



*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

BOARD MEETING

**TUESDAY, OCTOBER 28, 2014
7:00 P.M.**



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

A. ROUTINE MATTERS

1. Opening Prayer – Trustee MacNeil -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Minutes of the Board Meeting of September 23, 2014 A5

B. DELEGATIONS/PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. School Excellence Program Notre Dame College School C1
2. Unapproved Minutes of the Committee of the Whole Meeting of October 14, 2014 and Consideration of Recommendations C2
 - 2.1 Bullying Prevention Intervention Policy (302.6.8) C2.1
 - 2.2 Reimbursement of Travel Expenses Policy (201.4) C2.2
3. Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of September 3, 2014 C3
4. Board Improvement Plan for Student Achievement (BIPSA) 2014-2015 C4
5. Extended Overnight Field Trip, Excursion and Exchange C5

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence
 - 1.1 Catherine McCullough, CMC Leadership- Strong Districts and Their Leadership D1.1
2. Report on Trustee Conferences Attended -
3. General Discussion to Plan for Future Action -
4. Trustee Information
 - 4.1 Calendar of Events – November 2014 D4.1
 - 4.2 Spotlight Update D4.2

5. Open Question Period

(The purpose of the Open Question Period is to allow members of the Catholic school supporting public to ask about items on that night's public agenda or any previous agendas, and the Board to answer and react.)

E. NOTICES OF MOTION

F. BUSINESS IN CAMERA

G. REPORT ON IN CAMERA SESSION

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

**TITLE: MINUTES OF THE BOARD MEETING OF
SEPTEMBER 23, 2014**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of September 23, 2014, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, SEPTEMBER 23, 2014

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, September 23, 2014, in the Father Kenneth Burns C.S.C. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:03 p.m. by Vice-Chair Burkholder who presided over the meeting for Chair Burtnik. Trustee Charbonneau presided as Vice-Chair.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Charbonneau

2. Roll Call

Moved by Trustee MacNeil

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board excuse Chair Burtnik, Trustee Fera and Trustee Nieuwesteeg from attending the Board Meeting of September 23, 2014.

CARRIED

Vice-Chair Burkholder noted that all other Trustees and Student Trustees were in attendance.

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik				✓
Maurice Charbonneau	✓			
Frank Fera				✓
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg				✓
Ted O'Leary	✓			
Dino Sicoli	✓			
Student Trustees				
Demizio, Chloe	✓			
Di Pasquale, Jessica	✓			

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Mark Lefebvre**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Scott Whitwell**, Controller of Facilities Services; **Kristine Murphy**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. **Approval of the Agenda**

Moved by Trustee MacNeil

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Agenda of the Board Meeting of September 23, 2014, as amended.

To switch the order of C7 Representation for VOICE for Hearing Impaired Children and C8 Niagara Catholic District School Board Mathematics K-12.

CARRIED

4. **Declaration of Conflict of Interest**

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

5. **Approval of Minutes of the Board Meetings**

5.1 **June 17, 2014**

Moved by Trustee Sicoli

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of June 17, 2014, as presented.

CARRIED

5.2 **August 27, 2014**

Moved by Trustee Sicoli

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the Minutes of the Special Board Meeting of August 27, 2014, as presented.

CARRIED

B. DELEGATIONS/PRESENTATIONS

8:30 Timed Item

1. **Country Garden School – Guangzhou, China – Live Partnership Agreement Signing**

Frank Iannantuono, Superintendent of Education/Human Resources Services introduced Fred Wilson, Coordinator of International Education, who introduced a presentation on the Ontario Secondary School Diploma Credit Program Partnership Agreement between Niagara Catholic and Guangzhou Country Garden School, China.

Vice-Chair Burkholder welcomed via by Skype David Li, Principal at Country Garden School, who introduced Lindsey Lin Superintendent of Education, other administrative staff,

students and Niagara Catholic teachers, Michael Goodwin, Paulina Kociolek, Krystin Lessard and Maddalena Miele who are currently teaching at Country Garden School. Speeches were presented by administrators, staff and students of Country Garden School.

Vice-Chair Burkholder, Director Crocco, Principal Li and Superintendent Lin signed a Partnership Agreement providing Niagara Catholic the opportunity to develop the Ontario Secondary School Diploma Credit Course Program, teacher training and professional development on the Ontario school system to the administration and staff at Country Garden School.

Director Crocco, thanked Principal Li, Superintendent Lin, staff and students from Country Garden School for their commitment to the Dual Diploma Program Partnership Agreement and for taking care of the four (4) staff members from Niagara Catholic.

C. COMMITTEE AND STAFF REPORTS

1. School Excellence Program – St. Mary Catholic Elementary School - Welland

Director Crocco provided background information on the monthly School Excellence Program.

Lee Ann Forsyth-Sells, Superintendent of Education introduced Scott Root, Acting Principal, St. Mary Catholic Elementary School, Welland.

Acting Principal Root, with the assistance of staff, showcased St. Mary Catholic Elementary School as part of the School Excellence Program.

Vice-Chair Burkholder and Trustee O'Leary thanked Acting Principal Root and staff for their presentation.

2. Unapproved Minutes of the Committee of the Whole Meeting of September 9, 2014 and Consideration of Recommendations

Moved by Trustee Charbonneau

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole Meeting of September 9, 2014, as presented.

CARRIED

The following recommendation was presented for the Board's consideration from the Committee of the Whole Meeting of September 9, 2014.

2.1 Pathway to Care Program – Renaming

Moved by Trustee Charbonneau

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board endorse the Director's recommendation to name the location of the new pathway to care program, the "Pope Francis Centre".

CARRIED

3. **Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of June 4, 2014**

Moved by Trustee MacNeil

Seconded by Trustee Charbonneau

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of June 4, 2014, as presented for information.

CARRIED

4. **Approved Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC) Meeting of May 8, 2014**

Moved by Trustee O'Leary

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC) Meeting of May 8, 2014, as presented for information.

CARRIED

5. **Niagara Catholic Strategic Direction System Priorities 2013-2014 Achievement Report**

On behalf of Senior Administrative Council John Crocco, Director of Education-Secretary/Treasurer presented the report on the Niagara Catholic Strategic Direction Priority Indicators 2013-2014 Achievement Report, for information.

Director Crocco and Senior Administration answered questions of Trustees.

On behalf of the Board, Vice-Chair Burkholder congratulated Director Crocco and Senior Administrative Council on the annual report and the achievements throughout 2013-2014.

6. **Education Quality and Accountability Office (EQAO) Primary and Junior Assessments of Reading, Writing and Mathematics**

Superintendent Forsyth-Sells, presented the report on EQAO Primary and Junior Assessments of Reading, Writing and Mathematics, for information.

7. **Representation for VOICE for Hearing Impaired Children**

Yolanda Baldasaro, Superintendent of Education, presented the recommendation for the Representation of VOICE for Hearing Impaired Children.

Moved by Trustee Charbonneau

Seconded by Trustee MacNeil

THAT the Niagara Catholic District School Board approve the change in representation for VOICE for Hearing Impaired Children to the Special Education Advisory Committee; Primary Representative: Carol Baldinelli

CARRIED

8. Niagara Catholic District School Board Mathematics K-12

Mark Lefebvre, Superintendent, presented the report on Niagara Catholic District School Board Mathematics K-12, for information.

Superintendent Lefebvre, introduced Beth Hulan, Consultant, K-12 Mathematics and Christopher Moscato, Numeracy Facilitator who presented visual reports on Niagara Catholic District School Board's Junior Interventions Project and the final report for the Literacy and Numeracy Secretariat.

The 8:30 timed item – Presentation – Country Garden School – Guangzhou, China – Live Partnership Agreement Signing took place.

9. Extended Overnight Field Trip, Excursion and Exchange

Superintendent Lefebvre, presented the report on Extended Overnight Field Trip, Excursion and Exchange, for information.

10. Staff Development – September 2014-October 9, 2014

Frank Iannantuono, Superintendent of Education/Human Resources Services presented the report on Staff Development - September 2014 – October 9, 2014, for information.

11. Financial Reports

11.1 Monthly Banking Transactions

Moved by Trustee Charbonneau
Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the Monthly Banking Transactions for the months of June, July, and August 2014, as presented for information.

CARRIED

11.2 Statement of Revenue & Expenditures

Moved by Trustee Sicoli
Seconded by Trustee Charbonneau

THAT the Niagara Catholic District School Board approve the Statement of Revenue and Expenditures as at year end August 31, 2014, as presented for information.

CARRIED

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

1.1 Retirement Celebration – Thank you letter

Director Crocco, highlighted information contained in the letter from Cynthia Palumbo, retired teacher who expressed her appreciation to Niagara Catholic District School Board and Director Crocco for the recognition retirement dinner.

1.2 Niagara Catholic Education Award of Distinction – July 15, 2014

Director Crocco, highlighted information contained in the letter from Peter Clifford who expressed his gratitude on behalf of his family for Niagara Catholic selecting his Uncle Monsignor Matthew Clifford as the recipient of the 2014 Niagara Catholic Education Award of Distinction.

1.3 Office of the Mayor – City of Thorold

Director Crocco, highlighted information contained in the letter from Ted Luciani, Mayor, City of Thorold, regarding the Tennis Courts at Monsignor Clancy Catholic School.

Vice-Chair Burkholder recommended for consideration a proposed Community Garden to replace the unused Tennis Courts at Monsignor Clancy Elementary School.

Vice-Burkholder and Director Crocco answered questions of Trustees.

1.4 Niagara-on-the-Lake - Proposal

Director Crocco, highlighted information contained in the letter and proposal from Patrick Darte for a new Catholic Secondary School in Niagara-on-the-Lake. Director Crocco noted that a report and recommendations will be brought to a future Committee of the Whole or Board Meeting.

