



*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 19, 2019
7:30 P.M.**

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



A. ROUTINE MATTERS

- | | |
|---|--------|
| 1. Opening Prayer – Trustee Moody | - |
| 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, 2019 | A5 |
| 6. Consent Agenda Items | - |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of January 29, 2019 | A6.1 |
| 6.2 Approval of Policies | - |
| 6.2.1 Transportation and School Operations for Inclement Weather Policy (500.1) | A6.2.1 |
| 6.2.2 Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9) | A6.2.2 |
| 6.2.3 Student Senate – Secondary Policy (100.6.1) | A6.2.3 |
| 6.2.4 Student Senate – Elementary Policy (100.6.2) | A6.2.4 |
| 6.2.5 Supporting Children and Students with Prevalent Medical Conditions Policy | A6.2.5 |
| 6.2.6 Student Transportation Policy (500.2) | A6.2.6 |
| 6.2.7 Fundraising Policy (301.4) | A6.2.7 |
| 6.2.8 Prior Learning Assessment and Recognition (PLAR) Policy (400.4) | A6.2.8 |
| 6.3 Elementary and Secondary School Year Calendars 2019-2020 | A6.3 |
| 6.4 Staff Development Department Professional Development Opportunities | A6.4 |
| 6.5 Capital Projects Update | A6.5 |
| 6.6 In Camera Items F1 & F3 | - |

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

- | | |
|---|----|
| 1. Committee of the Whole System Priorities and Budget 2018-2019 Update | C1 |
| 2. Student Support Services | C2 |
| 3. Accountability Financial Report 2018-2019 | C3 |

- 4. Monthly Updates
- 4.1 Student Senate Update -
- 4.2 Senior Staff Good News Update -

D. INFORMATION

- 1. Trustee Information
 - 1.1 Spotlight on Niagara Catholic – January 29, 2019 D1.1
 - 1.2 Calendar of Events – February 2019 D1.2
 - 1.3 OCSTA – Pre-Budget Submission 2019 D1.3
 - 1.4 NCPIC & CSC’s Faith Formation – February 28, 2019 D1.4
 - 1.5 2019 OCSTA/OCSBOA Business Seminar – April 25, 2019 D1.5
 - 1.6 OCSTA 2019 AGM & Conference – April 25-April 27, 2019 D1.6
 - 1.7 OCSTA 2019 AGM & Conference – Silent Auction Flyer D1.7
 - 1.8 OCSTA Memorandum – Bill 68 Municipal Conflict of Interest Requirements Update D1.8
 - 1.9 EQAO Memorandum – Invitation to School Board Trustees – EQAO Web Conferences D1.9
- 2. Report on Trustee Conferences Attended -

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 19, 2019**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF JANUARY 15, 2019**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 15, 2019, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, JANUARY 15, 2019

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, January 15, 2019 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:05 p.m. by Vice-Chair Sicoli.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Burtnik.

2. Roll Call

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

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Frank Fera	✓			
Larry Huibers	✓			
Daniel Moody	✓			
Leanne Prince	✓			
Dino Sicoli	✓			
Paul Turner	✓			
Student Trustees				
Jade Bilodeau	✓			
Madison McKinney	✓			

The following staff were in attendance:

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

3. **Approval of the Agenda**

Moved by Trustee Turner

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of January 15, 2019, as presented.

CARRIED

4. **Declaration of Conflict of Interest**

Declaration of Conflict of Interest was declared by Trustees Huibers and Moody with Item F4 of the In Camera Agenda. These trustees have family members who are employees of the Board. They will not take part in this discussion.

5. **Approval of Minutes of the Committee of the Whole Meeting of December 4, 2018**

Moved by Trustee Burtnik

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of December 4, 2018, as presented.

CARRIED

6. **Consent Agenda Items**

6.1 **Holy Childhood Association**

Presented for information.

6.2 **2018-2019 Parents Reaching Out (PRO) Grants**

Presented for information.

6.3 **Staff Development Department Professional Development Opportunities**

Presented for information.

6.4 **Capital Projects Update**

Presented for information.

6.5 **In Camera Items F1 and F3**

Moved by Trustee Prince

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

Nil

C. COMMITTEE AND STAFF REPORTS

1. Committee of the Whole System Priorities and Budget 2018-2019 Update

Director Crocco and members of Senior Administrative Council presented Committee of the Whole System Priorities and Budget 2018-2019 Update.

Director Crocco and Senior Staff answered questions of Trustees.

2. International Education in Review

Ted Farrell, Superintendent of Education presented background information on the International Education and introduced Fred Wilson, Supervisor of International Education.

Mr. Wilson presented the International Education in Review report for Trustee information.

Mr. Wilson answered questions of Trustees.

Trustee Huibers requested a friendly amendment to the Agenda that Item C6.1.1 be presented at this time.

Item C6.1.1: Ontario Catholic School Leadership Conference

Student Trustee Bilodeau and McKinney presented background information on the Ontario Catholic School Leadership Conference and introduced Student Senators Robert Alfieri, Luca DiPietro, and Ben Shoalts.

Student Senators Alfieri, DiPietro and Shoalts presented the Ontario Catholic Student Leadership Conference 2018.

3. St. Elizabeth Catholic Elementary School Joint Use School Proposal

Superintendent Farrell and Kathy Levinski, Administrator of Facilities Services presented the St. Elizabeth Catholic Elementary School Joint Use School Proposal report.

Superintendent Farrell and Ms. Levinski answered questions of Trustees.

Moved by Trustee Fera

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board, pending the approval of a new Joint-Use School Agreement in Wainfleet with the District School Board of Niagara, the approval of a Niagara Catholic District School Board/District School Board of Niagara new Joint-Use School, and the receipt of Ministry of Education approval for capital funding, as amended.

CARRIED

4. Design of System Priorities and Budget 2019-2020 Consultation and Collaboration Schedule

Director Crocco presented the Design of System Priorities and Budget 2019-2020 Consultation and Collaboration Schedule.

Director Crocco answered questions of Trustees.

Moved by Trustee Moody

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the report on the Design of System Priorities and Budget 2019-2020 Consultation and Collaboration Schedule, as presented.

CARRIED

5. Accountability Financial Report 2018-2019

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2018-2019 – as of January 15, 2019 for Trustee information.

Superintendent Vetrone answered questions of Trustees.

5.1 Education Programs – Other 2018-2019 Update

Superintendent Vetrone presented the Education Programs – Other 2018-2019 Update.

Superintendent Vetrone answered questions of Trustees.

Trustees agreed to send the amended draft letter from the Board to the Premier of Ontario on the process used to reduce or eliminate EPO funding with a copy to all Trustees, OCSTA and local MPP's.

Moved by Trustee Prince

THAT the Niagara Catholic District School Board extend the Committee of the Whole meeting.

CARRIED

6. Monthly Updates

6.1 Student Trustees' Update

Jade Bilodeau and Madison McKinney, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

6.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Farrell

- Grade 12 Holy Cross Catholic Secondary School Student Kyla Paul received a custom made guitar by Brian Nutter, former guitarist for Keith Urban.

Superintendent Lee Ann Forsyth-Sells

- Three Grade 5 students from Assumption Catholic Elementary School Abby, Kailina, and Michaela raised over \$1000 for the *Make a Wish Foundation*. The foundation supports children with critical illnesses. This fundraiser was particularly meaningful to Abby, as she had recently been a recipient of a wish.

For a donation of .50 cents each, students purchased a link for their class paper chain which created a hallway display. The representative from *Make a Wish* acknowledged

their leadership by sending balloons, stickers and buttons to assist with the fundraiser. The students received a photo plaque for their generous fundraising efforts.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – December 18, 2018

Director Crocco highlighted the Spotlight on Niagara Catholic – December 18, 2018 issue for Trustees information.

1.2 Calendar of Events – January 2019

Director Crocco presented the January 2019 Calendar of Events for Trustees information.

Director Crocco extended an invitation to Trustees to attend the Annual Baby Day being held on January 16, 2019 at the Catholic Education Centre.

1.3 OCSTA 2019 Catholic Trustees Seminar – January 17-19, 2019

Director Crocco reminded Trustees of the OCSTA 2019 Catholic Trustees Seminar on January 17-19, 2019.

1.4 Ontario Legislative Highlights – December 21, 2018

Director Crocco presented the Ontario Legislative Highlights for December 21, 2018.

1.5 EQAO Information for Trustees

Director Crocco highlighted the EQAO Information Q & A for Trustees.

1.6 Draft 2019 Board Committee Membership

Director Crocco presented the Draft 2019 Board Committee Membership as determined by the Chair and Vice-Chair of the Board, and noted the confirmed 2019 Board Committee Membership will be provided at the January Board Meeting for approval.

Trustees amended the draft 2019 Board Committee Membership to the Board for approval.

1.7 Draft School Year Calendar 2019-2020

Director Crocco presented the Draft School Year Calendar 2019-2020 for Trustee information.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

1.1 School Excellence Presentations at Board Meetings Discussion

Discussion took place on the School Excellence Presentations at Board Meetings.

Director Crocco will notify Principals of the decision to no longer include the School Excellence presentations on monthly Board meeting agendas.

F. BUSINESS IN CAMERA

Moved by Trustee Fera

THAT the Committee of the Whole move into the In Camera Session.

CARRIED

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 10:00 p.m. and reconvened at 10:10 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Fera

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of January 15, 2019.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Prince

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 November 13, 2018, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Prince

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 November 13, 2018, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee Burkholder

THAT the January 15, 2019 Committee of the Whole Meeting be adjourned.

CARRIED

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

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **January 15, 2019.**

Approved on **February 19, 2019.**

Dino Sicoli
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF JANUARY 29, 2019**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of January 29, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, JANUARY 29, 2019

Minutes of the Policy Committee Meeting held on Tuesday, January 29, 2019 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:05 p.m. by Policy Committee Chair Burtnik.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Burtnik

2. Attendance

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

Trustees:

Rhianon Burkholder
Frank Fera
Leanne Prince

Student Trustees:

Jade Bilodeau

Staff:

John Crocco, Director of Education
Yolanda Baldasaro, Superintendent of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Pat Rocca, Superintendent of Education
Frank Iannantuono, Superintendent of Education/Human Resources
Giancarlo Vetrone, Superintendent of Business & Finance

Anna Pisano, Administrative Assistant, Corporate Services & Communications Department
/Recording Secretary

3. Approval of Agenda

Chair Burtnik requested Item 6.4 be moved to Item 6.1 and Item 6.3 moved to Item 6.2

Moved by Trustee Sicoli

THAT the January 29, 2019, Policy Committee Agenda be approved, as amended.

APPROVED

4. Declaration of Conflict of Interest

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

5. Minutes of the Policy Committee Meeting of November 27, 2018

Moved by Trustee Sicoli

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 27, 2018, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO FEBRUARY 19, 2019 COMMITTEE OF THE WHOLE MEETING

6.1 Student Senate – Elementary Policy (100.6.2)

Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Student Senate – Elementary Policy (100.6.2) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Bullet 1b – change “one (1) community representative” to “up to four (4) student representatives” and add “at large”
- Bullet 4 – remove “practicing” and include “who is a witness to our faith”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Student Senate – Elementary Policy (100.6.2), as revised.

APPROVED

6.2 Student Senate – Secondary Policy (100.6.1)

Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Student Senate – Secondary Policy (100.6.1) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Bullet 1b – change “one (1) community representative consisting of a student” to “up to four (4) student representatives” and add “at large”
- Bullet 8 – keep “elected” remove “as the Vice-President of Student Council/Student Senate representative” and keep “on the new school year’s Student Senate”
- Bullet 9 – remove “practicing” and include “who is a witness to our faith”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Student Senate – Secondary Policy (100.6.1), as amended.

APPROVED

6.3 Transportation and School Operations for Inclement Weather Policy (500.1)

John Crocco, Director of Education presented feedback received from the vetting process and highlighted recommended amendments to the Transportation and School Operations for Inclement Weather Policy (500.1) following the vetting process.

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

POLICY STATEMENT

- Remove fourth paragraph

ADMINISTRATIVE PROCEDURES

- Bullet 2 change – “shall make recommendations to” to “will inform”
- Bullet 3 change – “Cancel transportation and” to “Keep schools open,”

- Appendix A – Executive Director Bullet 1 - add “local”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Transportation and School Operations for Inclement Weather Policy (500.1), as amended.

APPROVED

6.4 Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9)

Frank Iannantuono, Superintendent of Education/Human Resources presented feedback received from the vetting process and highlighted recommended amendments to the Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9) following the vetting process.

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

POLICY STATEMENT

- Remove fifth paragraph

ADMINISTRATIVE PROCEDURES

- Bullet 7 – remove “the school or system will be closed and”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9), as amended.

APPROVED

6.5 Supporting Children and Students with Prevalent Medical Conditions Policy (NEW)

Pat Rocca, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Supporting Children and Students with Prevalent Medical Conditions Policy (NEW) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Appendix G – remove Allerject section

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Supporting Children and Students with Prevalent Medical Conditions Policy (NEW), as amended.

APPROVED

6.6 Student Transportation Policy (500.2)

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Student Transportation Policy (500.2) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Student Transportation Policy (500.2), as presented.

APPROVED

6.7 Fundraising Policy (301.4)

Superintendent Vetrone presented feedback received from the vetting process and highlighted recommended amendments to the Fundraising Policy (301.4) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Fundraising Policy (301.4), as presented.

APPROVED

6.8 Prior Learning Assessment and Recognition (PLAR) Policy (400.4)

Yolanda Baldasaro, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Prior Learning Assessment and Recognition (PLAR) Policy (400.4) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Prior Learning Assessment and Recognition (PLAR) Policy (400.4), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.9 French Immersion Policy (400.7)

Superintendent Baldasaro presented the French Immersion Policy (400.7).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the French Immersion Policy (400.7), be vetted from January 30, 2019 to March 19, 2019 with a recommended deadline for presentation to the Policy Committee in March 2019, for consideration to the Committee of the Whole and Board in April 2019.

6.10 Employee Hiring and Selection (Teachers) Policy (203.1)

Superintendent Iannantuono, presented the Employee Hiring and Selection (Teachers) Policy (203.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Employee Hiring and Selection (Teachers) Policy, be vetted from January 30, 2019 to March 19, 2019 with a recommended deadline for presentation to the Policy Committee in March 2019, for consideration to the Committee of the Whole and Board in April 2019.

6.11 Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4)

Deferred to February 26, 2019 Policy Committee Meeting.

6.12 Employee Conferences, Workshops & Meetings Policy (201.15)

Deferred to February 26, 2019 Policy Committee Meeting.

6.13 Student Expulsion – Safe Schools Policy (302.6.5)

Deferred to February 26, 2019 Policy Committee Meeting.

6.14 Student Suspension – Safe Schools Policy (302.6.4)

Deferred to February 26, 2019 Policy Committee Meeting.

INFORMATION

6.15 Policies Currently Being Vetted

Nil

6.16 Policy and Guideline Review 2018-2019 Schedule

Director Crocco presented the Policy and Guideline Review 2018-2019 Schedule.

7. Date of Next Meeting

February 26, 2019 – Start time to be determined and posted on the Board website and agenda cover.

8. Adjournment

The meeting adjourned at 6:43 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
TRANSPORTATION AND SCHOOL OPERATIONS FOR
INCLEMENT WEATHER POLICY (500.1)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Transportation and School Operations for Inclement Weather Policy (500.1), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 19, 2019



Niagara Catholic District School Board

**TRANSPORTATION AND SCHOOL OPERATIONS
FOR INCLEMENT WEATHER AND ~~WORKPLACE CLOSURE~~ POLICY**

STATEMENT OF POLICY

500 – Auxiliary Services

Policy No 500.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: March 19, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports the safe transportation and accommodation of students.

The Director of Education is authorized to modify or cancel student transportation for the Niagara Catholic District School Board due to anticipated or occurring inclement weather through the Executive Director of the Niagara Student Transportation Services.

~~For the health and safety of students, staff, bus drivers and building occupants and for the effective delivery of programs, supports and services the Director of Education is authorized to close a school, a group of schools, Board facilities or all schools and Board facilities in the system due to inclement weather or when the normal operations of a Board facility are affected.~~

~~When school transportation is cancelled for the system or any part of the system prior to the commencement of a scheduled work day, the Director of Education will close affected schools or Board facilities.~~

The Director of Education will inform the Chair of the Board and all Trustees of any school closures, change or alteration to the normal hours of operation of a school, group of schools, Board facilities or the system.

The Director of Education will issue Administrative Procedures for the implementation of this policy.

References

- ***Niagara Catholic District School Board Policies/Procedures***
 - [Employee Attendance During Inclement Weather and Workplace Closure Policy \(201.9\)](#)
 - [Student Transportation Policy \(500.2\)](#)



Niagara Catholic District School Board

**TRANSPORTATION AND SCHOOL OPERATIONS
FOR INCLEMENT WEATHER AND **WORKPLACE CLOSURE POLICY****

ADMINISTRATIVE PROCEDURES

500 – Auxiliary Services

Policy No 500.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: March 19, 2013

Notwithstanding the Niagara Catholic Transportation Policy and the Employee Attendance During Inclement Weather and Workplace Closure Policy, in accordance with these Administrative Procedures the Director of Education is authorized to cancel the transportation of students and ~~or~~ close schools **or Board facilities** when safety issues arise due to anticipated or occurring inclement weather **or when the normal operations of a Board facility are affected.**

It shall be the responsibility of the Executive Director – Niagara Student Transportation Services, to monitor weather conditions in order to ensure the safe transportation of students. In the absence of the Executive Director – Niagara Student Transportation Services **and/or the Director of Education**, the Superintendent of Business and Financial Services shall assume all related responsibilities **regarding transportation and school operations during inclement weather or when normal operations of a building are affected.**

ENVIRONMENT CANADA WEATHER STATEMENTS

When weather warnings are announced by Environment Canada:

1. The Executive Director – Niagara Student Transportation Services shall contact one or more of the following agencies to obtain specific weather information regarding the affected areas served by Niagara Student Transportation Services.
 - Transportation Contractors serving the Board
 - Ontario Provincial Police
 - Niagara Regional Police
 - Weather [Network Forecasting Sources for the Region of Niagara](#)
 - Other area School Board **and** Transportation contacts
2. Based on the information obtained, the Executive Director – Niagara Student Transportation Services ~~shall make recommendations to~~ **will inform** the Director of Education or designate regarding the cancellation of transportation ~~and/or the closing of schools~~ in the area affected by the inclement weather.
3. It is the responsibility of the Director of Education or designate to make a decision to:
 - ~~Cancel transportation and keep schools, or a group of schools open.~~
 - ~~Cancel transportation and~~ **Keep schools open**, close all schools, ~~or~~ a group of schools, **or Board facilities.**
 - **Modify the school or work day to permit early or late dismissal for inclement weather or when normal operations of a Board facility are affected.**
4. **Every effort will be made to announce transportation cancellations, school closures and Board facilities closures to the public by 6:00 am.**
5. When the decision is made, staff shall implement the responsibilities outlined in Appendices A, ~~B and B C~~ **and follow the Sample Communications Chart – Appendix D.**

APPENDICES

~~Appendix A~~ ~~Cancel Transportation and Keep Schools or a Group of Schools~~ ~~or Board Sites~~ ~~Open~~

~~Appendix B~~ ~~A~~ ~~Cancel Transportation and Close All Schools, or a Group of Schools~~ ~~or Board~~
~~facilities~~

~~Appendix C~~ ~~B~~ ~~Modify the School or Work Day to Permit Early or Late Dismissal for Inclement~~
~~Weather or when normal operations of a board facility are affected.~~

~~Appendix D~~ ~~Sample Communications Chart~~



CANCEL TRANSPORTATION KEEP SCHOOLS OR A GROUP OF SCHOOLS OPEN

RESPONSIBILITIES

THE DIRECTOR OF EDUCATION

The Director of Education shall communicate, via email, the decision, when feasible before 5:45 a.m. to:

1. Executive Director — Niagara Student Transportation Services
2. Senior Administrative Council Staff
3. Manager of Corporate Services & Communications

EXECUTIVE DIRECTOR — NIAGARA STUDENT TRANSPORTATION SERVICES

The Executive Director — Niagara Student Transportation Services shall communicate the decision to:

1. All radio and TV stations, newspapers and on line publishing for immediate broadcast
2. Bus Contractors
3. Taxi Operators

MANAGER OF CORPORATE SERVICES AND COMMUNICATIONS

The Manager of Corporate Services and Communications will ensure that:

1. The Board's website reflects the decision
2. The Catholic Education Centre voice mail system message states the decision
3. Email message is sent to Trustees, CEC staff, Principals, Vice Principals and Managers of the decision
4. The Board and schools website, Facebook and Twitter states the decision
5. Smart Find Express — Human Resources Administrator is informed

CONTROLLER OF FACILITIES SERVICES

The Controller of Facilities Services shall communicate the appropriate decision to snow removal providers and Facilities Services staff.

PRINCIPALS

Principals and/or designate shall ensure that:

1. All students who attended school when student transportation is cancelled are properly cared for.
2. Prior to dismissal, staff will confirm with all students who attended school their arrangements to return home at the end of the school day.



TO CANCEL TRANSPORTATION AND CLOSE ALL SCHOOLS, OR A GROUP OF SCHOOLS OR BOARD SITES

RESPONSIBILITIES

THE DIRECTOR OF EDUCATION

The Director of Education shall communicate, via email, the decision when feasible before 5:45 a.m. to:

1. Executive Director – Niagara Student Transportation Services
2. ~~Chairperson of the Board~~
3. ~~Vice-Chairperson of the Board~~
4. Trustees
5. Senior Administrative Council
6. ~~Manager~~ Communications Officer of Corporate Services & Communications

EXECUTIVE DIRECTOR – NIAGARA STUDENT TRANSPORTATION SERVICES

The Executive Director – Niagara Student Transportation Services shall communicate the decision to:

1. All local radio and TV stations, newspapers and on-line publishing for immediate broadcast
2. Bus Contractors
3. Taxi Operators
4. Niagara Student Transportation Services website, automated phone attendant and Twitter

MANAGER COMMUNICATIONS OFFICER OF CORPORATE SERVICES AND COMMUNICATIONS

The ~~Manager~~ Communications Officer of Corporate Services and Communications will ensure that:

1. The Board and schools website reflects the decision
2. The Catholic Education Centre voice mail system message states the decision
3. An email message is sent to CEC staff, Principals, Vice-Principals and ~~Managers~~ Administrators of the decision
4. A voice message will be sent to staff through School Messenger ~~along with an email to staff through the contact number provided to Human Resource Service along with an email.~~
5. The Board website, Facebook and Twitter states the decision
6. Smart Find Express – Human Resources Administrator is informed

FAMILY OF SCHOOLS SUPERINTENDENT

Through the Family of Schools communication process, the Family of Schools Superintendent shall communicate the appropriate decisions to all Principals in the areas affected by the decision.

SUPERINTENDENT OF HUMAN RESOURCES SERVICES

The Superintendent of Human Resources **Services** shall communicate the decisions and appropriate staff direction to Human Resources staff.

SUPERINTENDENT OF BUSINESS & FINANCIAL SERVICES

The Superintendent of Business & Financial Services shall communicate the decisions and appropriate staff direction to Business and Finance staff.

CONTROLLER OF FACILITIES SERVICES

The Controller of Facilities Services shall communicate the appropriate decision to snow removal providers and Facilities Services staff.

PRINCIPALS

~~Principals and/or designate shall ensure that through school based phone trees, all staff are contacted in a timely manner and informed of the decision to close the school.~~



TO MODIFY THE SCHOOL **OR WORK** DAY TO PERMIT EARLY OR LATE DISMISSAL FOR INCLEMENT WEATHER

RESPONSIBILITIES

DIRECTOR OF EDUCATION

The Director of Education shall communicate all decisions regarding modifications to the regular day student transportation due to inclement weather to the Executive Director – Niagara Student Transportation Services as required.

PRINCIPAL

Based on information received, the Principal may recommend to the Family of Schools Superintendent or in their absence, the Director of Education, that the students be dismissed early or late.

FAMILY OF SCHOOLS SUPERINTENDENT

Based on information received, the Family of Schools Superintendent will contact the Director of Education to consider early or late dismissal for the schools affected by inclement weather.

THE DIRECTOR OF EDUCATION

The Director of Education shall communicate, via email, the decision when feasible to:

1. Executive Director – Niagara Student Transportation Services
- ~~2. Chairperson of the Board~~
- ~~3. Vice Chairperson of the Board~~
4. Trustees
5. Senior Administrative Council
6. ~~Manager~~ **Communications Officer** of Corporate Services & Communications

EXECUTIVE DIRECTOR – NIAGARA STUDENT TRANSPORTATION SERVICES

The Executive Director – Niagara Student Transportation Services shall communicate the decision to:

1. All radio and TV stations, newspapers and on-line publishing for immediate broadcast
2. Bus Contractors
3. Taxi Operators
5. **Niagara Student Transportation Services website, automated phone attendant and Twitter**

~~MANAGER~~ **COMMUNICATIONS OFFICER** OF CORPORATE SERVICES AND COMMUNICATIONS

The ~~Manager~~ **Communications Officer** of Corporate Services and Communications will ensure that:

1. The Board and school website reflects the decision
2. The Catholic Education Centre voice mail system message states the decision
3. Email message is sent to CEC staff, Principals, Vice-Principals and ~~Managers~~ **Administrators** of the decision
4. The Board website, Facebook and Twitter states the decision
5. Smart Find Express – Human Resources Administrator is informed

FAMILY OF SCHOOLS SUPERINTENDENT

The Family of Schools Superintendent shall communicate the appropriate decisions to all Principals in the areas affected by the decision.

SUPERINTENDENT OF HUMAN RESOURCES SERVICES

The Superintendent of Human Resources **Services** shall communicate the decisions and appropriate staff direction to Human Resources staff.

SUPERINTENDENT OF BUSINESS & FINANCIAL SERVICES

The Superintendent of Business & Financial Services shall communicate the decisions and appropriate staff direction to Business and Finance staff.

CONTROLLER OF FACILITIES SERVICES

The Controller of Facilities Services shall communicate the appropriate decisions to snow removal providers and Facilities Services staff.

PRINCIPALS

Principals and/or designate shall ensure that:

1. Through school-based phone trees if required, all staff are contacted in a timely manner and informed of the decision to modify the school day.
2. Prior to an early or late dismissal, contact is made with all parents or guardians to confirm that parental arrangements have been made for students to return home safely following dismissal during a modified school day.
3. Staff must remain at the school until the Principal is satisfied that the students have been dismissed safely.
4. The Principal may authorize some staff members to leave earlier than others due to travelling distance and severity of weather conditions in certain municipalities.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
EMPLOYEE ATTENDANCE DURING INCLEMENT WEATHER
AND WORKPLACE CLOSURE POLICY (201.9)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 19, 2019



Niagara Catholic District School Board

**EMPLOYEE ATTENDANCE DURING
INCLEMENT WEATHER AND WORKPLACE CLOSURE POLICY**

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.9

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: February 27, 2018

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, all employees of the Niagara Catholic District School Board are expected to be at their place of employment during the required working hours as defined by the Education Statutes and Regulations of Ontario, respective Collective Agreements, or Terms of Employment.

During periods of inclement weather or authorized school, workplace or a system closure, employees will comply with the expectations provided within the accompanying operational procedures.

During inclement weather or any other conditions which ~~would~~ could affect the health and safety of students and staff, the Director of Education is authorized to change the working location of employees, change or alter the normal hours of operation of a school, group of schools or the system or close all or part of the Niagara Catholic District School Board.

For the health and safety of students and staff, bus drivers and building occupants and the effective delivery of programs, supports and services, the Director of Education is authorized to close a school, a group of schools, board facilities or all schools and board facilities due to inclement weather or when the normal operations of a board facility are affected.

~~When school transportation is cancelled for the system or any part of the system prior to the commencement of a scheduled work day, the Director of Education will close affected schools or Board facilities.~~

The Director of Education will inform the Chair of the Board and all Trustees of any closures, change or alteration to the normal hours of operation of a school, group of schools or the system.

The Director of Education will issue Administrative Procedures for the implementation of this policy.

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Niagara Catholic District School Board Policies/Procedures/Documents*](#)
 - [*Transportation & School Operations for Inclement Weather Policy \(500.1\)*](#)



Niagara Catholic District School Board

EMPLOYEE ATTENDANCE DURING INCLEMENT WEATHER AND WORKPLACE CLOSURE POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.9

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: February 27, 2018

INCLEMENT WEATHER

Inclement weather is defined as severe, harsh or stormy weather conditions which will vary throughout the Region of Niagara and could delay travel to schools as well as effect the normal operations of schools, worksites or the system which includes, but not limited to, the delay or cancellation of bus transportation by bus companies; travel advisories or road closures by the Niagara Regional Police and/or Ontario Provincial Police; or extreme weather warnings issued by Environment Canada to local municipalities in the Region of Niagara.

In consultation with members of Senior Administrative Council and as required, but not limited to, Niagara Student Transportation Services, Niagara Regional Police, Ontario Provincial Police and coterminous school boards, the Director of Education will determine any alterations and/or closures to the normal operations of the Niagara Catholic District School Board due to inclement weather or any other conditions which would affect the normal operations of a school, group of schools or the system.

REGULAR WORK LOCATION/ALTERNATE WORK LOCATION

1. **With the exception of school closures**, in periods of inclement weather, it is an expectation that all staff will attempt to reach their work location in time for normal hours of operation.
2. If travel to work **from the employee's location** is impeded by inclement weather **within the Board's jurisdiction** and may cause lateness, the employee will notify their Principal or immediate Supervisor upon arrival at the alternate **pre-determined** location(s), indicating their time of arrival.
3. **On an annual basis, the Principal or Supervisor will create a Pre-Determined Alternate Location List for staff to attend should the school or Board Facility be closed. The Alternative Location List will be provided to the Family of Schools Superintendent and Human Resources Services for distribution to the Principal or Supervisor of the alternate location.**
4. If inclement weather conditions are so severe as announced by the Ministry of Transportation, the Niagara Regional Police, and/or the Ontario Provincial Police as to delay travel to the employee's regular usual work location, the employee will report to the nearest school or work location within the Niagara Catholic District School Board and report to the Principal and/or Supervisor of that location for their normal hours of duty. Upon arrival at the alternate location, the employee is responsible to contact by phone their Principal and/or Supervisor to inform them of their location.
5. ~~If~~ **When** an employee reports to an alternative work location, they are under the authority of the Principal and/or Supervisor of that school or facility for their normal hours of duty.
6. The Principal/Supervisor is required to report all employees who have attended an alternate work location to the Family of Schools' Superintendent of Education **who will inform Human Resources Services.**

7. When the school buses are cancelled due to inclement weather as announced through local media and on the Board website, ~~the school or system will be closed and~~ all daily occasional and/or casual replacements assigned for the specific day are not to report to the daily assignment and will not be paid for this cancellation. (Unless otherwise notified, on days when bus transportation is cancelled, all professional development in-services will be cancelled.)

ABSENCE FROM REGULAR WORK LOCATION AND/OR ALTERNATE WORK LOCATION

1. Where an employee deems it impossible to report to any school or alternate work location within the Niagara Catholic District School Board in time for the commencement of normal hours of operation they must notify by phone their immediate Principal/Supervisor. The Principal/Supervisor will discuss a delay in the time to report to any school or alternate work location within the Board.
2. All employees must ~~continue to make all reasonable attempts to~~ report to their regular school or work location or in its alternative any other school or work location, **if open**, within the Niagara Catholic District School Board as weather conditions change throughout the day.
3. Employees who are unable to report to any school or alternate work location within the Niagara Catholic District School Board are required to record their absence on the Smart Find Express (SFE) system using the inclement weather code.
4. Principals/Supervisors are required to report all employees who have contacted them indicating that they deemed it impossible to report to any school or alternate work location within the Niagara Catholic District School Board to the Family of Schools Superintendent of Education by the end of the school day.
5. Employees unable to report to a school or alternate work location, must provide the Senior Administrator of Human Resources a signed and dated written explanation of the reason for the absence on their return to active duty. The decision of remuneration shall be determined by the Superintendent of Human Resources in consultation with the appropriate supervisor.

