Tuesday April 12, 2011



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
APRIL 12, 2011**

APPENDIX A

BLESSED TRINITY SECONDARY SCHOOL, GRIMSBY



Scope of Project: Design and construction of a Twenty-three classroom addition to the existing Facility under the Energy Efficient Funding program

Current Status: Phase two tender period ends on April 6, 2011. A recommendation to award a Construction will be made to the Board on April 12th.

Project Information:

New Area to be Constructed	43,338	sq. ft.
Existing Area to be Renovated	16,864	sq. ft.
Total New Facility Area	129,731	sq. ft.
Total Site Area	16.8	acres
Pupil Places Added	483	students
New Facility Capacity	1059	students

Project Funding:

Energy Efficiency	11,000,000
Board Reserves	329,915
	\$11,329,915

Project Costs:

	Budget	Paid	Forecast
Contract, Phase 1	1,435,925	1,440,130	1,435,925
Contract, Phase 2	7,873,905	0	7,873,905
Fees & Disbursements	880,000	590,558	880,000
Furniture & Equipment	700,085	0	700,085
Other Project Costs	440,000	192,583	440,000
	\$11,329,915	\$2,223,271	\$11,329,915

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 July 2009
Design Development	2 November 2009	26 January 2010
Contract Documents, Phase 1	8 April 2010	18 June 2010
Tender & Approvals, Phase 1	25 May 2010	7 July 2010
Construction, Phase 1	27 August 2010	27 September 2010
Contract Documents, Phase 2	24 March 2011	16 March 2011
Tender & Approvals, Phase 2	29 March 2011	
Construction, Phase 2	16 December 2011	
Occupancy	9 January 2012	
Official Opening & Blessing	February 2012	

Project Team:

Architect	Raimondo + Associates Architects Inc.
General Contractor, Phase 1	Rankin Construction Inc.
General Contractor, Phase 2	TBD
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Ted Farrell



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
APRIL 12, 2011**

APPENDIX B

OUR LADY OF FATIMA CATHOLIC ELEMENTARY SCHOOL, GRIMSBY

Scope of Project:

Installation of a 109 kW roof top solar photovoltaic system consisting of a total of 504 solar panels, estimated to produce 120,000 kWh of electricity annually, and supplied to the utility company under the Feed-In-Tariff Program. A web enabled data acquisition system to monitor performance is also included within the scope.



Current Status:

On February 22, 2011, the Board approved the award of a contract to Carmanah Technologies. Installation will commence on March 14th, and be complete before August 29, 2011.

Project Funding:

Renewable Energy	949,373
Facilities Renewal	460,000
	\$1,409,373

Project Costs:

	Budget	Paid	Forecast
Construction Contract	1,200,000	124,808	
Fees & Disbursements	78,250	78,572	
Other Project Costs	130,900	41,017	
	\$1,409,150	\$244,397	\$0

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	February 19, 2010	February 19, 2010
Design Development	January 10, 2011	January 24, 2011
Contract Documents	January 31, 2011	January 31, 2011
Tender	February 17, 2011	February 17, 2011
Construction	August 31, 2011	

Project Team:

Architect	Venerino V.P. Panici Architect Inc
General Contractor	Carmanah Technologies
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Michael Hendrickse



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
APRIL 12, 2011**

APPENDIX C

OUR LADY OF VICTORY CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Consolidation of the junior and senior schools through the design and construction of an eight classroom addition and alterations to the existing junior building 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:

Windows in existing classrooms were replaced during the March break. Roof construction is currently underway.

Project Information:

New Area to be Constructed	1,7815	sq. ft.
Existing Area to be Renovated	28,848	sq. ft.
Total New Facility Area	47,200	sq. ft.
Total Site Area	8.6	acres
Pupil Places Added	184	students
New Facility Capacity	495	students

Project Funding:

Energy Efficiency ES	4,563,142
Energy Efficiency M	300,000
Facilities Renewal	525,000
GPTL	500,000
	\$5,888,142

Project Costs:

	Budget	Paid	Forecast
Construction Contract	4,321,000	1,142,661	4,321,000
Fees & Disbursements	554,700	400,153	554,700
Furniture & Equipment	119,500	0	119,500
Other Project Costs	689,572	90,716	689,572
	\$5,684,772	\$1,633,530	\$5,684,772

