



*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, FEBRUARY 12, 2013
7:00 P.M.**

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



9:00 p.m. Timed In Camera Item

A. ROUTINE MATTERS

1. Opening Prayers – Trustee Fera -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of January 15, 2013 A5

B. PRESENTATIONS

1. “Windows to the World” National Art Competition B1

C. COMMITTEE AND STAFF REPORTS

1. Policy Committee
 - 1.1 Unapproved Minutes of the Adjourned Policy Committee Meeting of January 29, 2013 C1.1
 - 1.2 Approval of Policies
 - 1.2.1 Accessibility Standards Policy (800.8) C1.2.1
 - 1.2.2 Admission of Students Policy (301.1) C1.2.2
 - 1.2.3 Bullying Prevention and Intervention Policy (302.6.8) C1.2.3
 - 1.2.4 Code of Conduct Policy (Safe Schools) (302.6.2) C1.2.4
 - 1.2.5 Safe Schools Policy (302.6) C1.2.5
 - 1.3 Policy Schedule C1.3
2. Holy Childhood Walk 2012 C2
3. Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 – Working Document C3
4. Award of Construction Contracts for ELKP Projects – Year 4 C4
5. Educational Development Charges (EDC) C5
6. Extended Overnight Field Trip, Excursion and Exchange Committee C6
7. Staff Development Department Professional Development Opportunities - 2013 C7

- | | | |
|-----|-------------------------------|------|
| 8. | Monthly Updates | |
| 8.1 | Capital Projects Update | C7.1 |
| 8.2 | Student Senate Update | - |
| 8.3 | Senior Staff Good News Update | - |

D. INFORMATION

- | | | |
|-----|--|------|
| 1. | Trustee Information | |
| 1.1 | Spotlight on Niagara Catholic – January 29, 2013 | D1.1 |
| 1.2 | Calendar of Events – February 2013 | D1.2 |
| 1.3 | Mental Health Extended Tour – Niagara Health Services – New St. Catharines Hospital
March 1, 2013 | - |
| 1.4 | OCSTA/OCSBOA Business Seminar – May 2, 2013 | D1.4 |

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
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF JANUARY 15, 2013**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 15, 2013, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, JANUARY 15, 2013

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, January 15, 2013, at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Burkholder.

2. Roll Call

Vice-Chairperson Charbonneau noted that Trustees Fera and Sicoli and Student Trustee Atallah asked to be excused from the Committee of the Whole Meeting.

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				
Vincent Atallah				✓
Michael Blair	✓			

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Mario Ciccarelli**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Mark Lefebvre**, Superintendents of Education; **Scott Whitwell**, Controller of Facilities Services; **Khayyam Syne**, Administrator of Staff Development; Administrator of School Effectiveness; **Jennifer Brailey**, Manager of Corporate Services & Communications; **Sherry Morena**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. Approval of the Agenda

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of January 15, 2013, as presented.

CARRIED

4. Disclosure of Interest

A Disclosure of Interest was declared by Trustee Burkholder with Item C4.1 of the Public Agenda, as she has a family member who is associated with the Quartek Group.

A Disclosure of Interest was declared by Trustee O'Leary with Item F4.1 of the In Camera Agenda. This Trustee has family members who are employees of the Board. Trustee O'Leary left the meeting during discussion of this item.

5. Minutes of the Committee of the Whole Meeting of December 4, 2012

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of December 4, 2012, as presented.

CARRIED

B. PRESENTATIONS

1. Norah Morgan Memorial Award

Mark Lefebvre, Superintendent of Education, welcomed Debra McLauchlan, Chair of the Carousel Players Board of Directors who presented background information on the Norah Morgan Memorial Award.

Ms. McLauchlan presented the 2013 Award to Paul Lukacs, teacher at St. Philomena Catholic Elementary School, for his efforts in promoting and integrating music, drama, art and dance into his classroom and at the school.

Mr. Lukacs stated that he is extremely honored to receive the Norah Morgan Memorial Award and thanked the Board for opportunity to offer the Arts program to the students.

Vice-Chairperson Charbonneau thanked Carousel Players for their enthusiastic support and promotion of drama and arts among children.

C. COMMITTEE AND STAFF REPORTS

1. *French Immersion In Niagara Catholic Schools - September 2013*

Superintendent Lefebvre introduced the report on French Immersion in Niagara Catholic Schools - September 2013 and invited FSL Consultant Jayne Evans to present further information on the Program.

Mrs. Evans informed Trustees that based on the data collected through the French Immersion Interest Survey as well as the information gathered during the six (6) community information sessions, Senior Administrative Council has developed proposed French Immersion sites and entry points to begin in September, 2013.

Trustees asked questions of staff and expressed appreciation for the implementation of the French Immersion Program in line with the System Priorities and Strategic Plan.

2. *Access, Engagement and Student Learning Using Digital Textbooks in Niagara Catholic*

Mario Ciccarelli, Superintendent of Education, presented background information on the report on Access, Engagement and Student Learning Using Digital Textbooks in Niagara Catholic. Mark Di Tomasso, e-Learning Consultant, elaborated on the program which focuses on Grades 7 & 8 classrooms using Mathematics and Science Pearson eText as the platform.

Trustees asked questions of staff and discussed the technology involved in e-Learning.

3. *Staff Development Department Professional Development Opportunities - 2013*

Khayyam Syne, Administrator of Staff Development, presented the report on the Staff Development Department Professional Development Opportunities for information. The revised Leadership Identification Program (LIP) was highlighted through a visual presentation.

4. *Monthly Updates*

4.1 *Capital Projects Progress Report*

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

4.2 *Student Trustees' Update*

Michael Blair, Student Trustee, 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 Ciccarelli

- The Fatima Falcons Lego (Robotics) Team received the Alliance Award and the First Place Champion's Award at the First Lego League Provincial East Division Tournament. The First Place prize is participation in a tournament at LegoLand California.

Superintendent Baldasaro

- Students at St. James Catholic Elementary School were greeted by a giant statue of a bulldog in front of the school on Monday, January 7th in honor of the school's 50th Anniversary. Students, staff and the St. James Catholic School community are currently planning the school's 50th Anniversary Open House to take place on Saturday, April 27th, 2013.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – December 18, 2012

Director Crocco presented the Spotlight on Niagara Catholic – December 18, 2012 issue for Trustees' information.

1.2 Calendar of Events – January 2013

Director Crocco presented information on the Calendar of Events – January 2013

1.3 3rd Annual Niagara Catholic Baby Celebration – January 16, 2013

Director Crocco reminded Trustees that the Niagara Catholic Baby Celebration is being held at the Catholic Education Centre on January 16, 2013. All Board employees who had a baby during 2012 and are on maternity leave have been invited to the Catholic Education Centre for a get together to reconnect with colleagues. All Trustees were invited to attend.

1.4 OCSTA Professional Development Seminar – January 17–19, 2013

Director Crocco reminded Trustees that the OCSTA Professional Development Seminar being held January 17–19, 2013 in Toronto.

1.5 2013 Annual Partners Breakfast - February 8, 2013 - 7:30 - 10:00 a.m.

Director Crocco presented information on the BEC - 2013 Annual Partners Breakfast – being held February 8, 2013 from 7:30 a.m.

Trustees were asked to confirm their attendance with Sherry Morena no later than Friday, January 18th, 2013.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- Trustees were supplied with copies of the 2013 Trustee Committee List. Chairperson Burtnik asked Trustees to review the list and provide feedback prior to the January Board Meeting.
- Director Crocco informed Trustees that the Demographic and School Utilization Report regarding Phase 1 will be presented to the January Board Meeting and that the Phase 2 report will be presented to the Board by April 2013.
- Director Crocco informed Trustees that the Annual Mid-Year System Priority Review Report will be presented to the January Board Meeting as scheduled.

F. BUSINESS IN CAMERA

Moved by Trustee MacNeil

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 Board Meeting at 9:00 p.m. and reconvened at 9:20 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee MacNeil

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of January 15, 2013.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Burkholder

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 December 4, 2012, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee O'Leary

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on December 4, 2012, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee MacNeil

THAT the January 15, 2013 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 9:20 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **January 15th, 2013.**

Approved on the **12th** day of **February 2012.**

Maurice Charbonneau
Vice-Chairperson of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: PRESENTATION/DELEGATION
“WINDOWS TO THE WORLD”
NATIONAL ART COMPETITION**

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: February 12, 2013



PRESENTATION BACKGROUND

Committee of the Whole Meeting
February 12, 2013

“WINDOWS TO THE WORLD” NATIONAL ART COMPETITION

The “Windows to the World” Awareness Campaign is a program designed to teach children about the importance of community involvement locally and on a global scale.

Reilly Therrien, a Grade 4 student at Alexander Kuska Catholic Elementary School, brought the “Windows to the World” National Art Competition to Alexander Kuska Catholic Elementary School in September, 2012.

Students at Alexander Kuska Catholic, along with 13, 000 students from across Canada participated in the “Windows to the World” National Art Competition. The students submitted art work depicting a “Memorable Moment”, a “Beautiful Place”, or a “Dazzling Dream”. 177 fabulous pieces of art work have been selected to brighten the rooms of children on respirators at the Herzog Hospital in Jerusalem, Israel.

Eight winning entries are from students at Alexander Kuska Catholic Elementary School. The winners are: Grade 3 students Avary MacNevin and Dylan Cote, Grade 4 student Tobe Egbuna, Grade 5 student Brooke Atamanyk, and Grade 6 students Emma Angelo, Hannah Balint, Annalynn Plopp, and Sierra Raso.

The “Windows to the World” Award Ceremony was held on Sunday, January 27, 2013 in Toronto, Ontario. Lee Ann Forsyth-Sells, Family of Schools’ Superintendent, Mary Lou Vescio, Principal of Alexander Kuska Catholic Elementary School, and award recipients Tobe Egbuna and Hannah Balint were in attendance representing the Niagara Catholic District School Board.

On Thursday, January 31, 2013 an assembly was held at Alexander Kuska Catholic Elementary School to celebrate the art work of all students at the school and the winning recipients.

Students and staff from Alexander Kuska Catholic will be present at the February Committee of the Whole Meeting to share their art pieces and experience.

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: February 12, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF JANUARY 29, 2013**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of January 29, 2013, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, JANUARY 29, 2013

Minutes of the Policy Committee Meeting held on Tuesday, January 19, 2013 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 4:35 p.m. by Frank Iannantuono, Superintendent of Education who sat in for Director of Education Crocco until he could be present at the Meeting. Superintendent Iannantuono presided over the meeting until the election of the Policy Committee Chairperson.

1. Opening Prayer

The meeting was opened with a prayer by Frank Iannantuono.

2. Attendance

Superintendent Iannantuono noted that Trustee Burkholder was excused, and that Trustee Charbonneau will sit in on the Policy Committee Meeting as her replacement.

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

Trustees:

Maurice Charbonneau, Trustee

Staff:

John Crocco, Director of Education

Yolanda Baldasaro, Superintendent of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Jennifer Brailey, Manager of Corporate Services & Communications Department

Sherry Morena, Administrative Assistant, Corporate Services & Communications Department /Recording Secretary

3. Election of Committee Chairperson

Moved by Trustee Burtnik

THAT Trustee Sicoli be elected to the position of Chairperson of the Policy Committee.
APPROVED

Moved by Trustee Sicoli

THAT Trustee Burkholder be elected to the position of Chairperson of the Policy Committee.
APPROVED

Superintendent Iannantuono asked Trustee Sicoli if he wished to stand for the position of Chairperson of the Policy Committee. Trustee Sicoli accepted the nomination but deferred the position to Trustee Burkholder.

Trustee Charbonneau, on behalf of Trustee Burkholder, accepted the nomination.

There were no further nominations forthcoming. Trustee Burkholder was acclaimed to the position of Chairperson of the Policy Committee.

Trustee Burtnik chaired the Policy Committee Meeting in the absence of Policy Committee Chairperson Burkholder.

4. Approval of Agenda

Moved by Trustee Sicoli

THAT the January 29, 2013 Policy Committee Agenda be approved, as presented.
APPROVED

5. Disclosure of Interest

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

6. Minutes of the Policy Committee Meeting of November 27, 2012

Moved by Trustee Sicoli

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 27, 2012, as presented.
APPROVED

7. Policies

ACTION REQUIRED

POLICIES FOR RECOMMENDATION TO FEBRUARY COMMITTEE OF THE WHOLE MEETING

7.1 Accessibility Standards Policy (800.8) (Interim)

Yolanda Baldasaro, Superintendent of Education, presented the amendments to the Accessibility Standards Policy (800.8) (*Interim*).

The Policy Committee suggested the following amendments:

ADMINISTRATIVE GUIDELINES

Amend

14.0 Individual Accommodation Plans

14.2 The Board's written process will address:

- (c) In an effort to assist in determining how the Board may ~~can~~ request an evaluation by an outside medical or other expert, at the Board's expense, to assist in determining if accommodation can be achieved and, if so, how it can be achieved;

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Accessibility Standards Policy (800.8), as amended.

APPROVED

7.2 Admission of Students Policy (301.1)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the amendments to the Admission of Students Policy (301.1).

The Policy Committee suggested the following amendments:

POLICY NAME

Amend Policy Name

Admission of Elementary & Secondary Students Policy

POLICY STATEMENT

Amend 4th paragraph

Therefore, upon approval, any student ~~non-Roman Catholic students~~ within the Niagara Region, electing to attend a Niagara Catholic elementary or secondary school, may attend with the understanding that they respect the environment and traditions of Catholic Education, and the expectations of the Niagara Catholic District School Board.

ADMINISTRATIVE GUIDELINES

Amend

1. **ADMISSION REQUIREMENTS-ELEMENTARY AND SECONDARY**

Secondary School Admission Non-Roman Catholic
--

A parent(s) or guardian(s) who requests admission of a their student to a Niagara Catholic secondary school, and who is are not eligible to assign their municipal assessment to the Catholic Board, shall make application to the Principal of the Catholic secondary school.

It is the expectation of the Niagara Catholic District School Board Principals and Vice-Principals will ensure that all students attending ~~one of the~~ Niagara Catholic's secondary schools will:

4. ATTENDANCE AREA EXCEPTIONS

- iv. ~~Effective for September 2010~~, Approval for Out-of-Boundary requests will not be granted into:
- Early Learning Kindergarten Programs / Full Day Kindergarten Programs
 - schools identified by Board motion
 - schools at or above on-the-ground capacity (no surplus space)

Any exemptions to these specific exceptions will require the approval of the *Principal*, Family of Schools' Superintendent of Education and Senior Administrative Council.

- v. Out-of-Boundary approval will be granted *with admission with acceptance* into a Board approved *academic* program *that is not offered in the student's home school*.
- *Add a statement that indicates the following Unless otherwise approved, transportation is the sole responsibility of the student.*

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Admission of Students Policy (301.1), as amended.

APPROVED

7.3 Bullying Prevention and Intervention Policy (302.6.8)

Superintendent Iannantuono presented amendments to the Bullying Prevention and Intervention Policy (302.6.8).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- **Add as 2nd paragraph (from the Administrative Guidelines)**
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. *Niagara Catholic will* ~~They should also~~ endeavour to ensure that parents and members of the broader community are involved in the school community.
- **Amend 4th paragraph**
The Niagara Catholic District School Board recognizes that a whole-school approach is required, 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. ~~and incidents based on homophobia~~.
- **Amend the following sentence:**
~~All Niagara Catholic schools It is required that each school~~ will include a specified bullying prevention and intervention statement in their Code of Conduct which will be included in the Student Handbooks.

- **Add as last paragraph (from the Administrative Guidelines)**
*Blessed are the peacemakers;
for, they shall be called the children of God...Matthew 5:9*

- **Add the following reference:** *Accepting Schools Act, 2012*

ADMINISTRATIVE GUIDELINES

- **Amend and move to the 2nd sentence of the Policy Statement**
Positive School Climate

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. *Niagara Catholic will* ~~They should also~~ endeavour to ensure that parents and members of the broader community are involved in the school community.

- **Prevention and Intervention Strategies and Supports**

1. Niagara Catholic Schools and Staff are expected to:

1st point

- provide a safe, caring, and supportive environment that upholds our Gospel values and encourages positive relationships between students, staff, ~~and~~ parents, *and all members of the Catholic community.*

8th point

- recognize that ~~some all~~ bullying behaviours ~~may be more serious~~ are serious and may require more comprehensive intervention.
- Reword section to reflect types of bullying as listed in various parts of the Policy Statement and Administrative Guidelines
- Strike the word “homophobia”

Expectations of Staff:

Principal Responsibilities with Employees:

- a) **to that teacher** if the matter was reported by a teacher, ~~that teacher;~~ or
- b) **to that employee** if the matter was reported by an employee who is not a teacher, ~~that employee unless;~~ in the **due diligence of** the Principal's ~~opinion~~, 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.

- **Principal Responsibilities with Parents/Guardians:**

2nd paragraph c)

the steps taken to protect the pupil's safety, including the *general* nature of any disciplinary measures taken in response to the activity; and

- **Add the following reference:** *Accepting Schools Act, 2012*

Moved by Trustee Sicoli

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

APPROVED

7.4 Code of Conduct Policy (Safe Schools) (302.6.2)

Superintendent Iannantuono presented amendments to the Code of Conduct Policy (Safe Schools) (302.6.2).

POLICY STATEMENT

Amend

1st paragraph, 3rd sentence

These local Codes of Conduct shall be communicated to the school community annually through school agenda's, newsletters *and* ~~or~~ on the school website.

ADMINISTRATIVE GUIDELINES

ONTARIO CODE OF CONDUCT

last sentence

- 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 *and local* code of conduct.

Guiding Principles & Purposes of the Code

last point

All members of the school community are:

- *To strive* to prevent bullying in schools

Principals

Principals, ~~under the direction of their school board,~~ *with the support of their Family of Schools Superintendent,* take a leadership role in the daily operation of a school.

Teachers & Other School Staff Members

~~Teachers and school staff,~~ *All staff members,* under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

Community Partners and the Police

The police *and community partners* play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Standards of Behaviour

Respect, Civility & Responsible Citizenship

All members of the school community must:

last point – reword the statement

- Not *use profane language swear at a teacher or at another person in a position of authority.*

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Code of Conduct Policy (Safe Schools) (302.6.2). as presented.

APPROVED

Director Crocco arrived at the meeting at 6:15 p.m.

7.5 Safe Schools Policy (302.6)

Superintendent Iannantuono presented the amendments to the Safe Schools Policy (302.6).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

3rd paragraph

- 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 *and Local* Code of Conduct.
- Encourage a positive school climate and prevent inappropriate behaviour, including but not limited to, bullying, sexual assault, gender-based violence. ~~and incidents based on homophobia.~~

References

- ~~Bill 13~~

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Safe Schools Policy (302.6), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

7.6 Assessment Evaluation and Reporting Policy (Interim) (301.10)

Superintendent Forsyth-Sells presented the amendments to the Assessment Evaluation and Reporting Policy (Interim).