SCHOOL CLOSURE

1. Where the school, **group of schools**, or workplace is declared closed prior to the commencement of a scheduled workday, as announced through local media and the board website, all daily occasional and/or casual replacements, with the exception of long term occasional teachers assigned to the school or workplace for the specific day will not be paid for the day of the closure.
2. Where a school, a group of schools, or a workplace site is closed by the Director of Education, employees are required to attend a work location **or alternate location** determined by the Director of Education in consultation with members of Senior Administrative Council, the Family of Schools Superintendent of Education and the Principal and/or Principals(s) affected by a school closure. The alternate location(s) ~~or locations~~ for school or workplace staff will be communicated to staff by the Principal or Supervisor through staff phone communication procedures, announced on local media services and posted on the Board website. Where the school or workplace is declared closed prior to the commencement of a scheduled workday, as announced through local media and the board website, all occasional and/or casual replacements assigned to the school or workplace for the specific day will not be paid for the day of the closure, with the exception of long term occasional teachers. Daily Occasional and casual staff that are placed in an assignment for more than ten (10) consecutive days for the same employee will be paid for the day of closure of school or workplace site.

SYSTEM CLOSURE

1. When the Director of Education closes the entire system, employees are not required to report to any work location. For system closures employees are;
 - not required to record their absences on the Smart Find Express (SFE)
 - to remain in contact with their school Principal and/or Supervisor and/or the Board website for current information on the status of the system closure and the return to normal operations of the system.

2. Where the school or workplace is declared closed prior to the commencement of a scheduled workday, as announced through local media and the board website, all daily occasional and/or casual replacements, with the exception of long term occasional teachers assigned to the school or workplace for the specific day will not be paid for the day of the closure.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
STUDENT SENATE – SECONDARY POLICY (100.6.1)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Senate – Secondary Policy (100.6.1), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 19, 2019



Niagara Catholic District School Board
STUDENT SENATE – SECONDARY POLICY
STATEMENT OF POLICY

100 - Board

Policy No 100.6.1

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board values the leadership, perspectives and participation of students.

The Niagara Catholic District School Board recognizes the benefits accrued when students have an opportunity to share and represent the perspectives and insights from their various school populations.

To assist the Student Trustees on the Board, and the Student Representative to the Niagara Catholic Parent Involvement Committee and the Special Education Advisory Committee (SEAC), the Niagara Catholic Student Senate has been established with representatives from each of the Board's Catholic secondary schools.

The Student Senate provides a forum for student servant leadership, the exchange of ideas, discussion, consultation, and communication through its Co-Chairs/Student Trustees with the Board, Director of Education, Senior Administrative Council and all students in the Niagara Catholic District School Board.

The Director of Education will issue Administrative Procedures for the implementation of this policy.

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Ontario Municipal Conflict of Interest Act*](#)



Niagara Catholic District School Board
STUDENT SENATE – SECONDARY POLICY
ADMINISTRATIVE PROCEDURES

100 - Board

Policy No 100.6.1

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

1. The Student Senate will consist of:
 - a. two (2) senior secondary student members from each of the Board's Catholic secondary schools, and,
 - b. ~~one (1) community~~ up to four (4) student representatives ~~consisting of a student~~ who attends one (1) of the Board's Catholic secondary schools. The community representative will be selected at large by the Student Senate through an application process prior to the annual Niagara Catholic Student Leadership Symposium.

Unless otherwise indicated, the term of office for all positions on the Secondary Student Senate are for one (1) school year.

2. At the annual Niagara Catholic Student Leadership Symposium, two members of the Student Senate will be elected by the newly elected Student Senate to serve as Student Trustees on the Board and Co-Chairs of the Student Senate.
3. Through an election process, the Student Senate will annually determine the selection of Student Senate representatives to the Special Education Advisory Committee (SEAC) and the Niagara Catholic Parent Involvement Committee (NCPIC).
4. In the event that a Student Trustee is unable to fulfill their duty as a Student Trustee and Co-Chair of Student Senate or as a student representative on the Special Education Advisory Committee (SEAC) or the Niagara Catholic Parent Involvement Committee (NCPIC), a newly appointed Student Senate representative will be determined through a by-election process.
5. The Student Senate will assist the Student Trustees, the student representative on the Special Education Advisory Committee (SEAC) and on the Niagara Catholic Parent Involvement Committee (NCPIC) in determining student issues, gathering student opinion and communication with students.

The Student Trustees on the Board and the student representatives on the Special Education Advisory Committee (SEAC) and the Niagara Catholic Parent Involvement Committee (NCPIC) will be responsible for reporting back to the Student Senate on a regular basis.
6. In addition to providing the student voice throughout the vetting of Board Policies and Administrative Procedures, the Student Senate will annually be responsible for leadership in the organization of Board student conference(s) as requested, the annual system Graduation Celebration and the Niagara Catholic Student Leadership Symposium.
7. In accordance with the Niagara Catholic Student Trustee Policy, prior to the Friday of Catholic Education Week of each school year, the election of the new school year's Student Council members will occur in all secondary schools within the Niagara Catholic District School Board.
8. Prior to the annual Niagara Catholic Student Leadership Symposium;
 - each Secondary Principal will select (1) Administrative Appointee in accordance to applications ~~member~~ for the new school year's Student Senate; and

- each secondary Student Council will ~~select~~ **elect (1)** member of the new school year's elected Student Council to serve ~~as the Vice President of Student Council / Student Senate representative~~ on the new school year's Student Senate.

(Point 9 relocated from Point 13 to here)

9. In compliance with the Student Trustee Policy, to be eligible to serve as a Niagara Catholic Student Trustee and Co-Chair of the Student Senate, the following qualifications are required:
 - The pupil must be a ~~practicing~~ Roman Catholic **who is a witness to our faith**.
 - The pupil must be enrolled as a resident, full-time, senior division student at the time of their term in one of the Board's Catholic Secondary Schools and have signed parental permission to be a Student Trustee if under 18 years of age.
 - The pupil must provide a written letter of endorsement from their Catholic secondary school Principal.
 - As a Student Trustee, Co-Chair of the Student Senate and a representative of Niagara Catholic, the pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.
10. **To be eligible to serve as a Community Representative on the Student Senate, the following qualifications are required:**
 - **The pupil must be enrolled as a resident, full-time, Grade 9, 10, 11 or 12 student at the time of their term in one of the Board's Catholic Secondary Schools, and have signed parental permission to be a Community Representative if under 18 years of age.**
 - **The pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.**
 - **The pupil must complete an Student Senate Community Representative Application Form and provide evidence of community involvement.**
 - **The pupil must provide a written letter of endorsement from their Catholic secondary school Principal.**
 - **The pupil must provide a written letter of endorsement attesting to their community involvement from an individual or an organization.**
11. Prior to May 20th of each year, the Niagara Catholic Student Senate will host a Student Leadership Symposium where the newly elected Student Senate will elect two (2) Co-Chairs of the Student Senate who will also serve as the Board's two (2) Student Trustees from August 1 to July 31 inclusive. A Student Trustee has the opportunity to seek re-election, but may not participate in any meetings or preparation plans relating to the election process.
12. Given the importance placed on the role of Student Trustees in serving on the Board of Trustees and as Co-Chairs of the Niagara Catholic Student Senate, ~~effective May 1, 2013~~, one of the two (2) elected Student Trustees by the Student Senate should have at least one year of experience as a Student Trustee before the start of the new term.
13. ~~In compliance with the Student Trustee Policy, to be eligible to serve as a Niagara Catholic Student Trustee and Co-Chair of the Student Senate, the following qualifications are required:~~
 - ~~The pupil must be a practicing Roman Catholic.~~
 - ~~The pupil must be enrolled as a resident, full-time, senior division student at the time of their term in one of the Board's Catholic Secondary Schools and have signed parental permission to be a Student Trustee if under 18 years of age.~~
 - ~~The pupil must provide a written letter of endorsement from their Catholic secondary school Principal.~~
 - ~~As a Student Trustee, Co-Chair of the Student Senate and a representative of Niagara Catholic, the pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.~~

14. In the fall of each year, a retreat may be organized for all students elected to the Student Senate facilitated by the Board's Chaplaincy Leader.
15. A minimum of two secondary administrators will be appointed by the Director of Education to facilitate the operation of the Student Senate and to act as a resource. The administrators and Student Senate will dialogue with and report to the Director of Education.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
STUDENT SENATE – ELEMENTARY POLICY (100.6.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Senate – Elementary Policy (100.6.2), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 19, 2019



Niagara Catholic District School Board

STUDENT SENATE – ELEMENTARY POLICY

STATEMENT OF POLICY

100 - Board

Policy No 100.6.2

Adopted Date: April 23, 2013

Latest Reviewed/Revised Date: NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board values the leadership, perspectives and participation of students.

The Niagara Catholic District School Board recognizes the benefits accrued when students have an opportunity to share and represent the perspectives and insights from their school communities.

To assist the Student Trustees on the Board and the Student Representatives to the Niagara Catholic Parent Involvement Committee and the Special Education Advisory Committee (SEAC), the Niagara Catholic Elementary Student Senate has been established with elementary representatives from each Family of Schools within the Board.

The Elementary Student Senate provides a forum for student servant leadership, the exchange of ideas, discussion, consultation, peer mentorship and communication through its Co-Chairs to the Secondary Student Senate, the Student Trustees on the Niagara Catholic District School Board and the Director of Education.

The Director of Education will issue Administrative Procedures for the implementation of this policy.

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Ontario Municipal Conflict of Interest Act*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Student Senate – Secondary Policy \(100.6.1\)*](#)



STUDENT SENATE – ELEMENTARY POLICY

ADMINISTRATIVE PROCEDURES

1. The Elementary Student Senate will consist of:
 - a. two (2) intermediate elementary student members from each of the Board's eight Family of Schools' Elementary Student Councils for a total of sixteen (16) members, and,
 - b. ~~one (1) community~~ up to four (4) student representatives consisting of a student who attends one (1) of the Board's Catholic elementary schools. The community representative will be selected at large by the Student Senate through an application process prior to the commencement of the new school year.

The term of office for all positions on the Elementary Student Senate and Family of Schools' Elementary Student Council are for one (1) school year.

2. The Elementary Student Senate will meet a minimum of two (2) times during each secondary semester at the Catholic Education Centre.
3. Annually, and prior to the Niagara Catholic Student Leadership Symposium, all Elementary Principals will select one (1) intermediate student and coordinate the school's intermediate students to elect one (1) intermediate student to represent the school on its Family of Schools' Elementary Student Council for the following school year. To be considered for a Family of Schools' Elementary Student Council, intermediate students who are selected or elected must meet the eligibility requirements to serve as an Elementary Student Senator.

(Point 4 relocated from Point 15 to here)

4. To be eligible to serve as an Elementary Student Senator, the following qualifications are required:
 - The pupil must be a practicing Roman Catholic who is a witness to our faith.
 - The pupil must be enrolled as a resident, full-time, intermediate division student at the time of their term in one of the Board's Catholic Elementary Schools and have signed parental permission to be an Elementary Student Senator.
 - The pupil must provide a written letter of endorsement from their Catholic elementary school Principal.
 - As an Elementary Student Senator and a representative of Niagara Catholic, the pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.
5. To be eligible to serve as a Community Representative on the Student Senate, the following qualifications are required:
 - The pupil must be enrolled as a resident, full-time, Grade 7 or 8 student at the time of their term in one of the Board's Catholic Elementary Schools, and have signed parental permission to be a Community Representative.
 - The pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.
 - The pupil must complete a Elementary Student Senate Community Representative Application Form and provide evidence of community involvement.

- The pupil must provide a written letter of endorsement from their Catholic elementary school Principal.
 - The pupil must provide a written letter of endorsement attesting to their community involvement from an individual or an organization.
6. Each Family of Schools' Elementary Student Council will meet a minimum of three (3) times during the school year at the Family of Schools' Catholic secondary school.
 7. The two (2) secondary Student Senators from the Catholic secondary school within the Family of Schools will serve as ex-officio members of the Family of Schools Elementary Student Council.
 8. At the annual Niagara Catholic Student Leadership Symposium, students from each Family of Schools' Elementary Student Council will:
 - a. elect two (2) student Co-Chairs who will represent their respective Family of Schools' Elementary Student Council on the Elementary Student Senate, and,
 - b. select one (1) Community Representative for the Family of Schools' Elementary Student Council consisting of a student who attends one (1) of the Board's Catholic elementary schools. The community representative will be selected by the Family of Schools' Elementary Student Council through an application process prior to the commencement of the new school year. The qualifications to serve and the duration of the term of office for a Community Representative on the Family of Schools' Elementary Student Council will be the same as the Community Representative on the Elementary Student Senate as referenced within these Administrative Procedures.
 9. At the same annual Niagara Catholic Student Leadership Symposium, two (2) student members of the newly elected Elementary Student Senate will be elected to serve as Co-Chairs of the Elementary Student Senate and to serve as members of the Secondary Student Senate.
 10. The two (2) elected Elementary Student Senators of the Secondary Student Senate will be entitled to a binding vote and full membership privileges with the exception of being elected as a Student Trustee and Co-Chair of the Secondary Student Senate.
 11. In the event that a member of the Family of Schools Elementary Student Council or Elementary Student Senate is unable to fulfill their duty, a newly appointed representative will be determined through consultation with the elementary administrative liaison and a by-election process.
 12. The Co-Chairs of the Elementary Student Senate on the Secondary Student Senate will assist the Student Trustees, the student representatives on the Special Education Advisory Committee (SEAC) and on the Niagara Catholic Parent Involvement Committee (NCPIC) in determining student issues, gathering student opinion and communication with students.
 13. Through the Co-Chairs of the Elementary Student Senate, the Student Trustees on the Board and the student representatives on the Special Education Advisory Committee (SEAC) and the Niagara Catholic Parent Involvement Committee (NCPIC) will be responsible for reporting back to the Elementary Student Senate on a regular basis.
 14. In addition to providing the student voice throughout the vetting of Board Policies and Administrative Procedures, the Elementary Student Senate will assist the Secondary Student Senate in the organization of Board student conference(s) as requested and the Niagara Catholic Student Leadership Symposium.
 - ~~15. To be eligible to serve as an Elementary Student Senator, the following qualifications are required:~~
 - ~~a. The pupil must be a practicing Roman Catholic.~~
 - ~~b. The pupil must be enrolled as a resident, full-time, intermediate division student at the time of their term in one of the Board's Catholic Elementary Schools and have signed parental permission to be an Elementary Student Senator.~~

- ~~e. The pupil must provide a written letter of endorsement from their Catholic elementary school Principal.~~
 - ~~d. As an Elementary Student Senator and a representative of Niagara Catholic, the pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.~~
16. In the fall of each year, a retreat may be organized for all students elected to the Elementary and Secondary Student Senate facilitated by the Board's Chaplaincy Leader.
 17. A minimum of two (2) elementary administrators will be appointed by the Director of Education to facilitate the operation of the Elementary Student Senate and to act as a resource. The administrators and Elementary Student Senate will dialogue with and provide advice to the Secondary Student Senate through the Secondary Student Senate Co-Chairs.
 18. A minimum of two (2) elementary administrators will be appointed by the Family of Schools Superintendent of Education to facilitate the operation of the Family of Schools Elementary Student Council and to act as a resource. The administrators and Family of Schools Elementary Student Council will dialogue with and provide advice to the Elementary Student Senate through the Elementary Student Senate Co-Chairs.
 19. The Student Trustees report to the Board of Trustees and the Co-Chairs of the Elementary and Secondary Student Senate report to the Director of Education.

Appendix A [*Elementary Family of Schools' Student Council
and Elementary Student Senate Organizational Flowcharts*](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
SUPPORTING CHILDREN AND STUDENTS WITH
PREVALENT MEDICAL CONDITIONS POLICY**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Supporting Children and Students with Prevalent Medical Conditions Policy, as presented.

Prepared by: Pat Rocca, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 19, 2019



Niagara Catholic District School Board

**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY**

STATEMENT OF POLICY

300 – School/Students

Policy No

Adopted Date: NEW

Latest Reviewed/Revised Date: NEW

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board recognizes that the support of students with prevalent medical conditions is complex requiring a whole-school approach to promote student health and safety and to foster and maintain healthy and safe environments in which students can learn. A safe, accepting, and healthy environment empowers students to reach their full potential for self-management of their medical condition(s) according to their Plan of Care.

Supporting Children and Students with Prevalent Medical Conditions Policy: Anaphylaxis, Asthma, Diabetes, Epilepsy, – articulates the role and responsibilities of parents, guardians, and school staff in supporting students. It also articulates the roles and responsibilities of the students themselves. The policy provides a framework for the development of strategies that reduce the risk to students suffering from a prevalent medical condition and to ensure school staff and others in contact with these students are prepared to handle an emergency situation.

The Director of Education will issue Administrative Procedures for the implementation of the policy.

References

- [*Allergy Asthma Information Association*](#)
- [*Anaphylaxis Canada*](#)
- [*Anaphylaxis in Schools & Other Settings, 3rd Edition, Canadian Society of Allergy and Clinical Immunology*](#)
- [*Sabrina's Law, 2005, S.O. 2005, c.7*](#)
- [*Ryan's Law, Ensuring Asthma Friendly Schools-2015*](#)
- [*Ontario Lung Association \(www.on.lung.ca\)*](#)
- [*Education Act Section 265-Duties of Principal*](#)
- [*Regulation 298 s20-Duties of Teachers*](#)
- [*Ministry of Education Policy Program Memorandum No, 161 – Supporting Children and Students with Prevalent Medical Conditions*](#)
- [*Ministry of Education Policy Program Memorandum No, 81 – Provision of Health Support Services in School Settings*](#)
- [*Ministry of Education Policy Program Memorandum No. 149*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*400.2: Educational Field Trip Policy*](#)
 - [*300.2: Administration of Oral Medication to Students*](#)



Niagara Catholic District School Board

SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT MEDICAL CONDITIONS POLICY

ADMINISTRATIVE PROCEDURES

300 – School/Students

Policy No

Adopted Date: NEW

Latest Reviewed/Revised Date: NEW

PURPOSE

1.1 The purpose of the Supporting Children and Students with Prevalent Medical Conditions policy and procedures is intended to ensure that school staff and others in contact with students diagnosed with prevalent medical conditions are prepared to handle an emergency.

1.2 The Board recognizes that students with prevalent medical conditions need a safe environment in which to learn. They have the right to participate fully in opportunities and experiences that all children enjoy and are available to all students.

1.3 Parent(s)/guardian(s) have the primary responsibility to inform school authorities about their child's/student's medical condition(s) and to transmit relevant information.

1.4 Open, ongoing communication between parent(s)/guardian(s), volunteers, and school staff regarding medical needs of students is necessary to ensure a safe, caring, and inclusive learning environment.

1.5 When responding to a medical emergency, a staff member is acting according to the principle of “in loco parentis” and is not acting as a health professional.

1.6 A Plan of Care for each student with a prevalent medical condition shall include:

- Details informing employees and others who are in direct contact with the student on a regular basis of monitoring and avoidance strategies and appropriate treatment
- Information regarding any medication that the pupil is taking is kept up-to-date by the pupil's parent(s)/guardian(s) and/or the pupil
- A readily accessible emergency procedure for the pupil, including emergency contact
- Details related to the storage of the pupil's medication including whether the pupil is permitted to carry their medication and whether any spare medication is kept in the school and, if so, where it is stored.

ROLES AND RESPONSIBILITIES

2.1 Parent(s)/Guardian(s):

2.1.1 As primary caregivers of their child/student, parent(s)/guardian(s) are expected to be active participants in supporting the management of their child's medical condition(s). At a minimum, parent(s)/guardian(s) should:

2.1.2 Educate their child about their medical condition(s) with support from their child's health care professional as needed.

2.1.3 Guide and encourage their child to reach their full potential for self-management and self-advocacy.

2.1.4 Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal/ Designate.

2.1.5 Communicate, to the Principal or the Principal/Designate, changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage the medical condition(s).

2.1.6 Confirm annually to the Principal/Designate that their child's medical status is unchanged.

2.1.7 Initiate and participate in annual meetings to review their child's Plan of Care.

2.1.8 Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care.

2.1.9 Track expiration dates of all medication supplied.

2.1.10 Seek medical advice from health care professionals (medical doctor, nurse practitioner, or pharmacist) as needed.

2.2 Students:

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students should:

2.2.1 Take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of developmental and their capacity for self-management.

2.2.2 Participate in the development of their Plan of Care.

2.2.3 Participate in meetings to review their Plan of Care.

2.2.4 Carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies, follow school board policies on disposal of medication and medical supplies).

2.2.5 Set goals on an ongoing basis for self-management of their medical condition(s), in conjunction with their parent(s)/guardian(s) and health care professional.

2.2.6 Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school.

2.2.7 Wear medical alert identification that they and/or their parent(s)/guardian(s) deem appropriate.

2.2.8 If possible, inform school staff and/or their peers if a medical incident or medical emergency occurs.

2.3 School Staff

2.3.1 Review the contents of the Plan of Care for any student with whom they have direct contact.

2.3.2 Annually, participate in training, during the instructional day, on prevalent medical conditions.

2.3.3 Share information on a student's signs and symptoms, with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing.

2.3.4 Support strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care.

2.3.5 Support a student's daily or routine management, and respond to medical incidents and medical emergencies.

2.3.6 Support inclusion by allowing students with a prevalent medical conditions to perform daily or routine activities in a school location and to enable students with prevalent medical condition(s) to participate in school to their full potential.

2.3.7 Post the Plan of Care in the classroom and any other designated areas in the school as necessary, while being aware of confidentiality and the dignity of the student.

2.3.8 Communicate with parent(s)/guardian(s) in advance regarding classroom celebrations, parties, or other special activities where food may be served.

2.3.9 Communicate with parent(s)/guardian(s) after unplanned exercise or extra-curricular activity.

2.3.10 If student becomes unresponsive at any time or their condition requires medical judgement, immediately contact the office to call 911.

2.4 Principal

In addition to the responsibilities outlined under "School Staff", the Principal should:

2.4.1 Clearly communicate to parents/guardians and appropriate staff the process for parent(s)/guardian(s) to notify the school of their child's medical condition(s) as well as the expectation for parent(s)/guardian(s) to co-create, review, and update a Plan of Care. This process should be communicated to parent(s)/guardian(s):

- During the time of registration;
- Each year during the first week of school;
- When a child is diagnosed and/or returns to school;

2.4.2 Co-create, review, or update the **Plan of Care** for a student with a prevalent medical condition with the parent(s)/guardian(s) in consultation with the appropriate school staff, Board staff, and with the student when appropriate.

2.4.3 Maintain a file with the Plan of Care and supporting documentation for each student with a prevalent medical condition.

2.4.4 Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional

staff who will be in direct contact with student) including any revisions that are made to the Plan of Care.

2.4.5 Communicate with parent(s)/guardian(s) of any medical emergencies as outlined in the Plan of Care.

2.4.6 Encourage the identification of staff who can support the daily or routine management needs of students in the school with a prevalent medical condition.

2.4.7 Ensure that the Plan of Care for each student with a prevalent medical condition is posted in the classroom, staff room, office area, health room, attendance, and storage area for medications.

2.4.8 Establish procedures for informing occasional staff of students with prevalent medical condition(s).

2.4.9 Invite health related experts to address/inform classes generally on prevalent medical conditions.

2.5 School Board:

2.5.1 The Niagara Catholic District School Board is responsible for:

- Providing training and resources on prevalent medical conditions;
- Developing strategies that reduce the risk of student exposure to triggers or causative agents;
- Developing expectations to support the safe storage and disposal of medication and medical supplies;
- Communicating the expectation that students can carry their medication and supplies to support management of their medical condition;



**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY - ANAPHYLAXIS POLICY**

ADMINISTRATIVE PROCEDURES

300 – School/Students

Policy No 302.1

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: May 27, 2014

DEFINITION

Anaphylaxis is a **severe life threatening form of allergic reaction**. **Anaphylactic reactions occur when the body's sensitized immune system overreacts in response to the presence of a particular allergen**. An allergen is a substance capable of causing an allergic reaction. Possible allergic symptoms are many and may rapidly lead to severe permanent injury, coma and/or death. **While** there is no clinical method to predict the severity or progression of a reaction, **there is a need to ensure the safety of students who suffer from extreme allergies (anaphylaxis) and empower school administrators to respond to their needs consistently but at the same time recognize individual differences from case to case.**

Certain foods, insect stings, latex products and medications are the most common allergens that produce anaphylaxis.

Anaphylaxis requires **immediate** first aid response and **immediate** medical intervention.

The terms student and pupil are interchangeable in these administrative procedures.

ANAPHYLACTIC REACTION – POSSIBLE SIGNS AND SYMPTOMS

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen. In rarer cases, the time frame can vary up to several hours after exposure. The ways these symptoms occur can vary from person to person and even from episode to episode in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- **Skin system:** hives, swelling, itching, warmth, redness, rash
- **Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing, swelling of tongue
- **Gastrointestinal system (stomach):** nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular system (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- **Other:** anxiety, feeling of “impending doom”, headache, weakness, uterine cramps, metallic taste
(Canadian Pediatric Society & Food Allergy Canada websites)

Since reactions are unpredictable, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past. **Symptoms do not always occur in the same order, even in the same individuals. Even when symptoms have subsided after initial treatment, they can return as much as 8 hours after exposure, regardless of the initial reaction**

severity.

It is important to note that anaphylaxis can occur without hives. If an allergic person expresses any concern that a reaction might be starting, the person should always be taken seriously.

PURPOSE

The procedures outlined will establish an appropriate response when a parent/guardian or adult student indicates to the Principal, in writing, that the student is at risk for anaphylaxis and that the student will require assistance at the first sign of any allergic reaction.

When in doubt, administer appropriate medication unless otherwise specified in writing by the student's allergist or physician.

1. The parent/guardian or adult student must inform the Principal, in writing, that their child or they are at risk for anaphylaxis, and must outline the possible symptoms and requested intervention by school staff on the Anaphylaxis Emergency Plan of Care form (*Appendix C*).
2. The parent/guardian or adult student shall familiarize themselves with Board Policy and School Anaphylaxis Administrative Procedures (Board Policy No. 302.1).
3. The parent/guardian or adult student shall provide the required medication to the school with instructions for intervention on a completed copy of the Anaphylaxis Emergency Plan of Care form (*Appendix C*).
4. The Emergency Plan will include a completed copy of the Anaphylaxis Emergency Plan of Care form (*Appendix C*).
5. A copy of the current Anaphylaxis Emergency Plan of Care form (*Appendix C*) must be filed in the student's OSR and copies must be located in the areas designated by the Principal. The form must be readily available in the event of emergency.
6. The Principal shall establish and maintain a School Anaphylaxis Management Plan. The plan shall include the development and maintenance of strategies that reduce the risk of exposure to anaphylactic agents in all areas of the school (*Appendix A*).
7. In a school, where a student has been identified as at risk for anaphylaxis, the Principal shall enlist the support and co-operation of all staff, students and parents/guardians so as to reduce the potential risk to the student.
8. Elementary Principals shall send a letter to the parents/guardians of the other students in the classroom of the at risk student informing them of the situation and requesting that the specific allergens not be sent to school (*Appendices E, F: Sample Letter to Parents/Guardians*).
9. Elementary and Secondary Principals shall also send communication home to all members of the school community (*Elementary & Secondary School Newsletter Insert – Appendix F*) indicating the presence of a student(s) with a life threatening allergic condition outlining the need to take appropriate action by requesting parents/guardians and students to cooperate by refraining from sending specific foods to school. In addition, Elementary and Secondary Principals shall inform the school community about the Anaphylaxis Policy and Administrative Procedures in the Student Handbook (*Appendix B*).

10. Prior to or on the 1st day of school each year, it is the responsibility of the parent/ guardian or student (at the age of majority) to initiate the process again and present the school with updated information and appropriate and up-to-date medication (check expiry date).
11. At the end of the school year the parent/guardian will be contacted to pick up the unused medication. If the parent/guardian does not comply, the Principal/Designate will take the medication to a local pharmacy.

SCHOOL STAFF TRAINING

All teaching, support staff and others at the school must familiarize themselves with students/staff members who are at risk for anaphylaxis. They will receive training in recognizing and responding to the signs and symptoms to anaphylactic reaction on an annual basis.

A Niagara Region Public Health Nurse from the School Health Program shall be contacted to provide training to all staff on giving the epinephrine auto-injector (e.g. EpiPen® or ~~Allerject™~~) at the beginning of each school year or as soon as an at-risk individual(s) has been identified at the school.

Should staff change at any time throughout the year, it is the responsibility of the Principal to inform and provide training for new staff member(s) and occasional teachers.

GENERAL ANAPHYLAXIS EMERGENCY PROCEDURES: INDIVIDUALS KNOWN TO BE AT RISK FOR ANAPHYLAXIS

When a person is known to be at risk of anaphylaxis displays initial symptoms, then it must be presumed that the person is in need of the assistance outlined in the Anaphylaxis Emergency Plan form (*Appendix C*). IMMEDIATE intervention is essential, unless otherwise specified by the student's allergist/physician. No ill side effects will result from the administration of emergency medication if they are not experiencing an anaphylactic reaction. Unless otherwise specified in writing, the following steps are to be followed when a student is experiencing a known or suspected anaphylactic reaction:

- GIVE EPINEPHRINE AUTO-INJECTOR (e.g. EpiPen® or ~~Allerject™~~) immediately (*Appendix G*). Note the time the epinephrine auto- injector was administered.
- CALL 911 (AMBULANCE) and inform the dispatcher that an individual is having a life threatening allergic reaction (anaphylactic reaction).
- NOTIFY PARENT/GUARDIAN.

In a Case where an Ambulance Does Not Arrive:

- If the ambulance has not arrived within 5 to 15 minutes and if the reaction continues or worsens, give a second epinephrine auto-injector (e.g. EpiPen® or ~~Allerject™~~).
- Even if symptoms subside entirely, this student must be taken to the hospital by ambulance.

INDIVIDUALS NOT KNOWN TO BE AT RISK OF ANAPHYLAXIS

A student/person not known to be at risk for anaphylaxis may also display symptoms of severe allergic reaction. In such circumstances, school staff should assess the situation and take action as would be appropriate for any other illness/injury/emergency incident, including administration of epinephrine.

EMERGENCY USE OF EPINEPHRINE AUTO-INJECTOR

In either case, where individuals are known or not known to be at risk of anaphylaxis, and should ANAPHYLAXIS appear imminent, any available epinephrine auto-injector (e.g. EpiPen® or

Allerject™) must be used. Please follow the General Anaphylaxis Emergency Procedures (Appendix G).

In this circumstance, the parent/guardian of the student or adult student whose epinephrine auto-injector was used in the above emergency situation must be notified immediately by the Principal/designate. The Principal will make arrangements with the parent/guardian/adult student for a replacement epinephrine auto-injector at the Board's expense.

- Appendix A** *Division of Responsibilities*
- Appendix B** *General Information*
- Appendix C** *Anaphylaxis Emergency Plan of Care*
- Appendix D** *Sample Letter [A] to Parents/Guardians*
- Appendix E** *Sample Letter [B] to Parents/Guardians*
- Appendix F** *Elementary & Secondary Newsletter Insert*
- Appendix G** *General Anaphylaxis Emergency Procedures*

DIVISION OF RESPONSIBILITIES

Increased safety for students at risk for anaphylaxis in a school setting depends on the cooperation of the entire school community.

