



*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, MAY 14, 2019
7:00 P.M.**

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



A. ROUTINE MATTERS

- | | |
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| 1. Opening Prayer – Trustee Burtnik | - |
| 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 April 9, 2019 | A5 |
| 6. Consent Agenda Items | - |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of April 23, 2019 | A6.1 |
| 6.2 Approval of Policies | - |
| 6.2.1 Employee Hiring and Selection (Teachers) Policy (203.1) | A6.2.1 |
| 6.2.2 Safe Schools Policy (302.6) | A6.2.2 |
| 6.2.3 Student Suspension – Safe Schools Policy (302.6.4) | A6.2.3 |
| 6.2.4 Student Expulsion – Safe Schools Policy (302.6.5) | A6.2.4 |
| 6.2.5 Financial Investment Policy (NEW) | A6.2.5 |
| 6.2.6 Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4) | A6.2.6 |
| 6.3 Operation of EarlyON Child and Family Centres Request for Proposal | A6.3 |
| 6.4 Pre-Approval of Capital Works Project Tenders Estimated to Cost in Excess of \$500,000 (Revised) | A6.4 |
| 6.5 Accountability Financial Report 2018-2019 as of April 30, 2019 | A6.5 |
| 6.6 Staff Development Department Professional Development Opportunities | A6.6 |
| 6.7 Capital Projects Progress Report Update | A6.7 |
| 6.8 In Camera Items F1 & F3 | - |

B. PRESENTATIONS

- | | |
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| 1. National and Provincial Medalists 2019 | 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 System Priorities 2019-2020 | C2 |

- 3. Monthly Updates
 - 3.1 Student Senate Update -
 - 3.2 Senior Staff Good News Update -

D. INFORMATION

- 1. Trustee Information
 - 1.1 Spotlight on Niagara Catholic – April 23, 2019 D1.1
 - 1.2 Calendar of Events – May 2019 D1.2
 - 1.3 Niagara Catholic – Catholic Education Week Letter to Parents and Guardians D1.3
 - 1.4 OCSTA Memorandum – Ontario Government Consultation on Autism Programs D1.4
 - 1.5 OCSTA Memorandum – E-Learning Policy Framework Information Request D1.5

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
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF APRIL 9, 2019**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 9, 2019, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, APRIL 9, 2019

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, April 9, 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 7:00 p.m. by Vice-Chair Sicoli.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Turner

2. Roll Call

Vice-Chair Sicoli noted that all Trustees and Student Trustees were in attendance and Superintendent Forsyth-Sells was excused.

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**, **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 Burtnik

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of April 9, 2019, as presented.

CARRIED

4. Declaration of Conflict of Interest

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

5. Approval of Minutes of the Committee of the Whole Meeting of March 5, 2019

Moved by Trustee Prince

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 5, 2019, as presented.

CARRIED

6. Consent Agenda Items

6.1 Unapproved Minutes of the Policy Committee Meeting of March 26, 2019

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

6.2 Approval of Policies

6.2.1 French Immersion/Admission of Elementary and Secondary Students Policy

THAT the Policy Committee recommend to the Committee of the Whole approval of the French Immersion/Admission of Elementary and Secondary Students Policy, as presented.

6.3 Naming Request – St. Gregory the Great Chapel at St. Augustine Catholic Elementary School

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Naming Request – St. Gregory the Great Chapel at St. Augustine Catholic Elementary School, as presented.

6.4 Pre-Approval of Capital Works Project Tenders Estimated to Cost in Excess of \$500,000

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the tenders related to the 2018-2019 School Year for Capital Works Projects presented in this report.

6.5 Staff Development Department Professional Development Opportunities

Presented for information.

6.6 Capital Projects Progress Report Update

Presented for information.

6.7 In Camera Items F1 and F3

Moved by Trustee Burkholder

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

Nil

C. COMMITTEE AND STAFF REPORTS

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

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

Director Crocco and Senior Staff answered questions of Trustees.

2. Niagara Catholic School Library Information Centre Program and Services

Yolanda Baldasaro, Superintendent of Education presented background information on the Niagara Catholic School Library Information Centre Program and Services and introduced Karen Desjardins, Coordinator of Library Information Centres.

Ms. Desjardins presented the Niagara Catholic School Library Information Centre Program and Services report for information.

Superintendent Baldasaro and Ms. Desjardins answered questions of Trustees.

3. Alternative Programs in Niagara Catholic

Ted Farrell, Superintendent of Education presented background information on the Alternative Programs in Niagara Catholic and introduced Marco Magazzeni, Coordinator of Experiential Learning and Alternative Programming and Community Partnerships Lead.

Mr. Magazzeni, along with the Alternative Programs Staff, presented the Alternative Programs in Niagara Catholic report for information.

Superintendent Farrell and Mr. Magazzeni answered questions of Trustees.

4. Accountability Financial Report 2018-2019 as of March 31, 2019

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2018-2019 as of March 31, 2019 for information.

Superintendent Vetrone answered questions of Trustees.

5. **Monthly Updates**

5.1 **Student Trustees' Update**

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

5.2 **Senior Staff Good News Update**

Senior Staff highlights included:

Superintendent Baldasaro

- Violet Sardella, a Grade 5 student from St. Elizabeth Catholic Elementary School was the recipient of the Port Colborne/Wainfleet Jr. Citizen of the Year.

D. INFORMATION

1. **Trustee Information**

1.1 **Spotlight on Niagara Catholic – March 26, 2019**

Director Crocco highlighted the Spotlight on Niagara Catholic – March 26, 2019 issue for Trustees information.

1.2 **Calendar of Events – April 2019**

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

1.3 **OCSTA Memorandum – Ministry of Education Policy Reforms and OCSTA Positions**

Director Crocco highlighted the OCSTA Memorandum regarding Ministry of Education Policy Reforms and OCSTA Positions.

1.4 **OCSTA Memorandum – Toronto Catholic District School Board Motion Regarding the Ontario Autism Program (OAP)**

Director Crocco highlighted the OCSTA Memorandum regarding the Toronto Catholic District School Board's Motion on the Ontario Autism Program and their request for Niagara Catholic District School Board endorsement.

Moved by Trustee Burtnik

THAT the Niagara Catholic District School Board request that the Provincial Government fully fund additional supports for new and partial students entering the school system as a result of any changes to the Autism Plan in Ontario and furthermore, that the Provincial Government consider all information from the consultation process in any changes as recommended from boards and community agencies to the Autism Plan in Ontario.

CARRIED

Director Crocco will send a copy of the Niagara Catholic District School Board motion to the Toronto Catholic District School Board.

1.5 OCSTA Memorandum – Draft Regulation under Rowan’s Law (Concussion Safety) Consultation

Director Crocco highlighted the OCSTA Memorandum regarding the Draft Regulation under Rowan’s Law Consultation and noted the deadline for input of April 18, 2019.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Crocco informed the Board of the continued implementation of this year’s System Priorities and the consultation towards the designing of the System Priorities for the 2019-2020 with a report to the May Committee of the Whole for consideration and recommendation.
- 1.2 Trustee Turner extended an invitation to the Mass for Development and Peace at St. Kevin’s Parish on May 5, 2019 at 8:30 a.m.

F. BUSINESS IN CAMERA

Moved by Trustee Prince

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 9:26 p.m. and reconvened at 10:05 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Prince

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of April 9, 2019.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on March 5, 2019, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Burkholder

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 March 5, 2019, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee Huibers

THAT the April 9, 2019 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 10:15 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **April 9, 2019.**

Approved on **May 14, 2019.**

Dino Sicoli
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF APRIL 23, 2019**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of April 23, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, APRIL 23, 2019

Minutes of the Policy Committee Meeting held on Tuesday, April 23, 2019 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by Policy Committee Chair Huibers.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Prince.

2. Attendance

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

Trustees:

Rhianon Burkholder
Kathy Burtnik
Dino Sicoli

Student Trustees:

Jade Bilodeau
Madison McKinney

Staff:

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

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

3. Approval of Agenda

Moved by Trustee Fera

THAT the April 23, 2019 Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

Disclosures of Conflict of Interest were declared by Trustee Fera with Item 6.9 and Trustee Huibers with Items 6.9, 6.12 and 6.13 of the agenda. These trustees have family members who are employees of the Board.

5. Minutes of the Policy Committee Meeting of March 26, 2019

Moved by Trustee Prince

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of March 26, 2019, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - PRIOR TO VETTING DEFERRED FROM MARCH POLICY COMMITTEE MEETING

6.1 Religious Education Courses for Staff Policy (201.3)

Frank Iannantuono, Superintendent of Education/Human Resources, presented the Religious Education Courses for Staff Policy (201.3).

The Policy Committee requested that the Religious Education Courses for Staff Policy be incorporated into the Employee Hiring and Selection (Teachers) Policy (203.1).

POLICIES - FOR RECOMMENDATION TO MAY COMMITTEE OF THE WHOLE MEETING

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

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Hiring and Selection (Teachers) Policy (203.1) following the vetting process.

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

POLICY STATEMENT

- Incorporate the Religious Education for Teaching Staff Policy (201.3)

ADMINISTRATIVE PROCEDURES

- Incorporate the Religious Education for Teaching Staff Policy (201.3)
- Page 5 - remove last two bullets

Moved by Trustee Prince

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Employee Hiring and Selection (Teachers) Policy (203.1), as presented.

APPROVED

6.3 Emergency Instructors Policy (NEW)

Frank Iannantuono, Superintendent of Education/Human Resources presented the Emergency Instructors Policy (NEW).

Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- Add “*Elementary*” to the title

ADMINISTRATIVE PROCEDURES

- Remove first two sentences under the Application Process
- Page 3 – remove “*Brianna Spence,*” and add “*Services*”
- Page 3 – change first two sentences under Daily Plans to “*The Emergency Instructor shall follow the teaching plan left by the classroom teacher. Where this is not possible, the Principal/Vice Principal will provide the required directions to the Emergency Instructor in order to develop a classroom routine for the day.*”

The Policy Committee requested that the Emergency Instructors Policy, be vetted from April 24, 2019 to September 9, 2019 with a recommended deadline for presentation to the Policy Committee in September 2019, for consideration to the Committee of the Whole and Board in October 2019.

