



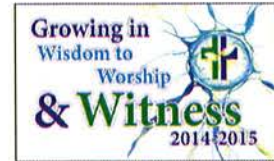
*The Niagara Catholic District School Board through
the charisms of faith, social justice, support and leadership,
nurtures an enriching Catholic learning community for all
to reach their full potential and become living witnesses of Christ.*

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, OCTOBER 14, 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 Fera -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of September 9, 2014 A5

B. PRESENTATIONS

1. International Student Exchange Program 2014 – 2015 B1

C. COMMITTEE AND STAFF REPORTS

1. Policy Committee
 - 1.1 Unapproved Minutes of the Policy Committee Meeting of September 23, 2014 C1.1
 - 1.2 Approval of Policies
 - 1.2.1 Bullying Prevention Intervention Policy (302.6.8) C1.2.1
 - 1.2.2 Reimbursement of Travel Expenses Policy (201.4) C1.2.2
 - 1.3 Policy and Guideline Review 2014-2015 Schedule C1.3
2. Integrated Transition Planning for Youth C2
3. Education Quality and Accountability Office (EQAO) Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) 2013-2014 Results C3
4. Student Achievement Teams 2014 - 2015 C4
5. Catholic School Councils' Annual Report 2013-2014 C5
6. Staff Development Department Professional Development Opportunities C6
7. Monthly Updates
 - 7.1 Capital Projects Update C7.1
 - 7.2 Student Senate Update -
 - 7.3 Senior Staff Good News Update -

D. INFORMATION

- 1. Trustee Information
 - 1.1 Calendar of Events – October 2014 D1.1
 - 1.2 Pilgrimage Sunday – October 26, 2014 -

E. OTHER BUSINESS

- 1. General Discussion to Plan for Future Action -

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

**TITLE: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING SEPTEMBER 9, 2014**

RECOMMENDATION

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



**MINUTES OF THE
COMMITTEE OF THE WHOLE MEETING
TUESDAY, SEPTEMBER 9, 2014**

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, September 9, 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.

A. ROUTINE MATTERS

1. *Opening Prayer*

Opening Prayer was led by Vice-Chair Burkholder

2. *Roll Call*

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole excuse Trustee Fera, from attending the Committee of the Whole Meeting September 9, 2014.

CARRIED

Trustee Charbonneau attended electronically, all other Trustees and Student Trustees were in attendance for the Committee of the Whole Meeting September 9, 2014.

| 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; **Kristine Murphy**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. **Approval of the Agenda**

Moved by Trustee Sicoli

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

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 Committee of the Whole Meeting of June 10, 2014**

Moved by Chair Burtnik

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of June 10, 2014, as presented.

CARRIED

B. PRESENTATIONS

1. **Nil**

C. COMMITTEE AND STAFF REPORTS

1. **Director of Education and Senior Staff Introduction to the 2014-2015 School Year**

John Crocco, Director of Education Secretary/Treasurer and Senior Administrative Council welcomed the Board to the new school year and presented a visual report on the beginning of the new school year with updates on each member of Senior Staff's roll of responsibility for Trustee information.

Director Crocco and Senior Administrative Council answered questions of Trustees.

2. **Parents Reaching Out Grants 2014-2015**

Lee Ann Forsyth-Sells, Superintendent of Education presented the report on the Parents Reaching Out Grants 2014-2015, a list of approved schools and funding amount was provided for information.

Superintendent Forsyth-Sells answered questions of Trustees.

3. **The Provisions of Special Education Programs and Services – Special Education Plan**

Yolanda Baldasaro, Superintendent of Education, presented the report on The Provisions of Special Education Programs and Services - Special Education Plan for information. All Trustees were presented a copy of the Special Education Plan 2014.

4. Monthly Updates

4.1 Capital Projects Update

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

Controller Whitwell answered questions of Trustees.

4.2 Student Trustees' Update

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

4.3 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Lefebvre

The Board of Directors of Skills Canada, Ontario awarded 7 (seven) \$500 scholarships to high schools students who earned a medal at the 2013 or 2014 Ontario Technological Skills Competition (OTSC). Alex Hoelzli, student from Notre Dame College School, Welland will be furthering his education at Niagara College in the Mechanical Engineering Technology (COOP) Program after winning gold in the Precision Machining Contest at the 2014 OTSC.

Superintendent Farrell

Matt Vinc, a graduate of Holy Cross Catholic Secondary School and currently a teacher at Denis Morris Catholic High School was a member of the gold medal Canadian Field Lacrosse Team this past summer at the International Field Lacrosse Championships in Colorado. The team defeated the United States in the final. The gold medal that Matt earned is in addition to the several National Lacrosse League championships and MVP awards that he has won as a member of the Rochester Knighthawks.

Superintendent Forsyth-Sells

On September 8, 2014 Niagara Catholic, students, staff and dignitaries held the ground breaking Ceremony at Lakeshore Catholic High School to officially begin the 5 (five) million dollar renovation and expansion of the school. Construction will take place at Lakeshore Catholic High School throughout the school and upon completion in September 2015 all students will be housed under one roof.

Superintendent Vetrone

During the last week of August, the Canadian Cycling Federation, governing board for all cyclists, amateur and professional granted Anna Tykoliz, Administrative Assistant, Niagara Catholic along with 9 (nine) other amateur Canadians the opportunity to represent Canada at the United Cyclist International World Cycling Road Race Championship in Ljubljana, Slovenia. Anna competed in the Individual Time Trial Race of 18.6 km, placing 6 (six) in her category with a total of 362 athletes, from 45 (forty-five) countries.

Director Crocco

Ryan Nieuwesteeg, a graduate of Saint Paul Catholic High School who is attending University of Guelph and playing for the Guelph Gryphons football team was voted the Ontario University Athletic Association's Special Team Player of the week for having 227 yards in kick returns including a (sixty-two) 62 yard touchdown.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – June 17, 2014

Director Crocco highlighted the Spotlight on Niagara Catholic – June 17, 2014 issue for Trustees information.

1.2 Calendar of Events – September 2014

Director Crocco presented the September 2014 Calendar of Events for Trustees information.

1.3 Director's Letter to Students and Parents – September 2014

Director Crocco presented a copy of the letter that was sent to Students and Parents for September 2014.

1.4 Director's Letter to Staff – September 2014

Director Crocco presented a copy of the letter that was emailed to all Niagara Catholic staff for September 2014.

1.5 Niagara Foundation for Catholic Education Golf Tournament – September 17, 2014

Director Crocco presented the Agenda and Registration form for the Niagara Foundation for Catholic Education Golf Tournament – September 17, 2014.

Trustees were asked to confirm their attendance with Kristine Murphy.

1.6 Niagara Festival Grape Grande Parade – September 27, 2014

Director Crocco informed the Board that Niagara Catholic will once again participate in the Niagara Wine Festival's Grande Parade on September 27, 2014. Three (3) Niagara Catholic Secondary Schools will participate with floats along with a Niagara Catholic float with student ambassadors representing all of our Catholic Elementary and Secondary Schools.

All Trustees were invited to walk in the annual parade with the Board float and asked to confirm their attendance with Kristine Murphy.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1** Director Crocco informed the Board of the new location for the Board's Fresh Start/Jump Start and alternative care program.

Director Crocco requested that the Board, endorse the recommendation of staff to name the new location the "*Pope Francis Centre*"

Moved by Trustee Nieuwesteeg

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

F. BUSINESS IN CAMERA

Moved by Trustee

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 8:54 p.m. and reconvened at 11:34 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee O'Leary

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of September 9, 2014.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee MacNeil

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 June 10, 2014, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee MacNeil

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 June 10, 2014, as presented.

CARRIED (Item F3)

Moved by Trustee Nieuwesteeg

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.1 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.1)

Moved by Trustee Sicoli

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.2 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.2)

Moved by Trustee Sicoli

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.3 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.3)

Moved by Trustee O'Leary

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.4 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.4)

Moved by Chair Burtnik

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.5 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.5)

Moved by Trustee Sicoli

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.6 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.6)

Moved by Trustee O'Leary

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.7 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.7)

Moved by Trustee Nieuwesteeg

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.8 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.8)

Moved by Trustee Charbonneau

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.9 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.9)

Moved by Chair Burtnik

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.10 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.10)

Moved by Trustee Nieuwesteeg

THAT the Niagara Catholic District School Board deny the recommendation as outlined in Item F4.11 of the In Camera Session (Section B: Student Trustees Excluded)

CARRIED (Item F4.11)

H. ADJOURNMENT

Moved by Trustee O'Leary

THAT the September 9, 2014 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 11:36 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **September 9, 2014.**

Approved on **October 14, 2014.**

Rhianon Burkholder
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

TITLE: INTERNATIONAL STUDENT EXCHANGE - ONTARIO

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Jayne Evans, FSL & International Languages/ESL/Arts Consultant

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

Date: October 14, 2014

PRESENTATION BACKGROUND

**Committee of the Whole Meeting
October 14, 2014**

INTERNATIONAL STUDENT EXCHANGE - ONTARIO

International Student Exchange - Ontario (ISE) is a not for profit agency which specializes in coordinating educational and cultural exchanges.

This year nine (9) students from Niagara Catholic are participating in the International Student Exchange program and will be travelling to various European destinations next February, 2015. One additional student is participating in the reverse exchange program which means the student will be travelling to France with the group in February and will be hosting her partner next August, 2015. The current visiting partners are spending the fall with us learning the Canadian culture and the English language while attending our secondary schools.

The nine (9) international exchange students and their Niagara Catholic student exchange partners will be introduced to the Committee of the Whole as part of this information report.

| Niagara Catholic Student | Exchange Partner | School | European Destination |
|---------------------------------|-------------------------|--------------------|-----------------------------|
| Christopher Cowell-DeSante | Damien Bloch | Saint Francis | Switzerland |
| Mikaela Turkovich | Eleanor Courel | Notre Dame College | France |
| Kerissa Kennedy | Ninon Roberti | Notre Dame College | Switzerland |
| Carlisle Jones | Lucie Barcellona | Notre Dame College | Switzerland |

| Niagara Catholic Student | Exchange Partner | School | European Destination |
|---------------------------------|-------------------------|---------------------------------|-----------------------------|
| Nicole Telecki | Mathilde Aumont | Notre Dame College | France |
| Teagan Foord | Laure Amouyal | Denis Morris | France |
| Olivia Trivieri | Claire Gabet | Denis Morris | France |
| Katelyn Shaw | Inès Molina | Blessed Trinity | Switzerland |
| Isabella Galbraith | Inès Houry | St. Michael Catholic Elementary | France |

The International Student Exchange – Ontario report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Jayne Evans, Jayne Evans, FSL & International Languages/ESL/Arts Consultant

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

Date: October 14, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

**TITLE: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF SEPTEMBER 23, 2014**

RECOMMENDATION

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

The following recommendations are being presented for the Committee of the Whole's consideration from the Policy Committee Meeting of September 23, 2014:

1.2 Approval of Policies

1.2.1 Bullying Prevention Intervention Policy (302.6.8)

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

1.2.2 Reimbursement of Travel Expenses Policy (201.4)

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



**MINUTES OF THE
POLICY COMMITTEE MEETING
TUESDAY, SEPTEMBER 23, 2014**

Minutes of the Policy Committee Meeting held on Tuesday, September 23, 2014 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:37 p.m. by Dino Sicoli, Committee Chair.

1. Opening Prayer

The meeting was opened with a prayer by Chair Sicoli

2. Attendance

Moved by Trustee Burkholder

THAT the Policy Committee excuse Chair Burtnik from attending the Policy Meeting of September 23, 2014.

APPROVED

| Committee Members | Present | Absent | Excused |
|-------------------------------|----------------|---------------|----------------|
| Rhianon Burkholder | ✓ | | |
| Kathy Burtnik | | | ✓ |
| Dino Sicoli (Committee Chair) | ✓ | | |

Student Trustees:

Chloe Demizio, Trustee

Jessica Di Pasquale, Trustee

Staff:

John Crocco, Director of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Mark Lefebvre, Superintendent of Education

Giancarlo Vetrone, Superintendent of Business & Finance

Kristine Murphy, Administrative Assistant, Corporate Services & Communications
Department /Recording Secretary

3. Approval of Agenda

Moved by Trustee Burkholder

THAT the September 23, 2014, Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

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

5. Minutes of the Policy Committee Meeting of May 27, 2014

Moved by Trustee Burkholder

THAT the Policy Committee approve the Minutes of the Policy Committee Meeting of May 27, 2014, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO OCTOBER COMMITTEE OF THE WHOLE MEETING

6.1 Bullying Prevention Intervention Policy (302.6.8)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the amendments to the Bullying Prevention Intervention Policy (302.6.8) following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

Pg.1) Last paragraph, first line add *staff*

Pg.3) After word climate add *as clarified in the Act*.

Pg.4) Remove comments copied into revised Administrative Guidelines from vetting submission.

Pg 8) Under Safe and Accepting Schools Teams (SASTs) first paragraph remove (*where appropriate*).

Pg 9) Remove comments copied into revised Administrative Guidelines form vetting submission.

Moved by Trustee Burkholder

THAT the Policy Committee recommend to the Committee of the Whole approval of the revisions to the Bullying Prevention Intervention Policy (302.6.8), as amended.

APPROVED

6.2 Reimbursement of Travel Expenses Policy (201.4)

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the amendments to the Reimbursement of Travel Policy (201.4) following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

Under rate of reimbursement item 3 should read, *The Director of, Education, in consultation with the Superintendent of Business & 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 forwarded to the Policy Committee for consideration.*

Moved by Trustee Burkholder

THAT the Policy Committee recommend to the Committee of the Whole approval of the revisions to the Reimbursement of Travel Expenses Policy (201.4), as amended.

APPROVED

POLICIES - PRIOR TO VETTING

6.3 Concussions (New)

Mark Lefebvre, Superintendent of Education presented the Concussions Policy (New).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

Pg 5.) add under Parents/guardians will: *Report any non-school related concussion or suspected concussion to the principal (Return to Learn/Return to Physical Activity guidelines will still apply).*

Pg.11) First paragraph NOTE: move to page 3 under Sign & Symptoms of Concussions.