The Policy Committee amended the Statement of Policy and Administrative Guidelines as follows:

POLICY STATEMENT

- Include a statement that Niagara Catholic students are expected to act with integrity.

ADMINISTRATIVE GUIDELINES

D. FAMILY FRIENDLY HOMEWORK

Homework and Assignments During Statutory / Board Holidays or Professional Activity Days

- Include school events

The Policy Committee requested that the Assessment Evaluation and Reporting Policy (Interim) (301.10) be vetted from February 4, 2013 to April 5, 2013 with a recommended deadline for presentation to the Policy Committee in April 2013, and the Committee of the Whole and Board in May 2013.

7.7 Student Senate – Elementary Policy (new)

Director Crocco spoke to Student Senate – Elementary Policy and informed the Committee that commencing September 2013, Elementary Family of Schools’ Student Councils would be formed with two student representatives from each Elementary Family of Schools’ Student Council forming a new Elementary Student Senate. The Co-Chairs of the Elementary Student Senate would be members of the Secondary Student Senate.

The Policy Committee requested that the Student Senate – Elementary Policy be vetted from February 4, 2013 to March 1, 2013 with a recommended deadline for presentation to the Policy Committee in March 2013, for consideration to the Committee of the Whole and Board in April 2013.

7.8 Student Senate – Secondary Policy (100.6)

Director Crocco presented one revision to the Student Senate – Secondary Policy (100.6) and informed the Committee that the only change was to strike out 8c and that the Policy did not require to be re-vetted.

The Policy Committee agreed with the deletion of 8c and would review the deletion at the March Policy Committee Meeting for approval and recommendation to the Committee of the Whole and Board in April 2013.

INFORMATION

7.9 Policies Being Vetted

- Nil

7.10 Policy Schedule

Director Crocco presented the Policy Schedule.

7.11 Policy Update

Director Crocco presented the Policy Update.

8. Date of Next Meeting

Tuesday, February 26, 2013 – 4:30 p.m.

9. Adjournment

The meeting adjourned at 6:59 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

TOPIC: ACCESSIBILITY STANDARDS POLICY (800.8)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Accessibility Standards Policy (800.8), as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 12, 2013

DRAFT



ACCESSIBILITY STANDARDS (INTERIM)

Adopted: December 18, 2012

Policy No. 800.8

Revised:

STATEMENT OF POLICY

In keeping with its Mission, Vision and Values, the Niagara Catholic District School Board is committed to providing an environment that fosters independence, dignity and respect in all of its facilities.

The Board is committed to providing services that are free of barriers and biases to our students, parents/guardians, staff and the public.

The Board strives to ensure that the principle of equity of opportunity is reflected and valued in our Catholic learning and working environments.

As a fully inclusive Board, the Accessibility Standards Policy recognizes the uniqueness and gifts of all people. This Policy acknowledges a respect for self and others by ensuring that all people have the same opportunity of access to Board services in order to actively and equitably participate fully in the Catholic learning environment.

The Board is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to;

1. information and communication;
2. employment; and,
3. student transportation.

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

References

- *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
- *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- *Integrated Accessibility Standard, Ontario Regulation 191/11*
- *Workplace Safety and Insurance Act*
- *Ontario Human Rights Code*
- *Ontarians with Disabilities Act, 2001*
- *Accessible Customer Service Policy, 701.4*
- *Equity and Inclusive Education Policy, 100.10*
- *Student Transportation Policy, 500.2*
- *Multi-Year Accessibility Plan, 2012-2017*

DRAFT



ACCESSIBILITY STANDARDS (INTERIM)

Adopted: December 18, 2013

Policy No. 800.8

Revised:

ADMINISTRATIVE GUIDELINES

I) ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION

Providing Accessible Information and Communication Services

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include but are not limited to options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

1.0 Responsibility

1.1 Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the board have received training in the requirements of the Integrated Accessibility Standards including the Standards related to Information and Communications.

1.2 Initial training will be completed by January 1, 2014.

2.0 Feedback

- 2.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 2.2 Upon request the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.
- 2.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 2.4 The above provisions will be in place by January 1, 2014.

3.0 Procurement

- 3.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that are related to provision of information and communication services.
- 3.2 The above approach will be in place by January 1, 2013.

4.0 Provision of information and communications in accessible formats

- 4.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 4.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- 4.3 The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 4.4 The Board will notify the public, through the Board website, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 4.5 The Board will ensure that the provisions of accessible formats are in place by January 1, 2014.

5.0 Accessible Websites

- 5.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the WCAG 2.0 at Level A.
- 5.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- 5.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 5.4 These requirements apply to:
 - (a) Websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product.
 - (b) Web content published on a website after January 1, 2012.
- 5.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 - 1. The availability of commercial software or tools or both; and
 - 2. Significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

6.0 Educational and training resources and materials

- 6.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 6.2 To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- 6.3 If the resources cannot be procured or converted into an accessible format the Board will arrange for the provision of comparable resources.
- 6.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 6.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 6.6 The Board will ensure these services are in place as of January 1, 2013.

7.0 Training for Program/Classroom Staff

- 7.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 7.2 The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.
- 7.3 The effective date for provision of this training is January 1, 2013.

8.0 School Information Centres

- 8.1 The Board will ensure that school information centres (libraries) are able to provide, procure or acquire an accessible or conversion ready format of print resources upon request by a person with a disability.
- 8.2 The effective date of the provision in 8.1 is January 1, 2015.
- 8.3 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion ready format of digital or multimedia resources materials upon request by a person with a disability.
- 8.4 The effective date of the provision in 8.1 is January 1, 2020.

II) ACCESSIBILITY STANDARDS FOR EMPLOYMENT

Accessibility in Employment

The Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Performance management means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

Career development and advancement includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these.

For both additional responsibilities and employee movement this is usually based on merit or seniority or a combination of these.

Redeployment means the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include but are not limited to options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

The procedure with regard to Accessibility in Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

9.0 Responsibility

- 9.1 Supervisory Officers, Principals, Managers and other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.
- 9.2 Staff of the Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
- 9.3 Unless otherwise stated, the provisions of this procedure will be in place by January 1, 2014.

10.0 Recruitment

- 10.1 The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
- 10.2 Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- 10.3 When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
- 10.4 When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

11.0 Supports for Employees

- 11.1 The Board will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
- 11.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

12.0 Accessible Formats and Communication Supports

- 12.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
- 12.2 The Board, in determining the suitability of an accessible format or communication as required by 12.1, will consult with the employee.

13.0 Workplace emergency response information

- 13.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 13.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.
- 13.3 The Board will review individualized workplace emergency response information:
 - (a) When the employee moves to a different location in the board;
 - (b) When the employee's overall accommodations needs or plans are reviewed, and;
 - (c) When the Board reviews its general emergency response procedures.
- 13.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

14.0 Individual Accommodation Plans

- 14.1 The Board, through the Human Resources Department, will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 14.2 The Board's written process will address:
 - (a) How the employee requesting accommodation can participate in the development of the individual accommodation plan;
 - (b) The means by which the employee is assessed on an individual basis;
 - (c) *In an effort to assist in determining* how the Board *may* ~~can~~ request an evaluation by an outside medical or other expert, at the Board's expense, to assist in determining if accommodation can be achieved and, if so, how it can be achieved;
 - (d) How the employee can request to have a representative of their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan;
 - (e) The steps taken to protect the privacy of the employee's personal information;
 - (f) The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done;
 - (g) How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied;
 - (h) How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability;

- 14.3 The Board will provide individual accommodation plans that:
- (a) Include, if requested any information regarding accessible formats and accommodation supports provided;
 - (b) Include, if required, individualized workplace emergency response information; and
 - (c) Identify any other accommodation to be provided.

15.0 Return to Work Process

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the Workplace Safety and Insurance Act.

- 15.1 The Board will develop, put in place and document a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.
- 15.2 The return to work process will:
- (a) Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
 - (b) Use documented individual accommodation plans (as in 14.0) as part of the process; and
 - (c) Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

16.0 Performance Management

- 16.1 In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

17.0 Career Development

- 17.1 Where the board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans.

18.0 Redeployment

- 18.1 Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

III) ACCESSIBILITY STANDARDS FOR SCHOOL TRANSPORTATION

Provision of Accessible Student Transportation Services

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The Board will ensure that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school, from school to school and field trips. The plan will be developed by the Board's Special Education Services in collaboration with the Transportation Provider and in consultation with the student's parents/guardians and home school staff.

These Administrative Guidelines will be included as an addendum to Niagara Student Transportation Services Consortium Operator contracts and training requirements for drivers/monitors.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Individual school transportation plan is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator means the driver of the school transportation vehicle.

Transportation Provider is an entity or person who has entered into an agreement with the board for the transportation of students in accordance with the *Education Act*.

Transportation Services means transportation that a board provides for students in accordance with the *Education Act*.

PROCEDURES

19.0 Responsibility

- 19.1 The Board will ensure that the provisions of this Administrative Guideline are in place by January 1, 2014.
- 19.2 The Superintendent responsible for Special Education and staff responsible for student transportation will ensure that the provisions of this administrative guideline are implemented.

20.0 Individual School Transportation Plans

- 20.1 The Superintendent responsible for Special Education, or his/her designate, will, in consultation with parents/guardians and home school staff, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 20.2 Following consultation with parents/guardians and home school staff, the Superintendent responsible for Special Education, or his/her designate, will work with the Student Transportation Manager, or his/her designate, to develop an individual student transportation plan for each student with a disability who requires specific transportation services.

21.0 Content of Individual School Transportation Plans (Appendix A)

- 21.1 An individual school transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:
 - (a) Details of the student's assistance needs with respect to transportation to and from school, from school to school and field trips;
 - (b) Provisions for the boarding, securement and debording of the student as applicable. (Appendix B)

22.0 Communication of responsibilities re Individual School Transportation Plans

- 22.1 The Superintendent responsible for Special Education and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:
- (a) The Transportation Provider
 - (b) The parents or guardians of the student with the disability
 - (c) The operator (driver) of the student transportation vehicle
 - (d) The appropriate members of the school staff (e.g., principal, teacher, educational assistant)
 - (e) The student with the disability.

SAMPLE INDIVIDUAL STUDENT TRAVEL PLAN

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
NIAGARA STUDENT TRANSPORTATION SERVICES (NSTS)
CONSORTIUM**

**PERSONALIZED STUDENT TRANSPORTATION
ACCESSIBILITY PLAN
FOR STUDENTS WITH SPECIAL NEEDS**

ID:

Name: «First Name» «Last Name»

School: «School Name»

Grade: «School Grade»

Program: «PROGRAM»

Details of Student’s Assistance Needs:

Equipment check/drop down box, i.e. wheelchair, rider, etc...

Routine: AM Transportation
Noon Transportation
PM Transportation
Late Bus Transportation

Plans for individual student boarding: In accordance with Administrative Guidelines [Appendix B](#)

Plans for individual student securement: In accordance with Administrative Guidelines [Appendix B](#)

Plans for individual student deboarding: In accordance with Administrative Guidelines [Appendix B](#)

Follow up: Annual Review initiated by School Board Special Education Superintendent to plan for new school year

ROLES

Transportation Provider	Operator/Driver	Parent/Guardian	School Staff	Student	School Board Staff
Ensure that all Bus Operators/ Drivers are made aware of individual student’s needs with regard to boarding, securement and deboarding, and provide appropriate training.	Ensure that the student is transported safely according to needs. Follow Consortium/Board procedures for the transportation of students with disabilities.	Advise home school staff of medical or other conditions affecting safe transportation of student and communicate any changes. Help identify tools or strategies that may help driver and/or monitor while transporting the student.	Advise NSTS and parents of relevant issues while at school during the day. Help identify tools or strategies that may help driver and/or monitor while transporting the student	Follow bus rules. Advise driver and/or monitor of any emergency health issues or concerns	Consult with schools on students with specialized transportation needs and advise NSTS on the student’s specialized transportation requirements.

Confirmation of Communication:

School Board Responsibility:

- | | | |
|---|-------|-----------------------------------|
| <input type="checkbox"/> With School Staff | Date: | <u>(Staff person responsible)</u> |
| <input type="checkbox"/> With Parent/Guardian | Date: | <u>(Staff person responsible)</u> |
| <input type="checkbox"/> With Student | Date: | <u>(Staff person responsible)</u> |
| <input type="checkbox"/> With NSTS | Date: | <u>(Staff person responsible)</u> |

Niagara Student Transportation Services Responsibility:

- | | | |
|---|-------|-----------------------------------|
| <input type="checkbox"/> With Operator/Driver | Date: | <u>(Staff person responsible)</u> |
|---|-------|-----------------------------------|

PROVISIONS FOR BOARDING, SECUREMENT AND DEBOARDING

The following notes provide a range of examples but are not intended to be comprehensive or address all the situations school boards may need to consider in the development of individual student transportation plans.

With regard to boarding and de-boarding procedures it will be important to clarify that a parent/guardian or family member must know that they have to be there to transfer and receive the student.

BOARDING

Loading a Wheelchair

When operating a lift to load a student with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- (a) Put the 4-way emergency flasher on in approaching the stop.
- (b) Ensure vehicle is stopped in a safe position for the pick-up.
- (c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- (d) Check that the student is ready to be loaded on to lift.
- (e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- (f) Open lift doors and secure them.
- (g) Deploy and lower the lift and undo the lift safety belt.
- (h) Back on to lift with wheelchair and set brakes. Secure lift safety belt. If the student is using a power chair, be sure to use low gear and turn power off.
- (i) Keep one hand on the wheelchair and use the other hand to operate the controls.
- (j) Inform the student you are raising the wheelchair lift.
- (k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- (l) Raise the lift to its fullest extent (level with vehicle floor).
- (m) Release brakes on wheelchair and load student into the vehicle positioning the wheelchair into a tie-down position and reapply brakes. If power chair, use low gear and turn power off.
- (n) Exit the vehicle, stow the ramp and close doors.
- (o) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.
- (p) Secure the wheelchair with the Q-strait system

SECUREMENT

Securing Students Who Have a Wheelchair

- (a) Each wheelchair must be restrained and made secure as it is loaded onto the bus.
- (b) There shall not be more than one wheelchair loose or free at any time while the bus is being loaded.
- (c) Position the wheelchair, centered and square to the floor anchor points so that the restraint belts will attach to the chair and floor at approximately a 45 degree angle. The smaller front pivoting wheels on the wheelchair should be pointing straight.
- (d) The chair and student must always face forward in the bus.
- (e) Apply the wheelchair brakes (manual) or turn off the power (power chair).
- (f) Attach the front belts (narrow type) by connecting the large hook to a solid frame member of the chair and connect the opposite end (flat hook) of the belt to the floor anchor point.
- (g) Pull the belt through the clamping mechanism until all the slack is removed and the belt is snugly attached to the wheelchair.

- (h) The rear belt clamps will provide the final tensioning of the front belts. Attach the loose end of the belt to the Velcro patch above the clamp.
- (i) Attach the rear belts by connecting the chair hook to a solid frame member, as close to the point where the wheelchair back and seat cushion meet.
- (j) Attach the floor hook at the opposite end of the belt into the floor anchor point.
- (k) Attach the belts only to a solid, welded frame member on the wheelchair. Do not attach the hook to the wheels. Some chairs may come equipped with bolt-on anchor points or sling-straps, which are acceptable. Do not, under any circumstances, cross belts over each other.
- (l) With the buckle open, pull the loose end of the belt until snug. While holding the loose end with one hand, close the clamp lever down until it securely locks into position. Connect the loose ends of the belts to the Velcro patch to keep the excess belting off the floor.
- (m) Check that all the belts are tight and the wheelchair is secure and does not have any back and forth or sideways movement.
- (n) To attach the lap belts, pass the loose ends of the lap belts around the student and downward toward the rear tie-down belts through the gap between the side panels and seat cushion or the gap between the seat cushion and the back rest of the wheelchair. Connect the belt ends to the pin connectors on the rear tie-down belts.
- (o) The lap belt should be positioned as low as possible over the student's pelvic area and adjusted as tightly as possible. Ensure the belt is not twisted.
- (p) To attach the shoulder belt, connect the loose end of the belt to the pin connector on either the left or right side of the lap belt. The shoulder belt should be attached to the connector pin of the lap belt depending on which side of the bus the wheelchair is located. Use the right side pin if the wheelchair is on the left side of the bus and the left side pin if the wheelchair is on the right side of the bus. Again adjust the shoulder belt as snugly as possible, making sure the belt does not rub on the student's neck area.
- (q) The shoulder belt should lie across the mid-point of the shoulder and travel upward and rearward from that point to ensure that downward force is avoided. Lap and shoulder belts should not be held away from the student's body by wheelchair components or parts such as wheelchair armrests or wheels.

DEBOARDING

Unloading a Wheelchair

When operating a lift to unload a student with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- (a) Ensure the vehicle is parked in a safe position for unloading
- (b) Put on 4-way emergency lights.
- (c) Ensure parking brake has been applied.
- (d) Go to the student in the wheelchair and remove lap belt, shoulder belt, front 2 floor Q-strains, rear 2 floor Q-strains, and hang up belts.
- (e) Position the wheelchair to unload and set brakes; if it is a power chair make sure the power switch is off.
- (f) Check traffic and, when ready, activate overhead alternating red flashing lights.
- (g) Exit the vehicle and open lift door and secure it.
- (h) Deploy the lift to floor level.
- (i) Go back inside the vehicle and push the wheelchair (If power chair, turn on power and put in low gear) onto the lift. Set the brakes. For power chair, turn off the power.
- (j) With one hand on the chair and the other hand on the control, lower wheelchair to ground level. Make sure the student is made aware that he/she is about to be lowered.
- (k) Release brakes and undo the lift safety belt and push the wheelchair (if power chair, turn on power and set in low gear) off the lift.
- (l) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.

- (m) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- (n) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- (o) Return to the vehicle and turn off the overhead alternating flashing red lights.

BOARDING

Loading a Walker

When operating a lift to load a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- (a) Put the 4-way emergency flasher on in approaching the stop.
- (b) Ensure vehicle is stopped in a safe position for the pick-up.
- (c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- (d) Check that the student is ready to be loaded on to lift.
- (e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- (f) Open lift doors and secure them.
- (g) Deploy and lower the lift and undo the lift safety belt.
- (h) Back on to lift with the walker and set brakes; secure the lift safety belt
- (i) Keep one hand on the walker and use the other hand to operate the controls.
- (j) Inform the student you are raising the lift.
- (k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- (l) Raise the lift to its fullest extent (level with vehicle floor).
- (m) Release the brakes on the walker and load student into the vehicle and into assigned seat.
- (n) Secure walker to the wall of the vehicle
- (o) Exit the vehicle and stow the ramp and close doors.
- (p) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.