6.4 Safe Schools Policy (302.6)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Safe Schools Policy (302.6) 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 May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Safe Schools Policy (302.6), as presented.

APPROVED

6.5 Student Suspension – Safe Schools Policy (302.6.4)

Superintendent Forsyth-Sells presented feedback received from the vetting process and highlighted recommended amendments to the Student Suspension – Safe Schools Policy (302.6.4) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 4, bullet 7 – add “*e-cigarettes, and any other tobacco product*”

Moved by Trustee Fera

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Student Suspension – Safe Schools Policy (302.6.4), as presented.

APPROVED

6.6 Student Expulsion – Safe Schools Policy (302.6.5)

Superintendent Forsyth-Sells presented feedback received from the vetting process and highlighted recommended amendments to the Student Expulsion – Safe Schools Policy (302.6.5) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 3, bullet 7 – add “*e-cigarettes, and any other tobacco product*”

Moved by Trustee Prince

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

APPROVED

6.7 Financial Investment Policy (NEW)

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Financial Investment Policy (NEW) 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 Fera

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Financial Investment Policy (NEW), as presented.

APPROVED

6.8 Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4)

Superintendent Vetrone presented feedback received from the vetting process and highlighted recommended amendments to the Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.9 Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2)

Director Crocco and Superintendent Iannantuono, presented the Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Page 5 – remove “(v. *One Trustee appointed by the Board*)”
- Page 5, bullet 10 – remove “(*approval of the Board*)” and “(*confirm*)”
- Page 6 – remove “(*for approval.*)”

The Policy Committee requested that the Catholic Leadership: Principal & Vice-Principal Selection Policy, be vetted from April 24, 2019 to September 9, 2019 with a recommended deadline for presentation to the Policy Committee in September 2019, for consideration to the Committee of the Whole and Board in October 2019.

6.10 Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW)

Director Crocco, presented the Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Paragraph 3 – change “*appointed*” to “*selected*”
- Paragraph 4 – change “*are*” to “*shall be*”

ADMINISTRATIVE PROCEDURES

- Page 4, bullet 5 – add “*and/or*” and “*Offer of employment will be made by the Director of Education.*”

The Policy Committee requested that the Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy, be vetted from April 24, 2019 to September 9, 2019 with a recommended deadline for presentation to the Policy Committee in September 2019, for consideration to the Committee of the Whole and Board in October 2019.

6.11 Opening or Closing Exercises – Safe Schools Policy (302.6.1)

Deferred to the May Policy Committee Meeting.

6.12 Employee Meals & Hospitality Policy (201.14)

Deferred to the May Policy Committee Meeting.

6.13 Employee Conferences, Workshops & Meetings Policy (201.15)

Deferred to the May Policy Committee Meeting.

INFORMATION

6.14 Policies Currently Being Vetted to May 8, 2019

- Bullying Prevention & Intervention – Safe Schools Policy (302.6.8)
- Community Use of Facilities Policy (800.2)

6.15 Policy and Guideline Review 2018-2019 Schedule

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

7. Date of Next Meeting

May 28, 2019 – Start time to be determined and posted on the Board website and agenda cover.

8. Adjournment

The meeting adjourned at 6:40 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
EMPLOYEE HIRING AND SELECTION (TEACHERS) POLICY
(203.1)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Hiring and Selection (Teachers) Policy (203.1), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 14, 2019



Niagara Catholic District School Board
**EMPLOYEE HIRING AND SELECTION
POLICY (TEACHERS)**

STATEMENT OF POLICY

200 – Human Resources

Policy No 203.1

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: June 19, 2018

In keeping with the mission, vision and values of the Niagara Catholic District School Board, the Niagara Catholic District School Board believes that the realization of the goals of Catholic education, founded on faith, inspired by the Gospel, and committed to service requires leadership at all levels.

The Niagara Catholic District School Board recognizes that our school community exists primarily to foster and exemplify Catholic values centred on the person of Jesus Christ. **The Board supports the continuing growth of staff through faith development and religious education courses.**

As required by the Collective Agreements, the Board requires staff to obtain certification in Religion.

The Board will subsidize staff successfully completing the Board-approved Religion Course as outlined in the Administrative Procedures.

The purpose of this policy is to recognize the inherent dignity and worth of every person, and to provide for equal rights and opportunities without discrimination for all qualified employees and applicants for employment with the Niagara Catholic District School Board, in accordance with the Ontario Human Rights Code. All employees employed by the Board will have an understanding of and a genuine commitment to the Board's mission, vision and values and are expected to respect and to support the Catholic philosophy of the Board and its schools.

In its hiring of exemplary and qualified teachers, to meet the needs of the system, the Niagara Catholic District School Board will give preferential consideration by virtue of the availability of qualified candidates, to qualified Roman Catholic applicants in accordance with the Ontario Human Rights Code, Section 24(1) (a), the historical right under the Constitution Act, 1982 and the Education Statutes and Regulations.

~~Conflict of Interest~~

The Board shall ensure that no individual will be involved in any part of the hiring process if it is self-declared and/or deemed to be a Conflict of Interest.

This policy and accompanying Administrative Procedures will clearly define and clarify the hiring and selection practices of ~~all employee groups~~ teachers of the Niagara Catholic District School Board.

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

References

- [Education Statutes and Regulations of Ontario](#)
- [Ontario Human Rights Code](#)
- ~~Regulation 274/12~~
- [Niagara Catholic District School Board Policies/Procedures](#)
 - [Equity and Inclusive Education Policy \(100.10\)](#)



Niagara Catholic District School Board
**EMPLOYEE HIRING AND SELECTION
POLICY (TEACHERS)**
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 203.1

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: NIL

TEACHER SELECTION

The Niagara Catholic District School Board is committed to hiring exemplary and qualified teachers. The Hiring Policy specifically addresses the selection of teacher candidates for a teaching position within the Niagara Catholic District School Board.

Criteria and qualifications for positions will be established in a fair and objective manner. This criterion is outlined in the Administrative Procedures as set out below.

Recruitment for positions will ensure that all qualified applicants have the opportunity to apply. Applications and documentation of all teacher candidates and employees of the Niagara Catholic District School Board will be maintained in a confidential filing system in the Human Resources Services Department.

The Niagara Catholic District School Board will not discriminate in its hiring and promotion practices on the basis that the qualified applicant is related to a current or former employee. Staff who ~~is~~ **are** related will declare a conflict of interest and not partake in any part of the selection process.

CONFLICT OF INTEREST

No individual will be involved in any part of the hiring process if it is self-declared and/or deemed a Conflict of Interest regarding any individual submitting their name for a position with Niagara Catholic.

Conflicts of Interest will be declared to either the Superintendent of Human Resources Services or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the hiring process.

A. SELECTION PROCEDURES FOR NEW HIRES TO PERMANENT CONTRACT POSITIONS

~~Candidates~~ **Applicants** being selected for permanent **teaching** contracts will be based on the following process:

Hiring of teachers will be determined by the system needs of the Niagara Catholic District School Board and will be in accordance with the Education Act, Regulations, Board Policy or ~~Guideline~~ **Procedure** and the Collective Agreement.

It is a requirement of the Niagara Catholic District School Board that, as a condition of Employment, a teacher will have completed at least Part I of the OCSTA/OECTA course in Religious Education or its equivalent within 2 years of employment.

A vulnerable sector background check (dated within the last year) shall be a condition of employment and shall be used to determine whether candidates have a record of offences which would render them unsuitable for employment. The candidate shall be directed to the appropriate Police Department who will

be responsible for the processing of the vulnerable sector background check. The fee charged for this service shall be the responsibility of the candidate.

PERMANENT TEACHER SELECTION PROCESS

1. ~~The Teacher Candidates~~ Applicants for teaching positions will be interviewed at the board level by a team consisting of the Superintendent of Human Resources, and/or a designate, and a minimum of 2 Principals and/or Vice Principals as determined by the Superintendent of Human Resources Services.
2. ~~The Teacher Candidates~~ Applicants being considered for permanent teacher contract positions will be based on:
 - Pastoral reference and Faith Reference Portfolio
 - Qualifications (i.e. Undergraduate Courses, Graduate Courses, Additional Qualification Courses and/or other related experience)
 - Performance Appraisals and/or evaluations
 - Specific areas of specialization
 - Experience with Niagara Catholic and other related experience
 - Recommendations provided by supervisors
3. Senior Administrative Council will be informed of recommendations for the hiring of teachers based on the scoring of teacher candidates as outlined in Section 2 as well as the results of the Interviews for permanent contract positions.
4. The Director of Education will approve hiring for permanent teacher positions to the Niagara Catholic District School Board.
5. The Director of Education, through the Superintendent of Human Resources Services will submit the In-Camera Staffing Report to the Board for information.
6. Human Resources Services will be responsible for all offers of teaching positions with the Board as well as the specific teaching assignment for the candidate.
7. Upon request, Human Resources Services will debrief candidates on the strengths and weaknesses of their interview.
8. The Superintendent of Human Resources Services will inform the teacher candidates in writing of their permanent status and any necessary requirements from the Board.
9. A subsidy of \$200.00 per course will be paid to permanent staff upon successful completion of a Board-approved Religious Education Course or a course in Religion or Theology such as those offered by OCSTA/OECTA Course.
10. Staff must send evidence of successful completion of courses to the Director of Education or Superintendent of Education-Human Resources Services.
11. Employees must complete the "Request for a Religious Education Course Subsidy" form for prior approval.
12. Requests for course subsidies must be submitted within one year of successful completion of the course.
13. The Director of Education, through the Superintendent of Human Resources Services will submit the In-Camera Staffing Report to the Board for information.

