



*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, MARCH 5, 2019
7:00 P.M.**

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



A. ROUTINE MATTERS

- | | |
|---|--------|
| 1. Opening Prayer – Trustee Prince | - |
| 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 February 19, 2019 | A5 |
| 6. Consent Agenda Items | - |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of February 26, 2019 | A6.1 |
| 6.2 Approval of Policies | - |
| 6.2.1 Progressive Student Discipline – Safe Schools Policy (302.6.9) | A6.2.1 |
| 6.2.2 Death Benefit Policy (201.5) | A6.2.2 |
| 6.2.3 Deferred Salary Plan (X/Y) Policy (201.10) | A6.2.3 |
| 6.2.4 Employee Leaves of Absence Policy (201.1) | A6.2.4 |
| 6.3 Staff Development Department Professional Development Opportunities | A6.3 |
| 6.4 Capital Projects Update | A6.4 |
| 6.5 In Camera Items F1 & F3 | - |

B. PRESENTATIONS

- | | |
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| 1. Speak Out 2019 Showcase Finalists | B1 |
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C. COMMITTEE AND STAFF REPORTS

- | | |
|---|----|
| 1. Committee of the Whole System Priorities and Budget 2018-2019 Update | C1 |
| 2. Niagara Catholic Mental Health and Additions | 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 – February 26, 2019 | D1.1 |
| 1.2 Calendar of Events – March 2019 | D1.2 |
| 1.3 March Break – March 11-15, 2019 | - |

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
MARCH 5, 2019**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF FEBRUARY 19, 2019**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 19, 2019, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, FEBRUARY 19, 2019

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, February 19, 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 7:36 p.m. by Vice-Chair Sicoli.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Moody

2. Roll Call

Vice-Chair Sicoli noted that Trustee Burtnik joined electronically.

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 Burkholder

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of February 19, 2019, as presented.

CARRIED

4. Declaration of Conflict of Interest

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

5. Approval of Minutes of the Committee of the Whole Meeting of January 15, 2019

Moved by Trustee Moody

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

CARRIED

6. Consent Agenda Items

6.1 Unapproved Minutes of the Policy Committee Meeting of January 29, 2019

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

6.2 Approval of Policies

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

THAT the Policy Committee recommend to the Committee of the Whole approval of the Transportation and School Operations for Inclement Weather Policy (500.1), as presented.

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

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9), as presented.

6.2.3 Student Senate – Secondary Policy (100.6.1)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Senate – Secondary Policy (100.6.1), as presented.

6.2.4 Student Senate – Elementary Policy (100.6.2)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Senate – Elementary Policy (100.6.2), as presented.

6.2.5 Supporting Children and Students with Prevalent Medical Conditions Policy

THAT the Policy Committee recommend to the Committee of the Whole approval of the Supporting Children and Students with Prevalent Medical Conditions Policy, as presented.

6.2.6 Student Transportation Policy (500.2)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Transportation Policy (500.2), as presented.

6.2.7 Fundraising Policy (301.4)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Fundraising Policy (301.4), as presented.

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

THAT the Policy Committee recommend to the Committee of the Whole approval of the Prior Learning Assessment and Recognition (PLAR) Policy (400.4), as presented.

6.3 Elementary and Secondary School Year Calendars 2019-2020

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.

6.4 Staff Development Department Professional Development Opportunities

Presented for information.

6.5 Capital Projects Update

Presented for information.

6.6 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 Administrative Council answered questions of Trustees.

2. Student Support Services

Pat Rocca, Superintendent of Education presented the Student Support Services report for information.

Superintendent Rocca introduced Anna Racine and Kristin Baker, Niagara Catholic parent representatives.

Ms. Racine and Ms. Baker highlighted the Student Support Services from the perspective of a parent of a special needs child.

Superintendent Rocca answered questions of Trustees.

3. Accountability Financial Report 2018-2019

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2018-2019.

4. Monthly Updates

4.1 Student Trustees' Update

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

4.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Farrell

- Saint Michael Catholic High School's 2008 Senior Boys Soccer Team will be inducted into the Niagara Falls Sports Wall of Fame on Saturday April 13, 2019.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – January 29, 2019

Director Crocco highlighted the Spotlight on Niagara Catholic – January 29, 2019 issue for Trustees information.

1.2 Calendar of Events – February 2019

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

1.3 OCSTA – Pre-Budget Submission 2019

Director Crocco highlighted the OCSTA Presented for information-Budget Submission 2019.

1.4 NCPIC & CSC's Faith Formation – February 28, 2019

Director Crocco presented the invitation to the NCPIC & CSC's Faith Formation being held on February 28, 2019 and asked Trustees to confirm their attendance with Anna Pisano.

1.5 2019 OCSTA/OCSBOA Business Seminar – April 25, 2019

Director Crocco reminded Trustees of the 2019 OCSTA/OCSBOA Business Seminar being held on April 25, 2019 and asked Trustees wishing to attend to notify Anna Pisano.

1.6 OCSTA 2019 AGM & Conference – April 25-April 27, 2019

Director Crocco reminded Trustees of the OCSTA 2019 AGM & Conference on April 25-April 27, 2019 and asked Trustees to notify Anna Pisano if they wish to register.

1.7 OCSTA 2019 AGM & Conference – Silent Auction Flyer

Director Crocco highlighted the Silent Auction Flyer requesting a door prize donation for the OCSTA 2019 AGM & Conference in support of the Toonies for Tuition.

Vice-Chair Sicoli offered to donate personal works of art.

1.8 OCSTA Memorandum – Bill 68 Municipal Conflict of Interest Requirements Update

Director Crocco highlighted the OCSTA Memorandum regarding Bill 68 – Municipal Conflict of Interest Requirements requiring all boards to establish a registry of declared conflict of interests from Trustees that are open to the public.

Director Crocco noted that a package of Statements of Declaration forms have been left at each Trustees desk for completion and at the end of each meeting the forms will be collected and filed in a public registry binder.

2. Report on Trustee Conferences Attended

Trustee Huibers participated in the Wellness Committee Meeting and noted the Board Staff Volleyball Tournament being held on Friday, February 22, 2019 at Brock University which is a great opportunity to promote staff wellness and encouraged all to attend.

Trustee Sicoli attended the 2019 Catholic Trustees Seminar in January and announced he will be forwarding notes on Laura Hughes presentation to all the Trustees.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Crocco informed the Board of the continued implementation of this years system priorities.
- 1.2 Consultation continues towards the designing of the System Priorities for the 2019-2020 school year.
- 1.3 Updates on the design of the Joint-Use school agreement with the District School Board of Niagara will be provided at future meetings.

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 9:02 p.m. and reconvened at 10:29 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 February 19, 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 January 15, 2019, 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 January 15, 2019, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

A Declaration of Conflict of Interest was declared by Trustees Fera, Huibers and Moody with Item F4.1 of the In Camera Agenda. These trustees have family members who are employees of the Board. They left the meeting during discussion of this item.

Moved by Trustee Turner

THAT the February 19, 2019 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 10:30 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **February 19, 2019.**
Approved on **March 5, 2019.**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2019**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF FEBRUARY 26, 2019**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of February 26, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, FEBRUARY 26, 2019

Minutes of the Policy Committee Meeting held on Tuesday, February 26, 2016 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 4:00 p.m. by John Crocco, Director of Education/Secretary-Treasurer, who chaired the meeting until the election of a Committee Chair.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Fera.

2. Election of the Chair of the Policy Committee 2019

Deferred to March Policy Committee Meeting. Trustee Fera chaired the February 26, 2019 meeting.

3. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Frank Fera	✓			
Larry Huibers				✓
Leanne Prince	✓			

Trustees:

Rhianon Burkholder
Kathy Burtnik
Dino Sicoli

Student Trustees:

Madison McKinney

Staff:

John Crocco, Director of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Teresa Claxton, Coordinator of Human Resources
Giancarlo Vetrone, Superintendent of Business & Finance

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

4. Approval of Agenda

Moved by Trustee Prince

THAT the February 26, 2019, Policy Committee Agenda be approved, as presented.

APPROVED

5. Declaration of Conflict of Interest

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

6. Minutes of the Policy Committee Meeting of January 29, 2019

Moved by Trustee Prince

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of January 29, 2019, as presented.

APPROVED

7. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO MARCH 5, 2019 COMMITTEE OF THE WHOLE MEETING

6.1 Progressive Student Discipline – Safe Schools Policy (302.6.9)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Progressive Student Discipline – Safe Schools Policy (302.6.9) 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 Prince

THAT the Policy Committee recommend to the March 5, 2019 Committee of the Whole Meeting to approve the revisions to the Progressive Student Discipline – Safe Schools Policy (302.6.9), as presented.

APPROVED

6.2 Death Benefit Policy (201.5)

Teresa Claxton, Coordinator of Human Resources, on behalf of Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Death Benefit Policy (201.5) 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 Prince

THAT the Policy Committee recommend to the March 5, 2019 Committee of the Whole Meeting to approve the revisions to the Death Benefit Policy (201.5), as presented.