To minimize risk of exposure, and to ensure rapid response to emergency, parents/guardians, students and school personnel must understand and fulfill their responsibilities.

RESPONSIBILITIES OF PARENTS/GUARDIANS OF AN ANAPHYLACTIC CHILD

- Be informed of the Niagara Catholic District School Board's Anaphylaxis Administrative Procedures and School Anaphylaxis Management Plan.
- Complete and authorize Anaphylaxis Emergency Plan of Care form (*Appendix C*) that has been approved by the student's allergist/physician.
- Review both the Anaphylaxis Emergency Plan of Care form (*Appendix C*) and the procedures for reducing risk with school personnel annually.
- Provide transportation for their child until emergency procedures are in place for busing.
- Provide a MedicAlert® bracelet for their child as per parental consideration.
- Inform the school of their child's allergies.
- Provide the school with current medical instructions from their physician for administering auto-injector.
- Provide the school with up-to-date and sufficient number of epinephrine auto-injectors (e.g. EpiPen® or first dose of Allerject™) for the entire school year.
- Provide and maintain up-to-date emergency contact information to the school.
- Provide support to school and teachers, as requested.
- Provide in-service for staff, if requested.
- Assist in school communication plans.
- Be willing to provide safe foods for special occasions (if appropriate).
- Teach their child:
 - to recognize the signs and symptoms of an anaphylactic reaction;
 - to know where medication is kept and who can get it;
 - to carry their own epinephrine auto-injectors (e.g. EpiPen® or Allerject™) in a fanny-pack;
 - to not share snacks, lunches or drinks;
 - to understand the importance of hand-washing, and to wash hands before and after eating;
 - to report bullying/threats/harassment to an adult in authority;
 - to take as much responsibility as possible for their own safety.
- Welcome other parent/guardian calls with questions about safe foods.
- Participate in advisory/support groups.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

With Parent/Guardians and Students:

- Develop an individual Anaphylaxis Emergency Plan for each student who has an anaphylactic allergy, in consultation with student's parent(s)/guardian(s).
- Work closely with the parents/guardians of anaphylactic students.
- Develop a School Anaphylaxis Management Plan to implement the Board Policy and Procedures for reducing risk of anaphylaxis in all areas of the school, reviewed on an annual basis with school staff at the beginning of each school year.

- Ensure completion of all necessary forms by parents/guardians: *Appendix C – Anaphylaxis Emergency Plan of Care* at registration and to update the information on an annual basis.
- Direct parents/guardians of anaphylactic students to relevant Board and school policies and procedures and provide the opportunity to review them together.
- Inform all students, staff and parents/guardians that students with life-threatening allergies are in attendance and ask for their support.
- Communicate with the Catholic School Council to increase awareness of anaphylaxis and the role of the school in helping to protect students with life-threatening allergies.
- Advise the parents/guardians of other students on the school bus, explaining anaphylaxis and the need for their cooperation.
- Post a board provided “Anaphylaxis Aware” sign at entrances of the school.

With School Staff:

- Maintain a file for each anaphylactic pupil of current treatment and other information, including a copy of any prescriptions and instructions from the student’s physician and a current emergency contact list.
- Inform all students, staff and parents/guardians that students with life-threatening allergies are in attendance and ask for their support.
- [Share the plan of care with all school staff as well as occasional staff members. Plans of care should be posted in the Staff Room for all to reference while maintaining student privacy.](#)
- Post allergy-alert forms in the staff room, classroom, office and other appropriate rooms.
- Post Anaphylaxis Emergency Plans at appropriate places in the school (*Appendix C*).
- Maintain up-to-date emergency contacts and telephone numbers in the school office.
- Ensure that staff and volunteers have received instructions with giving an epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~).
- Practice emergency procedures with all staff.
- In cooperation with the parents/guardians and classroom teacher, may implement a [“buddy” system to enhance safety.](#)
- Ensure that occasional teachers and support staff are informed of the presence of an anaphylactic student and procedures.
- Arrange for annual in-services with all staff.
- Store epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~), labeled and in an easily accessible location known to all staff.
- Ensure that surfaces such as tables, toys, etc. are carefully cleaned of contaminating foods.

With Executive Director, Niagara Student Transportation Services:

- Complete and submit the annual memorandum from Transportation Services regarding Anaphylactic Students Using Transportation to the Executive Director, Niagara Student Transportation Services.
- [Ensure that the medical field of the Maplewood Student Information system has been completed.](#)
- Inform the Executive Director, Niagara Student Transportation Services of any problems reported regarding busing and the safety of anaphylactic students.
- ~~Establish and implement~~ [Reinforce current](#) procedures prohibiting eating on the school bus.
- [Through the Niagara Student Transportation Services](#) advise the bus driver of the presence of a student with life-threatening allergies on their bus [as well as share the Plan of Care with the driver.](#)
- Advise the parents/guardians of other students on the school bus, explaining anaphylaxis and the need for their cooperation.

Other:

- Establish safety procedures for field trips and extra-curricular activities as it applies to [the student.](#) ~~An anaphylactic student.~~ Additional epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~), should be brought on field trips. Communicate with parent/guardian prior to activity.
- Conduct spot checks along with staff to reinforce the student’s responsibility to carry epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~) and wear MedicAlert® notification.

- In the event, an elementary student who has a known food allergen in their lunch shares a classroom with a student with life-threatening allergies, the Principal must provide an alternate eating location for them to eat separately. Secondary School Principals must provide an alternate eating location for students with life-threatening allergies on request.
- Caterers or other businesses that supply food or food services to cafeterias within the jurisdiction of the Niagara Catholic District School Board must, as part of their contractual agreement, ensure personnel are trained to reduce the risk of cross-contamination through purchasing, handling, preparation and serving of food and clearly identify the contents of foods served.
- Principals, parents and food service staff should work closely together to ensure that food being served during lunch and snack programs is appropriate. If there is any uncertainty, food-allergic children should only eat food which parents have approved.
- Ensure a safe eating environment for children with food allergies which is agreeable to the allergic child and their parents/guardians.

RESPONSIBILITIES OF THE CLASSROOM TEACHER

- Participate in the review of the Anaphylaxis Emergency Plan **of Care** (*Appendix C*) for students in their classroom with life-threatening allergies.
- Participate in regular training about anaphylaxis and epinephrine auto-injectors (e.g. EpiPen® or ~~Allerject™~~).
- Display a photo-poster in the classroom, with parental approval and regard to the privacy needs of older students.
- Discuss anaphylaxis with the class in age-appropriate terms.
- Advise students not to share lunches, food implements or trade snacks.
- Choose alternatives to using food as a reward.
- Establish procedures to encourage the anaphylactic student to eat only what they bring from home.
- Reinforce hand-washing with soap and water before and after eating for all students.
- Advise students of disposing all food refuse properly.
- Facilitate communication with other parents/guardians.
- In cooperation with the parents/guardians and the Principal, may implement a “buddy” system to enhance safety.
- Follow Board policies and school procedures for reducing risks in classrooms and common areas.
- Conduct spot checks to reinforce the student’s responsibility to carry epinephrine auto-injectors (e.g. EpiPen® or ~~Allerject™~~) and wear MedicAlert® notification.
- Leave the Anaphylaxis Emergency Plan(s) in an organized, prominent and accessible format for occasional teachers, parent/guardian volunteers, or others who may have occasional contact.
- Plan appropriately for field trips. Communicate with parent/guardian prior to activity.
- Ensure that Anaphylaxis Emergency Plan **of Care** (*Appendix C*) is considered, and epinephrine auto-injectors (e.g. EpiPen® or ~~Allerject™~~) are taken.

RESPONSIBILITY OF EXECUTIVE DIRECTOR, NIAGARA STUDENT TRANSPORTATION SERVICES

- Ensure that the bus company is familiar with the Board’s Policy and Administrative Procedures on Anaphylaxis (Board Policy No. 302.1).
- **Note: Niagara Student Transportation Services is responsible to provide their staff with First Aid training and Auto-Injector training.**

RESPONSIBILITIES OF BUS OPERATORS AND BUS DRIVERS

- Ensure that all bus drivers are familiar with the Board’s Policy and Administrative Procedures on Anaphylaxis (Board Policy No.302.1) **related Niagara Student Transportation Services contractual requirements**, and follow bus company policy procedures for anaphylactic students.

- Participate in training offered by the bus company.

RESPONSIBILITIES OF PUBLIC HEALTH/SCHOOL NURSE

- Consult with and provide information to parents/guardians, students, and school personnel.
- Participate and/or conduct in-services, including training, in the use of epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~).
- Assist in developing Anaphylaxis Emergency Plan of Care form (*Appendix C*) when requested.
- Refer known cases of anaphylaxis to the school principal.
- Be available as a school resource.

RESPONSIBILITIES OF ANAPHYLACTIC STUDENTS

- Take as much age-appropriate responsibility as possible for avoiding allergens.
- Eat only foods brought from home or approved by parents/guardians for consumption.
- Take responsibility for checking labels and monitoring intake (as age appropriate).
- Wash hands frequently with soap and water and always before eating.
- Learn to recognize symptoms of an anaphylactic reaction (as age appropriate).
- Promptly inform an adult, as soon as suspected accidental exposure occurs or symptoms appear.
- Carry epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~) at all times as soon as age appropriate.
- Wear MedicAlert® identification.
- Know how to use the epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~) (as age appropriate).

RESPONSIBILITY OF SCHOOL COMMUNITY

- Respond co-operatively to requests from the school to reduce allergens from packed lunches, snacks and special occasions etc.
- Participate in parent/guardian information sessions.
- Encourage students to respect an anaphylactic student and school policies.

RESPONSIBILITIES OF ALL STUDENTS (AS AGE APPROPRIATE)

- Learn to recognize symptoms of anaphylactic reaction.
- Do not share food, especially with anaphylactic students.
- Follow school rules about reducing allergens in the classroom.
- Refrain from bullying/teasing/harassing a student with a food allergy.
- Wash hands with soap and water before and after eating.
- Dispose all food refuse properly.
- Respect the rights and needs of others.

GENERAL INFORMATION

DEFINITION - ANAPHYLAXIS

Anaphylaxis (pronounced *anna-fill-axis*) is a serious allergic reaction that is rapid in onset and may cause death. An allergen is a substance capable of causing an allergic reaction. Upon first exposure, the immune system treats the allergen as something to be rejected and not tolerated. This process is called *sensitization*. Re-exposure to the same allergen in the now-sensitized individual may result in an allergic reaction, which in its most severe form, is called *anaphylaxis*.

Foods such as peanuts, tree nuts (e.g. almond, cashew, hazelnut, pistachio), fish, shellfish, eggs, milk, sesame, soy and wheat as well as insect stings (e.g. yellow jackets, hornets, wasps, honey bees), latex products and medications, are the most common allergens that produce anaphylaxis. Anaphylaxis requires immediate first aid response and immediate medical intervention.

Although many substances have the potential to cause anaphylaxis, the most common triggers are foods and insect sting (e.g. yellow jackets, hornets, wasps, honey bees). In Canada, the most common food allergens that cause anaphylaxis are: peanut, tree nuts (almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, walnuts), milk, egg, seafood (fish, shellfish, crustaceans), soy, wheat, mustard and sulphites (a food additive). Health Canada requires these ‘priority allergens’ to always be identified on food labels by their common names.

IDENTIFICATION

In many cases, the medical diagnosis of anaphylactic allergies is made at a pre-school age, on early exposure to the allergen. The severity of a reaction cannot be predicted. Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen. In rarer cases, the time frame can vary up to several hours after exposure. The ways these symptoms occur can vary from person to person and even from episode to episode in the same person.

Symptoms of anaphylaxis generally include two or more of these four body systems: skin, respiratory, gastrointestinal and/or cardiovascular. However, low blood pressure alone (i.e. cardiovascular system), in the absence of other symptoms, can also represent anaphylaxis.

INITIAL SCHOOL INVOLVEMENT

Typically, the young child has previously had an unusual reaction to the allergen before entering the school system. The allergic reaction prompts the parent/guardian to seek medical treatment and subsequently a diagnosis of high risk for anaphylaxis is made. When the child reaches school age, the child’s parents/guardians notify the school of the condition and outline the expected response. While it is unlikely that the parent/guardian of a young child will fail to fully inform the school of the child’s high risk of anaphylaxis, school intake procedures should seek to identify those students at risk for anaphylaxis.

AVOIDANCE STRATEGIES

Avoidance is the cornerstone of preventing an allergic reaction. Much can be done to reduce the risk when avoidance strategies are developed. General recommendations for food and insect stings are provided in *Anaphylaxis in Schools & Other Settings*, 3rd Edition.

For food-allergic individuals, the key to remaining safe is avoidance of the food allergen. It must be stressed that very small or minute amounts of certain foods can cause severe reactions when ingested. This may happen if a person at risk touches an allergenic substance and then subsequently touches the mouth. Even a very small amount 'hidden' in a food or a trace amount of an allergen transferred to a serving utensil has the potential to cause a severe allergic reaction.

While it is difficult to completely eliminate all allergenic ingredients due to hidden or accidentally introduced sources, it is possible and extremely important to reduce the risk of exposure to them. Effective ingredient label reading, special precautions for food preparation, proper hand washing and cleaning go a long way toward reducing the risk of an accidental exposure.

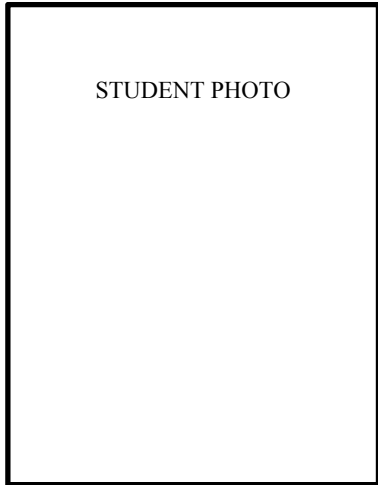
Examples of cross contamination:

1. A spoon is used to stir chocolate syrup into milk. The same spoon is accidentally used to stir chocolate syrup into soy beverage. The milk-allergic person reacts upon taking a sip of the chocolate soy beverage.
2. Students sharing food with an allergic child.

ANAPHYLAXIS EMERGENCY PLAN OF CARE

ANAPHYLAXIS EMERGENCY PLAN OF CARE: _____ (Student Name)

This person has a potentially life-threatening allergy (anaphylaxis) to:



(Check the appropriate boxes)

- Food(s): _____
- Insect stings
- Other: _____

Food: The key to preventing an anaphylactic emergency is *absolute avoidance* of the allergen. People with food allergies should not share food or eat unmarked/ bulk foods or products with a “may contain” warning.

Epinephrine Auto-Injector: Expiry date: _____ / _____

- Dosage: EpiPen® 0.15 mg 0.30 mg
 Allerject™ 0.15 mg 0.30 mg

Location of Auto-Injector(s): _____

- Previous anaphylactic reaction: Person is at greater risk.
- Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- Skin system: hives, swelling, itching, warmth, redness
- Respiratory system (breathing): coughing, sneezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal system (stomach): nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular system (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps, metallic taste
- Early recognition of symptoms and immediate treatment could save a person’s life.

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. Give epinephrine auto-injector (e.g. EpiPen® or Allerject™) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.) Note the time the epinephrine auto-injector was administered.
2. Call 9-1-1 or local emergency medical services, tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine in 5 to 15 minutes IF the reaction continues or worsens.

4. Go to the nearest hospital immediately (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 hours).
5. Call emergency contact person (e.g. parent, guardian).

Emergency Contact Information				
Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient’s physician.

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of The Education Act, c. 129, s. 60 and will be used for the purposes of the Emergency Allergic Reaction Form and Obtaining Consent for Intervention during an Emergency Allergic Reaction. Questions about this collection should be directed to the Superintendent of Education at the Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 Telephone 905-735-0240.

In accordance with the Municipal Freedom of Information and Protection of Privacy Act, I give consent for the pertinent medical information concerning my child to be released as required. I have read and reviewed Appendix A: Division of Responsibilities regarding Anaphylaxis, Policy No. 302.1.

Patient/Parent/Guardian Signature _____ Date _____

Physician Signature _____ Date _____

SAMPLE LETTER [A] TO PARENTS/GUARDIANS

[To inform school community about Anaphylaxis]

(Elementary)

Dear Parents/Guardians,

Within our school community, there are several students who have a potentially life-threatening allergy (anaphylaxis) to foods, predominantly to peanuts and tree nuts (e.g. almond, cashew, hazelnut, pistachio).

We feel the best way to reduce the risk of accidental exposure to these students is to respectfully ask for the co-operation of the parents/guardians within this school community to avoid sending peanut butter or products with peanuts listed in the ingredients.

There is a wide range of nutritious foods available to pack for your child. Visit www.eatrightontario.ca for suggestions.

For more information on anaphylaxis, visit www.anaphylaxis.ca or www.aaia.ca

What is the school doing to help?

We are talking to the students about Anaphylaxis and showing age appropriate videos. Young students view the video, “The Elephant Who Couldn’t Eat Peanuts.” We are working hard at preventing accidental exposure. It is also important that we have common routines throughout the entire school. Since there is team teaching and many shared areas (washrooms, fountains, gym, library, computers, etc.) students are at risk of coming in contact with allergens. The teachers will explain the importance of the following health and safety routines to the students in their classrooms:

1. Wash your hands with soap and water before and after eating.
2. Do not bring food that contains peanuts/tree nuts.
3. Do not accept food from other students especially if you have food allergies.
4. Snacks are not permitted outside in the schoolyard.
5. Dispose of all food refuse properly.

Preventative safety measures for Anaphylaxis are now commonplace in our schools. Our Board has a policy in place to help ensure the safety of our students.

We would ask you to talk to your children about these preventative safety measures, which are going into effect immediately. Please sign the tear off form below to ensure you have received this information and return it to the classroom teacher tomorrow. Your questions and suggestions are most welcome. Your co-operation in this matter is greatly appreciated.

Yours in Catholic Education,

Principal

ANAPHYLAXIS SAFETY NOTICE

Student's Name: _____

Teacher: _____

I have read the safety recommended notice and am aware of the Board's Anaphylaxis policy and precautions for the safety of students with Anaphylaxis.

Parent/Guardian's Signature: _____

Comments below:

SAMPLE LETTER [B] TO PARENTS/GUARDIANS

[To inform school community about Anaphylaxis]

(Elementary)

Dear Parents/Guardians,

I hope you will consider this letter very carefully and join the staff in taking care to ensure the safety of all the students in the school.

A number of our students have a potentially life-threatening allergy (anaphylaxis) to peanuts and tree nuts (e.g. almond, cashew, hazelnut, pistachio). These students are in various grades and we must all join together to ensure their safety.

I ask respectfully that families cooperate by enjoying peanut/tree nut-containing products at home (please do not send to school).

1. All foods must be eaten in the classroom – absolutely not outside or on the bus.
2. Food is not to be shared with other students.
3. Utensils are not to be shared with other students.
4. Hands are to be washed before and after eating with soap and water.
5. Dispose of all food refuse properly.

On behalf of the students and their parents/guardians, I thank you for your co-operation.

Yours in Catholic Education,

Principal

ELEMENTARY & SECONDARY NEWSLETTER INSERT

[To inform school community about Anaphylaxis]

ANAPHYLAXIS POLICY

At the beginning of every school year, we remind all students and parents/guardians of our Board's Anaphylaxis Policy.

At _____ [school name] we have Emergency Procedures, which clearly state what medical procedures must occur for those students who have various life-threatening medical conditions.

We are reminding all students and parents/guardians that we have students in our school who are known to have a potentially life-threatening allergy called Anaphylaxis.

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. While fatalities are rare, anaphylaxis must always be considered a medical emergency requiring immediate treatment.

Symptoms of anaphylaxis generally include two or more of these four body systems: skin, respiratory, gastrointestinal and/or cardiovascular. However, low blood pressure alone (i.e. cardiovascular system), in the absence of other symptoms, can also represent anaphylaxis. Breathing difficulties and low blood pressure are the most dangerous symptoms and both can lead to death if untreated. Anaphylaxis is an unpredictable condition as signs and symptoms can vary from one person to the next and from one episode to another in the same person.

In Canada, the most common food allergens that cause anaphylaxis are: peanut, tree nuts (almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, walnuts), milk, egg, seafood (fish, shellfish, crustaceans), soy, wheat, mustard and sulphites (a food additive).

Anaphylaxis requires immediate first aid response and immediate medical intervention.

GENERAL ANAPHYLAXIS EMERGENCY PROCEDURES

1. Administer the epinephrine auto-injector (e.g. EpiPen®, ~~Allerject™~~).

Don't hesitate. It can be life saving. Note the time the epinephrine auto-injector was administered.

The student should rest quietly. DO NOT SEND THE STUDENT TO THE OFFICE.

To give epinephrine auto-injector:

EpiPen® (Blue safety cap)

- Flip open the yellow cap of the EpiPen® or green cap of the EpiPen® Jr and remove from carrying case.
- Form a fist around the unit with orange tip point down – needle comes out this end; never put thumb, fingers or hand over orange tip.
- With your other hand pull off blue safety release cap.
- Swing at a 90 degree angle, firmly pushing in (so tip does not slide and unit is activated).
- You will hear a click. Designed to go through clothing.
- Hold firmly against thigh for approximately 10 seconds to make sure mechanism does not retract needle too soon and all medication is delivered.
- Remove unit from thigh – the orange needle cover automatically extends to cover the used needle.

~~Allerject™~~

- ~~Pull Allerject™ from outer case.~~
- ~~Pull off RED safety guard.~~
- ~~Place BLACK end AGAINST the MIDDLE of the OUTER thigh (through clothing, if necessary), then press firmly and hold in place for five seconds.~~
- ~~Seek immediate medical or hospital care.~~

2. HAVE SOMEONE CALL 911 (AMBULANCE) and inform the dispatcher that an individual is having an anaphylactic reaction.

- The student should be rushed to the hospital by ambulance after administration of epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~). Give used epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~) to ambulance crew to take to the hospital. Any additional epinephrine auto-injectors (e.g. EpiPens® ~~or Allerject™~~) should accompany the student in case a second injection is required if symptoms persist or recur.
- The time when the first epinephrine auto-injector was administered should be noted so that the second epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~) can be administered in 5 to 15 minutes, if symptoms persist or recur. The provision of an adequate number of EpiPens® ~~or Allerject™~~ is the responsibility of the parent/guardian.

3. NOTIFY PARENT/GUARDIAN

4. If the ambulance has not arrived within 5 to 15 minutes and if the reaction continues or worsens, give a second epinephrine auto-injector (e.g. EpiPens® ~~or Allerject™~~) if available.

5. Even if symptoms subside entirely, this student must go to the hospital by ambulance.



Niagara Catholic District School Board

**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY - ASTHMA POLICY**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.9

Adopted Date: December 15, 2015

Latest Reviewed/Revised Date: Nil

DEFINITIONS

Definition of Asthma

According to the Ontario Lung Association (www.on.lung.ca), asthma is very common chronic (long-term) lung disease making it difficult for a person to breathe. Persons with asthma have sensitive airways that react to triggers including but not limited to air quality, allergies, cold/flu, physical activities, and pollen. When the airways react to a trigger, they become narrow due to swelling and squeezing of the airways resulting in less air getting through to the lungs and less air getting out.

Symptoms of Asthma

Symptoms of asthma include acute episodes of coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. Symptoms can vary in severity, as they can be mild or moderate and affect activity levels, or they can be severe and life threatening.

It is the Niagara Catholic District School Board's policy to provide a safe environment for students who are susceptible to allergens, but it is not possible to reduce the risk to zero. This is particularly the case with asthma triggers.

Students with asthma have sensitive airways that react to triggers. A trigger is something that can make asthma worse, such as, but not limited to: air quality, mold, dust or dust mites, pollen, viral infections, animal and pet dander, smoke, scented products and cold air. Triggers vary widely from individual to individual and are sometimes situation-specific. To the extent possible, school staff will identify and minimize asthma triggers and implement strategies to reduce the risk of exposures in classrooms, common school areas and in planning field trips.

Common Outdoor Triggers:

Cold air – susceptible students with asthma may need to use a scarf to cover their mouth and nose, especially prior to and during physical activity; when outdoor cold temperatures are extreme, a well-ventilated indoor site should be used for physical activity;

Air Quality, Smog – outdoor air quality and smog alerts can be monitored through local news/air quality sites; well-ventilated indoor sites can be chosen for physical activity on days when air quality is poor. www.airhealth.ca;

Pollen, Leaves, Trees – May through August, (or until first frost) grassy or densely treed activity sites should be avoided for physical activity.

Common Indoor Triggers:

Physical activities indoors (e.g., classroom, gymnasium) should be planned to eliminate or minimize common triggers that may cause asthma symptoms: strong smells (e.g., perfumes, strongly-scented markers or paints, cleaning products) dust, chalk, furry or feathered animals.

Asthma and Exercise:

While exercise can be an asthma trigger, exercise is important for everyone. Teachers and coaches should be prepared to accommodate and modify activities to promote participation of students with asthma.

Guidelines for supporting students with asthma include the following:

- Have the student warm-up 10 – 15 minutes prior to exercising and cool down afterward;
- Some students may need to use their inhaler prior to exercise, as advised by the physician;
- Be aware of environmental triggers (e.g., extreme temperature, air quality , high pollen count) and be prepared to relocate or reschedule as required;
- The student should not participate in physical activity if already experiencing asthma symptoms. If the student has asthma symptoms during exercise, they should stop until they feel better and use reliever inhaler as necessary;

Responding to Asthma Symptoms - Action:

- Have the student use reliever inhaler as prescribed (use a spacer if provided);
- Remove the student from the trigger;
- Have the student remain in an upright position;
- Have the student breathe slowly and deeply;
- Check symptoms. When all the student’s symptoms are gone, then the student can resume school activities, but should be monitored closely. The student may require additional reliever medication.
- If symptoms get worse or do not improve within 5 – 10 minutes, follow the steps for an emergency response.

Strategies to Assist Schools and Classrooms to Minimize Common Triggers:

If area rugs or carpets are used, choose ones with low nap or ones easily washed. Remove furry or feathered animals (birds, gerbils, mice, etc.). Where possible, use scent-free products.

Signs and Symptoms

Symptoms of asthma are variable and can include but are not limited to the following: coughing, wheezing, difficulty breathing, shortness of breath, chest tightness.

Medication

“Medication” refers to any medication prescribed by a health care provider and may be administered to a student or taken by the student during school hours or school related activities.

Emergency Medication and Administration of Medication

“Emergency Medication” refers to medication that is administered by a staff member to a student at the time of an asthma exacerbation; i.e. reliever inhaler or stand-by-medication.

Employees of the Board may be preauthorized to administer medication or supervise a student while the student takes medication in response to an asthma exacerbation with the consent of the parent/ guardian or adult student.

If an employee of the Board has reason to believe that a student is experiencing an asthma exacerbation, the employee may administer asthma medication even if there is no authorization.

Emergency Response

It is an emergency situation if the student:

- Has used a reliever medication and it has not helped within 5-10 minutes;
 - Has difficulty speaking or is struggling for breath;
 - Appears pale, grey or is sweating;
 - Has greyish/blue lips or nail beds;
 - Has skin on neck or chest sucked in with each breath;
- OR
- You have any doubt about the student’s condition:

Emergency Procedure:

- Have the student use, or assist the student in using, fast-acting reliever inhaler;
- If a staff member has reason to believe that a student is experiencing an asthma exacerbation, they can administer asthma medication to the student for the treatment of the exacerbation, even if there is no preauthorization to do so;
- Call 911. Notify office. Remain with the student;
- Have the student sit upright or with arms resting on a table or other support if possible. Continue to give the reliever inhaler every 5 - 10 minutes until the ambulance arrives;
- Contact the parent/guardian as soon as possible;
- Stay calm and reassure the student. Tell the student to breathe slowly and deeply. Note: Students are transported to hospital by ambulance only.

Immunity

The Act to Protect Pupils with Asthma states that “No action or other proceeding for damages shall be commenced against a Board employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.”

The procedures outlined will establish an appropriate response when a parent/guardian or adult student indicates to the Principal, in writing, that a student/adult student has been diagnosed with asthma and that the student/adult student will require assistance or will have easy access to their prescribed reliever inhaler(s) medication at the first sign of an asthma attack with consent from the parent/guardian/student.

PROCEDURES

The Board shall:

- Ensure that all schools identify students with asthma as part of the registration process or following a diagnosis, to gather necessary asthma related information from parents/guardians and the student.
- Provide asthma education and training opportunities for all staff, employees and others, in direct contact with students on a regular basis, on recognizing and preventing asthma triggers, recognizing when symptoms are worsening, and managing asthma exacerbations. The Board will ensure that all administrative, teaching, support staff and others are familiar with the *Asthma Policy* and with students and staff who have asthma.
- Review the Board's Asthma Policy as part of the Board's regular policy review cycle.

SCHOOL STAFF TRAINING

All administrative, teaching, support staff and others at the school must familiarize themselves with students and staff members with asthma and the Board Asthma Policy.

A Niagara Region Public Health Nurse from the School Health Program shall be contacted by the Principal/Vice-Principal or designate to provide training to all staff on the use of reliever inhalers at the beginning of each school year or as soon as an at-risk individual(s), student/adult student has been identified at the school.

Should staff change at any time throughout the year, it is the responsibility of the Principal to inform and provide training for new staff member(s), occasional teachers and support staff.

APPENDIX A

DIVISION OF RESPONSIBILITIES

RESPONSIBILITIES OF THE PARENTS/GUARDIANS OF A STUDENT WITH ASTHMA

- Be familiar with the Board's *Asthma Policy*.
- Inform the Principal in writing that their student has been diagnosed with asthma and provide consent for the student to carry their asthma medication.
- Complete and authorize the *Student Asthma Management Plan of Care* (Appendix B) approved by the student's physician. Any changes to the student's medication will require a revised Student Asthma Management Plan (Appendix B) to be completed and authorized by the student's physician and parent/guardian.
- Continually provide the required medication to the school with administration direction provided by the student's physician/ health care provider.
- Ensure that any devices that are necessary for the administration of the prescribed medication are clean and free from defects.
- Annually review the *Student Asthma Management Plan of Care* and procedures with school personnel and others as required.
- Provide current emergency contact information to the school.
- Ensure that their student:
 - Recognizes early warning signs and symptoms of an asthma attack;
 - Carries their prescribed reliever inhaler(s) medication and understand how to take the medication;
- At the end of each school year it is the responsibility of the parent/guardian to pick-up any unused medication. If unused medication is not picked-up, the Principal/Designate will take the medication to a local pharmacy for disposal.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

With Parents/Guardians and students, the Principal shall:

- Ensure that, upon registration, parents/guardians or adult student shall be asked to supply information about the diagnosis of asthma.
- Develop a *Student Asthma Management Plan of Care* (Appendix B) for each student with asthma based on the recommendations of the student's health care provider, including details about the monitoring and avoidance strategies, appropriate treatment, a readily accessible emergency procedure for the student, and storage of the student's asthma medication.
- Inform school board personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's *Student Asthma Management Plan of Care* (Appendix B).
- Allow students to carry their own asthma medication with the consent of their parents/guardians. If the student is 16 years or older, they are not required to have parental consent.
- Require that all school staff ensure that all students have easy access to their prescribed reliever inhaler(s) medication at all times in the schools of the Board.