Director Crocco answered questions of Trustees.

2. Report on Trustee Conferences Attended

Nil Report

3. General Discussion to Plan for Future Action

Director Crocco expressed his appreciation to the Board for their approval of the renaming of the location of the new pathway to care program, the “Pope Francis Centre” and that the Trustees will be invited to tour the new site at an upcoming date.

A report on a new site location plan for the Educational Technology Services Centre in St. Catharines, the Facilities Services Maintenance Shop in Thorold and the future use of St. Thomas More Catholic Elementary School in Niagara Falls, will be brought to a future Committee of the Whole Meeting or Board Meeting.

4. Trustee Information

4.1 Calendar of Events – September 2014

Director Crocco reviewed the Calendar of Events - September 2014 for Trustees information

4.2 Niagara Festival Grape Grande Parade – September 27, 2014

Director Crocco reminded Trustees of the Niagara Festival Grape Grande Parade – September 27, 2014 and that all Trustees were invited to walk with the Board float.

Trustees were asked to confirm their attendance with Kristine Murphy.

4.3 Director’s Inspiration Award 2014 – October 9, 2014 – St. Kevin Parish

Director Crocco reminded Trustees of the Director’s Inspiration Award 2014 – October 9, 2014 – St. Kevin Parish beginning at 6:30 p.m.

Trustees were asked to confirm their attendance with Kristine Murphy.

5. Open Question Period

None Submitted

E. NOTICES OF MOTION

F. BUSINESS IN CAMERA

Moved by Trustee Charbonneau

Seconded by Trustee O’Leary

THAT the Niagara Catholic District School Board move into the In Camera Session.

CARRIED

The Niagara Catholic District School Board moved into the In Camera Session of the Board Meeting at 9:23 p.m. and reconvened at 9:55 p.m.

G. REPORT ON THE IN-CAMERA SESSION

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Charbonneau

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION A: Student Trustees Present of June 17, 2014, as presented.

CARRIED (Item F1)

Moved by Trustee O’Leary

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION A: Student Trustees Present of September 9, 2014, as presented.

CARRIED (Item F2)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Charbonneau

Seconded by Trustee MacNeil

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of June 17, 2014, as presented.

CARRIED (Item F4.1)

Moved by Trustee Charbonneau

Seconded by Trustee MacNeil

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Special Board Meeting - SECTION B: Student Trustees Excluded of August 27, 2014, as presented.

CARRIED (Item F4.2)

Moved by Trustee Sicoli

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of September 9, 2014, as presented.

CARRIED (Item F5)

Moved by Trustee MacNeil

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board receive the approved minutes of the Audit Committee Meeting In Camera Session of the Board Meeting – SECTION B: Student Trustees Excluded of June 23, 2014, as presented.

CARRIED (Item F6.1)

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

Moved by Trustee Charbonneau

Seconded by Trustee MacNeil

THAT the September 23, 2014 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 9:57 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **September 23, 2014**.

Approved on **October 28, 2014**.

Rhianon Burkholder
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

**TITLE: SCHOOL EXCELLENCE PROGRAM
NOTRE DAME COLLEGE SCHOOL**

The School Excellence Program report 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/Secretary-Treasurer

Date: October 28, 2014



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

SCHOOL EXCELLENCE PROGRAM NOTRE DAME COLLEGE SCHOOL

Contact Information

64 Smith Street, Welland, Ontario
Canada L3C 4H4

Phone: 905-788-3060

Fax: 905-788-2375

Email: notredame.hs@ncdsb.com

Grades

9-12

Enrolment

1200 as of September 2014

Principal

Ralph DeFazio

Vice-Principal

John Belcastro

Vice-Principal

Colleen Quinn-Boyer

Superintendent of Education

Lee Ann Forsyth-Sells

Catholic School Council

Chair-John Perri

Parish

St. Kevin



The Holy Cross Fathers founded Notre Dame College School, a Catholic high school in the Diocese of St. Catharines in 1947. In conjunction with the Niagara Catholic District School Board, its mission is to offer secondary students an education within the values, teachings, and traditions of the Catholic Church.

Essential to our mission, is to awaken within students their vocations as daughters and sons of God and present clearly the challenge facing every Christian to work for the building of the Reign of God.

We strive to create an educational community in which cognitive, moral, affective and spiritual growth is promoted and in which the giftedness of each student is celebrated.

Sensitive to the economical and social ambiguity of our changing times, we desire to do our best to offer students the skills, values and knowledge that will prepare them for their lives and future opportunities.

He has sent me to bring the good news to the poor... Luke 4:18

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/Secretary-Treasurer

Date: October 28, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

**TITLE: UNAPPROVED MINUTES OF THE COMMITTEE OF THE
WHOLE MEETING OF OCTOBER 14, 2014**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole Minutes of October 24, 2014, as presented.

The following recommendations are being presented for the Board's consideration from the Committee of the Whole Meeting of October 24, 2014:

2.1 Bullying Prevention Intervention Policy (302.6.8)

THAT the Niagara Catholic District School Board approve the Bullying Prevention Intervention Policy (302.6.8), as presented.

2.2 Reimbursement of Travel Expenses Policy (201.4)

THAT the Niagara Catholic District School Board approve the Reimbursement of Travel Expenses Policy (201.4), as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, OCTOBER 14, 2014

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, October 14, 2014 in the Father Kenneth Burns C.S.C. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

A. **ROUTINE MATTERS**

1. **Opening Prayer**

Opening Prayer was led by Trustee Fera.

2. **Roll Call**

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Maurice Charbonneau				✓
Frank Fera	✓			
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg	✓			
Ted O'Leary	✓			
Dino Sicoli	✓			
Student Trustees				
Jessica Di Pasquale	✓			
Chloe Demizio	✓			

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Mark Lefebvre**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Scott Whitwell**, Controller of Facilities Services; **Linda Marconi**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. **Approval of the Agenda**

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of October 14, 2014, as presented.

CARRIED

4. **Declaration of Conflict of Interest**

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

5. **Approval of Minutes of the Committee of the Whole Meeting of September 9, 2014**

Moved by Trustee O'Leary

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of September 9, 2014, as presented.

CARRIED

B. PRESENTATIONS

1. **International Student Exchange Program 2014 – 2015**

Mark Lefebvre, Superintendent of Education presented the report on International Student Exchange Program 2014-2015, for information. He introduced Jayne Evans, FSL & International languages/ESL/Arts Consultant who introduced the nine (9) international exchange students and their Niagara Catholic student exchange partners.

Chair Burtnik and Vice-chair Burkholder handed out Board pins to the nine international exchange students.

C. COMMITTEE AND STAFF REPORTS

1. **Policy Committee**

1.1 **Unapproved Minutes of the Policy Committee Meeting of September 23, 2014**

Moved by Trustee Sicoli

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of September 23, 2014, as presented.

CARRIED

1.2 Approval of Policies

1.2.1 Bullying Prevention Intervention Policy (302.6.8)

Moved by Trustee Burtnik

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revised Bullying Prevention Intervention Policy (302.6.8), as presented.

CARRIED

1.2.2 Reimbursement of Travel Expenses Policy (201.4)

Moved by Trustee MacNeil

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revised Reimbursement of Travel Expenses Policy (201.4), as presented.

CARRIED

1.3 Policy and Guideline Review 2014-2015 Schedule

Director Crocco presented the Policy and Guideline Review 2014-2015 Schedule for the information of Trustees, and information on a clarification memorandum to all staff on the implementation of the Attendance Support Program Policy.

2. Integrated Transition Planning for Youth

Yolanda Baldasaro, Superintendent of Education presented the report on Integrated Transition Planning for youth.

Superintendent Baldasaro introduced Colleen Atkinson, Amy Dowd, and David O'Rourke, Special Education Coordinators who provided a brief overview of resources and working documents, developed by Niagara Catholic staff, that Catholic secondary school Special Education Class teachers are using to support the direction of the transitional framework.

Superintendent Baldasaro answered questions of Trustees.

3. Education Quality and Accountability Office (EQAO) Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) 2013-2014 Results

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Education Quality and Accountability Office EQAO Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) 2013 – 2014 Results, for information.

Superintendent Forsyth-Sells answered questions of Trustees.

4. Student Achievement Teams 2014 -2015

Mark Lefebvre, Superintendent of Education, presented the report on Student Achievement Terms 2014 – 2015 for information.

Superintendent Lefebvre answered questions of Trustees.

5. **Catholic School Councils' Annual Report 2013-2014**

Superintendent Forsyth-Sells presented the report on Catholic School Councils' Annual report 2013 – 2014 for information.

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

Frank Iannantuono, Superintendent of Education/Human Resource Services, presented the report on the Staff Development Department Professional Development Opportunities, for information.

Moved by Trustee Nieuwesteeg

THAT the Niagara Catholic District School Board excuse Trustee Charbonneau from attending the Committee of the Whole Meeting of October 14, 2014.

CARRIED

7. **Monthly Updates**

7.1 **Capital Projects Update**

Scott Whitwell, Controller of Facilities Services, presented the Capital Projects Update.

7.2 **Student Trustees' Update**

Jessica Di Pasquale and Chloe Demizio, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

7.3 **Senior Staff Good News Update**

Senior Staff highlights included:

Superintendent Farrell

- St. Alfred Catholic Elementary School received a Trillium Award from the City of St. Catharines for their Learning Garden, created with financial support from a grant from TD Friends of the Environment. The grant money was used to purchase plants for the outdoor learning class.

Superintendent Baldasaro

- Stephanie Kennedy, a Grade Eight student from Mother Teresa Catholic Elementary School received the Governor General's Caring Canadian Award for her work with Free the Children foundation. The award was presented at the Evening of Champions, in Toronto, where Stephanie attended with her mom, teacher Ann Marie Maloney and Principal Margaret Marion.