APPROVED

6.3 Deferred Salary Plan (X/Y) Policy (201.10)

Ms. Claxton presented feedback received from the vetting process and highlighted recommended amendments to the Deferred Salary Plan (X/Y) Policy (201.10) 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 Prince

THAT the Policy Committee recommend to the March 5, 2019 Committee of the Whole Meeting to approve the revisions to the Deferred Salary Plan (X/Y) Policy (201.10), as presented.

APPROVED

6.4 Employee Leaves of Absence Policy (201.1)

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Leaves of Absence Policy (201.1) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- First paragraph, 5th bullet – remove “*and which are not of a reoccurring nature*”
- Bullet 2 – remove first “*shall*”

Moved by Trustee Prince

THAT the Policy Committee recommend to the March 5, 2019 Committee of the Whole Meeting to approve the revisions to the Employee Leaves of Absence Policy (201.1), as amended.

APPROVED

POLICIES - PRIOR TO VETTING

6.5 Student Suspension – Safe Schools Policy (302.6.4)

Superintendent Forsyth-Sells, presented the Student Suspension – Safe Schools Policy (302.6.4).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Paragraph 1 – reword last sentence to “*A Principal may not suspend a student more than once for the same exact incident under section 306 of the Education Act*”

The Policy Committee requested that the Student Suspension – Safe Schools Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

6.6 Student Expulsion – Safe Schools Policy (302.6.5)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Student Expulsion – Safe Schools Policy (302.6.5).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Student Expulsion – Safe Schools Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

6.7 Safe Schools Policy (302.6)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Safe Schools Policy (302.6).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Student Expulsion – Safe Schools Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

6.8 Financial Investment Policy (NEW)

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the Financial Investment Policy (NEW).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Paragraph 2 change “*complaint*” to “*compliant*”

ADMINISTRATIVE PROCEDURES

- Paragraph 3 – add “*with an annual written report to the Board*”

The Policy Committee requested that the Financial Investment Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

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

Superintendent Vetrone, presented the Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Corporate Cards, Purchasing Cards & Petty Cash Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

INFORMATION

6.10 Policies Currently Being Vetted to March 19, 2019

- Employee Hiring and Selection (Teachers) Policy (203.1)
- French Immersion Policy/Admission of Elementary and Secondary Students Policy (301.1)

6.11 Policy and Guideline Review 2018-2019 Schedule

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

7. Date of Next Meeting

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

8. Adjournment

The meeting adjourned at 5:50 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
PROGRESSIVE STUDENT DISCIPLINE – SAFE SCHOOLS
POLICY (302.6.9)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Progressive Student Discipline – Safe Schools Policy (302.6.9), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: March 5, 2019



Niagara Catholic District School Board
PROGRESSIVE STUDENT DISCIPLINE POLICY
STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: December 20, 2016

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to ~~building and~~ promoting **and supporting** appropriate ~~and positive~~ student behaviour that contributes to **a positive school climate**, and sustaining a safe, inclusive, and accepting learning and teaching environment for all students to reach their full potential and become living witnesses of Christ.

The Niagara Catholic District School Board acknowledges that **progressive discipline** is a whole-school approach which involves all members of the school community and that **all staff must address** inappropriate student behaviour, ~~including bullying must be addressed by all staff, and utilizes~~ **This approach implements** a continuum of prevention programs, **early and ongoing** interventions, supports, ~~and~~ consequences, **reporting of serious student incidents, and responding to inappropriate behaviour, including bullying.**

~~Responses by staff, Board and school administrators to behaviours that are contrary to the Board's Code of Conduct must be developmentally appropriate; including the consideration of information in a student's Individual Education Plan (IEP), and mitigating and other factors consequences; to address inappropriate student behaviour, and to build upon strategies that build skills for healthy relationships, and promoting~~ **and fostering** learning opportunities, and positive behaviours.

At times **when** a students may act inappropriately or impede the rights of others; ~~therefore,~~ in some circumstances a suspension or an expulsion ~~may~~ **must** be ~~required~~ **considered for such behaviour.**

Each school of the Niagara Catholic District School Board, **in consultation with the Catholic School Council, staff, students, parents/guardians will develop a local Code of Conduct and shall implement** school-wide progressive discipline procedures consistent with current legislation and Board policies.

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

References

- [**Accessibility for Ontarians with Disabilities Act 2005**](#)
- [**Education Act and Regulations**](#)
- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Ontario Human Rights Code**](#)
- [**Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education**](#)
- [**Policy/Program Memorandum 124: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018**](#)
- [**Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018**](#)
- [**Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour –Issued October 17, 2018**](#)
- [**Regulation 472/07: Behaviour, Discipline and Safety of Pupils**](#)
- [**Child, Youth and Family Services Act 2017**](#)
- [**Smoke-Free Ontario Act 2017**](#)

Niagara Catholic District School Board Policies/Procedures/Documents

- [**Access to Board Premises Policy \(302.6.3\)**](#)
- [**Accessibility Standards Policy \(800.8\)**](#)
- [**Bullying Prevention and Intervention Policy \(302.6.8\)**](#)
- [**Catholic School Councils Policy \(800.1\)**](#)
- [**Code of Conduct Policy \(302.6.2\)**](#)
- [**Complaint Resolution Policy \(800.3\)**](#)
- [**Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)**](#)
- [**Electronic Communications System Policy \(Students\) \(301.5\)**](#)
- [**Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)**](#)
- [**Equity and Inclusive Education Policy \(100.10\)**](#)
- [**Ontario Student Record Policy \(301.7\)**](#)
- [**Privacy Policy \(600.6\)**](#)
- [**Records and Information Management Policy \(600.2\)**](#)
- [**Safe Physical Intervention with Students Policy \(301.8\)**](#)
- [**Safe Schools Policy \(302.6\)**](#)
- [**Student Expulsion Policy \(302.6.5\)**](#)
- [**Student Suspension Policy \(302.6.4\)**](#)
- [**Student Transportation Policy \(500.2\)**](#)
- [**Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program**](#)
- [**Protocol Between the Niagara Regional Police Service and the Niagara Catholic District School Board**](#)



Niagara Catholic District School Board
PROGRESSIVE STUDENT DISCIPLINE
ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: December 20, 2016

Administrators, ~~staff, and members of the school community~~ ~~teachers and school staff~~ play an important role in ~~supporting and contributing to a positive learning and teaching environment and by reporting and responding to student behaviours.~~ A positive school climate exists when all ~~staff, students, parents/guardians~~ and members of the school community feel safe, included and accepted ~~which promotes positive behaviours and interactions.~~ Programs, ~~supports, and services~~ ~~and activities~~ that focus on the building of healthy relationships, a safe, inclusive and accepting learning environment, faith and character development, and positive peer relations; provide the foundation for an effective continuum of strategies within a school and at school-related activities or events. ~~As part of the monitoring and evaluation process, voluntary and anonymous school climate surveys for students, staff and parents will be conducted at least once every two years.~~

Board employees who work directly with students, including administrators, teachers, and other school staff must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school, and at any school-related event if, in the employee's opinion it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or other person. However, serious student incidents must be reported to the Principal/Designate and confirmed in writing using the *Safe and Accepting Schools Incident Reporting Form-Part I* (Appendix B). For incidents, where suspension or expulsion would not be considered but Board employees feel it is not safe to respond, they will be expected to inform the Principal/Designate orally as soon as possible.

An appropriate response by staff to an incident may include, but ~~are~~ not limited to:

- Asking a student to stop the inappropriate behaviour;
- Naming the type of behaviour and explaining why it is inappropriate and/or disrespectful;
- Asking the student to correct the behaviour (e.g. to apologize for a hurtful comment); and
- Responding for the safety of the student and others.

~~A positive school climate exists when all, students, and members of the school community feel safe, included and accepted, which promotes positive behaviours and interactions. Programs and activities that focus on the building of healthy relationships, a safe, inclusive and accepting learning environment, faith and character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school related activities or events.~~

~~A positive school climate also includes the participation of students, parents/guardians, the school community and the broader community to ensure that all members of the school community are welcome, respected, and valued, and that all students are supported in their learning and inspired to succeed in a culture of high expectations for learning.~~

~~It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members in accordance with Board procedures, must respond to any such inappropriate~~

~~and disrespectful behaviour or any other behaviour that causes a negative school climate which they have observed or heard during the course of their duties or otherwise while on school property or during a school-related activity or event.~~

~~Relocated above: An appropriate response by staff to an incident may include, but not limited to:~~

- ~~• Asking a student to stop the inappropriate behaviour;~~
- ~~• Naming the type of behaviour and explaining why it is inappropriate and/or disrespectful;~~
- ~~• Asking the student to correct the behaviour (e.g. to apologize for a hurtful comment); and~~
- ~~• Responding for the safety of the student and others.~~

PROMOTING AND SUPPORTING POSITIVE STUDENT BEHAVIOUR

Activities, practices and strategies that focus on the building of healthy relationships, a safe, inclusive, and accepting learning and teaching environment, and positive peer relations provide the foundation for a positive school climate.