- Identify each student with asthma in Maplewood.
- Maintain a file for each student with asthma, including current treatment and other information, a copy of the prescription and instructions from the student's physician, and a current emergency contact list.
- Inform the Executive Director, Niagara Student Transportation Services of any problems reported regarding busing and the safety of students with asthma.
- In conjunction with the Controller of Facilities Services and the Board's Facilities Services' Department, identify asthma triggers in school to reduce the risk of exposure, and to set and monitor consistent standards for school maintenance, ventilation, indoor air quality, and dust control at all Board sites. In addition, Facilities Services will ensure that repairs, renovations and cleaning will be scheduled to avoid exposing students and staff to dust and other irritants, with major projects scheduled when schools are not in operation.

RESPONSIBILITIES OF THE CLASSROOM TEACHER AND SUPPORT STAFF

- Participate in the review of the *Student Asthma Management Plan of Care* (Appendix B) for each student with asthma in their classroom.
- Conduct spot checks to reinforce the student's responsibility to carry their prescribed reliever inhaler(s) medication.
- Participate in training on recognizing asthma symptoms and managing asthma exacerbations.
- Discuss signs and symptoms of asthma with the class in age-appropriate terms.
- Provide *Student Asthma Management Plans* (Appendix B) to occasional teachers, parent/guardian volunteers, or others who are in direct contact with the student when required.
- Plan for field trips by communicating with parents/guardians/students prior to the activity. **Field trips are an extension of learning. The classroom teacher shall ensure that the student's *Asthma Management Plan of Care (Appendix B)* accompanies the student on the field trip and is available during the field trip.**

RESPONSIBILITIES OF STUDENTS WITH ASTHMA

The student shall:

- Take age-appropriate responsibility for avoiding asthma triggers.
- Recognize early warning signs and symptoms of an asthma attack.
- Carry their prescribed reliever inhaler(s) medication and understand how to take the medication with parental permission under the age of sixteen (16) years.

RESPONSIBILITY OF EXECUTIVE DIRECTOR, NIAGARA STUDENT TRANSPORTATION SERVICES

- Ensure that all bus drivers are familiar with the Board's *Asthma Policy* and provide training for bus drivers.

RESPONSIBILITIES OF PUBLIC HEALTH/SCHOOL NURSE

- Consult with and provide information to parents/guardians, students, and school personnel.

- Participate and/or conduct in-services, including training, on the use of reliever inhalers.
- Assist in developing the *Student Asthma Management Plan* (Appendix B) as required.
- Be available as a school resource.

APPENDIX B

Niagara Catholic Student Asthma Management Plan of Care

Place
Student
Photo
Here

Name of Student: _____ D.O.B.: _____

Name of Teacher: _____ Grade: _____

Emergency Contact Information (List in priority of contact)			
Name	Relationship	Daytime Phone	Alternate Phone
1.			
2.			
3.			

Known Asthma Triggers

- Air Quality
 Allergies (specify) _____
 Cold/flu
 Physical Activities
 Pollen
 Anaphylaxis (specify allergy) _____
 Other (specify) _____

RELIEVER INHALER

_____ has been diagnosed with asthma and has been prescribed a reliever inhaler.
(Name of student)

Instructions/Dosage: _____ **Expiry Date:** _____

Name of Physician: _____ **Phone No.** _____

Signature of Physician: _____ **Date:** _____

PARENT/GUARDIAN CONSENT

I, _____ confirm that my child _____
(Print Name) (Print Name of Student)

is responsible and has permission to carry their reliever inhaler at all times including outdoor activities and field trips.

Please Check One:

Student will be responsible to carry and administer their own reliever inhaler.

Student requires assistance to use their reliever inhaler. Make sure it is readily accessibility by teacher/supervisor.

Signature of Parent/Guardian: _____ **Date:** _____



**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY - DIABETES MANAGEMENT POLICY**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.8

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: NIL

DEFINITION

Diabetes is a disease of the pancreas where ~~a person the affected student~~ is unable to create insulin ~~or is unable to use the insulin that is produced~~. Insulin is a hormone produced by the pancreas ~~that helps control the level of glucose or sugar in blood~~. Without insulin, carbohydrates (starch and sugars) ~~in the food we eat~~ cannot be converted into stored energy (called blood glucose or blood sugar) required to sustain life. Instead, unused glucose is accumulated in the blood and spills out into the urine. See Appendix ~~IL~~ Glossary of Terms.

Type 1 Diabetes (insulin-dependent)

Type 1 Diabetes can occur at any age. Children with Type 1 Diabetes must inject/receive insulin several times every day. Type 1 Diabetes cannot be prevented or cured.

Type 2 (non-insulin-dependent)

Type 2 Diabetes typically develops in adulthood, but can appear earlier. It has been appearing with more frequency in pubertal children and adolescents. Individuals who are inactive, overweight, with or without a family history of Type 2 diabetes are at greatest risk. Management includes lifestyle modification emphasizing healthy eating, increased physical activity and regular medical follow-up. Students with Type 2 Diabetes need to self-monitor their blood glucose and in some cases take oral medication or injected insulin.

PURPOSE

The procedures outlined will ~~promote the safety and well-being of students with diabetes. The Ministry of Education expects all school boards to establish and maintain appropriate management procedures for students who have prevalent medical conditions. of and response to the needs of students identified with diabetes.~~

PROCEDURES

~~According to~~ *In accordance with PPM 161 – SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT MEDICAL CONDITIONS (ANAPHYLAXIS, ASTHMA, DIABETES AND/OR EPILEPSY) IN SCHOOLS (Appendix H) and PPM 81- PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS (Appendix GI)*

1. Creating a Positive Environment for Students with Diabetes

School personnel ~~will foster a culture of collaborative professionalism to can~~ support students with diabetes ~~by learning about the disease and by having frequent, open communication with parents, and students, and school staff~~ which will support a positive attitude toward students' full inclusion in all activities.

2. Considerations for Students with Additional Needs Working Towards Self-Management

Support for daily management will be required for students working towards independently managing their diabetes. Development of the Student Diabetes Management Plan of Care (Appendix B) will take into consideration each individual's needs and level of self-management.

In the event that students are not able to be independent in their care (e.g. a student may be too young, physically and/or developmentally challenged or in a diabetic emergency situation) adult intervention will be required on their behalf to support their safety and management of their diabetes.

If students are not taking responsibility for their diabetes care it may be due to other factors including: language, cognitive ability, physical ability, maturity level, behavioural issues and psychosocial barriers. A process must be developed that takes into consideration the age, maturity and responsibility level of students with diabetes.

3. Facilitating and Supporting Daily Diabetes Management Effective Practices in Schools

Blood Glucose Monitoring/Insulin Injection

Students need a safe and hygienic location in the school where they are comfortable to perform self-blood glucose monitoring and insulin injections throughout the school day. In some instances, they may require support or supervision of these activities.

Some students may not be able to perform self-blood glucose monitoring and or insulin administration throughout the school day. As necessary, school staff will seek support from the parent/guardian/caregiver and/or the ~~Community Care Access Centre (CCAC)~~ **Local Health Integration Network (LHIN)** or any other agency involved with the student. This will be discussed as part of the **Student Diabetes Management Plan of Care** and arrangements made where students are not able to self care.

Management of Diet Requirements

Proper timing of meals and snacks is important for a student with diabetes to maintain proper blood sugar levels. Students need the flexibility, and in some cases supervision, to eat all meals and snacks fully and on time. Food provided by the family should never be withheld from the student.

In addition, emergency food supplies or low blood sugar kit to respond to hypoglycaemia are to be available in the classroom and/or other locations in the school. The location of emergency supplies will be recorded on the Diabetes Management Plan. Staff should be aware of the location of emergency supplies.

Parent/guardian/caregiver is responsible for the provision of all food and low blood sugar kit for the student. Additional supplies should be provided for special events such as excursions or days with high levels of physical activity. The parent/guardian/caregiver should also inform ~~CCAC~~ **LHIN** of any upcoming field trips as the ~~CCAC~~ **LHIN** nurses are able to visit the child within the region.

4. Triggers

Low blood sugar is also called **hypoglycemia**. Low blood sugar occurs when the amount of blood glucose (sugar) falls below 4 mmol/L. Blood sugars can change within minutes and must be treated right away. It can be caused by:

- Too much insulin, and not enough food;
- Delaying or missing a meal or a snack;
- Not enough food before an activity;
- Unplanned activity, without adjusting food or insulin.

High blood sugar is also called **hyperglycemia**. Occurs when a student's blood sugar is higher than 15mmol/L. It is usually caused by:

- extra food, without extra insulin;
- not enough insulin;
- decreased activity;
- illness, stress, excitement or other factors;
- insulin pump malfunction;

Usually, it is caused by a combination of factors.

5. Signs and Symptoms

Hypoglycemia (Low Blood Glucose less than 4mmol/L) Symptoms:

- Cold, clammy or sweaty skin;
- Paleness;
- Shakiness, tremor, lack of coordination;
- Dizziness;
- Hunger;
- Irritability, hostility, poor behaviour, tearfulness;
- A staggering gait;
- Confusion;
- Headache;
- Blurred vision;
- Weakness/fatigue;
- Loss of consciousness and possible seizure if not treated early.

Mild to moderate hypoglycemia (low blood sugar) is common in the school setting, so it is important for staff to know its signs/symptoms, treatment, and prevention.

Hyperglycemia (high blood sugar greater than 15 mmol/L) Symptoms:

- Extreme thirst;
- Frequent urination;
- Headache;
- Hunger;
- Abdominal pain;
- Blurry vision;
- Warm, flushed skin;
- Irritability.

6. Emergency Response

In the event that rescue medication is prescribed, it is essential that the *Individual Plan of Care* include the emergency response protocol, and that all staff are aware of how it is to be implemented. The *Individual Plan of Care* will clearly identify individual roles and be respectful of all applicable legislation, policies and collective agreements.

Emergency Responses:

Severe hypoglycemia is an emergency.

If mild to moderate hypoglycemia is not treated right away, it can become life threatening. This is an emergency and immediate action is needed.

Symptoms:

- Uncooperative;
- Unresponsive;
- Loss of consciousness;
- Seizure.

Severe low blood sugar is an emergency situation and the following emergency protocol is to be followed:

- Roll student on left side (recovery position);
- Call 911 immediately;
- Notify parent/guardian;
- Do not put anything in the student's mouth, such as food or drink (choking hazard).

7. Field Trips

Field trips are an extension of the learning in the classroom and therefore, it is imperative that they are planned to include all students, including students with diabetes. The Principal must ensure that all appropriate documentation in the Student's Plan of Care is received in advance of the field trip and that plans are in place for any accommodations. Teachers will ensure that this information is available during field trips and that the *Individual Plan of Care* accompanies the student on the field trip.

Student Diabetes Management Plan of Care

The Principal or Designate in conjunction with the team (may include parent/guardian, the student if appropriate, school staff and other relevant professionals) will develop a **Student Diabetes Management Plan of Care** for each individual student who is identified with diabetes in accordance with their specific medical requirements (see Student Diabetes Management Plan of Care, Appendix B). All stakeholders will be invited to attend the **Student Diabetes Management Plan of Care** Case Conference, including Diabetes Education Centre or other relevant medical professionals.

Emergency Procedures

In emergency, life-threatening situations, where a student is unresponsive, unconscious or unable to self-administer the appropriate treatment, the school response shall be a 911 phone call to Emergency Medical Services, **in accordance to the Student Diabetes Management Action Plan (Appendix C).**

APPENDICES

Appendix A: [Roles and Responsibilities](#)

Appendix B: [Student Diabetes Management Plan of Care](#)

Appendix C: [Student Diabetes Emergency Action Plan](#)

Appendix D: [Student Diabetes Management Plan of Care Annual Review](#)

Appendix DE: [Administration of Prescribed and Non-Prescribed Medication During School Hours](#)

Appendix EF: [Parental Consent for Interscholastic Athletics](#)

Appendix FG: [Consent to Use, Share, and Disclose Personal Health Information](#)

Appendix H: [Policy/Program Memorandum No. 161](#)

Appendix GI: [Policy/Program Memorandum No. 81](#)

Appendix J: [Policy/Program Memorandum No. 149](#)

Appendix HK: [Diabetes Resource Guide List for Families, School Staff, and Service Providers](#)

ACKNOWLEDGEMENTS

Niagara Catholic District School Board would like to recognize and thank the Toronto District School Board (TDSB) for their permission to adapt these procedures from TDSB Diabetes Management: Operational Procedure PR60.

Niagara Catholic District School Board also acknowledges the Canadian Paediatric Society's Diabetes At School resource for providing the template from which the Student Diabetes Management Plan of Care (Appendix B), Student Diabetes Management Action Plan (Appendix C), and Student Diabetes Management Plan of Care Annual Review (Appendix D) were adapted.



Niagara Catholic District School Board

**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY - EPILEPSY**

ADMINISTRATIVE PROCEDURES

300 – School/Students

Policy No

Adopted Date:

Latest Reviewed/Revised Date:

DEFINITIONS

Epilepsy: results from sudden bursts of hyperactivity in the brain; this causes seizures which vary in form, strength, and frequency depending on where the brain abnormal activity is found. Epilepsy is the diagnosis and seizures are the symptom.

A seizure is a brief episode caused by a transient disruption in brain activity that interferes with one or more brain functions.

Epilepsy is a brain disorder associated with an increased susceptibility to seizures.

Common seizure types: there are many types of seizures. The different types begin in different areas of the brain and they are grouped into two categories: Focal (or partial) and generalized.

Focal (or Partial) Seizures occur when seizure activity is limited to a part of one brain hemisphere. There is a site, or a focus, in the brain where the seizure begins. Sometimes seizures begin as focal (or partial) and then spread and become generalized. These are referred to as focal (or partial) seizures secondarily generalized.

Simple Focal (or Partial Seizure): awareness remains intact. A simple focal (or partial) seizure usually begins suddenly, and lasts seconds to minutes.

Aura: an aura can take many different forms; e.g., an aura might be a distortion in sight, sound, or smell, sudden jerky movements of one area of the body, dizziness, or a sudden overwhelming emotion. An aura is a simple Focal (or partial) seizure that may occur alone or may progress to a focal dyscognitive seizure or a generalized seizure.

Complex Focal (or Partial) Seizure: a person experiences altered awareness and may appear dazed and confused. A dreamlike experience may occur. The seizure often begins with an aura just before awareness is altered and can be used as a warning.

Automatisms: random purposeless movements over which the individual has no control. These may include movements such as chewing motions, lip smacking, pulling at clothing, or random walking. The seizure usually lasts between one and two minutes and is often followed by a period of disorientation or confusion.

Generalized Seizures: is characterized by the involvement of the whole brain. The excessive electrical discharge is widespread and involves both sides of the brain. The seizure may or may not be convulsive. A

generalized seizure commonly takes one of two forms: absence (without convulsions) or tonic clonic (with convulsions)

Absence seizures (formerly known as petit mal): result in a blank stare usually lasting less than 10 seconds. The seizure starts and ends abruptly, and awareness is impaired during the seizure. These seizures are sometimes misinterpreted as daydreaming or inattentiveness. Following the seizure, alertness is regained quickly. In an absence seizure, epileptic activity occurs throughout the entire brain. It is a milder type of activity that causes unconsciousness without convulsions. After the seizure, the person has no memory of it. During the seizure, the person may lose muscle control and make repetitive movements. There is no confusion after the seizure, and the person can usually resume full activity immediately.

Tonic Clonic: a tonic clonic (formerly known as grand mal) seizure usually lasts from one to three minutes. The tonic phase of this seizure type typically involves a crying out or groan, loss of awareness, and a fall as consciousness is lost and muscles stiffen. The cry or groan is not from pain; it is the sound of air being forced out of the lungs. The second phase or clonic phase of the seizure usually involves a convulsion and there is jerking and twitching of the muscles in all four limbs. Usually the movement involves the whole body. Urinary or bowel control may be lost and there may be shallow breathing, a bluish or gray skin colour, and drooling. Awareness is regained slowly, and the person often experiences a period of fatigue, confusion, or a severe headache after the seizure.

Atonic Seizure (also known as drop attacks): involves a sudden loss of muscle tone often resulting in a person falling or almost falling, dropping objects or nodding the head involuntarily.

Myoclonic Seizure: results in a sudden jerk of part of the body such as the arm or leg. The person may fall over. The seizure is very brief.

Infantile Spasms: a spasm typically lasts a few second but often occurs in a cluster of 5 to 50 or more. Symptoms include sudden flexing forward of head and arms, sudden drawing up of knees, raising both arms, and sudden body flexing at waist.

Medical Incident: A medical incident is a circumstance that requires immediate response and monitoring.

Plan of Care: A form that contains individualized information on a student with a prevalent medical condition

EPILEPSY

Epilepsy is a common brain disorder characterized by recurrent seizures. Most seizures are brief events that last from several seconds to a couple of minutes and normal brain function will return after the seizure ends. Recovery time following a seizure will vary. Sometimes recovery is immediate as soon as the seizure is over. Other types of seizures are associated with an initial period of confusion afterwards. Following some types of seizures there may be a more prolonged period of fatigue and/or mood changes. A health care professional may consider epilepsy as a possible diagnosis when a person has had two or more seizures starting in the brain.

Triggers

- Medication;
- Not taking one's anti-epileptic medication;
- Other medications that are taken in addition to anti-epileptic medication.

Internal Factors

- Stress, excitement and emotional upset; this type of over-stimulation may lower the student’s resistance to seizures by affecting sleeping or eating habits;
- Lack of sleep can change the brain’s patterns of electrical activity and can trigger seizures;
- Fevers may make some students more likely to have a seizure;
- Menstrual cycle; Many females find their seizures increase around this time of their period. This is referred to as catamenial epilepsy and is because of changes in hormone levels, increased fluid retention and changes in anti-epileptic drug levels in the blood.

External Factors:

- Poor diet can affect blood sugar levels causing seizures;
 - Stimulants such as tea, coffee, chocolate, sugar, sweets, soft drinks, excess salt, spices and animal proteins may trigger seizures by suddenly changing the body’s metabolism;
 - Parents/Guardians have reported that allergic reactions to certain foods (e.g. white flour) also seem to trigger seizures in their children;
- Certain nutrient shortages, such as a lack of calcium, have also been found to trigger seizures;
- Very warm weather, hot baths or showers, especially when there is a sudden change in temperature;
- Alcohol can affect the rate at which the liver breaks down anti-epileptic medication;
 - This may decrease the blood levels of anti-epileptic medications, affecting an individual’s seizure control;
- Television, videos and flashing lights;
 - The “strobe effect” from fast scene changes on a bright screen, rapidly changing colours or fast-moving shadows or patterns can all be trigger seizures;
- Lack of physical activity.

Signs and Symptoms

Motor Symptoms:	Non-motor Symptoms:	Autonomic Symptoms:	Autonomic Symptoms:
<ul style="list-style-type: none"> ● Jerking (clonic) ● Limp or weak muscles ● Rigid or tense muscles ● Brief muscle twitching (Myoclonus) ● Epileptic spasms ● Automatism or repeated automatic movements (clapping, rubbing hands, lip) 	<ul style="list-style-type: none"> ● Changes in thinking or cognition ● Loss of Memories ● Blank stares ● Repeated words ● Appearing dazed ● Laughing, screaming or crying 	<ul style="list-style-type: none"> ● Abdominal discomfort ● Stomach pain ● Belching ● Flatulence ● Vomiting ● Pallor ● Sweating ● Dilation of pupils ● Alteration in heart rate and respiration 	<ul style="list-style-type: none"> ● Fear, sadness, anger or joy ● Sensory ● Sees lights ● Hears buzzing ● Feels tingling or numbness ● Smells a foul odour ● Bad taste in the mouth ● Funny feeling in the pit of the stomach ● Choking

smacking, chewing, running) • Lack of movement (behaviour arrest)			sensation
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Emergency Response

In the event that rescue medication is prescribed, it is essential that the *Individual Plan of Care* include the **emergency response protocol**, and that all staff are aware of how it is to be implemented. Medication must be provided to the school in a premeasured format. The plan will clearly identify individual roles and be respectful of all applicable legislation, policies and collective agreements.

Emergency Procedure:

Emergency response should be detailed for individual students in the *Individual Plan of Care*. In general, if someone is having a seizure:

- Stay calm:
 - Seizures usually end on their own within seconds or a few minutes.
- Time It:
 - Note the time the seizure begins and ends.
- Create a safe space:
 - Move sharp objects out of the way;
 - if the student falls, place something soft under their head and roll them on their side as the seizure subsides;
 - If the student wanders, stay by their side and gently steer them away from danger;
 - If the student is in wheelchair, remain in the wheelchair, secure harness and recline if available.
- Call 911:
 - If the seizure lasts more than 5 minutes;
 - If it repeats without full recovery between convulsive seizures or as directed by neurologist;
 - If consciousness or regular breathing does not return after the seizure ends;
 - If the student is pregnant, has diabetes, appears injured or is in water;
 - If you are not sure the student has epilepsy or a seizure disorder.
- Provide Assurance:
 - When the seizure ends, stay with them until complete awareness returns.
- Do not:
 - Restrain the student;
 - Put anything in their mouth.

Field Trips

- Field trips are an extension of the learning in the classroom and therefore, it is imperative that they are planned to include all students. The principal must ensure that all appropriate documentation

is received in advance of the field trip and that plans are in place to accommodate students with epilepsy. Field trips are an extension of learning. The classroom teacher shall ensure that the student's *Epilepsy Plan Of Care (Appendix A)* accompanies the student on the field trip and is available during the field trip.

- If it is necessary for the student to take prescription medication during the field trip, the parent/guardian and physician must complete the *Authorization for Administration of Prescribed and Non Prescribed Medication During School Hours form*. It must be forwarded to the principal prior to the administration of medication. If the student currently receives medication during the school day and a copy of this form is on file at the school, it is not necessary to complete another form.

Information and Awareness

A medical diagnosis of epilepsy is based on multiple pieces of information: the description of the episodes; the student's medical and family history; and the results of diagnostic tests. Fortunately, epilepsy is a treatable condition. Many people with epilepsy (two out of three) will achieve good seizure control with medication. When medication is not effective in preventing seizures there are other treatment options available.

Types of Seizures:

- Focal (or partial) seizures occur when seizure activity is limited to a part of one brain hemisphere. There is a site, or a focus, in the brain where the seizure begins. There are two types of focal seizures:
 - Focal Onset Aware Seizures (previously known as a Simple Partial Seizure);
 - Focal Onset Impaired Awareness Seizures (previously known as Focal Dyscognitive Seizure or Complex Partial Seizures);
- Generalized seizures occur when there is widespread seizure activity in the left and right hemispheres of the brain. The different types of generalized seizures are:
 - Absence seizures (formerly known as petit mal);
 - Tonic-clonic or convulsive seizures (formerly known as grand mal);
 - Atonic seizures (also known as drop attacks);
 - Clonic seizures;
 - Tonic seizures;
 - Myoclonic seizures;
- Psychogenic non-epileptic seizures are not due to epilepsy but may look very similar to an epilepsy seizure.

Safety Considerations

- Ensure that consideration is made on behalf of students with Epilepsy in the planning of school events and field trips (e.g., lighting effects for school dances, bleacher seating for athletic events);

- Be aware that during physical activities, where climbing is involved, that the student is properly assisted and does not climb to great heights;
- Monitor that fluorescent light fixtures in the classroom/school are working correctly (not flickering);
- Minimize the use of videos in class, if possible;
- Avoid loud noise as much as possible;
- Avoid using the “lights out” technique for class control;
- Ensure that the information provided for occasional teachers include the *Individual Plan of Care*;
- The principal will ensure that a plan is established to support students with epilepsy in the event of a school emergency (e.g. bomb threats, evacuation, fire, “hold and secure”, “lockdown” or for activities off school property (e.g. field trip, sporting event).

Facilitating and Supporting Routine Management

- Students are allowed to carry their medications (including controlled substances) and supplies, as outlined in the *Individual Plan of Care*;
- Where possible, facilitating and supporting daily or routine management involves, but is not limited to, supporting inclusion by allowing students with epilepsy to perform daily or routine management activities in a school location (e.g., within the classroom), as outlined in their *Individual Plan of Care*.

Resources

- Resources are available from the Epilepsy Niagara Website: <http://epilepsyniagara.org/> under the “Resources” tab.
- <http://epilepsyontario.org/agency/epilepsy-niagara/>

FORMS

All forms for use by the Niagara Catholic District School Board staff can be accessed through the Employee Portal under Electronic Forms.

All forms for use by the Niagara Catholic District School Board students and parents are available on the School Board website.

Forms related to this procedure:

- *Individual Plan of Care*;
- *Administration Prescribed Medication And Non-Prescribed Medication During School Hours*
- *Record of Administration of Prescribed And Non-Prescribed Medication*

Appendix A

Prevalent Medical Condition – Epilepsy Plan of Care (To be completed within first 30 days of school)
Student Information

Student Name _____ Date of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher (s) _____

Student Photo (Optional)



Emergency Contacts (List in Priority) Name Relationship Daytime Phone Alternate Phone

1. Name: _____
Relationship: _____
Daytime Phone: _____
Alternate Phone: _____

2. Name: _____
Relationship: _____
Daytime Phone: _____
Alternate Phone: _____

Has an emergency rescue medication been prescribed? Yes No

If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.

Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional. Known Seizure Triggers Check (✓) all those that apply

Stress Changes in Diet illness change in weather Menstrual cycle lack of sleep improper medication balance inactivity electronic stimulation (TV, Video, Florescent lights)

Other (specify)

Any other medical condition or allergy?

DAILY/ROUTINE EPILEPSY MANAGEMENT

Description of Seizure (Non-convulsive) Action (e.g. description of dietary therapy, risks to be mitigated, trigger avoidance)

Description of Seizure (Convulsive) Action:

SEIZURE MANAGEMENT Note: It is possible for a student to have more than one seizure type. Record information for each seizure type. Seizure Type Actions to take during seizure (e.g. tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms)

Type: _____

Description:

Frequency of seizure activity:

Typical seizure duration:

BASIC FIRST AID: CARE AND COMFORT

First Aid procedure(s):

Does the student need to leave classroom after a seizure? Yes No If yes, describe process for returning student to classroom:

Basic Seizure First Aid • Stay calm and track time and duration of seizure • Keep student safe • Do not restrain or interfere with student’s movements • Do not put anything in student’s mouth • Stay with student until fully conscious

For Tonic-clonic seizure: • Protect student’s head • Keep airway open/watch breathing • Turn student on side

Emergency Procedures

Students with epilepsy will typically experience seizures as a result of their medical condition.

- Call 9-1-1 when: • Convulsive (tonic-clonic) **seizure lasts longer than five minutes** • Student has repeated seizures without regaining consciousness • Student is injured or has diabetes • Student has breathing difficulties • Student has a seizure in water

- Notify parent(s)/guardian(s) or emergency contact

- Health Care Provider Information (Optional) Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator. Healthcare Provider’s:

Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Medication Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects ❖ This information may remain on file if there are no changes to the student’s medical condition. Authorization/Plan Review Individuals with whom this plan of care is to be shared.

Other individuals to be contacted regarding Plan of Care:

1. _____
2. _____
3. _____
4. _____

Before School Program: _____

After School Program: _____

School Bus Driver/Route # (if applicable): _____

Other: _____

This plan remains in effect for the 20__ _ 20__ school year without change and will be reviewed on or before: _____.

(It is the parent(s)/guardian(s) responsibility to notify the Principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Signature

Date: _____

Principal: _____ Signature

Date: _____

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
STUDENT TRANSPORTATION POLICY (500.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Transportation Policy (500.2), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 19, 2019



Niagara Catholic District School Board
STUDENT TRANSPORTATION POLICY
STATEMENT OF POLICY

500 – Auxiliary Services

Policy No 500.2

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and in accordance with the *Education Act*, school boards may provide home-to-school or school-to-school transportation for their students who are resident pupils within the Board's jurisdiction.

Transportation may be provided for elementary and secondary school students when the walking distance from the student's residence to their home school is equal to or greater than the distance listed below:

Grade Level	Kilometers
ELKP	.80
Grades 1-8	1.60
Grades 9-12	2.50

All distances referenced shall be the shortest walking route, measured from the point at which the laneway or driveway of the student's residence joins the roadway to the nearest roadway or pathway/sidewalk entrance to the school property. The distance from a student's residence to the bus pickup or discharge location shall not exceed the transportation eligibility distances. Where a student encounters safety hazards on his/her walk to school with the approval of the Family of Schools Superintendent of Education and the Executive Director of Niagara Student Transportation Services, consideration may be given to providing appropriate transportation for the student.

Transportation may be provided to students with special education needs, with the approval of the Family of Schools Superintendent of Education and the Superintendent of Education – Special Education.

Transportation may be provided to students, who attend a school other than their home school for approved program attendance, with the approval of the Family of Schools Superintendent of Education and the Superintendent of Education – Program.

Every effort will be made to keep student transportation time from home to school at a reasonable level. Whenever possible and practical, the transportation time is not expected to exceed one hour.

In situations where a student does not qualify for transportation under the Board's normal eligibility criteria, it is the parent's responsibility to ensure that their child gets to and from school safely.

The Director of Education, in consultation with the Niagara Student Transportation Services (NSTS) Consortium, will issue Administrative Procedures for the implementation of this policy.

References

- [Education Act](#)
- [Niagara Student Transportation Services Consortium](#)
- [Niagara Catholic District School Board Policies/Procedures](#)
 - [Accessibility Standards Policy \(800.8\)](#)
 - [Admission of Elementary and Secondary Students Policy \(301.1\)](#)
 - [Educational Field Trips Policy \(400.2\)](#)
 - [Transportation & School Operations for Inclement Weather Policy \(500.1\)](#)



Niagara Catholic District School Board
STUDENT TRANSPORTATION POLICY
ADMINISTRATIVE PROCEDURES

500 – Auxiliary Services

Policy No 500.2

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

RESPONSIBILITIES FOR THE SAFETY OF STUDENTS

Parents should be aware of the Transportation Policy of the Board and of its related Administrative Procedures. Where a student is eligible for transportation it is the responsibility of parents:

- a. To make appropriate arrangements for the safety of their children while they travel from home to school on foot or by other means;
- b. To ensure that the student is adequately supervised while walking to and from the designated stop.
- c. To explain and reinforce the expected behaviour of their children at the designated stop and on the bus.
- d. To develop and review a plan for their children if they miss the transportation service arranged for them.
- e. To notify the school of any pick-up or drop-off location that differs from their home address and any health conditions of their children that may require immediate medical attention.

TRANSPORTATION – HAZARDS

Hazards are assessed by Niagara Student Transportation Services annually according to set criteria, in consideration of parental responsibilities and with careful attention to consistency across Niagara.

TRANSPORTATION – MEDICAL CONDITIONS

Students with special medical conditions that are debilitating and of a long-term nature, and that are documented by a physician, will be provided with transportation as approved by the Family of Schools Superintendent of Education.

TRANSPORTATION OF STUDENTS WITH SPECIAL EDUCATION NEEDS

Transportation for students with special education needs will be provided in accordance with the following criteria.

- a. The Special Education Department, in consultation with the school Principal and Niagara Student Transportation Services (NSTS), will determine if a student with special needs requires special transportation that is not the regular bussing provided by the Board will obtain approval from the Superintendent of Education – Special Education.
- b. The safety of a student with special needs will be a factor when considering alternative transportation arrangements.
- c. Students with special medical conditions that are debilitating and of a long-term nature, and that are documented by a physician, will be provided with transportation as approved by the Family of Schools Superintendent of Education.
- d. Students enrolled in a Special Education Class, that is unavailable at the student's home school, will be provided with transportation with the approval of the Superintendent of Education - Special Education.
- e. When no such specific education program is involved, parents are responsible for providing transportation for students with special needs attending a school that is outside of their school area.
- f. One school week is required to implement special transportation arrangements.