B. SELECTION PROCEDURES FOR NEW HIRES TO THE OCCASIONAL ROSTER TEACHERS

Selection of Candidates to be interviewed

Individuals, applying for available teaching positions with the Niagara Catholic District School Board, unless exempted as per a Letter of Permission, are required to:

- Be a Catholic
- Be in 'Good Standing' with the Ontario College of Teachers (prior to being hired assigned to a position or Letters of Permission)
- Meet all requirements set out in Teacher Application Package (Apply to Education)
- Submit a pastoral reference
- Submit a faith reference portfolio
- Submit practice teaching reports and final evaluations and/or recent evaluations
- Submit references
- Meet all qualifications as required by regulations
- Submit related experience
- Submit undergraduate transcripts and/or graduate Faculty of Education transcripts

Interview Procedures for Individual Placement on the Occasional Teacher Roster

Annual Board Interviews and Selection of Candidates

- Human Resources Services will organize interviews for teacher candidates which will be conducted during specified dates as determined by the Superintendent of Human Resources Services.
- The interviews are to be conducted by a panel consisting of a minimum two (2) Principals and/or Vice Principals, including at least one (1) Principal as appointed by the Superintendent of Human Resources.
- All candidates for a given position will be asked identical questions.
- The panel will have the opportunity to ask probing questions if required.
- The Human Resources Services Department will screen and process the recommendations of the Interview Panel and validate whether the candidate has met all the requirements for a teaching position in the Niagara Catholic District School Board, including satisfactory references, Vulnerable Sector Checks, pastoral references, and other requirements as requested.
- Human Resources Services will notify successful individuals for placement on the Occasional Teacher Roster.
- All candidates applicants being interviewed will be debriefed on the strengths and weaknesses of the interview by staff as appointed by Human Resources Services.

C. SELECTION PROCEDURES FOR THE OCCASIONAL LIST

Board Interviews and Selection of Candidates

- Human Resources Services will organize interviews for teacher candidates which will be conducted during a minimum of two times during each school year.
- The interviews are to be conducted by a panel consisting of a minimum three administrators as appointed by the Superintendent of Human Resources.
- All candidates for a given position will be asked identical questions.
- The panel will have the opportunity to ask probing questions if required.

- ~~Human Resources Services will screen and process the recommendations of the Interview Panel and validate whether the candidate has met all the requirements for an occasional teaching position in the Niagara Catholic District School Board.~~
- ~~Human Resources Services will notify successful individuals for placement on the Occasional Teacher List.~~
- ~~Upon request, all candidates being interviewed will be debriefed on the strengths and weaknesses of the interview.~~

D.C. SELECTION PROCEDURES FOR THE RETIREE EMERGENCY LIST

- For the purposes of daily and or long-term occasional teaching positions, Human Resources Services will invite qualified teachers who have retired from the Board to be placed on the Emergency List.
- No person shall be assigned from the Retiree Emergency List unless and until the call out for occasional teachers on the Occasional Teacher Roster have been exhausted.

E.D. SELECTION PROCEDURES FOR EMERGENCY INSTRUCTORS IN ELEMENTARY CLASSROOMS

- ~~The Niagara Catholic District School Board is committed to ensuring that qualified teachers are teaching in our classrooms at all times. From time to time, in extenuating circumstances, this may not be possible. A Board registered Emergency Instructor may be called upon to cover a classroom in the absence of a classroom teacher. An Emergency Instructor, as named by the Niagara Catholic District School Board, is a person who is not certified as a teacher, is 18 years of age or older, holder of an Ontario Secondary school diploma and who is appointed on a daily basis to a maximum of ten school days, to instruct in the case of an emergency.~~
- ~~Emergency Instructors shall not be deployed unless and until the call out for occasional teachers on the Occasional Teacher Roster have been exhausted and all retirees from the Emergency List have been exhausted.~~
- ~~It will be the Principal's discretion to deploy Emergency Instructors if a classroom at the school is not filled with an Occasional Teacher as per the call-out process.~~
- ~~For specific details attached is the link for General Administrative Procedures; Emergency Instructor General Administrative Procedures~~

Adopted Date:	June 12, 2012
Revision History:	June 19, 2018



Niagara Catholic District School Board

RELIGIOUS EDUCATION FOR TEACHING STAFF POLICY

STATEMENT OF POLICY

200— Human Resources

Policy No 201.3

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 25, 2014

~~In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board the Board supports the continuing growth of staff through faith development and religious education courses. As required by the Collective Agreements, the Board requires staff to obtain certification in Religion.~~

~~The Board will subsidize staff successfully completing the Board approved Religion Course as outlined in the Administrative Procedures.~~

~~The Board will annually approve funds will in the Annual Board Budget to support this policy.~~

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



Niagara Catholic District School Board

RELIGIOUS EDUCATION FOR TEACHING STAFF POLICY

ADMINISTRATIVE PROCEDURES

200— Human Resources

Policy No 201.3

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 25, 2014

~~A subsidy of \$200.00 per course will be paid to staff upon successful completion of a Board approved Religious Education Course or a course in Religion or Theology such as those offered by OCSTA/OECTA Course.~~

~~Staff must send evidence of successful completion of courses to the Director of Education or Superintendent of Education Human Resources Services.~~

~~Employees must complete the "Request for a Religious Education Course Subsidy" form for prior approval.~~

Requests for course subsidies must be submitted within one year of successful completion of

~~April 28, 1998~~

~~February 25, 2014~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
SAFE SCHOOLS POLICY (302.6)**

RECOMMENDATION

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

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 14, 2019



Niagara Catholic District School Board
SAFE AND ACCEPTING SCHOOLS POLICY
STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~is committed to fostering a caring, safe, inclusive and accepting learning and teaching environments~~ ~~will strive to maintain safe and secure learning environments~~ for all students, staff, ~~parents/guardians~~ and community members involved in Board and school programs, events and activities.

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

~~When~~ ~~If~~ the Niagara Catholic District School Board is entering into an agreement with another person, organization or entity, other than a board, with respecting to the use of a school property or buildings operated by the Board, the Board will require ~~it will require~~ that the person, organization or entity ~~to follow will uphold Board Policies, Administrative Procedures, Protocols and the~~ standards that are consistent with the provincial, Board, and local Codes of Conduct. ~~in compliance with current legislation and the Mission of the Board~~

The Niagara Catholic District School Board has established Policies and Administrative Procedures linked to this Safe and Accepting Schools Policy, which foster increased respect, responsibility and civility in compliance with current legislation. The Board will provide professional development for staff to support prevention of inappropriate student behaviour and strategies for promoting positive school climate.

Therefore, ~~The~~ Niagara Catholic Safe and Accepting Schools Policy and Administrative ~~Guidelines Procedures~~ will:

- Create schools that are caring, safe, inclusive and accepting of all students, staff, parents/guardians; and members of the school community by implementing Board Policies and Administrative Procedures; ~~pupils;~~
- Provide ~~pupils~~ students with a caring, safe, inclusive and accepting learning and teaching environment;
- ~~Encourage~~ Promote a positive school climate in all schools and prevent inappropriate behaviour, including but not limited to, bullying, sexual assault, gender-based violence and incidents based on homophobia;
- Address, report, and respond to inappropriate ~~pupil~~ student behaviour in accordance with Board Policies and Administrative Procedures and promote early prevention, intervention and supports;
- Provide support to ~~pupils~~ students who are impacted by the inappropriate behaviour of other students ~~pupils;~~ and;
- Establish progressive disciplinary approaches that promote positive behaviour and use with measures that include appropriate consequences and supports for ~~pupils~~ students to address inappropriate behaviour;
- ~~Provide pupils with a safe learning environment.~~

The Director of Education will ensure the implementation of policies and administrative procedures linked to the Safe and Accepting Schools Policy.

References

- [Accepting Schools Act](#)
- [Accessibility for Ontarians with Disabilities Act 2005](#)
- [Caring and Safe Schools in Ontario](#)
- [Child & Family Services Review Board](#)
- [Child, Youth and Family Services Act 2017](#)
- [Education Act and Regulations](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Catholic School Graduation Expectations](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)
- [Policy/Program Memorandum 128: 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](#)
- [Provincial Code of Conduct](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [Smoke-Free Ontario Act 2017](#)

Niagara Catholic District School Board Policies/Procedures and Documents

- [Niagara Catholic – Access to School Premises Policy \(302.6.3\)](#)
- [Accessibility Standards Policy \(800.8\)](#)
- [Niagara Catholic – Bullying Prevention and Intervention Policy \(302.6.8\)](#)
- [Catholic School Councils Policy \(800.1\)](#)
- [Niagara Catholic – Code of Conduct Policy \(302.6.2\)](#)
- [Complaint Resolution Policy \(800.3\)](#)
- [Niagara Catholic – Criminal Background Check Policy \(302.6.7\)](#)
- [Niagara Catholic – Dress Code – Secondary Uniform Policy \(302.6.6\)](#)
- [Niagara Catholic – Elementary Standardized Dress Code Policy \(302.6.10\)](#)
- [Electronic Communications System Policy \(Students\) \(301.5\)](#)
- [Equity and Inclusive Education Policy \(100.10\)](#)
- [Niagara Catholic Parent Involvement Committee Policy \(800.7\)](#)
- [Ontario Student Record Policy \(301.7\)](#)
- [Opening or Closing Exercises Policy \(302.6.1\)](#)
- [Progressive Student Discipline Policy \(302.6.9\)](#)
- [Privacy Policy \(600.6\)](#)
- [Records and Information Management Policy \(600.2\)](#)
- [Safe Physical Intervention with Students Policy \(301.8\)](#)
- [Niagara Catholic – Student Suspension Policy \(302.6.4\)](#)
- [Niagara Catholic – Student Expulsion Policy \(302.6.5\)](#)
- [Student Transportation Policy \(500.2\)](#)
- [Volunteers in Catholic Schools Policy \(800.9\)](#)
- [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](#)
- [Protocol between Niagara Catholic District School Board and Family and Children’s Services Niagara](#)

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 February 1, 2008 June 17, 2008 February 26, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
STUDENT SUSPENSION – SAFE SCHOOLS POLICY (302.6.4)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Suspension – Safe Schools Policy (302.6.4), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 14, 2019



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~shall endeavour to provide~~ **is committed to promoting and supporting appropriate student behaviour that contributes to a positive school climate, and sustaining a safe, inclusive, and accepting school climate of respect, dignity and trust, consistent with the Gospel Value in all schools learning and teaching environment for all students to reach their full academic, and spiritual potential and become living witnesses of Christ.**

A positive school climate exists when all members of the school community feel safe, included, and accepted, by actively promoting responsibility, respect, civility, and academic excellence in all Niagara Catholic schools/sites. The Board shall endeavor to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values.