PREVENTATIVE PRACTICES

Preventative practices ~~may~~ include, but **are** not limited to:

- Bullying Prevention and Intervention **initiatives, programs and supports**
- Citizenship development
- Faith and character education
- Mentorship programs
- Promoting healthy student relationships and lifestyles
- Student leadership
- Student success strategies

BEHAVIOUR SUPPORT PRACTICES

Behaviour management practices ~~may~~ include, but **are** not limited to:

- Behaviour Support Plans and Safety Plans
- Class placement
- Conflict resolution / Dispute resolution
- Individual, peer and group counselling
- Mentorship programs
- Positive encouragement and reinforcement
- Program modifications or accommodations
- Promotion of healthy student relationships and lifestyles
- School, Board and community support programs
- Sensitivity programs
- Student success strategies

EARLY AND ONGOING INTERVENTION STRATEGIES

~~Early intervention strategies support students in learning and adopting appropriate responses to events and circumstances that trigger disrespectful or illegal behaviour that could result in suspension or possible expulsion from school.~~

Early interventions are opportunities for students to self-assess and self-regulate with support from both the school and home. An early intervention strategy may include, but is not limited to:

- Contact and ongoing communication with the student's parents/guardians
- Verbal reminders
- Review of expectations
- Written work assignment with a learning component that requires reflection
- Volunteer service to the school community

- Peer mentoring
- Referral to counselling
- Conflict mediation and resolution and/or consultation

An Ongoing intervention strategy may include, but is not limited to:

- Meeting with the student's parents/guardians
- Requiring the student to perform volunteer service in the school community
- Conflict mediation
- Peer mentoring
- Sensitivity program
- Safety plans/behaviour support plans/planned safe physical intervention
- A referral to counselling

PROGRESSIVE DISCIPLINE STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

Appropriate actions must address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but are not limited to: inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Ontario Human Rights Code.

The Board authorizes Principals/Designates or their delegates, to impose appropriate consequences. ~~in appropriate circumstances.~~ Mitigating and other factors, including expectations documented in a student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports and consequences in order to reinforce positive behaviours and help students make good choices.

The Principal/Designate and staff will also consider the following to address inappropriate behaviour:

- the particular student and circumstances;
- the nature and severity of the behaviour; and
- the impact on the school climate, including the impact on students or other individuals in the community

~~When inappropriate student behaviour occurs, schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and should include opportunities for students to focus on improving behaviour.~~

Mitigating and Other Factors

~~Appropriate actions must consistently be taken by schools to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but not limited to: inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.~~

~~The Board authorizes Principals/ or their delegates, to impose consequence. in appropriate circumstances. Mitigating and other factors, including expectations documented in a student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports and consequences in order to reinforce positive behaviours and help students make good choices.~~

Mitigating and Other Factors

A The Principal/Designate, in determining the consequences will shall consider the following mitigating factors:

1. whether the student has the ability to control his or her the behaviour;

2. whether the student has the ability to understand the foreseeable consequences of ~~his or her~~ the behaviour; and
3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school,

The Principal/Designate, in determining consequences shall also consider the following other factors:

1. the student's academic, discipline and personal history;
2. whether a progressive discipline approach has been used with the student;
3. whether the activity for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason;
4. how the discipline would affect the student's ongoing education;
5. the age of the student;
6. where the student has an Individual Education Plan (IEP) or disability related needs,
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct; and,
7. other matters as the Principal/Designate considers appropriate

CONSEQUENCES

Consequences for inappropriate behaviour may include, but are not limited to:

- Meeting with the student's parents/guardians, the student and the Principal/Designate
- Referral to a community agency for anger management, mental health support or substance abuse counselling
- Detentions
- Withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices
- Alternative Placement
- Suspension
- Expulsion
- Exclusion

DISCLOSURE OF STUDENTS' PERSONAL INFORMATION

Board employees, including occasional and itinerant employees, who work directly with students, may need to know about a particular student's behaviour(s) that poses a potential risk of physical harm to school staff or students, as documented as part of progressive discipline in the Ontario Student Record (OSR).

Prior to disclosure, Principals/Designates are to inform staff that they must treat any information disclosed about a student or incident as confidential.

Principals/Designates are only permitted to share information documented in the OSR with Board employees who do not have access to OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. Principals/Designates may share only the necessary information pertaining to behaviour that may present risk of physical harm.

SUPPORTS FOR STUDENTS

The Board provides supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing

healthy relationships, making good choices that support continuing their learning, and achieving success. Board employees, through Board programs and resource personnel, or through community-based service providers, including social service agencies and mental health service providers may provide these supports.

The Board shall ensure that Principals support students who have been harmed or students who have engaged in serious student incidents by developing specific plans to protect students who have been harmed. If parents/guardians are not satisfied with the supports provided, Principals will refer parents/guardians to the Board's Complaint Resolution Policy No. 800.3.

SCHOOL TRANSFERS RELATED TO SCHOOL SAFETY

In cases where students are being transferred to another school in order to preserve school safety, a "transfer meeting" will be coordinated between the school from which the student is being transferred and the receiving school. The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require.

The meeting must include the teachers and other school staff that will have regular direct contact with the student. The student that is being moved and their parents/guardians should also be invited and reasonably accommodated to participate in the transfer meeting. The transfer meeting must occur prior to the day, or on the day, the student is transferred before the student attends any classes.

The receiving school must also be in possession of the student's Ontario Student Record (OSR) prior to the transfer meeting, and the OSR must be available to be consulted to at the meeting. The Principal must inform all staff in attendance that they must treat any information about the student and the incident disclosed at the meeting as confidential.

NOTIFYING PARENTS/GUARDIANS

Principals ~~is are~~ required to ~~provide information to the is less than 18 years of age, is not 16 or 17 and withdrawn from parental control~~ notify parents/guardians of a student who has been harmed as a result of a serious student incident promptly. When notifying parents/guardians of these incidents, a Principal must invite parents/guardians to have a discussion with them about the supports that will be provided for their student.

Principals shall disclose the following information:

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

Principals are required to notify the parents/guardians of students who have engaged in serious student incidents and shall disclose the following information:

- the nature of the activity that resulted in harm to the student,
- the nature of the harm to the student,
- the nature of any disciplinary measures taken in responses to the activity, and
- the supports that will be provided for the students in response to the harm that resulted from the activity.

~~If~~ The Principal ~~decides~~ shall not to notify the parents/guardians of a student ~~involved in an incident~~, if, in the opinion of the Principal, doing so would put the student at risk of harm from the parents/guardians of the student, such that notification is not in the best interests of the student. The Principal will document the rationale for this decision, and notify both the teacher who reported the incident and the appropriate share this decision with the Family of Schools' Superintendent. ~~and if applicable, the teacher(s) of the student~~

VIOLENT INCIDENT

Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A-C) must be completed by the Principal, filed and retained in the student's Ontario Student Record and shall not be removed unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place. If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to a suspension or expulsion, as well as a report to the police, will remain in the OSR unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place.

The term violent incident is defined as the occurrence of any one of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias motivated occurrences

VICTIMS OF SERIOUS STUDENTS INCIDENTS

The Board supports students who are victims of serious incidents. The Principal is required to provide information to the parents/guardians of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control.

If a Principal decides not to notify the parents/guardians of a student involved in an incident, if in the opinion of the Principal doing so would put the student at risk of harm, the Principal will document the rationale for this decision, and share this decision with the Family of Schools' Superintendent and if applicable, the teacher(s) of the student.

The Board shall ensure that Principals develop appropriate plans to protect the victim and will communicate to parents/guardians of victim's information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim

Principal is required to provide information to the parents/guardians of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control.

If a Principal decides not to notify the parents/guardians of a student involved in an incident, if in the opinion of the Principal doing so would put the student at risk of harm, the Principal will document the rationale for this decision, and share this decision with the Family of Schools' Superintendent and if applicable, the teacher(s) of the student.

Mitigating and Other Factors

Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but not limited to: inappropriate sexual behaviour, gender based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

The Board authorizes Principals or their, to impose consequences in appropriate circumstances. Mitigating and other factors, including expectations documented in a student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports and consequences in order to reinforce positive behaviours and help students make good choices.

A Principal, in determining the consequence will consider:

1. whether the student has the ability to control his or her behaviour;

- ~~2. whether the student has the ability to understand the foreseeable consequences of his or her behaviour;~~
- ~~3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;~~
- ~~4. the student's academic, discipline and personal history;~~
- ~~5. whether a progressive discipline approach has been used with the student;~~
- ~~6. whether the activity for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason;~~
- ~~7. how the discipline would affect the student's ongoing education;~~
- ~~8. the age of the student;~~
- ~~9. where the student has an Individual Education Plan (IEP) or disability related needs,
 - ~~i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;~~
 - ~~ii. whether appropriate individualized accommodation has been provided; and~~
 - ~~iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct; and,~~
 - ~~iv. other matters as the Principal considers appropriate~~~~

REPORTING AND RESPONDING TO INCIDENTS-APPENDIX A

All Board employees, student transportation and third parties who are under contract or agreement with the Board are required to report and/or respond to any student behaviour, on school property or during a school-related activity or event that is likely to have a negative impact on school climate. (See-Appendix A-*Keeping Our Kids Safe at School: Reporting and Responding to Incidents*).