EARLY LEARNING KINDERGARTEN PROGRAM STUDENTS:

- a. Transportation for Early Learning Kindergarten Program (ELKP) students will be provided on the regular morning and afternoon routes.
- b. When a student is eligible for transportation, parents are responsible for the safety of their child at the designated pick-up and drop-off stop location including being present at the stop location to assist their child on and off of the bus.

TRANSPORTATION OF STUDENTS FOR PROGRAM ATTENDANCE

Students enrolled in the following educational programs that are unavailable at the student's home school, will be provided with home to school or school to school transportation:

- a. Eucharistic and Liturgical Programs
- b. Journey Retreat
- ~~e.~~ ~~Cyberquest Programs~~
- ~~d.~~ ~~c.~~ Alternative Co-operative Education Programs
- ~~e.~~ ~~d.~~ Apprenticeship Preparation Courses
- ~~f.~~ ~~e.~~ French Immersion for inbound students within their Family of Schools
- ~~g.~~ ~~f.~~ Identified Specialist High School Major Programs
- ~~h.~~ ~~g.~~ Learning Strategies and Social Skills Programs

In accordance with the Boards Admission of Elementary and Secondary Students Policy when no such approved educational program is involved, parents are responsible for providing transportation for students attending a school that is outside of their school area.

TRANSPORTATION OF STUDENTS TO SUMMER SCHOOL

Transportation may be provided for students who are authorized to attend secondary school summer courses, as approved by the Superintendent of Education – Continuing Education. The summer school routes cover a large geographic area with central pick-up and drop-off stop locations and it is the responsibility of the student to report to the designated stop location.

TRANSPORTATION OF STUDENTS ON FIELD TRIPS

Transportation may be provided for students who are authorized to participate in field trips organized by the school, in accordance with Board's Educational Field Trips Policy.

TRANSPORTATION OF STUDENTS ON "LATE BUSES"

In order to facilitate the participation of students in co-curricular activities, the Board will endeavour to provide transportation for students who reside in rural areas which are distant from the school. The "late bus" routes cover a large geographic area with central pick-up and drop-off stop locations.

RESPONSIBILITIES OF STUDENTS

Students shall be made aware of the following expectations regarding behaviour on buses and taxis at the beginning of each school year. It is the responsibility of all students:

- a. To avoid anything which might disturb the driver or interfere with the safe operation of the vehicle;
- b. To exercise care, caution, good manners and consideration for others;
- c. To refrain from throwing articles inside the bus or out a window;
- d. To obey promptly the instructions of the driver and school patrollers;
- e. To refrain from smoking, drugs and alcohol;
- f. To refrain from using obscene language;
- g. To keep all parts of the body inside the vehicle at all times;

- h. To remain seated at all times;
- i. To be aware of the fact that misbehaviour on buses may result in suspension or loss of transportation privileges.

RESPONSIBILITIES OF THE BUS DRIVERS

Bus drivers shall adhere to applicable laws, regulations and Board Policies. It is the responsibility of the drivers:

- a. To be courteous, kind but firm and above reproach at all times;
- b. To maintain control over the students riding in the vehicle at all times;
- c. To exercise due care and precaution at all times;
- d. To ensure that all students have left the bus before considering the route complete;
- e. To maintain consistent pick-up and discharge locations and times and to refrain from changing the bus routes without the approval of the Board;
- f. To refrain from smoking inside the vehicle or on the Board's property;
- g. To dress in a suitable and acceptable manner;
- h. To issue a warning to a student who violates the student bus expectations;
- i. To report to the school Principal, in writing, the name of any misbehaving student, the nature of the misbehaviour and any specific action taken.
- j. To respect and secure confidential route and student information provided to perform the transportation service.

RESPONSIBILITIES OF PRINCIPALS

Principals are responsible for the care and well-being of the students while they are being transported on approved vehicles. It is the responsibility of the Principals:

- a. To investigate thoroughly all reported misbehaviour on school vehicles;
- b. To discipline and, if necessary, withdraw or suspend transportation privileges;
- c. To inform parents personally by telephone, and confirm in writing, the details of the disciplinary problem and the action taken;
- d. To encourage and support the use of bus safety education programs for students such as are provided by the Board, bus operators and area police services;
- e. To provide adequate supervision arrangements for the loading and unloading of buses and taxis at their respective schools and be available should a problem arise during the runs;
- f. To notify the parents in writing if a student misbehaves on the bus and inform the parent that further offences may result in the student losing bus riding privileges.
- g. To encourage and support the use of student transportation safety education programs available through NSTS and transportation operators.
- h. To keep student data up to date in the Board's student database, including pick-up and drop-off locations and health related conditions that may require immediate medical attention.

RESPONSIBILITIES OF NIAGARA STUDENT TRANSPORTATION SERVICES

Niagara Student Transportation Services (NSTS) is responsible to plan and administer services in accordance with applicable legislation, regulations and Board Policy, Administrative Procedures. It is the responsibility of NSTS to arrange transportation for students within a reasonable amount of time, with due care for safety and in consideration of students with exceptional needs.

To ensure the safety of students including consistent pick-up and drop-off stop locations, maintain accurate route manifests, support resolving bus safety and behaviour concerns and to communicate health related conditions of students that may require immediate medical attention.

OPERATION OF SCHOOL TRANSPORTATION VEHICLES

Transportation services may be provided to eligible students using contracted school buses, taxis or through services provided by a Public Transit Commission. All transportation agreements for home to school and school to school service will be held between NSTS and the service operator.

Where possible, bus stops should be located where the driver has a clear view of the road in both directions for at least 150 metres. Where possible, bus stops should not be located on a steep grade, brow of a hill, or on a blind curve. Students shall not be discharged on a road or highway until all traffic has come to a complete stop.

At no time shall the number of passengers in any vehicle exceed the capacity for which the vehicle has been licensed by the Ministry of Transportation. Students are not permitted to stand on school buses as a result of a lack of seating spaces (other than for a few start-up days when passenger loads are being assessed and adjusted).

Where it is possible and practical, there shall be co-operation and co-ordination of services with other school boards or private schools in the transportation of elementary and secondary school pupils.

EQUIPMENT AND OTHER ITEMS ON TRANSPORTATION VEHICLES

Where equipment or other items are transported, it is important to ensure that the centre aisle be kept clear in case of an emergency and a quick exit is required. In the interest of student safety, only certain equipment is permitted on school vehicles, as follows:

- a. Musical equipment in cases shall be transported and shall be kept on the students' lap or under the seat, if possible.
- b. Ice skates shall have the blades covered and be tied together or carried in a sports bag. They shall be kept on the floor under the student's seat.
- c. Sports equipment such as skis, poles and skateboards shall not be allowed on the bus.
- d. Program related items shall be transported if special arrangements have been made in advance between the Principal (or designate) and the driver.
- e. Animals, birds, firearms, explosives, water pistols and any items that may interfere with the safe operation of the bus are not allowed.

In case of a dispute, the final decision as to what shall or shall not be transported rests with Niagara Student Transportation Services.

COMPLAINT RESOLUTION PROCESS

In accordance with the Board's Complaint Resolution Policy, every effort shall be made to investigate concerns while recognizing the need for the efficient and safe transportation of students in compliance with the Board's Policies and Administrative Procedures.

Concerns by parents are to be processed in accordance with the following procedures:

- a. Concerns should be directed initially to the school Principal.
- b. If the concerns are not resolved at the school level, the parent shall be directed to contact Niagara Student Transportation Services.
- c. In accordance with the Board's Complaint Resolution Policy If the concerns are still not resolved, the parent will be requested to contact the appropriate Superintendent of Education for further consideration.

All concerns shall be addressed in a timely manner. The Principal, NSTS and Superintendent of Education will acknowledge the receipt within 24-hours to the person with whom the concern originated. The investigation and resolution process may take longer than 24-hours depending on the nature of the concern.

EXCEPTIONS TO ADMINISTRATIVE PROCEDURES

All exceptions to the Administrative Procedures criteria must be made by application to NSTS and approved by the appropriate Superintendent of Education. If an additional cost is projected, the Superintendent of Business and Financial Services and Family of Schools Superintendent of Education will be required to approve the request.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
FUNDRAISING POLICY (301.4)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Fundraising Policy (301.4), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 19, 2019



Niagara Catholic District School Board

FUNDRAISING POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.4

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 12, 2012

In keeping with the Mission Vision and Values of the Niagara Catholic District School Board, the Board supports the involvement and collaboration of parents with the Principal, school staff, and in consultation with Catholic School Councils, to design and implement fundraising activities.

The Principal will approve and implement fundraising activities, to enhance student ~~achievement-learning and success~~, including **educational** field trips, excursions and co-curricular activities.

The Niagara Catholic District School Board also recognizes that fundraising activities have a direct financial impact on the school and on the school community. The Principal shall consider this financial impact, in the planning and approval of the proposed initiatives. Funds raised at the school level through fundraising and other sources will be managed in accordance with the School Generated Funds Policy.

The Board recognizes that some school fundraising initiatives are designed to support the efforts of the school community with activities that will help the students to learn about the value of supporting the needs of the broader global community, including:

- Supporting charitable endeavours
- Supporting ~~needy~~ global communities
- Encouraging involvement in **supporting the needs of the broader global community** ~~school activities~~

The Director of Education will issue Administrative Procedures for the implementation of this policy.

References

- [Education Statutes and Regulations of Ontario](#)
- [Fundraising Guidelines issued by the Ministry of Education](#) ~~(March 2011)~~
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- *Niagara Catholic District School Board Policies/Procedures*
 - [Catholic School Councils Policy \(800.1\)](#)
 - [Nutrition Policy \(302.7\)](#)
 - [Purchasing/Supply Chain Management Policy \(600.1\)](#)
 - [School Generated Funds Policy \(301.6\)](#)
 - [Student Fees Policy \(301.11\)](#)



Niagara Catholic District School Board

FUNDRAISING POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.4

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 12, 2012

DEFINITIONS

Fundraising is any activity, in accordance with Board Policy, to raise money or other resources that is approved by the school Principal, in consultation with the Catholic School Council, ~~or a school fundraising organization operating in the name of the school and~~ for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

The school community refers to students, parents ~~and~~/guardians, school administrators and staff, members of the broader community and partners, as well as others, who support the local Catholic school and student achievement.

BACKGROUND

Fundraising initiatives carried out by the school must not be used to replace public funding provided by the Ministry of Education for textbooks, learning materials and other supplies, which are allocated by the Board to the school through the School Budget Accounts.

All students and staff are welcome to participate in fundraising activities. These activities will reflect the diversity, values and priorities of the local school community and school board.

GUIDING PRINCIPLES FOR FUNDRAISING ACTIVITIES

The Principal will:

- Prepare an annual Plan on fundraising activities, using the appropriate fundraising form
- Be responsible for authorizing, planning and implementing all fundraising activities carried out by the school community. A fundraising report will be prepared by the principal for each major fundraising activity **benefitting the whole school community and will be approved by the Family of Schools Superintendent.**
- **Give consideration to the frequency, type and number of fundraisers within an academic year.**
- **Ensure resources generated through fundraising activities will be used within a two-year period unless designated for a specific project to be pre-approved by the Superintendent of Business and Financial Services**

The Principal will ensure that the collection and distribution of funds will reflect the following principles:

Support Student Achievement - Activities will support student achievement and not detract from the learning environment.

Voluntary Participation - Participation in fundraising activities is strictly voluntary for staff and students. Parental consent will be required for student participation for students under the age of 18. The personal information of staff, students or other individuals will not be shared for the purposes of fundraising without prior consent.

Safety and Safeguarding - The safety of students will be a primary consideration in all fundraising activities. In addition to parental consent, student fundraising activities require adequate supervision of students involved in the activity.

The Principal will communicate and train school staff on procedures dealing with the collection, disbursement and accounting of school-generated funds.

Accountability and Transparency - A fundraising activity will not result in any staff or volunteer benefiting materially or financially from the activity.

Fundraising activities will have a designated purpose and the funds collected will be spent for that designated purpose. Transparent financial reporting practices to the school community ~~should~~**need to** be in place.

Staff Members will:

- Prepare a fundraising report for minor fundraising activities benefitting a school department, club and/or sports team and will be approved by the Principal.

All school fundraising activities will generate a fundraising report. Fundraising reports will be shared with the designated secretary with finance duties and will be available for review by Board staff and internal and external auditors.

CONFLICT OF INTEREST

If staff members and/or Catholic School Council Members have a conflict of interest in connection with a fundraising initiative, they will not participate in any aspect of that fundraising activity.

CRITERIA TO BE CONSIDERED IN FUNDRAISING ACTIVITIES

When school communities consider asking for financial support, the individual fundraising activity should be consistent with the guiding principles outlined above and **within** Niagara Catholic policies.

Any fundraising activities that involve the sale of food and beverages on school premises must comply with the Board's Nutrition Policy. The nutrition standards set out in the policy do not apply to fundraising activities that occur off school premises.

The Board has endorsed the following annual system fundraising activities:

- Pilgrimage / Development and Peace
- United Way Campaign
- Kids Helping Kids
- Holy Childhood Walk

Examples of Acceptable Uses of Fundraising Proceeds

- Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of a field trip for students who cannot afford it)
- Supplies, equipment or services which complement items funded by provincial grants (for example, co-curricular band equipment, audio-visual equipment)
- Field trips or other excursions (for example, in-province, out-of-province, or trips abroad)

- Guest speakers or presentations
- Ceremonies, awards, plaques, trophies or prizes for students
- Scholarships or bursaries
- Co-curricular activities and events (for example, travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs)
- School yard improvement projects (for example, playground equipment, shade structures, gardens, outdoor skating rink)
- Upgrades to sporting facilities such as running tracks, installation of artificial turf and scoreboards
- Support for activities that are unique to the denominational or cultural character of the school (for example, student retreats).

Examples of Unacceptable Uses of Fundraising Proceeds

- Items funded through provincial grants such as classroom learning materials and textbooks
- Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear
- Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants (for example, classrooms, additions, gyms, labs)
- Goods or services for employees, where such purchases would contravene the *Education Act* or a school council's by-laws regarding conflict of interest
- Professional development including support for teacher attendance at professional development activities
- Administrative expenses not associated with fundraising activity. Any administrative expenses associated with fundraising activity should be minimized.
- Support for partisan political activity, groups or candidates.

ACCOUNTABILITY AND FINANCIAL REPORTING

The purpose for any fundraising activity must be clearly communicated to contributors.

Funds received and disbursed in connection with fund raising activities must be accounted for in accordance with the [*School Generated Funds Policy \(301.6\)*](#).

The Principal will advise the Family of Schools Superintendent regarding major concerns arising from the operation of fundraising activities.

The Principal will prepare an annual report on fundraising activities, in accordance with the [*School Generated Funds Policy \(301.6\)*](#).

Any change in the purpose of funds raised will require the approval of the Family of Schools Superintendent and the notification of the school community.

Any theft and misuse or misappropriation of funds raised through Fundraising Activities will be immediately reported to the Principal, ~~and to the Family of Schools Superintendent~~ **and Superintendent of Business and Financial Services**. This matter will be discussed ~~by the Superintendent~~ with the Director of Education, ~~who~~ **The Director of Education** will determine the actions required to recover the funds and the need to report the details to the Board and/or to proper legal authorities, as required.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
POLICY (400.4)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Prior Learning Assessment and Recognition (PLAR) Policy (400.4), as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 19, 2019



Niagara Catholic District School Board

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR) POLICY

STATEMENT OF POLICY

400 – Educational Programs

Policy No 400.4

Adopted Date: May 26, 1998

Latest Reviewed/Revised Date: May 28, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports the implementation of Prior Learning Assessment and Recognition (PLAR), which is the a formal evaluation and ~~credit-granting~~ accreditation process whereby students may obtain credits for prior learning. This includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Students have their knowledge and skills evaluated against the overall expectations in the Ontario provincial curriculum policy documents in order to earn credits towards an Ontario Secondary School Diploma (OSSD).

Religious Education credits cannot be earned through the PLAR challenge in the Niagara Catholic District School Board.

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

References

- [***Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements 20112016***](#)
- [***PPM 129 – Prior Learning, Assessment and Recognition \(PLAR\):Implementation in Ontario Secondary Schools***](#)
- [***PPM 132 - Prior Learning, Assessment and Recognition \(PLAR\) for Mature Students: Implementation in Ontario Secondary Schools***](#)
- [***Ontario Student Record \(OSR\) Guideline, 2000***](#)
- [***Ontario Student Transcript \(OST\) Manual, 2013***](#)
- [***Niagara Catholic District School Board Policies/Procedures***
 - \[***Ontario Student Record \\(OSR\\) Policy 301.7***\]\(#\)](#)



Niagara Catholic District School Board

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR) POLICY

ADMINISTRATIVE PROCEDURES

400 – Educational Programs

Policy No 400.4

Adopted Date: January 28, 2003

Latest Reviewed/Revised Date: May 28, 2013

The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process assesses students' prior learning for the purpose of granting credit for a ~~Grade 10, 11, or 12~~ course developed from the most current provincial curriculum document. The "equivalency" process is the process of assessing credentials from other jurisdictions.

PLAR procedures are carried out under the direction of the school Principal, who grants the credits.

DEFINITIONS

Regular school student: a student, other than a mature student, who is enrolled in a regular school program. A student enrolled only in continuing education and/or correspondence courses is not considered a regular school student.

Mature student: a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

CHALLENGE CREDITS

~~Students may challenge for credit only Grade 10, 11 and 12 courses.~~

1. All credits gained through the PLAR process must represent the same standards as credits granted to students who have taken the course.
2. Assessment instruments for the challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the mark). Assessment strategies must be adapted for students with special **education** needs.
3. Students may earn no more than four credits through the challenge process for Grade 10, 11, 12 courses; **or for Levels 1, 2, and 3 in classical and international languages courses; and for Levels 3, 4, and 5 in Native languages courses.** ~~with no~~ **No more than two (2) of these credits may be granted in any one discipline towards the Ontario Secondary School Diploma (OSSD).**
4. Students must provide proof of competency to the ~~p~~**Principal** in a subject before they are granted the opportunity to challenge a **course.** ~~outlined in the Board's "Application to Challenge for Credit for a Course" form and Prior Learning Assessment and Recognition procedures.~~ **Principals will refer to the appropriate sections for Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students and Prior Learning Assessment and Recognition (PLAR) for Mature Students as set out in**

Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2016. Appropriate applications for regular school and mature students are set out in Appendix 1.

5. In cases where an adult student (18 years old), or the parent/guardian of a minor student disagrees with the decision of the Principal concerning the student's challenge for credit, the parent/guardian or adult student may follow the Niagara Catholic Complaint Resolution Policy 800.3 to appeal the decision. ~~ask the appropriate Family of Schools Superintendent to review the matter within five (5) days of notification of the decision. Following the review by the Family of Schools Superintendent, a recommendation will be made to the Director of Education regarding the appeal. The Director of Education will determine whether Senior Administrative Council will review the appeal.~~

Subject to the decision of the Director of Education, the parent/guardian or adult student may ask that the appeal go to the Board of Trustees.

6. The challenge process is an evaluation process and may not be used as a way for students to improve a mark in a course for which they have already earned credit, or as a way to obtain a credit for a course in which they have ~~we~~ previously failed ~~unsuccessful~~.
7. Schools within the Board will provide for challenge only to those students registered with the Board ~~or by agreement with another District School Board.~~
8. Schools in the Board will use the forms for the application and tracking of students, **regular school and mature students** provided by the Ministry of Education: "~~PLAR Challenge for Credit: Cumulative Tracking Record~~" and "~~PLAR Challenge for Credit: Interim Tracking Record~~" as set out in Appendix 1 along with the Board's forms found in the Niagara Catholic District School Board's PLAR Implementation Manual.
9. The opportunity for Prior Learning Assessment and Recognition in the Niagara Catholic District School Board will be described in all **Catholic** secondary school Course Calendars stating that students can challenge for credit once per year by applying at their home school. PLAR challenges will be administered and supervised at the student's home school. ~~and, in the case of mature students, at one of the Board's Continuing Education Learning Centres.~~

EQUIVALENCY CREDITS

1. Students who are eligible for "equivalency" credits are those who transfer to Ontario secondary schools from **home schooling**, non-inspected private schools or schools outside Ontario.
2. Equivalency credits are granted for placement only by **the** school ~~p~~Principals. The ~~p~~Principal will determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned for a diploma. Principals will ~~use~~ refer to the appropriate sections for Prior Learning Assessment and Recognition (PLAR) for Regular School Students and Prior Learning Assessment and Recognition (PLAR) for Mature Students ~~Appendix 2: Equivalent Diploma Requirements as set out in Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2011. Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2016.~~
3. In cases where an adult student (18 years old), or the parent/guardian of a minor student disagrees with the decision of the Principal concerning the placement, the adult student or the parent/guardian may follow the Niagara Catholic Complaint Resolution Policy 800.3 to appeal the decision. ~~ask the appropriate Family of Schools Superintendent to review the matter within five days of notification of the decision. Following the review by the Family of Schools Superintendent, a recommendation will~~

~~be made to the Director of Education regarding the appeal. The Director of Education will determine whether Senior Administrative Council will review the appeal.~~

APPENDIX 1 – PRIOR LEARNING ASSESSMENT AND RECOGNITION

Forms for Regular School Students

- PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT, Interim Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT, Cumulative Tracking Record
- APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE
- RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

Forms for Mature Students

- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, INDIVIDUAL ASSESSMENT FOR GRADE 9 AND 10 CREDITS, Interim Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, INDIVIDUAL ASSESSMENT FOR GRADE 9 AND 10 CREDITS, Cumulative Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, CHALLENGE PROCESS FOR GRADE 11 AND 12 CREDITS, Interim Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, CHALLENGE PROCESS FOR GRADE 11 AND 12 CREDITS, Cumulative Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, EQUIVALENCY PROCESS FOR GRADE 11 AND 12 CREDITS, Interim Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, EQUIVALENCY PROCESS FOR GRADE 11 AND 12 CREDITS, Cumulative Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, APPLICATION FOR ASSESSMENT FOR GRADE 11 AND 12 CREDITS THROUGH EQUIVALENCY PROCESS
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 19, 2019**

PUBLIC SESSION

**TITLE: ELEMENTARY AND SECONDARY SCHOOL YEAR
CALENDARS: 2019-2020**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2019-2020 school year, as presented.

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

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

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

Date: February 19, 2019



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 19, 2019

ELEMENTARY AND SECONDARY SCHOOL YEAR CALENDARS: 2019-2020

BACKGROUND INFORMATION

The *Education Act, Regulation 304 - School Year Calendar, Professional Activity Days* outlines the requirements and timelines for preparing and submission of school year calendars to the Ministry of Education for approval.

For the 2019-2020 school year calendars, there are 194 possible school days between September 3, 2019 and June 26, 2020. Within this total, elementary and secondary schools must have a minimum of 194 school days of which seven (7) days must be designated as professional activity days. Secondary schools may have a maximum of ten (10) instructional days set as examination days. The remaining school days shall be instructional days.

CONSULTATION PROCESS

The 2019-2020 School Year Calendar Committee met on December 20, 2018 and February 8, 2019 to discuss and review the draft calendar and the consultation process.

Members of the 2019-2020 School Year Calendar Committee are:

Frank Iannantuono	Superintendent of Education and Committee Chair
Pat Rocca	Superintendent of Education
Lee Ann Forsyth-Sells	Superintendent of Education
Irene Ricci	Elementary Principal
Denice Robertson	Secondary Principal
Anthony Corapi	Coordinator of Staff Development
Marie Balanowski	OECTA President
Shonna Daly	Niagara Catholic Parent Involvement Committee
Anna Racine	SEAC

The consultation process provided the elementary and secondary draft calendars to all Elementary and Secondary Principals, Vice-Principals, Catholic School Council Chairs, Niagara Catholic Parent Involvement Committee (NCPIC), Special Education Advisory Committee (SEAC), OECTA Elementary and Secondary Presidents, CUPE President and staff for feedback by January 30, 2019.

Simultaneously, there has been on-going consultation with the co-terminous Board to achieve a similar school year calendar, where possible.

SUMMARY OF THE ATTACHED CALENDARS

Highlights of the Proposed School Year Calendars for 2019-2020.

Professional Activity Days

In accordance with the *Education Act, Regulation 304 - School Year Calendar*, the following seven (7) days have been identified as Professional Activity Days.

Secondary Examination Days

Semester 1 – Friday, January 24, 2019 to Thursday, January 30, 2020

Semester 2 – Thursday, June 18, 2020 to Wednesday, June 24, 2020

Board and Civic Holidays

Labour Day	Monday, September 2, 2019
Thanksgiving Day	Monday, October 14, 2019
Christmas Break	Monday, December 23, 2019 to Friday, January 3, 2020
Family Day	Monday, February 17, 2020
March Break	Monday, March 16 to Friday, March 20, 2020 (ten month employees only)
Good Friday	Friday, April 10, 2020
Easter Monday	Monday, April 13, 2020
Victoria Day	Monday, May 18, 2020
Canada Day	Wednesday, July 1, 2020

To comply with the timelines outlined in *Regulation 304 - School Year Calendar*, school boards are required to submit Board approved **regular** school year calendars to the Ministry of Education by May 1, 2019 and Board approved **modified** school year calendars to the Ministry of Education by March 1, 2019.

Based on feedback from the consultation process, discussions with the School Year Calendar Committee, Administrative Council and our coterminous board, the 2019-2020 Elementary and Secondary **Regular** School Year Calendars will be submitted immediately following the Board Meeting of February 26, 2019 for approval.

Proposed Elementary School Year Calendars for 2019-2020.

Proposed Secondary School Year Calendars for 2019-2020.

RECOMMENDATION

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2019-2020 school year, as presented.

Prepared by: Frank Iannantuono, Superintendent of Education

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: February 19, 2019



Ministry of Education

School Year Calendar 2019 - 2020

Board Designated Holiday

Elementary Draft

Legend → **H** - Statutory Holiday Schedule

E - Scheduled Examination Day

P - Professional Activity Day

B - Designated Holiday

Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week							2 nd Week							3 rd Week							4 th Week							5 th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2019								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
September 2019	20																																					
October 2019	21	1																																				
November 2019	20	1																																				
December 2019	15																																					
January 2020	19	1																																				
February 2020	18	1																																				
March 2020	17																																					
April 2020	20																																					
May 2020	19	1																																				
June 2020	18	2																																				
July 2020																																						
TOTAL	187	7																																				

Note: The 2019-2020 calendar provides for 194 possible school days between September 1, 2019 and June 30, 2020. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days



Ministry of Education

School Year Calendar 2019 - 2020

Board Designated
 Half Day

P - Professional Activity Day

E - Scheduled Examination Day

H - Statutory Holiday Schedule

H - Half Day

Secondary Draft

Month	1 st Week			2 nd Week			3 rd Week			4 th Week			5 th Week																									
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																		
August 2019				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
September 2019	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27												
October 2019		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
November 2019					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29					
December 2019	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
January 2020			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
February 2020	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28												
March 2020	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
April 2020			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
May 2020					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29					
June 2020	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
July 2020			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
TOTAL																																						

Note: The 2019-2020 calendar provides for 194 possible school days between September 1, 2019 and June 30, 2020. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 19, 2019**

PUBLIC SESSION

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

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: February 19, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 19, 2019

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

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

The following is a listing of activities occurring during the period February 12, 2019 through March 5, 2019.

Friday, February 15, 2019

Elementary Professional Activity Day (various sites)

- The Professional activity day will be conference style allowing educators to choose from a variety of workshops.
- Kindergarten to Grade 3 Teachers will report Saint Paul Catholic High School, Niagara Falls, ON
- Grades 4 to 8 Teachers will report Notre Dame College School, Welland, ON
- Grades 9 to 12 Teachers will report Saint Michael Catholic High School, Niagara Falls, ON
- Itinerant Arts Teachers and Secondary Arts teachers will report to the Marilyn I. Walker School of Fine and Performing Arts, 5 Artists' Common, St. Catharines, ON L2R 4H5 or First Ontario Performing Arts Centre (Cairns Recital Hall) 250 St Paul St, St. Catharines, ON L2R 3M2
- A poverty session for K – 12 teachers will be held at the Hope Center, 570 King St, Welland, ON L3B 3L3

Schedule for Professional Activity Day

Schedule	Sessions
8:45 a.m. – 10:15 a.m.	Workshop 1
10:30 a.m. – 12:00 p.m.	Workshop 2
12:00 p.m. – 1:00 p.m.	LUNCH
1:15 p.m.- 2:45 p.m.	Workshop 3

- **All educators will register for workshops via a grade specific portal:**
- Kindergarten to Grade 3 Teachers:
 - o <http://misalondon.ca/ncdsb-k-to-3/>
- Grades 4 to 8 Teachers:
 - o <http://misalondon.ca/ncdsb-4-to-8/>
- Grades 9 to 12 Teachers:
 - o <http://misalondon.ca/ncdsb-9-to-12/>

Arts Professional Activity Day Workshops

Timeline	Itinerant Arts (Music - General)	Itinerant Arts (Music – Instrumental)	Secondary Music	Secondary Drama Itinerant Arts (Drama)	Secondary Visual Arts
8:30-8:45	WELCOME – MIW Lobby				
8:45 – 10:15	Music Workshop – Selected Topics for Group Sharing <i>Location: MIW215</i>	Music Workshop –Beginning Band, What Your Festival Adjudicator is Looking For <i>(Kevin Hamlin, Yamaha Canada)</i> <i>Location: Cairns Recital Hall (PAC)</i>		Process Drama Workshop <i>(Prof Joe Norris)</i> <i>Location: Studio C</i>	Awakening Indigenous Culture Through Art Workshop <i>(Brian Kon, Indigenous Lead)</i> <i>Location: MIW151</i>
10:15-10:30	COFFEE/NUTRITION BREAK in MIW Lobby				
10:30-12:00	Instrument Repair <i>(Zach Brown, Long&McQuade)</i> <i>Location: MIW215</i>		Music Workshop – Boosting Retention <i>(Kevin Hamlin, Yamaha Canada)</i> <i>Location: Cairns Recital Hall (PAC)</i>	Process Drama Workshop Con’t <i>(Prof Joe Norris)</i> <i>Location: Studio C</i>	Awakening Indigenous Culture Through Art Workshop Con’t <i>(Brian Kon, Indigenous Lead)</i> <i>Location: MIW151</i>
12:00-1:00	LUNCH in MIW Lobby				
1:15-2:45	Choice of Instrument Repair, Noteflight or Resource Sharing/Best Practice Session <i>Location: Studio D</i>	Instrument Repair <i>(Zach Brown, Long & McQuade)</i> <i>Location: MIW215</i>	Noteflight Presentation <i>(Fraser Hebert)</i> <i>Location: Studio C</i> <i>*please bring a chromebook</i>	Drama Workshop <i>(Monica Dufault, Carousel Players)</i> <i>Location: Studio A</i>	Photography Workshop <i>(Prof Amy Friend)</i> <i>Location: MIW151</i>

- Educational Assistants (EAs) All Educational Assistants not taking a Sulp day will attend an *Applied Behaviour Analysis* training session from 8:30 a.m. – 2:45 p.m. at Four Points by Sheraton at 3530 Schmon Pkwy, Thorold, ON L2V 4Y6.
- The following employee groups will attend All employee groups listed above not taking a Sulp day will attend a *Workplace Violence and Harassment* training session from 8:30 a.m. – 2:45 p.m. at John-Michael's Banquet and Conference Centre at 1368 Uppers Lane, Thorold, ON L2V 5B3
 - o Library Technicians
 - o Child and Youth Workers
 - o Elementary and Secondary School Secretaries
 - o Early Childhood Educators
 - o CUPE Admin

Professional Day Workshops by Location

K to 3 Workshops (Saint Paul Catholic High School)

Workshop Name	Workshop Description
Early Years: Enhancing Literacy Instruction through Technology (for Kindergarten Teachers)	Presenters: Dr. Tiffany Gallagher and Rachel St. Hilaire, research partners from Brock University. Description: This workshop will explore current research about ways to enhance instruction through the implementation of technology to support Kindergarten students' early literacy learning and reading. Participants are asked to bring a Chromebook to this session.
Brightspace Portfolio	Presenter: Ryan Desson, Digital Learning Coach. Description: An integral part of the Niagara Catholic Virtual Learning Environment (NCVLE), Portfolio by D2L offers students the ability to easily transition from creating work to showcasing their efforts, without having to leave the VLE. This session will share insights from using Portfolio in classrooms and will offer an opportunity for hands-on exploration of this tool. Please bring a Chromebook (any model except for the N21 Chromebook as the Portfolio app is not supported on this model).
The Niagara Catholic Virtual Learning Environment (NCVLE) & Brightspace Portfolio	Presenters: Terri Levitt-Chipman and Melissa Maney-Worden. Leveraging the power of Chromebooks and the NCVLE to enhance a blended learning classroom. How can educators use the NCVLE to provide their students with access to digital learning tools? These tools range from Ministry-funded tools to website. All of this can be captured digitally using Brightspace Portfolio. Brightspace Portfolio allows student to self-document with photos or video and an audio recording. This allows the make their learning visible and reflect on what they are sharing with the educator and why.
Healthy Schools: Sharing Promising Practices in Niagara Catholic Schools	Presenter: Joanne Germano and Jacqui Cunningham, Niagara Region Public Health Nurses. Description: The research is clear: healthy students are better prepared to learn, and education is a key determinant of health. Elevating well-being as a goal for education in Ontario recognizes its fundamental importance to our learners and their futures. This workshop will provide real examples and share the stories of Niagara Catholic schools that work collaboratively with Niagara Region Public Health School Nurses in the implementation of the Healthy Schools framework through the Foundations for a Healthy School resource.
Integrating the Arts and Literacy	Presenter: Brian Carty (retired teacher). Description: Using guided reading of a selected text to inspire the creative process and develop projects in Visual Arts, Drama and Music.
Mental Health: Understanding the Impact of Trauma On Students	Presenter: Sabrina Fruci, Niagara Catholic Social Worker. Description: This workshop will further participant's understanding of trauma and how it impacts our students, and will offer ideas about how to create a trauma sensitive classroom.
Applied Behaviour Analysis in the Primary Classroom	Presenter: Kristin Baker, ABA Supervisor - NCDSB. Description: Applying Behavioural Analysis in the Primary Classroom to effect change.
Phonological Awareness in the K-3 Classroom: How to support literacy development.	Presenters: Speech and Language Pathologists of NCDSB. Description: This session is aimed at increasing one's knowledge of phonological awareness skills; essential building blocks for literacy. The session will include the simple view of reading, phonological processing, expected skills by grade level and task hierarchy. Hands-on samples and instructional activities will be provided.