The Policy Committee requested that the Concussions Policy (New) be vetted from September 29, 2014 to November 16, 2014 with a recommended deadline for presentation to the Policy Committee Meeting of November 25, 2014, for consideration to the Committee of the Whole and Board in December 2014.

6.4 Policy and Guideline Review 2014-2015 Schedule

Director Crocco presented the Policy and Guideline Review 2014-2015 Schedule.

7. Date of Next Meeting

Tuesday, October 28, 2014 – 4:30 p.m.

8. Adjournment

The meeting adjourned at 5:48 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

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

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revision to the Bullying Prevention and 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: Policy Committee

Date: October 14, 2014



BULLYING PREVENTION & INTERVENTION POLICY

STATEMENT OF POLICY

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

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~~ ~~ensure that the school environment is one~~ 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.

~~A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. To help achieve a positive school environment in their schools, The Niagara Catholic District School Board and its schools will actively promote and support positive behaviours that reflect their Catholic gospel values, the Ontario Catholic School Graduate Expectations, and the provincial, Board and School Codes of Conduct. They should also endeavour to ensure that parents and members of the broader community are involved in the school community.~~

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 Niagara Catholic District School Board ~~acknowledges that and all members of the school community recognize that bullying;~~ bullying affects a student’s ability to learn, the school climate, including healthy relationships, and

- ~~● Adversely affects a student’s ability to learn.~~
- ~~● Adversely affects the school climate, including healthy relationships.~~
- 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 ~~in~~ to helping ~~to~~ create a safe, ~~inclusive and accepting~~ ~~earing~~ school environment free from bullying.

The Niagara Catholic District School Board recognizes that a ~~system and~~ whole-school approaches ~~are~~ is required ~~in~~ to establish ~~developing~~ a Bullying Prevention and Intervention Plan ~~for the Board and the schools of the Board and will be reviewed annually.~~ and that everyone, school staff, parents, students and the wider community, has a role to play in creating a positive school climate and a safe learning environment, providing support to pupils who are impacted, by inappropriate behaviour such as bullying, sexual assault, gender-based violence.

Catholic Education plays a critical role in preparing young people to become:

- ~~● A discerning believer formed in the Catholic faith community;~~
- ~~● An effective communicator;~~
- ~~● A reflective and creative thinker;~~
- ~~● A self-directed, responsible, lifelong learner;~~

- A collaborative contributor;
- A caring family member; and
- A responsible citizen.

A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success.

All students and members of the school community should feel safe at school and 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.

Students need to be equipped with the knowledge, skills, attitude and values to engage the world and others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all.

All Niagara Catholic 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 Handbooks 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.

*Blessed are the peacemakers;
for, they shall be called the children of God.
Matthew 5:9*

References:

- [Bill 13, Accepting Schools Act, 2012](#)
- [Bill 157: 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](#)
- ~~[Memorandum 144: Bullying Prevention and Intervention](#)~~
- [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 |

In accordance with the ~~Accepting Schools Act~~

Bullying² 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~~
- b. ~~creating a negative environment at a school for another individual, and 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;~~

~~Behaviour includes the use of any physical, verbal, electronic, written or other means.~~

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 Niagara Catholic District School Board and its schools will actively promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.~~

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 that are 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.**

In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying has been added to the list of infractions for which suspension and/or expulsion must be considered.

The policy statement and guidelines are consistent with current legislation and apply to students, staff, parents, visitors and community members involved with the Niagara Catholic District School Board.

Definition of Bullying

In accordance with **subsection 1(1) of the Education Act; the Accepting Schools 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. ~~Niagara Catholic Schools and Staff~~ **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 our Catholic Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
 - 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.
 - 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 Consider that programs, intervention, and other supports should be 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 discourage bullying as unacceptable 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 Consider that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
 - Emphasize intervention strategies that are preventative in nature.
 - Recognize that all bullying behaviours are serious and may require more comprehensive intervention.
 - 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.
 - Support pupils 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 described in subsection (1) must be consistent with the promotion of a positive school climate as clarified in the Act that is inclusive and accepting of all pupils students in consultation with the principal/designate of the school.

Delegation of Authority—Regarding Student Discipline

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including but not limited to, administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, speech and language pathologists, and Chaplaincy Leaders, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour.

~~Under recent amendments to the Education Act, Principals must suspend a student for bullying and consider referring that student for expulsion if (1) the student has previously been suspended for bullying, and (2) the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.~~

~~**Student Suspension Policy #302.6.4 and Student Expulsion Policy #302.6.5**~~

~~Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice or hate, based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).~~

~~The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.~~

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)

Principal Responsibilities with Employees

~~A Principal and/or Vice Principal shall investigate any matter reported regarding bullying under subsection (1) of the Education Act.~~

~~After investigating a matter reported under subsection (1), a Principal shall communicate the results of the investigation;~~

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.

- a. ~~To that teacher~~ if the matter was reported by a teacher, or
- b. ~~To that employee~~ if the matter was reported by an employee who is not a teacher, unless, in the ~~due diligence of~~ the Principal, it would not be appropriate to do so. The Principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

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 Responsibilities with 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.

If the Principal of a school believes that a pupil of the school has been harmed as a result of an activity described under subsection (1) of the Education Act, the Principal shall, notify;

- a.—The parent or guardian of the pupil who the Principal believes has been harmed; and
- b.—The parent or guardian of any pupil of the school who the Principal believes has engaged in the activity that resulted in the harm.

When notifying a parent or guardian of a pupil under clause (1) (a), the Principal shall disclose;

- a.—The nature of the activity that resulted in harm to the pupil;
- b.—The nature of the harm to the pupil;
- e.—The steps taken to protect the pupil’s safety, including the general nature of any disciplinary measures taken in response to the activity; and
- d. The supports that will be provided for the pupil in response to the harm that resulted from 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.

~~When notifying a parent or guardian of a pupil, the Principal shall not disclose the name of or any other identifying or personal information about a pupil who has been harmed as a result of the activity, except in so far as is necessary.~~

~~When notifying a parent or guardian under this section, the Principal shall invite the parent or guardian to have a discussion with the principal about the supports that will be provided for his or her child.~~

~~Vice-Principal Responsibilities~~

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

~~Teacher Responsibilities~~

~~Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/or expulsion.~~

A teacher may be delegated limited authority to contact the parent of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not clear on whether to call the parent or guardian, the teacher should contact the principal, or if unavailable the Supervisory Officer for direction. The Principal or Vice-Principal will follow up with the parent as soon as possible.

Student Responsibilities

- Promote a safe, caring and positive environment for all by developing an awareness of bullying issues.
- Refuse to bully others or to be a bystander to acts of bullying.
- Report all acts of bullying that they may experience or observe to appropriate school personnel for assistance.
- Assist and co-operate in the implementation of school-wide bully prevention initiatives.

3. Parents/Visitors/Community Member Responsibilities

- Promote a safe, caring and positive environment for all by developing an awareness of bullying issues.
- Inform the school if bullying is suspected.
- Encourage their children to discuss any incidents of bullying and reinforce the need to speak out.
- Support the school when resolving identified incidents of bullying.
- Support the school through Catholic School Councils, in promoting local school bully prevention initiatives.
- Support the school in training and communication strategies for members of the school community.

4. Current Legislation and the Provincial Code of Conduct require all schools in consultation with their Catholic School Councils, staff, students and parents to develop local Codes of Conduct. These locally developed Codes of Conduct shall be in compliance with the Ministry's and the Board's Code of Conduct.

5. When the Niagara Catholic District School Board is entering into an agreement with another person or entity respecting the use of a school operated by the board it will require the person or entity to follow standards that are consistent with the provincial code of conduct.

6. The Niagara Catholic District School Board requires that each school include and address the following bullying prevention statement in their local school Code of Conduct. In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Catholic School will strive to create a safe, caring and supportive school environment, free of bullying, for all members of the school community that strives to create a safe, caring and supportive school environment, free of bullying, for all members of the school community.

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** safety—that is composed of at least one (1) student, parent, teacher, support staff member, a community partner, and the principal. The **Chair of this team must have a be a staff chair-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.

Through the development of school level plans, which address prevention and intervention strategies, schools will implement a bullying prevention and intervention plan.

School Plans may include:

- Bullying Awareness and Prevention Week, specifically the week beginning on the third Sunday in November in each year is proclaimed as Bullying Awareness and Prevention Week.
- Opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;
- Opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;
- Training for all teachers and other staff;
- Procedures for responding appropriately and in a timely manner to inappropriate behaviour;
- Resources to support pupils who are impacted by inappropriate behaviour;
- Resources to support pupils who have engaged in inappropriate behaviour.

School Climate Surveys

Schools are required to conduct anonymous School Climate Surveys, developed by the Ministry of Education and the Board, of their students every two years.

Schools should also survey staff and parents to assess their perception of safety in the school in order to inform prevention and intervention planning.

These School Climate Surveys are to be shared with the Safe School Teams and to build strategies into the school improvement plans to improve the school climate regarding issues identified through the school climate surveys.

Schools must also establish a monitoring and review process to determine the effectiveness of their bullying prevention and intervention plans (i.e. school improvement plans).

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](#)



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 appropriated. 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 Handbooks 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 the 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 and parent, 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
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

TITLE: REIMBURSEMENT OF TRAVEL EXPENSES POLICY 201.4

RECOMMENDATION

THAT the Committee of the Whole recommend 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: Policy Committee

Date: October 14, 2014



REIMBURSEMENT OF TRAVEL EXPENSES

STATEMENT OF POLICY

| | |
|----------|------------------------------------|
| Section: | 200 – Human Resources |
| No: | 201.4 |
| Adopted: | December 22, 1998 |
| Revised: | September 1, 2008 April 7, 2014 |

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.

~~of approved travel expenses to eligible employees for travel on Board business.~~

The Director of Education will issue a ~~Administrative~~ **Administrative** ~~Guidelines for the implementation in~~ **Guidelines for the implementation** ~~in~~ **in** support of this ~~p~~ **P**olicy.



REIMBURSEMENT OF TRAVEL EXPENSES

ADMINISTRATIVE GUIDELINES

| | |
|----------|------------------------------------|
| Section: | 200 – Human Resources |
| No: | 201.4 |
| Adopted: | December 22, 1998 |
| Revised: | April 7, 2014 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 travelling ~~to~~ **scheduled** between work sites, according to Board approved assignments.
- ~~2.~~ Employees travelling to meetings as members of Board approved committees.
- ~~3.~~ ~~1.~~ Employees travelling to meetings convened by the Director and Superintendents.
- ~~4.~~ ~~2.~~ Employees travelling within the Board's jurisdiction on business, with the approval of their Supervisor.
- ~~5.~~ ~~3.~~ Employees travelling outside the Board's jurisdiction, with the approval of their Supervisor.

TRAVEL ELIGIBLE FOR REIMBURSEMENT **REIMBURSEMENT**

~~(Only eligible for reimbursement within the current school year)~~

- ~~1.~~ All travel ~~at the start of day and end of day~~ between home and base **any Niagara Catholic work site** is the responsibility of the employee. ~~except on weekends.~~
- ~~2.~~ ~~3.~~ All travel costs between Niagara Catholic work sites are eligible for reimbursement when an employee is **scheduled** for two assignments on the same day.
- ~~1.~~ All distances claimed for reimbursement will be determined by the shortest route. A schedule of predetermined distances between school sites will be provided.
- ~~2.~~ ~~3.~~ During work days, eligible employees will be reimbursed for the distance actually travelled each day from home to the various destinations, less the distance from home to base. Notwithstanding the foregoing, travel in the evening to the Board office or other sites on approved Board business is also eligible for travel reimbursement, unless the individual is paid overtime.
- ~~3.~~ ~~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.
- ~~4.~~ **Please Note:** 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 the temporary home base **a Niagara Catholic site** for the duration of the activity.

~~5. GENERAL PROCEDURES~~

- ~~1. Each eligible employee will be assigned to a base by his Superintendent and / or Supervisor.~~
 - ~~2. Eligible employees must indicate the distance from home to base in kilometres.~~
- ~~6.5. Quick stops and/or deliveries on the way home or on the way to work are not considered destinations.~~

RATE OF REIMBURSEMENT

1. The rate of reimbursement shall be 45 cents per kilometre, effective September 1, 2008.
2. The rate of reimbursement shall be reviewed by the Director of Education at least every two years*.

The Director of Education, in consultation with the Superintendent of Business & 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 forwarded to the Policy Committee for consideration.

- ~~3. , in consultation with Senior Staff, 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 forwarded to the Committee of the Whole and/or the Board for information.~~

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 Plant **Facilities Services**.
3. The Reimbursement of Travel Expenses Form ~~is to~~ shall be submitted on a monthly basis within the current school year.
- ~~3. 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.~~
- 4.