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension/expulsion must be considered to the Principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others.

REPORTING SERIOUS STUDENT INCIDENTS TO THE PRINCIPAL

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

In cases where immediate action is required, an oral report to the Principal/Designate may be made. A written report must be made when it is safe to do so. All reports must be confirmed in writing using the *Safe Schools and Accepting Incident Reporting Form-Part I* (APPENDIX B).

Safe and Accepting Schools Incident Reporting Form-Parts I and II-APPENDIX B

An individual who becomes aware that a student may have engaged in a serious student incident shall report the matter to the Principal/Designate as soon as reasonably possible using the *Safe and Accepting Schools Incident Reporting Form Part I-Appendix B*. Where the Principal/Designate is the sole witness to an incident, the Principal/Designate is similarly required to use the *Safe and Accepting Schools Incident Reporting Form Part I-Appendix B*, to confirm the incident in writing.

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-PART I (APPENDIX B)

All reports made to the Principal/Designate, including those made verbally must be confirmed in writing, using the *Safe and Accepting Schools Incident Report Form-Part I* and must be submitted to the Principal/Designate in a timely manner and no later than the end of the school day. Each report will be assigned a number for filing and retrieval purposes and investigated by the Principal/Designate.

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-PART II (APPENDIX B)

The Principal must provide the person who reported the incident with written acknowledgement, using the *Safe and Accepting Schools Incident Reporting Form-Part II* and must specify whether the investigation has been completed or is still in progress. The Principal/Designate will not provide information that could identify the student(s) involved on the *Safe and Accepting Schools Incident Report Form-Part II*.

Once the investigation is complete, the Principal/Designate:

1. must communicate the results of the investigation to the teacher who made the report.
2. will communicate the results of the investigation to the individual who made the report, who is not teacher, only if the Principal/Designate considers it appropriate.
3. must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

ONTARIO STUDENT RECORD (OSR)

If the Principal/Designate has decided that action must be taken as a result of an incident, the Principal/Designate will file a copy of the *Safe and Accepting Schools Incident Reporting Form-Part I*, along with documentation (i.e. suspension/expulsion letter, police report) in the OSR of the student whose behaviour was inappropriate.

1. Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form must be removed from the form before it is filed.
2. In the case of a student who has been harmed, no information about the incident must be placed in the OSR, unless that student's parents/guardians expressly request that it be placed in the OSR.
3. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
4. The form and documentation must be kept for a minimum of one year in the OSR.
5. In the case of a *violent incident*, the Principal must check the *Violent Incident Box* on the *Safe and Accepting Schools Form Part I-Appendix B*. The form along with any other documentation (i.e. suspension/expulsion letter, police report) must be filed and retained in the student's OSR for:
 - One year, if the student's suspension was quashed or withdrawn and the record of suspension expunged.
 - Three years, if the student was suspended for the violent incident and no further suspensions for serious violent incidents have taken place.
 - Five years, if the student was expelled for the violent incident and no further suspensions for serious violent incidents have taken place.
6. For non-violent incidents, if no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

MAINTENANCE OF THE ONTARIO STUDENT RECORD (OSR)

The contents of the OSR should be reviewed on a regular basis by the Principal/Designate for the removal of any material that is no longer required to be retained to ensure that they remain conducive to the improvement of the instruction of the student.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD) OF PROGRESSIVE DISCIPLINE

The Principal/ or Designate shall ~~keep a record for each student with whom~~ document progressive student discipline approach(es) is utilized on the Board's Student Management Administrative System under the discipline tab with the following information:

~~The record should include:~~

- ~~Name of the student;~~

- ~~Date of the incident or behaviour;~~
- ~~Type of infraction~~
- ~~Check Violent Incident Box, if applicable~~
- ~~Date of the incident or behaviour;~~
- ~~Student Incident Details nature of the incident or behaviour;~~
- ~~Consequences-considerations taken into account; progressive discipline approach used; consequences and outcome; and~~
- ~~Contact with the student's parents/guardians (unless the student is an adult student);~~
- ~~Appeal/Outcome Information, if applicable~~

DELEGATION OF AUTHORITY REGARDING DISCIPLINE

Part XIII of the *Education Act* provides a Principal with the authority to delegate powers, duties.

Vice-Principals

Delegation may include all authority of the Principal except the final decision, regarding a recommendation to the Board to expel a student and the authority to suspend a student for six or more days.

Teachers

The Principal's authority may only be delegated in writing to a teacher in the absence of the Principal and Vice-Principal, and must respect the terms of all applicable collective agreements.

- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension/expulsion. The teacher must report all details of their investigation to the Principal as soon as possible.
- The teacher must report to the Principal/Vice-Principal any activities that must be considered for suspension/expulsion that are received from staff or others during the Principal's absence. A teacher may not be delegate authority regarding suspension decisions or recommendations regarding expulsion of students.
- A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as a result of a serious student incident and the parents/guardians of the student who has engaged in the activity. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
- If the teacher is not sure whether to call the parents/guardians, the teacher should contact the Principal or the appropriate Family of Schools' Superintendent for direction. The Principal/Vice-Principal will follow up with the parents/guardians as soon as possible.

PROFESSIONAL DEVELOPMENT STRATEGIES FOR ADMINSTRATORS, TEACHERS AND OTHER SCHOOL STAFF

Creating and sustaining a safe, inclusive and accepting learning environment through appropriate interactions between all members of the school community is the responsibility of the whole school community.

The Board will provide professional development for staff to support prevention of inappropriate student behaviour and strategies for promoting positive school climate. Training may include but is not limited to, Board policy awareness, curriculum connections related to bullying prevention and intervention, social and emotional skills, critical and creative thinking skills to help students develop health relationships, responding to serious student incidents, including inappropriate sexual behaviour and duty to report under the Child, Youth and Family Services Act, 2017.

BUILDING PARTNERSHIPS

Relationships that engage the whole school community and its partners promote a positive school environment and support the progressive discipline approach. These partnerships facilitate the delivery of

prevention, intervention and response programs, the use of referral processes, and the provisions of services and support for students, their parents/guardians and families.

To facilitate the building of partnerships the Board shall:

- Direct schools to work with community-based service providers, mental health agencies, or other organizations that have professional expertise in the areas of bullying, discrimination, violence, and harassment to provide appropriate support to students, parents/guardians, teachers and other school staff in addressing these issues;
- Maintain an up-to-date contact list of community-based service providers that have professional expertise in these areas, making the list available to staff, parents/guardians, and students; and
- Work in partnership with, and provide access to, public health units in order to support implementation of the Ontario curriculum together with mandated public health policies.

COMMUNICATIONS STRATEGY

It is important that all members of the school community, including teachers, other school staff, students, and parents/guardians understand and support the progressive discipline approach. To support a whole-school approach the Board communicates policies and guidelines to all students, parents/guardians, staff members, volunteers, the Special Education Advisory Committee, the Indigenous Education Advisory Council, the Niagara Catholic Parent Involvement Committee and Catholic School Councils and other relevant groups as found on the Board website at www.niagaracatholic.ca.

MONITORING AND REVIEW

The Board will continue to monitor, review, and evaluate the effectiveness of Board policies and guidelines, using indicators established, in consultation with students, parent/guardians, staff members, the Special Education Advisory Committee, the Indigenous Education Advisory Council, the Niagara Catholic Parent Involvement Committee and Catholic School Councils and community-based service providers.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
DEATH BENEFIT POLICY (201.5)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Death Benefit Policy (201.5), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: March 5, 2019



Niagara Catholic District School Board

DEATH BENEFIT POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.5

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and as a board which is grounded in the value of human dignity, we are a system which responds to the needs of our Catholic community and our employees. It is the policy of the Board that upon the death of an Employee, and if the employee is eligible for retirement gratuity at the date of death, the benefit will be paid to the deceased employee's estate as a death benefit, provided that:

- the employee has previously qualified for a retirement gratuity through their collective agreement or conditions of employment with the Board;
- the employee has not previously retired from the Board, and returned to employment with the Board in either a similar or different capacity;
- the employee has not already received a retirement gratuity from the Board.

~~The surviving spouse of the employee and/or eligible dependents shall be entitled to continued medical and dental benefit coverage in the Board's benefit plan for a period of one year following the date of death. The Board will assume 100% of the cost of the medical and dental premiums.~~

The employee benefits for the surviving spouse of the employee and/ or eligible dependents shall be based on the terms of the applicable Employee Life and Health Trust (ELHT).

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
DEFERRED SALARY PLAN (X/Y) POLICY (201.10)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Deferred Salary Plan (X/Y) Policy (201.10), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: March 5, 2019



Niagara Catholic District School Board
DEFERRED SALARY PLAN (X/Y) POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.10

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, it is the policy of the Board to support eligible Employees to participate in a deferred salary plan to provide for a self-funded leave of absence for personal and professional development purposes.

The granting of such leaves will be at the sole discretion of the Director of Education and/or designate.