DEBOARDING

Unloading a Walker

When operating a lift to unload a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- (a) Ensure the vehicle is parked in a safe position for unloading
- (b) Put on 4-way emergency lights.
- (c) Ensure parking brake has been applied.
- (d) Position the walker to unload on the lift and set brakes.
- (e) Check traffic and, when ready, activate overhead alternating red flashing lights.
- (f) Exit the vehicle and open lift door and secure it.
- (g) Deploy the lift to floor level.
- (h) Go back inside the vehicle and help the student with the walker onto the lift. Set the brakes.
- (i) With one hand on the walker and the other hand on the control, lower the walker to ground level. Make sure the student is made aware that he/she is about to be lowered.
- (j) Release brakes and assist the student with the walker off the lift.
- (k) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.
- (l) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- (m) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- (n) Return to the vehicle and turn off the overhead alternating flashing red lights.

Note: In any instance where a student is required to wear a seatbelt or similar security device it will be the responsibility of the parent/guardian to secure/detach the device at the point of departure or arrival at the home stop and it will be the responsibility of the receiving school staff to secure/detach the device at the point of arrival at or departure from the school.

FOR STUDENTS WHO HAVE A DISABILITY AND ARE AMBULATORY (Examples might be students who have vision or communication disabilities, or have autism)

Do not use the loading ramp unless authorized.

- (a) Communicate with the student. Ask what help he/she needs. Allow time for response.
- (b) Let the student set the pace. If the student is unable to respond, indicate clearly what you are going to do and what you expect the student to do.
- (c) Follow behind the student while he/she is going up the steps; support the student while he/she steps up.

FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE ASTHMA

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE DIABETES

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE EPILEPSY

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO REQUIRE EPIPENS

Students board and deboard unassisted and are seated unsecured unless otherwise specified in the student's individual student transportation plan.

STUDENTS WHO HAVE SERVICE ANIMALS

Where a student with a disability is accompanied by a service animal, the requirement for the service animal, including the type of service animal, will be specified in the student's individual student transportation plan.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

TOPIC: ADMISSION OF STUDENTS POLICY (301.1)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Admission of Students Policy (301.1), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 12, 2013

DRAFT



ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS

Adopted: February 24, 1998
Revised: June 16, 2009
April 27, 2010

Policy No. 301.1

STATEMENT OF POLICY

~~The elementary and secondary schools of the Niagara Catholic District School Board exist primarily to provide a distinctive Catholic Education for all pupils in its jurisdiction. Niagara Catholic schools foster the spiritual growth of all pupils to enable them to live and contribute as citizens of our society consistent with our gospel values, and in close cooperation with our Bishop, pastors and the parent/guardian community.~~

~~The elementary schools of the Niagara Catholic District School Board exist primarily to provide excellence in Catholic education for the pupils of our Separate School Supporters. Pupils of Non-Separate School Supporters may be admitted to an elementary school upon application.~~

~~The secondary schools of the Niagara Catholic District School Board exist to provide excellence in Catholic secondary education for the students of our Separate School Supporters and others within the Niagara Region who elect to attend. The current legislation from the Ministry of Education states that Non-Roman Catholic pupils may attend Catholic secondary schools with the understanding that they respect the environment, traditions and expectations of the Niagara Catholic District School Board.~~

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic embraces the opportunities and challenges of providing a learning environment in which the teachings of Christ and Catholic faith provide a distinctive Catholic education for all students within its jurisdiction.

The Board, in cooperation with the Bishop, pastors/priests and the parent/guardian community, fosters the spiritual growth of all students enabling them to become responsible citizens, who give witness to Catholic social teachings by promoting peace, justice and sacredness of human life.

The purpose of this policy is to provide direction on the process for admission of students to the elementary and secondary schools of the Niagara Catholic District School Board.

Therefore, upon approval, ~~non-Roman Catholic~~ any student within the Niagara Region, electing to attend a Niagara Catholic elementary or secondary school, may attend with the understanding that they respect the environment and traditions of Catholic Education, and the expectations of the Niagara Catholic District School Board.

The Director of Education shall issue Administrative Guidelines ~~in conjunction with~~ for the implementation of this policy.

References:

- *Education Act, Section 33 (3), 1997*
- *Attendance Areas Policy No. 301.3*
- *Ontario Catholic School Graduation Expectations*
- *Ontario Student Record: Policy No. 301.7*
- *Immigration and Refugee Protection Act (Canada)*
- *Aboriginal Affairs and Northern Development Canada*
- *Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students Policy No. 301.9*
- *International Exchange Student-Ontario (ISE)*
- *Safe Schools Policy No. 302.6*
- *Student Transportation Policy 500.2*



ADMISSION OF **ELEMENTARY AND SECONDARY** STUDENTS

Adopted: February 24, 1998
Revised: June 16, 2009
January 26, 2010
April 27, 2010

Policy No. 301.1

ADMINISTRATIVE GUIDELINES

The residential address of the Parent(s)/Guardian(s) of a student or where applicable adult student will determine the designated home school.

The Principal/Vice-Principal, in consultation with the Parent(s)/Guardian(s) or where applicable adult student is responsible for placing the student in the most appropriate program. Where applicable, a student transferring from outside of Ontario may be granted a course equivalency in accordance with authority granted by the Ministry of Education.

1. ~~Elementary Admission Requirements~~

~~It is the responsibility of the parent or guardian to submit documentation and complete the required Board forms. These include:~~

- ~~i. Where Junior Kindergarten is in operation, pupils shall be admitted to Junior Kindergarten in September of any school year provided that they will reach the age of four on, or before December 31st, in that same calendar year.~~
- ~~ii. Pupils shall be admitted to Kindergarten in September of any school year provided that they reach the age of five on, or before December 31st, in the same calendar year.~~
- ~~iii. Pupils shall be admitted to Grade 1 in September of any school year, provided that they reach the age of six on or before December 31st, in the same calendar year.~~
- ~~iv. Requests for admission under Attendance Area Exceptions must comply with Section Four (4) of these administrative guidelines.~~
- ~~v. Proof of Immigration Status where applicable.~~
- ~~vi. When a child is registered for the first time in the Niagara Catholic District School Board, the school Principal must verify the child or the parent/guardian's proof of baptism in the Roman Catholic or Catholic of the Greek or Ukrainian or other Eastern Rites in union with the See of Rome. If necessary, a letter from a pastor certifying that the child or parent/guardian has been baptized in the Roman, Greek or Ukrainian Rite will be accepted in lieu of a Baptismal Certificate for admission to the Catholic school system.~~
- ~~vii. In the event neither parent/guardian can provide proof of baptism the procedures outlined in **Section 3** of these guidelines are to be followed.~~
- ~~viii. Completion of a Niagara Catholic District School Board **Elementary Student Registration Form**.~~
- ~~ix. Completion of the Niagara Region Public Health Confidential Student Immunization Form and the attachment of a copy of the child's Immunization Record Card.~~
- ~~x. If required, a completed Application for Direction of School Support, and if required, a Roman Catholic Separate School Assessment Lease.~~

The school Principal, in consultation with the parent(s)/guardians(s), is responsible for placing the pupil in the most appropriate program.

2. ~~Secondary Admission Requirements~~

~~A pupil shall be admitted if:~~

- ~~i. The pupil and the parent(s)/guardians(s) are residents in the Province of Ontario.~~
- ~~ii. The pupil and the parent(s)/guardian(s) is a Canadian citizen or landed immigrant.~~
- ~~iii. Proof of Immigration Status where applicable is provided.~~
- ~~iv. A Secondary School Registration Form is completed.~~
 - ~~–The secondary schools of the Niagara Catholic District School Board exist to provide excellence in Catholic secondary education for the students of our Separate School Supporters and others within the Niagara Region who elect to attend. The current legislation from the Ministry of Education states that Non Roman Catholic pupils may attend Catholic secondary schools. This is with the understanding that they respect the environment, traditions and expectations of the Niagara Catholic District School Board.~~
 - ~~–In accordance with the Education Act, it is the expectation of the Niagara Catholic District School Board that all pupils attending one of Niagara Catholic's secondary schools will:~~
- ~~v. successfully achieve a credit in Religious Education for every year of attendance, up to graduation, at the Catholic secondary school, and~~
- ~~vi. participate fully in the faith life activities of the Catholic secondary school, and~~
- ~~vii. respect the environment, traditions and expectations of the Niagara Catholic District School Board.~~
 - ~~Achievement of Religious Education credits and participation in faith life activities are criterion for students to participate in faith based graduation ceremonies. This expectation is to comply with the **Ontario Catholic School Graduation Expectations** as endorsed by the Niagara Catholic District School Board for all graduates of Niagara Catholic.~~
 - ~~The school Principal, in consultation with the parent(s)/guardian(s), is responsible for placing the student in the most appropriate program. Pupils transferring from outside of Ontario may be granted a course equivalency in accordance with authority granted by the Ministry of Education.~~

1. **ADMISSION REQUIREMENTS-ELEMENTARY AND SECONDARY**

Early Learning Kindergarten Program (ELKP)

In a school where the Early Learning Kindergarten Program (ELKP) has been implemented, a student shall be admitted on the first day of school in September provided that they reach the age of four (4) on, or before December 31, in that same calendar year.

Junior Kindergarten

A student shall be admitted to Junior Kindergarten on the first day of school in September provided that they reach the age of four (4) on, or before December 31, in that same calendar year.

Senior Kindergarten

A student shall be admitted to Kindergarten on the first day of school in September provided that they reach the age of five (5) on, or before December 31, in that same calendar year.

Note: A student currently registered in an Early Learning Kindergarten Program (year one) or Junior Kindergarten are not required to register for the Early Learning Kindergarten Program (year two) or Senior Kindergarten Program. Placement will be processed by the school unless otherwise notified by the Parent(s)/Guardian(s).

Grade One

A student shall be admitted to Grade One (1) on the first day of school in September provided that they reach the age of six (6) on, or before December 31, in that same calendar year.

2. ELEMENTARY AND SECONDARY ADMISSION NON-CATHOLIC

Elementary School Admission Non-Catholic

If a Non-Separate School Supporter and/or parent/guardian ~~desires~~ requests to register a ~~child-student~~ in a Niagara Catholic elementary school, it is expected that compliance with the Admission of **Elementary and Secondary Students' Policy** and Administrative Guidelines for elementary or secondary students ~~the following procedures must be followed.~~

The Admission of a Non-Separate School Supporter student will require the recommendation from the school Principal/**Vice-Principal** in consultation with, and the approval ~~from~~-of the Family of Schools' Superintendent of Education.

- viii. ~~All new requests for Non-Separate Supporter(s) will comply with the practice of completing the Request for Admission Form and will require a recommendation from the school Principal.~~
- ix. ~~The approval of Non-Separate School Supporter pupil requests will reside with the Family of Schools' Superintendent. Yearly re-approval will not be required unless the Principal, in dialogue with the Family of Schools Superintendent, does not grant notification of permission to continue by April 1st of the current year.~~
- x. Parent(s)/Guardian(s) **or adult student** have the responsibility to notify the school of changes regarding biographical information. ~~to the pupil's~~ **student's** family.
- xi. ~~Principals and school Secretaries are required to enter the appropriate indicator to accurately track all Non-Separate Separate School Supporter students in the Board's Student Management System.~~

Secondary School Admission Non-Roman Catholic

Parent(s)/Guardian(s) **or adult student** who requests admission ~~of their student~~ to a Niagara Catholic secondary school, and who ~~is~~ **are** not eligible to ~~assign their municipal assessment~~ **direct their school support** to the Catholic Board, shall make application to the Principal/**Vice-Principal** of the Catholic secondary school.

~~It is the expectation of the Niagara Catholic District School Board~~ **Principals/Vice-Principals will ensure** that all students attending ~~one of the~~ a Niagara Catholic's secondary school will:

- successfully achieve a credit in Religious Education for every year of attendance, up to graduation (total of four Religious Education Credits), and
- participate fully in the faith life activities of the Catholic secondary school, and
- respect the environment, and traditions of Catholic Education and the expectations of the Niagara Catholic District School Board.

Religious Education Credits and Graduation

Achievement of Religious Education credits and participation in faith life activities are criterion for all students to participate in faith-based graduation ceremonies. This expectation is to fulfill the Ontario Catholic School Graduate Expectations as endorsed by the Niagara Catholic District School Board for all graduates.

3. REQUIRED DOCUMENTATION: ELEMENTARY AND SECONDARY

It is the responsibility of the Parent(s)/Guardian(s) or adult student to provide original documentation or a copy certified as original. Copies Staff are to ensure that copies of all relevant documents and a copy of the Registration Checklist (see Appendix 1) should be placed in the OSR.

Responsibility of Parent(s)/Guardian(s) or adult student

It is the responsibility of the Parent(s)/Guardian(s) or adult student to complete the required Niagara Catholic District School Board Admission Forms (where applicable):

- Elementary Student Registration Form (Appendix A)
- Secondary Student Registration Form (Appendix B)
- Consent for Release of Information (Appendix C)
- Completion of the Niagara Region Public Health Confidential Student Immunization Form (provided by the school)
- Application for Direction of School Support (Appendix D)
- Roman Catholic School Assessment Lease (Appendix E)
- Request for Admission Form (Non-Catholic/Out of Boundary) (Appendix F)
- Confirmation of Eligibility Form (Appendix G)
- International Student Application Form (Appendix H)

In addition, it is the responsibility of the Parent(s)/Guardian(s) or adult student to provide original documentation or a copy certified as original (where applicable) for the following:

- Proof of age: Birth Certificate, Statement of Live Birth or Passport
- A Roman or Eastern Rite Catholic Baptismal Certificate. If the student has not been baptized, the student may be admitted if one parent can provide a Roman/Eastern Rite Baptismal Certificate. If necessary, a letter from a pastor certifying that the child or parent/guardian has been baptized in the Roman or Eastern Rite will be accepted in lieu of a Baptismal Certificate.
- Ontario Health Card
- Immunization Record or Statement of Conscience or Religious Belief Affidavit
- Proof of Immigration Status
- Court Order
- International Student Letter of Confirmation

3. ~~Elementary Panel: ELEMENTARY ADMISSION REQUIREMENTS NON-SEPARATE SCHOOL SUPPORTERS~~

~~Non-Separate School Supporters~~

~~If a Non-Separate School Supporter and/or parent/guardian desires requests to register a child student in a Niagara Catholic elementary school, it is expected that compliance with the Admission of Elementary and Secondary Students' Policy and Administrative Guidelines for elementary or secondary students the following procedures must be followed.~~

~~The Admission of a Non-Separate School Supporter student will require the recommendation from the school Principal/Vice Principal in consultation with, and the approval from of the Family of Schools' Superintendent of Education.~~

- ~~i. All new requests for Non-Separate Supporter(s) will comply with the practice of completing the Request for Admission Form and will require a recommendation from the school Principal.~~
- ~~ii. The approval of Non-Separate School Supporter pupil requests will reside with the Family of Schools' Superintendent. Yearly re-approval will not be required unless the Principal, in dialogue with the Family of Schools Superintendent, does not grant notification of permission to continue by April 1st of the current year.~~

- iii. ~~Parent(s)/Guardian(s) or adult student have the responsibility to notify the school of changes regarding biographical information to the pupil's student's family.~~
- iv. ~~Principals and school Secretaries are required to enter the appropriate indicator to accurately track all Non Separate Separate School Supporter students in the Board's Student Management System.~~

4. ATTENDANCE AREA EXCEPTIONS

In accordance with the Education Act, the Niagara Catholic District School Board has established boundaries for student attendance. ~~This, however, does not include the right to a school outside the attendance area of the residence of the parent/guardian and/or pupil.~~

~~Where parents request attendance at a school~~ ~~If, Parent(s)/Guardian(s) request to register a student (or were applicable an adult student) in a Niagara Catholic school other than their designated-home school, it is expected that compliance with the Admission of Elementary and Secondary Students' Policy and Administrative Guidelines for elementary and secondary students and the Attendance Areas Policy and Administrative Guidelines be are followed.~~ ~~they shall make the request to the respective Principals who, after discussions with the Family of Schools Superintendent shall make a determination on the request. Where approvals are given, transportation shall be the responsibility of the parents/guardians.~~

~~Approval of an~~ ~~for an Out-of-Boundary Admission Request (Out-of-Boundary)~~ ~~will require a recommendation from the school Principal/Vice-Principal in consultation with, and the approval of the Family of Schools' Superintendent of Education.~~

~~Where an approval is granted,~~ ~~Transportation for an approved Out-of-Boundary admission request shall be the sole responsibility of the Parent(s)/Guardian(s) or adult student.~~

~~Approved attendance area exceptions are for the identified school boundaries at the time of the approval. Any changes which occur to the attendance area boundaries may require attendance area exceptions, for those families currently registered to attend the school within the boundaries of their residence.~~

~~Parent(s)/Guardian(s) or adult student have the responsibility to notify the Principal/Vice-Principal of changes to their residency status and/or circumstances for the initial attendance area exception request.~~

~~Any exemptions to these specific exceptions will require the approval of the Family of Schools Superintendent and Administrative Council.~~

~~When it is required that a pupil attend a school other than their designated school for program or other reasons, the Family of Schools Superintendent of Education may approve attendance. In these cases, the Board may consider providing transportation.~~

~~The following procedures shall be followed:-~~

- i. ~~All requests for attendance outside the school area(s) will comply with the practice of completing the Request for Admission Form and will require a recommendation from the school Principal. Requests include new siblings to a school where another sibling was granted permission to attend the same school. Approval will generally be granted for siblings to attend the same school.~~
- ii. ~~The approval of pupils outside the school attendance area resides with the Family of Schools' Superintendent. Yearly re-approval will not be required unless the Principal in dialogue with the Family of Schools Superintendent does not grant permission to continue by April 1st of the current year.~~
- iii. ~~Approved attendance area exceptions are for the identified school boundary at the time of the approval. Any changes which occur to the attendance area boundaries may require attendance area exceptions to attend the school within the boundary of the residence.~~

- iv. ~~Effective for September 2010,~~ Approval for **Out-of-Boundary** requests will **not** be granted into:
- Early Learning **Kindergarten** Programs / **Full Day Kindergarten** Programs
 - schools identified by Board motion
 - schools at or above on-the-ground capacity (no surplus space)

Any exemptions to these specific exceptions will require the approval of the **Principal**, Family of Schools' Superintendent of **Education** and **Senior** Administrative Council.