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 June 2009
Design Development	6 October 2009	9 December 2009
Contract Documents	26 January 2010	18 June 2010
Tender	13 May 2010	6 July 2010
Construction	12 August 2011	
Occupancy	6 September 2011	
Official Opening & Blessing	November 2011	

Project Team:

Architect	Raimondo + Associates Architects Inc.
General Contractor	T.R. Hinan Contractors
Project Manager	Anthony Ferrara
Superintendent	Lee Ann Forsyth-Sells
Principal	Theresa Murphy



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
APRIL 12, 2011**

APPENDIX D

ST. ANDREW CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Construction of a new library and single classroom.
Renovations to the existing library to be two additional classrooms and expansion of the gymnasium to create a stage.

Current Status:

The new addition is complete and occupied

Project Information:

New Area to be Constructed	3,774	sq. ft.
Existing Area to be Renovated	1,410	sq. ft.
Total New Facility Area	26,911	sq. ft.
Total Site Area	4.6	acres
Pupil Places Added	69	students
New Facility Capacity	411	students



Project Funding:

Primary Class Size	1,077,869
Good Places to Learn	55,000
	\$1,132,869

Project Costs:

	Budget	Paid	Forecast
Construction Contract	948,588	748,643	948,588
Fees & Disbursements	66,000	73,152	66,000
Furniture & Equipment	25,000	22,049	25,000
Other Project Costs	90,044	93,948	90,044
	\$1,129,632	\$937,792	\$1,129,632

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 July 2009
Design Development	15 March 2010	16 April 2010
Contract Documents	31 May 2010	23 July 2010
Tender	04 July 2010	10 August 2010
Construction	11 February 2011	
Occupancy	18 February 2010	
Official Opening & Blessing	March 2010	

Project Team:

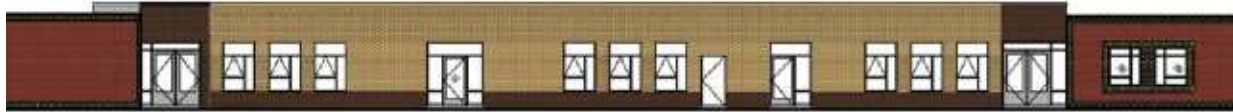
Architect	Raimondo + Associates Architects
General Contractor	Stolk Construction
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Chris Gobbi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MARCH 8, 2011**

APPENDIX E

ST. ANTHONY CATHOLIC ELEMENTARY SCHOOL



Scope of Project:

Design and construction of 3 new classrooms for Early Learning, plus renovations to provide additional general classrooms within the existing building.

Current Status:

Tenders were received on March 4, 2011 and a recommendation to award a construction contract will be presented to the Committee of the Whole on April 12, 2011.

Project Information:

New Area to be Constructed	6,588	sq. ft.
Existing Area to be Renovated	2,400	sq. ft.
Total New Facility Area	50,777	sq. ft.
Total Site Area	5.04	acres
Pupil Places Added	124	students
New Facility Capacity	602	students

Project Funding:

Primary Class Size	1,077,869
Early Learning	434,585
	\$1,512,454

Project Costs:

	Budget	Paid	Forecast
Construction Contract	1,200,000	0	1,200,000
Fees & Disbursements	147,000	115,681	147,000
Furniture & Equipment	25,000	0	25,000
Other Project Costs	140,000	3,637	140,000
	\$1,512,000	\$119,318	\$1,512,000

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	19/12/2008 & 15/06/2010	15 June 2010
Architect Selection	26 July 2009	26 July 2009
Design Development	23 December 2009	10 August 2010
Contract Documents	17 February 2011	17 February 2011
Tender & Approvals	22 February 2011	8 March 2011
Construction	26 August 2011	
Occupancy	6 September 2011	
Official Opening & Blessing	October 2011	

Project Team:

Architect	Garwood-Jones & Hanham
General Contractor	TBD
Project Manager	Tunde Labbanicz
Superintendent	Frank Iannantuono
Principal	Anne Marie Crocco



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
APRIL 12, 2011**

APPENDIX F

ST. AUGUSTINE CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Construction of a new library and renovations to the vacated space to be two additional classrooms, and expansion of two existing classrooms to create purpose built kindergarten classrooms. An additional driveway entrance, kiss and ride and parking lot will also be provided.