Director Crocco

- On October 2nd Team Canada 1972 launched their 28,800 Second Leadership Project. The event was held at the Holiday Inn in St. Catharines. The organization is looking at teaming up with school boards to promote their vision of inspiring generations of Canadians through a national legacy venture. The Program Department will work together to have Niagara Catholic participate in this program.
- Director Crocco and Vice-Chair Burkholder reported on the meeting held with Mayor Luciani of the City of Thorold regarding the tennis courts at Monsignor Clancy

Catholic Elementary School. The City of Thorold is interested in partnering with Niagara Catholic to provide support in future projects. A plan will be forthcoming.

- Director Crocco reported that brochures were delivered to parishes entitled “*Are You Registered as a Catholic School Supporter*”, along with a poster to register voters support. Parish Priests were asked to assist in distributing this information to their parish community.

D. INFORMATION

1. Trustee Information

1.1 Calendar of Events – October 2014

Director Crocco reviewed the October 2014 Calendar of Events for Trustees information.

1.2 Pilgrimage Sunday – October 26, 2014

Director Crocco reminded the Trustees of Pilgrimage Sunday – October 26, 2014. Trustees were invited to participate and asked to confirm their attendance with Kristine Murphy.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

Nil

F. BUSINESS IN CAMERA

Moved by Trustee Fera

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 Committee of the Whole Meeting at 8:20 p.m. and reconvened at 8:50 p.m.

G. REPORT ON THE IN-CAMERA SESSION

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Niewesteeeg

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on September 9, 2014, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee O’Leary

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting – In Camera Session (Section B: Student Trustees Excluded) held on September 9, 2014, as presented.

CARRIED (Item F3)

Moved by Trustee Sicoli

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on September 9, 2014 as presented.

CARRIED (Item F4)

H. ADJOURNMENT

Moved by Trustee

THAT the October 14, 2014 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 8:50 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **October 14, 2014.**

Approved on **November 11, 2014.**

Rhianon Burkholder
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

**TITLE: BULLYING PREVENTION INTERVENTION POLICY
(302.6.8)**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Bullying Prevention Intervention Policy (302.6.8), as presented.

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

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

Recommended by: Committee of the Whole

Date: October 28, 2014



BULLYING PREVENTION & INTERVENTION POLICY

STATEMENT OF POLICY

Section:	300 – Schools/Students
No:	302.6.8
Adopted:	November 25, 2003
Reviewed	February 26, 2013
Revised:	

In keeping with, the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. “Blessed are the peacemakers, for they will be called children of God” (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive, safe and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.

The Niagara Catholic District School Board and its schools actively promote and support positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate Expectations, and the provincial, Board and School Codes of Conduct.

A safe, inclusive and accepting learning and teaching environment, where all students feel accepted, is a necessary condition for the success of all students in the Board. This same environment is also a critical component of bullying prevention and intervention strategies supporting equitable and inclusive educational opportunities for all students.

The Board acknowledges that bullying affects a student’s ability to learn, the school climate, including healthy relationships, and will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Consistent with current legislation in the Province of Ontario, the Provincial Code of Conduct, the Codes of Conduct of the Board and Schools all members of the school community, including staff, students, parent/guardians and visitors, will be respectful to one another and are responsible to help create a safe, inclusive and accepting school environment free from bullying.

The Niagara Catholic District School Board recognizes that system and whole-school approaches are required to establish a Bullying Prevention and Intervention Plan for the Board and the schools of the Board and will be reviewed annually.

All schools in the Board will include a specified bullying prevention and intervention statement in their School Code of Conduct which will be included in the Student Handbook and will implement the Board’s Bullying Prevention and Intervention Plan.

The Director of Education will issue Administrative Guidelines for the implementation of this Policy.

References:

- [*Accepting Schools Act, 2012*](#)
- [*An Act to amend the Education Act*](#)
- [*Caring and Safe Schools in Ontario*](#)
- [*Education Act*, s170 \(1\) \(7.2\), s300.0.2\(1\) s 300.3, s301\(5.5\) s302\(3.1\) \(3.4\), s303.3\(1\)\(3\), s306\(1\)](#)
- [*Education Act 301.\(1\) Provincial Code of Conduct*](#)
- [*Freedom of Information and Protection of Privacy Act*](#)
- [*Ministry of Education Policy/Program Memorandum 144: Bullying Prevention and Intervention*](#)
- [*Ontario Human Rights Code*](#)
- [*Regulation 472/07; Behaviour, Discipline and Safety of Pupils Policy/Program*](#)
- [*Ontario Catholic School Graduate Expectations*](#)

- **Niagara Catholic Policies**
 - *Niagara Catholic-Safe Schools Policy(302.6)*
 - *Niagara Catholic-Opening and Closing Exercises Policy (302.6.1)*
 - *Niagara Catholic-Code of Conduct Policy (302.6.2)*
 - *Niagara Catholic-Access to School Premises Policy (302.6.3)*
 - *Niagara Catholic - Student Suspension Policy (302.6.4)*
 - *Niagara Catholic - Student Expulsion Policy (302.6.5)*
 - *Niagara Catholic-Dress Code-Secondary Uniform (302.6.6)*
 - *Niagara Catholic-Criminal Background Check Policy (302.6.7)*
 - *Niagara Catholic-Progressive Student Discipline Policy(302.6.9)*
 - *Niagara Catholic-Elementary Standardized Dress Code Policy (302.6.10)*



BULLYING PREVENTION & INTERVENTION POLICY

ADMINISTRATIVE GUIDELINES

Section:	300 – Schools/Students
No:	302.6.8
Adopted:	November 25, 2003
Revised:	February 26, 2013

Positive School Climate

Staff, students and parents/guardians and the wider community play key roles in creating a positive and safe school climate and learning environment.

The following are some characteristics of a positive school climate:

- Students, staff members, and parents/guardians feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents, and students with all partners actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.
- Students, staff members, parents/guardians, visitors and community members are responsible for promoting a safe, inclusive and accepting school climate by developing an awareness of bullying, reporting incidents of bullying, supporting the school through Catholic School Council bullying prevention initiatives, and communicating an understanding of the factors that contribute to a safe, inclusive, and accepting school climate.

Definition of Bullying

In accordance with subsection 1(1) of the Education Act;

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying

(1.0.0.1) Behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

(1.0.0.2) Bullying includes bullying by electronic means including:

- (a) creating a webpage or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one (1) individual or posting material on a website that may be accessed by one (1) or more individuals.

Bullying Prevention and Intervention Strategies and Supports

The Niagara Catholic District School Board will provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying and students who have engaged in bullying.

STRATEGIES

1. The Board and all employees of the Board are expected to:
 - Take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents and recognize that some allegations may require more comprehensive intervention.
 - Respond to any student behaviour that is likely to have a negative impact on the school climate.
 - Address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
 - Encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
 - Consider interventions and, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).
 - Model appropriate language and actions for students.
 - Increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan.

SUPPORTS

The Board and all employees of the Board are expected to:

- Provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
 - Consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the Board that are curriculum-linked and consistent with a progressive discipline approach.
 - Use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and acceptable behaviours.
 - Consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
 - Support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
 - a) Activities or organizations that promote gender equity;
 - b) Activities or organizations that promote anti-racism;
 - c) Activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
 - d) Activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.
2. The name of an activity or organization must be consistent with the promotion of a positive school climate as clarified in the Act that is inclusive and accepting of all students in consultation with the Principal/Designate of the school.

Reporting and Responding to Incidents (Appendix A)

- All Board employees have a responsibility for reporting student incidents.
- All Board employees who work directly with students have a responsibility to report, respond and support students.
- Principals/designates have the responsibility to report, respond, support students and notify parents/guardians.

Reporting of Student Incidents to the Principal/Designate

The purpose of reporting serious student incidents is to ensure that the Principal/Designate is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

Safe and Accepting Schools Incident Reporting Form (Appendix B)

The Principal/Designate shall investigate any matter reported regarding bullying. All reports made to the Principal/Designate, including those made verbally must be confirmed in writing, using the “Safe and Accepting Schools Incident Report Form” (Appendix B). The Principal/Designate is also required to complete the form to confirm an incident.

Part I of the Safe and Accepting Schools Incident Report Form (Appendix B) must:

- be submitted to the Principal/Designate in a timely manner.
- be assigned a number for filing and retrieval purposes.
- be investigated by the Principal/Designate.
- be filed in the student’s OSR “only” if further action is required.

Part II of the Safe and Accepting Schools Incident Report Form (Appendix B)

Once the investigation is complete the Principal/Designate must communicate the results of the investigation to the teacher who made the report or the Board employee if the Principal/Designate considers it appropriate.

The Principal/Designate must provide the employee who reported the incident with written acknowledgement, using the “Safe and Accepting Schools Incident Reporting Form-Part II”.

Ontario Student Record

If the Principal/Designate has decided that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate.

- Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form - both students who have engaged in bullying and students who have been harmed - must be removed from the form before it is filed.
- In the case of the student who has been harmed, no information about the incident must be placed in his/her OSR, unless that student’s parent/guardian expressly requests that it be placed in the OSR.
- In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student’s OSR.
- The form and documentation must be kept in the OSR for a minimum of one (1) year.

If no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

Principal/Designate Notification to Parents/Guardians

The Principal/Designate are required to notify the parents/guardians of students, who have been harmed as the result of a serious student incident.

Harm, means harm that can be experienced in a number of ways, including physical, mental, emotional and psychological.