Using AIM in the Core Elementary French Classroom (Theatre)	Presenter: Edite Sammons, AIM Chief Curriculum Consultant & retired AIM French teacher. Description: Teachers will explore the Accelerative Integrated Methodology or AIM under the guidance of a retired AIM French teacher. Teachers will revisit the importance of always speaking French, answering questions and teaching students how to ask questions. Most importantly, how to get students to retell the stories and recreate ones of their own through spontaneous dialogue and discourse. This full day session is intended for Core Elementary French Teachers.
Going Deep with Counting Principles	Presenters: Cathy Chaput & Michelle Kreller-Janke (Student Achievement Officers). Explore the counting principles as they cross each of the strands of the math curriculum. Focus on fundamentals with a hands-on workshop incorporating lots of ideas you can use in the classroom right away!
Engaging Mathematical Tasks in the Early Years & Primary Grades	Are you looking for ideas to engage students in math learning? This session will explore a range of tasks and resources that can be used immediately to get K-3 students excited about mathematics.
Kid's Lit with Maria Martella	Presenter: Maria Martella of Tinlids. A veteran of the Canadian children's book industry. Maria loves sharing great books with teachers and during this session will feature the best new titles for kids.
Draft Kindergarten Religion Resource Institute for Catholic Education	The Institute for Catholic Education has drafted a new resource to support Kindergarten educators in the planning, implementing, assessment and delivery of the Kindergarten Program in connection to our Catholic Faith. This will be an opportunity to explore the new Kindergarten Religion document, gain insight on how Catholicity can be interwoven within the four frames, and how our kindergarten inquiry play-based learning environment can be a source of faith-filled experiences.
Interactive Prayer	Presenter: Ariana Agnino. Exploring prayer through a variety of interactive styles to engage students in meaningful conversations with God.
History of the Inuit	Presenter: Joshua Stribbell will provide an overview of the history of Inuit people, emphasizing how to de-colonize world views and bridge the gap between nations. Included in his presentation will be the traditional story of Kiviuk (a legendary hero of the Inuit).
Etawuptamuk (2 eyes seeing)	Presenter: Elaine Berwald. Etawuptamuk is the ability to combine seeing from one eye with the strengths of Indigenous knowledge and ways of knowing, and from the other eye with the strengths of Western knowledge and ways of knowing.
kNOw Poverty & The Hope Centre	Presenter: Paul Turner The workshop will focus on an experiential look at poverty through the institution of the Hope Centre. We will address key issues of poverty such as food security, shelter, life skills and mental health. There will be hands on experience and shared stories by a few clients of the Hope Centre. This full day session will be located at the Hope Centre from 8:30 - 2:45. The address is 570 King St, Welland, ON L3B 3L3
MindUP Curriculum	Presenter: Kendall Cappellazzo. The MindUP Curriculum is a series of easy to follow lessons and each elementary school has the resource in their library. The lessons help children to understand how parts of their brain affect the way they respond to stimuli, such as someone making them feel angry, sad or hurt. Not only does this resource help children learn how to self-regulate, but also to turn off other thoughts and distractions to be able to listen and learn.

Have questions about the Elementary Collective Agreement?	Presenter: Jennifer McArthur. This workshop will highlight articles of the collective agreement that are frequently referenced. Participants will be able to submit topics and/or questions before the PD Day so that your interests can be addressed.
Boardmaker Online	Presenter: Frank Napoli. Boardmaker Online provides a multi-level approach to creating engaging print and interactive materials for your special education needs. Start with convenient, ready-made print activities or just imagine, make, print and use! Extend learning by adapting curriculum to the unique needs of your learner with easy-to-use enhanced features. Then, increase student engagement by making your favorite print activities interactive on smart boards, computers, tablets and communication devices!

4 to 8 Workshops (Notre Dame College School)

Workshop Name	Workshop Description
The Recess Project	Presenter: Isabelle Ross, Director of Programs, Recess Project Canada Description: This workshop will introduce the Recess Project - an award-winning, evidenced-based, change making goldmine of how-to's, lessons learned, examples, templates, quick tips, a game library, and more. Participants will learn how to transform recess into a space that is inclusive, supported, positive, active, and engaging - a space where all students are protected from the effects of social exclusion and bullying. Participants will be able to take the learning back to their schools in order to begin to do recess in a whole new way.
Connecting Learning to the Real World: EVERFI's Online Learning Resources	Presenter: Emily De Roche, Senior School Implementation Manager at EVERFI Description: This workshop will explore EVERFI's free online resources to help prepare students to face real world challenges—now and in the future. EVERFI's digital curricula empower teachers to bring critical skills education into their classrooms using interactive, game-based lessons. Participants are asked to bring a Chromebook to this session.
Accessibility and Inclusion: The Rick Hansen Foundation School Program	Presenter: Diane Talbot-Schoenhoff, Regional Consultant, Ontario, Rick Hansen Foundation School Program Description: This workshop will explore the range of free lessons from the Rick Hansen Foundation School Program (RHFSP) that will help increase disability awareness, accessibility and inclusion, and empower students to make a difference in their school, community and the world. Participants are asked to bring a Chromebook to this session.
Hands On Exploration of Digital Tools	Presenter: Heidi-Ann Poltl, Digital Learning Coach. Supporting your blended learning classroom with the NCVLE and Digital Tool Kit. Accessing Ministry resources such as the OERB, Gizmos and other tools through the NCVLE to support and engage students. This workshop will be hands on, you will be exploring the resources and you will be able to set up usable lessons for your students. Participants are asked to please bring a Chromebook to this session.
Integrating Vex Robotics into the Classroom	Presenter: Michael Vukovic. Providing students with opportunities to independently and collaboratively explore a variety of curriculum expectations through inquiry based activities using VEX IQ
SMART Technologies: Active Classrooms	Making the most of all that your SMART Board has to offer. Learn how to use all the features available with your SMART board to engage and support students. Explore SMART Notebook to SMART Learning Suite Online.

Dangerous Decibels	Presenter: Babette Bailey - Teacher of Deaf/Hard of Hearing. Description: An interactive presentation on noise in your environment and the effect of loud sounds (through headphones used for gaming and listening to music) on children's hearing
Sign Language 101	Presenter: Tara Formisano - Teacher of Deaf/Hard of Hearing. Description: An interactive presentation on American Sign Language and learning some basics to help with communication with some of our deaf and hard of hearing learners
Mental Health	Presenter: Andrea Prest, Niagara Catholic Social Worker. Description: This workshop will further participant's understanding of trauma and how it impacts our students, and will offer ideas about how to create a trauma sensitive classroom.
Mental Health	Presenter: Jennifer Monteith, Niagara Catholic Social Worker Description: This workshop will further participants' understanding of trauma and how it impacts students, and will offer ideas about how to create a trauma sensitive classroom.
Community Addiction Services: Trends in Niagara	Marnie Prokator, CASON: Workshop will include addictions, concurrent disorders and the trends that are happening in Niagara
Using AIM in the Core Elementary French Classroom (Saint Paul Theater)	Presenter: Edite Sammons, AIM Chief Curriculum Consultant & retired AIM French teacher. Description: Teachers will explore the Accelerative Integrated Methodology or AIM under the guidance of a retired AIM French teacher. Teachers will revisit the importance of always speaking French, answering questions and teaching students how to ask questions. Most importantly, how to get students to retell the stories and recreate ones of their own through spontaneous dialogue and discourse. This full day session is intended for Core Elementary French Teachers.
Engaging Mathematical Tasks in the Junior Classroom	Are you looking for ideas to engage students in math learning? This session will explore a range of tasks and resources that can be used immediately to get junior students excited about mathematics.
Engaging Mathematical Tasks in the Intermediate Classroom	Are you looking for ideas to engage students in math learning? This session will explore a range of tasks and resources that can be used immediately to get intermediate students excited about mathematics.
Coding, Computational Thinking and Math	This session will examine computational thinking as it relates to our mathematics curriculum. Lesson ideas to support coding and computational thinking in the classroom will be explored. No coding experience required. Presented by Dr. Chantal Buteau (Brock University and Math Knowledge Network Representative).
Pathways to Care and Overview of Services	Contact Niagara in collaboration with community partners, will discuss community pathways to care and an overview of services including rehab , mental health, autism and developmental services.
Behaviour 101	Presenters: Alfonso Monachino, Anthony DiTorro & Christopher Boyer - Behaviour Resource Teachers. Description: Examining the 4 functions of behaviour within a school setting and the influence of an adult on children's behaviour. Practical ideas around using and creating assessment tools to identify the function of a behaviour will be provided. This session will also focus on preventative strategies and the use of replacement behaviours.
Supporting Readers in the Junior and Intermediate Grades	This session will attempt to support teachers hungry for specific strategies to help Junior and Intermediate readers master fundamental reading skills they may not have consolidated during their early years of school. Paul Ferrara and

	Katrina Jegg, members of the Brock University Learning Lab staff, will focus on reading/decoding by analogy using letter patterns and rimes.
Divine Humour	Presenter: James Carnegie. Catholics throughout the ages have shown themselves to have a sense of humour. This sense of humour has its source in Christ himself. This workshop will examine the Divine sense of humour, and look at ways to bring humour into the classroom to help strengthen our students' ability to view the world and the experience of life through the lens of faith.
Metis 101	Presenter: Amanda Pont-Shanks. Amanda will provide an overview of the Metis People. As the third Aboriginal Nation within Canada's Constitution, the Metis have a colourful past that includes the Fur Trade and the expansion of Canada westward beyond the Great Lakes. Her presentation will span the timeline from the establishment of the fur trade through modern Metis government and communities.
Indigenous Culture Within Our Classrooms	Presenter: Gary Parker. Bridging the gap of educating Indigenous youth while respecting traditions and customs can place teachers in unfamiliar territory. Gary will provide participants with information that will reduce the gap and provide background into the perspective of Indigenous people.
kNOw Poverty & The Hope Centre	Presenter: Paul Turner. The workshop will focus on an experiential look at poverty through the institution of the Hope Centre. We will address key issues of poverty such as food security, shelter, life skills and mental health. There will be hands on experience and shared stories by a few clients of the Hope Centre.
#YouToo – What's your role in ending gender-based violence?	Presenter: Jennifer McQuestion, the Community Engagement Manager for Women's Place of South Niagara. Domestic and dating violence impact hundreds of women, children and youth in our community, including your students and colleagues. This workshop will help you to better understand domestic and dating violence, the services available at local women's shelters, and steps you can take to help end the cycle of gender-based violence in our communities.
Fair Trade for a Better World	Presenters: Jane Nigh & Nancy Salvage, Port Colborne Fair Trade Town Committee. What is Fair Trade and why does it matter? How you can promote fair trade at school, home and in your community.
Safer Catholic Schools 101	Presenter: Kevin Welbes-Godin/Egale Canada Develop a deeper understanding of how homophobia, biphobia and transphobia contribute to students' safety, and the impacts of safety on performance. Receive concrete strategies for creating safer schools for all students and staff by addressing homophobia, biphobia and transphobia with confidence. Acquire resources to support inclusive classroom teaching and school-wide strategies. This is a half-day (morning) session.
Understanding the Social Justice Mission of Development and Peace	Presenter: Leone Strilec, Development and Peace. This workshop will look at the mission of D&P and highlight activities that can be done with staff and/or students to promote social justice in their schools.
Evaluation and Descriptive Feedback with Google	Presenters: Stephanie MacSporran and Rosa DiFruscia- Warner. Bring your chrome book to explore how to use Google forms for you anecdotal comments, easy assessment tips and evaluation with descriptive feedback. Session will be offered three times.
Physical Literacy Fun!	Presenters: Kennedy Lindley and Nancy Hanc. Using the Teaching Games for Understanding model, discover how to put the needs and abilities of the learner first , and in doing so, increase your students' level of enjoyment and participation in Physical Education. Allowing students to learn the skills to

	move more confidently and grow to become physically literate adults. Come dressed to play! Sessions will be offered in the morning, only.
Have questions about the Elementary Collective Agreement?	Presenters: Marie Balanowski and Frank Iannantuono. This workshop will highlight articles of the collective agreement that are frequently referenced. Participants will be able to submit topics and/or questions before the PD Day so that your interests can be addressed. Sessions will be offered at 10:30 and immediately following lunch.
Boardmaker Online	Presenter: Aly Armstrong. Boardmaker Online provides a multi-level approach to creating engaging print and interactive materials for your special education needs. Start with convenient, ready-made print activities or just imagine, make, print and use! Extend learning by adapting curriculum to the unique needs of your learner with easy-to-use enhanced features. Then, increase student engagement by making your favorite print activities interactive on smart boards, computers, tablets and communication devices!
Is it math or art?	Explore the possibilities! 3 print making activities that will help your students understand and demonstrate their understanding of basic math concepts.

9 to 12 Workshops (Saint Michael Catholic High School)

Workshop Name	Workshop Description
Culturally Relevant and Responsive Pedagogy and Student Agency	Presenter: Christine Battagli, Niagara Catholic Consultant for Research, Assessment, Evaluation and Reporting. Description: This workshop will examine the characteristics and mindset of culturally responsive teachers. We will explore practices that promote equity, inclusion and student agency for all learners in our diverse classrooms in order that all students can thrive in our schools and in life.
Prosocial Alternatives to Bullying	Presenters: Drs. Tony Volk and Drew Dane, research partners from Brock University. Description: This workshop will present research showing that some youth use bullying to achieve important goals. The presentation will also address research suggesting that helping adolescents to use prosocial strategies to achieve these goals, such as cooperation and leadership skills, instead of coercive behaviour, may be an effective way to reduce or prevent bullying.
Vaping and Cannabis Information	Presenters: Melanie Seguin and Amy Fishleigh, Health Promoters, and Helen Risteen, Niagara Region Public Health Nurse Description: Cannabis and E-cigarette (vaping) use are an emerging issue in Niagara. Recent data shows that 35% of secondary students in Niagara are using cannabis, and 25% are vaping. As laws are changing to legalize cannabis, they are also being updated for e-cigarettes related to locations for use and sales. Preventing youth from nicotine addiction and the use of cannabis is a concern for educators, parents and public health.
Integrating Technology into the Classroom	Using technology to support students in a Blended Learning environment. Engage students through the use of Google Classroom and the NCVLE. Blended learning spaces can support students in and outside of the classroom, while providing tools and resources that can enhance curriculum.
Technology Tools in the Classroom	Presenter Deanna Williams. Hands on workshop to learn how to use one educational tool in every subject. Explore Google tools, websites, extension and amplify learning with apps that will take your students learning to another world.

Mental Health - Trauma	Presenter: Andrea Bozza, Mental Health Lead, Description: This workshop will further participant understanding of trauma and how it impacts our students, and will offer ideas about how to create a trauma sensitive classroom.
Play Like A Champion	Presenter: Mike Sheahan (Denis Morris Catholic Secondary School). FOR GRADES 9 -12 ONLY. A comprehensive game plan for elevating the climate of youth sports in Niagara Catholic. The full day session will focus on educating coaches, staff and administrators about the values, attitudes and character that support a culture of excellence, integrity, respect and teamwork.
New Semester, New Math Class!	Presenter: Jeff Martin. Give your Math class a spring spruce-up. Ideas and examples on how to engage students with problem solving at all grades and levels. Bring along a Chrome Book and an existing activity (or even an idea for an activity) and give it a DESMOS makeover.
Let's Talk Math	Uncover authentic ways to use math conversations as a component of your assessment, including practical ideas for encouraging more opportunities for students to show what they know through math talk. Concrete examples from secondary classrooms will be shared. Presented by: Libby Stephenson (Student Achievement Officer)
Supporting Learners in OLC	Presented by Irene Costantini. This workshop will offer a glimpse into how students enrolled in the Ontario Literacy Course can be supported using diagnostic data to inform instruction and differentiating instruction for students.
Supporting Understanding of Graphic Text	Presented by Randy Pruyne and Krista Moscato. They will talk about how graphic texts move beyond the words on the page, and express ideas and information through a variety of visual elements. This workshop will provide practical ways we can help support students through the process of understanding graphic texts, an important literacy skill in the modern world.
Supporting Indigenous Student Success	Presenters: Kelsey Dick & Gillian Goodwin. A culturally holistic approach to indigenous student success from the perspective of teachers experienced working with Indigenous students. Topics will include indigenous culture in the classroom, supports for Indigenous students, and how to be <i>trauma informed</i> about relationships at school and within the community.
Inuit Elders Speak Out	Presenter: Becky Goodwin. Becky is a PhD candidate working in Archeology. She has many years of experience excavating historic Inuit lands. Becky will share her story as a scientist and her respect for Inuit people that has grown from interviews with Inuit Elders as they describe the stories behind items unearthed through archeologic excavations.
First People Prior to Colonization	Presenter: Rick McLean. Participants will be lead through a guided history of the First People of Turtle Island, including the vast wealth of knowledge they possessed long before the first explorers came on this land. He will enlighten the participants with many little known facts about the accomplishments and contributions of First Nations people throughout history and how they impact us all today. Rick is prepared to answer questions from participants in how best to infuse Indigenous culture into any course/curriculum.
Art & Faith: The Struggles of our time through the Eyes of Rembrandt	Presenters: Paul McGuire and Michelle Lepine. Using the works of baroque artist, Rembrandt van Rijn as an example we will look at the dark and light in our own lives and how we handle adversity and forgiveness.
Faith and Science In Our Catholic Schools	Presenter: Paul D'Hondt, HPCDSB - As a co-writer Paul reviews the new Catholic Curriculum Corporation resource and explains some of the most

	common "hot spots" where people find conflict between science and Catholicism.
Faith & Curriculum	Presenter: Stephanie Jarrett & Jolene Smith. Curriculum is taught, but Faith must be experienced. This workshop will explore spiritual practices, forms of prayer and cultural Catholic tie-ins that can be used to compliment the secondary religion curriculum
kNOw Poverty & The Hope Centre	Presenter: Paul Turner. The workshop will focus on an experiential look at poverty through the institution of the Hope Centre. We will address key issues of poverty such as food security, shelter, life skills and mental health. There will be hands on experience and shared stories by a few clients of the Hope Centre.
#YouToo – What’s your role in ending gender-based violence?	Presenter: Jennifer McQuestion, Community Engagement Manager for Women's Place of South Niagara. Domestic and dating violence impact hundreds of women, children and youth in our community, including your students and colleagues. This workshop will help you to better understand domestic and dating violence, the services available at local women’s shelters, and steps you can take to help end the cycle of gender-based violence in our communities.
Fair Trade for a Better World	Presenters: Jane Nigh & Nancy Salvage, Port Colborne Fair Trade Town Committee What is Fair Trade and why does it matter? How you can promote fair trade at school, home and in your community.
Safer Catholic Schools 101	Presenter: Kevin Welbes-Godin/Egale Canada. Develop a deeper understanding of how homophobia, biphobia and transphobia contribute to students’ safety, and the impacts of safety on performance. Receive concrete strategies for creating safer schools for all students and staff by addressing homophobia, biphobia and transphobia with confidence. Acquire resources to support inclusive classroom teaching and school-wide strategies.
Transitional Aged Youth (TAY) Planning	Presenter: Katie McKay. In 2006, the Ministry of Community and Social Services of Ontario, identified the lack of support for youth transitioning out of high school and into adulthood as one of the most significant gaps in the current support systems for people with developmental disabilities (Mercer Delta Consulting, 2006). In response to this 2006 report, the Ontario Ministry of Children and Youth Services (MCYS), the Ontario Ministry of Community and Social Services (MCSS), and the Ontario Ministry of Education (EDU) came together to create an Integrated Transition Planning Protocol, which has been in effect in Niagara since September 2014. To date, Niagara has worked collaboratively to establish a Transitional Aged Youth (TAY) Planning Process, which will be discussed. This presentation will provide you with insight into why the current protocol was established, an overview of Transitional Aged Youth (TAY) Planning in Niagara, common documents that have been created to help facilitate transition meetings, other resources and ideas of who can be invited to transition meetings, and the overall benefits of transition planning for our youth.
Understanding the Social Justice Mission of Development and Peace	Presenter: Leone Strilec, Development and Peace. This workshop will look at the mission of D&P and highlight activities that can be done with staff and/or students to promote social justice in their schools.
What is the Collective Agreement?	Presenter: Lisa Bowers, Niagara Secondary Unit OECTA. What is a collective agreement? What is the difference between provincial and local unit bargaining? Learn some of the terminology and the legislative framework for the collective bargaining process. Participants will be able to submit topics and/or questions before the PD Day so that your interests can be addressed.

Every Student has a Story - Help Starts Here	Presenters: Terri Bruce from INCommunities and Glen Walker Chair of the Niagara Poverty Reduction Network. Description: Teachers are caring and passionate about their students' well-being. A teacher can support students and their families just by knowing and sharing where help can be found. Learn how to support your students and families without taking on that role yourself. This workshop is being delivered by a local expert from INCommunities 211 with support from the Niagara Poverty Reduction Network Youth Strategy task group.
Niagara Job Market - Truths Revealed	Presenter: Adam Durrant, Operations and Research Manager, Niagara Workforce Planning Board will provide a snapshot of the job market and labour market in Niagara and where the jobs be for the workforce of tomorrow.

Tuesday and Wednesday, February 19th and 20th

Standard First Aid/CPR Training (Monsignor Clancy)

- As per the Workplace Safety and Insurance Act, Regulation 1101, the Niagara Catholic District School Board is required to have trained employees in first aid. The board provides first aid training services through Workplace Medical Corp. Training will be held for employees identified as needing to be trained for the first time or in need of recertification.

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: February 19, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 19, 2019**

PUBLIC SESSION

TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 19, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
FEBRUARY 19, 2019
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

IN PROGRESS

Appendix A	Our Lady of Mount Carmel Catholic Elementary School – New Child Care
Appendix B	Monsignor Clancy Catholic Elementary School – Consolidated Monsignor Clancy/St. Charles Catholic Elementary School and New Child Care

The Capital Projects Progress Report Update is presented for information.

Prepared by:	Scott Whitwell, Controller of Facilities Services
Presented by:	Scott Whitwell, Controller of Facilities Services
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	February 19, 2019



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 19, 2019**

APPENDIX A

OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of 3 child care room addition.

Current Status: Design work is underway.

Project Information:

New Area to be Constructed 5,317 sq. ft.
Child Care Spaces Added 49 spaces



Project Funding:

Child Care	1,557,887
	<hr/>
	\$1,557,887

Project Costs:

	Budget	Paid
Construction Contract	TBD	0
Fees & Disbursements	TBD	\$68,141
Other Project Costs	TBD	\$10,756
	<hr/>	<hr/>
	\$1,557,887	\$78,897

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	December 21, 2017	December 21, 2017
Ministry Approval (space)		
Architect Selection	July 17, 2018	
Design Development	January 2019	
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2019	
Official Opening & Blessing		

Project Team:

Architect	Venerino V.P. Panici Architect Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Pat Rocca
Principal	Domenic Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 19, 2019**

APPENDIX B

MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a consolidated Monsignor Clancy/St. Charles Catholic Elementary School and New Child Care.

Current Status: Design work is underway.

Project Information:

New Area to be Constructed	TBD	sq. ft.
Pupil Places Added	104	students
New Facility Capacity	677	students
Child Care Places Added	49	places



Project Funding:

Capital Priorities	3,482,495
Child Care	1,557,887
	\$5,040,382

Project Costs:

	Budget	Paid
Construction Contract	TBD	0
Fees & Disbursements	TBD	93,554
Other Project Costs	TBD	8,902
	\$5,040,382	102,456

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	March 13, 2018	March 13, 2018
Ministry Approval (space)		
Architect Selection	July 19, 2018	
Design Development	September 25, 2018	
Contract Documents	November 6, 2018	
Tender & Approvals	January 26, 2019	
Ministry Approval (cost)	April 29, 2019	
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2020	
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	Dan Trainor

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 19, 2019**

PUBLIC SESSION

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND
BUDGET 2018-2019 UPDATE**

The Committee of the Whole System Priorities and Budget 2018-2019 update report is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Presented by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

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

Date: February 19, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

**COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET
2018-2019 UPDATE**

BACKGROUND INFORMATION

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide a verbal update on the implementation of the annual Board approved System Priorities and Budget 2018-2019.

This monthly report information, will be provided through a visual presentation.

This monthly report will provide an opportunity for the continued engagement and dialogue with the Committee of the Whole on the status of the implementation of the annual System Priorities and Budget.

Appendix A – Committee of the Whole System Priorities and Budget February 2019

The Committee of the Whole System Priorities and Budget 2018-2019 update report is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Presented by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

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

Date: February 19, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 19, 2019**

PUBLIC SESSION

TITLE: STUDENT SUPPORT SERVICES

The Student Support Service report is presented for information.

Prepared by: Pat Rocca, Superintendent of Education
Presented by: Pat Rocca, Superintendent of Education
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 19, 2019



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 19, 2019

STUDENT SUPPORT SERVICE

BACKGROUND INFORMATION

The Niagara Catholic District School Board is committed to the inclusion of students with special education needs within their home schools and in their age-appropriate classes. Inclusion is the students' feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect. This commitment is shared with the Special Education Advisory Committee of the Niagara Catholic District School Board.

Service Delivery Model

The model of special education program and service delivery is rooted in a seamless approach to serving students with special education needs from entry in Kindergarten to exit upon graduation. The Niagara Catholic District School Board is committed to the philosophy that all students within its jurisdiction be provided with the opportunity to access programs, services and supports that will maximize their potential and receive an education commensurate with their identified needs. Our dedicated and caring teaching staff, support staff, and Central staff works very closely with our parents and community partners in order to plan and provide the best programming and experiential learning experiences for our students. (*Appendices 1-4*)

This model of special education services, as identified in the *Special Education Plan – Building Bridges to Services 2018 and Beyond*. (<https://www.niagaracatholic.ca/special-education/>) is fully compliant with The Niagara Catholic District School Board adheres to Regulation 181/98 and has developed practices that reflect our philosophy for the provision of Special Education services. (*Building Bridges to Services 2018 and Beyond p. 9*)

Moving Students towards Independence

By providing students an educational experience that is the least restrictive, within the most enabling environment, we prepare our students for independence from their first day of school. This is achieved through the provision of a support plan which is supported by school and central level staff, as well as the support of our community partners. The ultimate goal for all students is to achieve the greatest level of independence possible. The support plans and the students' successes are monitored in order to begin fading the supports that are put into place. In Niagara Catholic, we believe through our Mission, Vision, Values and Strategic Plan that it is our moral obligation and vocational duty to assist our students to be the best versions of themselves in order for them to live of fulfillment and active participation in society.

Philosophy for the Provision of Special Education Services

1. Education is of paramount importance to the physical, intellectual, social-emotional and spiritual growth of all children;
2. Each student is entitled to the best educational programs, services and personnel that can be provided;
3. All special education programs and services provided by the Board will be within the atmosphere of a Catholic school community;
4. The Student Support Department will utilize all resources to determine the educational needs of students and will provide programs, services and personnel to support the development of students with special education needs to their maximum potential;
5. The needs of students shall be met in the most enabling setting and the least restrictive environment;
6. Ongoing communication and cooperation with the parents of students with special education needs is vital for success in all special education programs and services;
7. The education of students with special education needs is a shared responsibility of the student, teacher(s), parent(s)/guardian(s) and the Board;
8. The Student Support Department will cooperate with, and will seek the assistance of, all other appropriate agencies in meeting the needs of our students with special education needs;
9. Special Education programs and services will be provided in a safe atmosphere that cherishes and celebrates the uniqueness of each individual;
10. All Students need a dedicated teacher to deliver a program based upon the provincial and/or alternate curriculum.

Guiding Principles of Special Education

All staff of the Niagara Catholic District School Board will make programming decisions from a Christ-centered perspective. Students and their successes are the focus of all decision making. The foundation of programming and delivery is early ongoing assessment and intervention. Inclusion of students into their home school and age appropriate class is the preferred practice. A range of services will be provided from Kindergarten to graduation. All programming decisions will be collaborative and consultative.

Education is of paramount importance to the physical, intellectual, social emotional and spiritual growth of all children. Each student is entitled to the best educational programs, services and personnel that can be provided. All special education programs and services provided by the Board will be within the atmosphere of a Catholic school community.

The Student Support department will utilize all resources to determine the educational needs of students and will provide programs, services and personnel to support the development of students with special education needs to their maximum potential.