The conduct of students as members of the **Catholic** school community is expected to be modelled upon **our Catholic faith, the traditions of Catholic education, and the Ontario Catholic School Graduate Expectations.** ~~fostering and promoting a positive learning environment for students and staff, so that all students can reach their full academic and spiritual potential.~~

The Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others, the consequences may lead to suspension.

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

References

- [**Accepting Schools Act**](#)
- [**Accessibility for Ontarians with Disabilities Act 2005**](#)
- [**Caring and Safe Schools in Ontario**](#)
- [**Child & Family Services Review Board**](#)
- [**Child, Youth and Family Services Act 2017**](#)
- [**Education Act and Regulations**](#)
- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Ontario Catholic School Graduation Expectations**](#)
- [**Ontario Human Rights Code**](#)
- [**Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education**](#)
- [**Policy/Program Memorandum 128: 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**](#)
- [**Provincial Code of Conduct**](#)
- [**Regulation 472/07: Behaviour, Discipline and Safety of Pupils**](#)
- [**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 \(800.3\)**](#)
- [**Criminal Background Check Policy \(302.6.7\)**](#)
- [**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 \(100.10\)**](#)
- [**Niagara Catholic Parent Involvement Committee Policy \(800.7\)**](#)
- [**Ontario Student Record Policy \(301.7\)**](#)
- [**Opening or Closing Exercises Policy \(302.6.1\)**](#)
- [**Progressive Student Discipline Policy \(302.6.9\)**](#)
- [**Privacy Policy \(600.6\)**](#)
- [**Records and Information Management Policy \(600.2\)**](#)
- [**Safe Arrival Policy \(302.6\)**](#)
- [**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 \(500.2\)**](#)
- [**Volunteers in Catholic Schools Policy \(800.9\)**](#)
- [**Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program**](#)
- [**Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara**](#)
- [**Protocol Between the Niagara Regional Police Service and the Niagara Catholic District School Board**](#)



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

When inappropriate behaviour occurs a Principal/~~Designate may~~ **shall** consider suspending a student for no less than one (1) school day and no longer than ~~twenty (20)~~ school days for an infraction that a student has committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal/~~Designate~~ will contact the police consistent with the Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board. A ~~Principal student~~ **may not be suspended a student** more than once for the same **exact incident occurrence under section 306 of the Education Act.**

ACTIVITIES LEADING TO POSSIBLE SUSPENSION

A Principal/~~Designate~~ shall consider whether to suspend a student if the Principal/~~Designate~~ believes that the student has engaged in any of the following activities while at school, at a school-related activity or event and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol, ~~or~~ illegal drugs, **or cannabis, unless the student is a medical cannabis user**
3. Being under the influence of alcohol, illegal drugs **or cannabis, unless the student is a medical cannabis user.**
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
6. Bullying.
7. Medical Immunization.
8. Any other activity that, under a policy of the Board, is an activity for which a Principal/~~Designate~~ may suspend a student to be contrary to the Board or school Code of Conduct:
 - Habitual neglect of duty,
 - Use of profane vulgar, or improper language,
 - Conduct injurious to the physical or mental well-being of any member of the school community.
 - Conduct injurious to the moral tone of the school,
 - Persistent opposition to authority,
 - **Smoking and/or vaping (i.e., e-cigarettes) and any other use of a tobacco product.**

ACTIVITIES LEADING TO SUSPENSION

A Principal/~~Designate~~ shall suspend a student if the Principal/~~Designate~~ believes that the student has engaged in any of the following activities while at school, at a school-related activity or event and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.

4. Committing sexual assault.
5. Trafficking in weapons or illegal drugs.
6. Committing robbery.
7. Giving alcohol, **illegal drugs, cannabis or e-cigarettes and any other tobacco product** to a minor.
8. Bullying, if,
 - i. the student has previously been suspended for engaging in bullying, and
 - ii. the students' continuing presence in the school creates an unacceptable risk to the safety of another person
9. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal/**Designate** must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

VIOLENT INCIDENT

Where inappropriate ~~student~~ behaviour constitutes a violent incident, **the Principal/Designate must follow the direction in the Police/School Board Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board regarding notification of the police for a violent incident.**

~~Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A) must be completed by the Principal, filed and retained in the student's Ontario Student Record (OSR) 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 student's 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 student's 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 (1) of the following, or the occurrence of a combination of any of the following:

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

MITIGATING AND OTHER FACTORS

A Principal/**Designate** ~~will~~ **must** consider whether a student should be suspended, and the duration of the suspension taking into account any mitigating and other factors, and will make every effort to consult with the student's parent/guardian, student or adult student and any other person who can contribute relevant information to the investigation.

~~Mitigating and other factors to be considered by~~ **The Principal/Designate, in determining consequences shall consider the following mitigating factors before deciding whether to impose a suspension are:**

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 suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. how the suspension would affect the student's ongoing education;
5. the age of the student;
6. ~~where the In the case of a student for whom~~ has an Individual Education Plan (IEP) or disability related needs ~~has been developed:~~
 - 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.

CONFIRMATION NOTICE OF SUSPENSION

~~When a student has been suspended, A Principal/Designate who suspends a student shall will:~~

- ~~1. a) Notify the student of the suspension.~~
- ~~2. b) Inform the student's teacher(s) of the suspension.~~
- ~~3. c) Make all reasonable efforts to inform the student's parent/guardian of the suspension within 24 hours of the suspension being imposed, unless,~~
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.

~~When a student has been suspended, A Principal/Designate who suspends a student shall ensure that provide~~ written notice of the suspension ~~is given promptly to the following persons:~~

1. The student,
2. The student's parent/guardian unless,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. The Family of Schools' Superintendent, the student's teacher(s) and the Stay-in-School Coordinator.

The written notice of the suspension must include the following:

1. The reason for the suspension.
2. The duration of the suspension.
3. Procedure to return to school upon completion of the suspension.
4. Information about the Niagara Catholic Alternative Learning Fresh Start Program, an intervention and prevention program for Grades 6 7 to Grade 12 students while serving a suspension for six (6) or more school days, ~~or limited expulsion.~~
5. Information about the investigation the Principal/Designate will conduct to determine whether to recommend expulsion.
6. Information about the right to appeal the suspension.
7. The name and contact information of the Family of Schools' Superintendent to whom the notice of appeal must be submitted.

PRINCIPAL DETERMINATION OF NOTIFICATION

If a ~~The~~ Principal/Designate ~~decides shall~~ not to notify the parents/guardians of a student ~~involved in an incident,~~ if, in the opinion of the Principal/Designate, 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/**Designate** 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~~

SCHOOL WORK

A student who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the student's parent/guardian and student or adult student:

- the day the student is suspended, if the student is suspended for one (1) school day.
- the day the student is suspended or the following school day, if the student has been suspended for two (2) or more school days.

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

Where a Principal/**Designate** suspends a student for six (6) or more school days, the Principal/**Designate** will inform the student's parent/guardian and student or adult student about the Niagara Catholic Alternative Learning Fresh Start Program for suspended students. Students who have been suspended for six (6) or more school days are strongly encouraged to participate in the Niagara Catholic Alternative Learning Fresh Start Program.

Elementary and **secondary** Principals/**Designate** are to approve the submission of a Niagara Catholic Alternative Learning Fresh Start Student Action Plan for consideration of student enrolment at the Pope Francis Centre. Following an intake conference with the student's parent/guardian, and the student or adult student to review the expectations of the program, the Principal/**Designate** of the Pope Francis Centre will determine admittance into the program.

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program **at the Pope Francis Centre** if:

- the student is serving a suspension of six (6) or more school days as part of a progressive discipline process,
- ~~the student is serving a limited expulsion with approval of the Family of Schools' Superintendent of Education, or~~
- the student's actions warrant the program as approved by the Principal/**Designate** of the Pope Francis Centre, the Family of Schools' Superintendent of Education and the Superintendent of Program **and Innovation**.

This alternative program will strive to:

- address the academic, behavioural and community supports of the student;
- develop positive relationships among parents/guardians, the community and schools to support and sustain safe schools and learning;
- provide programs containing strategies for building positive attitudes, for developing positive behaviours, for providing continuous learning and for successful re-integration into the school setting; and
- reduce future suspensions and expulsions.

RE-ENTRY

Following a suspension of six (6) or more school days, a re-entry meeting will be held with appropriate staff, the student's parent/guardian, and student or adult student to provide positive and constructive redirection for the student.

APPEAL OF SUSPENSION

A person who is entitled to appeal a suspension must give written notice of ~~his or her~~ the intention to appeal to the Family of Schools' Superintendent of Education within ~~ten (10)~~ school days of the commencement of the suspension. A request for an appeal shall not stay the suspension.

The following persons may appeal, to the Board, a Principal's decision to suspend a student:

1. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
2. The student, if
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.

REVIEW OF SUSPENSION

Upon receipt of written notice of the intention to appeal the suspension, the Family of Schools' Superintendent will:

1. advise the school Principal of the appeal and set a meeting date to review the appeal;
2. advise the student's parent/guardian or adult student that a review of the suspension will take place and will discuss any matter respecting the incident and/or appeal of the suspension;
3. hear and determine the appeal within ~~fifteen (15)~~ school days of receiving notice of intention to appeal, unless the parties agree on a later deadline;
4. review the suspension (reason, duration, any mitigating or other factors);
5. consult with the Principal regarding modification or expunging the suspension;
6. request a meeting with the student's parent/guardian or adult student and the Principal to narrow the issues and try to effect a settlement;
7. provide written notice of the review decision to the student's parent/guardian or adult student as follows:
 - i. Confirm the suspension and the duration of the suspension.
 - ii. Confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly.
 - iii. Quash the suspension and order that the record of suspension be expunged, even if the suspension that is under appeal has already been served.
 - iv. The decision of the Board on an appeal under this section is final.