- v. **Out-of-Boundary approval will be granted with admission with acceptance into a Board approved academic program that is not offered at the student's home school.**
- vi. **Unless otherwise approved, transportation for an Out-of-Boundary Board approved academic program that is not offered at the student's home school shall be the sole responsibility of the parent(s)/guardian(s) or adult student.**
- vii. ~~Parent(s)/Guardian(s) have the responsibility to notify the school Principal of changes to their residency status and/or circumstances for the initial attendance area exception request.~~
- viii. ~~Principals and school Secretaries are required to enter the appropriate indicator to accurately track all Non-Separate Separate School Supporter students in the Board's Student Management System.~~
- ix. ~~Notwithstanding any article within this policy, transportation for all Outside the School Attendance Area students is the responsibility of the parent(s)/guardian(s) or student (if 18 years old).~~

5. **NON-RESIDENT OF CANADA (VISA) PUPIL STUDENT**

The designated Superintendent of Education may approve the admission of a non-resident student and indicate the fee as appropriate in accordance with the Education Act. Such approval shall be reviewed annually.

- a. The **pupil student** must obtain approval from the designated Superintendent of Education prior to admission into any school.
- b. The **International Student Application** form must be completed. Prior to admission into any school, a Visa student will be provided with a letter from the designated Superintendent of Education confirming attendance.
- c. A Visa student shall be charged the fee determined by the Board.

6. **RESIDENTS OF ONTARIO BUT OUTSIDE OF THE NIAGARA REGION**

Parent(s)/Guardian(s) or adult student who reside in Ontario, but outside of the Niagara Region, may request to register a student in a Niagara Catholic District School Board school in compliance with the Admission of Elementary and Secondary Students' Policy and Administrative Guidelines for elementary or secondary students and the Attendance Areas Policy. and Administrative Guidelines.

A students whose legal residence is outside the jurisdiction of the Niagara Catholic District School Board, but within Ontario requesting admission to a school under the jurisdiction of the Board, may have fees paid by the resident Board. in whose jurisdiction they reside. Such a requests is are to be accompanied by a statement from the resident Board indicating if it they will pay fees will be paid on behalf of the student. the student the student's behalf. The Director's approval to admit must be obtained Where fees are not paid, approval must be obtained from the Director of Education and All admissions are reviewed on an annual basis.

~~Transportation for all outside the School Attendance Area students is generally the responsibility of the parent(s)/guardian(s) or student (if 18 years old) unless approval for transportation is obtained from the Director of Education.~~

7. EXCHANGE STUDENTS

~~Pupils~~ A student approved, as an Exchange Students will participate in reciprocal, school-based programs, provided in co-operation with the Canadian School Authorities and the foreign exchange partners of the International Student Exchange-Ontario (ISE) in compliance with the Admission of Elementary and Secondary Students' Policy. ~~and Administrative Guidelines for elementary or secondary students.~~

8. STUDENTS WITH IMMIGRATION DOCUMENTS

A student identified as a: Non-Landed Immigrant, Permanent Resident, Refugee, Work Permit, or Diplomatic Status, will be admitted in accordance to the Ontario Education Statutes and Regulations, following Immigration Canada Laws and procedures, and in compliance with the Admission of Elementary and Secondary Students' Policy. ~~and Administrative Guidelines for elementary or secondary students.~~

A ~~school~~ Principals/~~Vice-Principal~~ who receives Immigration documents from a student ~~pupils~~ applying for admission must have the documents verified for eligibility. Admission will not be granted until Student Information and Administrative Services have verified documents and approval for admission has been confirmed.

9. ABORIGINAL PEOPLES

A student identified as Aboriginal Peoples will be admitted in accordance with the Aboriginal Affairs and Northern Development Canada, the Ontario Education Statutes and Regulations, and in compliance with the Admission of Elementary and Secondary Students' Policy. ~~and Administrative Guidelines for elementary or secondary students.~~

10. EXPELLED STUDENTS

An expelled student will be referred to the Family of Schools' Superintendent of Education, who in consultation with the Principal/~~Vice-Principal~~, Parent(s)/Guardian(s)/student or where applicable adult student will determine an appropriate placement recommendation.

11. EXTENUATING CIRCUMSTANCES

A request for school admission which has extenuating and/or compelling family circumstances should be submitted in writing to the Family of Schools' Superintendent of Education for consideration.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: 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 Bullying Prevention and Intervention Policy (302.6.8), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 12, 2013



BULLYING PREVENTION & INTERVENTION

Adopted: November 25, 2003
 Revised: February 1, 2008
 June 17, 2008
 April 28, 2010

Policy No. 302.6.8
 Safe Schools

STATEMENT OF POLICY

In keeping with ~~current legislation~~, **the Mission, Vision and Values of the Niagara Catholic District School Board, the Board** shall endeavour to ensure that the school environment is one of respect, dignity and trust, consistent with the Gospel Values. ~~Bullying fails to respect the dignity and value of all individuals involved. Accordingly, the Board believes that all forms of bullying are unacceptable behaviours.~~

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. They should also endeavour to ensure that parents and members of the broader community are involved in the school community.

The Niagara Catholic District School Board and all members of the school community recognize that bullying;

- 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, all members of the school community, including staff, students, parent/guardians and visitors, will be respectful to one another and are responsible in helping to create a safe and caring school environment free from bullying.

The Niagara Catholic District School Board recognizes that a whole-school approach is required in **developing a Bullying Prevention and Intervention Plan** 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. ~~and incidents based on homophobia.~~

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 ~~It is required that each school~~ will include a specified bullying prevention and intervention statement in their Code of Conduct which will be included in the Student Handbooks.

The Director of Education will issue Administrative Guidelines ~~in support of~~ for the implementation of this Policy

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

Matthew 5:9

References:

- *Accepting Schools Act, 2011*
- *Bill 157: An Act to amend the Education Act*
- *Regulation 472/07: Behaviour, Discipline and Safety of Pupils*
- *Policy/Program Memorandum 144: Bullying Prevention and Intervention*
- *Safe and Caring Schools*
- *Ontario Human Rights Code*
- *Freedom of Information and Protection of Privacy Act*
- *PPM 144*
- *Student Suspension Policy #302.6.4*
- *Student Expulsion Policy# 302.6.5*



BULLYING PREVENTION & INTERVENTION

Adopted: November 25, 2003
Revised: February 1, 2008
September 18, 2008
January 26, 2010
April 27, 2010

Policy No. 302.6.8
Safe Schools

ADMINISTRATIVE GUIDELINES

Rationale:

In accordance with the Accepting Schools Act, 2011

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;

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

~~Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual and is intended to cause (or should be known to cause) fear, distress and /or harm to another person’s body, feelings, self esteem, or reputation. Bullying occurs in a context where there is real or perceived power imbalance.~~

~~Bullying has been identified as a widespread problem with serious implications for students, schools, and the entire community.~~

~~Bullying is predominantly a learned behaviour, which must be addressed by teaching students to build positive relationships, and develop effective communication strategies. Educators will endeavour to create opportunities to model and encourage behaviours and interactions that help create a classroom and positive school climate.~~

~~Bullying adversely affects a student’s ability to learn.~~

~~Bullying adversely affects healthy relationships and the school climate.~~

~~Bullying adversely affects a school's ability to educate its students.~~

~~Bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances where engaging in bullying will have a negative impact on the school climate.~~

Positive School Climate

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 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. All partners are 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 and staff feel safe and are safe.~~
- ~~• Healthy and inclusionary relationships are promoted.~~
- ~~• Students are encouraged to be positive leaders in their school community.~~
- ~~• All partners are actively engaged.~~
- ~~• Bully prevention messages are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantage.~~
- ~~• Improvement of learning outcomes for all students is emphasized.~~

~~There are several reasons why School Boards should address the problems of bullying in schools:~~

- ~~• Bullying behaviours contradict the Gospel values, which are centred in the teachings of Christ.~~
- ~~• Bullying may contribute to short term problems for the targeted victims (i.e. a change in behaviour, drop in grades, frequent absences).~~
- ~~• Persistent bullying may cause long term psychological problems (i.e. depression, dropping out, suicide ideation.)~~
- ~~• Bullying may contribute to involvement in other antisocial activities (i.e. alcohol/drug abuse, gangs, criminal behaviour) and threatens the physical safety of others.~~
- ~~• Bullying may contribute to a negative school climate, which interferes with spiritual development, academic learning, and social responsibility.~~
- ~~• Bullying adversely affects students' ability to learn.~~
- ~~• Bullying adversely affects healthy relationships and the school climate.~~
- ~~• Bullying adversely affects a school's ability to educate its students.~~

Bullying may include but is not limited to:

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

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.

Prevention and Intervention Strategies and Supports

- Niagara Catholic Schools and Staff 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.
 - Provide a safe, caring, and supportive environment that upholds our 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, intervention, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the board.
 - 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.
 - Consider that ongoing intervention and support may be necessary to sustain and promote positive student behaviour
 - Emphasize intervention strategies that are preventative in nature.
 - 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.
 - ~~Maintain an environment where bullying will be addressed age appropriately in a manner characterized by respect, responsibility and civility.~~

- Encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
 - Recognize that ~~some~~ **all** bullying behaviours ~~may be more serious~~ **are serious** and may require more comprehensive intervention.
 - Keep open lines of communication between the home, school parish, and community members.
 - 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, ~~homophobia~~, 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 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,**
 - 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. ~~including organizations with the name gay straight alliance or another name.~~**
- 2. The name of an activity or organization described in subsection (1) must be consistent with the promotion of a positive school climate that is inclusive and accepting of all pupils.**

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. ~~or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.~~

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.

Expectations of Staff:

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), the Principal shall communicate the results of the investigation to,

- a) **to that teacher** if the matter was reported by a teacher, ~~that teacher~~; or
- b) **to that employee** if the matter was reported by an employee who is not a teacher, ~~that employee~~ unless, in the **due diligence of** the Principal's ~~opinion~~, 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.

Principal Responsibilities with Parents/Guardians:

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;
- c) 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 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.

Students are expected to: 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 are expected to: 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 ~~teachings of Christ~~ **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.

~~This statement is based on the following principles:~~

- ~~All members of the Catholic School Community are expected to foster healthy communication, positive practices and a kind, inclusive, and welcoming school culture; as a means to resolve conflict, as reflected in the Gospel Values.~~
- ~~Bullying disrupts the learning, teaching, social and spiritual environment in a school community.~~
- ~~All members of the school community have a shared responsibility to provide students with an opportunity to learn and develop in a safe and respectful society.~~

SAFE SCHOOLS TEAMS

Each school must have in place a safe school team responsible for school safety that is composed of at least one student (where appropriate), parent, teacher, support staff member, a community partner, and the principal. The team must have a staff chair.

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 School Incident Reporting Form*

APPENDIX A

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

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



SAFE SCHOOLS INCIDENT REPORTING FORM

Report No: _____	<i>CONFIDENTIAL</i> SAFE SCHOOLS INCIDENT REPORTING FORM – PART 1
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 name of provider and route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (Check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the <i>Education Act</i></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 injurious to the moral tone of the school <input type="checkbox"/> act considered by the principal to be injurious to the physical or mental well-being of any member of the school community <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 <i>Education Act</i></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor <input type="checkbox"/> An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others <input type="checkbox"/> A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others <input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board <input type="checkbox"/> Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property <input type="checkbox"/> The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper <input type="checkbox"/> Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct <input type="checkbox"/> Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct.
5. Report Submitted By: Name: _____	
Signature: _____ Date: _____	
Contact Information: Location: _____ Telephone: _____	



SAFE SCHOOLS INCIDENT REPORTING FORM – PART II
ACKNOWLEDGEMENT OF RECEIPT OF RECEIPT OF REPORT

Report No: _____

Report Submitted By: Name: _____ Date: _____

Action Taken

No Action Required

Name of Principal: _____

Signature: _____ Date: _____

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

TOPIC: CODE OF CONDUCT POLICY (SAFE SCHOOLS) (302.6.2)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Code of Conduct Policy (Safe Schools) (302.6.2), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 12, 2013



CODE OF CONDUCT

Adopted: June 26, 2001
Revised: May 28, 2002
February 1, 2008
June 17, 2008
June 16, 2009

Policy No. 302.6.2
Safe Schools

STATEMENT OF POLICY

In keeping with the **Mission, Vision and Values of the Niagara Catholic District School Board**, current legislation and the provincial **Code of Conduct**, schools within the Niagara Catholic District School Board, in consultation with their Catholic School Councils, staff, students and parents, shall have in place local Codes of Conduct. These locally developed Codes shall be in compliance with the **Government of Ontario legislation** ~~Ministry's~~ and Board's Code of Conduct **Policy**. These local Codes of Conduct shall be communicated to the school community **annually through school agenda's, newsletters ~~or~~ and on the school website**. The Standards of Behaviour incorporated in the Code of Conduct which promotes respect, responsibility and safety, along with justice, integrity and accountability are consistent with the Gospel values embodied in our schools. Respect for oneself, others and the traditions of our Catholic faith is central to the vision of a Catholic Education.

The Niagara Catholic District School Board shall endeavour to ensure that all members of the school community have a safe, caring, accepting and positive school environment that maximizes their full potential. ~~with Christ as The Way, The Truth and The Light.~~ **and become living witnesses of Christ.**

All members of the Niagara Catholic District School Board, (~~students, parents, ~~or~~ guardians, staff, trustees, volunteers, teachers, visitors and other staff members and~~ especially persons in positions of authority) are to be treated with respect and dignity whether they are on Board ~~school~~ property, on school buses, ~~or~~ at **Board or** school-authorized events or any other activities that could have an impact on the school climate.

The code is based on the following guiding principles:

- Appropriate participation in the civic life of the school community promotes responsible citizenship. Active and engaged citizens are aware of their rights and accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Schools will work co-operatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol, illegal drugs, and/or controlled substances without a valid prescription.
- Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.
- All members of the school community, including staff, students, parent/guardians, visitors, and community members are responsible in helping to create a safe, caring school and positive school climate free from bullying.

- ~~To meet the goal of creating a safe, caring, and accepting school environment, the~~ **The** Niagara Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.

The Director of Education will issue ~~establish and~~ **Administrative Guidelines and procedures** for the implementation of this policy.

Reference:

- *Ministry of Education and Training: Policy/Program Memorandum No. 128, October, 2007 The Provincial Code of Conduct and School Board Codes of Conduct*
- *Education Act, Sections 301, 302,303*
- *Accepting Schools Act 2011*
- *PPM 128*



CODE OF CONDUCT

Adopted: June 26, 2001
Revised: May 28, 2002
February 1, 2008
June 17, 2008
June 16, 2009

Policy No. 302.6.2
Safe Schools

ADMINISTRATIVE GUIDELINES

Staff is reminded to refer to the ~~Ontario Code of Conduct~~.

ONTARIO CODE OF CONDUCT

The Ontario Code of Conduct states that a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

The Provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers, and other staff members – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

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 and local code of conduct.

Guiding Principles & Purposes of the Code

All members of the school community are:

- To be treated with respect and dignity, especially persons in positions of authority
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community

- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in the schools
- To discourage the use of alcohol, illegal drugs and/or controlled substances without a valid prescription.
- To **strive to prevent bullying in schools**

Roles & Responsibilities

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- review these policies regularly with students, staff, parents, volunteers and the community;
- establish a process that clearly communicates the Provincial Code of Conduct and school board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.
- wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

Principals

- Principals, ~~under the direction of their school board,~~ **with the support of their Family of Schools Superintendent** take a leadership role in the daily operation of a school. They provide this leadership by:
 - demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning
 - holding everyone, under their authority, accountable for their behaviour and actions;
 - empowering students to be positive leaders in their school and community;
 - communicating regularly and meaningfully with all members of their school community.

Teachers & Other School Staff Members

~~Teachers and school~~ **All staff members**, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour.

As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

- Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

The police and community partners play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Standards of Behaviour

Respect, Civility & Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- be in possession of any weapon, including firearms;
- cause injury to any person with an object;
- use any object to threaten or intimidate another person; not be in possession of, or under the influence of, or provide others with, alcohol, illegal drugs, and/or controlled substances without a valid prescription;
- inflict or encourage others to inflict bodily harm on another person;
- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons, illegal drugs and/or controlled substances;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.
- Not use profane language.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

TOPIC: SAFE SCHOOLS POLICY (302.6)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Safe Schools Policy (302.6), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 12, 2013



SAFE SCHOOLS

Adopted: June 26, 2001
Revised: May 28, 2002
February 1, 2008
June 17, 2008
November 2012

Policy No. 302.6

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and its schools, the Board will strive to maintain safe and secure learning environments for all students, staff, and community members involved in Board and school programs, events and activities.

~~In keeping with this goal and~~ In compliance with current legislation and the Mission of the Board, the Niagara Catholic District School Board will establish policies and administrative guidelines linked to this Safe Schools Policy, which foster increased respect, responsibility and civility, ~~which support the mission of Catholic Education in our schools.~~

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 and Local Code of Conduct.

~~The Niagara Catholic District School Board, in consultation with Catholic School Councils and other Board Stakeholders, will develop~~ implement policies and administrative guidelines congruent with the Safe Schools Act ~~current legislation.~~ The Niagara Catholic Safe School

Policy and Administrative Guidelines will:

- Create schools that are safe, inclusive and accepting of all pupils.
- Encourage a positive school climate and prevent inappropriate behaviour, including but not limited to, bullying, sexual assault, gender-based violence and incidents based on homophobia.
- Address inappropriate pupil behaviour and promote early intervention.
- Provide support to pupils who are impacted by inappropriate behaviour of other pupils.
- Establish disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
- Provide pupils with a safe learning environment.