The Student Support Department believe that:

- The needs of students will be met in the most enabling setting;
- On-going communication and co-operation with the parents of students with special education needs is vital for success in all special education programs and services;
- The education of students with special education needs is a shared responsibility of the student, teacher(s), parent(s)/guardian(s) and the Board;

- There needs to be a spirit of collaboration and cooperation with all other appropriate agencies in meeting the needs of our students with special education needs;
- Special Education programs and services will be provided in a safe atmosphere that cherishes and celebrates the uniqueness of each individual;

Inclusive Catholic Learning Communities

All Schools in the Niagara Catholic District School Board are rooted in the spirit of inclusion. **Inclusion** is the students' feeling of belonging in a community of learning that honors equality, student diversity and spiritual respect. Our commitment to inclusion creates opportunities for people to learn together and contributes to a quality learning experience for all. The learning opportunities that we create for our students are student-focused and Christ-centered.

In order to foster the development of the whole child, it is imperative that all teachers use effective teaching and assessment strategies to meet the needs of all students. In order to support this, the Student Support department provides quality professional development to build capacity in educators to meet the diverse needs of students. Just as all staff strive to develop the ability of all students, we believe that it is also our goal and shared responsibility to support and empower all staff. Through Collaborative Professionalism and a true commitment to our vocation as Catholic educators, our focus continues to be the improvement of student outcomes and building the capacity of all staff.

Roles and Responsibilities in Special Education

Clearly defined roles and responsibilities are an essential part of delivering special education programs and services. Our professional roles and obligations create the framework in which we deliver these services. Our commitment to our vocation and the belief in the importance of supporting one another in a nurturing Christ centered environment is the foundation of our service delivery model. Our shared goal is to have all staff reach their fullest potential as we all strive to assist students become the best version of themselves.

“Young people are eager to find solid and enduring values which can give meaning and purpose to their lives. They are searching for a firm place – a high ground – on which to stand. They see a sense of direction, a goal which will give meaning and purpose to their lives.” (Pope Saint John Paull II in [Renewing the Promise - A Pastoral Letter for Catholic Education](#), p. 4)

Note: The following roles and responsibilities are clearly outlined in the following document: [Special Education in Ontario Schools Kindergarten to Grade 12 – Policy and Resource Guide 2017](#)

The Student Support Department

- Provides an interdisciplinary team approach to serving the programming needs of all students;
- Supports students & teachers; and
- Provides expertise in curriculum implementation, accommodations, modifications & supports to program so all students can learn.

Role of the School Principal

The school principal:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents;

- ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with school board staff to determine the most appropriate programs for exceptional students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures that the program is delivered as set out in the IEP;
- ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

Role of the Classroom Teacher

The teacher:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- follows board policies and procedures regarding special education;
- works with the Educational Resource teacher to acquire and maintain up-to-date knowledge of special education practices;
- works with the Student Support staff and parents to develop the IEP for an exceptional student, or where appropriate, works with other school board staff to review and update the student's IEP;
- provides the program for the exceptional student in the regular class, as outlined in the IEP and communicates the student's progress to parents;
- adjust instructional strategies, resources, and environments effectively to help all students learn only if they have accurate and reliable information about what their students know and are able to do at any given time, and about how they learn best. (*Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 - 2013, p. 28*);
- provide timely, precise, and personalized instruction based on accurate and reliable information from assessment about what their students know and are able to do at any given time, and about how they learn best, are able to; use assessment information and strategies to:
 - identify and verify individual students' needs and where they are in their learning;
 - help determine particular interventions and accommodations that may be necessary to enable the student to learn and to demonstrate learning and achievement.

Role of the Early Childhood Educator

The early childhood educator, in coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;
- performs duties assigned by the principal with respect to the Kindergarten program.

Role of Support Staff

- provide developmental, corrective, and other support services as may be required to meet the needs of the student;

- Non-teaching support staff may include, but are not limited to, the following: educational assistants, speech pathologists, audiologists, psychologists, autism program providers, occupational therapists, physiotherapists, child and youth workers, social workers, and medical professionals.

Roles and Responsibilities of Parents

Parents play an integral role in the education of their children. We encourage all families as early as possible to come to meet with school staff in order to review all related Board policies and procedures that assist in the creation of the best possible learning experience for their child. Frequent and consistent communication with our parents is encouraged through the participation in conferences, school activities, Individual Education Plan (IEP) development, as well as their invaluable presence as a member of the Identification Placement and Review Committee (IPRC). Many of these collaborative opportunities provide all parents with the opportunity to truly get to know the dedicated staff of the Niagara Catholic District School Board that will play a key role in the education of their child.

Parents and Guardians:

- Share firsthand knowledge of the child (strengths, needs, interests, etc.);
- provide up-to-date information about student assessment reports;
- maintain open communication;
- reinforce the educational efforts of the teachers at home;
- work in partnership with the school; and
- become familiar with board policies and procedures that affect their child.

Special Education Advisory Committee (SEAC)

In order to further the voice and best interest of all students and families, the Niagara Catholic District School Board is truly blessed to work closely with the community partners of the Special Education Review Committee (SEAC). (<https://www.niagaracatholic.ca/special-education/special-education-advisory-committee-seac/>)

The role of this committee is to:

- To further the interests and well-being of groups of exceptional children or adults;
- To provide important advice on special education;
- May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- Is provided with the opportunity to participate in the annual review of the board's Special Education Plan;
- Participates in the board's annual budget process as it relates to special education; and
- Reviews the financial statements of the board as they relate to special education.

SEAC meetings are held on the first Wednesday of each month at 6:30 (September to June) at the Catholic Education Centre unless otherwise noted.

Community Partners

The Niagara Catholic District School Board works collaboratively with families and community agencies to provide a seamless continuum of support. These are just a few of our partners:

- Bethesda
- Community Living Associations

- Contact Niagara
- Family and Children Services
- Pathstone Mental Health
- Ministry of Education
- Niagara Children’s Centre
- Niagara Health System
- Special Education Advisory Committee (SEAC)

Early Identification

Early Identification at School The early identification of the learning abilities and needs of students has been a long-time priority in Ontario schools, as reflected in Policy/ Program Memorandum No. 11, “Early Identification of Children’s Learning Needs” (1982). This PPM requires school boards to identify all students’ strengths and needs when they are first enrolled – or no later than the beginning of a program of studies immediately following Kindergarten – and to reassess them on a regular basis.

Intervention at an early age is a key component of student success. An area of concern may be suspected on the basis of observable behaviors, health or medical issues, and current development levels. It is the combined responsibility of school personnel, other professionals, and parents to gather this information and share it so that appropriate programming and monitoring can be put in place at the school.

Identifying Exceptional Needs

An Identification Placement Review Committee (IPRC) will decide whether or not the student should be identified as exceptional and identify the areas of the student’s exceptionality. According to the categories and definitions of exceptionalities provided by the Ministry of Education decide an appropriate placement for the student; and review the identification and placement at least once in each school year. (http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf pages A14-A16) On the basis of these discussions, the IPRC can recommend the special education programs and/or services that it considers to be appropriate for the student.

An IPRC is not necessary for a child to receive special education program/ services if the placement is a Regular Classroom. Before considering the option of placing a student in a special education class, the committee must first consider whether placement in a regular class, with appropriate special education programs and services, would meet the student’s needs and be consistent with the parent’s preferences. Where placement in a special education class is deemed most appropriate, the IPRC must provide written reasons for its decision. IPRC’s where Special Class Placement may be considered are organized by the Area Special Education Coordinator, in dialogue with the school Principal and parent.

Individual Education Plans:

- School boards have the discretion to prepare an IEP for a student who is receiving a special education program and/or related services but who has not been formally identified as “exceptional.”
- An IEP is a summary of the student’s strengths, interests, and needs, and of the expectations for a student’s learning during a school year that differ from the expectations defined in the appropriate grade level of the Ontario curriculum.

An IEP is...

- a tool to help teachers monitor and communicate the student’s growth;
- a plan developed, implemented, and monitored by school staff;

- a written plan of action prepared for a student who requires modifications of the regular school program or accommodations;
- a flexible, working document that can be adjusted as necessary;
- an ongoing record that ensures continuity in programming;
- an accountability tool for the student, his or her parents, and everyone who has responsibilities under the plan for helping the student meet his or her goals and expectations; and
- a document to be used in conjunction with the provincial report card.

An IEP is not...

- a description of everything that will be taught to the student;
- an educational program or set of expectations for all students;
- a means to monitor the effectiveness of teachers; or
- a daily plan.

The IEP is reviewed...

- at least once during each reporting period;
- new expectations are communicated to parent/guardian;
- consultation with parent/guardian when significant changes are made to the IEP throughout the school year.

Our commitment to our vocation as Catholic Educators provides the students of the Niagara Catholic District School Board with a nurturing and enriching Catholic learning community in order for them to reach their full potential and become living witnesses of Christ. The students that we receive into our classrooms each and every day have the opportunity to learn from a group of very caring and capable individuals who support and nurture their students in a supportive and nurturing Christ - centered environment. At the close of each and every day “we send them home to their families with enthusiasm for the opportunities that are present in their lives, and with confidence in their own abilities, to make the world more loving and more just, through their good works and witness.”

(Renewing The Promise – A Pastoral Letter for Catholic Education, p.17)

The Student Support Service report is presented for information.

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

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

Date: February 19, 2019



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
STUDENT SUPPORT**

February 2019



TEAM 1 MEMBERS AND SCHOOLS 2018-2019

School	PROGRAM RESOURCE TEACHER	BEHAVIOUR RESOURCE TEACHER	SPEECH AND LANGUAGE PATHOLOGIST	SPECIAL NEEDS FACILITATOR	APPLIED BEHAVIOUR ANALYSIS SUPERVISOR
Blessed Trinity	Tania Barrick	Chris Boyer	Kathy Grzybala	Janet Rylett	Cathy McMullin
OLF (G.)					
St. Edward					
St. John					
St. Joseph (G.)					
St. Mark					
St. Martin					
Denis Morris	Tania Barrick	Chris Boyer	Kavitha Harrington	Janet Rylett	Cathy McMullin
St. Christopher					
St. Nicholas					
St. Theresa (SC)					
Monsignor Clancy					
St. Anthony					
St. Peter					
St. Charles					
Saint Francis	Tania Barrick	Chris Boyer	Kathy Grzybala	Janet Rylett	Cathy McMullin
Mother Teresa					
St. Ann (SC)					
St. Denis					
St. James					

Updated: September 2018

TEAM 2 MEMBERS AND SCHOOLS 2018-2019

School	PROGRAM RESOURCE TEACHER	BEHAVIOUR RESOURCE TEACHER	SPEECH AND LANGUAGE PATHOLOGIST	SPECIAL NEEDS FACILITATOR	APPLIED BEHAVIOUR ANALYSIS SUPERVISOR
Saint Michael High School	Diane Bishop	Anthony DiToro	Lori DiMatteo Marcella	Grace Brochu	Kristin Baker
Father Hennepin					
Loretto					
O.L. Mt. Carmel					
Sacred Heart					
St. Mary (NF)					
Saint Paul High School	Diane Bishop	Anthony DiToro	Lori DiMatteo Marcella	Grace Brochu	Kristin Baker
Cardinal Newman					
Mary Ward					
Notre Dame					
St. Gabriel Lalemant					
St. Patrick (NF)					
St. Vincent de Paul					
Holy Cross	Diane Bishop	Anthony DiToro	Kavitha Harrington	Grace Brochu	Kristin Baker
Assumption					
OLF (SC)					
St. Michael					
Canadian Martyrs					
St. Alfred					

Updated: September 2018

TEAM 3 MEMBERS AND SCHOOLS 2018-2019

School	PROGRAM RESOURCE TEACHER	BEHAVIOUR RESOURCE TEACHER	SPEECH AND LANGUAGE PATHOLOGIST	SPECIAL NEEDS FACILITATOR	APPLIED BEHAVIOUR ANALYSIS SUPERVISOR
Lakeshore	Ann Marie Criddle	Alfonso Monachino	Marilia Burke	Tara-Lynn Bidal	Julia Nemcko
St. John Bosco					
St. Patrick (PC)					
St. Elizabeth					
O.L.V. Jr.					
O.L.V. Sr.					
St. George					
St. Joseph (S)					
St. Philomena					
St. Therese (PC)					
Notre Dame College	Ann Marie Criddle	Alfonso Monachino	Janice Baxter-Vaiana	Tara-Lynn Bidal	Julia Nemcko
St. Ann (F)					
St. Alexander					
Alexander Kuska					
Holy Name					
St. Andrew					
St. Augustine					
St. Kevin					
St. Mary (W)					

Updated: September 2018

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 19, 2019**

PUBLIC SESSION

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF
JANUARY 31, 2019**

The Accountability Financial Report 2018-2019 – as of January 31, 2019 is presented for information.

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

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

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

Date: February 19, 2019



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 19, 2019

ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF JANUARY 31, 2019

BACKGROUND INFORMATION

Operational Update

2018-2019 Fiscal Year as at January 31, 2019

The province is committed to a comprehensive mental health strategy to transform the system which has included students in Ontario schools. As part of this investment, the Ministry of Education is providing approximately \$15.8M for the hiring of 182 mental health workers (FTEs) for secondary schools in the 2018-2019 school year. Included in this funding are resources to ensure that the implementation of mental health workers is evidence-based.

The additional funding must be earmarked solely for regulated mental health professions, which may include social workers, psychologists and psychotherapists.

The allocation provided to Niagara Catholic for the remaining 2018-2019 fiscal year for secondary schools has two components:

- 1) Investment in an additional 3.0 Social Workers allocated to Secondary Schools until the end of the school year.
- 2) \$50,000 in base funding to collect information related to new mental health supports in schools.

The additional investment for our Secondary Schools will ensure students with mental health concerns will have their needs identified earlier and directed to programs and services faster. Niagara Catholic will reduce our current waitlist and begin to create strategies for early intervention. In addition, our ability to enhance the referral system and pathways for students will be improved.

Illness

We continue to closely monitor attendance for all staff. The trending data of illnesses and associated replacement costs associated with specific staff is important to management to ensure our estimates are aligned with usage. Our year-over-year replacement costs have increased by approximately \$200,000. This increase is both attributed to an increase in occurrences and grid movement for staff.

The data below does not reflect replacement percentages as of January 31.

	YTD 2016	YTD 2017	YTD 2018
Elementary Panel Staff	7,981	8,129	8,942
Secondary Panel Staff	2,743	3,922	4,253
Total Panels	10,724	12,051	13,195
Instructional Days	88	94	95
Occurrences / Inst. Day	121.86	128.20	138.89
Percentage Change Year-over-Year	n/a	5.20%	8.34%

The Accountability Financial Report 2018-2019 – As of January 31, 2019 report is presented for information.

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

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

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

Date: February 19, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – JANUARY 29, 2019**



January 29, 2019

Trustees Recommend a Joint-Use School with DSBN in Wainfleet to Board

A joint-use school elementary school in Wainfleet is one step closer to reality.

At the January 29 Committee of the Whole Meeting, trustees recommended the Board approve a joint-use school in the southwestern Niagara rural community, replacing St. Elizabeth Catholic Elementary School, and two elementary schools run by the District School Board of Niagara.

The recommendation followed a lengthy public consultation process and discussions with our stakeholders, including our co-terminus board.

The recommendation is based on the approval of a new Joint-Use School Agreement in Wainfleet with the District School Board of Niagara, and that capital funding for the project is provided by the Ministry of Education.

2019-2020 Annual Budget and System Priorities Consultation Process Underway

Senior Staff has begun the consultation process for the 2019-2020 Annual Budget and System Priorities.

During the next four months, there will be ongoing discussion and consultation with a number of stakeholder groups, including students, parents and teachers, to help form the priorities for the new academic year.

The full report is in section A6.1.2 of the [January 29 Board Meeting agenda](#).

2018-2019 System Priorities Mid-Year Achievement Report

During the January 29 Board Meeting, trustees were provided with the 2018-2019 Mid-Year System Priorities Mid-Year Achievement Report.

The report is available [here](#).

Niagara Catholic One of Canada's Best Employers

Each year, Forbes announces its list of Canada's 300 Best Employers. For the first time, the Niagara Catholic District School Board was included as one of *Canada's Best Employers*.

In comprising its list, Forbes surveyed 8,000 Canadians working in multiple sectors for public and private companies and institutions with more than 500 full and part-time employees about their likelihood of promoting their employer to family and friends, and their impression of others within their industry. Employees answered anonymously and without any involvement from their employer.

Niagara Catholic was one of 22 educational institutions from across Canada to be included on the list, including five school boards and 17 universities. The Board was the only Catholic school board listed. In addition to posting on its website, Forbes shared its Canada's Best Employers list with its more than 40 million followers on social media. Read the full media release [here](#).

Keep up with Niagara Catholic

Have you checked our [Good News page](#) lately? If you're not, you could be missing some great stories. Hop on over to see what's new at Niagara Catholic, news about principal Blaine MacDougall being named one of [Canada's Outstanding Principals](#).

Follow us!

To ensure you stay connected with Niagara Catholic news and events, please be sure to like us on [Facebook](#) and follow us on [Twitter](#) and [Instagram](#), and check our website often for updates and breaking news. It's the best way to stay in the know.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS FEBRUARY 2019**



FEBRUARY 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Secondary PA Day	2
3	4 Semester Two Begins	5	6 SEAC Meeting Pathways - Speaker Summit	7	8	9
10	11	12 SAL Meeting CW Meeting	13	14	15 Elementary and Secondary PA Day	16
	Giving from the Heart out of Love: Kids Helping Kids, February 11 — March 1					
17	18 Family Day	19	20	21	22	23
	Giving from the Heart out of Love: Kids Helping Kids, February 11 — March 1					
24	25	26 Policy Committee Board Meeting	27 Winter Kindergarten Open House and Registration	28 NCPIC & CSC's Faith Formation		
	Giving from the Heart out of Love: Kids Helping Kids, February 11 — March 1					

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA – PRE-BUDGET SUBMISSION 2019**



Ontario Catholic School
Trustees' Association

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

Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

January 29, 2019

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: Pre-Budget Submission 2019

Please find attached OCSTA's 2019 Pre-Budget Submission. It was delivered yesterday to the Standing Committee on Finance and Economic Affairs and the Ministry of Finance.

The submission stresses the need for increased flexibility and autonomy for Catholic school boards, student transportation, special education/student mental health funding, capital funding, and sick leave costs. It also includes OCSTA's GSN submission to the Minister of Education that focuses on providing Catholic school boards sufficient latitude and flexibility as the government contemplates maximizing efficiencies in the GSN funding.

If you have any questions, please do not hesitate to contact me or Stephen Andrews at sandrews@ocsta.on.ca.

Attachments

If you have any questions, please contact Steve Andrews at sandrews@ocsta.on.ca



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Trustees' Association

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Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

Submission to
The Standing Committee on Finance and Economic Affairs
Pre-Budget Consultation

January 28, 2019



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Vision Statement

Ontario is enriched by a publicly funded Catholic education system, governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

Background and Key Principles

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Together, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

Now in terms of our core principles, we believe the education funding system in Ontario must respond to four essential principles:

Equity: A funding formula must distribute education dollars equitably among all Ontario school boards and their students;

Adequacy: The level of funding for education must be adequate to ensure quality education for today's students;

Autonomy/Flexibility: The model must allow school boards the autonomy and flexibility in spending they require to achieve the distinctive goals of their system, and to meet local needs; and

Accountability: The educational funding model must include mechanisms that ensure the appropriate degree of accountability for all parties and transparent processes and reporting mechanisms to support efficient and effective use of educational resources for students.

Policy Context: Managing Transformation A Modernization Action Plan for Ontario

OCSTA appreciates the current government context regarding its fiscal and economic challenges. We are also cognizant of the government's modernization plans to build a modern, sustainable government while avoiding involuntary staffing reductions across the broader public sector. We have taken these considerations into account in our education policy and funding recommendations outlined in this pre-budget submission. We want to take this opportunity to provide some comments on the government's line by line review and Modernization Action Plan that was released on September 25, 2018.

Catholic School Boards as Partners in Service Delivery

Catholic school boards work closely with the Ministry of Education to develop education programs, governance models, budgets and curriculum that supports the legislative and regulatory requirements spelled out in the *Education Act*. We have enjoyed a positive working relationship with all stakeholders in the education sector for many years, including all Ontario

political parties. Our school board trustees are the democratically elected representatives of the Catholic school system with the responsibilities for:

- Establishing the education mission of the board
- Developing school board policies that promote and protect Catholic education
- Promoting the constitutional right of the Catholic school community to govern, manage and control Catholic schools.

Our school boards design and deliver education programs to students. We are directly supported by 2.4 million Catholic ratepayers and have been an integral part of the history and culture of the province for over 175 years.

Efficiencies at Catholic School Boards

OCSTA supports the government’s objective of increasing productivity and efficiency in its various operations. Our school boards are committed to being as effective and efficient as possible and have found significant cost efficiencies in the following areas:

1. Student transportation consortia
2. Purchasing consortia
3. Curriculum co-operatives
4. Ontario Education Collaborative Marketplace (non-profit group that sources products and services for the education sector at price discounts)
5. Ontario Education Services Corporation (OESC) provides a central repository for resources and provides a host of services for school boards.

These partnerships save Ontario taxpayers millions of dollars each year. The Auditor General states that “school boards have been increasing their use of group purchasing arrangements to acquire goods and services. We noted that the value of school board purchases acquired through supplier agreements negotiated by the Ontario Education Collaborative Marketplace increased from \$10 million in 2010 to \$112 million in 2016” (2017 Annual Report, Chapter 3, section 3.12 p.615-616).

Risk Based Regulatory Management

The Modernization Action Plan report makes reference to moving toward a Risk Management Model of regulation. This would reduce the “complex array of prescriptive compliance-oriented reporting [and be] replaced by a centralized reporting on those things that matter most to the design, funding, and delivery of results—namely, efficiency, productivity, and performance information” (p.21). OCSTA would support a reduction in the reporting requirements school boards currently face and further streamlining of regulation. Restoring school board flexibility and autonomy in the design of programs is a key priority for our boards.

Grants for Student Needs Funding Model

The Modernization Action Plan report makes specific comments on the funding framework in the education sector that OCSTA has concerns with. In particular, the report suggests that the British Columbia and Quebec government's model of funding education may point the way to improving the sustainability of the sector in Ontario (p. 11). However, Quebec for one does not have a publicly funded Catholic school system and BC only partially funds Catholic schools. Such a shift would undermine Catholic education in Ontario and contradict the government's public stated goal of supporting Catholic education funding. It would also introduce substantial and unjustified disruption in the Ontario's school system with no cost savings, since the overall number of students would not change.

The report indicates as well that education funding has increased by about 1.7% CAGR while enrollment has decreased by about 0.5%. Although education funding is largely determined by enrollment, other factors also impact the overall spending envelope. For example, labour settlements, capital repairs and new school construction are not directly tied to enrollment. Also various special purpose grants are used to accommodate a school board's unique circumstance (location/remoteness, special education, student transportation etc.).

The report suggests that the GSN model of funding may be outdated and one alternative arrangement would be to tying funding to the achievement of outcomes by providing funding to individuals who would choose service providers via market mechanisms (p. 23). However, this policy option would have far reaching and negative consequences for the functioning of school boards in Ontario. Boards that have lower than average student achievement (on what measure?) would be penalized or not funded at all. Replacing school base budgets as determined through the GSN with market mechanisms would result with a disproportionate allocation of funding to schools which is inconsistent with basic principles of equity and fairness.

Summary

The Modernization Action Plan does offer many important recommendations that should be explored further. For example, OCSTA would support the need to examine government procurement practices, especially in the context of student transportation. We would also support further examination of improving digital approaches to managing administrative functions and the need for increased broad band infrastructure for our schools.

Key Areas of Policy Reform Additional Investment

1) Increased Flexibility/Autonomy

Catholic district school boards in Ontario face increased budget pressures in the delivery of educational programs and services required by the Ministry of Education. As part of an expanding list of programs and services, the ministry continues to reduce boards' flexibility and autonomy in designing and delivering these programs that meet local needs and conditions. In addition, the ministry continues to reduce boards' flexibility in developing specific policies for students or implementing ministry policy directives. The recent proposed revisions to the Pupil Accommodation Review Guideline is one example.

The ministry has also placed increased restrictions on how school boards spend their capital and operating funds. For example, the increased number of areas in the GSN that are "enveloped" reduces school boards' budget flexibility along with more targeted EPO grants. These restrictions on school boards have reduced their capacity to plan for, fund and operate specific education programs that serve the unique needs of their local constituents.

In essence, then, Ontario's publicly funded school boards require sufficient flexibility and autonomy to realize their distinct missions and unique mandates.

OCSTA Recommendations

- **That the Ministry of Education develop new regulations/policies to restore school board autonomy and flexibility:**
 - 1. In overall school board planning/program design and the implementation of ministry policy directives;**
 - 2. Reduce restrictions (enveloping) on operating funds that decrease school board flexibility.**

2) Student Transportation

School board budgets currently face increasing pressures to meet existing program and service obligations. Many school boards are currently running significant deficits in funding student transportation. The structure and funding of student transportation is not based on the needs of a school board. The funding model is based on a "historical amount—each boards' 1997 spending level with annual adjustments for enrollment and inflation, and other minor adjustments. The most important influences on a school boards' student transportation costs are not factored into the model such as enrollment density, geography, the number of special needs students and safety hazards.

In addition, the current competitive procurement process that school boards must follow in securing transportation has resulted in significant cost increases. In one case of a large urban transportation consortium, costs increased by roughly 20% that had to be absorbed by the affected school boards.

OCSTA Recommendations

- **That the student transportation funding formula be restructured to reflect the actual needs of school boards;**
 - **Ensure coterminous school boards are able to provide comparable transportation services and be funded to support those services relative to proximity and density of its schools in an area;**
 - **The competitive procurement process restore school board autonomy and flexibility in negotiating school bus operator contracts;**
- 3) **21st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs**

a) **Student Mental Health**

Recent research from Centre for Addiction and Mental Health shows that roughly 328,000 children in grades 7-12 report moderate to serious psychological distress (2016).

The Provincial Centre for Excellence in Children and Youth Mental Health state that schools need to develop comprehensive mental health supports and strategies to address the growing challenge.

Rural and northern school boards face unique issues with fewer professional resources to support student mental health services. Boards need more financial resources to expand promotion and prevention programs at the elementary and secondary school level. Key program areas include: suicide prevention, anxiety issues, behaviour problems, addictions.

OCSTA Recommendations:

- **That the Ministry of Finance expand funding for student mental health needs, while ensuring it is equitable and sustainable for all students.**

b) **Special Education**

Currently 28 of 29 Catholic school boards are running deficits in special education funding and experiencing significant challenges in meeting the educational, psychological and support needs of its exceptional students. More sophisticated diagnostic techniques related to Autism Spectrum Disorder (ASD), have resulted in significant increase in identifying this segment of the student population and placed considerable additional demand on special education services in school boards.

In some cases, school boards are having their special education grant reduced due to phased in changes to a key part of the grant structure supporting high needs students.

This change has placed a significant strain on some boards and has resulted in inequities in the level of service provided to special education students.

OCSTA Recommendations:

- **That the government establish a panel of experts with a stakeholder advisory board to review the adequacy of special education funding in Ontario;**
- **That the government review “student needs based” funding models for high needs special education students to supplement the overall special education funding model.**

4) Capital Funding

School boards capital requirements include the following:

1. Older schools need to be re-built;
2. Consolidation of schools due to declining enrolment and capital upgrades;
3. Deferred maintenance;
4. New school construction in boards’ growth areas.

The current situation would benefit from increased investments to deal with capital backlogs and a multi-year program to address capital planning needs.

These investments and programs would add an element of predictability to the system and would make it possible for school boards to plan and clearly articulate those plans to the Ministry of Education.

OCSTA Recommendations:

- **That the Ministry of Finance provide the Ministry of Education additional investments for capital programs**
- **Recommend to the Ministry of Education a multi-year capital funding process in order to restore the ability of both the Ministry of Education and school boards to plan for future capital needs.**

5) Sick Leave Costs

The financial costs associated with the sick leave provisions contained within the central terms of our boards’ collective agreements are becoming a significant issue. Currently, all employee groups are able to access up to 11 days payable at 100% and up to 120 days payable at 90%, for a combined total of up to 131 paid days of sick leave per year. Cost increases associated with these provisions, combined with the indirect costs associated with replacement staff, occasional teachers, and increased administrative burdens associated with managing higher utilization, are leaving many of our school boards struggling to meet obligations.

While OCSTA continues to collect absenteeism data from its member boards, in 2016, SBCI conducted a study of 54 school boards (inclusive of certain Catholic, public, French Catholic and

French public school boards) which highlighted the growth of average sick leave utilization across the sector as a whole and the associated financial magnitude of the problem. According to publicly available reports¹, absenteeism rates have, on average, risen from less than 9 days in 2010-11 to over 11 days in 2015-16, with an associated cost of approximately \$1.0 billion. Over the 2010-11 to the 2015-16 period, sick leave utilization grew significantly in every employee category:

- Elementary teachers: 29% increase in sick days, >11 days
- High school teachers: 26% increase in sick days, <10 days
- Educational assistants: 41% increase in sick days, 16 days
- Custodians: 23% increase in sick days, >16 days
- Early childhood educators:* 37% increase in sick days, > 13 days

(* period for ECEs ranged from 2013-14 to 2015-16)

There can be little debate that the exponential growth in sick leave utilization is directly linked to the sick leave plan modification that was introduced to the sector in 2012. While attendance support programs are one tool to assist in curbing growing costs, these types of programs alone are insufficient to address the magnitude of the increase in utilization. Government must also be committed to working with school boards and Trustee Associations to negotiate meaningful changes to the central sick leave collective agreement provisions.

OCSTA Recommendations

- **That Boards be supported by the Ministry of Education in implementing attendance support and disability management programs.**
- **That the Government work with trustee associations and school boards to negotiate meaningful changes to the central sick leave collective agreement provisions.**

¹ See <https://www.therecord.com/news-story/7316863-jump-in-teachers-sick-days-affecting-students-report-warns/?S=E>

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS

2018-2019

Beverley Eckensweiler, President	Bruce-Grey Catholic District School Board
Michelle Griepsma, Vice President	Peterborough Victoria Northumberland & Clarington Catholic District School Board
Patrick Daly, Past President	Hamilton Wentworth Catholic District School Board
Linda Ainsworth	Peterborough Victoria Northumberland & Clarington Catholic District School Board
Michael Bellmore	Sudbury Catholic District School Board
Clifford Casey	Brant Haldimand Norfolk Catholic District School Board
Carol Cotton	York Catholic District School Board
Markus de Domenico	Toronto Catholic District School Board
Michael Del Grande	Toronto Catholic District School Board
Marino Gazzola	Wellington Catholic District School Board
Todd Lalonde	CDSB of Eastern Ontario
Colleen Landers	Northeastern Catholic District School Board
Paul Landry	Kenora Catholic District School Board
Mark Mullan	Ottawa Catholic School Board
Mario Pascucci	Dufferin-Peel Catholic District School Board
Thomas Thomas	Dufferin-Peel Catholic District School Board
Linda Ward	St. Clair Catholic District School Board
Vacant Position (<i>to be elected at next AGM</i>)	Region 11
Bishop John Boissonneau	ACBO Liaison to OCSTA
Fr. Patrick Fitzpatrick	Chaplain
Nick Milanetti	Executive Director



Ontario Catholic School
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Box 2064, Suite 1804, 20 Eglinton Avenue West, Toronto, Ontario M4R 1K8
Tel: 416-932-9460 Fax: 416-932-9459 Email: ocsta@ocsta.on.ca Website: www.ocsta.on.ca



Ontario Catholic School
Trustees' Association

SUBMISSION TO THE MINISTER OF EDUCATION

ENGAGEMENT: 2019-2020 EDUCATION FUNDING GUIDE

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 29 English-language Catholic district school boards, which collectively educate approximately 545,000 students from junior kindergarten to grade 12 and many more adults in continuing education programs province-wide. Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for Catholic school boards in promoting and protecting Catholic education.