References:

- Niagara Catholic - Employee Code of Conduct and Ethics Policy (201.17)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

TITLE: POLICY AND GUIDELINE REVIEW 2014-2015 SCHEDULE

The Policy and Guideline Review 2014-2015 Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: Policy Committee
Date: October 14, 2014



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER - JUNE 2015

Updated: October 8, 2014

| SORTED BY POLICY COMMITTEE MEETING DATE | | | | |
|--|------------------|----------|--|-----------------------------------|
| Policy Issued | Reviewed Revised | Policy # | POLICY NAME | Prior to Vetting After Vetting |
| 2003 | 2013 | 302.6.8 | Bullying Prevention & Intervention - <i>Safe Schools</i> | May 2014 |

| | | | | |
|------------|------|------------|---|------------|
| NEW | | NEW | Concussions (prior to January 2015) | Sept. 2014 |
| NEW | | NEW | Anti-Spam | Nov. 2014 |
| 1998 | 2014 | 201.4 | Reimbursement of Travel Expenses | Sept. 2014 |
| 2009 | 2009 | 800.8.1 | Accessibility Customer Service | Oct 2014 |
| 2012 | 2012 | 203.1 | Employee Hiring and Selection Policy-Support Staff, Non Union | Oct 2014 |
| 2002 | 2012 | 201.7 | Employee Workplace Harassment | Oct 2014 |
| 2002 | 2011 | 201.11 | Employee Workplace Violence | Oct 2014 |
| 2002 | 2011 | 201.6 | Occupational Health & Safety | Oct 2014 |

| SORTED BY CW/BOARD MEETING DATE | | | | |
|--|------------------|------------|---|-----------|
| Policy Issued | Reviewed Revised | Policy # | POLICY NAME | CW/BD |
| 1998 | 2014 | 201.4 | Reimbursement of Travel Expenses | Oct. 2014 |
| 2003 | 2013 | 302.6.8 | Bullying Prevention & Intervention - <i>Safe Schools</i> | Oct. 2014 |
| NEW | | NEW | Concussions (prior to January 2015) | Jan 2014 |
| 2009 | 2009 | 800.8.1 | Accessibility Customer Service | Feb 2014 |
| 2012 | 2012 | 203.1 | Employee Hiring and Selection Policy-Support Staff, Non Union | Feb 2014 |
| 2002 | 2012 | 201.7 | Employee Workplace Harassment | Feb 2014 |
| 2002 | 2011 | 201.11 | Employee Workplace Violence | Feb 2014 |
| 2002 | 2011 | 201.6 | Occupational Health & Safety | Feb 2014 |

| Policy Issued | Reviewed Revised | Policy # | NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES | Resp |
|---------------------------------|------------------|----------|---|------|
| Sorted by Policy Name | | | | |
| Updated: August 25, 2014 | | | | |

| | | | | |
|------|------|-----------|---|------|
| 2003 | 2013 | 400.5 | Acceleration/Retention (Elementary) | ML |
| 2001 | 2013 | 302.6.3 | Access to Board Premises - <i>Safe Schools</i> | LAFS |
| 2009 | 2009 | 800.1 | Accessibility Customer Service | LAFS |
| 2012 | 2013 | 800.8 | Accessibility Standards | YB |
| 1998 | 2009 | 302.2 | Administration of Oral Medication to Students Under the Age of 18 During School Hours | LAFS |
| 1998 | 2013 | 301.1 | Admission of Elementary & Secondary Students | LAFS |
| 2007 | 2014 | 600.5 | Advertising Expenditures | GV |
| 2007 | 2014 | 100.9 | Advocacy Expenditures | GV |
| 1998 | 2014 | 302.1 | Anaphylaxis | YB |
| NEW | NEW | NEW | Anti-Spam | JC |
| 1998 | 2014 | 701.1 | Architect Selection | SW |
| 2011 | 2013 | 301.1 | Assessment, Evaluation, Reporting and Homework Policy | LAFS |
| 1998 | 2012 | 203.2 | Assignment of Principals & Vice-Principals | FI |
| 1998 | 2012 | 301.3 | Attendance Areas | SW |
| 2012 | 2014 | 201.16 | Attendance Support Program | FI |
| 1997 | 2010 | 100.1 | Board By-Laws | JC |
| 2012 | 2012 | 701.5 | Bottled Water | LAFS |
| 2003 | 2013 | 302.6.8 | Bullying Prevention & Intervention - <i>Safe Schools</i> | LAFS |
| 1998 | 2012 | 203.3 | Catholic Leadership: Principal & Vice-Principal Selection | FI |
| 1998 | 2013 | 800.1 | Catholic School Councils | LAFS |
| 2001 | 2012 | 400.3 | Christian Community Service | ML |
| 2001 | 2013 | 302.6.2 | Code of Conduct - <i>Safe Schools</i> | LAFS |
| 1998 | 2013 | 800.2 | Community Use of Facilities | SW |
| 1998 | 2011 | 800.3 | Complaint Resolution | JC |
| NEW | NEW | NEW | Concussion | ML |
| 1998 | 2013 | 400.1 | Continuing Education | FI |
| 2007 | 2013 | 600.4 | Corporate Cards, Purchasing Cards & Petty Cash | GV |
| 2001 | 2014 | 302.6.7 | Criminal Background Check - <i>Safe Schools</i> | LAFS |
| 2002 | 2013 | 201.5 | Death Benefit | FI |
| 2002 | 2013 | 201.1 | Deferred Salary Plan (X/Y) | FI |
| 2012 | 2012 | 302.8 | Diabetes Management | YB |
| 2001 | 2012 | 302.6.6.2 | Dress Code - Secondary Uniform - <i>Safe Schools</i> | LAFS |
| 1998 | 2013 | 400.2 | Educational Field Trips | ML |
| 1998 | 2012 | 800.5 | Education-Based Research | LAFS |
| 2006 | 2012 | 201.12 | Electronic Communications Systems (Employees) | TF |
| 2006 | 2012 | 301.5 | Electronic Communications Systems (Students) | TF |
| 2005 | 2014 | 100.8 | Electronic Meetings (Board and Committees) | JC |
| 2012 | 2012 | 302.6.1 | Elementary Standardized Dress Code - <i>Safe Schools</i> | LAFS |
| 2002 | 2012 | 201.9 | Employee Attendance During Inclement Weather & Workplace Closure | FI |
| 2012 | 2012 | 201.17 | Employee Code of Conduct & Ethics | FI |
| 2007 | 2013 | 201.15 | Employee Conferences, Workshops & Meetings | GV |
| 2012 | 2012 | 203.1 | Employee Hiring and Selection Policy (Teachers) | FI |
| 1998 | 2013 | 201.1 | Employee Leaves of Absence | FI |
| 2007 | 2013 | 201.14 | Employee Meals & Hospitality | GV |
| 2002 | 2012 | 201.7 | Employee Workplace Harassment * | FI |
| 2002 | 2011 | 201.11 | Employee Workplace Violence * | FI |
| 2011 | 2011 | 400.6 | Environmental Stewardship | SW |
| 2010 | 2010 | 100.1 | Equity and Inclusive Education | YB |
| 1998 | 2010 | 100.5 | Establishment and Cyclical Review of Policies | JC |
| 2010 | 2010 | 800.6 | Facility Partnerships | SW |
| 2002 | 2012 | 301.4 | Fundraising | GV |
| 2013 | 2013 | 203.4 | Leadership Pathways | FI |

| | | | | |
|------|------|----------|--|------|
| 1998 | 2010 | 600.3 | Monthly Financial Reports | GV |
| 2004 | 2012 | 100.7 | Niagara Catholic Education Award of Distinction | FI |
| 2011 | 2013 | 800.7 | Niagara Catholic Parent Involvement Committee & By-Laws | LAFS |
| 2005 | 2011 | 302.7 | Nutrition | YB |
| 2002 | 2011 | 201.6 | Occupational Health & Safety * | FI |
| 2006 | 2014 | 301.7 | Ontario Student Record (OSR) | ML |
| 2001 | 2013 | 302.6.1 | Opening or Closing Exercises - Safe Schools | LAFS |
| 1998 | 2012 | 702.1 | Playground Equipment | SW |
| 2003 | 2013 | 400.4 | Prior Learning Assessment and Recognition (PLAR) | ML |
| 2008 | 2010 | 302.6.9 | Progressive Student Discipline - Safe Schools | LAFS |
| 1998 | 2010 | 701.2 | Pupil Accommodation Review | SW |
| 1998 | 2011 | 600.1 | Purchasing/Supply Chain Management | GV |
| 1998 | 2011 | 600.2 | Records and Information Management | JC |
| 1998 | 2008 | 201.4 | Reimbursement of Travel Expenses | GV |
| 2010 | 2010 | 100.10.1 | Religious Accommodation | YB |
| 1998 | 2014 | 201.3 | Religious Education Courses for Staff | FI |
| 1998 | 2010 | 201.2 | Retirement & Service Recognition Celebration | FI |
| 1999 | 2010 | 302.3 | Safe Arrival | FI |
| 2009 | 2009 | 301.8 | Safe Physical Intervention with Students | LAFS |
| 2001 | 2013 | 302.6 | Safe Schools | LAFS |
| 2006 | 2014 | 301.6 | School Generated Funds | GV |
| 2006 | 2014 | 201.13 | Sexual Misconduct | FI |
| 2001 | 2009 | 302.6.5 | Student Expulsion - Safe Schools | LAFS |
| 2011 | 2011 | 301.11 | Student Fees | YB |
| 2001 | 2012 | 302.5 | Student Parenting | ML |
| 2013 | 2013 | 100.6.2 | Student Senate - Elementary | JC |
| 2000 | 2013 | 100.6.14 | Student Senate - Secondary | JC |
| 2001 | 2009 | 302.6.4 | Student Suspension - Safe Schools | LAFS |
| 2007 | 2014 | 500.2 | Student Transportation | GV |
| 1998 | 2012 | 100.4 | Student Trustees | JC |
| 1998 | 2013 | 500.1 | Transportation & School Operations for Inclement Weather | JC |
| 2010 | 2010 | 100.12 | Trustee Code of Conduct | JC |
| 2011 | 2011 | 100.13 | Trustee Expenses & Reimbursement | JC |
| 2010 | 2010 | 100.11 | Trustee Honorarium | JC |
| 2014 | | NEW | Use of Corporate Logo | JC |
| 2002 | 2013 | 701.3 | Video Security Surveillance | SW |
| 2011 | 2011 | 301.9 | Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students | YB |
| 2001 | 2009 | 302.4 | Volunteer Driver | YB |
| 2007 | 2008 | 800.4 | Volunteer Recognition | JC |
| 2013 | 2013 | 800.9 | Volunteering in Catholic Schools | FI |

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

TITLE: INTEGRATED TRANSITION PLANNING FOR YOUTH

The Integrated Transition Planning For Youth report is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Colleen Atkinson, Amy Dowd, David O'Rourke, Special Education Coordinators

Presented by: Yolanda Baldasaro, Superintendent of Education
Colleen Atkinson, Amy Dowd, David O'Rourke, Special Education Coordinators

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

Date: October 14, 2014



REPORT TO THE COMMITTEE OF THE WHOLE OCTOBER 14, 2014

INTEGRATED TRANSITION PLANNING FOR YOUTH

BACKGROUND INFORMATION

As outlined in the January 31, 2013 tri-ministry memorandum, *Integrated Transition Planning for Young People with Developmental Disabilities*, “the ministries of Child and Youth Services (MCYS), Community and Social Services (MCSS) and Education (EDU) are working collaboratively to build on and improve the continuum of transition supports for young people with developmental disabilities.” Young people are defined as youth aged fourteen (14) to seventeen (17) years of age.

The MCSS/MCYS/EDU Integrated Transition Planning for Young People with Developmental Disabilities, 2013-2014 Tri-Ministry Implementation Guide, March 2013 provides the following context that has led collaboration between representatives from MCYS, MCSS and EDU to establish provincial, regional and local frameworks to support the transition planning process.

- The Ministry of Children and Youth Services (MCYS), the Ministry of Community and Social Services (MCSS) and the Ministry of Education (EDU) are working together to establish processes that support integrated transition planning leading to a single integrated transition plan for young people with a developmental disability who are preparing to transition to adulthood.
- A draft MCYS/MCSS Provincial Transition Planning Framework was introduced in 2011 to improve transition planning support to young people with developmental disabilities who are preparing to transition to adulthood.
- Regional protocols were developed by MCYS/MCSS regional offices to guide local transition planning for young people with developmental disabilities in 2012.
- MCYS, MCSS and EDU issued a joint memo, dated January 31, 2013, providing updated tri-ministry direction on integrated transition planning for young people with developmental disabilities.
- To implement this direction, MCSS/MCYS and EDU regional offices will work with community partners and district school boards to revise current regional transition protocols to become MCYS/MCSS/EDU transition planning protocols. The purpose of this revision process is to integrate existing regional protocols and school board practices. (Appendix A)

Since 2011, the Special Education Coordinators of the Niagara Catholic District School Board have participated in the Transitional Aged Youth Working Group Meetings chaired by Contact Niagara. The most recent work of this working group has focussed on the development of a local process to create transition plans that identify:

- goals for work, further education, and community living that reflect actual opportunities and resources that are likely to be available after the young person with a developmental disability leaves school and are likely to be achievable by the young person, given appropriate supports;
- actions that should be taken year by year to help the young person with a developmental disability achieve his or her goals;

- roles and responsibilities of the young person with a developmental disability, family, and others in carrying out these actions;
- timelines for implementation and review.

As part of this report, Colleen Atkinson, Amy Dowd and David O'Rourke will provide 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.

This work supports the following Niagara Catholic 2014-2015 System Priorities and School Effectiveness Framework Indicators.

- 1) Niagara Catholic Enabling Strategies:
 - **Provide Supports for Success:** Implement recommendations to enhance Special Education Delivery Model
 - **Enhance Technology for Optimal Learning:** Support student transition planning with technology and professional development
 - **Building Partnerships and Schools as Hubs:** Engage community groups to address needs of children.
- 2) School Effectiveness Framework Indicators.
 - 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning.
 - 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners.
 - 6.3 The school and community build partnerships to enhance learning opportunities for all students.

The Integrated Transition Planning for Youth report is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Colleen Atkinson, Amy Dowd, David O'Rourke, Special Education Coordinators

Presented by: Yolanda Baldasaro, Superintendent of Education
Colleen Atkinson, Amy Dowd, David O'Rourke, Special Education Coordinators

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

Date: October 14, 2014



**Ministry
of Education**

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September 29, 2014

Mr. John Crocco
Niagara Catholic District School Board
427 Rice Road
Welland, Ontario
L3C 7C1

Dear Mr. Crocco,

I am writing to congratulate and thank you for the work you have done to create local partnerships for the tri-ministry transition planning protocols for young people with a developmental disability.

The shared goal of the Ministry of Community and Social Services (MCSS), Ministry of Children and Youth Services (MCYS) and the Ministry of Education (EDU) is that district school boards, school authorities and MCSS / MCYS community service providers work together to integrate transition planning processes leading to a single integrated plan for young people with a developmental disability who are preparing to transition to adulthood.

The next phase of ministry work will be to implement and collect data on the number of young people and adults who have received an integrated transition plan and determine the level of satisfaction young people / adults and their families have had with the process. The monitoring of integrated transition plans will provide data that will be used to improve processes going forward so that the experience of young people and their families may be enhanced.

Data will be collected from children's lead agencies that have been identified in the integrated transition planning protocols via the MCSS-MCYS Regional Offices. Schools are not required to collect data for this framework.

In addition, a survey that measures the satisfaction of parents and youth with the tri-ministry transition planning process will be released in September 2015.