Opening or Closing Exercises (s.304 Ed. Act)	302.6.1
Code of Conduct (s.303 Ed. Act)	302.6.2
Access to School Premises	302.6.3
Student Suspension	302.6.4
Expulsion	302.6.5
Dress Code	302.6.6
Criminal Background Check	302.6.7
Bullying Prevention and Intervention	302.6.8
Progressive Student Discipline	302.6.9
Volunteers in Catholic Schools (new)	TBD
Police and School Board Protocol	
Family and Children's Services/Board Protocol	

References:

- *Accepting Schools Act, 2011*
- *Education Act Statutes and Regulations*
- *Bill 157: An Act to amend the Education Act*
- *Regulation 472/07: Behaviour, Discipline and Safety of Pupils*
- *Policy/Program Memorandum 144: Bullying Prevention and Intervention*
- *Ontario Human Rights Code*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

TOPIC: POLICY SCHEDULE

The Policy Schedule
is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: Policy Committee
Date: February 12, 2013



POLICY SCHEDULE

AS AT FEBRUARY 5, 2013 (Sorted by Policy DATE)

Policy #	POLICY NAME	Policy Issued	Reviewed Revised	PC Prior to Vetting	Projected Presentation Timelines				AG Issued	Reviewed Revised	Resp
					PC After Vetting	CW	BD				

301.1	Admission of Students	1998	2010	Nov. 2012	Jan. 2013	Feb. 2013	Feb. 2013	1998	2010	LAFS
302.6.8	Bullying Prevention & Intervention - Safe Schools	2003	2010	Nov. 2012	Jan. 2013	Feb. 2013	Feb. 2013	2003	2010	FI
302.6.2	Code of Conduct - Safe Schools	2001	2009	Nov. 2012	Jan. 2013	Feb. 2013	Feb. 2013	2008	2009	FI
302.6	Safe Schools	2001	2008	Nov. 2012	Jan. 2013	Feb. 2013	Feb. 2013	N/A	N/A	FI
800.0	Accessibility Standards (Interim)	2012		Oct. 2012	Jan. 2013	Feb. 2013	Feb. 2013	2012		YB
301.10	Assessment, Evaluation And Reporting	2011		Jan. 2013	Mar. 2013	May 2013	May 2013	2011		LAFS
NEW	Student Senate - Elementary	NEW		Jan. 2013	Mar. 2013	Apr. 2013	Apr. 2013	2000		JC
100.6	Student Senate - Secondary	2000	2012	Jan. 2013	Jan. 2013	Feb. 2013	Feb. 2013	2000	2012	JC

500.1	Transportation Inclement Weather	1998	2004	Oct. 2012	Feb. 2013	Mar. 2013	Mar. 2013	1998	2004	LR
800.2	Community Use of Facilities	1998	2012	Feb. 2013	Apr. 2013	May 2013	May 2013	1998	2012	SW
400.2	Educational Field Trips	1998	2012	Feb. 2013	Apr. 2013	May 2013	May 2013	1998	2012	ML
NEW	Leadership Succession Plan	NEW		Feb. 2013	Apr. 2013	May 2013	May 2013	NEW		FI
400.4	Prior Learning Assessment & Recognition (PLAR)	2003		Feb. 2013	Apr. 2013	May 2013	May 2013	2003		ML

301.10	Assessment, Evaluation And Reporting	2011		Jan. 2013	Mar. 2013	May 2013	May 2013	2011		LAFS
NEW	Student Senate - Elementary	NEW		Jan. 2013	Mar. 2013	Apr. 2013	Apr. 2013	2000		JC
201.5	Death Benefit	2002		Mar. 2013	May 2013	Jun. 2013	Jun. 2013	N/A	N/A	FI
201.10	Deferred Salary Plan (X/Y)	2002		Mar. 2013	May 2013	Jun. 2013	Jun. 2013	2002		FI
701.3	Video Security Surveillance	2002	2004	Mar. 2013	May 2013	Jun. 2013	Jun. 2013	2002	2004	SW
NEW	Volunteer	NEW		Mar. 2013	May 2013	Jun. 2013	Jun. 2013	NEW		FI

800.2	Community Use of Facilities	1998	2012	Feb. 2013	Apr. 2013	May 2013	May 2013	1998	2012	SW
400.2	Educational Field Trips	1998	2012	Feb. 2013	Apr. 2013	May 2013	May 2013	1998	2012	ML
NEW	Leadership Succession Plan	NEW		Feb. 2013	Apr. 2013	May 2013	May 2013	NEW		FI
400.4	Prior Learning Assessment & Recognition (PLAR)	2003		Feb. 2013	Apr. 2013	May 2013	May 2013	2003		ML
400.5	Acceleration Retention	2003		Nov. 2012	Apr. 2013	May 2013	May 2013	2003		ML
600.5	Advertising Expenditures	2007		Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2007		LR
100.9	Advocacy Expenditures	2007		Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2007		LR
201.15	Employee Conferences, Workshops & Meetings	2007		Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2007		LR
201.1	Employee Leaves of Absence	1998	2001	Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	1998	2001	FI
201.14	Employee Meals & Hospitality	2007		Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2007		LR
302.6.1	Opening or Closing Exercises - Safe Schools	2001	2002	Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2001	2002	FI
301.6	School Generated Funds	2006		Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2006		LR

Policy #	POLICY NAME	Policy Issued	Reviewed Revised	PC Prior to Vetting	Projected Presentation Timelines				AG Issued	Reviewed Revised	Resp
					PC After Vetting	CW	BD				

201.5	Death Benefit	2002		Mar. 2013	May 2013	Jun. 2013	Jun. 2013	N/A	N/A	FI
201.10	Deferred Salary Plan (X/Y)	2002		Mar. 2013	May 2013	Jun. 2013	Jun. 2013	2002		FI
701.3	Video Security Surveillance	2002	2004	Mar. 2013	May 2013	Jun. 2013	Jun. 2013	2002	2004	SW
NEW	Volunteer	NEW		Mar. 2013	May 2013	Jun. 2013	Jun. 2013	NEW		FI
400.1	Adult and Continuing Education	1998		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	N/A	N/A	FI
701.1	Architect Selection	1998		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	1998	2007	SW
600.4	Corporate Cards, Purchasing Cards & Petty Cash	2007		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	2007		LR
100.8	Electronic Meetings (Board and Committees)	2005		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	N/A	N/A	JC
NEW	Enrolment Register Policy	NEW		May 2013	Sept. 2013	Oct. 2013	Oct. 2013			LR
301.7	Ontario Student Record (OSR)	2006		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	2006		ML
201.3	Religious Education Courses for Staff	1998	2002	May 2013	Sept. 2013	Oct. 2013	Oct. 2013	1998	2002	FI
201.13	Sexual Misconduct	2006		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	2006		FI

400.1	Adult and Continuing Education	1998		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	N/A	N/A	FI
701.1	Architect Selection	1998		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	1998	2007	SW
600.4	Corporate Cards, Purchasing Cards & Petty Cash	2007		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	2007		LR
100.8	Electronic Meetings (Board and Committees)	2005		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	N/A	N/A	JC
NEW	Enrolment Register Policy	NEW		May 2013	Sept. 2013	Oct. 2013	Oct. 2013			LR
301.7	Ontario Student Record (OSR)	2006		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	2006		ML
201.3	Religious Education Courses for Staff	1998	2002	May 2013	Sept. 2013	Oct. 2013	Oct. 2013	1998	2002	FI
201.13	Sexual Misconduct	2006		May 2013	Sept. 2013	Oct. 2013	Oct. 2013	2006		FI
201.15	Employee Conferences, Workshops & Meetings	2007		Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2007		LR
201.1	Employee Leaves of Absence	1998	2001	Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	1998	2001	FI
201.14	Employee Meals & Hospitality	2007		Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2007		LR
302.6.1	Opening or Closing Exercises - Safe Schools	2001	2002	Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2001	2002	FI
301.6	School Generated Funds	2006		Apr. 2013	Sept. 2013	Oct. 2013	Oct. 2013	2006		LR

500.2	Student Transportation	2007	2010	TBD	TBD	TBD	TBD	2007	2010	LR
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302.6.3	Access to School Premises - Safe Schools	2001	2008					2001	2008	FI
701.4	Accessibility Customer Service	2009						2009		LAFS
302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	1998	2009					1998	2009	LAFS
302.1	Anaphylaxis	1998	2010					1998	2010	YB
202.1	Assignment of Principals and Vice-Principals	1998	2012					1998	2012	FI
301.3	Attendance Areas	1998	2012					1998	2012	SW
201.16	Attendance Support Program	2012						2012		FI
100.1	Board By-Laws	1997	2010					N/A	N/A	JC
701.5	Bottled Water	2012						2012		LAFS
202.2	Catholic Leadership: Principal & Vice-Principal Selection	1998	2012					1998	2012	FI

Policy #	POLICY NAME	Policy Issued	Reviewed Revised	PC Prior to Vetting	Projected Presentation Timelines			AG Issued	Reviewed Revised	Resp
					PC After Vetting	CW	BD			

800.1	Catholic School Councils	1998	2011					1998	2011	LAFS
400.3	Christian Community Service	2001	2012					2001	2012	ML
800.3	Complaint Resolution	1998	2011					1998	2011	JC
302.6.7	Criminal Background Check - <i>Safe Schools</i>	2001	2003					2001	2003	FI
302.8	Diabetes Management	2012						2012		YB
302.6.6.2	Dress Code - Secondary Uniform - <i>Safe Schools</i>	2001	2012					2001	2012	FI
301.2	Education-Based Research	1998	2012					1998	2012	LAFS
201.12	Electronic Communications Systems (Employees)	2006	2012					2006	2012	MC
301.5	Electronic Communications Systems (Students)	2006	2012					2006	2012	MC
302.6.6.1	Elementary Standardized Dress Code - <i>Safe Schools</i>	2012						2012		FI
201.9	Employee Attendance During Inclement Weather & Workplace Closure	2002	2012					2002	2012	FI
201.17	Employee Code of Conduct & Ethics	2012						2012		FI
203.1	Employee Hiring and Selection Policy (Teachers)	2012	2012					2012	2012	FI
201.7	Employee Workplace Harassment *	2002	2012					2002	2012	FI
201.11	Employee Workplace Violence *	2002	2011					2002	2011	FI
400.6	Environmental Stewardship	2011						2011		SW
100.10	Equity and Inclusive Education	2010	2010					2010	2010	YB
100.5	Establishment and Cyclical Review of Policies	1998	2010					1998	2010	JC
800.6	Facility Partnerships	2010						2010		SW
301.4	Fundraising	2002	2012					2002	2012	LR
600.3	Monthly Financial Reports	1998	2010					N/A	N/A	LR
100.7	Niagara Catholic Education Award of Distinction	2004	2012					2004	2012	FI
800.7	Niagara Catholic Parent Involvement Committee	2011	2012					2011	2012	LAFS
302.7	Nutrition	2005	2011					2005	2011	YB
201.6	Occupational Health & Safety *	2002	2011					2002	2011	FI
702.1	Playground Equipment	1998	2012					1998	2012	SW
302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	2008	2010					2008	2010	FI
701.2	Pupil Accommodation Review	1998	2010					1998	2010	SW
600.1	Purchasing/Supply Chain Management	1998	2011					1998	2011	LR
600.2	Records and Information Management	1998	2011					1998	2011	JC
201.4	Reimbursement of Travel Expenses	1998	2008					1998	2008	LR
100.10.1	Religious Accommodation	2010	2010					2010	2010	YB
201.2	Retirement & Service Recognition Celebration	1998	2010					1998	2010	FI
302.3	Safe Arrival	1999	2010					1999	2010	FI
302.8	Safe Physical Intervention with Students	2009						2009		LAFS
302.6.5	Student Expulsion - <i>Safe Schools</i>	2001	2009					2001	2009	FI
301.11	Student Fees	2011	2011					2011	2011	YB
302.5	Student Parenting	2001	2012					2001	2012	ML
302.6.4	Student Suspension - <i>Safe Schools</i>	2001	2009					2001	2009	FI
100.4	Student Trustees	1998	2012					1998	2012	JC

Policy #	POLICY NAME	Policy Issued	Reviewed Revised	PC Prior to Vetting	Projected Presentation Timelines			AG Issued	Reviewed Revised	Resp
					PC After Vetting	CW	BD			

100.12	Trustee Code of Conduct	2010						N/A	N/A	JC
100.13	Trustee Expenses & Reimbursement (Interim)	2011						N/A	N/A	JC
100.11	Trustee Honorarium	2010						N/A	N/A	JC
301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	2011						2011		YB
302.4	Volunteer Driver	2001	2009					2001	2009	YB
800.4	Volunteer Recognition	2007	2008					2008		JC

Policy #	POLICY NAME	Policy Issued	Reviewed Revised	PC	PC	CW	BD	AG Issued	Reviewed Revised	Resp
				Prior to Vetting	After Vetting	Projected Presentation Timelines				

POLICIES RESCINDED

Policy #	POLICY NAME	Policy Issued	Policy Issued	AG Issued	Policy Rescinded	Policy Replaced With
100.2	Trustee Conference & Travel Expenses	1998	1998	1998	2011	Trustee Expenses and Reimbursement Policy (100.13)
100.3	Trustee Travel Expenses	1998	1998	1998	2011	

* **MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW**

** **POLICY COMMITTEE REVIEW**

POLICY & GUIDELINES REVIEW REPORTS TO SENIOR ADMINISTRATIVE COUNCIL AGENDA ONE WEEK PRIOR TO A REGULARLY SCHEDULED POLICY COMMITTEE MEETING

PC MEETING DATES - 4:30 PRIOR TO SEPT, OCT, NOV, JAN, FEB, MAR, APR & MAY BD MEETINGS

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

TOPIC: HOLY CHILDHOOD WALK 2012

The Holy Childhood Walk 2012 Report
is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education
Mary Lou Vescio, Principal – Alexander Kuska Catholic Elementary School

Presented by: Mark Lefebvre, Superintendent of Education
Mary Lou Vescio, Principal – Alexander Kuska Catholic Elementary School

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

Date: February 12, 2013



REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 12, 2013

HOLY CHILDHOOD WALK 2012

BACKGROUND INFORMATION

Each school year the Niagara Catholic District School Board coordinates a board wide effort in support of the Holy Childhood Association. The Holy Childhood Association is a Mission Club for Elementary School Children. The goal of the Holy Childhood Association is to awaken missionary consciousness in children. Their motto is: *Children Helping Children*. This motto helps us to encourage children to pray for, learn more about, and share our material resources with children around the world.

Niagara Catholic District School Board elementary schools have supported the Holy Childhood Association for the last 28 years. This year, 38 elementary schools participated in the Holy Childhood Walkathons in an effort to raise money for various countries in *Africa, South America and Asia*. The walkathons were conducted through October and early November and raised \$16,000.

Our message to the students is that any contribution is meaningful – all of our small contributions as children, when added together, make a difference for children in the countries that we are helping.

The schools of the Niagara Catholic District School Board have raised over \$615,000 since we began our involvement in 1984.

The types of projects that will be funded in aforementioned countries include: nursery schools; childcare centres and orphanages; literacy programs; feeding programs; skills development (e.g. sewing, carpentry, cooking); scholarships/bursaries for needy children (e.g. tuition, school supplies, uniform); medical assistance; nutrition programs; catechetical programs; child catechetical leadership training seminars and retreats; construction of schools and/or classrooms.

The Niagara Catholic District School Board and the Holy Childhood Association would like to thank everyone who supported the Walkathons in our local school communities.

The Holy Childhood Walk 2012 Report is presented for information.

Prepared By: Mark Lefebvre, Superintendent of Education
Mary Lou Vescio, Principal – Alexander Kuska Catholic Elementary School

Presented By: Mark Lefebvre, Superintendent of Education
Mary Lou Vescio, Principal – Alexander Kuska Catholic Elementary School

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

Date: February 12, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD MULTI-
YEAR ACCESSIBILITY PLAN
DECEMBER 2012 TO DECEMBER 2017**

The report on the Niagara Catholic District School Board Multi-Year Accessibility Plan
December 2012 to December 2017 Working Document is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Cathy McMullin, Applied Behaviour Analysis Supervisor

Presented by: Yolanda Baldasaro, Superintendent of Education
Cathy McMullin, Applied Behaviour Analysis Supervisor

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

Date: February 12, 2013



COMMITTEE OF THE WHOLE MEETING FEBRUARY 12, 2013

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD MULTI-YEAR ACCESSIBILITY PLAN DECEMBER 2012 TO DECEMBER 2017 WORKING DOCUMENT

BACKGROUND INFORMATION

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 (Working Document) was developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in our Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Niagara Catholic District School Board Accessibility Standards Policy and Administrative Guidelines No. 800.8.

PLAN OBJECTIVES

Included in the Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 (Working Document) are the plan's objectives, as outlined below:

- 1.1 Describes the process by which the Niagara Catholic District School Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Niagara Catholic District School Board to remove and prevent barriers;
- 1.3 Describes the measures the Niagara Catholic District School Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;

- 1.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6 Describes how the Niagara Catholic District School Board will make this accessibility plan available to the public.

The Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 (Working Document) is attached for Trustee Information.

The Plan will be made available to the public through the Board's Corporate Services & Communications Department and will be available on the Board website and My Niagara Catholic under the Accessibility tab.

Highlights of the Niagara Catholic District School Board Multi-Year Accessibility Plan 2012-2017 will be provided at the February Committee of the Whole Meeting.

The report on the Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 Working Document is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Cathy McMullin, Applied Behaviour Analysis Supervisor

Presented by: Yolanda Baldasaro, Superintendent of Education
Cathy McMullin, Applied Behaviour Analysis Supervisor

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

Date: February 12, 2013



Niagara Catholic DISTRICT SCHOOL BOARD

MULTI-YEAR ACCESSIBILITY PLAN (Working Document)

Submitted to
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
December 2012 to December 2017[†]

Prepared by
Accessibility Planning Committee

In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation

December, 2012

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Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Niagara Catholic District School Board Accessibility Standards Policy and Guidelines No. 800.8.

1.0 Objectives

This Plan:

- 1.1** Describes the process by which the Niagara Catholic District School Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the Niagara Catholic District School Board to remove and prevent barriers;
- 1.3** Describes the measures the Niagara Catholic District School Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6** Describes how the Niagara Catholic District School Board will make this accessibility plan available to the public.

2.0 Commitment to Accessibility Planning

This document has been written with the intent that the recommendations prepared by the Accessibility Planning Committee will be presented to Administrative Council and to the Board of Trustees.

The Niagara Catholic District School Board is committed to:

- 2.1 Maintaining an Accessibility Planning Committee;
- 2.2 Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Planning Committee (or other name) and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Planning Committee to review and update the Multi-Year Accessibility Plan that will enable the Niagara Catholic District School Board to meet these commitments.

3.0 Description of the Niagara Catholic District School Board

Following government legislation entitled the “Fewer School Boards Act,” the total number of school boards in Ontario was reduced to 72. The aforementioned legislation also impacted the Niagara Catholic District School Board. The Niagara Catholic District School Board was established on January 1, 1998, as a result of the amalgamation of the former Lincoln County Roman Catholic Separate School Board and Welland County Roman Catholic Separate School Board, in compliance with government legislation.

The Niagara Catholic District School Board, consisting of eight secondary schools and fifty-one elementary schools, currently serves 23,500 students and 3,409 employees. The philosophy of the Niagara Catholic District School Board is that learners are called by God to fulfill their potential; all learners are gifted by God and can learn; learning is an interactive process; learning is an enriching experience; and learning is for eternity. Furthermore, students, regardless of special talents or challenging needs can grow and they can grow best by attending schools, which offer accessible programs, in accessible settings, through accessible services.

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.