The Principal/Designate shall disclose the following information:

- the nature of the activity that resulted in harm to the student
- the nature of the harm to the student
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to the harm that resulted from the activity.

The Principal/Designate is also required to notify the parents/guardians of students, who engaged in serious student incidents.

The Principal/Designate shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his/her engagement in the activity.

When notifying parents/guardians of these incidents, the Principal/Designate shall:

- invite parents/guardians to have a discussion with him/her about the supports that will be provided for their student.
- not disclose the name of or any other identifying or personal information about the student who has been harmed as a result of the activity.

The Principal/Designate shall not notify a parent/guardian of a student if, in their opinion, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest. If the Principal/Designate decides not to notify a parent/guardian that their student was involved in a serious student incident, the Principal/Designate shall:

- document the rationale for this decision and notify both the teacher who reported the incident and the appropriate Family of Schools' Superintendent of Education of this decision.
- if they determine it is appropriate to do so, inform other Board employees of this decision.
- refer students to Board resources or to a community-based service provider that can provide the appropriate type of confidential support.

SAFE AND ACCEPTING SCHOOLS TEAMS (SASTs)

Each school must have in place a safe school team responsible for fostering a safe, inclusive and accepting school climate that is composed of at least one (1) student, parent, teacher, support staff member, community partner, and the principal. The Chair of this team must be a staff member.

Safe and Accepting School Teams shall:










- review the results of the School Climate Surveys and identify areas to monitor.
- develop a bullying prevention and intervention plan using the Board Bullying Prevention and Intervention Plan School Template (Appendix C).
- monitor, review, and evaluate the effectiveness of strategies and supports in the School Improvement Plan using the results from the School Climate Surveys.
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents/guardians and members of the community.

Appendices:

- [*Appendix A - Keeping our Kids Safe at School: Reporting and Responding to Incidents*](#)
- [*Appendix B - Safe and Accepting School Incident Reporting Forms*](#)
- [*Appendix C- Board Bullying Prevention and Intervention Plan School Implementation Template*](#)

APPENDIX A

KEEPING OUR KIDS SAFE AT SCHOOL: REPORTING AND RESPONDING TO INCIDENTS

	Reporting	Responding	Supporting Students	Notifying Parents of Victims	Delegating Responsibility/ Authority
All Board employees					
All Board employees who <u>work directly with students</u>					
Principals					



SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM

Report No: _____	CONFIDENTIAL SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-Part I
Name of School	
1. Name of Student(s) Involved (if known)	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time/Date of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under subsection 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 student's school or to property located on the premises of the student's school. <input type="checkbox"/> Bullying. <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct. <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"/> Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person). <input type="checkbox"/> Any activities listed in subsection 306(1) that is motivated by bias, prejudice, or hate. <input type="checkbox"/> Giving alcohol to a minor. <input type="checkbox"/> Any other activity for which a student may be expelled under the board policy. <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct.
5. Report submitted by: Name: _____ Role in School Community: _____ Signature: _____ Date: _____ Contact Information: Location: _____ Telephone: _____	
6. FOR PRINCIPALS' USE ONLY: Check if incident was a violent incident, as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> Violent Incident	
Information is collected under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collect on this form shall be directed to the school Principal.	



SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM – Part II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No. _____

Report Submitted by: Name: _____

Date: _____

Investigation completed

Principal to communicate results with the teacher at a mutually convenient time*

Principal to communicate results with the other Board employees at a mutually convenient time, as appropriate*

Investigation in progress

Once investigation is completed, Principal to communicate results with the teacher at a mutually convenient time*

Once investigation is completed, Principal to communicate results with the other Board employees at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____

Date: _____

Note: Only Part II is to be given to the person who submitted the report.

In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the Principal shall communicate the results of the investigation to the teacher or other Board employee, who is not at teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the Principal shall not disclose more personal information that is reasonably necessary for the purpose of communicating the results of the investigation.



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.

Niagara Catholic District School Board

School Implementation Template to be completed by Niagara Catholic Schools

Niagara Catholic “Bullying Prevention and Intervention Policy Statement” Policy No. 302.6.8

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. “Blessed are the peacemakers; for, they shall be called the children of God” (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.

The Niagara Catholic District School Board and its schools actively promote and support positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate Expectations, and the Provincial, Board and School Codes of Conduct.

The Niagara Catholic District School Board recognizes that system and whole-school approaches are required to establish a Bullying Prevention and Intervention Plan for the Board and the schools of the Board and will be reviewed annually.

All schools in the Board will include a specified bullying prevention and intervention statement in their School Code of Conduct which will be included in the Student Handbook and will implement the Board’s Bullying Prevention and Intervention Plan.

Insert School Letterhead

EDUCATION, AWARENESS AND OUTREACH

[Insert school name] recognizes that a positive school climate exists when all members of the school community of students, staff, parents/guardians, volunteers and others are safe, feel safe, are included and accepted, building healthy relationships free from bullying, discrimination and harassment.

[Insert School name] will utilize the following Ministry of Education definition of bullying as stated in Board Policy No. 302.6.8 in communications with the school community:

Definition of Bullying

In accordance with subsection 1(1) of the Education Act;

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - ii. creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying

(1.0.0.3) Behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

(1.0.0.4) Bullying includes bullying by electronic means including:

- (a) creating a webpage or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one (1) individual or posting material on a website that may be accessed by one (1) or more individuals.

[Insert School name] as per Board Policy No. 302.6.8 will:

- Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from conflict, aggression and teasing.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a whole-school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help prevent and address bullying.

- Identify strategies to engage parents/guardians in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents/guardians and the broader school community.
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community.
- [Insert School name] will actively communicate and share with the school community, Board Policies, Board/School Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedure to address incidents of discrimination, progression discipline approach, and bullying prevention and intervention plans and strategies.

PREVENTION

[Insert school name] recognizes that fostering a positive learning environment will help reduce possible bullying, harassment, and discrimination incidents. [Insert school name] is committed to taking steps to strengthen prevention measures.

[Insert School Name] using evidence-based analysis will identify and implement as appropriate the following practices and initiatives for bullying prevention:

- bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board and/or the School.
- relationship building and community building programs that are present in the school classroom and in the larger community.
- activities that promotes a positive school climate.
- awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills.
- awareness raising strategies to engage community partners and parents/guardians in early and ongoing dialogue.
- ways to link curriculum and daily learning.
- ways to support and encourage role modeling by caring adults and student leaders within the school and school community.
- identify and implement as appropriate the learning and training opportunities for school staff and the school community that are needed.

[Insert school name] will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and
- align supervision plan to address where and when bullying happens, as identified through climate surveys.

INTERVENTION AND SUPPORT STRATEGIES

[Insert school name] recognizes the importance of using timely interventions and supports with a school-wide approach.

[Insert school name] will:

- take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents and recognize that some allegations may require more comprehensive intervention.
- respond to any student behaviour that is likely to have a negative impact on the school climate.

- address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
- encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
- consider interventions and, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).
- model appropriate language and actions for students.
- increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan.
- recognize that the goals of policy initiatives must address the areas of challenge identified in the school climate surveys and other relevant data.

SUPPORTS

[Insert school name] will:

- provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff, parent/guardians, and all members of the Catholic school community.
- endeavour to increase education, awareness and outreach by using continuing best practices.
- consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the Board that are curriculum-linked and consistent with a progressive discipline approach.
- use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors.
- have in place processes and strategies to identify and respond to bullying when it happens.
- identify strategies for supporting all students involved in bullying.
- communicate the progressive discipline approach to the school community and the procedures in place to support students.
- use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and acceptable behaviours.
- consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
- support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
 - a) Activities or organizations that promote gender equity;
 - b) Activities or organizations that promote anti-racism;
 - c) Activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
 - d) Activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.

SAFE AND ACCEPTING SCHOOLS TEAM

[Insert school name] Safe and Accepting School Team shall:

- review the results of the School Climate Surveys and identify areas to monitor.
- develop and implement an appropriate action plan to address areas of concern.
- review and revise the school action plan and processes for reporting, response, support and following up on issues as appropriate.

- involve the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment.
- the roles/responsibilities of the school community (students, staff, parents/guardians and community members will be continually reviewed in order to implement best practices.
- reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented.
- monitor, review, and evaluate the effectiveness of strategies and supports in the School Improvement Plan using the results from the School Climate Surveys.
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline.
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents/guardians and members of the community.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

TITLE: REIMBURSEMENT OF TRAVEL EXPENSES POLICY (201.4)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Reimbursement of Travel Expenses Policy (201.4), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Recommended by: Committee of the Whole

Date: October 28, 2014



REIMBURSEMENT OF TRAVEL EXPENSES

STATEMENT OF POLICY

Section:	200 – Human Resources
No:	201.4
Adopted:	December 22, 1998
Revised:	April 25, 2000 April 23, 2002 September 1, 2005 August 28, 2006 September 1, 2008

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board shall provide reimbursement to personnel for reasonable travel expenses incurred while on Board approved business. The Board is committed to ensuring travel reimbursement expenses are associated with employee's duties and continue to maximize benefits to the Board.

The Director of Education will issue Administrative Guidelines for the implementation of this Policy.



REIMBURSEMENT OF TRAVEL EXPENSES

ADMINISTRATIVE GUIDELINES

Section:	200 – Human Resources
No:	201.4
Adopted:	December 22, 1998
Reviewed/	April 25, 2000
Revised:	April 23, 2002
	September 1, 2005
	August 28, 2006
	September 1, 2008

EMPLOYEES ELIGIBLE FOR REIMBURSEMENT

Travel cost reimbursements will be paid to eligible employees for travel on approved Board business to various destinations, as follows:

1. Employees scheduled between work sites, according to Board approved assignments.
2. Employees travelling within the Board's jurisdiction on business, with the approval of their Supervisor.
3. Employees travelling outside the Board's jurisdiction, with the approval of their Supervisor.