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

References

- ***[Teachers' Pension Act](#)***



Niagara Catholic District School Board
DEFERRED SALARY PLAN (X/Y) POLICY
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.10

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

1. ELIGIBILITY

- 1.1 For the purpose of this plan, "Employee" means anyone who is presently employed by the Niagara Catholic District School Board on a permanent full time or permanent part-time basis.
- 1.2 An Employee will be eligible according to their respective Collective Agreements and/or Terms and Conditions
- 1.3 Employees interested in participating in the "X" over "Y" Plan are advised that it is their responsibility to apprise themselves of any terms, conditions, or restrictions which may apply. For example, they should be aware of any income tax, pension plan, L.T.D. or benefit implications
- 1.4 The number of participants accepted into the plan on an annual basis shall normally not exceed 3% of eligible staff within any given year.

2. APPLICATIONS

- 2.1 Employees applying for this type of leave must make written application to the Superintendent of Human Resources at least six (6) months prior to the date the plan is to take effect (i.e. the date of the first salary deduction). In the case of the teachers an application must be filed no later than January 31 of the school year prior to the school year in which the Plan will commence.
- 2.2 In general, the expectation is that the "X" Over "Y" Leaves of Absences will coincide with the school year (e.g. elementary panel). At no time shall the leave of absence be less than six (6) consecutive months inclusive of July or August (e.g. one ~~semester~~ term in the elementary or one semester in the secondary panel).
- 2.3 The Board will grant leaves of absence of one (1) year to eligible employees on the basis of spreading the payment over the period of the leave.
- 2.4 An eligible employee shall not be permitted to transfer between plans.

3. APPROVAL PROCESS

- 3.1 The Superintendent of Human Resources ~~shall, in a timely manner,~~ may consult with the employee's immediate supervisor prior to granting approval for the leave.
- 3.2 Written acceptance or refusal of the Employee's request will be sent to the Employee within three (3) months of receipt of the application and in the case of the teachers' written acceptance

or denial of such application will be forwarded to the employee by May 1 of the school year prior to which the plan would commence.

- 3.3 If an employee decides not to return to the Board following a Financed Leave, the Board shall be notified as soon as possible of this decision and not later than April 1st of the year of the leave.
- 3.4 Approval of individual requests to participate in the Plan will be based on the terms of the Collective Agreements and /or Terms and Conditions.

4. PAYMENT FORMULA

4.1 The Employee shall specify on the *Niagara Catholic Application Form* the percentage of salary to be deferred in each year of the leave. These amounts will be accumulated and the total amount deferred, along with any interest earned, shall be retained by the Board for payment to the Employee during the year of the leave. Interest shall accrue at the Board's consolidated rate of interest. The accrued interest shall be paid annually, as required by Revenue Canada.

~~4.2 All benefits for Employees will be maintained by the Board during the leave of absence.~~

~~However, the premium costs for all benefits for which the Employee is eligible must be repaid to the Board through payroll deductions. Any benefits tied to salary level shall be structured according to the percentage of actual salary paid, for example:~~

~~Year 1 Grid Salary = \$40 000
 Salary Paid = \$32 000
 (80% based on a 4/5 plan)~~

~~Insurable salary used for group life purposes = \$32 000 (80%)~~

Arrangements for continued benefits coverage are to be made between employee and applicable provincial benefit carrier

5. CONDITIONS

- 5.1 Subject to the approval of the, the Superintendent of Human Resources an Employee may take the leave of absence in the specified year of the Plan. However, the salary paid during the leave is restricted to the actual Employee contributions up to the commencement of the leave plus accrued interest. All amounts held for the Employee's benefit shall be paid to the Employee no later than the end of the first taxation year that commences after the end of the deferral period.
- 5.2 The amount of salary deferred by the Employee in a given year must not exceed one-third (33 1/3%) of the salary the Employee would have received in that year.
- 5.3 The leave of absence must start within six (6) years from the start of the salary deferrals.

6. TERMS

- 6.1 Should an Employee voluntarily leave the employ of the Board before any financial obligation to the Board has been discharged, any monies outstanding shall be repaid prior to the effective date of termination.

- 6.2 Following the year of the Leave, the Employee shall return to duty with the Board for a period of at least one (1) school year.
- 6.3 Upon return from the leave of absence, an Employee will be assigned a position with the Board according to the terms and conditions of employment, prevailing contracts, Board Policies and Administrative Regulations. Subject to the surplus and redundancy provisions, if any, of the prevailing collective agreements, terms and conditions and other legally binding terms of employment, Employees will be assigned to a comparable assignment, not necessarily the same location.
- 6.4 Upon return from the leave of absence, Principals, Vice Principals and Managers will retain their status, unless a change has been mutually determined. However, they may be assigned to a different location dependent upon system needs.
- 6.5 Sick leave credits will not accumulate during the period of leave.
- 6.6 The period of leave will count for seniority experience but not for salary increment.
- 6.7 Employees declared redundant or Employees who have been terminated, will be required to withdraw from the Plan and will be paid a lump sum adjustment for any monies deferred to the date of withdrawal, plus any interest earned.
- 6.8 Repayment shall be made within sixty (60) days of withdrawal from the Plan.
 - In the case of Employees where it is applicable, Pension Plan deductions are to be continued as provided by the *Teachers' Pension Act*.
 - In the case of Employees not involved with the Teachers' Pension Plan, the terms and conditions of the respective pension plan shall apply.
- 6.9 Employees may withdraw from the Plan any time prior to six (6) months before the commencement of the leave. Upon withdrawal, any monies accumulated plus interest owed will be repaid to the Employee within sixty (60) days of notification of their intent to leave the Plan.
- 6.10 Should an Employee die while participating in the Plan, any monies accumulated plus interest owed at the time of death will be paid to the Employee's estate. Conversely, any monies plus interest owed to the Board at the time of death, shall be payable to the Board from the Employee's estate.
- 6.11 Employees wishing to participate in the Plan shall be required to sign forms of agreement supplied by the Board before final approval for participation will be granted.
- 6.12 Employees participating in the Plan are subject to all terms of the Board contract including the applicable surplus and redundancy clauses or other Employer-Employee applicable contracts and/or agreements.
- 6.13 Employees participating in the X over Y Plan will be covered by Long Term Disability Insurance of the Board for any claim arising during the year of leave, provided the Employee has opted to pay their share of the premiums. In the case of the teachers' premiums for Long Term Disability Insurance will be deducted as it is a condition of employment.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
EMPLOYEE LEAVES OF ABSENCE POLICY (201.1)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Leaves of Absence Policy (201.1), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: March 5, 2019



Niagara Catholic District School Board
EMPLOYEE LEAVES OF ABSENCE POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.1

Adopted Date: January 27, 1998

Latest Reviewed/Revised Date: November 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes that an employee may request a leave of absence to participate or attend to personal and/or educational obligations. The Director of Education may approve Leaves of Absence requests to an employee.

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

References

- [*Employment Standards Act, 2000*](#)



Niagara Catholic District School Board
EMPLOYEE LEAVES OF ABSENCE POLICY
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.1

Adopted Date: January 27, 1998

Latest Reviewed/Revised Date: November 26, 2013

Applications for Leaves of Absences shall be submitted to the immediate Supervisor for a recommendation and then to the appropriate Administrator. Leaves of Absence may be granted and approved for the following purposes;

- To take further educational studies on a full-time basis for a maximum period of one year, renewable at the discretion of the Director of Education.
- To hold public office as a Member of Parliament, Member of the Provincial Parliament, Member of Municipal Government or Mayor.
- To participate in an exchange program with the Ontario Ministry of Education or Department of National Defence *or other Board approved initiatives.*
- To serve in an administrative position to which a member of a religious community is appointed by the order.
- For personal or professional reasons which are deemed to be compelling ~~and which are not of a re-occurring nature.~~
- For absences not covered by a collective agreement.
- To take on duties requested by Employee Unions, Teacher Federations or Professional Organizations which officially represent employees of this Board.

1. Leaves of Absence with Pay

- Approved Leaves

Applications for Leaves of Absence of any duration with pay shall only be granted **by the Superintendent of Human Resources following consultation with the Director of Education,** if they are covered contractually or through Board Policies.

2. Leaves of Absence Without Pay

Applications for Leaves of Absences ~~shall~~ without pay shall be submitted to the immediate Supervisor for a recommendation and then to the appropriate Administrator with the following considerations;

- If the Leave is for a period of two weeks or less, approve, modify or deny such Leaves, according to the circumstances and after consultation with the appropriate Superintendent.
- if the Leave is for a period of more than two weeks, present recommendations, after consultation with the appropriate Superintendent, to the Director of Education and/or designate, who shall make the final decisions.
- Upon return from the leave of absence, an Employee will be assigned a position with the Board according to the terms and conditions of employment, prevailing contracts, Board Policies and Administrative Regulations. Subject to the surplus and redundancy provisions, if any, of the prevailing collective agreements, terms and conditions and other legally binding terms of employment, Employees will be assigned to a comparable assignment, not necessarily the same location.
- Sick leave credits will not accumulate during the period of leave.
- The period of leave will count for seniority experience but not for salary increment as per their respective Collective Agreements or Terms and Conditions.