4.0 Members of Accessibility Planning Committee

Planning Committee Members	
Yolanda Baldasaro	Senior Administration; Superintendent of Education
Cathy McMullin	Applied Behaviour Analysis Supervisor; Special Education
Mary Jo Au	Niagara Catholic Parent Involvement Committee (Chair)
Marie Balanowski	President; OECTA Elementary
Jennifer Brailey	Manager; Corporate Services & Communication
Frances Brockenshire	Vice-Principal; Holy Cross Catholic Secondary School
Theo Dagenais	Principal; St. John Bosco Catholic School
Amy Dowd	Coordinator; Special Education
Jayne Evans	Consultant; Arts/FSL/ESL
Mark Ferri	Manager; Purchasing Services
Tara Formisano	Teacher; Deaf and Hard of Hearing
Bill Helmeczi	Member; Special Education Advisory Committee
Sheila Lohnes	Supervisor; Library Information Centres
Kim Maxwell	Human Resources
Robin McNaughton	Education Technology Officer
Lori Powell	Executive Director; Niagara Student Transportation Services
Jacqueline Watson	Consultant; Equity and Student Leadership
Scott Whitwell	Controller; Facility Services

5.0 Strategy for prevention and removal of barriers

The principles of inclusionary practice, freedom from barriers and accessible environments informs all Niagara Catholic District School Board policies, programs, procedures and services. Through the Annual Accessibility Plan implemented under the *Ontarians with Disabilities Act, 2001*, the Niagara Catholic District School Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment and school transportation.

6.0 Barrier Identification Methodologies

The Accessibility Planning Committee uses the following barrier-identification methods:

Methodology	Description	Status
Feedback process	Information received through Feedback – Accessibility link on Board website.	Ongoing
Accessibility Planning Committee regular meetings	Potential actions re identified accessibility issues discussed within multi-year strategy	Ongoing
Accessibility Planning Committee also considers Facilities report re physical environment	Surveys of buildings considered and identification of criteria for action within multi-year strategy	Ongoing
Communication steps: Board, SEAC, Employee Groups, Public	Opportunity for input or feedback prior to approval and posting on website	To be scheduled, annual expectation

7.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the Ontarians with Disability Act (ODA) identified a range of barriers and appropriate strategies for their removal. The detailed achievements are set out in the following chart:

Type of Barrier	Location	Action Taken
Physical/Architectural	Identified schools as needed	<ul style="list-style-type: none"> • Equipment recommended through certified professionals • Mobility training for blind and low vision • Specialized transportation • Accessible parking • Sensory rooms • Communication devices for fire alarms
Physical/Architectural	See Appendix A Completed Accessibility Projects 2011-2012	
Information & Communication	Identified Elementary Schools	Standardized instructions to be posted with current intercom reader system
Information & Communication	Identified schools/students as needed	<ul style="list-style-type: none"> • Installation of electrical receptacles for the use of identified communication devices • Provision of interpreter service upon request • FM systems • Assistive Technology
Information & Communication	Board-wide	<ul style="list-style-type: none"> • Emergency Workplace Response Plan • All Emergency Procedures Plans for Public Safety Information • Alternative formats available upon request • Accessibility link on Board website
Attitudinal	Board-wide	<ul style="list-style-type: none"> • Ongoing training in Accessible Customer

Niagara Catholic District School Board
 Multi-Year Accessibility Plan
 For the years December 2012 – 2017

		Service <ul style="list-style-type: none"> • Creating caring and safe school environments through professional development, School Improvement Plan Process, Safe Schools Surveys
Technology	Identified schools/students as needed	Assistive technology to address curriculum needs (hardware, software)
Systemic	Board-wide	<ul style="list-style-type: none"> • Board policies, guidelines, protocols and procedures that reflect accessibility needs (e.g. Accessibility Customer Service, Guidelines for Certified Service Animals) • Regular Special Education Advisory Committee meetings • Compliance with Integrated Accessibility Standards Regulation timelines to date (Employment, Transportation, Information & Communication Standards)

New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, accessible washrooms.

8.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Niagara Catholic District School Board endeavours, through this Multi-year Accessibility Plan for the period 2012-2017, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board’s physical environment.

2012-2013

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Develop Accessibility Policy Statement	January 1, 2013
Attitudinal – Information and Communications	Board-wide	Develop Administrative Guidelines re Accessible Information and Communications	January 1, 2013
Attitudinal – Employment	Board-wide	Develop Administrative Guidelines re Accessible Employment	January 1, 2013
Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services, facilities	January 1, 2013
Information and Communication	Board-wide	Provide accessibility awareness training for all educators/ classroom-based staff on accessible instruction and program delivery	Ongoing 2012-2013

Niagara Catholic District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017

Type of Barrier	Location	Action	Effective Date
Information and Communication	Board-wide	Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request	January 1, 2013
Type of Barrier	Location	Action	Effective Date
Physical	See Appendix B New Accessibility Projects 2012-2013		Ongoing 2012-2013
Information & Communication	Identified Elementary Schools		Standardized instructions to be posted with current intercom reader system
Information & Communication	Identified schools/students as needed		<ul style="list-style-type: none"> Installation of electrical receptacles for the use of identified communication devices

2013-2014

Type of Barrier	Location	Action	Effective Date
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014
Information and Communication	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and	January 1, 2014

Niagara Catholic District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017

		communication supports upon request. Notify the public re above.	
Type of Barrier	Location	Action	Effective Date
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan 1, 2012 meet WCAG 2.0, Level A standards.	January 1, 2014
Systemic Employment -	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment	January 1, 2014
Information and Communication – Student Transportation	Board-wide (Student Transportation and Special Education)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014
Information and Communication	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	See Appendix C Future Accessibility Projects		Ongoing 2013-2014

2014-2015

**Niagara Catholic District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017**

Type of Barrier	Location	Action	Effective Date
Information and Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015
Information and Communication	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	See Appendix C Future Accessibility Projects		Ongoing 2014-2015

2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources	Ongoing preparation for 2020 deadline

**Niagara Catholic District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017**

		upon request in anticipation of 2020 deadline	
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	See Appendix C Future Accessibility Projects		Ongoing 2015-2016

2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing 2016-2017
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Type of Barrier	Location	Action	Effective Date
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	See Appendix C Future Accessibility Projects		Ongoing 2015-2016

10.0 Review and Monitoring Process

The Accessibility Planning Committee meets regularly during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

11.0 Communication of the Plan

This publication is available through the Niagara Catholic District School Board's

- website www.niagaracatholic.ca → [Accessibility](#)
- Catholic Education Centre, 427 Rice Road, Welland, Ontario

Accessible formats available upon request. Contact Manager; Corporate Services and Communications.

Niagara Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website.

We welcome your comments and feedback about accessibility issues at Niagara Catholic. If you have comments or suggestions, please write to us at accessibility.compliance@ncdsb.com or by contacting: Manager; Corporate Services and Communications at the Catholic Education Centre.

Appendix A

COMPLETED ACCESSIBILITY PROJECTS 2011-2012

Accessibility Projects 2011-2012

Facility	Description
132 St. Ann (FE)	create new fire exit from classroom
143 Alexander Kuska	provide barrier free washroom/changeroom
137 St. Patrick (PC)	create barrier-free washroom and sensory room
183 St. Theresa	create barrier free washroom with changetable
210 Lakeshore Catholic	Elevator Installation

Appendix B

NEW ACCESSIBILITY PROJECTS 2012-2013

Future Accessibility Projects

Facility	Description
116 St. Joseph (Stevensville)	provide lift to stage
116 St. Joseph (Stevensville)	revise interior ramp for minimum 1:12 slope
128 St. Patrick (NF)	provide elevator
129 Loretto Catholic	retrofit to allow barrier free emergency evacuation from second floor
130 St. Thomas More	Provide barrier-free access to second floor
139 Monsignor Clancy	retrofit to allow barrier free emergency evacuation from second floor
148 St. Kevin	provide barrier free access to second floor
171 Assumption	provide barrier-free lift for stage
173 Michael J. Brennan	provide wheelchair ramp to exterior kindergarten door
173 Michael J. Brennan	renovate health room washroom to be barrier free
175 St. Alfred	retrofit to allow barrier free emergency evacuation from second floor
176 St. Ann (SC)	retrofit to allow barrier free emergency evacuation from second floor
179 St. Denis	retrofit to allow barrier free emergency evacuation from second floor
181 St. Nicholas	provide barrier free access to second floor
182 St. Peter	retrofit to allow barrier free emergency evacuation from second floor
184 Mother Teresa	provide sensory room
197 St. Mark	install 2 sets of magnetic hold-open devices
197 St. Mark	retrofit to allow barrier free emergency evacuation from second floor
220 Saint Michael	retrofit to allow barrier free emergency evacuation from second floor
230 Saint Paul	retrofit to allow barrier free emergency evacuation from second floor
250 Notre Dame College	retrofit to allow barrier free emergency evacuation from second floor
250 Notre Dame College	provide barrier free access to second floor
260 Denis Morris	install automatic door openers at main office and attendance office
260 Denis Morris	retrofit to allow barrier free emergency evacuation from second floor
270 Holy Cross	retrofit to allow barrier free emergency evacuation from second floor
280 Saint Francis	retrofit to allow barrier free emergency evacuation from second floor

Appendix C

Future Accessibility Projects

Facility	Description
115 St. Philomena	provide operator on main door
115 St. Philomena	provide accessible washroom with provision for change table
116 St. Joseph (Stevensville)	provide lift to stage
116 St. Joseph (Stevensville)	revise interior ramp for minimum 1:12 slope
118 Our Lady of Mount Carmel	provide accessible washroom with provision for change table
119 Father Hennepin	provide accessible washroom
120 Mary Ward	provide accessible washroom
121 Notre Dame NF	provide accessible washroom with provision for change table
122 Sacred Heart	provide accessible washroom with provision for change table
127 St. Mary NF	provide accessible washroom with provision for change table
127 St. Mary NF	provide sensory room
127 St. Mary NF	provide operator on main door
128 St. Patrick (NF)	provide elevator
128 St. Patrick (NF)	provide operator on main door
128 St. Patrick (NF)	provide accessible washroom with provision for change table
129 Loretto Catholic	retrofit to allow barrier free emergency evacuation from second floor
130 St. Thomas More	Provide barrier-free access to second floor
131 St. Alexander	provide accessible washroom with provision for change table
132 St. Ann, Fenwick	provide accessible washroom
133 St John Bosco	provide sensory room
133 St John Bosco	provide operator on main door
133 St John Bosco	provide accessible washroom with provision for change table
134 St. Therese	provide accessible washroom with provision for change table
139 Monsignor Clancy	retrofit to allow barrier free emergency evacuation from second floor
139 Monsignor Clancy	provide accessible washroom with provision for change table
141 St. Charles	provide operator on main door
143 Alexander Kuska	provide accessible washroom with provision for change table
144 Holy Name	provide accessible washroom
146 St. Augustine	provide sensory room
148 St. Kevin	provide barrier free access to second floor
148 St. Kevin	provide accessible washroom with provision for change table
149 St Mary Welland	provide accessible washroom with provision for change table
171 Assumption	provide barrier-free lift for stage
171 Assumption	provide accessible washroom
173 Michael J. Brennan	provide wheelchair ramp to exterior kindergarten door
173 Michael J. Brennan	renovate health room washroom to be barrier free
174 Our Lady of Fatima, SC	provide accessible washroom with provision for change table
174 Our Lady of Fatima, SC	provide sensory room
175 St. Alfred	retrofit to allow barrier free emergency evacuation from second floor
175 St. Alfred	provide sensory room
175 St. Alfred	provide accessible washroom with provision for change table
176 St. Ann (SC)	retrofit to allow barrier free emergency evacuation from second floor

**Niagara Catholic District School Board
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For the years December 2012 – 2017**

176 St. Ann (SC)	provide sensory room
176 St. Ann (SC)	provide accessible washroom with provision for change table
177 St. Anthony	provide accessible washroom with provision for change table
178 St. Christopher	provide accessible washroom with provision for change table
178 St. Christopher	provide sensory room
179 St. Denis	retrofit to allow barrier free emergency evacuation from second floor
179 St. Denis	provide operator on main door
179 St. Denis	provide accessible washroom with provision for change table
179 St. Denis	provide sensory room
181 St. Nicholas	provide barrier free access to second floor
181 St. Nicholas	provide operator on main door
181 St. Nicholas	provide accessible washroom with provision for change table
182 St. Peter	retrofit to allow barrier free emergency evacuation from second floor
182 St. Peter	provide sensory room
183 St Theresa	provide sensory room
183 St Theresa	provide operator on main door
183 St Theresa	provide accessible washroom with provision for change table
184 Mother Teresa	provide sensory room
184 Mother Teresa	provide sensory room
195 St. John	provide sensory room
195 St. John	provide operator on main door
197 St. Mark	install 2 sets of magnetic hold-open devices
197 St. Mark	retrofit to allow barrier free emergency evacuation from second floor
197 St. Mark	provide accessible washroom with provision for change table
197 St. Mark	provide sensory room
198 St. Michael NOTL	provide sensory room
198 St. Michael NOTL	provide operator on main door
198 St. Michael NOTL	provide accessible washroom with provision for change table
220 Saint Michael	retrofit to allow barrier free emergency evacuation from second floor
230 Saint Paul	retrofit to allow barrier free emergency evacuation from second floor
250 Notre Dame College	retrofit to allow barrier free emergency evacuation from second floor
250 Notre Dame College	provide barrier free access to second floor
260 Denis Morris	install automatic door openers at main office and attendance office
260 Denis Morris	retrofit to allow barrier free emergency evacuation from second floor
270 Holy Cross	retrofit to allow barrier free emergency evacuation from second floor
270 Holy Cross	provide sensory room
280 Saint Francis	retrofit to allow barrier free emergency evacuation from second floor
290 Blessed Trinity	provide accessible washroom

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: AWARD OF CONSTRUCTION CONTRACTS
FOR ELKP PROJECTS – YEAR 4**

The Award of Construction Contracts
for ELKP Projects – Year 4 is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities
Presented by: Scott Whitwell, Controller of Facilities
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 12, 2013



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
FEBRUARY 12, 2013**

**AWARD OF CONSTRUCTION CONTRACTS
FOR ELKP PROJECTS – YEAR 4**

BACKGROUND INFORMATION

The Ministry of Education approved \$3,074,171 to address capital needs related to the implementation of Year Four Early Learning Kindergarten Program classrooms at the six Niagara Catholic elementary schools indicated below.

The tender period for the six (6) subject projects commenced on January 22, 2013 and closed on February 6, 2013.

The chart below shows the school name, architect and MOE funding allocation.

SCHOOL NAME	ARCHITECT	RECOMMENDED CONTRACTOR	FUNDING ALLOCATION	TOTAL PROJECT COST
Mary Ward	Svedas Koyanagi	TBD	\$434,584	
St. Alexander	Venerino V.P. Panici	TBD	\$479,925	
St. Andrew	Chapman Murray	TBD	\$239,962	
St. John	Grguric	TBD	\$959,850	
St. Kevin	Chapman Murray	TBD	\$719,888	
St. Philomena	Quartek Group	TBD	\$239,962	

Following a thorough review of tenders, a follow-up report will be presented at the February 26, 2013 Board Meeting for the consideration of the Board. The blank columns above (Recommended Contractor and Total Project Cost) will be completed in this report.

The time between the February Committee of the Whole Meeting and the Board Meeting will be used to complete architect bid analysis. We will also consider means to lower total projects costs and will include a calculation indicating which sources (ex. ELKP Funding, Facilities Renewal) will be used to fund all six ELKP projects.

A recommendation to approve the award of construction contracts for the six ELKP projects will be made for the consideration of the Board as part of the report to the February Board Meeting.

The Award of Construction Contracts For ELKP Projects
– Year 4 report is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities
Presented by: Scott Whitwell, Controller of Facilities
Approved by: John Crocco, Director of Education /Secretary-Treasurer
Date: February 12, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

TOPIC: EDUCATIONAL DEVELOPMENT CHARGES (EDC)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the process to establish a by-law for the collection of fees related to Education Development Charges in the Region of Niagara.

Prepared by: Mario Ciccarelli, Superintendent of Education/Accommodations
Scott Whitwell, Controller of Facilities Services

Presented by: Mario Ciccarelli, Superintendent of Education/Accommodations
Scott Whitwell, Controller of Facilities Services

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

Date: February 12, 2013



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 12, 2013

EDUCATIONAL DEVELOPMENT CHARGES (EDC)

BACKGROUND INFORMATION

An information report regarding Education Development Charges was made to the January 15, 2008 Committee of the Whole meeting and was discussed by Trustees.

This Educational Development Charges report is being presented at this time for the consideration of the Committee of the Whole with a recommendation to the Board for its consideration. The primary reason for the timing of this report and recommendation is to advise the Board that the timeline to establish an EDC is narrowing.

What is an Education Development Charge?

An Education Development Charge is a development charge that is imposed through a Board motion or by-law respecting growth related net education land costs incurred or proposed to be incurred by a District School Board in Ontario.

Educational Development Charges (EDCs) are levied on new homes that are paid by the developer when the building permit is issued by the municipality. It is assumed that new homes will result in pupil growth which may require new schools and the revenues collected from the charge are used by a District School Board to purchase land/sites for new schools to be built upon.

Educational Development Charges are not a tax imposed on the general population, rather they are fees attached to obtaining construction permits for new homes. In essence, growth pays for growth.

Do all District School Boards qualify to collect Educational Development Charge?

No. School Boards must meet an eligibility trigger to qualify for Educational Development Charges. There are two triggers that can be met;

1. *Enrolment & Capacity*

The average projected five year enrolment on either panel (elementary or secondary) must be greater than the on the ground capacity in the same panel.

2. *Reserve Fund Deficit*

For District School Boards who have an existing Educational Development Charge bylaw in place, they would automatically qualify for future bylaws if at the time of bylaw expiry there was a deficit balance in the EDC reserve fund.

How many District School Boards in Ontario have Educational Development Charges?

Out of the 72 District School Boards in Ontario, currently 25 District School Boards in Ontario have EDC bylaws.

Generally speaking, it is believed that Boards which have not established Educational Development Charges are not in an eligible position to do so because they have surplus space.

Why should the Niagara Catholic District School Board consider establishing Educational Development Charges?

The Government of Ontario sets out grants to cover the costs to construct and furnish new schools, but generally not the purchase of school sites. School Boards are responsible for the provision of sites for new schools through Educational Development Charges or proceeds from the sale of surplus properties or alternate funding sources if available.

Education Development Charges provide a revenue stream for future land acquisition due to growth related needs.

Other advantages of Educational Development Charges

Reports and Studies:

- The Education Development Charge Background Study requires that a full demographic analysis and 15 year Board wide enrolment projections be completed which has been completed for Niagara Catholic.
- Environmental assessments, appraisal studies and legal reports form part of the process and are eligible expenses.
- All study costs are included as education land costs and thus no study costs are incurred by the Board. In addition, study costs for other Board studies that complement the EDC (long term accommodation plan, capital priority business cases, etc.) can also be included as EDC eligible expenses.