TRAVEL ELIGIBLE FOR REIMBURSEMENT

1. All travel at the start of day and end of day between home and any Niagara Catholic work site is the responsibility of the employee.
2. All travel costs between Niagara Catholic work sites are eligible for reimbursement when an employee is scheduled for two assignments on the same day.
3. All distances claimed for reimbursement will be determined by the shortest route. A schedule of predetermined distances between school sites will be provided.
4. During weekends, with the approval of their Supervisor, eligible employees will be reimbursed for the distance actually travelled on Board business, unless the individual is paid overtime.
5. Employees participating in full day conferences, meetings, workshops or general activities organized within the Niagara Region will not be eligible for travel reimbursement. The location of the conference, meeting, workshop or general activity will be designated as a Niagara Catholic site for the duration of the activity.

RATE OF REIMBURSEMENT

1. The rate of reimbursement shall be 45 cents per kilometre.
2. The rate of reimbursement shall be reviewed by the Director of Education at least every two years*.
3. The Director, in consultation with the Superintendent of Business and Financial Services, shall arrive at a rate for travel reimbursement after considering other rates in school boards, regional, municipal and Ontario government offices. A report on any changes in rate shall be review at the Policy Committee.

REIMBURSEMENT PROCEDURES

Eligible employees will be reimbursed at the approved rate, as follows:

1. The **Reimbursement of Travel Expenses Form** is to be completed and signed by the eligible employee.
2. The Reimbursement of Travel Expenses Form is to be signed by the eligible employee's Supervisor/Superintendent and then forwarded to the appropriate Superintendent/ Controller of Facilities Services.
3. The Reimbursement of Travel Expenses Form shall be submitted on a monthly basis within the current school year.
4. The approval for travel reimbursement for forms submitted beyond 60 days of travel dates will be at the discretion of the Superintendent of Business and Financial Services.

References:

- [Niagara Catholic - Employee Code of Conduct and Ethics Policy \(201.17\)](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

**TITLE: APPROVED MINUTES OF THE SPECIAL EDUCATION
ADVISORY COMMITTEE (SEAC) MEETING OF
SEPTEMBER 3, 2014**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of September 3, 2014 as presented for information.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING WEDNESDAY, SEPTEMBER 3, 2014

Minutes of the Meeting of the Special Education Advisory Committee, held on Wednesday, September 3, 2014, 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 Chair Racine.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Chair Racine.

2. Roll Call

Members	Affiliations	Present	Excused	Absent
Anna Racine	The Tourette Syndrome Association of Ontario	✓		
Rob Lavorato	Down Syndrome Caring Parents (Niagara)		✓	
Connie Parry	Association for Bright Children		✓	
Kerry Thomas	Community Living-Welland/Pelham		✓	
Cyndi Gryp	Community Living-Grimsby, Lincoln & West	✓		
Carol Baldinelli	VOICE for Hearing Impaired Children	✓		
Colleen Sword	Autism Ontario – Niagara Region Chapter		✓	
Jay Gemmell	John Howard Society of Niagara	✓		
Katie Muirhead	Ontario Brain Injury Association	✓		
Sarah Farrell	Learning Disabilities Association – Niagara	✓		
Bill Helmeczi	Pathstone Mental Health		✓	
Trustees				
Father Paul MacNeil		✓		
Maurice Charbonneau			✓	
Student Senate Representative			✓	

The following staff were in attendance:

Yolanda Baldasaro, Superintendent of Education; **Jim Whittard**, Principal, Secondary; **Tina DiFrancesco**, Recording Secretary

Introductions

Chair Racine welcomed Carol Baldinelli who will replace Kim Rosati as the new primary representative for VOICE for Hearing Impaired Children and Jim Whittard, new Secondary Principal Representative.

3. Approval of the Agenda

Moved by Katie Muirhead

Seconded by Cyndi Gryp

THAT the Special Education Advisory Committee approve the Agenda of the Special Education Advisory Committee Meeting of September 3, 2014.

CARRIED

4. Disclosure of Interest

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

5. Approval of Minutes of the Special Education Advisory Committee Meeting of June 4, 2014

Moved by Katie Muirhead

Seconded by Sarah Farrell

THAT the Special Education Advisory Committee approve the Minutes of the Special Education Advisory Committee Meeting of June 4, 2014 as presented.

CARRIED

B. PRESENTATIONS

C. VISIONING

1. Goals and Vision for 2013/2014

Chair Racine highlighted some of SEAC's past goals for information to new members and recommended that the SEAC bring forth ideas for new/proposed goals to the next meeting.

D. BUSINESS ARISING FROM THE MINUTES OF THE MEETING OF JUNE 4, 2014

1. Learner Advocacy

2. Parent Outreach

3. Program and Service Recommendations

4. Special Education Budget

5. Annual Review, Special Education Plan

6. Other Related Items

6.1 Update on Niagara Catholic District School Board Protocol for Students Not Writing Exams

Deferred to October meeting

7. Policy Review

7.1 Review Policies

The *Bullying Prevention and Intervention Policy* was presented. The deadline to respond is September 11, 2014. Chair Racine recommended that any suggestions can be sent to her and she will respond on behalf of the SEAC. Individual comments are also welcome.

E. SEAC REPORT

1. Review and Approval of SEAC Insert for Catholic School Council Agenda

Chair Racine reviewed the September SEAC report which will be sent to Principals to include in their Catholic School Council agenda. The report included information about the SEAC mandate, membership and highlights of SEAC completed goals. Members provided suggestions.

2. Review and Approval of SEAC Insert for School Newsletters

Superintendent Baldasaro reviewed the SEAC insert which will be sent to Principals to include in their school newsletter. The insert included general information pertaining to the SEAC, meeting dates and location.

F. AGENCY REPORTS

1. VOICE for Hearing Impaired Children – Carol Baldinelli

- Nil Report

2. Down Syndrome Caring Parents (Niagara) – Rob Lavorato

- Nil Report

3. Community Living – Welland/Pelham – Kerry Thomas

- Nil Report

4. Association for Bright Children – Connie Parry

- Nil Report

5. Community Living – Grimsby, Lincoln and West Lincoln – Cyndi Gryp

- It was a successful summer. Staff in Lincoln and Grimsby held camps to assist children to attend their local camp.
- Secondary school graduates are starting at work and day programs. Parents are purchasing these programs using Passport funds.
- Passport funds – new requests and increased funding to families coming soon. Letters have gone out to families.
- Grimsby Festival of Art will be held on September 6 and September 7 at Blessed Trinity Catholic Secondary school in Grimsby.

6. Autism Ontario – Colleen Sword

- Nil Report

7. The Tourette Syndrome Association of Ontario – Anna Racine

- Nil Report

8. John Howard Society of Niagara – Jay Gemmell

- First year completed as Executive Director for the John Howard Society
- The *Summer Jobs for Youth Program* has been well received.
- JHS was asked to support *ProAction* through Niagara Regional Police.
- The *Project Rewind* program resulted in fewer arrests. Both the District School Board of Niagara and the Niagara Catholic District School Board helped to fund the program.
- The Canada jobs grant information session will be held next Friday.

9. Ontario Brain Injury Association – Katie Muirhead

- PAAC on SEAC has decided to write a letter to the Ministry about special education as a mandatory requirement for teachers.

10. Learning Disabilities Association (Niagara) – Sarah Farrell

- Our full-day summer literacy program called S.L.A.M. wrapped up last week and we had a very successful summer! S.L.A.M. ran for 7 weeks in St. Catharines, 3 weeks in Welland and 3 weeks in Niagara Falls. In total, 152 SLAM participant spots were filled in 2014. Without counting participants twice, 79 children participated in SLAM 2014. Many of these participants returned weekly and made great gains in their literacy, social skills and motivation/self-confidence.
- We will be offering our after-school literacy and social skills programs (Reading Rocks, Reading Rocks Jr. Let's READ and BEST) this Fall starting October 7 – December 2 for 8 weeks. We are accepting online applications now until September 22 at www.Ldaniagara.org. There are very limited spots!
- Our Open House/AGM will be taking place on Thursday, September 18 from 6:30 – 8:00p.m. at the Silver Spire Church. All are welcome to attend as it's a great way to learn more about the agency and programs!

11. Pathstone Mental Health – Bill Helmeczi

- Nil Report

G. STAFF REPORTS

1. Jim Whittard – Principal, Secondary

Holy Cross

- Holy Cross is welcoming four new students into the Special Education class. Everyone had toured the rooms and spent time with us before September but most importantly they have their uniforms. Thanks to our Catholic School Council and their annual Used Uniform Sale everyone is ready to show their HC colours. One of our young ladies was so excited she wore her kilt on a transition day last June.
- We will be weeding the Peace Garden to make the space more inviting for all our HC friends.
- We are excited to see what music the students will choose for their routines in the Dance class.

Denis Morris

- The Denis Morris Special Education Department is off to a great start and we are looking forward to working with our new Grade 9 students who will be sharing their talents with the Denis Morris Catholic School Community. We will also be starting a Best Buddies Chapter at our school and are working on some exciting events to promote equity, inclusion and gospel values.
- Student Profiles have been created on each of our students with special education needs and shared with staff. We feel that gathering and sharing data, strengths, needs and accommodations on each child entrusted to our care, not only drives instruction and programming, it also fosters a culture of collaboration as we strive to meet the needs of every student.
- We are also happy that the Integrated Transition Planning Protocols has been initiated with our students to respond to PPM 156 and to create authentic transition plans for our students with special education needs. We are pleased to further enhance the home-school-community collaboration that has been the foundation of our success at Denis Morris.
- Applied Behaviour Analysis (ABA) in the Secondary Classroom is a Board Initiative that the Special Education Team will continue to implement at Denis Morris. The ABA steering committee is continuing to gather data to support the use of ABA in the secondary classroom as a tool to improve student achievement and engagement.