OCSTA has consistently advocated for an education funding model build on the following four essential principles:

Equity: A funding formula must distribute education dollars equitably among all Ontario school boards and their students;

Adequacy: The level of funding for education must be adequate to ensure quality education for today's students;

Autonomy/Flexibility: The model must allow school boards the autonomy and flexibility in spending they require to achieve the distinctive goals of their system, and to meet local needs; and

Accountability: The educational funding model must include mechanisms that ensure the appropriate degree of accountability for all parties and transparent processes and reporting mechanisms to support efficient and effective use of educational resources for students.

Setting the context:

"The EY review outlined an objective of efficiency gains in the order of four cents on the dollar to be found in the governments' expenditures. As such, the government will be looking to our partners in the education sector to find efficiencies and improve accountability."

Based on 2018-19 GSN allocation projections for our 29 boards, (\$6.76 Billion), the magnitude of "efficiency gains" within the English Catholic sector of "four cents on the dollar" equates to approximately \$270.44 million in GSN funding reduction (\$483.92 per pupil).

Within our school boards, between 80% -85% of expenditures are directly related to salary and benefit costs. As such, it is not feasible to consider finding the magnitude of efficiency gains (funding reductions) articulated, absent of direct impact on staffing levels and in such a way as to not impact students. The majority of staffing levels are constrained through legislative, regulatory and/or collective agreement obligations. We note that collective agreements for the sector expire August 31, 2019. The number of these regulatory mandates has increased significantly in recent years and, together with previous

government program initiatives and onerous reporting requirements, has further dictated a portion of staffing obligations.

Efficient Price Setting

“Efficient Price Setting” is not a term that has historically been utilized within the education sector. A review of available literature identified this as a concept implemented in the Australian Hospital Sector funding reform. It is with this understanding that we provide our comments. In terms of implementing “Efficient Price”, we note that averages are always preferable to absolutes. System averages provide school boards with much needed flexibility that allows for maximizing available resources for the delivery of programs and services to our students. Absolutes (for example, deliberate enveloping of funding allocation, hard caps as opposed to system averages) result in cost pressures (staffing and physical resources) that drive up average costs and inefficiencies within a school board and, by extension, within the sector as a whole. Equally, requiring that funding be utilized for specialized, dedicated positions may also result in inefficiencies.

In order to allow school boards to seek to maximize efficiencies within the funding allocation provided, consideration should be given to restricting “absolutes” and providing the opportunity for school boards to utilize their funding allocation with increased flexibility. School boards have, and continue to be, prepared to provide significant levels of transparency with respect to the utilization of the funding allocations. In this regard, accountability and rigidity are not synonymous and we would encourage the government to allow school boards the latitude to seek efficiencies which are locally derived and respectful of the distinct missions of each school system. Available efficiencies within a large urban setting are likely highly distinct from efficiencies which may be realized within a geographically disparate, rural board. Providing school boards with latitude and adopting an incremental, phased-in approach over an extended period of time will assist in producing change which is student-focused and more palatable in the short-term, as well as more sustainable in the long-term.

Outcomes Based Funding

Catholic school boards have, and will continue to, utilize their funding allocation in the best interests of the students entrusted to us. It is OCSTA’s view that the GSN was not designed as an outcomes-based model precisely because each student’s needs are unique, with some students’ obstacles for success greater than others. Regardless, within the minimal flexibility which is currently afforded within the model, Catholic school boards seek to clear those obstacles in order to assist our students in achieving their full potential of which Jesus Christ is the model. To this end, the vast majority of our Catholic boards are currently overspent in their special education funding allocation.

Other outcomes-based indicators currently in place include the English Catholic sector Catholic Graduation Expectations, multi-year strategic plans and high school graduation rates as well as EQAO results.

Catholic school boards are committed to assisting each student to achieve their full potential, and understand linking these outcomes to education funding and the investment made in students. It is also the view of Catholic school boards that as the system funder it is incumbent on the Ministry to articulate which outcomes are a priority and to provide resources and flexibility appropriate to achieve those priorities. Clearly defining education policy priorities, providing school boards resources and latitude within which to achieve those priorities and adopting an incremental, phased-in approach to new benchmarks and standards are steps which the Ministry should take in this regard. Recognizing that

measuring a return on investment in students may be more nuanced than other, more traditional, measures of return on investment, will also be key.

Accountability and Value-For-Money

Catholic school boards' responsibilities for delivering programs and services have expanded well beyond JK-12 education. This expansion has occurred in large measure as a result of public policy setting by various governments of the day. Catholic school boards are presently seen as central to the provision of a host of community-based services including: Community Use of Schools, Child Care, Before & After School Care, Child and Family Centers, Community Hubs/Partnerships and Adult Education to name only a few. Notwithstanding that significant board resources, (physical, human, financial) are allocated to the delivery and maintaining of these services we note that these programs have become part of the lexicon of education and are valued by our communities. Any change in this regard would, of necessity, be driven by a reassessment and realignment of policy priorities emanating from the Ministry.

Other Education Funding Efficiencies

Any funding reductions implemented will result in Catholic school boards facing increased budget pressures to deliver educational programs and services currently required by the Ministry of Education. While the provincial education budget is large, 80-85% of that budget is directly related to salary and benefit costs. Within the current funding structure and service-delivery expectations, reductions in the magnitude of 4% will have an impact on program delivery. The Ministry has also placed increased restrictions on how school boards spend their operating funds with ever-decreasing flexibility through greater enveloping of funding. These restrictions on Catholic school boards have reduced their capacity to plan for, fund and operate specific education programs that serve the unique needs of their local constituents. Enveloping of funding is not efficient in the delivery of services nor does it enable a school board to target funds to the areas of need within its jurisdiction. The increased use of Education Program Other (EPO's) and regulatory obligations associated with class size and a number of other areas has further exacerbated the financial challenges for school boards. In addition, there are numerous areas where Catholic school boards are over-spent in their current funding allocation, with little flexibility to address those concerns. Special education funding and funding for occasional staff coverage are two examples in this regard. Finally, clarity from the Ministry with respect to priority policies and the continuation of funding allocations (EPO's and otherwise) are necessary to allow school boards to manage these allocations as staffing commitments are constrained through collective agreement obligations and often cannot be altered mid-year.

To enable boards to implement funding reductions of this magnitude, which we are not proposing, will require transition funding and flexibility for boards to implement solutions within their jurisdictions. The Ministry should allow local school boards to find ways of seeking efficiencies that are appropriate to their local context and that will be sustainable for the future. This will require clear policy direction from the Ministry as well as adoption of an incremental, phased-in approach over an extended period of time. Such policy decision making necessitates a careful consideration of the impact on students and local communities. Further, assistance from the Ministry in removing barriers to finding efficiencies will be required. Finally, we would underscore that it is not realistic to ignore that certain long-term efficiencies will require an infusion of funding which cannot be supported by Catholic school boards within the current model. In this regard, Catholic school boards are already experiencing cost pressures in numerous areas.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
NCPIC & CSC'S FAITH FORMATION – FEBRUARY 29, 2019**



The Niagara Catholic Parent Involvement Committee
in partnership with the
Niagara Catholic District School Board
is pleased to invite

CATHOLIC SCHOOL COUNCIL

CHAIRS/CO-CHAIRS AND PARENT/GUARDIAN MEMBERS to
participate in

Faith Formation

“RENEWING THE PROMISE”

A Pastoral Letter for Catholic Education

THURSDAY, FEBRUARY 28, 2019

Our Lady of Scapular Church

6557 Thorold Stone Rd., Niagara Falls, ON L2J 1B2

Agenda

7:00 p.m. - Mass celebrated by His Excellency Bishop Bergie

8:00 p.m. - Refreshments

8:15 p.m. - Guest Speakers: The Importance of the Triad (home, school and church)

- Shonna Daly, Chair of the Niagara Catholic Parent Involvement Committee
- John Crocco, Director of Education/Reflection and Questions
- Fr. Peter Rowe, Diocesan Representative NCPIC, Pastor: St. Thomas More Catholic Church

9:00 p.m. - Closing Prayer



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
2019 OCSTA/OCSBOA BUSINESS SEMINAR – APRIL 25, 2019**



Ontario Catholic School
Trustees' Association

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

Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

January 25, 2019

MEMORANDUM

TO: All Catholic School Trustees, Directors of Education & Senior Business Officials
FROM: Stephen Andrews, Director of Legislative & Political Affairs
SUBJECT: **2019 OCSTA/OCSBOA Business Seminar – Registration**

The annual OCSTA/OCSBOA Business Seminar is scheduled for Thursday, April 25, 2019 at the InterContinental Toronto Centre (225 Front Street West, Toronto, ON, M5V 2X3).

Please click [here](#) to register online. To access the Preliminary Program, please click [here](#).

Please submit payment by **April 15, 2019** to:

Attention: Ashlee Cabral
OCSTA
1804-20 Eglinton Avenue West
Box 2064
Toronto, ON M4R 1K8

Cancellations

The deadline date for full refund of seminar registration fees, due to cancellation, is April 1, 2019.

A 50% administrative charge will apply to each cancelled registration received after April 1, 2019 and before April 12, 2019.

No refund, under any circumstance, will be available for cancellations received after April 12, 2019, 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 Ashlee Cabral by email at acabral@ocsta.on.ca or by fax 416-932-9459 within the timelines.



Ontario Catholic School
Trustees' Association



2019 OCSTA/OCSBOA BUSINESS SEMINAR

Thursday, April 25, 2019, 10:30 am – 3:00 pm
InterContinental Toronto Centre

Program

10:30 am	Registration
11:30 am – 12:15 pm	Lunch
12:15 pm – 12:30 pm	Welcome & Opening Remarks <i>Beverley Eckensweiler, President, OCSTA</i>
12:30pm – 1:30 pm	Keynote Speaker <i>Jack Ammendolia</i> <i>Managing Partner & Director, Education</i> <i>Watson & Associates Economists Inc.</i>
1:30 pm – 2:15 pm	Featured Speaker <i>Robert Lavigne</i> <i>Managing Director, Economic Research</i> <i>OMERS</i>
2:15 pm – 3:00 pm	Featured Speaker <i>Mark MacDonald</i> <i>Global Public Finance Management Lead</i> <i>Ernst & Young Canada</i>
3:00 pm	Closing Remarks

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA 2019 AGM & CONFERENCE – APRIL 25-27, 2019**



Ontario Catholic School
Trustees' Association



89TH ANNUAL GENERAL MEETING & CONFERENCE
APRIL 25 - 27, 2019

InterContinental Toronto Centre
225 Front St W, Toronto, ON M5V 2X3

Co-Hosted by the Dufferin-Peel Catholic District School Board

Table of Contents

Dates to Remember	1
Delegate Registration Information.....	2
Hotel and Meals	3
Eucharistic Celebration	3
Business Sessions	4
Award Nominations	4
Spousal Activities	5
Digital Guide to the AGM & Conference	6

Dates to Remember

January 18, 2019 12:00 pm (EST)	Deadline for <i>Trustee Award of Merit</i> nominations.
January 18, 2019 12:00 pm (EST)	Deadline for <i>Student Trustee Alumnus Award</i> nominations.
January 31, 2019 12:00 pm (EST)	Deadline for receipt of Annual General Meeting Resolutions from Boards.
March 15, 2019	Deadline for Early Bird registration discount. Full payment must be received in the OCSTA office by this date in order to receive the discounted rate. No exceptions.
March 22, 2019	Cancellation deadline for full refund of registration fees. See "Cancellations" for more information regarding refunds.
April 5, 2019	Cancellation deadline for full refund of purchased Annual Dinner Ticket(s).
March 22, 2019	Deadline for booking rooms at the InterContinental Toronto Centre within the discounted OCSTA block. See "Important Hotel Policies" for information regarding fees and cancellation penalties.
April 5, 2019 9:00 am (EST)	Deadline for Nominations: OCSTA Regional Director – Regions 1, 2, 3, 4, 5, 9, 10, 11
April 24, 2019 8:40 am (EST)	Deadline for receipt of Proxy Forms at the OCSTA office.
April 26, 2019 9:00 am (EST)	All proxy badges must be collected from the OCSTA Registration Desk. Proxies not collected by the deadline will be deemed invalid.

Delegate Registration Information

Conference Registration Fees

Early Bird Fee (until March 15, 2019)

\$706.25 (\$625.00 + \$81.25 HST)

Full payment must be received in the OCSTA office by this date in order to receive the discounted rate. No exceptions. Please allow sufficient time for your payment to be processed by your accounting department and delivered to OCSTA.

Regular Fee (after March 15, 2019)

\$774.05 (\$685.00 + \$89.05 HST)

Student Trustee Fee

Same as above

Additional Annual Dinner Ticket

\$101.70 (\$90.00 + \$11.70 HST) – *includes gratuities*

Delegate registration fees include admission to all sessions, receptions and meals, including breakfasts, lunch and the Annual Dinner.

Registration

For on-line registration, please click [here](#).

Please make cheques payable to

OCSTA

1804 – 20 Eglinton Avenue West

Box 2064

Toronto, ON M4R 1K8

Note: There is no cost for attending the business session only. However, meals are not provided and individuals must register before **April 12, 2019**. Requests for a reduction in fees for partial attendance will not be accepted.

Business Sessions consist of:

- Nominations report (if required)
- President's address
- Introduction of and address by candidates (if required)
- Presentation of Audited Financial Statements
- Resolutions session(s)
- Report of the returning officer re: election(s) (if required)

Name Badges

Name badges are required for admission to all AGM & Conference functions. Delegates are asked to wear their name badges at all times.

Conference Package & Event App

OCSTA will once again be using a mobile application or "app" for our event. The event app can be viewed on any device with an internet connection. There will not be a printed program.

Information and instructions for downloading the app can be found on page 5.

The conference package will be distributed to delegates at the event and will contain:

- Resolutions package
- Copy of auditor's report
- Other material as appropriate.

Cancellations

Registration Fees:

Up to March 22, 2019 – full refund

March 23 to March 29, 2019 – 75% of the registration fee will be refunded.

March 30 to April 5, 2019– 50% of the registration fee will be refunded.

After April 5, 2019 – no refund, under any circumstances will be issued – substitutions are welcomed.

Additional Annual Dinner Ticket:

A full refund will be issued for cancellations received by **April 5, 2019**. After that date, no refunds will be issued, but substitutions are welcomed.

All cancellations must be submitted in writing to ocsta@ocsta.on.ca.

Hotel & Meals

Hotel Reservations and Room Rates

The InterContinental Toronto Centre has set aside a block of rooms for delegates and guests attending the OCSTA 2019 AGM & Conference, starting at the discounted rate of \$249.00 + applicable taxes for a Standard Room. If anyone wishes to extend their time in the area, the above nightly rates will also apply to pre- and post-event dates and will be based on availability.

Please note that hotel rooms may be reserved for Seminar registrants ONLY. Once registered, please click [here](#) to book online or call 1-800-235-4670 and refer to the "OCSTA AGM & Conference 2019" room block.

The deadline date for booking rooms is March 22, 2019. After this date, rooms will be released to the public and offered only through general availability.

IMPORTANT HOTEL POLICIES:

- A valid credit card is required to guarantee individual reservations.
- Cancellation made prior to 72 hours of arrival will be accepted. A one-night room and tax penalty will be charged if cancellation is within 72 hours of arrival.
- Check-in: 3:00 pm
- Check-out: 12:00 pm

Meals & Receptions

Our Conference receptions provide wonderful opportunities to meet other trustees and colleagues from across the province. There will be three receptions held during the conference.

The registration fee for delegates covers the cost of all meals offered during the OCSTA AGM & Conference.

The following is a summary of the receptions and meals planned for OCSTA's AGM & Conference.

NOTE: Times listed below are subject to change.

April 25

- **Meet & Greet (5:30 pm – 7:00 pm)**
Heavy hors d'oeuvres, cash bar
- **Opening Reception (8:30 pm – 9:30 pm)**
Cash bar

April 26

- **Delegate Breakfast (7:30 am – 8:30 am)**
- **Delegate Lunch (12:30 pm – 1:30 pm)**
- **Annual Dinner Reception (7:00 pm)**
- **Annual Dinner (7:30 pm)**

April 27

- **Delegate Breakfast (7:45 am – 8:45 am)**

If you have any special dietary needs (not preferences), please notify Margaret Binns, OCSTA Director of Administrative Services, at mbinns@ocsta.on.ca by no later than April 5, 2019.

Eucharistic Celebration

Mass will be celebrated on Friday, April 26, at 5:30 pm, and will take place at the hotel.



Business Sessions

Nominations

Nominations are open for the following positions:

- [OCSTA Regional Director](#)
 - Regions 1, 2, 3, 4, 5, 9, 10, 11

Please click the link above for nomination form. Additional forms may be reproduced locally as required. The deadline date for nominations is **9:00 a.m. (EST) on April 5, 2019.**

A list of all nominations received in the OCSTA office by **April 5, 2019** will be distributed to all member boards no later than **April 8, 2019.**

If no nominations are received by the deadline, nominations shall remain open for the region for which no nomination was received, until 7:00 a.m. on Friday, April 26th.

Voters' List

All trustees are deemed to be Trustee Members of the Association and are eligible to vote.

Your AGM & Conference badge must be worn at all times as it identifies your eligibility to vote.

Resolutions

The resolutions process provides member boards with the opportunity to bring important issues that have provincial implications to the attention of all trustees in the province. Guidelines for preparing resolutions are available [here](#). The deadline date for receipt of resolutions in the OCSTA office is 12:00 pm EST, January 31, 2019.

Generally, voting at business sessions will be by a show of hands. Delegates carrying proxies must have and show a valid proxy badge. In the event that a recorded vote is needed, ballots will be distributed.

Proxy Votes

Trustee Members who cannot attend the Annual Meeting may appoint a proxy to vote on their behalf. We have outlined below some rules governing the appointment of proxies.

NOTE: No appointment as proxy shall entitle any individual to vote at any meeting of the Members unless the appointment:

- is in writing in the appropriate form set out herein;
- has been completed in all respects;
- has been witnessed by a Roman Catholic who has attained the age of eighteen years and who has completed the Declaration of Witness;
- has been delivered to the Head Office of the Corporation no later than 48 hours, excluding Saturdays and Holidays, before the meeting of the Members is scheduled to commence; and
- the individual has registered as proxy with the Registration Desk no later than 9:00 am on the day the meeting of the Members is to commence.

A proxy form is available [here](#). Additional forms may be reproduced locally as required.

The deadline date for receipt of Proxy Forms in the OCSTA office is 8:40 am (EST), April 24, 2019.

Should you have any questions, please contact Connie Araujo-De Melo at cdemelo@ocsta.on.ca or call the OCSTA office at 416-932-9460.

Award Nominations

Trustee Award of Merit

Click [here](#) to link to the memo and nomination form. Deadline: January 18, 2019, 12:00 pm EST.

Student Trustee Alumnus Award

Click [here](#) to link to the memo and nomination form. Deadline: January 18, 2019, 12:00 pm EST.

Spousal Activities



We look forward to welcoming all delegates and spouses to downtown Toronto for OCSTA's 89th AGM & Conference!

To assist you in planning some entertaining and enjoyable activities, we'd like to suggest the following website, which is published by Tourism Toronto and regularly updated:

MyTorontoMeeting.com

Download Your Guide to the AGM & Conference!

Once again, OCSTA is excited to be offering to all attendees the digital **EventMobi Guide** to the AGM & Conference.

The event app allows convenient, 24-hour access information about sessions, speakers, hotel reservations, conference registration, and much more!



Here's how it works:

Download the event app on any device that has an internet browser: (smartphone, tablet, laptop, desktop computer, etc.).

Follow your device's instructions to add the app icon to your home screen.

On the home page of the event app, click (or tap) images for the following features:

- **Registration** (links to a conference registration form)
- **Hotel Reservations** (links to the hotel reservation webpage)
- **Agenda**
 - Session times, locations, and descriptions
 - Create your own calendar of sessions and events
- **Speakers** (photos, bios)
- **Attendees**
 - Create and personalize your profile and see those of other attendees
 - Text-message other attendees
- **Sponsors** (see who's sponsoring our event, with links to websites)

Scroll down if you don't see all of these images on your screen.

If you prefer, click or tap "Menu" to get these and other options in list format.

How to Access our Mobile Event Guide:

- Go to <https://eventmobi.com/ocsta2019agm/> on your browser to instantly access your mobile event guide.

Please note that there will not be a printed program at the AGM & Conference.

Download your event app today and explore!



FAITH IN ACTION

PROGRAM*:
89th Annual General Meeting & Conference
April 25 – 27, 2019
InterContinental Toronto Centre
225 Front Street West
Toronto, ON M5V 2X3

* Please check back for updates

THURSDAY, APRIL 25

- 5:30 pm Registration
- 5:30 pm Meet & Greet (*stand-up reception*) – Heavy Hors D'oeuvres (*Cash Bar*)
- 7:00 pm Opening Liturgy – Dufferin-Peel CDSB
- 7:20 pm Opening Remarks – Conference Chair; President

FRIDAY, APRIL 26

- 7:30 am Registration
- 7:30 am Buffet Breakfast (*Delegates Only*)
- 8:30 am Morning Praise – **Fr. Patrick Fitzpatrick**, OCSTA Chaplain
- 8:40 am OCSTA President's Report – **Beverley Eckensweiler**
- 9:10 am Nominations Report & Introduction of Candidates
- 9:20 am Presentation of Financial Report
- 9:30 am Break
- 9:45 am Student Trustees Workshop (TBC)
- 9:45 am Resolutions Session
- 11:00 am **"Catholic Schools: Faith in Action"**
Dr. Thomas Groome
- 12:30 pm Elections
- 12:30 pm Buffet Lunch (*Delegates Only*)
- 12:30 pm Student Trustees Lunch
- 1:30 pm **The Honourable Lisa Thompson**, Minister of Education
- 2:15 pm Concurrent Workshops
 - #1 **"How to Get Input and Buy-In on Key Initiatives"**
Sylvia Link, Director of Marketing and Communications, Retired Teachers of Ontario (RTO)
 - #2 **"Development of a Long-Term Accommodation Plan and Program Strategy"**
 - #3 TBC
 - #4 TBC
- 3:30 pm Report of the Returning Officer (3:30 – 3:35)
- 5:30 pm Mass, Commissioning Ceremony & Special Presentations
- 7:00 pm Reception (*Cash Bar*)
- 7:00 pm Silent Auction (7:00 pm – 8:30 pm)
- 7:30 pm Annual Dinner & Award Presentations

SATURDAY, APRIL

- 7:45 am Buffet Breakfast (*Delegates Only*)
- 8:45 am Morning Praise – Dufferin-Peel CDSB
- 9:00 am **"Leadership on the Line: How to Shine in Challenging Situations"**
Jim Grieves, Executive Director, Retired Teachers of Ontario (RTO)
- 10:00 am **"Lessons for Life"**
Maggie MacDonnell, 2017 Global Teacher Prize Award winner
- 11:00 am Closing, Grand Prize Draw & Adjournment

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA 2019 AGM & CONFERENCE – SILENT AUCTION
FLYER**



10th Annual Silent Auction to support

TOONIES FOR TUITION

CCSTA Endowment Fund is a tuition assistance program which helps students receive faith-based Catholic education in provinces that do not publicly fund Catholic schools.

Friday, April 26, 2019 | 7:00 pm to 8:30 pm
Intercontinental Hotel Toronto Centre



As the co-host board of the 2019 OCSTA AGM & Conference, Dufferin-Peel Catholic District School Board trustees invite all Ontario Catholic school boards and trustees to contribute at least one quality auction item per board with a value greater than \$50 in support of **Toonies for Tuition**.

Examples of past gifts:

- Gift certificates to hotels/restaurants
- Tickets to cultural/sporting events
- Jewelry
- Gift baskets
- Electronics
- Art

Please bring your gift to the OCSTA registration desk when you arrive. Each gift should include donor name and approximate value.

We thank you in advance for your silent auction contributions to support Catholic education across Canada. For more information, contact carol.fernandes@dpcdsb.org



Ontario Catholic School
Trustees' Association

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
FEBRUARY 7, 2019 OCSTA MEMORANDUM – BILL 68
MUNICIPAL CONFLICT OF INTEREST REQUIREMENTS
UPDATE AND FEBRUARY 8, 2019 OCSTA MEMORANDUM –
CLARIFICATION: BILL 68 MUNICIPAL CONFLICT OF
INTEREST**



Ontario Catholic School
Trustees' Association

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

Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

February 7, 2019

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: **Bill 68 Municipal Conflict of Interest Requirements - Update**

Summary:

Bill 68, *Modernizing Ontario's Municipal Legislative Act* received Royal Assent on May 30, 2017. New requirements regarding conflict of interest **become effective March 1, 2019** for school boards.

The key new requirements are:

- All boards must establish a **registry of conflict of interest declarations from trustees** that is open to the public;
- All boards now require a **written declaration of conflict of interest** from trustees at all committee and board meetings.

OCSTA has drafted a template **conflict of interest declaration form** to assist boards with these requirements (attached).

The **registry** must contain the following information:

- A copy of each conflict of interest declaration and each conflict of interest statement by a trustee;
- An excerpt from the minutes of the meeting where the declaration is made;
- The registry may be organized by date, type of meeting and the statement and declaration documents filed for each trustee that declares a conflict of interest;
- The registry can be made public either via a web posting or a publically accessible file at the board office, accessible during standard office hours.

...Continue

Background Information:

Conflict of interest legislation is concerned only with pecuniary or financial interests. The *Municipal Conflict of Interest Act* refers to three kinds of financial interests:

1. Direct Interest: a trustee would have a direct interest if the board was considering buying property owned by the trustee;
2. Indirect Interest: a trustee is the senior officer of a company bidding for a board contract;
3. Deemed: a trustee's spouse, child or parent owns a company that is bidding for a board contract.

Declaring a Conflict:

If a trustee identifies a direct, indirect or deemed conflict of interest in a matter and is present at a meeting of the board or committee of the board which the matter is being discussed, he or she must declare a conflict **before** any discussion of the matter begins. The trustee is required to take the following steps:

1. Publicly declare the conflict of interest, state the general nature of the interest and have the declaration recorded in the minutes of the meeting;
2. File a written statement of the interest and its general nature with the secretary of the committee or board (effective March 1, 2019);
3. Do not vote on any question in respect to the matter;
4. Do not take part in any discussion of the matter;
5. Do not attempt to influence the voting on any question related to the matter;
6. In a closed session of a committee or board meeting, the trustee with conflict should leave the room for as long as the matter is discussed and have that fact recorded in the minutes.

Filing Trustee Campaign Financial Statements:

As a reminder, all trustees are required to complete and file accurate campaign financial statements by 2:00 pm on March 29, 2019. If you have a bookkeeper or accountant complete the financial statement for you, you are still responsible for ensuring that it is complete and accurate and filed on time.

If you have any questions please contact myself or Stephen Andrews at sandrews@ocsta.on.ca.

Attachment

TEMPLATE

NAME OF BOARD
BOARD CONTACT INFORMATION

Statement & Declaration of Interest

Trustee Name: _____

Board/Committee Meeting Date: _____

Agenda Item: _____

Topic: _____

Statement & Declaration of Interest

Signature

Date

Date Filed in Registry



Ontario Catholic School
Trustees' Association

Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

February 8, 2019

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: CLARIFICATION: Bill 68 Municipal Conflict of Interest

Further to the memorandum sent on Thursday, February 7, 2019 regarding Bill 68, *Modernizing Ontario's Municipal Legislative Act* that amend the *Municipal Conflict of Interest Act* we want to clarify its impact on school boards and trustees in two areas.

As of March 1, 2019:

1. All boards must establish **a registry of conflict of interest declarations from trustees** that is open to the public;
2. All boards require **a written declaration of conflict of interest** from trustees at all committee and board meetings.

All other aspects with respect to the *Municipal Conflict of Interest Act* pecuniary or financial interests remain unchanged.

If you have any questions please contact myself or Stephen Andrews at sandrews@ocsta.on.ca.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 19, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
EQAO MEMORANDUM – INVITATION TO SCHOOL BOARD
TRUSTEES – EQAO WEB CONFERENCES**



Ontario Catholic School
Trustees' Association

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

Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

February 14, 2019

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: **Invitation to New Trustees: EQAO Web Conferences –
A Partnership for Student Learning**

The Education Quality and Accountability Office is organizing a series of Web conferences for newly elected trustees, although any trustee is welcome to participate. Interested Directors of Education are also welcome to join the Web conferences and join the discussion on the following topics:

- √ connections between the *EQAO Act* and *Education Act*
- √ current EQAO assessment model
- √ vision for EQAO's modernization

An opportunity will be provided for trustees to ask questions.

Those interested are asked to register for one of the following Web conferences:

- March 18, 2019 – 12:00 p.m. to 1:00 p.m.
- March 19, 2019 – 4:30 p.m. to 5:30 p.m.
- March 20, 2019 – 8:30 a.m. to 9:30 a.m.

To register for a session, interested participants are asked to send their name, e-mail address, district name and position to info@eqao.com. There are a limited number of places available. Please register by **March 8, 2019**. Registered participants will receive the Web conference link a week before the session.

Directors will receive their information materials before the Web conference, even if they are not registered.

Please extend the invitation to all new trustees, this is a good opportunity for Boards and trustees to establish a dialogue with the Ministry's Education Quality and Accountability Office.

To view this message in a browser, [click here](#).



MEMORANDUM

To: Directors of Education
From: Norah Marsh, Chief Executive Officer
Date: February 12 , 2019
Subject: **Invitation to School Board Trustees**
EQAO Web Conferences

Further to my memorandum of December 13, 2018, we are looking forward to working with the trustees of Ontario's publicly funded district school boards in support of student learning across the province. I hope trustees found our question-and-answer document beneficial in clarifying the role of EQAO and the value of large-scale assessments in Ontario.

As part of our collaboration with trustees, we are organizing a series of Web conferences primarily for trustees who are new to their role—although any trustee is welcome to participate. Directors of Education are also welcome to join the Web conferences, if interested. As per the attached invitation, the purpose of each Web conference is to

- highlight connections between the *EQAO Act* and the *Education Act*;
- explain in greater detail EQAO's assessment model;
- share EQAO's vision for modernization and
- provide an opportunity for trustees to ask questions.

Please forward the attached invitation to trustees so that they can register for one of the following Web conferences:

- March 18, 2019, from 12:00 p.m. to 1:00 p.m.
- March 19, 2019, from 4:30 p.m. to 5:30 p.m.
- March 20, 2019, from 8:30 a.m. to 9:30 a.m.

To register for a session, interested participants are asked to send their name, e-mail address, district name and position to info@eqao.com. Please register by March 8, 2019. Details of the Web conference (e.g., Web link) will be e-mailed to registered participants closer to the date.

Directors will receive their information materials before the Web conference even if they are not registered.

Thank you for sharing the invitation and for your assistance in helping us establish a dialogue with your trustees.

Encl.

www.eqao.com

1-888-327-7377 or 416-916-0708 | info@eqao.com

2 Carlton Street, Suite 1200, Toronto, Ontario, M5B 2M9



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Invitation to Trustees



School Board Trustees and EQAO

A Partnership for Student Learning

Join the discussion on the following topics:

- ✓ connections between the *EQAO Act* and *Education Act*
- ✓ current EQAO assessment model
- ✓ vision for EQAO's modernization

Choose a Web conference date:

March 18, 12 p.m.–1 p.m. • March 19, 4:30 p.m.–5:30 p.m. • March 20, 8:30 a.m.–9:30 a.m.

Register:

Please submit your name, e-mail address, district and position by March 8 to info@eqao.com.

Note: there are a limited number of places available.

Registered participants will receive the Web conference link a week before the session.