APPEAL TO THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

Where the suspension is upheld on review by the Family of Schools' Superintendent and the student's parent/guardian or adult student chooses to continue with the appeal to the Disciplinary Hearing Committee, the Board shall hear and determine the appeal within ~~fifteen (15)~~ school days of receiving notice to appeal, unless the parties agree on a later deadline and shall not refuse to deal with the appeal on the ground that there is deficiency in the notice of appeal.

The Superintendent of Education: Resource to the Disciplinary Hearing Committee will:

Arrange a date for the appeal before the Disciplinary Hearing Committee.

1. Coordinate the preparation of a written report for the Disciplinary Hearing Committee containing:
 - i. a report of the incident and rationale for suspension prepared by the Principal;
 - ii. a copy of the original suspension letter;
 - iii. a copy of the letter requesting appeal of the suspension; and

- iv. a copy of the correspondence with respect to the decision of the Family of Schools' Superintendent regarding the suspension review.
2. Inform the student's parent/guardian or adult student of the date, time and location of the hearing for the appeal of the suspension, provide a guide to the process for the appeal, and a copy of the documentation that will go to the Disciplinary Hearing Committee.
3. Ensure that the item is placed on the Disciplinary Hearing Committee's agenda.

The parties in an appeal to the Disciplinary Hearing Committee shall be:

1. The Principal who suspended the student;
2. The student's parent/guardian or adult student if they appealed the decision to suspend the student.
3. The person who appealed the decision to suspend the student if the decision was appealed by someone other than the student or ~~his or her~~ **their** parent/guardian and that person is allowed by Board Policy to appeal.
4. Such other persons as may be specified by Board policy.
5. A student who is not a party to the appeal has the right to be present at the hearing and to make a statement on ~~his or her~~ **their** own behalf.

SUSPENSION APPEAL BEFORE THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

The Disciplinary Hearing Committee will conduct the suspension appeal in accordance with the [Suspension/Expulsion Hearing Rules](#), the *Education Act* and Board Policy:

1. One of the appointed Trustees will be elected Chair of the Disciplinary Hearing Committee.
2. The Director of Education or designate, will act as Secretary to the Disciplinary Hearing Committee to facilitate the Hearing
3. Legal counsel for the Board may be present at the appeal to act as an advisor on procedural matters.
4. The Disciplinary Hearing Committee may make such orders or give such directions at an appeal, as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.
5. Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
6. When making their determination the Disciplinary Hearing Committee shall consider:
 - i. the Principal's Report and submissions;
 - ii. the submissions and any other information provided by the Appellant; and
 - iii. the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
7. The Disciplinary Hearing Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:
 - i. Confirm the suspension and its duration; or
 - ii. Confirm the suspension but shorten its duration and amend the record, as necessary;
 - iii. Quash the suspension and order that the record be expunged; or
 - iv. Make such other appropriate order.
8. The decision shall be communicated to the appellant in writing.
9. The decision of the Disciplinary Hearing Committee is final.

REVIEW OF THE SUSPENSION PROCESS

It is expected that the Family of Schools' Superintendent will review the suspension statistics of each school with the Principal on an annual basis.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD)

The Principal/Designate shall document student discipline on the Board's Student Management System (Maplewood) under the student discipline tab with the following information:

1. Type of infraction
2. Check Violent Incident Box, if applicable
3. Student Incident Details
4. Consequences
5. Appeal/Outcome Information, if applicable

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/Designate must check the Violent Incident Box on the [Safe and Accepting Schools Incident Reporting Form-Part I](#) and on the student's discipline tab in the Student Management System. The form, a copy of the Violent Incident Form printed from the Student Management System and any other documentation (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;
 - five years, if the student was expelled for the violent incident.
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.

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 January 22, 2007 February 1, 2008 September 18, 2008 June 17, 2008 June 16, 2009 May 26, 2015 February 28, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
STUDENT EXPULSION – SAFE SCHOOLS POLICY (302.6.5)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 14, 2019



STUDENT EXPULSION POLICY

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~is committed to promoting and supporting appropriate student behaviour that contributes to a positive shall endeavour to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values in all schools.~~ **and sustaining a safe, inclusive, and accepting learning and teaching environment for all students to reach their full academic, and spiritual potential and become living witnesses of Christ.**

A positive school climate exists when all members of the school community feel safe, included, and accepted, by actively promoting responsibility, respect, civility, and academic excellence in all Niagara Catholic schools/sites.

The conduct of students as members of the school community is expected to be modelled upon **our Catholic faith, the traditions of Catholic education, and the Ontario Catholic School Graduate Expectations.** ~~Christ, fostering and promoting a positive school learning environment for students and staff, so that all students can reach their full academic and spiritual potential.~~

The Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others, the consequences may lead to expulsion from a school or all schools of the Board.

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

References

- **[Accepting Schools Act](#)**
- **[Accessibility for Ontarians with Disabilities Act 2005](#)**
- **[Caring and Safe Schools in Ontario](#)**
- **[Child & Family Services Review Board](#)**
- **[Child, Youth and Family Services Act 2017](#)**
- **[Education Act and Regulations](#)**
- **[Municipal Freedom of Information and Protection of Privacy Act](#)**
- **[Ontario Catholic School Graduation Expectations](#)**
- **[Ontario Human Rights Code](#)**
- **[Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)**
- **[Policy/Program Memorandum 128: 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](#)**
- **[Provincial Code of Conduct](#)**
- **[Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)**
- **[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 \(800.3\)**](#)
- [**Criminal Background Check Policy \(302.6.7\)**](#)
- [**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 \(100.10\)**](#)
- [**Niagara Catholic Parent Involvement Committee Policy \(800.7\)**](#)
- [**Ontario Student Record Policy \(301.7\)**](#)
- [**Opening or Closing Exercises Policy \(302.6.1\)**](#)
- [**Progressive Student Discipline Policy \(302.6.9\)**](#)
- [**Privacy Policy \(600.6\)**](#)
- [**Records and Information Management Policy \(600.2\)**](#)
- [**Safe Arrival Policy \(302.6\)**](#)
- [**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 \(500.2\)**](#)
- [**Volunteers in Catholic Schools Policy \(800.9\)**](#)
- [**Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program**](#)
- [**Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara**](#)
- [**Protocol Between the Niagara Regional Police Service and the Niagara Catholic District School Board**](#)



STUDENT EXPULSION POLICY

ADMINISTRATIVE PROCEDURES

When inappropriate behaviour occurs a Principal ~~may~~ **shall** consider recommending to the Board that a student be expelled from a school or all schools of the Board for an infraction committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal will contact the police consistent with the Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board.

The Board may expel a student who commits any of the following infractions while at school, at a school-related activity or event, and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or illegal drugs.
6. Committing robbery.
7. Giving alcohol, **illegal drugs, or cannabis or e-cigarettes and any other tobacco product** to a minor.
8. Bullying, if,
 - i. the student has previously been suspended for engaging in bullying, and
 - ii. the students' continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

VIOLENT INCIDENT

Where inappropriate ~~student~~ behaviour constitutes a violent incident, **the Principal must follow the direction in the Police/School Board Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board regarding notification of the police for a violent incident.**

~~Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A) must be completed by the Principal, filed and retained in the student's Ontario Student Record (OSR) 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 student's 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 student's 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 (1) of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person

- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion
- hate and/or bias-motivated occurrences

MITIGATING AND OTHER FACTORS

A Principal will **must** consider whether a student should be expelled, taking into account any mitigating and other factors and will make every effort to consult with the student's parent/guardian, and student or adult student and any other person who can contribute relevant information to the investigation. Any police investigation will be conducted separately from the Principal's investigation according to the procedures in the Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board.

Mitigating and other factors to be considered by The Principal, in determining consequences shall consider the following mitigating factors before deciding whether to impose an expulsion are:

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, 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 suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. how the expulsion would affect the student's ongoing education;
5. the age of the student;
6. where the In the case of a student for whom has an Individual Education Plan (IEP) or disability related needs has been developed:
 - 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 an expulsion is likely to result in aggravating or worsening the student's behaviour or conduct, and
7. other matters as the Principal considers appropriate.

SUSPENSION PENDING RECOMMENDATION FOR EXPULSION

The Principal will immediately suspend a student for ~~(20)~~ twenty school days ~~where he or she~~ if the Principal believes that the student has committed an infraction for which expulsion may be considered.

A Principal shall promptly conduct an investigation following the suspension to determine whether to recommend to the Board that the student be expelled. Pending an investigation to determine whether the student will be recommended to the Disciplinary Hearing Committee for expulsion, the Principal must assign the student to the Niagara Catholic Alternative Learning Fresh Start Program for suspended students.

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

Where a Principal/Designate suspends a student for six ~~(6)~~ or more school days, the Principal/Designate will inform the student's parent/guardian and student or adult student about the Niagara Catholic Alternative Learning Fresh Start Program for suspended students. Students who have been suspended for

six (6) or more school days are strongly encouraged to participate in the Niagara Catholic Alternative Learning Fresh Start Program.

Elementary and secondary Principals are to approve the submission of a Niagara Catholic Fresh Start Student Action Plan for consideration of student enrolment at the Pope Francis Centre. Following an intake conference with the student's parent/guardian, and the student or adult student to review the expectations of the program, the Principal/Designate of the Pope Francis Centre will determine admittance into the program.

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program **at the Pope Francis Centre** if:

- the student is serving a suspension of six (6) or more school days as part of a progressive discipline process, or
- the student is serving a limited expulsion with approval of the Family of Schools' Superintendent of Education, or
- the student's actions warrant the program as approved by the Principal/Designate of the Pope Francis Centre, the Family of Schools' Superintendent of Education and the Superintendent of Program **and Innovation**.