Blessed Trinity

- Educational Resource Teachers and Special Education Teachers throughout Niagara Catholic were thrilled to welcome our students back to school after a busy summer holiday.
- All schools will host a Grade 9 Curriculum Night during the month of September. The Special Education Department, in conjunction with the Special Education Advisory Committee (SEAC), has developed two Power Point presentations that will be shared with school communities on Curriculum Night. On this evening, at Blessed Trinity, we will also host an Open House for our Special Education Class where new and returning parents will

have the opportunity to mingle and meet each other's families. We will also invite the Association for Community Living to talk about the programs and services they offer.

- Blessed Trinity's Special Education Program will be highlighted this month at the Association for Community Living's Annual General Meeting. The department will be recognized for leadership in inclusive education whereby a culture is created in which learning together is better. They will present our work involving Reaction4Inclusion (a youth initiative created for high school students who are an integral part of creating an environment where our students are welcome to participate in all aspects of the school). We are also being recognized for our work with Transitional Aged Youth and our partners within the community in how we work together to support individuals as they leave the high school setting.
- SEA equipment (laptops and FM Systems) are currently being distributed to students.
- Individual Education Plans (IEP's) are currently being developed. Parental input is always invited and appreciated. IEP's will be mailed home no later than 30 days after the commencement of the school year. Teachers have been made aware of the students they will accommodate and there is ongoing discussion between them and the Resource Department to ensure student needs are met.
- Schedules for Educational Assistants and timetables for students have been developed as our students are integrated into a variety of classes and activities throughout the school. Classes include not only core subjects but also Culinary Arts, Transportation and Co-Operative Education. Thank you to the Grimsby community for being so welcoming to our students. There are so many co-op opportunities available to us! In particular, St. Joseph Parish has afforded an opportunity to one of our students with Autism to work at the Church during the afternoons.
- The Peer Tutoring course is taught by our Special Education Teacher who does a wonderful job of educating students in regard to exceptionalities and inclusion. This rewarding program pairs peers with our Special Education students as they go to classes and participate in events. The bonds are incredible and can be felt at the special events held throughout the year.
- All members of the Special Education Class will continue to enjoy weekly Mass. The entire St. Joseph Parish community loves to congregate and pray with our students. It is an opportunity to have peace and calm in a busy week.

Saint Paul

- A new year begins in the Special Education class at Saint Paul Catholic High School. A new teacher is welcomed and looks forward to working with the students and staff.
- The upcoming school year will provide our students many new opportunities and experiences in academic and social settings. Some upcoming events include Christmas Crafts, Valentine's Day Dance, and the defending of our Bocce Championship!
- As well, many of our senior students will be gaining valuable work/life experience through our co-op program.
- The Special Education Department is looking forward to a great year!

Saint Michael

- Saint Michael Catholic High School is in the process of completing a multi-million dollar expansion which has created additional classrooms, and significantly increased classroom space for Culinary Arts, Auto, and Music and a new Weight room to name just a few changes.

- Our Special Education Class welcomes three new students this September who will be with us for up to seven years where they will continue to grow and develop their interests and skills. We welcome all of our new Mustangs as they continue to grow with us.
- Many of our Special Education Class students will continue to experience “Co-Op” placements. We are looking at also expanding our placements by sending a couple of our students to the School of Horticulture next semester where Niagara Catholic offers classes in Horticulture.
- This year, we will be fully implementing the Integrated Transition Planning process for students. This will apply to the students in the Special Education class and for some of our Resource Supported students who can access community support programs.
- Last year, Saint Michael piloted a new Concussion Protocol for students. This procedure will be implemented in other schools this year so that students will have a plan to “return to work” and “return to play”.

2. **Yolanda Baldasaro – Superintendent of Education**

- The Niagara Catholic 2014-2015 School Year Calendar, 2014-2015 System Priorities, 2014 Multi-Year Accessibility Plan and 2014 Special Education Plan were presented to members for information. Superintendent Baldasaro welcomed participation by the SEAC in the future review of the Special Education Plan.
- Superintendent Baldasaro indicated that the Concussion Protocol could be a potential presentation for the October or November meeting. Jim Whittard, Secondary Principal will coordinate a date with Mike Sheahan, Physical Education Consultant.

H. TRUSTEE REPORTS

1. **Father Paul MacNeil – Trustee**

- Nil Report

2. **Maurice Charbonneau – Trustee**

- Nil Report

I. STUDENT REPORT

J. NCPIC REPORT

1. Chair Racine informed members that the next NCPIC meeting will be held on September 11, 2014. Colleen Sword is the new SEAC Representative on the Niagara Catholic Parent Involvement Committee.

K. NEW BUSINESS

1. **Learner Advocacy**

2. **Parent Outreach**

3. **Program and Service Recommendations**

4. **Special Education Budget**
5. **Annual Review, Special Education Plan**
6. **Other Related Items**
7. **Policy Review**

L. CORRESPONDENCE

1. VOICE for Hearing Impaired Children – Change in SEAC Primary Representative

A letter was received from VOICE for Hearing Impaired Children nominating Carol Baldinelli as the new primary representative on the SEAC, replacing Kim Rosati.

Recommendation:

Approval of the change in representation to the Special Education Advisory Committee

Moved by Cyndi Gryp

Seconded by Katie Muirhead

THAT the Special Education Advisory Committee approve the change in representation for VOICE for Hearing Impaired Children to the Special Education Advisory Committee;
Primary Representative: Carol Baldinelli

CARRIED

2. Review Response Letter from Minister Sandals

Chair Racine reviewed the letter from Minister Sandals about including special education as a mandatory requirement for all teacher candidates in initial teacher education programs. A discussion was held regarding the response. Superintendent Baldasaro spoke about the New Teacher Induction program (NTIP).

3. Chair Racine briefly reviewed new correspondence and suggested that the SEAC revisit the letters at the October meeting.

M. QUESTION PERIOD

N. NOTICES OF MOTION

O. AGENDA ITEMS – DISCUSSION FOR FUTURE MEETINGS

1. Possible CCAC Presentation
2. PAAC on SEAC Survey Results – Katie Muirhead
3. Concussion Protocol – Jim Whittard and Mike Sheahan – October or November

P. INFORMATION ITEMS

1. Superintendent Baldasaro reminded members of the upcoming election and to review expectations of SEAC members as outlined in Director's Memorandum – DM 124 (2013-2014), *Municipal, Provincial and Federal Election Administrative Procedures*.
2. Chair Racine requested that Director Crocco be invited to a future meeting. Superintendent Baldasaro will extend an invitation to Director Crocco.

Q. NEXT MEETING:

Wednesday, October 1, 2014 at 7:00p.m. at the Catholic Education Centre

R. ADJOURNMENT

Moved by Katie Muirhead

Seconded by Cyndi Gryp

THAT the September 3, 2014 meeting of the Special Education Advisory Committee be adjourned.

CARRIED

This meeting was adjourned at 8:45p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

**TITLE: BOARD IMPROVEMENT PLAN FOR STUDENT
ACHIEVEMENT (BIPSA) 2014-2015**

The report on the Board Improvement Plan for Student Achievement (BIPSA) 2014-2015
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/Secretary-Treasurer

Date: October 28, 2014



REPORT TO THE BOARD OCTOBER 28, 2014

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT (BIPSA) 2014-2015

BACKGROUND INFORMATION

The Board Improvement Plan for Student Achievement (BIPSA) 2014-2015 provides direction to schools to support School Improvement Plans.

It aligns with the two Strategic Directions of the Board and Enabling Strategies, Catholic Virtues, the Ontario Catholic School Graduate Expectations, Student Effectiveness Framework (SEF) Indicators, and Ministry of Education's Renewed Goals for education.

In collaboration with Senior Administrative Council, the Board Improvement Plan for Student Achievement has been developed by the BIPSA Committee and presented to principals, teaching and support staff on the October 10, 2014 PA Day.

For the 2014-2015 school year the "Theories of Action" will be implemented through strategies and initiatives to improve the student achievement of all students.

Catholic Faith, Community and Culture

If we teach, learn and model the Ontario Catholic School Graduate Expectations and Religious Education and Family Life curriculum with our students and engage staff in Faith Formation, then we will Grow in Wisdom to Worship and Witness.

If we promote and sustain mental health and well-being, equity and inclusion, safety and acceptance through Board and school programs, then Catholic school life and learning will be a faith-based, positive experience for all students, staff, families and community partners.

Literacy and Numeracy

If we develop teacher content knowledge and pedagogy focused on instruction and assessment strategies in literacy and numeracy, then teachers will be more responsive and flexible to the learning needs of all students to improve achievement.

Pathways

If we provide a range of pathways, programs, options and supports for all students from elementary to secondary school and post-secondary life and learning, then student engagement and success will increase and more students will become graduates of the Niagara Catholic District School Board.

The Board Improvement Plan for Student Achievement (BIPSA) has been attached to this report and will be submitted to the Ministry of Education on Friday, October 31, 2014.

The report on the Board Improvement Plan for Student Achievement (BIPSA) 2014-2015 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/Secretary-Treasurer

Date: October 28, 2014



Our children, their future, Christ's Way...

Niagara Catholic District School Board

Board Improvement Plan for Student Achievement (BIPSA) 2014-2015

Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

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.

Catholic Faith, Community and Culture

Staff and students are Growing in Wisdom to Worship and Witness through teaching, learning and modeling Ontario Catholic School Graduate Expectations. Well-being, equity, safety and acceptance are promoted and sustained in every school to support a faith-based, positive experience for all students, staff, families and community partners.