We appreciate your continued support as we move forward in this important partnership to improve transition planning supports for young people with developmental disabilities.

Should you have any questions, please contact Joan Fallis, Education Officer (519-667-2017 / 1866-421-7802 / joan.fallis@ontario.ca) or Joy Antoniuk, Education Officer (519-667-2034 / 1-877-421-7811 / joy.antoniuk@ontario.ca).

Sincerely,

Gerry Treble
Regional Manager (A)
London Regional Office
Field Services Branch
Ministry of Education

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

**TITLE: EDUCATION QUALITY AND ACCOUNTABILITY OFFICE
(EQAO) GRADE 9 ASSESSMENT OF MATHEMATICS AND
THE ONTARIO SECONDARY SCHOOL LITERACY TEST
(OSSLT) 2013-2014 RESULTS**

The report on the Education Quality and Accountability Office (EQAO) Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) 2013-2014 Results is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Christine Battagli, Consultant-Research, Assessment, Evaluation and Reporting

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

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

Date: October 14, 2014



REPORT TO THE COMMITTEE OF THE WHOLE MEETING OCTOBER 14, 2014

REPORT ON EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO) GRADE 9 ASSESSMENT OF MATHEMATICS AND THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) 2013- 2014 RESULTS

BACKGROUND INFORMATION

On September 24, 2014, EQAO released the school and Board level EQAO results of the 2013-2014 Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). Niagara Catholic has exceeded provincial results in the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT).

Senior Administrative Council, Principals, Vice-Principals, teaching and support staff continue to work collaboratively to improve the achievement of each student by ensuring that individual needs are being met in the classroom through Ministry, Board and school initiatives. Analysis of the results will continue at the Board and school levels with Board and School Improvement Planning for contextual information to support the improvement of student achievement of all students.

This Board report provides the following information as appendices;

1. Results of the Grade 9 Assessment of Mathematics: Academic and Applied (Appendix A)
2. Ontario Secondary School Literacy Test (Appendix B)
3. Tracking Student Achievement in Relation to the Provincial Standard Junior Division (Grade 6) in 2010–2011 to Grade 9 in 2013–2014, Mathematics (Appendix C)
4. Tracking Student Achievement in Relation to the Provincial Standard Junior Division (Grade 6) in 2009–2010 to OSSLT (Fully Participating) in 2014 (Appendix D)

The Individual Student Reports will be sent home to parents/guardians to support the improvement of student achievement. EQAO results will be posted on secondary school websites.

The report on the Education Quality and Accountability Office (EQAO) Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) 2013-2014 Results is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Christine Battagli, Consultant-Research, Assessment, Evaluation and Reporting

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

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

Date: October 14, 2014

EQAO 2013 – 2014

Grade 9 Assessment of Mathematics

Results for All Students - % of Students at Level 3 or Above

| 2013 - 2014 | Academic (%) | Applied (%) |
|-------------------------------------|--------------|-------------|
| Niagara Catholic | 87 | 53 |
| Province | 85 | 47 |
| % Difference: NCDSB and Province | +2 | +6 |

| 2012 - 2013 | Academic (%) | Applied (%) |
|------------------|--------------|-------------|
| Niagara Catholic | 82 | 40 |
| Province | 84 | 44 |

5 Year Trends - % increase/decrease

| 5 Year Trend | Academic (%) | Applied (%) |
|------------------|--------------|-------------|
| Niagara Catholic | +5 | +18 |
| Province | +3 | +7 |

Results Based on Gender

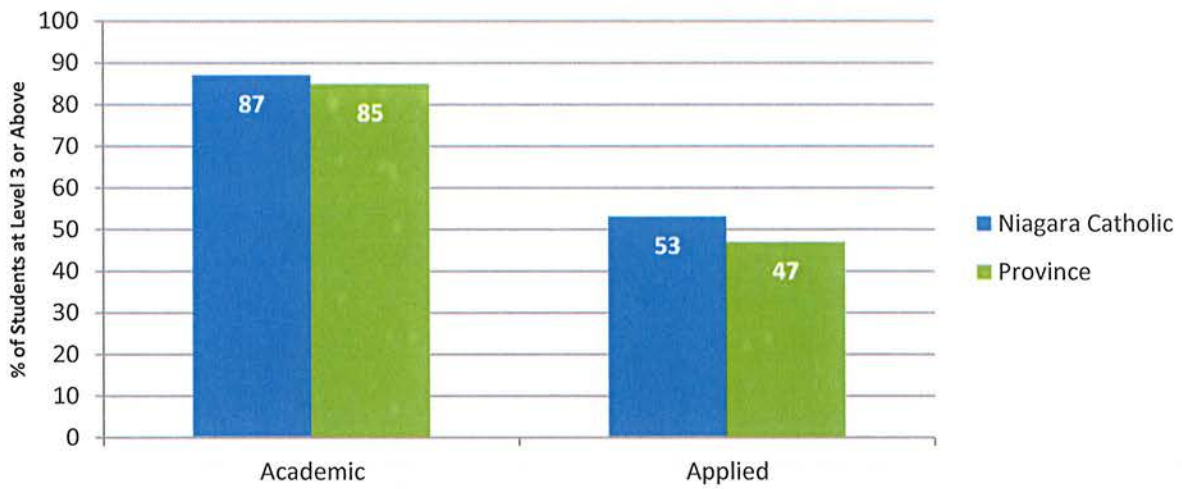
| 2013 - 2014 | Academic (%) | Applied (%) |
|-----------------|--------------|-------------|
| Male NCDSB | 89 | 54 |
| Female NCDSB | 86 | 50 |

| | | |
|--------------------|----|----|
| Male Province | 86 | 49 |
| Female Province | 84 | 45 |

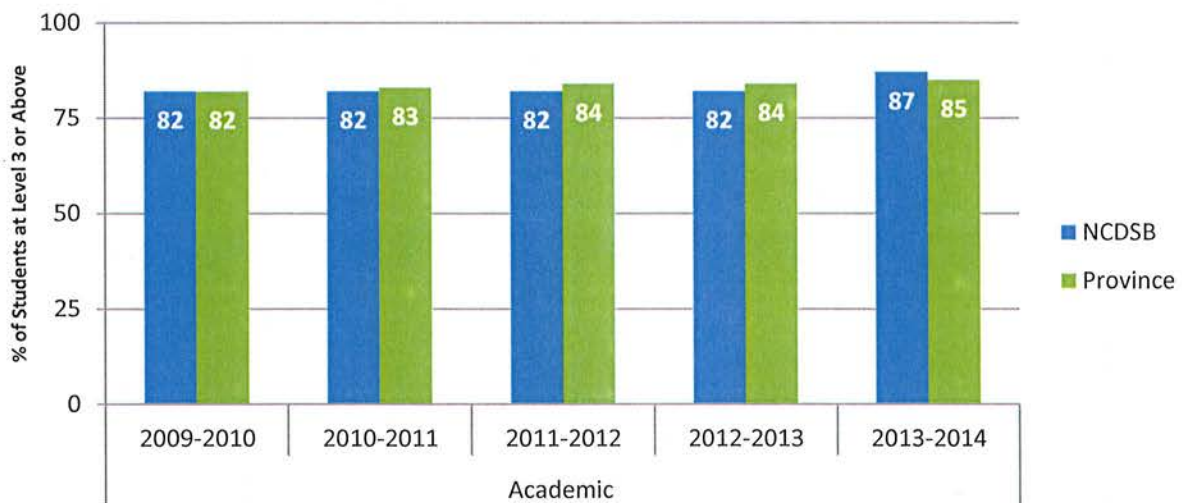
Exemption Rates

| No Data (Exemptions/Absences) | Academic (%) | Applied (%) |
|----------------------------------|--------------|-------------|
| NCDSB | <1 | 2 |

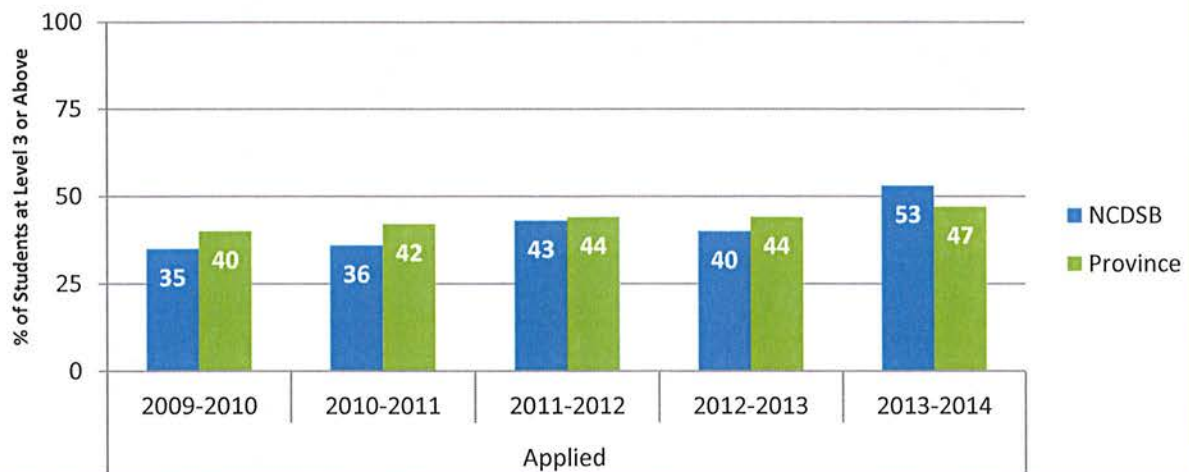
EQAO 2013-2014: Grade 9 Assessment of Mathematics



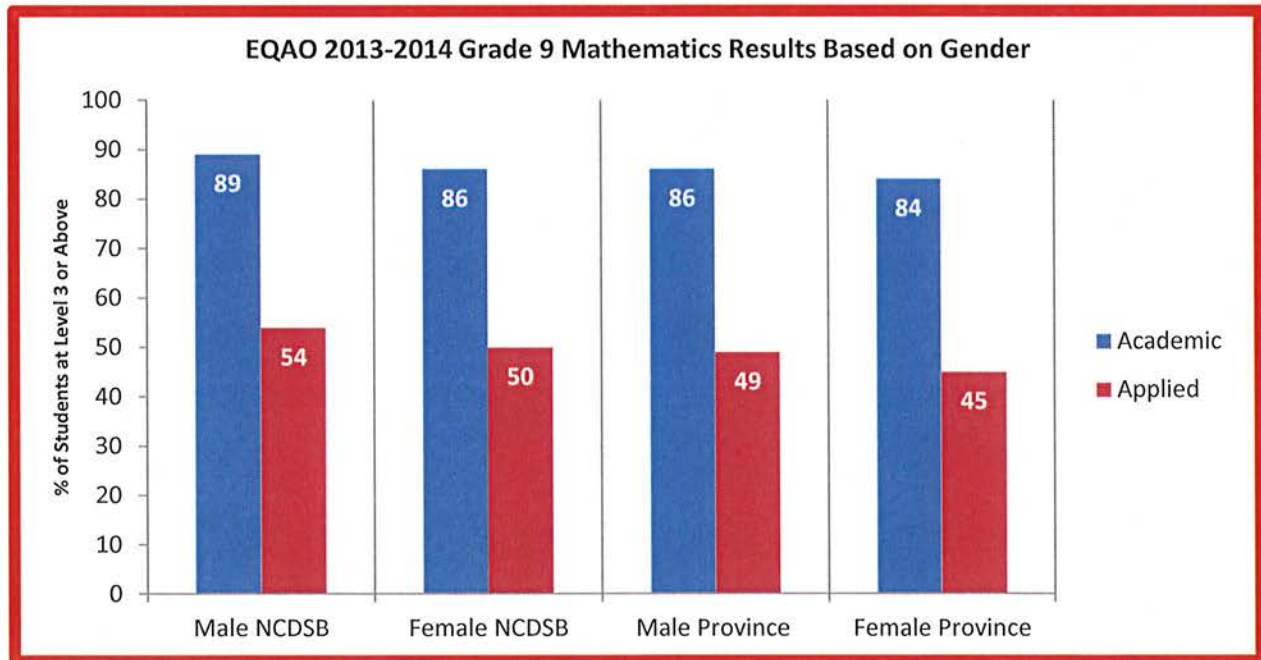
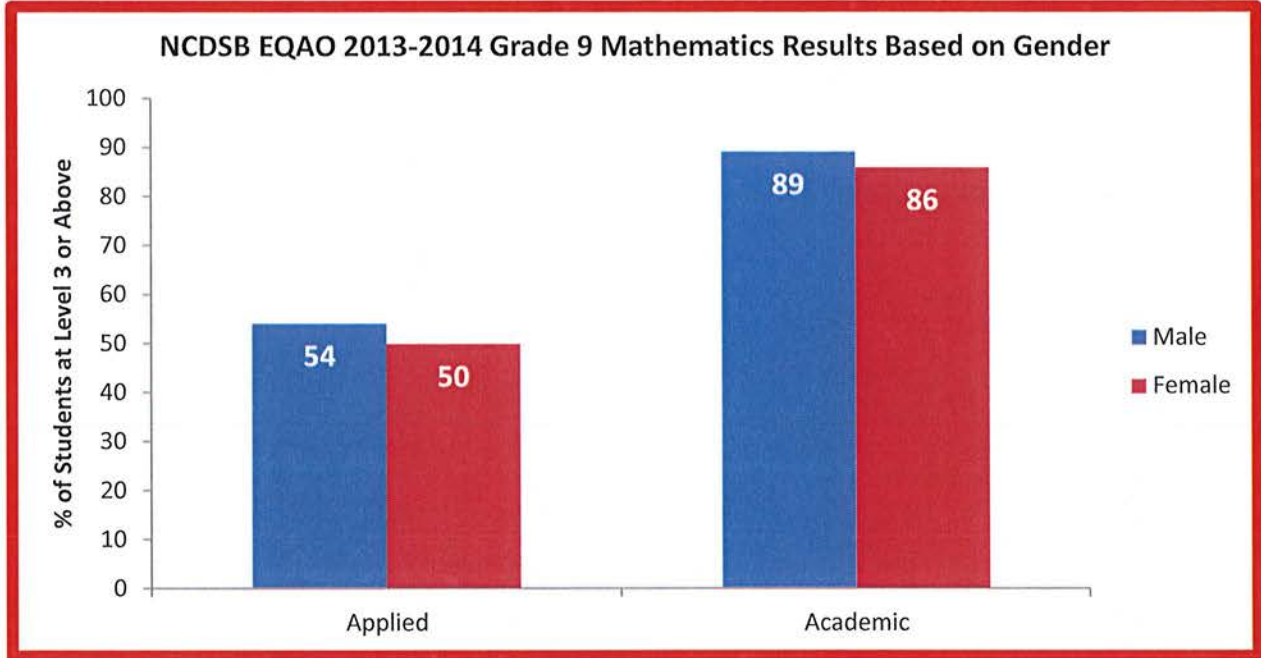
EQAO Five Year Trend in Grade 9 Academic Mathematics