This alternative program will strive to:

- address the academic, behavioural and community supports of the student;
- develop positive relationships among parents, the community and schools to support and sustain safe schools and learning;
- provide programs containing strategies for building positive attitudes, for developing positive behaviours, for providing continuous learning and for successful re-integration into the school setting; and
- reduce future suspensions and expulsions

EXPULSION NOT RECOMMENDED

If, on concluding the investigation, the Principal in consultation with the Family of Schools' Superintendent decides not to recommend to the Board that the student be expelled; the Principal will provide written notice of the decision to every person to whom he or she was required to give notice of the suspension that contains the following:

1. A statement that the student will not be subject to an expulsion hearing for the activity that resulted in the suspension.
2. A statement indicating whether the Principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension.
3. Unless the suspension was withdrawn, information about the right to appeal the suspension including:
 - i. a copy of Board policy and procedures governing the appeal;
 - ii. a statement that a written notice of intention to appeal must be given within five (5) school days of the date on which he or she is considered to have received the notice of the decision not to recommend expulsion; and
 - iii. the name and contact information of the Family of Schools' Superintendent to whom notice of appeal must be given.

EXPULSION RECOMMENDED TO THE BOARD

If, on concluding the investigation a the Principal, in consultation with the Family of Schools' Superintendent, **determines that a referral for expulsion is warranted, decides to the recommendation to the Board that the student be expelled,** ~~must be made to the Disciplinary Hearing Committee to be heard within twenty (20) school days from the date of the original suspension unless the parties to the expulsion hearing agree upon a later date.~~

the Principal will also prepare and provide a written report to the Disciplinary Hearing Committee with the following information:

1. Summary of the Principal's findings.
2. The Principal's recommendation as to whether the student should be expelled from ~~his or her~~ the school only or from all schools of the Board.
3. The Principal's recommendation as to,
 - i. the type of school that might benefit the student, if the student is expelled from ~~his or her~~ the school only, or
 - ii. the type of program for expelled students that might benefit the student, if the student is expelled from all schools of the Board.

The Principal will ensure that written notice will accompany the report to every person who received the notice of the suspension the following information:

1. A statement that the student will be subject to an expulsion hearing for the activity that resulted in suspension.
- ~~2. A copy of the Board policies and procedures governing the expulsion hearing for the activity that resulted in the suspension.~~
3. A statement that the person has the right to respond, in writing, to the Principal's report.
4. A statement that the person has the right to appeal the Principal's decision for expulsion to the Board.
- ~~5. The date, time and location of the expulsion hearing.~~
6. Detailed information about the procedures and possible outcomes of the expulsion hearing, including but not limited to, information explaining that:
 - i. if the Board does not expel the student, it will, confirm the suspension, shorten its duration or withdraw it,
 - ii. the parties will have the right to make submissions during the expulsion hearing as to whether, if the student is not expelled, the suspension should be confirmed, reduced or withdrawn,
 - iii. any decision of the Board with respect to the suspension made at the expulsion hearing is final and not subject to appeal.
 - iv. if the Board expels the student from ~~his or her~~ the school only, the Board will assign the student to another school, or alternative program, and
 - v. if the Board expels the student from all schools of the Board, the Board will recommend the student to an alternative program for expelled students.
7. The name and contact information of the Superintendent of Education: Resource to the Discipline Hearing Committee to discuss any matter respecting the expulsion hearing.

SUPERINTENDENT OF EDUCATION: RESOURCE TO THE DISCIPLINE HEARING COMMITTEE

Superintendent of Education: Resource to the Discipline Hearing Committee will:

1. Arrange a meeting with the Family of Schools' Superintendent, the Principal, the student's parent/guardian, student or adult student. If a meeting is arranged, the Superintendent of Education: Resource to the Discipline Hearing Committee will review the Disciplinary Hearing Committee process for expulsion hearings, as well as respond to any questions or concerns the student's parent/guardian and student or adult student may have regarding the process or incident; and may assist to narrow the issues and identify agreed upon fact.
2. Prepare a package of documents for the Disciplinary Hearing Committee, which will include the following components:
 - i. a copy of the Principal's Report; and
 - ii. a copy of the original suspension letter and the notice of expulsion sent to student's parent/guardian, student or adult student.
3. Inform the student's parent/guardian, student or adult student of the date, time and location of the expulsion hearing, will provide a copy of the *Suspension/Expulsion Hearing Rules*, and a copy of the documentation to the Disciplinary Hearing Committee.
4. Ensure that the item is placed on the Disciplinary Hearing Committee agenda.

DISCIPLINARY HEARING COMMITTEE

The Board authorizes the creation of a Disciplinary Hearing Committee of no fewer than three (3) Trustees to decide Principal recommendations for expulsion. For these purposes, the Disciplinary Hearing Committee will conduct the expulsion hearings in accordance with the Education Act and Board policy and procedures, and *Suspension/Expulsion Hearing Rules*.

If the Principal recommends to the Board that a student be expelled, the Board Disciplinary Hearing Committee shall hold a hearing. At the hearing the Committee shall:

1. consider the submissions of each party in whatever form the party chooses, whether orally, in writing or both;
2. solicit the views of all parties as to whether the student should be expelled from ~~his or her~~ the school only or from all schools in the Board; and
3. solicit the views of all parties as to whether the student is not expelled the Board should confirm the suspension originally imposed, confirm the suspension but reduce its duration or withdraw the suspension.

Parties before the Disciplinary Hearing Committee will be:

1. The Principal.
2. The student, if,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
4. Such other persons as may be specified by Board policy and procedures.
5. If a student is not a party, the student has the right to be present at the expulsion hearing and to make submissions. The Disciplinary Hearing Committee may grant a person with daily care authority to make submissions on behalf of the student.

DECISION OF THE DISCIPLINARY HEARING COMMITTEE

Upon completion of the hearing, the Committee shall decide:

1. whether to expel the student; and
2. if the student is to be expelled, whether the student is expelled from ~~his or her~~ the school only or from all schools of the Board.

APPEAL OF BOARD DECISION TO EXPEL

An appeal from an expulsion decision made by the Board shall be heard and determined by the Child and Family Services Review Board (CFSRB).

The expulsion of a student remains in effect pending the outcome of the appeal decision of the Family and Children Services Review Board committee.

The following persons may appeal, to the Child and Family Services Review Board, the Board's decision to expel a student, whether the student is expelled from ~~his or her~~ the school only or from all schools of the Board:

1. The student, if,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
2. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. Such other persons as may be specified by Board policy.

Appeals must be forwarded to the Family and Children's Services Board and copied to the Director of Education:

1. Within ~~thirty (30)~~ **calendar** days of the Board's decision to expel the student. This date should be referenced in the letter of appeal.
2. The ~~thirty (30)~~ **calendar** days may be extended if the Child and Family Services Review Board believes there are reasonable grounds.
3. The expulsion appeal hearing will be held no later than ~~thirty (30)~~ **calendar** days after receiving a request to appeal the Board's expulsion decision, unless either the parties or the school board requests a later date.

After hearing an appeal from a decision of the Board, the Child and Family Services Review Board may decide any of the following options:

1. Confirm the Board's expulsion decision.
2. Reject the expulsion decision and reinstate the student.
3. ~~Modify the type or duration of the~~ **change the** expulsion ~~decision from for all schools in the Board to the student's school only.~~
4. **Order that the record of the expulsion be removed or changed**
5. ~~Impose, change or remove conditions that must be satisfied if the student is to return to school following an expulsion.~~

~~If the Child and Family Services Review Board overrules the decision of the Board and reinstates the student, it may order that any record of the expulsion of the student be expunged.~~

The Child and Family Services Review Board will issue a decision ~~within no later than ten (10)~~ **calendar** days ~~after the of the completion of the expulsion hearing~~ **has been completed** and will issue written reasons for the decision within ~~thirty (30)~~ **calendar** days.

RE-ENTRY FOLLOWING AN EXPULSION

1. A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once the student has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The Board shall re-admit the student and inform the student in writing of the re-admission.
2. A student who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which the student was expelled.
 - i. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
 - ii. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;
 - iii. The student will be required to sign a Declaration of Performance form provided by the Board; and
 - iv. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD)

The Principal/Designate shall document student discipline on the Board's Student Management System (Maplewood) under the student discipline tab with the following information:

- Type of infraction
- Check Violent Incident Box, if applicable
- Student Incident Details
- Consequences
- Appeal/Outcome Information, if applicable

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 the following 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/Designate must check the Violent Incident Box on the [Safe and Accepting Schools Incident Reporting Form-Part I](#) and on the student's discipline tab in the Student Management System. The form, a copy of the Violent Incident Form printed from the Student Management System and any other documentation (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;
 - five years, if the student was expelled for the violent incident.
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.

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 February 1, 2008 June 17, 2008 September 18, 2008 June 16, 2009 December 17, 2013 May 26, 2015 February 28, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
FINANCIAL INVESTMENT POLICY (NEW)**

RECOMMENDATION

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

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

Presented by: Policy Committee

Recommended by: Policy Committee

Date: May 14, 2019



Niagara Catholic District School Board
FINANCIAL INVESTMENT POLICY
STATEMENT OF POLICY

600 – Business Services

Policy No: New

Adopted Date:

Latest Reviewed/Revised Date:

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board when investing public funds, is responsible for ensuring financial stewardship and integrity through an effectual investment strategy.

In accordance with legislation, the Board may invest its surplus funds in securities prescribed under the *Education Act*, O. Reg. 41/10 – Part IV Eligible Investments. The Board will endeavour to achieve a positive rate of return to minimize the risk associated with investments by ensuring that the Board is compliant with the *Education Act*, while maintaining sufficient liquidity.

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

References

- [*Education Act, Ontario Regulation 41/10*](#)



Niagara Catholic District School Board
FINANCIAL INVESTMENT POLICY
 ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No: New

Adopted Date:

Latest Reviewed/Revised Date:

DEFINITIONS

Surplus Cash Balances – the amount of funds held within centrally managed accounts. This does not apply to fund balances held by schools.

Eligible Investments

Section 241 of the Education Act states that:

1. The Board does not have the power to invest in a security other than a security prescribed under O. Reg. 41/10, s. 8.
2. The Board shall not invest in a security that is expressed or payable in any currency other than Canadian dollars. O. Reg. 41/10, s. 11 (1).