Current Status:

The project is complete. The new classrooms and library were occupied following the Christmas break.

Project Information:

New Area to be Constructed	3,800	sq. ft.
Existing Area to be Renovated	1,950	sq. ft.
Total New Facility Area	19,469	sq. ft.
Total Site Area	6.22	acres
Pupil Places Added	46	students (2 classrooms)
New Facility Capacity	219	students (10 classrooms)

Project Funding:

Primary Class Size	718,579
Early Learning	434,585
	<u>\$1,153,164</u>

Project Costs:

	Budget	Paid	Forecast
Construction Contract	858,000	815,104	858,000
Fees & Disbursements	104,000	116,800	104,000
Furniture & Equipment	30,000	2,525	30,000
Other Project Costs	135,182	43,809	135,182
	<u>\$1,127,182</u>	<u>\$978,238</u>	<u>\$1,127,182</u>

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	10 June 2009	10 June 2009
Architect Selection	20 July 2009	26 July 2009
Design Development	11 January 2010	05 March 2010
Contract Documents	01 May 2010	6 July 2010
Tender	26 June 2010	20 July 2010
Construction	10 December 2010	23 December 2010
Occupancy	10 January 2011	10 January 2011
Official Opening & Blessing	February 2011	

Project Team:

Architect	Graff Grguric Architects Inc
General Contractor	Kenmore Management
Project Manager	Tunde Labbanicz
Superintendent	Lee Ann Forsyth-Sells
Principal	Mary Kay Kalagian



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
APRIL 12, 2011**

APPENDIX G

ST. JOSEPH CATHOLIC ELEMENTARY SCHOOL, GRIMSBY

Scope of Project:

Installation of a 109 kW roof top solar photovoltaic system consisting of a total of 504 solar panels, estimated to produce 120,000 kWh of electricity annually, and supplied to the utility company under the Feed-In-Tariff Program. A web enabled data acquisition system to monitor performance is also included within the scope.



Current Status:

On February 22, 2011, the Board approved the award of a contract to Carmanah Technologies. Installation will commence on March 14th, and be complete before August 29, 2011.

Project Funding:

Renewable Energy	949,373
Facilities Renewal	355,000

\$1,304,373

Project Costs:

	Budget	Paid	Forecast
Construction Contract	109,531	109,532	
Fees & Disbursements	70,611	72,548	
Other Project Costs	30,155	30,155	
	<u>\$210,297</u>	<u>\$212,235</u>	<u>\$0</u>

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	February 19, 2010	February 19, 2010
Design Development	January 10, 2011	January 24, 2011
Contract Documents	January 31, 2011	January 31, 2011
Tender	February 17, 2011	February 17, 2011
Construction	August 31, 2011	

Project Team:

Architect	Venerino V.P. Panici Architect Inc
General Contractor	Carmanah Technologies
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	John Bosco



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
APRIL 12, 2011**

APPENDIX H

ST. MARK CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Design and construction of a six classroom addition to provide 4 additional general classrooms and 2 additional Early Learning Kindergarten classrooms.

Current Status:

Construction



Project Information:

New Area to be Constructed	9,096	sq. ft.
Existing Area to be Renovated	1,600	sq. ft.
Total New Facility Area	45,028	sq. ft.
Total Site Area	5.31	acres
Pupil Places Added	138	students
New Facility Capacity	501	students

Project Funding:

Primary Class Size	1,437,159
Early Learning	869,170
	\$2,306,329

Project Costs:

	Budget	Paid	Forecast
Construction Contract	1,800,000	0	1,800,000
Fees & Disbursements	200,000	140,633	200,000
Furniture & Equipment	50,000	0	50,000
Other Project Costs	250,000	34,943	250,000
	\$2,300,000	\$175,576	\$2,300,000

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	19/12/2008 & 15/06/2010	15 June 2010
Architect Selection	26 July 2009	26 July 2009
Design Development	23 December 2009	10 August 2010
Contract Documents	17 February 2011	17 December 2010
Tender & Approvals	25 January 2011	25 January 2011
Construction	26 August 2011	
Occupancy	6 September 2011	
Official Opening & Blessing	October 2011	

Project Team:

Architect	Garwood-Jones & Hanham
General Contractor	Aldor Builders Ltd.
Project Manager	Tunde Labbanz
Superintendent	Yolanda Baldasaro
Principal	Carmela D'Andrea

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

TOPIC: EARLY BLENDED LEARNING

The report on the
Early Blended Learning
is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Robert Di Persio, Administrator – Research, Assessment & Evaluation
Pat Mete, Consultant: Mentor Connector/Homework Help

Presented by: Yolanda Baldasaro, Superintendent of Education
Robert Di Persio, Administrator – Research, Assessment & Evaluation
Pat Mete, Consultant: Mentor Connector/Homework Help

Approved by: John Crocco, Director of Education

Date: April, 12, 2011



REPORT TO THE COMMITTEE OF THE WHOLE MEETING TUESDAY, APRIL 12, 2011

ELEMENTARY BLENDED LEARNING

BACKGROUND INFORMATION

e-Learning Ontario provincially launched six Blended Learning pilot projects for the 2009-2010 school year. Niagara Catholic applied for and was selected to participate in this initial pilot. Blended Learning is a combination of traditional face to face classroom teaching, mixed with online teaching via the Ministry of Education's Learning Management System (LMS). November 2010 marked the expansion of Blended Learning pilots in Niagara Catholic at both Mary Ward Catholic and Holy Name Catholic Elementary Schools.

Blended Learning provides students exposure to technology use in the classroom, giving them the opportunity to use various tools within the LMS. Some of these tools include a student drop box for assignments, an online calendar, news and events page, online course content and multimedia resources. The LMS is web based and available to the students and parents, both at home and at school.

The Blended Learning environment transforms the traditional classroom to meet the learning needs of its tech savvy students, while fostering and developing 21st century skills. The following staff members are involved in these pilots at their respective schools.

Mary Ward Catholic School: Principal Domenic Massi; Grade 8 teachers: Tina Dierickse and Tony Potalivo, Grade 7 teachers: Scott Root & Lisa Traficante

Holy Name Catholic School: Principal Anthony Cardamone; Grade 8 teacher Cathryn Hay.

David Miller, the Ministry of Education's London Region e-Learning Contact (ReLC) provides additional supports to Niagara Catholic.

Staff from each of these schools will provide both a verbal report and demonstration about how the Blended Learning pilot has been integrated into their school environments.

The Elementary Blended Learning report is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Robert Di Persio, Administrator – Research, Assessment & Evaluation
Pat Mete, Consultant: Mentor Connector/Homework Help

Presented by: Yolanda Baldasaro, Superintendent of Education
Robert Di Persio, Administrator – Research, Assessment & Evaluation
Pat Mete, Consultant: Mentor Connector/Homework Help

Approved by: John Crocco, Director of Education

Date: April 12, 2011

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – MARCH 29, 2011**



Spotlight

on

NIAGARA CATHOLIC

Nurturing Souls & Building Minds

www.niagaracatholic.ca

March 29, 2011

Looking Back at a Faith-Filled Week Celebrating Education at Niagara Catholic



Above Most Rev. Bishop Gerard P. Bergie, D.D., is joined by Santo Scala, Principal of Continuing Education, during the Blessing of the St. Ann Adult Learning Centre in Niagara Falls, Tuesday. Members of Senior Staff, the Board and school staff also attended.



Above: A hairstyling student works on the barber component of the 2011 Tech Skills Competition, which took place Thursday at the Seaway Mall in Welland. Approximately 240 students took part in 14 various events in the competition. Fifty students have advanced to represent Niagara Catholic at the Skills Canada-Ontario competition at RIM Park in Waterloo in May.



Above left: some of the more than 125 students who attended the inaugural Girls Night Out event at Saint Michael Catholic High School in Niagara Falls, Friday evening. The girls were joined by role models in their lives, including mothers, godmothers, grandmothers, aunts and special friends, to hear a message delivered by guest speaker Teresa Tomeo, right. Mrs. Tomeo was also the keynote speaker during Saturday's Niagara Catholic Parent Involvement Council Annual Spring Convention.