EQAO Five Year Trend in Grade 9 Applied Mathematics



Grade 9 Mathematics Results Based on Gender



EQAO 2013 – 2014:**Grade 9 Assessment of Mathematics for Academic and Applied*****Results for All Grade 9 Students at Level 3 or Above***

| Category | Academic (%) | | | Applied (%) | | |
|----------------------------|--------------|------|------|-------------|------|------|
| | 2014 | 2013 | Diff | 2014 | 2013 | Diff |
| NCDSB | 87 | 82 | +5 | 53 | 40 | +13 |
| Province | 85 | 84 | +1 | 47 | 44 | +2 |
| % Difference with Province | +2 | -2 | | +6 | -4 | |

5 Year Trend for All Grade 9 Students at Level 3 or Above

| Category | Academic (%) | | | | | Applied (%) | | | | |
|----------------------------|--------------|------|------|------|------|-------------|------|------|------|------|
| | (10) | (11) | (12) | (13) | (14) | (10) | (11) | (12) | (13) | (14) |
| NCDSB | 82 | 82 | 82 | 82 | 87 | 35 | 36 | 43 | 40 | 53 |
| Province | 82 | 83 | 84 | 84 | 85 | 40 | 42 | 44 | 44 | 47 |
| % Difference with Province | 0 | -1 | -2 | -2 | +2 | -5 | -6 | -1 | -4 | +6 |

Gender Results for Grade 9 Students at Level 3 or Above

| Category | Academic (%) | Applied (%) |
|--------------|--------------|-------------|
| Male | 89 | 54 |
| Female | 86 | 50 |
| % Difference | 3 | 4 |

EQAO 2013 – 2014

Ontario Secondary School Literacy Test

Results for First-Time Eligible (FTE)

| 2013 - 2014 | Participating (%) | Successful (%) |
|-------------------------------------|-------------------|----------------|
| NCDSB | 92 | 87 |
| Province | 93 | 83 |
| % Difference: NCDSB and Province | -1 | +4 |

Results Based on Gender

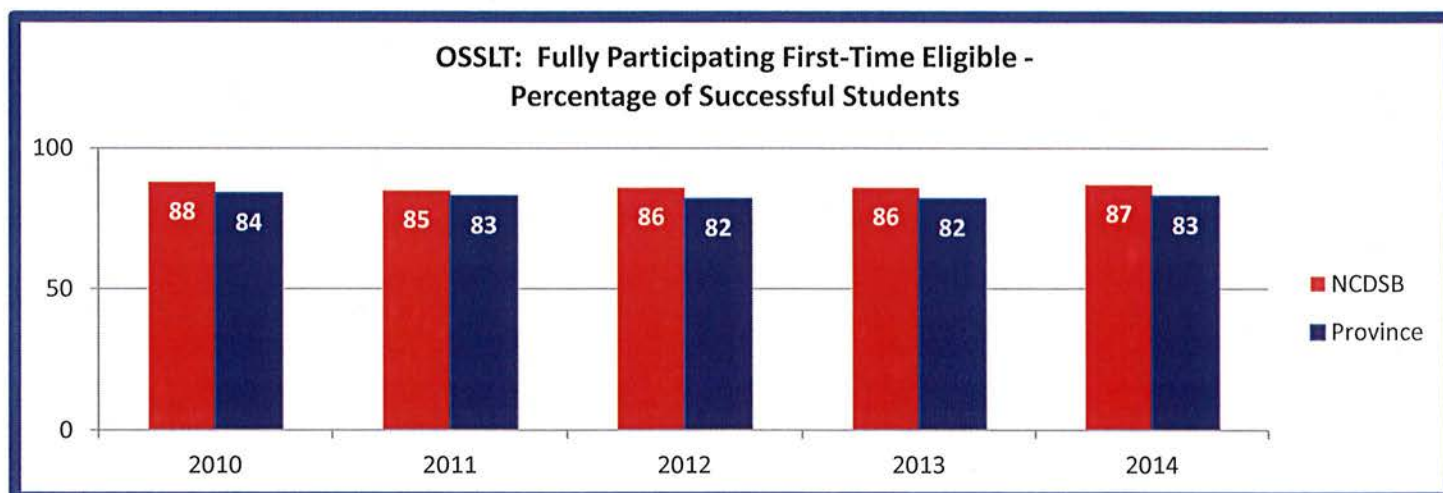
| 2013-2014 | Niagara Catholic Successful (%) | Province Successful (%) |
|-----------|------------------------------------|----------------------------|
| Female | 89 | 87 |
| Male | 84 | 78 |

Absent and Deferred

| 2013-2014 | Absent (%) | Deferred (%) |
|-----------|------------|--------------|
| NCDSB | 1 | 7 |
| Province | 2 | 5 |

Achievement Results for Fully Participating First-Time Eligible Students Over Time

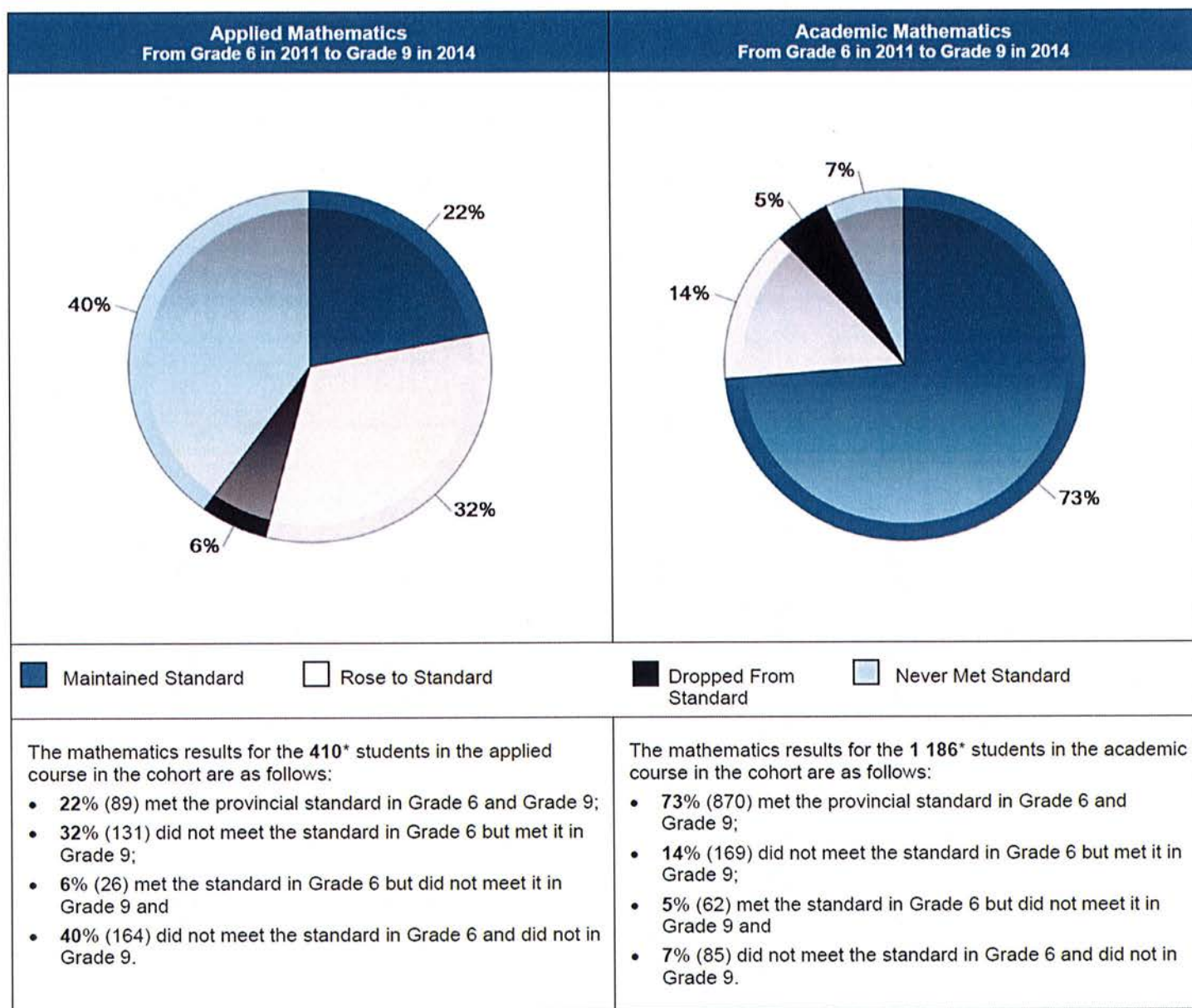
| | Percentage of Students Successful | | | | | Percentage of Students Not Successful | | | | |
|----------------------------|--------------------------------------|------|------|------|-----------|--|------|------|------|-----------|
| | (10) | (11) | (12) | (13) | (14) | (10) | (11) | (12) | (13) | (14) |
| Years (2010 – 2014) | | | | | | | | | | |
| NCDSB | 88 | 85 | 86 | 86 | 87 | 12 | 15 | 14 | 14 | 13 |
| Province | 84 | 83 | 82 | 82 | 83 | 16 | 17 | 18 | 18 | 17 |
| % Difference with Province | +4 | +2 | +4 | +4 | +4 | -4 | -2 | -4 | -4 | -4 |



Tracking Student Achievement in Relation to the Provincial Standard Junior Division (Grade 6) in 2010–2011 to Grade 9 in 2013–2014, Mathematics

School Board: Niagara Catholic DSB (67156)

EQAO tracked the progress of students who wrote the junior-division assessment in 2011, when they were in Grade 6, and the mathematics assessment in 2014, when they were in Grade 9. There were **466** students enrolled in the Grade 9 applied course and **1 258** students enrolled in the Grade 9 academic course at the time of the 2014 assessment. The pie charts below show how students in the applied and academic mathematics courses performed on the 2014 assessments compared to their assessment results in 2011. The percentages are based on all tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored.



*Data were linked using student names and Ontario Education Numbers (OENs). In some cases, data could not be linked because of inaccurate OENs, misspelled names or students' recent arrival in Ontario.

Tracking Student Achievement, Intersection by Outcome: Primary Division (Grade 3) in 2007–2008, Junior Division (Grade 6) in 2010–2011 to Grade 9 in 2013–2014, Mathematics

| Applied Course | | | Grade 9 | | | | | |
|--|-----------------------|-----|---------|---------|---------|---------|---------------|---------|
| <i>Number of Students in the Cohort = 391*</i> | | | Level 4 | Level 3 | Level 2 | Level 1 | Below Level 1 | No Data |
| Grade 3 to Grade 6 | Maintained Standard | 74 | 26% | 54% | 19% | 0% | 0% | 1% |
| | Rose to Standard | 37 | 16% | 59% | 22% | 3% | 0% | 0% |
| | Dropped from Standard | 120 | 5% | 45% | 37% | 9% | 2% | 2% |
| | Never Met Standard | 160 | 2% | 38% | 44% | 14% | 2% | 1% |

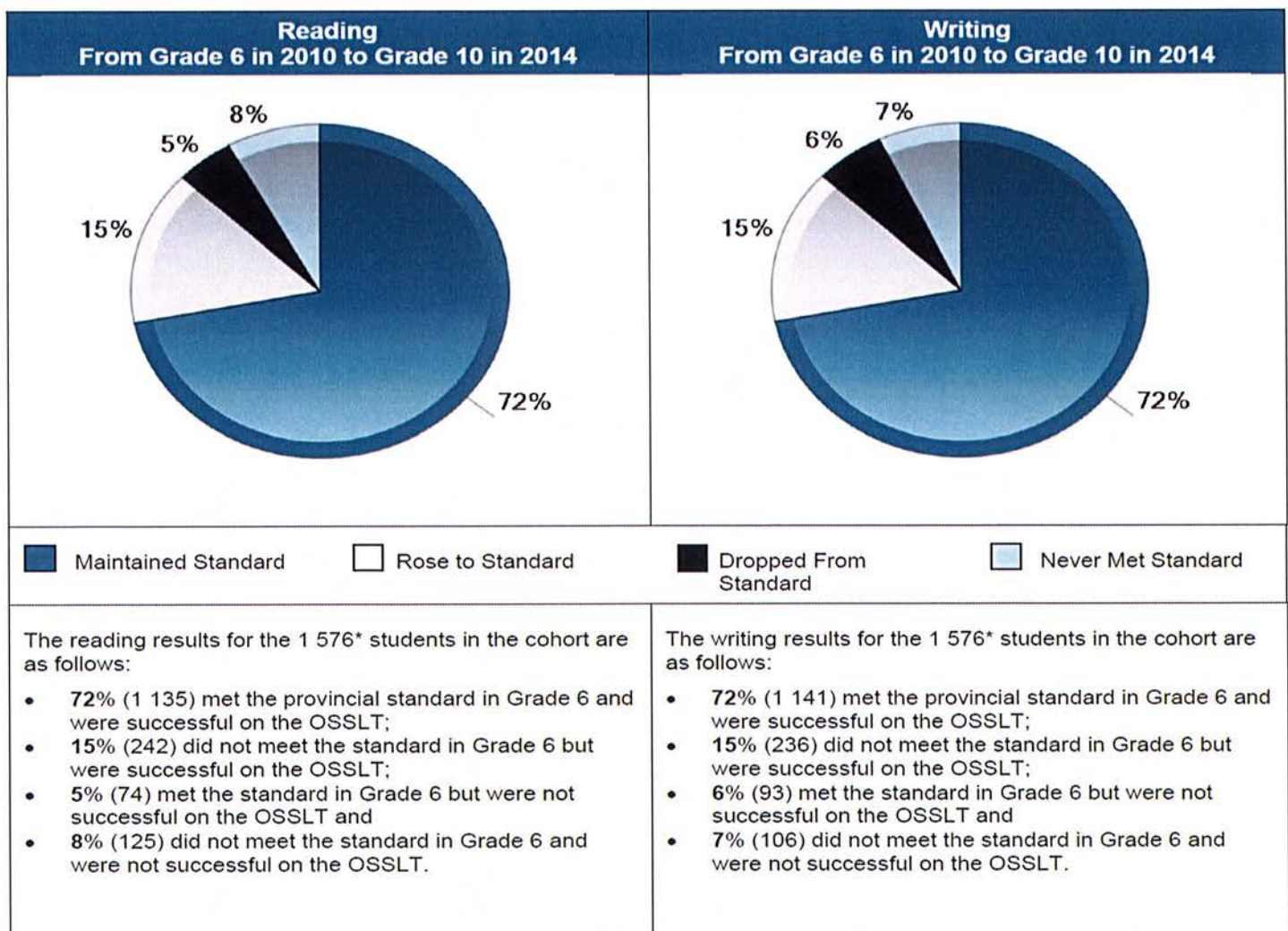
| Academic Course | | | Grade 9 | | | | | |
|--|-----------------------|-----|---------|---------|---------|---------|---------------|---------|
| <i>Number of Students in the Cohort = 1 142*</i> | | | Level 4 | Level 3 | Level 2 | Level 1 | Below Level 1 | No Data |
| Grade 3 to Grade 6 | Maintained Standard | 818 | 12% | 82% | 5% | 1% | 0% | <1% |
| | Rose to Standard | 83 | 1% | 80% | 17% | 2% | 0% | 0% |
| | Dropped from Standard | 164 | 1% | 70% | 21% | 7% | 1% | 0% |
| | Never Met Standard | 77 | 0% | 58% | 30% | 12% | 0% | 0% |