Recommendation

It is important to note that Educational Development Charge revenue can only be used to purchase land for a growth related school. It can't be used to purchase land for a replacement school.

Niagara Catholic consultant, Jack Ammendolia of Watson & Associates, has had involvement with the successful establishment of Educational Development Charges in all 25 of the District School Boards in Ontario that currently have EDC's in place.

School Boards with EDC's in place collect a fee every time a building permit is issued. Therefore, it would be advantageous to put EDC's in place in order to collect on as many building permits as possible for developments within our Region that are beginning to build.

It is the responsibility of the municipalities to collect EDC's on behalf of the school board, transfer EDC revenue to the Board and to provide monthly reports to the School Board regarding amounts collected and refunded. Municipalities are not entitled to charge a School Board for collection of an EDC.

Should the Board decide to engage in the process to establish an Educational Development Charge, there are general steps that would then follow in that process:

1. Determine Board Eligibility
2. Complete Demographic Projections
3. Determine Site Needs
4. Determine Net Education Land Costs (land appraisals)
5. Determination of EDC

It is the recommendation that the Committee of the Whole consider the establishment of Educational Development Charges by-law for Niagara Catholic.

A visual presentation on land development and Educational Development Charge forecast will be presented as part of this report to the Committee of the Whole.

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the process to establish a by-law for the collection of fees related to Education Development Charges in the Region of Niagara.

Prepared by: Mario Ciccarelli, Superintendent of Education/Accommodations
Scott Whitwell, Controller of Facilities Services

Presented by: Mario Ciccarelli, Superintendent of Education
Scott Whitwell, Controller of Facilities Services

Recommended by: John Crocco, Director of Education, Secretary/Treasurer

Date: February 12, 2013

**5TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: EXTENDED OVERNIGHT FIELD TRIP, EXCURSION
AND EXCHANGE APPROVAL COMMITTEE**

The report on the Extended Overnight Field Trip,
Excursion and Exchange Approval Committee
is presented for information.

Prepared by:	Mark Lefebvre, Superintendent of Education
Presented by:	Mark Lefebvre, Superintendent of Education
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	February 12, 2013



**REPORT TO THE COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

**EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND EXCHANGE
APPROVAL COMMITTEE – 2012-2013**

BACKGROUND INFORMATION

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee continues to review proposals for 2012-2013 extended overnight field trips, excursions and exchanges as submitted to date. The composition of the approval Committee is as follows:

1 Supervisory Officer	-	Mark Lefebvre
1 Secondary School Principal	-	Jeff Smith
1 Secondary School Vice-Principal	-	Andrew Bartley
1 Elementary School Principal	-	Steve Ward
1 Program Department Consultant	-	Mike Sheahan

As defined in the Niagara Catholic Educational Field Trip Policy (400.2) Administrative Guidelines, an Extended Overnight Field Trip is:

- “Any school/board sponsored and supervised activity, on scheduled instructional days, beyond the school property that requires four or five more night lodgings”
or
- “Requiring an individual flight ticket of \$600.00 or more.” (Part II, A.4)

An Excursion is defined as follows:

- “A trip not directly linked to specific subject curriculum expectations, but provided to enrich a student’s overall Catholic education. An excursion is a trip that is planned and arranged for secondary school students that would be held during the year when the students are not normally expected to be attending classes and that does not adhere to all guidelines and procedures relating to Educational Field Trips.” (Part II, A.5)

Attached to this information report is an Executive Summary of a 2012-2013 Extended Overnight Field Trip as submitted on Tuesday, February 12, 2013. (Appendix A)

The report on the Extended Overnight Field Trip, Excursion and Exchange
Approval Committee 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: February 12, 2013

EXECUTIVE SUMMARY

Extended Overnight Field Trip, Excursion and Exchange Committee Approval – 2012-2013

SCHOOL	TYPE	APPROVAL REQUIRED	DESTINATION	CURRICULUM UNIT/THEME	EDUCATION VALUE	DATE	NUMBER OF STUDENTS, STAFF & CHAPERONES ON TRIP	DURATION	COST (APPROX)	TRANSPOR-TATION
Notre Dame College School	Extended Overnight Field Trip	Superintendent and Extended Overnight Field Trip Committee	Disney World, Orlando, Florida, USA	Music – Concert and Jazz Band	Students will be provided with an opportunity to work as a team to perform complex and challenging repertoire at the international level. Students will develop a greater sense of musical understanding through performance, listening, and compositional skills.	Saturday, May 11, 2013 – Wednesday May, 2013	37 students 3 staff 3 chaperones	4 nights 5 days (3 school days)	\$575.00 per person – airfare from Buffalo, transportation to and from Disney, all meals, workshops, accommodations, luggage and instrument fees Additional personal spending money	Air, coach
Niagara Catholic International Cooperative Education Program (NCICE)	Extended Overnight Field Trip	Superintendent and Extended Overnight Field Trip Committee	Portsmouth, Dominica	Co-operative Education Trip	Students will see the value, rights and sacredness of all people. The trip will encourage students to become collaborative contributors, responsive global citizens and Christian (Catholic) leaders. 7 credits earned	Monday, September 30, 2013 – Friday, December 20, 2013	12 - 20 students 2 staff	82 nights 83 days Semester 1 (approx. 59 school days)	\$6400.00 per person – airfare from Buffalo, accommodations, meals, transportation in Dominica, insurance, utilities, excursions Approximately \$1000.00 spending money	Air, van

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

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

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

Prepared by:	Frank Iannantuono, Superintendent of Education/Human Resources Khayyam Syne, Administrator of Staff Development
Presented by:	Frank Iannantuono, Superintendent of Education/Human Resources Khayyam Syne, Administrator of Staff Development
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	February 12, 2013



REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 12, 2013

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 that will be occurring during the period February 13, 2013 through March 5, 2013

Wednesday, February 13, 2013

Elementary and Secondary Core French Teachers – Ministry of Education Training

- A workshop designed by the Ministry of Education for this group of teachers to represent our Board at its annual *Common European Framework of Reference* training in the regulations and expectations involved in teaching core French.

Thursday, February 14, 2013

Secondary Teachers of Religious Education and Family Life – Mental Health Certification

- The first of a two-day workshop for this group of teachers to become certified in the early detection of adolescent mental health issues. This will allow for early identification of such and improve the effectiveness of providing professional attention to students in the most expeditious way.

Friday, February 15, 2013

Elementary and Secondary Professional Activity Day – School Improvement

- A professional activity day designed for elementary and secondary school staffs to spend the day in meetings with school administrators exploring and tweaking school improvement plans using the data at hand to inform their decisions,. The day will also see Principals leading their staffs in Accessibility Awareness on-line training and as well presenting the latest Ministry of Education requirements under the Accepting School Act, Bill 13. Packages of training materials will be prepared by various Board departments and disseminated to schools to guide the day's program.

Tuesday, February 19, 2013

Secondary Teachers of Religious Education and Family Life – Mental Health Certification

- The second of a two-day work shop for this group of teachers to become certified in the early detection of adolescent mental health issues. This will allow for early identification of such and improve the effectiveness of providing professional attention to students in the most expeditious way.

Friday, February 22, 2013

Junior and Intermediate Teachers – Problem Solving

- A full-day workshop for this group of teachers to examine and analyze their classroom results derived from the application of problem solving in the mathematics curriculum. This workshop will also look at best practices and the potential for applying these in as many classrooms as possible.

Tuesday, February 26, 2013

Grade 7 Teachers – Ontario Comprehension Assessment (OCA)

- A full-day workshop designed to introduce this group of teachers to an assessment program acquired by the Board to assist teachers in assessing students’ reading skills in the intermediate classroom more effectively.

Wednesday, February 27, 2013

Elementary and Secondary Teachers – Leadership Identification Program (LIP)

- The third workshop in this year’s program designed to introduce this group of leadership hopefuls to the first of their “System Leadership” involvement projects, viz., Catholic Education Week. In addition there will be an opportunity to examine several case studies that have been prepared by practicing Vice-Principals and reviewed by the LIP committee.

Thursday, February 28, 2013

Grade 8 Teachers – Ontario Comprehension Assessment (OCA)

- A full-day workshop designed to introduce this group of teachers to an assessment program acquired by the Board to assist teachers in assessing students’ reading skills in the intermediate classroom more effectively.

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

Prepared By: Frank Iannantuono, Superintendent of Education
Khayyam Syne, Administrator of Staff Development

Presented By: Frank Iannantuono, Superintendent of Education
Khayyam Syne, Administrator of Staff Development

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

Date: February 12, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

TOPIC: CAPITAL PROJECT UPDATE

The Capital Project 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: February 12, 2013



**REPORT TO COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

CAPITAL PROJECTS PROGRESS REPORT

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

ELKP	Appendix A Appendix B Appendix C Appendix D Appendix E Appendix F	Mary Ward Catholic Elementary School (NF) St. Alexander Catholic Elementary School St. Andrew Catholic Elementary School St. John Catholic Elementary School (B) St. Kevin Catholic Elementary School St. Philomena Catholic Elementary School (FE)
Secondary	Appendix G Appendix H	Blessed Trinity Catholic Secondary School (Gr.) Saint Michael Catholic High School (NF)
New Build	Appendix I	St. Martin Catholic Elementary School

The Capital Projects Progress Report 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: January 12, 2013



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 12, 2013**

APPENDIX A

MARY WARD CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a library addition, and renovation of the existing library to be a new full day early learning kindergarten classroom.

Current Status: Tender closed January 29, 2013 – report to follow.

Project Information:

New Area to be Constructed	2000	sq. ft.
Existing Area to be Renovated	1500	sq. ft.
Total New Facility Area	37,034	sq. ft.
Total Site Area	4	acres
Pupil Places Added	38	students
New Facility Capacity	400	students



Project Funding:

FDK Grant	434,584
Facilities Renewal	265,916
	\$700,500

Project Costs:

	Budget	Paid	Forecast
Construction Contract	562,500	0	562,500
Fees & Disbursements	59,000	44,005	59,000
Furniture & Equipment	25,000	0	25,000
Other Project Costs	54,000	13,831	54,000
	\$700,500	\$57,836	\$700,500

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	March 2, 2011	March 2, 2011
Architect Selection	August 2011	August 12, 2011
Design Development	September 2011	September 30, 2011
Contract Documents	February 2012	February 17, 2012
Tender & Approvals	January 29, 2013	
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Svedas Koyanagi Architects Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Mark Lefebvre
Principal	Domenic Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
February 12, 2013**

APPENDIX B

ST. ALEXANDER CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Design and construction of a new full day early learning kindergarten classroom.

Current Status: Tender closed January 31, 2013
– report to follow.



Project Information:

New Area to be Constructed	1,339	sq. ft.
Existing Area to be Renovated	0	sq. ft.
Total New Facility Area	1,339	sq. ft.
Total Site Area	4.98	acres
Pupil Places Added	26	students
New Facility Capacity	411	students

Project Funding:

FDK Grant	479,925
	\$479,925

Project Costs:

	Budget	Paid	Forecast
Construction Contract	312,065	0	312,065
Fees & Disbursements	31,200	0	31,200
Furniture & Equipment	4,000	0	4,000
Other Project Costs	45,000	5,285	45,000
	\$392,265	\$5,285	\$392,265

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2012	
Design Development	November 07, 2012	
Contract Documents	December 13, 2012	
Tender & Approvals	January 31, 2013	
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Venerino V. P. Panici Architect Inc
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Irene Ricci



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 12, 2013**

APPENDIX C

ST. ANDREW CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Expansion of an existing classroom for a new full day early leaning kindergarten classroom.



Current Status: Tender closed January 24, 2013 – report to follow.

Project Information:

New Area to be Constructed	0	sq. ft.
Existing Area to be Renovated	3,835	sq. ft.
Total New Facility Area	3,835	sq. ft.
Total Site Area	4.6	acres
Pupil Places Added	6	students
New Facility Capacity	394	students

Project Funding:

FDK Grant	239,962
Facilities Renewal	108,038
	\$348,000

Project Costs:

	Budget	Paid	Forecast
Construction Contract	285,000	0	285,000
Fees & Disbursements	28,500	0	28,500
Furniture & Equipment	12,000	0	12,000
Other Project Costs	22,500	0	22,500
	\$348,000	\$0	\$348,000

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2012	
Design Development	November 97, 2012	
Contract Documents	December 11, 2012	
Tender & Approvals	January 24, 2013	
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Chapman Murray Associate Architects Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Carla Bianco



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 12, 2013**

APPENDIX D

ST. JOHN CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Construction of two new purpose built kindergarten rooms for the full day early learning program.

Current Status: Tender closed February 6, 2013 – report to follow.



Project Information:

New Area to be Constructed	3,800	sq. ft.
Existing Area to be Renovated	0	sq. ft.
Total New Facility Area	3,800	sq. ft.
Total Site Area	9.27	acres
Pupil Places Added	52	students
New Facility Capacity	311	students

Project Funding:

FDK Grant	959,850
Facilities Renewal	42,350
	\$1,002,200

Project Costs:

	Budget	Paid	Forecast
Construction Contract	881,100	0	881,100
Fees & Disbursements	88,100	49,243	88,100
Furniture & Equipment	10,000	0	10,000
Other Project Costs	23,000	4,239	23,000
	\$1,002,200	\$53,482	\$1,002,200

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2012	
Design Development	November 07, 2012	
Contract Documents	December 14, 2012	
Tender & Approvals	February 04, 2013	
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Grguric Architects Incorporated
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Yolanda Baldasaro
Principal	Emma Fera Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 12, 2013**

APPENDIX E

ST. KEVIN CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a single classroom addition and expansion of an existing classroom to be a new full day early learning kindergarten classroom.



Current Status: Tender closed January 24, 2013 – report to follow.

Project Information:

New Area to be Constructed	3,685	sq. ft.
Existing Area to be Renovated	2,580	sq. ft.
Total New Facility Area	6,265	sq. ft.
Total Site Area	4.2	acres
Pupil Places Added	32	students
New Facility Capacity	417	students

Project Funding:

FDK Grant	719,888
Facilities Renewal	188,612
	\$908,500

Project Costs:

	Budget	Paid	Forecast
Construction Contract	770,000	0	770,000
Fees & Disbursements	77,000	0	77,000
Furniture & Equipment	20,000	0	20,000
Other Project Costs	41,500	1,000	41,500
	\$908,500	\$1,000	\$908,500

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2011	
Design Development	November 07, 2012	
Contract Documents	December 11, 2012	
Tender & Approvals	January 24, 2013	
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Chapman Murray Associate Architects Inc.
General Contractor	TBD
Project Manager	Tunde Labancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Acting Principal, Branka Jones



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 12, 2013**

APPENDIX F

ST. PHILOMENA CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Expansion of an existing classroom to be a new full day early learning kindergarten classroom.

Current Status: Tender closed January 22, 2013
– report to follow.



Project Information:

New Area to be Constructed	0	sq. ft.
Existing Area to be Renovated	3,850	sq. ft.
Total New Facility Area	3,850	sq. ft.
Total Site Area	10.55	acres
Pupil Places Added	6	students
New Facility Capacity	233	students

Project Funding:

FDK Grant	239,962
Facilities Renewal	49,938
	\$289,900

Project Costs:

	Budget	Paid	Forecast
Construction Contract	199,400	0	199,400
Fees & Disbursements	27,000	4,072	27,000
Furniture & Equipment	28,000	0	28,000
Other Project Costs	35,500	0	35,500
	\$289,900	\$4,072	\$289,900

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2012	
Design Development	November 07, 2012	
Contract Documents	December 10, 2012	
Tender & Approvals	January 22, 2013	
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Quartek Group Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Robert Grand



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 12, 2013**

APPENDIX G

BLESSED TRINITY CATHOLIC SECONDARY SCHOOL, GRIMSBY



Scope of Project: Design and construction of a twenty-three classroom addition to the existing facility under the Energy Efficient Funding Program. Chapel and office renovation.

Project Information:

New Area to be Constructed	43,338	sq. ft.
Existing Area to be Renovated	16,864	sq. ft.

Total New Facility Area	129,731	sq. ft.
Total Site Area	16.8	acres
Pupil Places Added	483	students
New Facility Capacity	1059	students

Current Status: Construction completed – post-construction close out underway.

Project Funding:

Energy Efficiency	11,000,000
Facilities Renewal	329,915

Project Costs:

	Budget	Paid	Forecast
Contract, Phase 1	1,435,925	1,440,130	1,440,130
Contract, Phase 2	7,873,905	6,952,755	6,835,375
Contract, Phase 3	0	713,773	700,808
Fees & Disbursements	880,000	1,125,513	1,144,790
Furniture & Equipment	700,085	276,493	176,816
Other Project Costs	440,000	362,710	1,031,996
	\$11,329,915	\$10,871,374	\$11,329,915

\$11,329,915

\$11,329,915 \$10,871,374 \$11,329,915

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	June 10, 2009	10 June 2009
Architect Selection	July 20, 2009	26 July 2009
Design Development	November 2, 2009	26 January 2010
Contract Documents, Phase 1	April 8, 2010	18 June 2010
Tender & Approvals, Phase 1	May 25, 2010	7 July 2010
Construction, Phase 1	August 27, 2010	27 September 2010
Contract Documents, Phase 2	March 24, 2011	16 March 2011
Tender & Approvals, Phase 2	March 29, 2011	12 April 2011
Construction, Phase 2	September 2012	September 2012
Construction, Phase 3	November 2012	November 2012
Occupancy	September 4, 2012	4 September 2012
Official Opening & Blessing	December 17, 2012	December 17, 2012

Project Team:

Architect	Raimondo + Associates Architects Inc.
General Contractor, Phase 1	Rankin Construction Inc.
General Contractor, Phase 2	Brouwer Construction (1981) Ltd.
General Contractor, Phase 3	Brouwer Construction (1981) Ltd.
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Joseph Zaroda



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 12, 2013**

APPENDIX H

SAINT MICHAEL CATHOLIC HIGH SCHOOL

Scope of Project:

Design and construction of a ten classroom addition.

Current Status:

Proceeding with working drawings.

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	400,000
	<u>\$5,927,880</u>

Project Costs:

	Budget	Paid	Forecast
Construction Contract	4,760,323	0	4,760,323
Fees & Disbursements	544,037	21,656	544,037
Furniture & Equipment	204,820	0	204,820
Other Project Costs	418,700	2,153	418,700
	<u>\$5,927,880</u>	<u>\$23,809</u>	<u>\$5,927,880</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	
Tender	June 2013	
Ministry Approval (cost)	June 2013	
Construction	September 2014	
Occupancy	September 2014	
Official Opening & Blessing		

Project Team:

Architect	Raimondo + Associates Architect Inc.
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Mark Lefebvre
Principal	James Whittard



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 12, 2013**

APPENDIX I

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:

Ministry of Education approved funding for purchase of property. Next meeting related to re-zoning application is to be held February 11, 2013 (Planning Committee Meeting).