Literacy and Numeracy

High expectations for all students in literacy and numeracy are evident in all Catholic elementary, secondary and continuing education schools.


Pathways


A range of pathways, programs, options and supports are available for all students to be successful, from elementary to secondary school and post-secondary life and learning.


Advance Student Achievement for All

Excellence • Equity • Well-Being • Public confidence in Catholic Education



Pillar of Student Success and Strategic Direction	 <h2 style="text-align: center;">Catholic Faith, Community and Culture</h2> <h3 style="text-align: center;">Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education</h3>	
Theories of Action	<p><i>If we teach, learn and model the Ontario Catholic School Graduate Expectations and Religious Education and Family Life curriculum with our students and engage staff in Faith Formation, then we will Grow in Wisdom to Worship and Witness.</i></p> <p><i>If we promote and sustain mental health and well-being, equity and inclusion, safety and acceptance through Board and school programs, then Catholic school life and learning will be a faith-based, positive experience for all students, staff, families and community partners.</i></p>	
Enabling Strategies: Goals for June 2015 <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>SEF Indicators: Assessment for, as and of Learning: 1.4, 1.5, 1.7 School and Classroom Leadership: 2.3, 2.5 Student Engagement: 3.1, 3.2, 3.3, 3.4 Curriculum, Teaching and Learning: 4.3, 4.6, 4.7 Pathways Planning and Programming: 5.2, 5.4 Home, School and Community Partnerships: 6.1, 6.2, 6.3, 6.4</p> </div>	<p>Provide Supports for Success Design Pathway to Care Program Design awareness, prevention and intervention program and clinical support counselling services Implement recommendations to enhance the Special Education Delivery Model Promote healthy lifestyles for students and staff</p> <p>Building Partnerships and Schools as Hubs Engage student voice Build and enhance capacity with all partners Engage community groups to address needs of children Develop Safe and Accepting Schools initiatives, resources and supports Expand social justice experiences, global citizenship and educational opportunities</p> <p>Strengthen Human Resource Practices and Develop Transformational Leadership Deliver third year Human Resources Certificate Program Support and monitor implementation of the Attendance Support Program Implement the third year of theological theme: <i>Growing in Wisdom to Worship and Witness</i></p>	<p>Create Equity and Accessibility of Resources Design a Program and Services Plan Design a consolidated Student Achievement Department</p> <p>Ensure Responsible Fiscal and Operational Management Produce a balanced budget for 2014-2015 Realign operational staff responsibilities Create School-based Budget Program Provide timely and relevant financial information Implement Emergency Response Protocol Relocate the Information Technology and the Facilities Services Centres Implement an Energy Saving Program and school ground greening initiatives</p> <p>Address Changing Demographics Monitor and report changing enrolment Support the diversity of communities</p>
Targeted, Evidence-Based Strategies & Professional Learning	<ul style="list-style-type: none"> ✓ continue to offer Faith Formation opportunities for all staff and support the work of Faith Ambassadors to nurture the faith life of adults in schools ✓ provide professional learning for K to 12 teachers around inquiry and resources, and establish consistent assessment and evaluation practices in Religious Education and Family Life curriculum and courses ✓ provide instruction and support in self and co-regulation using “The Zones of Regulation and Calm, Alert and Learning” resources for early learners ✓ provide FNMI Cultural Competency Training and extend FNMI awareness through the “Blanket Exercise” for administrators and staff ✓ to increase the self-identification of First Nation, Métis and Inuit students using a variety of strategies by 10% ✓ expand safeTALK training and ASIST training for staff ✓ create Safe and Accepting Schools Teams (SAST) resources ✓ engage student voice through the Student Senators Symposium, Student Forums, and learning activities from K to Grade 12 ✓ implement a counselling services model using a tiered approach in early identification and intervention in child and youth mental health and addictions, and close service gaps for vulnerable children and youth by providing clinical services 	
Monitoring/Evaluation & Responsibility	<ul style="list-style-type: none"> ➤ collect quantitative and qualitative data of targeted, evidence-based strategies and professional learning for mid-year review of BIPSA ➤ Senior Administrative Council, BIPSA Committee, Board Departments and School Administrators 	

Pillar of Student Success and Strategic Direction	 <h2 style="margin: 0;">Literacy and Numeracy</h2> <h3 style="margin: 0;">Advance Student Achievement for All</h3>					
Theory of Action	<i>If we develop teacher content knowledge and pedagogy focused on instruction and assessment strategies in literacy and numeracy, then teachers will be more responsive and flexible to the learning needs of all students to improve achievement.</i>					
Enabling Strategies: Goals for June 2015	<p>Provide Supports for Success Enhance the development of literacy and numeracy skills for all students</p> <p>Enhance Technology for Optimal Learning Implement third year of the digital transformation Invest in technology infrastructure and human capital for IT support Design a strategy for equitable access to technology</p> <p>Strengthen Human Resource Practices and Develop Transformational Leadership Focus Professional Learning on assessment, evaluation and reporting Strengthen teacher content-for-teaching knowledge of Mathematics Advance instructional leadership in Mathematics</p> <p>Create Equity and Accessibility of Resources Design a consolidated Speech and Language services – Early Years Primary Team Design a model that tracks student reading data Apply Assessment <i>for</i> Learning and math talk strategies Advance student achievement on provincial, Board and school assessments</p>					
Targeted, Evidence-Based Strategies & Professional Learning <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>SEF Indicators: Assessment <i>for, as and of</i> Learning: 1.1, 1.2, 1.3, 1.6 School and Classroom Leadership: 2.1, 2.2, 2.4 Student Engagement: 3.1, 3.3, 3.4 Curriculum, Teaching and Learning: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 Pathways Planning and Programming: 5.1, 5.2 Home, School and Community Partnerships: 6.2, 6.3</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Literacy Strategies</th> <th style="text-align: center; padding: 5px;">Numeracy Strategies</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> ✓ Build capacity and teacher efficacy for primary and junior teachers and Grade 9 English teachers in “learning to read” and “reading to learn” ✓ Collaborate with a professional network of reading and writing leads to help support mobilization of reading and writing theory and practice for primary and junior teachers and Educational Resource Teachers ✓ Implement a developmental model for teaching word study that includes diagnostic assessments in the junior division ✓ Review and recommend reading lists for the intermediate division ✓ Focus on using classroom libraries to foster a reading culture in secondary classrooms </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ✓ Develop a “growth mindset” culture in mathematics from K to 12 for teachers and students through professional learning opportunities ✓ Apply math talk strategies to make student thinking visible as an assessment for learning (A_fL) strategy ✓ Build capacity to use assessment as learning (A_aL) strategies in K to 12 ✓ Build numeracy leadership in K to Grade 2 through the development of Family of Schools Learning Teams to explore the curriculum continuum and develop pedagogical content knowledge in mathematics ✓ Offer AQ courses in Mathematics to teachers to improve teacher content knowledge in mathematics </td> </tr> </tbody> </table>	Literacy Strategies	Numeracy Strategies	<ul style="list-style-type: none"> ✓ Build capacity and teacher efficacy for primary and junior teachers and Grade 9 English teachers in “learning to read” and “reading to learn” ✓ Collaborate with a professional network of reading and writing leads to help support mobilization of reading and writing theory and practice for primary and junior teachers and Educational Resource Teachers ✓ Implement a developmental model for teaching word study that includes diagnostic assessments in the junior division ✓ Review and recommend reading lists for the intermediate division ✓ Focus on using classroom libraries to foster a reading culture in secondary classrooms 	<ul style="list-style-type: none"> ✓ Develop a “growth mindset” culture in mathematics from K to 12 for teachers and students through professional learning opportunities ✓ Apply math talk strategies to make student thinking visible as an assessment for learning (A_fL) strategy ✓ Build capacity to use assessment as learning (A_aL) strategies in K to 12 ✓ Build numeracy leadership in K to Grade 2 through the development of Family of Schools Learning Teams to explore the curriculum continuum and develop pedagogical content knowledge in mathematics ✓ Offer AQ courses in Mathematics to teachers to improve teacher content knowledge in mathematics 	<ul style="list-style-type: none"> ✓ improve data literacy (quantitative/qualitative) through various professional learning opportunities for administrators and teachers ✓ establish consistent practices in assessment, evaluation and reporting in secondary schools ✓ use targeted interventions, especially for those students with special education needs, FMNI students, ELL students and students achieving below provincial standard ✓ consolidate Speech and Language services with the Early Years/Primary Team to support assessment and early intervention strategies ✓ track student assessment data, such as PM Benchmarks, DRA, OCA and Numeracy Nets using Maplewood Markbooks ✓ continue to support teachers implementing an inquiry-based stance to teaching and learning, beginning in K to Grade 12 ✓ deploy FNMI Tutors in high density FNMI schools, develop and promote secondary Native Studies courses, and embed FNMI content across subject areas, grades and courses ✓ continue to implement e-Learning and the use of interactive whiteboard and mobile technologies to support 21st Century learning
Literacy Strategies	Numeracy Strategies					
<ul style="list-style-type: none"> ✓ Build capacity and teacher efficacy for primary and junior teachers and Grade 9 English teachers in “learning to read” and “reading to learn” ✓ Collaborate with a professional network of reading and writing leads to help support mobilization of reading and writing theory and practice for primary and junior teachers and Educational Resource Teachers ✓ Implement a developmental model for teaching word study that includes diagnostic assessments in the junior division ✓ Review and recommend reading lists for the intermediate division ✓ Focus on using classroom libraries to foster a reading culture in secondary classrooms 	<ul style="list-style-type: none"> ✓ Develop a “growth mindset” culture in mathematics from K to 12 for teachers and students through professional learning opportunities ✓ Apply math talk strategies to make student thinking visible as an assessment for learning (A_fL) strategy ✓ Build capacity to use assessment as learning (A_aL) strategies in K to 12 ✓ Build numeracy leadership in K to Grade 2 through the development of Family of Schools Learning Teams to explore the curriculum continuum and develop pedagogical content knowledge in mathematics ✓ Offer AQ courses in Mathematics to teachers to improve teacher content knowledge in mathematics 					
Monitoring/Evaluation & Responsibility	<ul style="list-style-type: none"> ➤ collect quantitative and qualitative data of targeted, evidence-based strategies and professional learning for mid-year review of BIPSA ➤ Senior Administrative Council, BIPSA Committee, Board Departments and School Administrators 					