*Data were linked using student names and Ontario Education Numbers (OENs). In some cases, data could not be linked because of inaccurate OENs, misspelled names or students' recent arrival in Ontario.

Tracking Student Achievement in Relation to the Provincial Standard Junior Division (Grade 6) in 2009–2010 to OSSLT (Fully Participating) in 2014

School Board: Niagara Catholic DSB (67156)

EQAO tracked the progress of students who wrote the junior-division assessment in 2010, when they were in Grade 6, and the OSSLT in 2014, when they were in Grade 10. The pie charts below show how students performed on the 2014 test compared to their Grade 6 assessment results in 2010. The percentages are based on the number of tracked students in the cohort who participated in the OSSLT and for whom EQAO has Grade 6 results (including those who participated, those who were exempted and those who provided no work to be scored in Grade 6).



*Data were linked using student names and Ontario Education Numbers (OENs). In some cases, data could not be linked because of inaccurate OENs, misspelled names or students' recent arrival in Ontario.



**Tracking Student Achievement, Intersection by Outcome:
From Grade 3 in 2007 through Grade 6 in 2010 to OSSLT in 2014
First-Time Eligible Students**

| Reading | | | OSSLT | | | |
|--|-----------------------|-----|------------|----------------|--------|----------|
| <i>Number of Students in the Cohort = 1 626*</i> | | | Successful | Not Successful | Absent | Deferred |
| Grade 3 to Grade 6 | Maintained Standard | 975 | 95% | 2% | <1% | 2% |
| | Rose to Standard | 231 | 72% | 20% | 2% | 6% |
| | Dropped from Standard | 111 | 75% | 18% | 1% | 6% |
| | Never Met Standard | 309 | 47% | 32% | <1% | 21% |

| Writing | | | OSSLT | | | |
|--|-----------------------|-----|------------|----------------|--------|----------|
| <i>Number of Students in the Cohort = 1 626*</i> | | | Successful | Not Successful | Absent | Deferred |
| Grade 3 to Grade 6 | Maintained Standard | 991 | 94% | 4% | <1% | 2% |
| | Rose to Standard | 238 | 69% | 22% | 1% | 8% |
| | Dropped from Standard | 148 | 80% | 15% | 0% | 5% |
| | Never Met Standard | 249 | 43% | 30% | 1% | 26% |

*Data were linked using student names and Ontario Education Numbers (OENs). In some cases, data could not be linked because of inaccurate OENs, misspelled names or students' recent arrival in Ontario.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

TITLE: STUDENT ACHIEVEMENT TEAMS 2014-2015

The Student Achievement Teams 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 14, 2014



REPORT TO THE COMMITTEE OF THE WHOLE OCTOBER 14, 2014

STUDENT ACHIEVEMENT TEAMS 2014-2015

BACKGROUND INFORMATION

The Niagara Catholic Program and Special Education Departments investigated aligning student support efforts as part of our 2014-2015 Strategic Priority and Board Improvement Plan to create equity and accessibility of resources across the system. Superintendents Baldasaro and Lefebvre undertook to align the current three team support structure of Special Education Services with Program Department support.

The Student Achievement Team 2014-2015 model of support is a three team model serving specific secondary schools and their family of associate elementary schools. The new three team support model is attached as Appendix A.

In this new support model of service, the organization and make-up of the Special Education and Program Departments remain under the specific line authority portfolio of the appropriate Superintendents. The change in organizational structure allows for Principals to identify their specific line support of Program or Special Education department personnel for individualized school needs.

The model for support is fluid. Future plans for consideration will include the mobilization of team support to meet an immediate (i.e. a school related bereavement) school need as well as a long range (i.e. reading recovery strategy support) need. Line support and line support mobilization planning will be made in consultation with an individual school Principal and the corresponding Family of Schools Superintendent.

In an effort to align school improvement plan efforts with the required differentiated professional development necessary to support the staff at individual schools, each school will receive a hard cap allocation of release days to self-determine the date and time of job imbedded, professional development that will occur at the home school. The allocation of days was based on a formula that accounted for a range in student enrollment.

Principals will liaise with their identified Student Achievement Team line of support point person to coordinate dates, times and participants for specific needs and professional development initiatives that will occur at their school. A specific allocation of release days will align with a specific goal in a School Improvement Plan (S.I.P.) as specified in the Professional Learning Section of the school's S.I.P. The use of release days for school improvement professional development will be discussed and approved in consultation with the Family of Schools Superintendent.

Attached: Appendix A – Student Achievement Teams 2014-2015

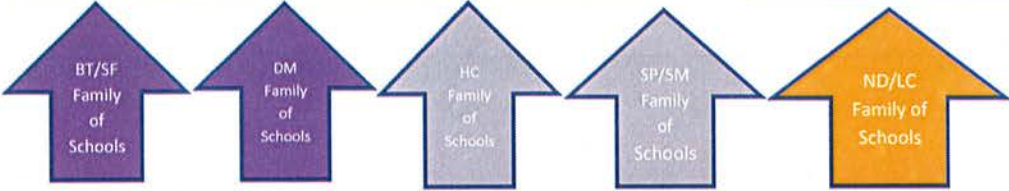
The Student Achievement Teams 2014-2015 report is presented for information.

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 14, 2014

K-12 Alignment Niagara Catholic District School Board 2014-2015

Superintendents of Education

| | | |
|--------|--------|--------|
| Team 1 | Team 2 | Team 3 |
|--------|--------|--------|



| |
|---|
| Blessed Trinity FOS-Our Lady of Fatima-G; St. Joseph-G; St. Edward; St. John; St. Mark; St. Martin; |
| Saint Francis FOS-Mother Teresa; St. Ann-SC; St. Denis; St. James; |
| Denis Morris FOS-St. Anthony; St. Christopher; St. Nicholas; St. Peter; St. Theresa; Monsignor Clancy; St. Charles; |
| Holy Cross FOS-Assumption; Canadian Martyrs; Our Lady of Fatima-SC; St. Alfred; St. Michael-NOTL; |
| Saint Paul FOS-Cardinal Newman; Mary Ward; Notre Dame; St. Gabriel Lalemant; St. Mary-NF; St. Patrick-NF; St. Vincent de Paul; |
| Saint Michael FOS-Father Hennepin; Our Lady of Mount Carmel; Sacred Heart; Loretto Catholic; |
| Notre Dame FOS-St. Ann-P; St. Alexander; Alexander Kuska; Holy Name; St. Andrew; St. Augustine; St. Kevin; St. Mary-W; |
| Lakeshore Catholic FOS-Our Lady of Victory; St. George; St. Joseph-FE; St. Philomena; St. John Bosco; St. Patrick-PC; St. Therese; St. Elizabeth; |

Student Achievement Teams

| | | |
|--------|--------|--------|
| Team 1 | Team 2 | Team 3 |
|--------|--------|--------|

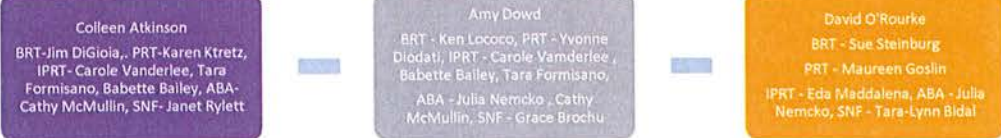
Catholic Faith, Community & Culture
 Religion Consultant: Terri Pauco; Board Chaplaincy Leader: Deborah McCaffery;
 Equity & Student Leadership Consultant: Janice Barretto-Mendonca



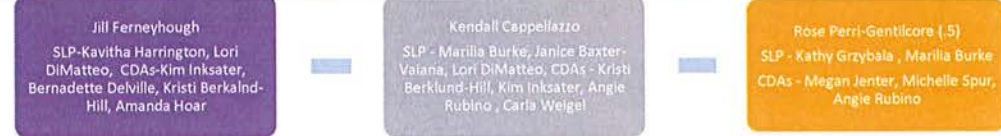
Student Success/Pathways/Fresh Start/SAL
 Coordinator of Student Success: Marco Magazzeni; Stay in School Coordinator: Bridgette Ridley



Special Education
 Coordinators of Special Education: Colleen Atkinson; Amy Dowd; David O'Rourke



Early Learning/Primary Education
 Consultant: Kendall Cappellazzo



K-12 Literacy
 Literacy Consultant: Randy Pruyn
 FSL/ESL/Arts Consultant: Jayne Evans; Physical Education Consultant: Mike Sheahan

Tania Barrick+Sandra DeLuca, Mike Massoti, Rosie Arseneau, France Fitsimmons,

Gennie Trainor+ Mary Gibb, Sam Mangiacasale

Randy Pruyn+ Lori Ricci-Perrotta, Rosina Bisci (.5), Anna Maria Humeniuk (.5)

ELL Support Team
 Leonora Amorim, Edie Thomson, Laura Graffi, *Laura Reilly, Kelly St. George, *Amelia Damore, Tara McDonald, Mike Power, Patricia O'Rourke (.5), Rocco Di Matteo, Francesca Virgulti

ELL Support Team
 Anne Marie Ciancio, *Carmelina Credico, Dianna Giammarco, Pat Noonan, *Ida Raimondo, Jolanta Janny, Calvin Jessome, Teresa Virgulti

ELL Support Team
 Adrienne Cottringer, Sandra Creelman, Cathy Grand, *Carmelina Marino, Nancy Spada,

K-12 Numeracy
 Numeracy Consultant: Beth Hulan
 SWS Teacher: Gus Marchio

Chris Moscato

Beth Hulan & Jaime Rootes

Laura Tancredi

Staff Development
 Coordinator: Anthony Corapi

Research, Assessment, Evaluation & Reporting
 Consultant: Christine Battagli

E-Learning & Education Technology
 Education Technology Officer: Grant Frost; Consultant: Mark DiTomasso;
 Supervisor of Library Information Centers: Sheila Lohnes
 Special Needs Facilitators – IT: Alyson Armstrong, Frank Napoli

Mental Health Lead: Andrea Bozza; Supervisor of Counselling Services: Dr. Sebastian Fazzari;
 Social Workers; Child & Youth Workers

Carey Bridges, Kim Cardamone, Grace Chesire, Katharine Perry, Caitlin Rappit, Rebecca Bilon, Sue Starks, Manuela Welch, Brett Richards, Tracey Coleman, Shelly Meehan

Brenda Allington, Tiffanie Mussen, Gisele Durocher, Fran Eckhardt, Linda Gilbert, Kelly Gillis, Debbie Jacques, Abby Rolland, Kayla Koshe, Jamie Vanklinken

Vanessa O'Neil, Karen Belcastro, Mary Douglas, Kim Guthoerl, Diana Armentl, Wendy Shinnors, Sandra Phillipson, Elissa Annunziata

Facilities Service
 Controller of Facilities Services: Scott Whitwell

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

**TITLE: CATHOLIC SCHOOL COUNCILS' ANNUAL REPORT
2013-2014**

The Catholic School Councils' Annual Report 2013-2014 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 14, 2014



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014
CATHOLIC SCHOOL COUNCILS' ANNUAL REPORT 2013-2014**

BACKGROUND INFORMATION

According to legislation every School Council shall annually submit a written report on its activities to the Principal of the school and to the Board that established the Council (O. Reg. 612/00, s. 24 (1)). If the School Council engages in fundraising activities, the annual report shall include a report of those activities. (O. Reg. 612/00, s. 24 (24)).

All Catholic School Councils in the Niagara Catholic District School Board have submitted a report outlining the membership of the Catholic School Council, meeting dates, goals, achievement of goals, and a financial statement for the 2013-2014 school year.

A copy of the Catholic School Councils' Annual Report 2013-2014 has been provided under separate cover for information.

The Catholic School Councils' Annual Report 2013-2014
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 14, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

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

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

Prepared by: Frank Iannantuono, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: October 14, 2014



REPORT TO THE COMMITTEE OF THE WHOLE MEETING OCTOBER 14, 2014

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

In alignment with the Board's Vision 2020 Strategic Plan and annual System Priorities, the Department of Staff Development, as an integral aspect of its mandate, acts as the point of co-ordination among various departments. Thus ensuring that all professional development opportunities for staff, both teaching and non-teaching, occur in a seamless fashion so as to minimize disruptions to the myriad services provided within our Niagara Catholic community.