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
	\$9,430,364

Project Costs:

	Budget	Paid	Forecast
Construction Contract	7,479,925	0	7,479,925
Fees & Disbursements	900,000	58,226	900,000
Furniture & Equipment	100,000	0	100,000
Other Project Costs	950,439	44,388	950,439
	\$9,430,364	\$102,614	\$9,430,364

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	
Contract Documents	May, 2012	
Tender & Approvals	July, 2012	
Ministry Approval (cost)	July, 2012	
Construction	August, 2013	
Occupancy	September 3, 2014	
Official Opening & Blessing		

Project Team:

Architect	MMMC Inc Architects
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Chris Zanuttini

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – JANUARY 29, 2013**



Spotlight

on

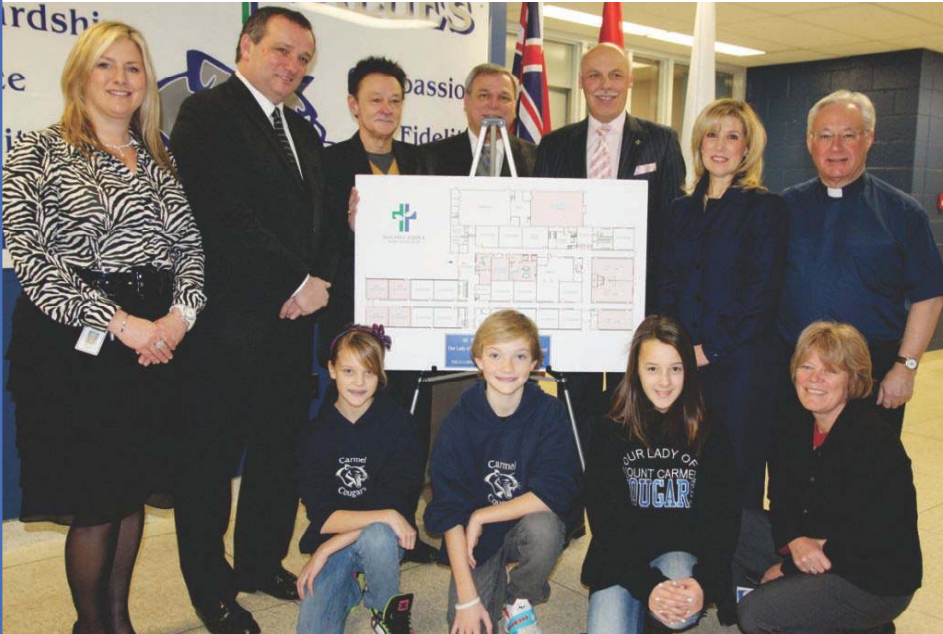
NIAGARA CATHOLIC

Nurturing Souls & Building Minds

www.niagaracatholic.ca

January 29, 2013

Niagara Catholic Celebrates Funding Announcement for Our Lady of Mount Carmel School



Niagara Catholic held a very special funding announcement for Our Lady of Mount Carmel Catholic Elementary in Niagara Falls, which will receive \$2.4-million in funding for additions and renovations to the school. Niagara Falls M.P.P. Kim Craiton (third from left) made the announcement on behalf of the government. Joining him for the photo, from left, are: Wendy Brant, Principal of St. Thomas More Catholic Elementary School, Niagara Falls Trustee Ed Nieuwesteeg, Controller of Facilities Services Scott Whitwell, Director of Education John Crocco, Our Lady of Mount Carmel Principal Elizabeth Davey, Fr. Peter Rowe, Pastor of St. Thomas More Church.

In front, from right, are Our Lady of Mount Carmel Student Ambassadors Mercedes Hambling, Michael Nicholl, Tegyn Kostecki, and Board Chairperson, Kathy Burtnik.

Niagara Catholic has received \$2.4 million from the Ministry of Education to renovate and expand Our Lady of Mount Carmel Catholic Elementary School in Niagara Falls.

The funding is part of \$711 million in funding being provided by the Ministry of Education in 2013 to build and retrofit schools across the province.

This week, Niagara Falls M.P.P. Kim Craiton officially announced the funding allocation for Our Lady of Mount Carmel Catholic, during a celebration at the school.

The renovations to Our Lady of Mount Carmel include retrofitting five existing classrooms into three new Early Learning Kindergarten classrooms, retrofitting two Cyberquest classrooms into four new classrooms and renovations to the existing staff room area.

The Cyberquest area will be relocated into one of the two existing gymnasiums at the school.

These renovations will allow for the consolidation of St. Thomas More Catholic Elementary School with Our Lady of Mount Carmel Catholic, bringing students in the Early Learning Kindergarten Program through Grade 8 together under one roof.

Niagara Catholic Examines School Capacities, Enrolment Trends, Attendance Areas and Building Utilization for 2013

Niagara Catholic has taken steps to complete the 2012-2013 System Priority, "to address the Board's changing demographics by developing a report on school capacities, enrolment, attendance area boundaries and building utilization with recommendations to address changing demographics within Niagara Catholic by January 31st, 2013."

The population of school-aged children in Niagara declined by six per cent between 2001 and 2006, and a further nine per cent between 2006 and 2011. The population of children aged 0-3 also decreased over this time period.

In addition to projecting enrolment trends, residential growth projections in Niagara and their impact on future school enrolment have also been examined for their impact on school utilization.

According to current projections, Niagara Catholic will experience accommodation pressures in Niagara-on-the-Lake, Grimsby and Lincoln over the next 15 years.

Enrolment pressures are currently being monitored at schools in Niagara Falls and St. Catharines which are currently deemed to be at full capacity or higher.

Surplus capacity is also being monitored at several schools in St. Catharines, where schools currently have, or are projected to have, average utilizations rates below 55 per cent.

Senior Administrative Council recognizes that all options and recommendations affect the lives of students and families and will continue to address the challenges associated with declining enrolment and neighbourhood population shifts.

The complete report can be found online at niagaracatholic.ca.



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Niagara Catholic Education Award Of Distinction

A Call for Nominations

The Niagara Catholic District School Board is calling for nominations for the Niagara Catholic Education Award of Distinction. This annual Award will recognize and honour those individuals and/or groups, who have made, or continue to make outstanding contributions to Catholic Education in the Niagara Region.

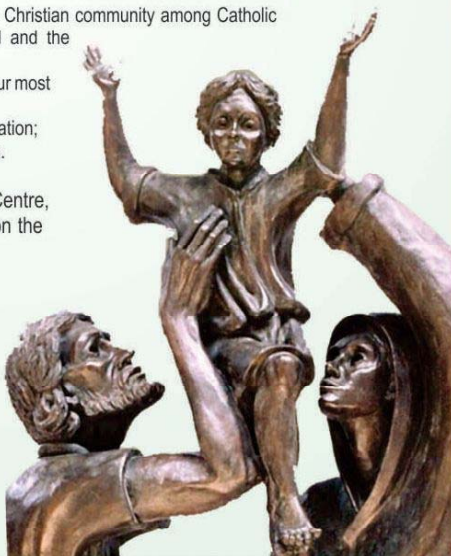
Nominees

- must have made a notable, significant and positive contribution to Catholic Education in the Niagara Region over a sustained period of time;
- must have demonstrated recognized leadership that has had an identifiable impact and has made a significant difference to the Catholic character of the Board;
- must have promoted the qualities that distinguishes our schools as Catholic schools and believed that education in the faith is possible in every aspect of school life;
- must have strived to build community and the ideal of the Christian community among Catholic schools and the Niagara Catholic District School Board and the Diocese;
- must have inspired students on their faith journey which is our most sacred responsibility;
- must have demonstrated tangible sacrifice for Catholic Education;
- must have inspired Catholic Education in the Niagara Region.

Nomination Forms are available at the Catholic Education Centre, 427 Rice Road, Welland (Telephone: 905-735-0240), or on the Board website, www.niagaracatholic.ca.

Nominations are to be submitted and received by
Monday, February 28th, 2013 to
Jennifer Brailey,
Manager of Corporate Services & Communications,
**Niagara Catholic District School Board, 427 Rice
Road, Welland, ON. L3C 7C1.**

The Niagara Catholic Education Award of Distinction will be presented at the Annual Bishop's Gala on **Friday, April 19th, 2013.**



Board Receives Mid-Year System Priorities Progress Report

During the January 29th Board Meeting, Director of Education John Crocco provided trustees with a Mid-Year Update on Niagara Catholic's 2012-2013 System Priorities.

As we reach the mid-point of the academic year, Senior Administrative Council conducted its annual mid-year review of the progress in achieving the System Priority expectations within Vision 2020.

In addition to being presented to the Board, the Mid-Year Progress Report will

be provided to Bishop Bergie, the Diocese of St. Catharines, the Special Education Advisory Committee (SEAC), Catholic School Council Chairs and the Niagara Catholic Parent Involvement Committee (NCPIC).

Niagara Catholic's 2012-2013 Mid-Year Progress Review can be also be accessed online through the Board website, niagaracatholic.ca.

Flight of the Falcons

Congratulations to the First Lego League team from Our Lady of Fatima Catholic Elementary School in St. Catharines.

The team, comprised of students aged 8-12, recently won the Alliance Teamwork Robot Competition and First Place Grand Provincial Champion Award at the Provincial First Lego League tournament in Oshawa in January.

The students have earned a place in the International Lego Tournament, which will take place at Legoland in California.

Registration Day set for Wednesday, February 6th

Parents can register their child for Junior or Senior Kindergarten or the Early Learning Kindergarten Program (ELKP) or for the new Niagara Catholic French Immersion Program can begin the registration process on Wednesday, February 6th.

The annual Kindergarten Open House on February 6th from 9 a.m. until 7 p.m. at Niagara Catholic elementary schools. Niagara Catholic currently offers ELKP at 21 Catholic elementary schools. Fourteen more schools will offer the program beginning in September 2013.

Full day JK/SK is currently available at three Catholic elementary schools and full day SK is available at five Niagara Catholic elementary schools. A list of schools is available on the Board website, niagaracatholic.ca.

Parents interested in registering their child for school during the Open House should bring their child's birth certificate, baptismal record and Ontario Immunization Record to the Open House.

Registration for Niagara Catholic's French Immersion program will be available on the Board website on February 6th, beginning at 8 a.m.

School Excellence Program

FOCUS on

St. Alexander Catholic Elementary School

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

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

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

St. Alexander Catholic Elementary School was a four-room schoolhouse with 85 pupils when it opened its doors on September 2, 1958.

A major renovation in 1991 expanded St. Alexander to its current size, making way for a student body of 450 students in JK through Grade 8 today.

St. Alexander School has always enjoyed a close connection with Catholic families in Fonthill. In fact, local families celebrated Sunday Mass first in the classrooms and then in the gymnasium from 1958 until December 19th, 1965, when a new St. Alexander Church was blessed. Since that time, St. Alexander school and church have enjoyed a close relationship with each other.

During the School Excellence portion of the January 29th Board Meeting, Principal Irene Ricci and her staff were joined by Father Mitchell Kasza, parents and student representatives from the St. Alexander school community to share the many great things that make St. Alexander the indispensable choice for parents in Fonthill.

Students at St. Alexander School attend Mass with Father Mitch at St. Alexander Church each week. In addition to participating in Chapel Masses, Adoration of the Eucharist, Living Rosary, Stations of the Cross, and Sacrament preparation, students extend their faith development into the community through initiatives such as the St. Vincent de Paul Clothing Drive, Holy Childhood Walk, the Kids Helping Kids partnership with the Niagara Children's Centre, Pelham Cares Food Drive and the Salvation Army Christmas Adopt a Family drive.

Grade 8 students are deeply invested in the "Me to We" social justice initiative.

Teachers at St. Alexander School share in their strong commitment to both the Faith and Academic Achievement of their students. Mrs. Ricci, Principal of St. Alexander, shared how well students performed on the



Faith plays an integral role in life at St. Alexander not only for special sacraments, as shown above during last year's Grade 8 Confirmation, but throughout the school year.



Programs such as "Scientist in the Classroom," "Dentist Dad" and "Doctor Mom" enhance the classroom experience for students at St. Alexander.



Special events at St. Alexander, such as the recent visit to the school by Toronto Argonauts linebacker (and St. Alexander graduate) Chris Van Zeyl, add to the dynamic life at the school. Staff and students were excited to meet Chris, and touch Canadian football's highest honour - the Grey Cup.



Students at St. Alexander Catholic Elementary School put their faith into action in a variety of ways in the community and around the world. In addition to the Me to We Club (shown above), students participate in food, clothing and toy drives for local agencies, in national events such as the Terry Fox Run and global initiatives such as the Holy Childhood Walk in support of children in developing nations around the globe.

recent EQAO assessments, earning scores far above the provincial average in reading, writing, and mathematics.

St. Alexander continues to be a part of Board initiatives such as ERT Math Pilot Project, Cross Panel Collaborative Inquiry, ELKP Early Years Initiative and the Junior and Intermediate Math Collaboration.

Programs such as *Scientist in the Classroom*, the Chess Club, Lego Robotics team and Mathletes team enhance the learning experience. Students can also participate in Intensive French, beginning in Grade 5.

St. Alexander's commitment to the health and well-being of its students does not end there. St. Alexander has received both a Gold and Silver status as an Eco School and is proud to be guided in its commitment to being a heart-healthy school by devoted members of our active and strong parent council.

Students can also participate in many sports and arts programs, depending upon their interest. Twice a year students take part in free public skating provided by the Town of Pelham and many students participate in the Knights of Columbus Free Throw competition; both examples of great community partnerships.

Parents play a key role in life at St. Alexander. Programs such as "Dentist Dad" and "Doctor Mom" allow parents to share their experiences with Grade 1 and Grade 5 students as part of the science program. It allows students to discover future career opportunities.

St. Alexander is a teaching centre for teacher candidates from Brock University, and regularly hosts field placements for students from the Niagara College Educational Assistant Program and the Early Childhood Education Department at Brock University. Visitors such as these teachers speak of the welcome that greets them when they walk through the doors of St. Alexander school and staff and students are happy to host them.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS – FEBRUARY 2013**



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

“The month of February is dedicated to the Holy Family. The first two and a half weeks of February fall within the liturgical season of Ordinary Time which is represented by the liturgical color green. Green, the symbol of hope, is the color of the sprouting seed and arouses in the faithful the hope of reaping the eternal harvest of heaven, especially the hope of a glorious resurrection. The remaining days of February are the beginning of Lent. The liturgical color changes to purple — a symbol of penance, mortification and the sorrow of a contrite heart.”

- CatholicCulture.org

Nurturing SOULS & Building MINDS

February 2013

SUN MON TUE WED THU FRI SAT

1 Black History Month
2 Secondary PA Day

3
4
5
6 - Jr & Sr Kindergarten & ELKP Open Houses
- SEAC Meeting
7 - Holy Cross Open House
- Saint Michal Open House
8
9

10
11 - Kids Helping Kids begins -> - Intermediate Artist's Gallery, CEC
12 Fat Tuesday
13 Ash Wednesday
14 St. Valentines Day
15 Elem & Sec PA Day
16 National Flag of Canada Day

17 First Sunday of Lent
18 Family Day
Heritage Day
19
20
21 Blessed Trinity Open House
22
23

24
25 Speak Out! Showcase, CEC
26 Policy Committee Meeting
Board Meeting
27 Student Symposium
"Growing in Wisdom"
28

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 12, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA/OCSBOA BUSINESS SEMINAR – MAY 2, 2013**



Ontario Catholic School
Trustees' Association

P.O. Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Marino Gazzola, *President*
Kathy Burtnik, *Vice President*
Kevin Kobus, *Executive Director*

January 30, 2013

MEMORANDUM

TO: All Catholic School Trustees, Directors of Education and Senior Business Officials

FROM: Bob Murray, Director, Legislative and Political Affairs

SUBJECT: **OCSTA/OCSBOA Business Seminar – Registration**

After many years of successful seminars focused on education finance, OCSTA and OCSBOA are proud to announce that the yearly seminar has been broadened to reflect the wide array of issues involved in education business. Our hope is, starting this year and moving forward, that OCSBOA and OCSTA members will be presented with a program reflecting the multifaceted nature of education business, and a seminar that makes complex matters accessible and interesting.

Please click [here](#) to register on-line.

Please submit payment by **April 19, 2013** to:

Attention: Connie Araujo-De Melo
OCSTA
1804-20 Eglinton Avenue West
P.O. Box 2064
Toronto, ON M4R 1K8

Cancellations

The deadline date for full refund of seminar registration fees, due to cancellation, is March 28, 2013. A 50% administrative charge will apply to each cancelled registration received after March 28, 2013 and before April 11, 2013.

No refund, under any circumstances, will be available for cancellations received after April 11, 2013, however, substitutions will be accepted. Confirmed registrants who do not attend the event are responsible for the full registration fee.

All cancellations must be submitted to Connie Araujo-De Melo by email at cdemelo@ocsta.on.ca or by fax 416-932-9459 within the timelines.



Ontario Catholic School
Trustees' Association



PRELIMINARY PROGRAM

2013 OCSTA/OCSBOA BUSINESS SEMINAR

Thursday, May 2, 2013
Doubletree by Hilton – Toronto Airport

- | | |
|--------------------------------|---|
| 11:00 a.m. – 12:15 p.m. | Registration
<i>Plaza Foyer</i> |
| 11:30 a.m. – 12:10 p.m. | Lunch
<i>Plaza A</i> |
| 12:10 p.m. – 12:15 p.m. | Welcome & Opening Prayer
<i>Bob Murray, Director,
Legislative & Political Affairs, OCSTA
Plaza BC</i> |
| | Opening Remarks
<i>Marino Gazzola, President, OCSTA
Ian Gault, President, OCSBOA</i> |
| 12:15 p.m. – 1:15 p.m. | <i>Rudyard Griffiths, Entrepreneur, Author &
Television Broadcaster</i> |
| 1:15 p.m. - 1:30 p.m. | Break
<i>Plaza Foyer</i> |
| 1:30 p.m. -2:15 p.m. | Ministry of Education Presentation
<i>Rupert Gordon, Director of the Early Learning and
Child Care Policy and Program Branch</i> |
| 2:15 p.m. – 3:30 p.m. | Education Law Panel
<i>Dolores Barbini, Hicks Morley LLP
Bob Keel, Keel Cottrelle LLP
Sylvain Rouleau, Miller Thomson LLP</i> |
| 3:30 p.m. | Closing Remarks |

CATHOLIC EDUCATION: Growing Together in Faith