All investment activity requires the written approval by the Director of Education and Superintendent of Business and Financial Services with an annual written report to the Board.

Management Methodology

The investment objectives of the Board shall, in order of priority, be as follows:

1. Adherence to statutory requirements by the *Education Act*
2. Preservation of capital
3. Maintenance of liquidity
4. Competitive rate of return on investments commensurate with constraints in (1).

The Superintendent of Business and Financial Services will provide an annual information report to the Board on the status of any financial investments.

Adopted Date:	NEW
Revision History:	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
CORPORATE CARDS, PURCHASING CARDS AND PETTY
CASH POLICY (600.4)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 14, 2019



Niagara Catholic District School Board

CORPORATE CARDS, PURCHASING CARDS AND PETTY CASH POLICY

STATEMENT OF POLICY

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Purchasing of Goods and Services Policy (600.1) and the related Administrative Procedures recognize that the purchase and payment of low value goods and services can be expedited through the use of Corporate Cards, Purchasing Cards and Petty Cash.

The Niagara Catholic District School Board authorizes the Director of Education to provide Corporate Cards, Purchasing Cards and Petty Cash to appropriate employees in order to fulfill their duties.

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

References

- **[Broader Public Sector Accountability Act \(BPSAA\), 2010](#)**
- ***Niagara Catholic District School Board Policies/Procedures***
 - **[Employee Code of Conduct and Ethics Policy \(201.17\)](#)**
 - **[Purchasing/Supply Chain Management Policy \(600.1\)](#)**



Niagara Catholic District School Board

CORPORATE CARDS, PURCHASING CARDS AND PETTY CASH POLICY

ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

DEFINITIONS

Corporate Card

A Niagara Catholic credit card that is issued to corporate executives, **such as Members of Senior Administrative Council**, who can then acquire goods and services without having to process the transaction through the traditional purchasing procedure, such as, using purchase requisitions or purchase orders. The purchases **Purchases** made by an executive using the corporate card are generally larger and higher in value not subject to a single purchase limit and must adhere to the **Purchasing/Supply Chain Management Policy (600.1)**.

Purchasing Card

Procurement card, or P-card, is a form of company credit card that is issued to **non-corporate** employees, who can then acquire goods and services without having to process the transaction through the traditional purchasing procedure, such as using purchase requisitions or purchase orders. The purchases **Purchases** made by an employee using a procurement cards are generally small and low value **subject to a single purchase limit and must adhere to the Purchasing/Supply Chain Management Policy (600.1)**.

All cards are issued to employees **who are issued credit cards** who are expected to follow Niagara Catholic's policies and procedures related to credit card use, including reviewing and approving transactions **according to a set schedule within given deadlines**.

1. Corporate Cards will be issued to Members of Senior Administrative Council.
2. Purchasing Cards will be provided to all Principals and Vice-Principals.
3. Corporate Cards and/or Purchasing Cards may be provided with the approval of the **Director of Education Superintendent of Business and Financial Services** to other board employees, if it is deemed necessary for them to carry out their responsibilities.
4. Through the Superintendent of Business & Financial Services, the appropriate Family of Schools Superintendent of Education may provide adequate Petty Cash Funds for **the schools and departments** under their supervision, in order to facilitate the purchase and payments of low value goods and services, **in accordance with the Purchasing/Supply Chain Management Policy (600.1)**.

5. Approved Corporate Cards and Purchasing Cards will be issued by the bank responsible for the Board's Banking Services and they shall be issued in the name of the Board and the Employee. Approved Petty Cash Funds will be issued by the Accounting Department.
6. Corporate Cards, Purchasing Cards and Petty Cash Funds are to be used solely for expenses related to Board Business.
7. Cash Advances from Corporate Cards, Purchasing Cards and Petty Cash are not permitted.
8. Personal expenses shall not be charged to Corporate Cards, Purchasing Cards and Petty Cash. Any personal expenses charged in error shall be recovered from the respective employee.
- ~~9. Purchases and payments paid by Corporate Card shall be processed using the **Request for Payment of Corporate Card Form** and in accordance with the related instructions.~~
9. Expenses paid with Corporate or Purchasing Cards shall be processed using the Expenses and Claims module in Microsoft NAV Employee Centre. All receipts and invoices for these purchases shall be scanned into the Claim and submitted for approval within given deadlines. Failure to adhere to given deadlines may result in the revocation of credit card privileges.
- ~~10. Purchases and payments paid by Purchasing Card shall be processed using the **Request for Payment of Purchasing Card Form** and in accordance with the related instructions.~~
- ~~11. Purchases and payments paid by Petty Cash shall be processed using the **Request for Reimbursement of Petty Cash Form** and the related instructions.~~
10. Expenses paid with Petty Cash funds shall be processed using the Payment Requests module in Microsoft NAV Employee Centre. All receipts and invoices for these purchases shall be scanned into the Request and submitted for approval.
- ~~12.~~
- ~~13.~~11. All expenses paid by Corporate Card, Purchasing Card and Petty Cash shall be reviewed and approved by the appropriate supervisor, with the following exceptions:
 - The expenses of the Director of Education shall be approved by the Chair of the Board.
 - The expenses of the Chair of the Board shall be approved by the Superintendent of Business and Financial Services and the Director of Education.
- ~~14.~~12. Failure to abide by this policy and the related administrative procedures may lead to the cancellation of the Corporate Cards, Purchasing Cards and Petty Cash and may lead to appropriate disciplinary action at the discretion of the Director of Education.

Adopted Date:	March 27, 2007
Revision History:	December 17, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 14, 2019**

PUBLIC SESSION

**TITLE: OPERATION OF EARLYON CHILD AND FAMILY CENTRES
REQUEST FOR PROPOSAL**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve a Board submission of a Request for Proposal to enter into direct contract negotiations with Niagara Region Children's Services in order to operate EarlyOn Child and Family Centres. In its submission, the Request for Proposal has considered the overall impact on the broader operations and culture of the Niagara Catholic District School Board, and will develop an action plan to address any challenges with the operations of EarlyON Child and Family Centres by the Niagara Catholic District School Board.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: May 14, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MAY 14, 2019

OPERATION OF EARLYON CHILD AND FAMILY CENTRES REQUEST FOR PROPOSAL

BACKGROUND INFORMATION

The Regional Municipality of Niagara (“Niagara Region”) has extended an invitation to prospective proponents to submit proposals for the operation of EarlyON Child and Family Centres in Niagara by issuing a Negotiated Request for Proposals (“NRFP”) on May 2nd, 2019.

Information regarding the NRFP process can be found on the Niagara Region website at <https://niagararegion.bidsandtenders.ca>.

As of January 1, 2018, Niagara Region’s Children’s Services Division (“Children’s Services”) became responsible for the planning and administration of EarlyON Child and Family Centres in Niagara. As outlined in the posted document located on the above website link, *2019-RFP-96 Operation of EarlyON Child and Family Centres*, the NRFP process is to seek preferred proponents who will be invited to enter into direct contract negotiations with Children’s Services in order to operate an EarlyON Child and Family Centre in one (1) or more of sixteen (16) designated Service Zones across Niagara and participate in the transformation to a new integrated early years system. The submission deadline for the NRFP is 2:15 p.m. on June 6, 2019.

Niagara Catholic has a rich legacy in implementing and supporting early learning initiatives and programs for both pre-school and school aged children and their families. Currently, Niagara Catholic, through a Purchase of Services Agreement with Children’s Services, operates six EarlyON Child and Family Centres in Niagara. Niagara Catholic is interested in participating in the NRFP process in order to have the opportunity to be considered and selected as a preferred proponent.

Approval of the recommendation provided for the consideration of the Board is being requested to ensure that all requirements are secured to meet the submission deadline for the NRFP process.

It is the recommendation of the Director of Education, the Superintendent of Business & Financial Services, the Controller of Facilities Services and the Superintendent of Program and Innovation, in consultation with the Coordinator of EarlyON Child and Family Centres, that the subject recommendation be approved.

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve a Board submission of a Request for Proposal to enter into direct contract negotiations with Niagara Region Children’s Services in order to operate EarlyOn Child and Family Centres. In its submission, the Request for Proposal will consider the overall impact on the broader operations and culture of the Niagara Catholic District School Board, and has developed an action plan to address any challenges with the operations of EarlyON Child and Family Centres by the Niagara Catholic District School Board.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: May 14, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 14, 2019**

PUBLIC SESSION

**TITLE: PRE-APPROVAL OF CAPITAL WORKS PROJECT TENDERS
ESTIMATED TO COST IN EXCESS OF \$500,000 (REVISED)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the tenders related to the 2018-2019 School Year for Capital Works Projects, as presented.

Prepared by: Mark Ferri, Administrator of Purchasing Services
Giancarlo Vetrone, Superintendent of Business & Financial Services
Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

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

Date: May 14, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MAY 14, 2019

PRE-APPROVAL OF CAPITAL WORKS PROJECT TENDERS ESTIMATED TO COST IN EXCESS OF \$500,000 (REVISED)

BACKGROUND INFORMATION

Work is underway to tender capital work projects whose construction value is estimated to be in excess of \$500,000. These projects are noted below:

1. St. Alexander Catholic Elementary School – Upgrade front entrance stairs, ramp, pillars and exterior wall.
2. St. Denis Catholic Elementary School – Upgrade front entrance, sidewalk, pillars, canopy, exterior wall and administrative office renovations.
3. St. Peter Catholic Elementary School – Upgrade front entrance sidewalk and canopy.
4. Notre Dame College School – Upgrade Music Room to add practice rooms, upgrade ventilation and improve acoustics.
5. Our Lady of Victory Catholic Elementary School – Upgrade ventilation and renovate eight classrooms.
6. Roofing – We are tendering several roofing projects again this year – we do not have any estimated to cost greater than \$500,000. However, we are requesting pre-approval for any roofing project at any individual school in the event that the tender is higher than \$500,000.
7. Our Lady of Fatima Catholic Elementary School, St. Catharines – upgrade parking lot.