The following is a listing of activities occurring during the period October 10, 2014 through November 11, 2014

Friday, October 10, 2014

Professional Activity Day

- The primary venue for all elementary and secondary school staff is their home school, except for colleagues who will be identified in subsequent memos as having to attend mandatory workshops and/or training sessions provided by the Special Education Department.
- The PA day is dedicated to School Improvement Planning, and will include the following employee groups:
 - o Principals
 - o Vice-Principals
 - o Teachers (ELKP – Grade 12)
 - o Educational Resource Teachers (ERT's)
 - o Early Childhood Educators (ECE's)
 - o Educational Assistants (EA's)
 - o Child Youth Workers (CYW's)
 - o Library Technicians
 - o Chaplains
 - o School Secretaries
- Catholic Education Centre Staff:
 - o CEC staff will spend the day working within their department unless involved in other activities throughout the board
- Catholic Education Centre – Program Staff:
 - o Itinerant Arts Teachers
 - o Numeracy and Literacy Coaches
 - o English as a Second Language Teachers (ESL)
 - o Program Consultants

- Catholic Education Centre - Special Education Staff
 - o Coordinators
 - o Program Resource Teachers
 - o Behaviour Resource Teachers
 - o Deaf & Hard of Hearing Teachers
 - o Blind & Low Vision Teacher
 - o Communicative Disorders Assistants
- All staff unless involved in other activities, will be deployed to schools for the day to participate in the Professional Activity Day program.
- All CEC Staff will confirm the location for the day with their supervisor and principal of the school prior to October 10th.
- In keeping with Niagara Catholic's strategic direction of "designing an Early Years Speech and Language Team" the Speech and Language Pathologists will be meeting with David O'Rourke, Kendall Cappellazzo, Jill Ferneyhough and Rose Gentilcore on the October 10th PA Day at St. Charles Catholic Elementary School Speech and Language Early Years Collaborative Inquiry.
- All Child and Youth Workers will attend professional development sessions at the Catholic Education Centre (Father Kenneth Burns Board Room) from 8:30 a.m. to 3:00 p.m.
 - o The training sessions will be provided by Andrea Bozza, Cathy McMullin, Sabrina Fruci and Andrea Prest.
 - o Elementary CYW's will be trained on the "Zones of Regulation" program in the morning session.
 - o Secondary CYW's will be trained on the "Girls Talk" program in the morning session
 - o All CYW's (Elementary & Secondary) will attend an afternoon training session focused on Mental Health and Stages of Change.

Tuesday, October 14, 2014

Joint Professional Development Project: Elementary Religion

- To support the rollout of the Elementary Religious and Family Life Education Policy Documents, a team of teachers has been formed to create lessons and materials that will be shared at a series of upcoming workshops generously sponsored by the Niagara Elementary OECTA. This joint professional development opportunity will be led by Terri Pauco, Religion and Family Life Consultant and Jen McArthur, NEU Vice President.

Tuesday & Wednesday October 14/15, 2014

First Aid Training: Full Course and Recertification

- Under the Occupational Health and Safety Act, Regulation 1101, the Niagara Catholic District School Board is required to maintain staff and student safety, through First Aid Training of Staff.
- The training sessions are designated for Niagara Catholic employees. It is crucial to the success of this training that employees attend on the dates assigned, as certification is predicated on the number of hours attended.
- Training will occur on the following days:
 - o October 14th & 15th (Full Course (2 days) - Monsignor Clancy)
 - o October 21st & 22nd (Full Course (2 days) - Alexander Kuska)
 - o October 28th (Recertification (1 day) - Alexander Kuska)
 - o October 30th (Recertification (1 day) - Alexander Kuska)

Thursday, October 16, 2014

Early Learning In Mathematics Inquiry Research

- The Program Department and Brock University are continuing collaboration on a research project to increase student achievement in mathematics. Educators involved in the research project will participate in co-learning and co-teaching sessions throughout the year, as well as, differentiated numeracy coaching support with release days at the school that will be incorporated throughout the project.

Thursday, October 16, 2014

safeTALK and Mental Health Unit In-Service: Grade 9 Religion Teachers

- To support the Niagara Catholic Mental Health and Addictions Support Plan goal of building school-based capacity and enhancing mental health resources, ALL HRE10 teachers will participate in safeTALK training and professional development focused on the unit of study - Mental Health: Hope, Dignity and Our Compassionate Response, a required component of the Grade 9 Religion curriculum on Thursday, October 16, 2014, from 8:15 a.m. to 2:15 p.m. at the CEC

Friday, October 17, 2014

What Are We Learning About Learning: Ministry of Education Conference

- Ministry Staff from the Early Years Division, the Literacy Numeracy Secretariat, Curriculum and Assessment Policy Branch, and the Special Education Policy and Programs Branch are pleased to bring together school board Early Years leaders and leadership teams to support pedagogical leadership across the K-3 continuum.
- Content will focus on extending the principles of play-based learning established in full-day kindergarten and child care. Eight Niagara Catholic educators will engage in thinking and learning together, using pedagogical documentation (video segments, photographs, etc.) and questions as provocations, to support educators and children in deepening understanding of inquiry and play-based learning including:
 - o Mathematics - e.g., spatial relationships and making connections across all mathematics
 - o Literacy - e.g., creating flexible structures, such as small group reading
 - o Well-being - e.g., integrating self-regulation across the day to support learning
 - o Assessment for, as, and of learning
- Exploring the thinking strategies that are evident in or lie beneath literacy and mathematics behaviours and making connections across the K-3 program and curriculum continuum

Wednesday, October 22, 2014

Kindergarten to Grade 2 After-School Workshops: Part #1

- Three part after-school workshops will be offered this school year for Kindergarten to Grade 2 Classroom Teachers, Principals, Vice Principals and Early Childhood Educators.
- Each session will take place from 4:00 p.m. to 5:30 p.m.
- The sessions are designed as informal opportunities to ask questions, share ideas and dialogue with fellow colleagues as we explore the world of inquiry together. It will be a time to learn from one another as we continue to journey together and explore ways to support our students with their natural curiosity.
- The first session is focused on *The Learning Environment*. The session will focus on exploring ideas to transform your learning environment to cultivate a culture of inquiry and discover ways to create a space of possibilities

Thursday, October 23, 2014

New Social Studies Curriculum Rollout

- As directed by the Ministry of Education, 2014-15 is a year for implementation of the new Social Studies Grades 1 to 6, History & Geography Grades 7 and 8 curricula.
- Key concepts and changes include:
 - o Catholic Citizenship Framework
 - o Inquiry
 - o Concepts of Disciplinary Thinking
- To support teachers with this implementation, grade specific workshops will be provided on October 21st, 23rd, and November 4th, 6th.
- System level cross-curricular learning has been completed connecting Social Studies concepts with our Catholic Identity, Literacy and First Nation, Metis and Inuit teaching and learning. Resources will be given to support teachers in connecting the learning for our students.

Thursday, October 30, 2014

Human Resources Certification: Session #1

- Human Resource Services will be hosting Dr. Robert Wicks at the White Oaks Resort and Spa. All participants will receive a copy of his book, *Perspective: The Calm Within the Storm*.
- Dr. Wicks' major area of expertise is the prevention of secondary stress which encompasses the pressures encountered in reaching out to others. He integrates sound psychology and basic spiritual truths to set the stage for profound personal transformation. He has cultivated this experience through research and clinical practice with psychotherapists, physicians, nurses, educators, relief workers, lawyers, corporate executives and persons in full-time ministry.

The Report on Staff Development: Professional
Development Opportunities is presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: October 14, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: October 14, 2014



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
TUESDAY, OCTOBER 14, 2014
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

ELKP PHASE 5

| | |
|------------|---|
| Appendix A | Canadian Martyrs Catholic Elementary School |
| Appendix B | Loretto Catholic Elementary School |
| Appendix C | St. John Bosco Catholic Elementary School |

SECONDARY

| | |
|------------|------------------------------------|
| Appendix D | Saint Michael Catholic High School |
|------------|------------------------------------|

NEW BUILD

| | |
|------------|---------------------------------------|
| Appendix E | St. Martin Catholic Elementary School |
|------------|---------------------------------------|

CAPITAL PRIORITIES

| | |
|------------|---|
| Appendix F | Lakeshore Catholic High School |
| Appendix G | St. James Catholic Elementary School |
| Appendix H | Our Lady of Mount Carmel Catholic Elementary School |

CHILDCARE CAPITAL RETROFIT

| | |
|------------|---|
| Appendix I | St. Gabriel Lalemant Catholic Elementary School |
|------------|---|

The Capital Projects Progress Report Update is presented for information.

| | |
|---------------|--|
| Prepared by: | Scott Whitwell, Controller of Facilities Services |
| Presented by: | Scott Whitwell, Controller of Facilities Services |
| Approved by: | John Crocco, Director of Education/Secretary-Treasurer |
| Date: | October 14, 2014 |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX A

CANADIAN MARTYRS CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a library addition and renovation of the existing library to be 2 new ELKP classrooms.

Current Status: Full occupancy received. Architect to issue deficiency list.



Project Information:

| | | |
|-------------------------------|-------|----------|
| New Area to be Constructed | 162 | sq. m. |
| Existing Area to be Renovated | 481 | sq. m. |
| Total New Facility Area | 3825 | sq. m. |
| Total Site Area | 3.193 | ha. |
| Pupil Places Added | 52 | students |
| New Facility Capacity | | students |

Project Funding:

| | |
|--------------------|------------------|
| FDK Grant | 959,850 |
| Facilities Renewal | 33,834 |
| | \$993,684 |

Project Costs:

| | Budget | Paid |
|-----------------------|------------------|------------------|
| Construction Contract | 823,357 | 776,230 |
| Fees & Disbursements | 102,762 | 109,645 |
| Furniture & Equipment | 44,932 | 15,610 |
| Other Project Costs | 22,633 | 62,418 |
| | \$993,684 | \$963,903 |

Project Timelines:

| | <u>Scheduled Completion</u> | <u>Actual Completion</u> |
|-----------------------------|-----------------------------|--------------------------|
| Funding Approval | June 2012 | June 2012 |
| Architect Selection | June 2013 | June 25, 2013 |
| Design Development | October 2013 | October 18, 2013 |
| Contract Documents | November 2013 | November 12, 2013 |
| Tender & Approvals | December 2013 | February 26, 2014 |
| Construction | September 2014 | |
| Occupancy | September 2014 | |
| Official Opening & Blessing | October 2014 | |

Project Team:

| | |
|--------------------|---------------------------------|
| Architect | Grguric Architects Incorporated |
| General Contractor | King Contractors |
| Project Manager | Tunde Labbancz |
| Superintendent | Ted Farrell |
| Principal | Alan Creelman |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX B

LORETTO CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Construction of a two classroom addition and renovation of the existing 3 classrooms to be 2 new ELKP classrooms.

Current Status: Occupancy received. Contractor working on deficiencies.



Project Information:

| | | |
|-------------------------------|-------|----------|
| New Area to be Constructed | 199 | sq. m. |
| Existing Area to be Renovated | 228 | sq. m. |
| Total New Facility Area | 7689 | sq. m. |
| Total Site Area | 6.070 | ha. |
| Pupil Places Added | 29 | students |
| New Facility Capacity | | students |

Project Funding:

| | |
|--------------------|------------------|
| FDK Grant | 959,850 |
| Facilities Renewal | 0 |
| | \$959,850 |

Project Costs:

| | Budget | Paid |
|-----------------------|------------------|------------------|
| Construction Contract | 662,995 | 632,725 |
| Fees & Disbursements | 84,205 | 82,656 |
| Furniture & Equipment | 7,794 | 7,061 |
| Other Project Costs | 46,621 | 62,500 |
| | \$801,615 | \$784,942 |

Project Timelines:

| | Scheduled Completion | Actual Completion |
|-----------------------------|----------------------|-------------------|
| Funding Approval | June 2012 | June 2012 |
| Architect Selection | June 2013 | June 28, 2013 |
| Design Development | October 2013 | October 28, 2013 |
| Contract Documents | November 2013 | November 19, 2013 |
| Tender & Approvals | December 2013 | February 26, 2014 |
| Construction | August 2014 | August 29, 2014 |
| Occupancy | September 2014 | August 29, 2014 |
| Official Opening & Blessing | October 2014 | |

Project Team:

| | |
|--------------------|----------------------|
| Architect | Quartek Group Inc. |
| General Contractor | Brouwer Construction |
| Project Manager | Tunde Labbancz |
| Superintendent | Mark Lefebvre |
| Principal | Anthony Cardamone |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX C

ST. JOHN BOSCO CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Construction of a new classroom addition and renovation of existing classroom into a new ELKP classroom.

Current Status: Occupancy received. Minor deficiencies to be rectified.



Project Information:

| | | |
|-------------------------------|--------|----------|
| New Area to be Constructed | 122.3 | sq. m. |
| Existing Area to be Renovated | 109.1 | sq. m. |
| Total New Facility Area | 2181.1 | sq. m. |
| Total Site Area | 4.452 | ha. |
| Pupil Places Added | 29 | students |
| New Facility Capacity | | students |

Project Funding:

| | |
|--------------------|------------------|
| FDK Grant | 479,925 |
| Facilities Renewal | 121,933 |
| | \$601,858 |

Project Costs:

| | Budget | Paid |
|-----------------------|------------------|------------------|
| Construction Contract | 512,967 | 386,969 |
| Fees & Disbursements | 43,979 | 52,652 |
| Furniture & Equipment | 3,478 | 3,376 |
| Other Project Costs | 41,434 | 19,542 |
| | \$601,858 | \$462,539 |

Project Timelines:

| | <u>Scheduled Completion</u> | <u>Actual Completion</u> |
|-----------------------------|-----------------------------|--------------------------|
| Funding Approval | June 2012 | June 2012 |
| Architect Selection | June 2013 | June 28, 2013 |
| Design Development | October 2013 | October 16, 2013 |
| Contract Documents | November 2013 | November 5, 2013 |
| Tender & Approvals | December 2013 | February 26, 2014 |
| Construction | August 2014 | |
| Occupancy | September 2014 | |
| Official Opening & Blessing | October 2014 | |

Project Team:

| | |
|--------------------|---|
| Architect | MacDonald Zuberec Ensslen Architects Inc. |
| General Contractor | Stolk Construction |
| Project Manager | Tunde Labbanicz |
| Superintendent | Lee Ann Forsyth-Sells |
| Principal | Theo Dagenais |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX D

SAINT MICHAEL CATHOLIC HIGH SCHOOL

Scope of Project:

Design and construction of a ten classroom addition.