Pillar of Student Success and Strategic Direction	 <p style="text-align: center;">Pathways Advance Student Achievement for All</p>		
Theory of Action	<p><i>If we provide a range of pathways, programs, options and supports for all students from elementary to secondary school and post-secondary life and learning, then student engagement and success will increase and more students will become graduates of the Niagara Catholic District School Board.</i></p>		
Enabling Strategies: Goals for June 2015	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Enhance Technology for Optimal Learning Support student transition planning with technology and professional development</p> <p>Create Equity and Accessibility of Resources Exceed provincial graduation target of 85%</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Address Changing Demographics Design life-skills programs for students</p> </td> </tr> </table>	<p>Enhance Technology for Optimal Learning Support student transition planning with technology and professional development</p> <p>Create Equity and Accessibility of Resources Exceed provincial graduation target of 85%</p>	<p>Address Changing Demographics Design life-skills programs for students</p>
<p>Enhance Technology for Optimal Learning Support student transition planning with technology and professional development</p> <p>Create Equity and Accessibility of Resources Exceed provincial graduation target of 85%</p>	<p>Address Changing Demographics Design life-skills programs for students</p>		
Targeted, Evidence-Based Strategies & Professional Learning <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p>SEF Indicators: Student Engagement: 3.1, 3.2, 3.3, 3.4 Curriculum, Teaching and Learning: 4.3 Pathways Planning and Programming: 5.1, 5.2, 5.3, 5.4</p> </div>	<ul style="list-style-type: none"> ✓ implement Individual Pathways Planning, through <i>All About Me</i> e-Portfolios and <i>Career Cruising</i>, to support transitions and career planning from grade to grade and from elementary to secondary to post-secondary school ✓ continue to use STFs (Student Transition Forms) for Grade 8 to 9 transitions ✓ provide technological supports and professional development for school staff to improve the continuum of effective transition planning for all students ✓ continue implementation of Integrated Transition Planning for students with developmental disabilities ✓ continue to promote Specialist High Skills Major (SHSM) courses, Dual Credit/Connecting to College courses, Adult and Continuing Education courses and life-skills programs using a variety of venues, activities and information sessions with staff and parents/guardians ✓ create school-specific Specialist High Skills Major promotional materials ✓ increase understanding and communication with students and families about pathway choices ✓ continue to support students through SALPs (Supervised Alternative Learning Plans), Credit Recovery, and the Pathway to Care Programs ✓ continue to host the Student Leadership Retreat for elementary and secondary Senators to teach and solidify leadership skills 		
Monitoring/Evaluation & Responsibility	<ul style="list-style-type: none"> ➤ collect quantitative and qualitative data of targeted, evidence-based strategies and professional learning for mid-year review of BIPSA ➤ Senior Administrative Council, BIPSA Committee, Board Departments and School Administrators 		

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

**TITLE: EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND
EXCHANGE APPROVAL COMMITTEE 2014 - 2015**

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2014-2015 report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: October 28, 2014



REPORT TO THE BOARD OCTOBER 28, 2014

EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND EXCHANGE APPROVAL COMMITTEE 2014 - 2015

BACKGROUND INFORMATION

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee continues to review proposals for 2014-2015 extended overnight field trips, excursions and exchanges as submitted to date. The composition of the approval Committee is as follows:

1 Supervisory Officer	-	Mark Lefebvre
1 Secondary School Vice-Principal	-	Andrew Bartley
1 Secondary School Principal	-	Jeff Smith
1 Elementary School Principal	-	Steve Ward
1 Program Department Consultant	-	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 2014-2015 Extended Overnight Field Trip as submitted on Tuesday, October 28, 2014. (Appendix A)

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2014-2015
report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintended of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: October 28, 2014

EXECUTIVE SUMMARY

Appendix A

Extended Overnight Field Trip, Excursion and Exchange Committee Approval – 2014-2015

SCHOOL	TYPE	APPROVAL REQUIRED	DESTINATION	CURRICULUM UNIT/THEME	EDUCATION VALUE	DATE	NUMBER OF STUDENTS, STAFF & CHAPERONES ON TRIP	DURATION	COST (APPROX)	TRANSPORTATION
Saint Paul Catholic High School	Extended Overnight Excursion	Superintendent and Extended Overnight Field Trip Committee	Lima, Peru	Religion, Social Justice, Geography and History	This program will provide students with a meaningful opportunity for international exposure, and developing of their personal skills and leadership. We expect students to grow in their understanding of social justice and development work and expand their understanding of putting their faith in action.	Monday, February 23, 2015 to Friday, March 6, 2015	20 students 3 staff	12 days 11 nights (10 school days)	Approximately \$2,500.00 per person – transportation, (air and land) accommodations, meals, travel/ health insurance, lectures, orientation, all programing and materials, cultural visits, Spanish classes in Lima, taxes & gratuities. Additional personal spending money.	Air and land transportation
Holy Cross Catholic Secondary School	Extended Overnight Excursion	Superintendent and Extended Overnight Field Trip Committee	Jalapa, Jalapa, Guatemala	Religion and Social Justice	This mission trip to Guatemala is a wonderful opportunity for students to make a hands on difference in our world. During the trip, students will help build houses for the less fortunate, distribute goods and backpacks to the poor and experience the culture of Guatemala.	Sunday, March 22, 2015 to Wednesday, April 1, 2015	15 students 2 staff	10 days 9 nights (8 school days)	Approximately \$1,850.00 per person – transportation, (air and land) accommodations, meals. Additional personal spending money.	Air and land transportation

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

**TITLE: CATHERINE MCCULLOUGH, CMC LEADERSHIP
- STRONG DISTRICTS AND THEIR LEADERSHIP**

Wednesday, October 01, 2014

Kathy

Hope you are well and wanted to send you a personal note to acknowledge the great work that your board is doing.

As part of my new role I am working on a project with Dr. Ken Leithwood that is funded by CODE and the Institute for Education Leadership.

The project is called “Strong Districts and Their Leadership” which is leading to the sharing of best practice throughout the province. It focuses on the characteristics of what strong districts do based on Dr. Ken Leithwoods research.

I had the pleasure of interviewing John and Giancarlo yesterday on two of your best practices on what Strong Districts do.

Your team is one of 8 boards that are producing video tape on areas of best practise for our website that is under construction.

It will eventually be a part of the IEL and CODE website.

I interviewed John on governance and the second topic was business practices. Giancarlo has produced a document of best practise as well that I look forward to sharing with others.

John wanted you to be part of the interview but certainly understand that you are away with your OCSTA responsibilities.

I know you will be interested in knowing your board is being showcased and also to see the completed product for this project

I urge John to share this work with you and give you some more context and again congratulations for having such exemplary strong district practices.

Sincerely

Catherine McCullough
Ken Leithwood

Catherine McCullough, MEd, ACC
CMC Leadership

705.919.4390
4457 Anderson Ave.
Orillia, ON
L3V 6H7

cmcleadership.ca



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

TITLE: CALENDAR OF EVENTS – NOVEMBER 2014

NOVEMBER 2014



Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 SEAC Meeting Grade 8 Orientation Take our Kids to Work Day	6	7 Random Act of Kindness Day	8
8	10	11 Remembrance Day SAL Meeting Committee of the Whole Meeting	12 Student Voice Conference Celebrating Jr. Artists	13 Culture of Life Conference NCPIC Meeting	14 Elementary/ Secondary PA Day	15
16	17 Report Cards issued this week	18	19	20	21	22
23/30	24	25 Policy Committee Board Meeting	26 Kids Lit Quiz	27	28	29

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
OCTOBER 28, 2014**

PUBLIC SESSION

TITLE: SPOTLIGHT UPDATE

Spotlight Update

With an increased focus on digital marketing and the advantages gained by cross promoting online content, the Communications Department has launched its first digital edition of *Spotlight on Niagara Catholic*. Niagara Catholic has experienced a tremendous increase in its web traffic. The Communications Department will continue to develop and promote the Board website as the centre of current information on the Board and its schools

In addition to featuring news from the Board Meetings, there will be a *What's New* feature to highlight special news or events.



September, 2014

Spotlight Goes Digital!

We're excited to launch our new digital edition of Spotlight on Niagara Catholic. Our digital edition of Spotlight will be produced at the end of each month and will feature news from our Board meetings, as well as highlights of special events throughout Niagara Catholic. We hope you will enjoy this new format.

Table of Contents

Highlights from the Board Room

- September 2014 Capital Projects Update
- Schools, Board Receive \$46,000 in Parents Reaching Out Grants
- Niagara Catholic Reachers Teaching and Learning in China
- 2013-2014 Strategic Directions System Priorities Achievement Report
- Niagara Catholic Students Surpass Provincial Average on EQAO
- Niagara Catholic K-12 Mathematics Strategy Shared with Trustees

What's New?

- Gridiron Success for Gryphon Ryan Nieuwesteeg
- Must See TV on Niagara Catholic TV
- Check Your School Support Online