Faith, Parenting Challenges in 21st century, part of Regional Catholic School Council Agenda



Approximately 175 parents, administrators, Senior Staff and invited guests took part in the annual Niagara Catholic Parent Involvement Council Spring Convention at Blessed Trinity Catholic Secondary School in Grimsby, Saturday, March 26th. Teresa Tomeo, who delivered a dynamic program to Girls aged 10-15 in the Girls' Night Out the evening before, gave the keynote address, speaking about the challenges of raising children in a multimedia-saturated world. Following a lunch catered by students in Blessed Trinity's Culinary Arts Program under the guidance of Chef Ray Poitras, parents took part in breakout sessions discussing Catholic Identity, post-secondary education, mental health and Internet Safety. Music for the event was provided by the Blessed Trinity Choir, led by Angela Maccaroni.

Conservation Authority Recognizes Niagara Catholic's Green Schools



During the March 29th Board Meeting, 12 Niagara Catholic elementary and secondary schools were recognized by the Niagara Peninsula Conservation Authority. The schools, participants in the agency's ECO School Program, were recognized for "taking an active role in local water quality and habitat improvements through planning and developing a native wildflower garden at their schools." The following schools were recognized: Alexander Kuska, Our Lady of Fatima (Grimsby), St. Ann (Fenwick), St. Edward, St. Elizabeth, St. Joseph (Snyder), St. Mary (Welland), St. Nicholas, St. Philomena and St. Vincent de Paul Catholic Elementary Schools, Denis Morris Catholic High School and St. Francis Catholic Secondary School.

Posthumous Honour for Teacher

Ralph Serravelle, a Religion teacher at Denis Morris Catholic High School who died in 2003, was posthumously honoured with a Greatest High School Teacher Award by Humber College on March 23rd.

According to an essay submitted by DM graduate Trevor Speechly currently attending Humber College, Mr. Serravelle taught students to realize their potential as human beings.

"He taught us the value of spirituality, the importance of helping the unfortunate and, most of all, he taught his students to believe in ourselves," states the essay.

At the request of Mr. Serravelle's family, DM Principal Tony Bozza, who was a classmate of Serravelle's at Denis Morris, accepted the award. Director of Education John Crocco and Niagara Catholic Vice-Chair Maurice Charbonneau, who was Principal of DM from at that time, also attended the ceremony.

As part of the award, one DM student planning to attend Humber College will receive a full year's tuition.

Niagara Catholic Policy Update

Niagara Catholic Complaint Resolution Policy (800.3) and Nutrition Policy (302.7) were approved by Trustees during the March 29th Board Meeting.

School Excellence Program

FOCUS on

St. Joseph Catholic Elementary School Grimsby

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."

During his School Excellence Program presentation at the March 29th Board Meeting, John Bosco, Principal of St. Joseph Catholic Elementary School in Grimsby, shared what makes the school such an integral part of the community.

St. Joseph Catholic Elementary School opened in 1954, providing Catholic education to 196 students living in downtown and "on the mountain." The school was located adjacent to St. Joseph Church, until the church relocated to Livingston Avenue in 1995. Despite the move, St. Joseph School maintains a strong tie to the church. A monument to the former church stands outside the main entrance of the school and Monsignor Vladimir Zivcic is a regular visitor to St. Joseph, frequently walking over to visit students.

Each Thursday, students participate in classroom masses during the 9:15 a.m. Mass. Once a month, Monsignor Vladimir celebrates Mass for the entire school.

Catholic values permeate the curriculum at St. Joseph each and every day, as staff and teachers know that it is through faith that the goal of making a difference in the lives of others through good deeds is achieved.

The past year has been exciting for St. Joseph staff and students, watching the construction of a brand-new school which provides ample space for the 274 students who attend St. Joseph today.

Students celebrated the first day of the school year in their new school, which was officially blessed by Most Rev. Bishop Gerard Bergie, D.D., in November.

Among the fantastic additions to the school are the 58 students in two Early Learning Kindergarten Program (ELKP) classes. The youngsters have quickly become favourites of the older students.

Student success is very important to the staff at St.

Most Rev. Bishop Gerard Bergie, D.D. blesses the rooms at the new St. Joseph.



The St. Joseph school choir performs at the Official Opening and Blessing.

Parent volunteers flip Shrove Tuesday pancakes.



Director of Education John Crocco gives an ELKP student a lesson on patterns.



St. Joseph Girls Soccer Team.