- An application for a Leave of Absence for illness shall include a report (including recommendations) from a medical doctor. Where a Leave of Absence is approved for reasons of health, a medical certificate of good health including a statement that the employee is able to resume their duties and responsibilities shall be submitted at the time required for notifying the Director of Education or designate of intention to return to work.
 - An employee requesting a Leave of Absence for illness may be required by the Director of Education or designate to have a medical examination by a Board-appointed physician prior to the approval of the Leave of Absence and prior to the return to work.
 - The maximum period of a Leave of Absence granted to an employee to serve as a Member of Municipal Government or Mayor shall be for two full terms of office.
 - An employee holding municipal office may be granted permission to be absent from duties for a temporary period of time to attend to elected office duties for emergency reasons on the recommendation of the appropriate Superintendent and approved by the Director of Education or designate on the condition that there be no remuneration for the period of absence. The minimum reduction in pay shall be one-half day for any portion of the day that the employee is absent.
 - ~~An employee who is granted a Leave of Absence without pay according to this Policy shall, when the Leave exceeds one month, be responsible for the payment of one hundred percent (100%) of the premiums for the employee benefits that they wish to maintain during the leave of absence.~~
 - Arrangements are to be made with the applicable provincial benefit plan in order to maintain continued benefit coverage.
3. An information report on approved Employee Leaves of Absence shall be submitted to an In Camera Meeting of the Board on a regular basis.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 5, 2019**

PUBLIC SESSION

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

The Staff Development Department:
Professional Development Opportunities report 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: March 5, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MEETING MARCH 5, 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 March 5, 2019 through April 9, 2019.

Thursday, March 21, 2019

Grade 2 - French Immersion Program Development (Catholic Education Centre)

- To support teachers in the French Immersion Program, a Collaborative Planning and Implementing Series of in-services will be offered.
- **French Immersion teachers are asked to meet to:**
 - o Discuss intervention strategies in reading using a new research based resource.(Soutenir les lecteurs en langue seconde)
 - o Discuss the use of a new research based guided reading resource in the primary grades (1-3) and the digital portal. (Frimousses)
 - o Examine number talks and games in mathematics.
 - o Collaborate with their peers and share best practices.
 - o Determine future professional development opportunities and guidelines for the program.

March 2019 (Multiple Dates)

MathUP Learning Session (Monsignor Clancy Catholic Elementary School)

- As a part of the goals for ongoing professional learning in mathematics, the following learning sessions will be provided for educators to engage in the phases of school improvement planning using MathUP School.
- **The agenda for the session will include:**
 - o 12:30 pm - 1:00 pm - Independent learning with available resources
 - o 1:00 pm - 3:00 pm - Guided learning and support
 - o What learning is evident from the student samples?
 - o What learning is missing?
 - o What teaching is required?

- **Schedule of sessions by grade:**

Grade 1 Teachers	Wednesday March 27 th , 2019
Grade 2 Teachers	Thursday, March 28 th , 2019
Grade 3 Teachers	Friday, March 29, 2019
Grade 4 Teachers	Monday, March 4 th , 2019
Grade 5 Teachers	Thursday, March 7 th , 2019
Grade 6 Teachers	Wednesday, March 20 th , 2019
Grade 7 Teachers	Friday, March 22 nd , 2019
Grade 8 Teachers	Monday, March 25 th , 2019

March 2019 (Multiple Dates)

Early Years Encounters After- School Workshops (Multiple Sites)

- The College of Early Childhood Educators requires all Registered Early Childhood Educators to complete the Continuous Professional Learning (CPL) program within a two year cycle. The CPL program is a framework and formal process to help RECEs increase their knowledge and skills to ensure professional practice.
- All early childhood educators are invited to attend an after school session to discuss with fellow colleagues the process and share ideas to support next steps in their own professional learning.
- Early childhood educators are invited to bring their portfolios (digital portfolio or binder portfolio). The workshop will be a time for educators to work on portfolios and provide an opportunity for discussion.
- Three locations will be offered and early childhood educators are invited to attend the location of their choice.
- **Dates and locations of sessions:**

Workshop Date	Location
Tuesday, March 5, 2019	St. John Catholic Elementary School – Beamsville
Thursday, March 21, 2019	Holy Name Catholic Elementary School – Welland
Thursday, March 28, 2019	Loretto Catholic Elementary School – Niagara Falls

The Staff Development:
Professional Development Opportunities report 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: March 5, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 5, 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: March 5, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
MARCH 5, 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:	March 5, 2019



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MARCH 5, 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: Approval to proceed to tender request has been submitted to the MOE.

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:

	<u>Budget</u>	<u>Paid</u>
Construction Contract	TBD	0
Fees & Disbursements	TBD	\$81,135
Other Project Costs	TBD	\$10,756
	<hr/>	<hr/>
	\$1,557,887	\$91,891

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
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
MARCH 5, 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	112,253
Other Project Costs	TBD	8,902
	\$5,040,382	121,155

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
MARCH 5, 2019**

PUBLIC SESSION

TITLE: SPEAK OUT! SHOWCASE 2019

Prepared by: Yolanda Baldasaro, Superintendent of Education
Lisa Incaviglia, Co-Chair of the Speak Out! Committee, Principal, St. Joseph Catholic Elementary School, Grimsby
Christine Battagli, Co-Chair of the Speak Out! Committee, Consultant – Research, Assessment, Evaluation and Reporting

Presented by: Yolanda Baldasaro, Superintendent of Education
Lisa Incaviglia, Co-Chair of the Speak Out! Committee, Principal, St. Joseph Catholic Elementary School, Grimsby
Christine Battagli, Co-Chair of the Speak Out! Committee, Consultant – Research, Assessment, Evaluation and Reporting

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

Date: March 5, 2019



PRESENTATION BACKGROUND

**Committee of the Whole Meeting
March 5, 2019**

SPEAK OUT!

Throughout the last few months, in 48 of our Catholic elementary schools, students in Grades Seven and Eight have been involved in speech writing and delivery to an audience of their families, peers and teachers. Students across Niagara Catholic, with the support and guidance of their classroom teachers, have been developing their messages. The Speak Out! Committee provided a workshop and resources to guide teachers in instruction and assessment of students' speech writing and delivery. Students have included visual aids to enhance their message. This dedicated committee also organized the three Team Speak Out! Events and Showcase, meeting several times throughout the school year to make this a success.

Under the direction of Yolanda Baldasaro, Superintendent of Education-Program Innovator, the Speak Out! Committee consists of Elementary Principals and Vice-Principals, Consultants, Coaches and teachers. The Committee Members are:

- Lisa Incaviglia, Co-Chair of the Speak Out! Committee, Principal, St. Joseph Catholic Elementary School, Grimsby
- Christine Battagli, Co-Chair of the Speak Out! Committee, Consultant – Research, Assessment, Evaluation and Reporting
- Randy Pruyn, Consultant – K to 12 Literacy
- Heidi Poltl, Coach – K to 12 Digital Learning
- Krista Moscato, Coach – Learning For All
- Rosie Araujo, Principal, St. Mary Catholic Elementary School, Niagara Falls
- Paul Moccia, Acting Principal, Sacred Heart Catholic Elementary School
- Tracy Kovacs, Classroom Teacher
- Tara Vinc, Classroom Teacher
- Annalisa Petriello, Classroom Teacher
- Cathryn Hay, Classroom Teacher
- Ana Cantoni, Classroom Teacher

From the school speech competitions, the first place speakers were selected to represent their schools at one of the three Team Speak Out! Events held across Niagara Catholic in February and March 2019 at the following Catholic secondary school locations:

- Team 1 – Blessed Trinity Catholic Secondary School on February 21, 2019
- Team 2 – Saint Michael Catholic High School on February 28, 2019
- Team 3 – Lakeshore Catholic High School on March 4, 2019

From each of the Team competitions a panel of teacher judges selected a First Place, Second Place and Catholic Messenger Award recipient to participate in the Speak Out! Showcase held on March 5, 2019 at the Catholic Education Centre.

Three representative students of the Speak Out! Showcase 2019 will deliver their speeches as part of this report at the Committee of the Whole Meeting.

This annual event is sponsored by the Niagara Catholic District School Board.

The report on the Niagara Catholic District School Board Speak Out! Showcase 2019
is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Lisa Incaviglia, Co-Chair of the Speak Out! Committee, Principal, St. Joseph Catholic Elementary School, Grimsby
Christine Battagli, Co-Chair of the Speak Out! Committee, Consultant – Research, Assessment, Evaluation and Reporting

Presented by: Yolanda Baldasaro, Superintendent of Education
Lisa Incaviglia, Co-Chair of the Speak Out! Committee, Principal, St. Joseph Catholic Elementary School, Grimsby
Christine Battagli, Co-Chair of the Speak Out! Committee, Consultant – Research, Assessment, Evaluation and Reporting

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

Date: March 5, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 5, 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: March 5, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE
MARCH 5, 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.