Current Status: Occupancy received. Minor work is still underway.

Project Information:

| | | |
|-------------------------------|---------|----------|
| New Area to be Constructed | 16,380 | sq. ft. |
| Existing Area to be Renovated | | sq. ft. |
| Total New Facility Area | 119,868 | sq. ft. |
| Total Site Area | 15.8 | acres |
| Pupil Places Added | 210 | students |
| New Facility Capacity | 1,017 | students |



Project Funding:

| | |
|--------------------|-----------|
| Capital Priorities | 5,527,880 |
| Facilities Renewal | 639,105 |

\$6,166,985

Project Costs:

| | <u>Budget</u> | <u>Paid</u> |
|-----------------------|---------------------------|---------------------------|
| Construction Contract | 4,999,428 | 4,631,302 |
| Fees & Disbursements | 544,037 | 522,069 |
| Furniture & Equipment | 204,820 | 21,610 |
| Other Project Costs | 418,700 | 103,818 |
| | <u>\$6,166,985</u> | <u>\$5,278,799</u> |

Project Timelines:

| | <u>Scheduled Completion</u> | <u>Actual Completion</u> |
|-----------------------------|-----------------------------|--------------------------|
| Funding Approval | July 7, 2011 | July 7, 2011 |
| Ministry Approval (space) | December 2011 | March 9, 2012 |
| Architect Selection | January 30, 2012 | March 22, 2012 |
| Design Development | March 2012 | October 2012 |
| Contract Documents | May 2013 | May 2013 |
| Tender | June 2013 | June 2013 |
| Ministry Approval (cost) | June 2013 | May 2013 |
| Construction | August 2014 | |
| Occupancy | September 2014 | |
| Official Opening & Blessing | | |

Project Team:

| | |
|--------------------|---------------------------------------|
| Architect | Raimondo + Associates Architects Inc. |
| General Contractor | Brouwer Construction |
| Project Manager | Anthony Ferrara |
| Superintendent | Mark Lefebvre |
| Principal | James Whittard |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX E

ST. MARTIN CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Design and construction of a replacement school and child care centre on a new site.

Current Status:

Original estimated construction completion date is March 2015. Site Plan application has been made to Township - working with Township to address sidewalk concern. The project has been tendered resulting in an over-budget condition – work is underway with the architect and MOE to resolve. Construction completion date will be delayed.



Project Information:

| | | |
|-------------------------------|--------|----------|
| New Area to be Constructed | 47,443 | sq. ft. |
| Existing Area to be Renovated | | sq. ft. |
| Total New Facility Area | 47,443 | sq. ft. |
| Total Site Area | 5 | acres |
| Pupil Places Added | 115 | students |
| New Facility Capacity | 454 | students |

Project Funding:

| | |
|--------------------|--------------------|
| Capital Priorities | 9,430,364 |
| | <u>\$9,430,364</u> |

Project Costs:

| | Budget | Paid |
|-----------------------|--------------------|------------------|
| Construction Contract | 7,479,925 | 0 |
| Fees & Disbursements | 900,000 | 599,626 |
| Furniture & Equipment | 100,000 | 0 |
| Other Project Costs | 950,439 | 244,176 |
| | <u>\$9,430,364</u> | <u>\$843,802</u> |

Project Timelines:

| | <u>Scheduled Completion</u> | <u>Actual Completion</u> |
|-----------------------------|-----------------------------|--------------------------|
| Funding Approval | July 7, 2011 | July 7, 2011 |
| Ministry Approval (space) | December 2011 | February 14, 2012 |
| Architect Selection | January 30, 2012 | March 22, 2012 |
| Design Development | March 2012 | October 2013 |
| Contract Documents | January 2014 | Feb 2014 |
| Tender & Approvals | February 2014 | |
| Ministry Approval (cost) | February 2014 | |
| Construction | March 2015 | |
| Occupancy | TBD | |
| Official Opening & Blessing | TBD | |

Project Team:

| | |
|--------------------|---------------------|
| Architect | MMM Inc. Architects |
| General Contractor | TBD |
| Project Manager | Anthony Ferrara |
| Superintendent | Yolanda Baldasaro |
| Principal | Chris Zanuttini |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX F

LAKESHORE CATHOLIC HIGH SCHOOL

Scope of Project: Design and construction of a ten classroom addition, science lab/student services renovations and upgraded parking lot.

Current Status: New footings and foundations are being constructed.



Project Information:

| | | |
|-------------------------------|------|----------|
| New Area to be Constructed | 1441 | sq. m. |
| Existing Area to be Renovated | | sq. m. |
| Total New Facility Area | | sq. m. |
| Total Site Area | | ha. |
| Pupil Places Added | 210 | students |
| New Facility Capacity | 1071 | students |

Project Funding:

| | |
|--------------------|--------------------|
| Capital Priorities | 5,501,722 |
| | 0 |
| | \$5,501,722 |

Project Costs:

| | Budget | Paid |
|-----------------------|--------------------|------------------|
| Construction Contract | 4,235,021 | 109,475 |
| Fees & Disbursements | 568,520 | 397,717 |
| Other Project Costs | 698,181 | 38,280 |
| | \$5,501,722 | \$545,472 |

Project Timelines:

| | Scheduled Completion | Actual Completion |
|-----------------------------|----------------------|-------------------|
| Funding Approval | January 2013 | January 2013 |
| Architect Selection | May 2013 | May 2013 |
| Design Development | November 2013 | December 2013 |
| Contract Documents | March 2014 | May 2014 |
| Tender & Approvals | June 2014 | June 2014 |
| Construction | August 2014 | |
| Occupancy | September 2015 | |
| Official Opening & Blessing | | |

Project Team:

| | |
|--------------------|---------------------------------------|
| Architect | Raimondo + Associates Architects Inc. |
| General Contractor | Manorcore Group Inc. |
| Project Manager | Tunde Labbancz |
| Superintendent | Lee Ann Forsyth-Sells |
| Principal | Glenn Gifford |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX G

ST. JAMES CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Construction of 2 new ELKP rooms, one classroom and renovations to Staff Room and Administration Area.

Current Status: Full occupancy received. Millwork installation, exterior panel installation and ELKP playground driveway still under construction.



Project Information:

| | | |
|-------------------------------|-------|----------|
| New Area to be Constructed | 458 | sq. m. |
| Existing Area to be Renovated | 499 | sq. m. |
| Total New Facility Area | 2590 | sq. m. |
| Total Site Area | 2.340 | ha. |
| Pupil Places Added | 78 | students |
| New Facility Capacity | 259 | students |

Project Funding:

| | |
|-------------------------|--------------------|
| Capital Priorities | 1,357,761 |
| FDK Grant | 479,928 |
| Proceeds of Disposition | 883,353 |
| | \$2,721,042 |

Project Costs:

| | Budget | Paid |
|-----------------------|--------------------|--------------------|
| Construction Contract | 2,304,966 | 1,750,113 |
| Fees & Disbursements | 212,000 | 202,209 |
| Furniture & Equipment | 29,666 | 23,780 |
| Other Project Costs | 174,410 | 112,996 |
| | \$2,721,042 | \$2,089,098 |

Project Timelines:

| | <u>Scheduled Completion</u> | <u>Actual Completion</u> |
|-----------------------------|-----------------------------|--------------------------|
| Funding Approval | January 2013 | January 2013 |
| Architect Selection | May 2013 | May 2013 |
| Design Development | November 2013 | November 14, 2013 |
| Contract Documents | November 2013 | November 28, 2013 |
| Tender & Approvals | December 2013 | March 28, 2014 |
| Construction | September 2014 | |
| Occupancy | September 2014 | |
| Official Opening & Blessing | October 2014 | |

Project Team:

| | |
|--------------------|--------------------------|
| Architect | Svedas Architects Inc. |
| General Contractor | Charter Building Company |
| Project Manager | Tunde Labbancz |
| Superintendent | Yolanda Baldasaro |
| Principal | Glenda Hillier |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX H

OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Interior renovations to result in 4 new classrooms, 3 new ELKP classrooms and renovations to gym change rooms and Administrative area.

Current Status: Occupancy received, deficiency work and minor renovations are still underway.



Project Information:

| | | |
|-------------------------------|-------|----------|
| New Area to be Constructed | 140 | sq. m. |
| Existing Area to be Renovated | 1601 | sq. m. |
| Total New Facility Area | 4909 | sq. m. |
| Total Site Area | 3.440 | ha. |
| Pupil Places Added | 55 | students |
| New Facility Capacity | | students |

Project Funding:

| | |
|--------------------|--------------------|
| Capital Priorities | 1,473,555 |
| FDK Grant | 959,850 |
| Facilities Renewal | 0 |
| | \$2,433,405 |

Project Costs:

| | Budget | Paid |
|-----------------------|--------------------|--------------------|
| Construction Contract | 1,848,137 | 1,544,534 |
| Fees & Disbursements | 291,363 | 291,832 |
| Furniture & Equipment | 33,357 | 28,049 |
| Other Project Costs | 260,548 | 155,588 |
| | \$2,433,405 | \$2,020,003 |

Project Timelines:

| | <u>Scheduled Completion</u> | <u>Actual Completion</u> |
|-----------------------------|-----------------------------|--------------------------|
| Funding Approval | January 2013 | January 2013 |
| Architect Selection | May 2013 | May 2013 |
| Design Development | November 2013 | November 4, 2013 |
| Contract Documents | November 2013 | November 26, 2013 |
| Tender & Approvals | December 2013 | February 26, 2014 |
| Construction | September 2014 | |
| Occupancy | September 2014 | |
| Official Opening & Blessing | October 2014 | |

Project Team:

| | |
|--------------------|--------------------------------------|
| Architect | Venerino V. P. Panici Architect Inc. |
| General Contractor | Bromac Construction |
| Project Manager | Tunde Labbancz |
| Superintendent | Mark Lefebvre |
| Principal | Elizabeth Davey |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
OCTOBER 14, 2014**

APPENDIX I

ST. GABRIEL LALEMANT CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Conversion of two classrooms and storage room into two child care rooms for 22 preschoolers and 15 toddlers including two washrooms, kitchen and storage and play space. Child care program will be operated by Boys & Girls Club of Niagara.

Current Status: Occupancy received. Working on deficiencies and front entrance canopy.



Project Information:

| | | |
|-------------------------------|------|----------|
| New Area to be Constructed | | sq. m. |
| Existing Area to be Renovated | 177 | sq. m. |
| Total New Facility Area | 2585 | sq. m. |
| Total Site Area | 2.8 | ha. |
| Pupil Places Added | | students |
| New Facility Capacity | | students |

Project Funding:

Schools First - Child
Care Capital Retrofit

Project Costs:

| | Budget | Paid |
|-----------------------|------------------|------------------|
| Construction Contract | 446,919 | 393,917 |
| Fees & Disbursements | 66,270 | 76,457 |
| Furniture & Equipment | 15,000 | 6,680 |
| Other Project Costs | 69,511 | 8,880 |
| | \$597,700 | \$485,934 |

Project Timelines:

| | Scheduled Completion | Actual Completion |
|-----------------------------|----------------------|-------------------|
| Funding Approval | N/A | N/A |
| Architect Selection | February 2014 | February 2014 |
| Design Development | May 2014 | May 2014 |
| Contract Documents | May 2014 | May 2014 |
| Tender & Approvals | June 2014 | June 2014 |
| Construction | August 2014 | |
| Occupancy | September 2014 | |
| Official Opening & Blessing | | |

Project Team:

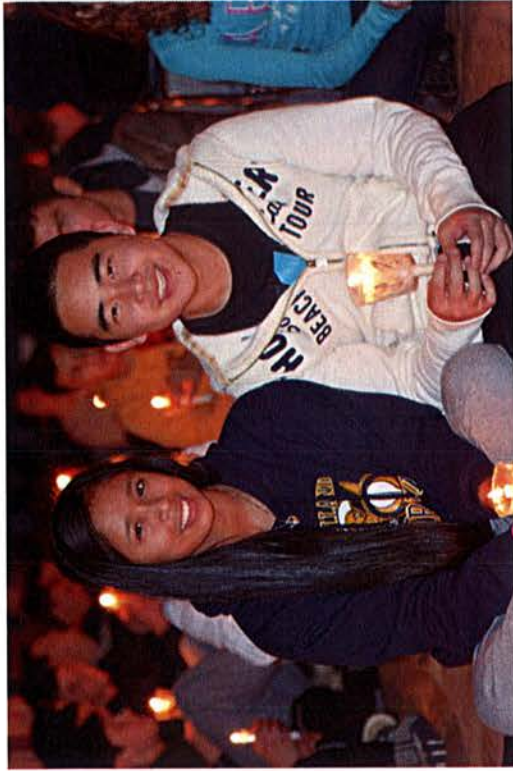
| | |
|--------------------|--------------------------------------|
| Architect | Venerino V. P. Panici Architect Inc. |
| General Contractor | Aldor Builders |
| Project Manager | Tunde Labbancz/Kathy Levinski |
| Superintendent | Mark Lefebvre |
| Principal | Deborah Mercnik |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
OCTOBER 14, 2014**

PUBLIC SESSION

**TITLE: TRUSTEE INFORMATION
CALENDAR OF EVENTS – OCTOBER 2014**

OCTOBER 2014



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--------------------------|---------------------------|---------------------|-----|--------------------------------------|--------------|---|
| | | | 1 | 2 | 3 | 4 Monsignor Clancy 50th Anniversary |
| 5 World Teachers' Day | 6 | 7 | 8 | 9 Director's Inspiration Award | 10 PA Day | 11 Saint Michael 25th Anniversary |
| 12 | 13 Happy Thanksgiving! | 14 CW Meeting | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 Father Fogarty Awards Dinner |
| 26 Pilgrimage Sunday | 27 Municipal Election | 28 Board Meeting | 29 | 30 | 31 | |