Joseph, who focus on the areas of inferencing and making connections when teaching literacy at the classroom and division levels.

The Primary division, including ELKP, collaborate with teachers from St. Martin and Our Lady of Fatima Catholic Elementary Schools (OLF St. Catharines). Junior teachers are involved in the Collaborative Inquiry in Math with four other Niagara Catholic elementary schools and are implementing the three-part math lesson and teaching through problem solving. Intermediate teachers have also implemented these strategies through their own professional development activities.

The school culture at St. Joseph reflects a community that instills in students the true meaning of the Gospel values. Staff make it a priority to create a safe and welcoming learning environment for students. The parish, parents, staff and broader community work in partnership to provide opportunities for students to grow academically, morally and spiritually.

Staff dedicate a great deal of time organizing many activities at St. Joseph, including sports teams, the school choir, and many clubs, including the Eco-Club chess club, Silver Birch and Red Maple reading club and also the school drama club, which will present *The Wizard of Oz* on April 29th. They also organize the Book Buddies program, Spirit Days, Family Gingerbread Night each Christmas and a variety of fundraisers for the school and the community.

Parents and communities are also true partners in Catholic education. Parents frequently attend these many events as guests and as co-organizers. They are active members of the Catholic School Council and offer students benefits such as piano and karate lessons.

"We believe we have met the needs of our students when we have helped them to develop the skills and values to make a difference in the world." said Mr. Bosco.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

TOPIC: CALENDAR OF EVENTS – APRIL 2011

April 2011

SUN MON TUE WED THU FRI SAT

National Cancer Month



3	4	5	6	7	8	9	2
	-French/Italian/ Spanish Public Speaking Contest	SEAC Mtg	World Health Day	St. Catharines Serra Dinner Dance	National Day of Remembrance of the Battle of Vimy Ridge		
10	11	12	13	14	15	16	
National Volunteer Week, 10-16 >>	"Honouring our Diversity" - Student Symposium - Celebrating Primary Artists	CW Mtg					
17	18	19	20	21	22	23	
Palm Sunday Holy Week begins	Volunteer Appreciation Breakfast				Holy (Good) Friday Earth Day	Canada Book Day & World Book and Copyright Day	



Niagara Catholic
District School Board

Events posted at
niagaracatholic.ca

~ Holy Week ~



24 Easter

25 Easter Monday

26 Policy
Committee Mtg
&
Board Mtg

27 Heritage Fair
Administrative
Professionals
Day

28 Niagara
Celebrates Music
Festival
National Day of
Mourning

29 Jr & Intermediate
Chess
Championship

30

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
PUBLIC SESSION
APRIL 12, 2011**

**TOPIC: TRUSTEE INFORMATION
OCSTA/OCSBOA FINANCE SEMINAR & OCSTA AGM
APRIL 28 – APRIL 30, 2011**

OCSTA/OCSBOA 2011 Finance Seminar

Thursday, April 28 – 11:00 a.m. – 3:15 p.m.

Fairmont Royal York Hotel - Toronto



Ontario Catholic School
Trustees' Association



PRELIMINARY PROGRAM

Networking Lunch with Speaker -

- **Focus on the Present and Future of the Ontario Economy**
Dr. Avery Shenfeld, Chief Economist – CIBC World Markets Inc.

Ministry of Education Presentation -

- *Gabriel Sékaly, Assistant Deputy Minister*
Elementary/Secondary Business & Finance Division

Two Current Issues –

- **Implementation of the Early Learning Program**
Jim Grieve, Assistant Deputy Minister, Early Learning Division
- **Impact of Audit Committees on School Boards**
Speaker TBA





Ontario Catholic School
Trustees' Association

OCSTA 2011 AGM & Conference Preliminary Program

Thursday, April 28, 2011

Time/Room	Event
5:30 p.m. to 6:45 p.m.	Registration
7:00 p.m.	Opening Liturgy
7:20 p.m.	Opening Remarks, Special Acknowledgements <i>Colleen Landers, Chair, OCSTA Conference Committee</i>
7:30 p.m.	The Honourable Leona Dombrowsky <i>Ontario Minister of Education</i>
8:30 p.m. to 10:00 p.m.	Meet & Greet <i>(1 complimentary drink ticket per delegate is included in your badge holder)</i>