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: March 5, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 5, 2019**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC MENTAL HEALTH AND ADDICTIONS

The Niagara Catholic Mental Health and Addictions report is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Andrea Bozza, Mental Health Lead

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Andrea Bozza, Mental Health Lead

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

Date: March 5, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MARCH 5, 2019

NIAGARA CATHOLIC MENTAL HEALTH AND ADDICTIONS

BACKGROUND INFORMATION

In the *Niagara Catholic Vision 2020 Strategic Plan*, “Mental Health Supports” is a priority for the Board.

This priority has been incorporated into the following:

- 2018-2019 Enabling Strategies under the category, “Provide Supports for Students”, *Enhance student and parent engagement and voice in student achievement, equity, well-being and mental health for all students*;
- the *Niagara Catholic Mental Health and Addictions Strategy*;
- the 2018-2019 *Board Improvement Plan for Student Achievement and Well-Being (BIPSAW)*; and
- School Improvement Plans for Student Achievement and Well-Being (SIPSAW) in every Niagara Catholic elementary and secondary school.

School Mental Health-ASSIST (SMH-ASSIST), www.smh-assist.ca, continues to support Ontario schools with resources and supports to improve the mental health and achievement of students.

Research has found that a significant proportion of youth develop a mental disorder by adolescence, but do not receive care. Left untreated, mental disorders can progress into significant problems throughout adolescence and adulthood. SMH-ASSIST supports school-based mental health interventions that range from universal programs for all students, to selective interventions for at-risk students, and targeted interventions for students already identified with mental health problems. The Aligned and Integrated Model (AIM) of promotion, prevention and intervention is the foundation for school and classroom leadership in mental health.

Dr. Jean Clinton from SMH-ASSIST, who has presented to Niagara Catholic administrators and staff, states, “Ours is a sacred responsibility...How we interact with students affects brain development and their resilience...relationships that are warm, responsive and predictable helps students thrive, while relationships that generate intense stress can harm the developing brain.”

Dr. Bruce Ferguson, who has addressed Niagara Catholic administrators, staff, and parents/guardians focusing on relationships asks, “How do we “instill intrinsic motivation” in those students whose relationships did not provide them with the skills and attributes that allow for it? His response is that, “We create environments that teach them: competence, autonomy and relatedness...so that ALL students can say... I belong here. My ability and competence grow with effort. I can and will succeed and this work has value for me.”

Niagara Catholic Updates on the SMH-ASSIST Three Priority Areas

1. Suicide Prevention/Pathways to Care if in Need of Supports/Implementation of the Suicide Protocol

The Niagara Catholic Mental Health Team has provided training on the Niagara Catholic *Protocol for Suicide Prevention, Intervention and Postvention*, ASIST and safeTALK.

- Administrators, Chaplaincy Leaders, Social Workers, Child and Youth Workers, and school based Mental Health Champions,
- Community partners and families are aware of the *Protocol for Suicide Prevention, Intervention and Postvention* and the *Compassionate Care Response Guide* through the community grief awareness event.
- Pathways to Care if in Need of Supports-Administrators have been provided procedures regarding internal and external pathways to care.

2. Capacity Building-How are we reaching front-line staff and students?

The Niagara Catholic Mental Health Team supports front-line staff and students in the following ways:

- ASIST and safeTALK training for staff,
- Administrators have received a full day training session on a trauma-sensitive classroom- Fostering Resilient Learners, *Strategies for Creating a Trauma-Sensitive Classroom*,
- Mental Health Champions have received training in grief, bereavement, and a trauma-sensitive classroom,
- February 15, 2019 PA Day: Mental Health Team delivered multiple sessions for classroom teachers on a trauma-sensitive classroom,
- Mindful Mornings system-wide,
- Elementary Programs-*Zones of Regulation*, *Roots of Empathy*, *Restorative Circles*, *Playground Activities Leaders in Schools (PALS)* and *Everfi* e-modules with age appropriate curriculum,
- Secondary Programs-*Girls Talk*, *Boys Lounge* and *Restorative Circles* are implemented by Child and Youth Workers,
- A *Faith and Wellness* pilot project in one school with kindergarten teachers using evidence informed strategies to support students,
- Revised and updated referral, admission and discharge procedures for mental health supports for students, and
- SMH-ASSIST Resource-*Creating and Sustaining Mentally Healthy Classrooms* provided for classroom and subject teachers to enhance mental health literacy.

3. Mental Health Workers in Schools and reporting quantitative and qualitative data.

According to the Ministry of Education, the province is committed to a comprehensive and connected multi-year mental health and addiction strategy to transform the system and has committed \$1.9 B for mental health and addictions services. The Ministry of Education has provided funds for the hiring of approximately 182 additional school mental health workers for the 2018-2019 school year to provide mental health services in schools. Included is funding to ensure that the implementation of mental health workers is evidence-based. The government is focused on front-line therapy/treatment services, which includes direct counseling and/or other mental health supports, support through small groups, advice and information to parents/families regarding school-based supports and referrals to community-based treatment strategies for a student. Data is collected at the individual school level to ensure that student needs are met.

Expected Outcomes of Additional Mental Health Workers

According to the Ministry of Education, the implementation of mental health workers in schools will ensure the achievement of the following outcomes:

- students with mental health concerns will have their needs identified earlier and they and their families will be directed to programs and services faster;
- educators will have a better understanding of mental health issues, will feel better supported and collaborate with mental health workers to identify strategies to support student learning;
- an enhanced referral system and pathways for students and families will be in place (both internally within the school board and externally to community mental health treatment centres);
- access to high quality mental health services will be seamless and students will have a more integrated experience and smoother transition if they need to receive services in the community;
- students will learn more about mental health and how to manage their own mental health;
- improved data collection to inform and measure outcomes related to student mental health in place; and
- better use of resources is achieved.

Niagara Catholic Mental Health Team

Mental Health Lead

The Mental Health Lead coordinates all SMH-ASSIST initiatives, in consultation with the Superintendent of Education and the Mental Health Team for implementation in Niagara Catholic schools, along with the Board's *Mental Health and Addictions Strategy*. This includes community threat and suicide assessments, grief and tragic response, case consultation and the coordination of services with schools, professional development for staff, and the implementation of mental health curriculum and screening of evidence-based programs. The Mental Health Lead represents the Niagara Catholic District School Board on community committees, and acts as a liaison for students accessing mental health services in the community or hospital including updating protocols and supporting students transitioning back from specialized classrooms or the hospital. The Mental Health lead is responsible for determining the level of service needed for students, and triages all referrals and cases.

Social Workers

Social Workers provide clinical therapy to students with mild to moderate mental health issues. School is an optimal setting to work with students to learn skills, and to work with students that have barriers to services in the community. Students with significant mental health issues access services within the community treatment centers. Social Workers also create and present professional development for staff, staff wellness workshops and provide walk-in therapy for students at the Pope Francis Centre.

Child and Youth Workers

Elementary and secondary Child and Youth Workers deployed to schools focus on behavioural, social and emotional development, with attention to communication, personal management and social skills acquisition in group/classroom settings. The following programs are implemented in Niagara Catholic schools: *Elementary-Zones of Regulation*, *Roots of Empathy*, *Restorative Circles*, *Playground Activities Leaders in Schools (PALS)* and *Everfi* e-modules with age appropriate curriculum. Secondary-*Girls Talk*, *Boys Lounge* and *Restorative Circles*.

Mental Health Champions

All schools have identified a Mental Health Champion to act as a liaison between the Mental Health Lead and their school. The Mental Health Champions work collaboratively with the Mental Health Team on school initiatives to promote positive mental health for all students. In 2018-2019, the Mental Health Champions have received professional learning on grief, bereavement, and a trauma-sensitive classroom.

Professional Development and Training

Niagara Catholic has invested in the following training of staff in order to provide supports to students.

safeTALK Training

safeTALK is a half-day alertness training that prepares anyone 15 years or older, regardless of prior experience or training, to become a suicide-alert helper. Most people with thoughts of suicide do not want to die, but are struggling with the pain in their lives. Through their words and actions, they invite help to stay alive. safeTALK trained helpers can recognize these invitations and take action by connecting them with life-saving intervention resources, such as caregivers trained in ASIST.

safeTALK participants learn to:

- Notice and respond to situations where suicide thoughts might be present
- Recognize that invitations for help are often overlooked
- Move beyond the common tendency to miss, dismiss, and avoid suicide
- Apply the TALK steps: Tell, Ask, Listen, and KeepSafe
- Know community resources and how to connect someone with thoughts of suicide to them for further help

Niagara Catholic trainers, Andrea Bozza, Mental Health Lead and Bridgette Ridley, Stay-in-School Coordinator have provided training for the following:

- Child and Youth Workers
- Grade 7 and 8 Teachers and Grade 9 Religion Teachers
- Educational Assistants
- Secondary Secretaries
- New Teacher Induction Program (NTIP) Teachers
- After school voluntary safeTALK sessions for interested staff

Applied Suicide Intervention Skills Training (ASIST)

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and works with them to create a plan that will support their immediate safety. ASIST participants learn to:

- Understand the ways that personal and societal attitudes affect views on suicide and interventions
- Provide guidance and suicide first aid to a person at risk in ways that meet their individual safety needs
- Identify the key elements of an effective suicide safety plan and the actions required to implement the plan
- Appreciate the value of improving and integrating suicide prevention resources in the community at large
- Recognize other important aspects of suicide prevention including life-promotion and self-care

Niagara Catholic trainers, Andrea Bozza and Bridgette Ridley have provided training for the following individuals and groups:

- Director of Education
- Superintendents of Education
- Principals and Vice-Principals
- Social Workers and Child and Youth Workers
- Special Education Coordinators, Behaviour Resource Teachers, ABA Supervisors
- Select Special Education and Program staff and Human Resources Services staff
- Secondary Success, Guidance, Special Education and Physical Education Teachers
- Educational Resource Teachers

UPDATES 2018-2019

September 2018: Professional Learning for Continuing Education Staff

In September 2018, all continuing education staff received professional learning about the revised *Compassionate Care Response Guide, and Protocol for Suicide Prevention, Intervention and Postvention*. This included providing strategies and resources for struggling students and staff.

October 2018:(Revised) Compassionate Care Response Guide, (Revised) Mental Health and Addictions Strategy and Protocol for Suicide Prevention, Intervention and Postvention

In October 2018 all Mental Health Champions received training on the revised *Compassionate Care Response Guide, a revised Mental Health and Addictions Strategy and Protocol for Suicide Prevention, Intervention and Postvention* to support schools.

In the 2017-2018 school year, elementary and secondary Principals and Vice-Principals, Chaplaincy Leaders, Alternative Learning and Continuing Education Administrators, Catholic Education Centre Administrators, Special Education Coordinators, Behaviour Resource Teachers and Child and Youth Workers received training.

October 2018: Professional Learning for Elementary Principals

On October 25, 2018, elementary Principals toured the new site of Pathstone Mental Health and participated in professional learning sessions focused on understanding trauma and a trauma-sensitive classroom. Principals received the resource Fostering Resilient Learners, Strategies for Creating a Trauma-Sensitive Classroom.

December 2018: Professional Learning for Chaplaincy Team

The Chaplaincy team received training on understanding the importance of anxiety and its impact on staff and students. This half-day learning session outlined how to identify students, and how to provide concrete strategies when working with students that experience anxiety.

February 2019: Professional Activity Day

On the February 15, 2019 PA Day, the Mental Health Team provided three sessions on understanding trauma and a trauma-sensitive classroom. These sessions outlined the importance of understanding how to work with students or staff that have experienced trauma, and provided concrete strategies to implement in the classroom or school setting.

March 2019: Professional Learning for the Diocese of St. Catharines

The Mental Health Lead will be delivering a capacity building workshop about mental health for our partners in Catholic education at the Catholic Centre focusing on understanding the difference between mental health and mental illness.

March 2019: Applied Suicide Intervention Skills Training (ASIST)

Identified staff will receive Applied Suicide Intervention Skills Training (ASIST) aligned with Safe and Accepting Schools' initiatives, the *Mental Health and Addictions Strategy*, and the *Board Improvement Plan for Student Achievement and Well-Being (BIPSAW)*.

March/April 2019: Mental Health Literacy/Trauma-Sensitive Classroom/Cannabis

One elementary teacher and two secondary teachers from each site will receive a full day professional learning session to enhance their mental health literacy that will include understanding trauma, and how to implement strategies to create a trauma-sensitive classroom. This day will also include community partners that will provide professional learning about the legalization of cannabis and the impact of drug use and vaping on students.

May 7-11, 2019: Mental Health Week and Catholic Education Week Campaign-Theme: *Living As Joyful Disciples*

Niagara Catholic elementary and secondary schools will participate in the annual Mental Health Week Campaign, in conjunction with Catholic Education Week. The campaign will focus on different strategies students can use to manage and cope with stress. To support student participation, Niagara Catholic schools will receive a comprehensive package, including lesson plans, PA announcements, letters to educators and parents/guardians, and information about the poster and video contests.

May 2019: “Roots of Empathy” Baby Celebration

Roots of Empathy is an evidence-based classroom program that reduces levels of aggression among school children while raising social/emotional competence and increasing empathy. The heart of the program is a neighborhood infant and parent, who visit the classroom with a certified instructor (Child and Youth Worker) nine times over the school year.

In partnership with the Early Childhood Community Development Centre (ECCDC) the “Roots of Empathy” Baby celebration for the Niagara Catholic District School Board and the District School Board of Niagara will be held on May 31, 2019. Board staff, Child and Youth Workers (ROE) instructors, *Roots of Empathy* babies and parents will be celebrating another successful year of the program implementation in schools.

Community Partnerships

Mental Health Services

The Mental Health Lead works closely in collaboration with Pathstone Mental Health, Family and Children Services, Contact Niagara, Community Addiction Services of Niagara, the John Howard Society, the Niagara Health System and additional mental health services, to ensure that students are effectively accessing services in the community.

Programs in Niagara Catholic Schools

- YWCA: Girls and Boys groups in select schools focus on healthy relationships, mental health, body-image issues, and having courageous conversations.
- Teen Connect: The Kristen French Advocacy Center delivers classroom-based programs about reporting abuse, unhealthy relationships, and the importance of using social media in a safe way.
- Powerhouse Project: The Powerhouse Project delivers group programs in select schools, for students that act as a young caregiver to family members struggling with physical or mental illness.
- Niagara Region Public Health: The Niagara team delivers “have that Talk”; a program that uses a peer to peer model, to safely talk to students about mental health in the classroom.

The Niagara Catholic Mental Health and Addictions report is presented for information.

Prepared by: Lee Ann Forsyth- Sells, Superintendent of Education
Andrea Bozza, Mental Health Lead

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Andrea Bozza, Mental Health Lead

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

Date: March 5, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 5, 2019**

PUBLIC SESSION

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF
FEBRUARY 28, 2019**

The Accountability Financial Report 2018-2019 – as of February 28, 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: March 5, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MARCH 5, 2019

ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF FEBRUARY 28, 2019

BACKGROUND INFORMATION

Operational Update

2018-2019 Fiscal Year as at February 28, 2019

Shared Services – Data Centre Relocation Project

The data centre relocation project has been completed by Niagara Catholic. This project has delivered increased security, reliability, performance and scalability. Niagara Catholic has positioned itself as a leader in Shared Services based on our existing NSTS service consortium and our partnerships with the Niagara Region, membership in the Niagara CIO consortium and the Niagara Cloud Project.

The completion of this project propels Niagara Catholic into a new computing generation that achieves the following:

- replace aging and costly legacy systems with modern cloud automation and lower cost backup solutions using government approved Google technology.
- pay for cloud services by re-investing money spent previously on hardware maintenance and tape backup technology
- hyper-secure cloud solution (off-premise private cloud as opposed to public cloud). Extremely secure by nature.
- allows us to fulfill commitments made in the BluePrint for Technology plan as well as in the Education Technology Services Plan of Record.
- meet all requirements for data retention and backup from all Board Business Units and Academic areas.
- Increases capacity from new cloud solution enabling IT Services to leverage resources for greatly improved testing and quality capability.

Mental Health Investments

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.

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 February 28, 2019

	YTD 2016	YTD 2017	YTD 2018
Elementary Panel Staff	9,796	9,981	10,440
Secondary Panel Staff	3,394	4,627	4,740
Total Panels	13,190	14,608	15,180
Instructional Days	107	112	113
Occurrences / Inst. Day	124.4	130.4	134.3
Percentage Change Year-over-Year	n/a	4.8%	3.0%

The Accountability Financial Report 2018-2019 – As of February 28, 2019 report is presented for information.

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

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

Date: March 5, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – FEBRUARY 26, 2019**



February 26, 2019

Policies approved

During the February 26 Board Meeting, trustees approved eight policies.

Transportation and School Operations for Inclement Weather Policy (500.1), Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9), Student Senate – Secondary Policy (100.6.1), Student Senate – Elementary Policy (100.6.2), Supporting Children and Students with Prevalent Medical Conditions Policy (500.2), Fundraising Policy (301.4) and Prior Learning and Assessment (PLAR) Policy (400.4) are now available on the Board website for the public to view.

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.

Follow us!



There's nothing like wild winter weather to boost the number of people who like and follow you on social media. And we've had a real flurry of activity on our pages since the snow, ice, rain and frigid temperatures started a few weeks ago. We've now hit 10,000 likes and followers – all done by human hands (no bots here!), and our most recent posts have taken on a life of

their own. We invite you to join them in staying connected with Niagara Catholic. Like and follow us on [Facebook](#), [Twitter](#) and [Instagram](#) to ensure you stay connected with Niagara Catholic news and events. It's the best way to stay in the know.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS MARCH 2019**



MARCH 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 SEAC Meeting	5 Niagara Catholic Dance Festival Speak Out! Showcase SAL Meeting CW Meeting	6 Ash Wednesday	7 Niagara Catholic Technology Skills Competition— Scotiabank Centre	8 Niagara Catholic Technology Skills Competition— Scotiabank Centre	9
10	11	12	March Break March 11-15			16
17	18	19	20	21	22	23
24/31	25	26 Policy Committee Board Meeting	27	28	29	30 Niagara Foundation for Catholic Education's Annual Benefit Gala Club Italia