Friday, April 29, 2011

Time/Room	Event
7:30 a.m. to 3:00 p.m.	Registration
7:30 a.m.	Buffet Breakfast (Delegates only)
8:45 a.m.	Morning Praise <i>Father Patrick Fitzpatrick, Chaplain, OCSTA</i>
	Opening Remarks <i>Colleen Landers, Chair, OCSTA Conference Committee</i>
9:00 a.m.	President's Address <i>Nancy Kirby, President, OCSTA</i>

Time/Room	Event
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- 9:30 a.m. **Nominations Report and Introduction of Candidates**
Marino Gazzola, Nominations Chair and Vice President, OCSTA
- 9:45 a.m. **Break**
- 10:00 a.m. **Presentation of Financial Report**
Paul Landry, Director, OCSTA
- 10:15 a.m. **Resolutions Sessions**
- 10:00 a.m. **Student Trustees' Workshop**
The Implications of the Lord's Prayer for Daily Life
Dr. Josephine Lombardi, Associate Professor, St. Augustine's Seminary
- 11:05 a.m. **Celebrating the Spirit**
Marc Kielburger, Co-founder, Free the Children and Me to We, Order of Canada Recipient and Author of The World Needs Your Kid: Raising Children Who Care and Contribute
- 12:00 p.m. **Elections**
- Buffet Lunch** (Delegates only)
- 1:15 p.m. **Ontario's Equity and Inclusive Education Policy: Religious Accommodation in Catholic Schools**
The Most Reverend Bishop Gerard Bergie, Chair, Education Commission Assembly of Catholic Bishops of Ontario
- Paul Picard, Director of Education*
Windsor-Essex Catholic District School Board
- Michael Way Skinner, Coordinator, Religious Education*
York Catholic District School Board
- 2:30 p.m. **Break**
- 2:45 p.m. **Regional Meetings**

Region	Boards and region Numbers
Central	Dufferin-Peel (7), Halton (11), Hamilton-Wentworth (11), Niagara (11), Toronto (6), York (8)
Northeast	Huron-Superior (1), Nipissing-Parry Sound (1), Northeastern (1), Sudbury (1)
West	Brant Haldimand Norfolk (4), Bruce-Grey (4), Huron-Perth (4), London (5), St. Clair (5), Waterloo (4), Wellington (4), Windsor-Essex (5)
East	Algonquin & Lakeshore (10), Durham (9), Eastern Ontario (10), Ottawa (12), Peterborough Victoria Northumberland & Clarington (9), Renfrew (10), Simcoe Muskoka (9)
Northwest	Kenora District (2), Northwest (2), Superior North (2), Thunder Bay (2)

4:00 p.m. Report of the Returning Officer

4:15 p.m. Adjournment

Saturday, April 30, 2011

Time/Room Event

7:30 a.m. Buffet Breakfast (Delegates only)

8:45 a.m. Morning Praise

9:00 a.m. The Role of the Trustee as Policymaker
Judy Nairn, Consultant and former Chair of the Waterloo CDSB

10:00 a.m. Break

10:15 a.m. Concurrent Workshops

- o Focus on Faith: An Answer to the Call to Build Strong Catholic Learning Communities

Loriann Pacenti, System Chaplaincy Leader

Lorrie Naar, Superintendent of Education, School Services

Katharine Stevenson, Curriculum Consultant Religious Education and Family Life

Wendy Ramirez, Religious Education, Itinerant Teacher

Halton Catholic District School Board

- o Labour Relations – 2011

Mike McPhee, Coordinator, Labour Relations, OCSTA

- o E-Learning in Catholic Schools

Rose Burton Spohn, e-Learning Ontario

Speaker TBC, Catholic Curriculum Corporative

- o Ontario's Early Learning Program: Insight into the Teacher-ECE Partnership

Speakers TBA

11:15 a.m. Concurrent Workshops – Repeated

12:15 p.m. Lunch (Delegates only)

1:30 p.m. "Go Forth and Teach" – Trustees and the Mandate to Evangelize
Father Leonard Altilla, S.J., M.Ed, Jesuits in English Canada

2:30 p.m. Grand Prize Draw

Adjournment

4:30 p.m. Mass

Awards and Recognition (Following Mass)

6:00 p.m.

Reception

7:00 p.m.

Annual Dinner