Pre-approval is being requested for these projects for efficiency and importantly, to avoid potential timing problems related to bringing individual reports/recommendations for CW/Board meetings in May or June. Sufficient time is needed related to preparing tenders, closing tenders, tender analysis and advising contractors, who want to know if they were successful on any given tenders since it can have an effect on their business, in as timely a manner as possible.

Ministry of Education funding is available for each of the above projects.

In accordance with the Board's Purchasing/Supply Chain Management Policy, it is the recommendation of the Director of Education, the Superintendent of Business & Financial Services and the Controller of Facilities Services, in consultation with the Administrator of Purchasing Services, that the subject recommendation be approved.

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the tenders related to the 2018-2019 School Year for Capital Works Projects, as presented.

Prepared by: Mark Ferri, Administrator of Purchasing Services
Giancarlo Vetrone, Superintendent of Business & Financial Services
Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

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

Date: May 14, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 14, 2019**

PUBLIC SESSION

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF
APRIL 30, 2019**

The Accountability Financial Report 2018-2019 – as of April 30, 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: May 14, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MAY 14, 2019

ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF APRIL 30, 2019

BACKGROUND INFORMATION

Operational Update

The Ministry of Education on April 25, 2019 launch the new Priorities and Partnerships Fund (PPF). The funding will replace the previous Education Programs – Other (EPO) funding and will be evidence-based and outcome-focused. The PPF is being launched in alignment with this year’s budget and supports Ontario’s new vision for education. The approach will supplement the Grants for Student Needs, on high impact initiatives that directly support students in the classroom.

The information below provides some of the priorities for the Ministry of Education funded through PPFs:

Curriculum Implementation

Support school board with the implementation of recently released curriculum, including the revised elementary Health and Physical Education and revised Grade 10 Career Studies courses.

Engaging Parent and Communities

These grants will support parents in identifying barriers and opportunities to strengthen parent engagement in their own communities and enable more parents to support their child’s learning and well-being.

Indigenous Education

Programs and supports to assist Indigenous learners to graduate, supports successful transition into secondary schools or the labor market, inclusive school environments, innovation.

Math

This funding will allow boards to hire a board-based math learning lead to implement the revised math curriculum and to coordinate board improvement efforts in mathematics. Funding will also be provided to hire math learning facilitators to support student performance in targeted elementary and secondary schools. Release time funding will be provided to all boards, with additional funding provided for targeted schools, to allow educators to engage in school and classroom-based training, coaching, and other co-learning opportunities

Mental Health and Well-Being

The purpose of this investment is to continue to have regulated health professionals (e.g., social workers, psychologists and psychotherapists) with specialized training in student mental health in secondary schools, providing mental health promotion, prevention, and intervention to students and their families

Special Education

The After School Skills Development Program will provide funding to all school boards in the province to support students with Autism Spectrum Disorder (ASD) in social, communication, self-regulation and life-planning skills development.

Student Pathways

Each board receives enhancements to experiential learning funding, separated into two categories:

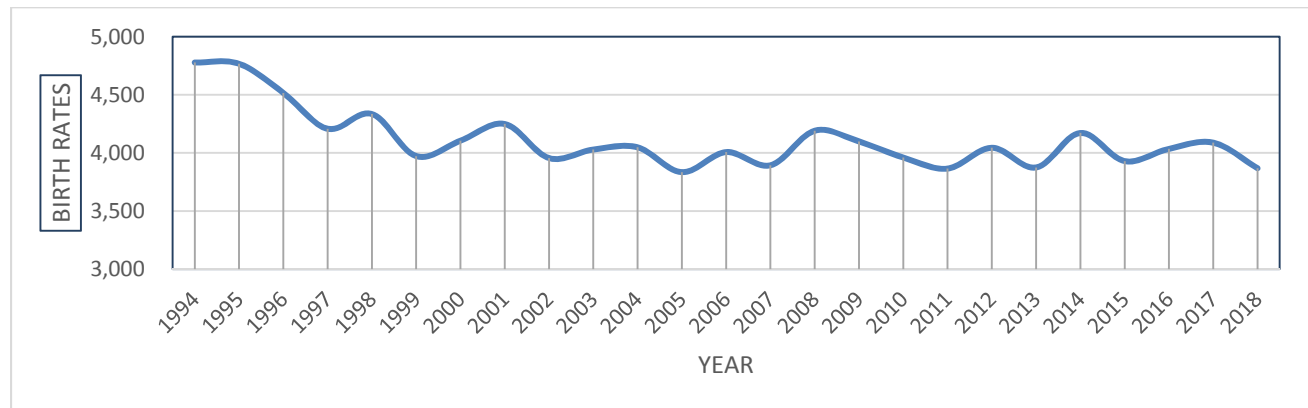
- Funding used to hire a full-time, dedicated Leader of Experiential Learning (LEL) for their board.
- Funding to support and to provide effective experiential learning opportunities for students in their board.

System Support and Efficiencies

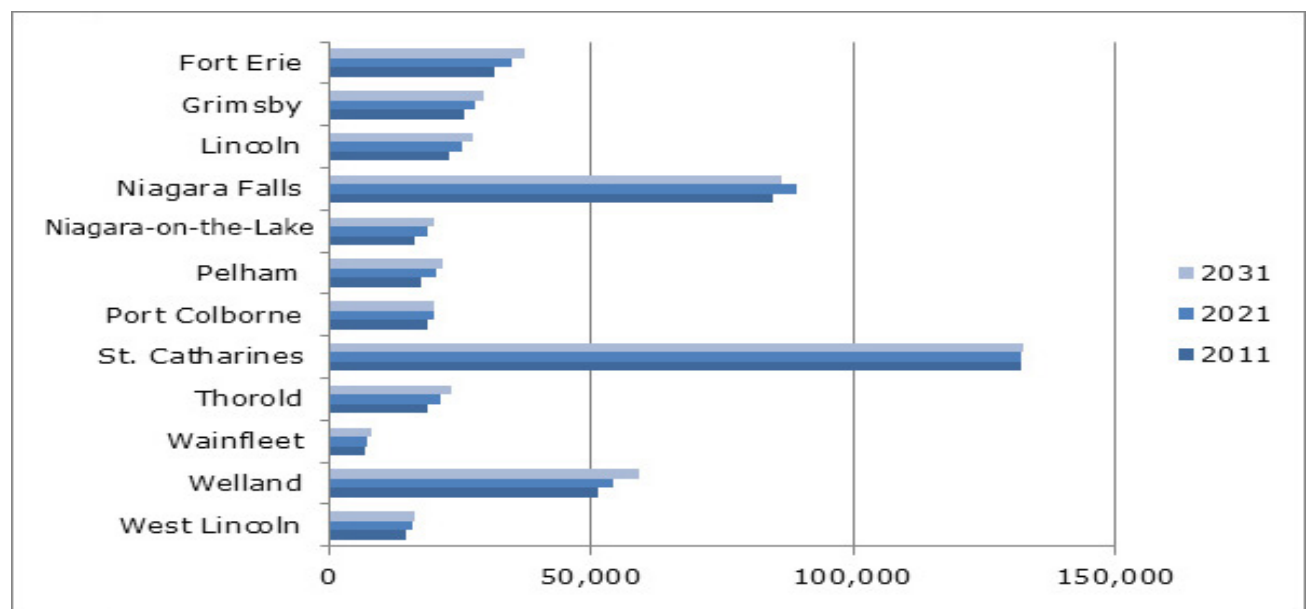
Funding will be provided to provide access to reliable, fast, secure and affordable internet services to all students and educators in all regions across Ontario – including in rural and northern communities. The current target connectivity speed is 1 megabit per second per student or educator, in a scalable and sustainable network that can adapt to future needs following a common network architecture across Ontario.

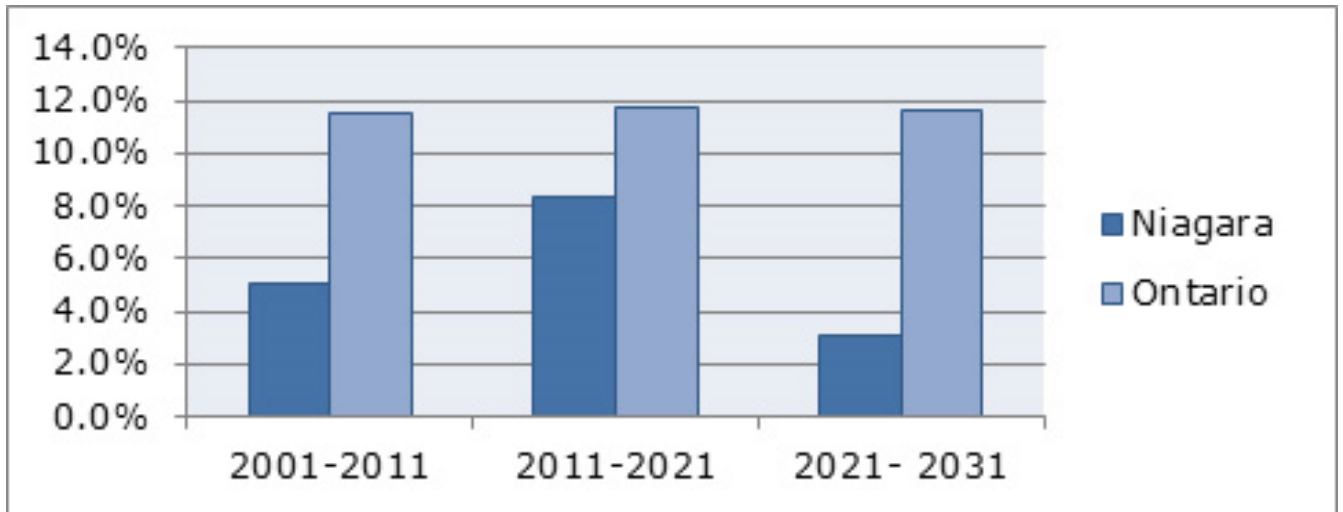
Demographic Data

Niagara Region – Birth Rates 1994 - 2018

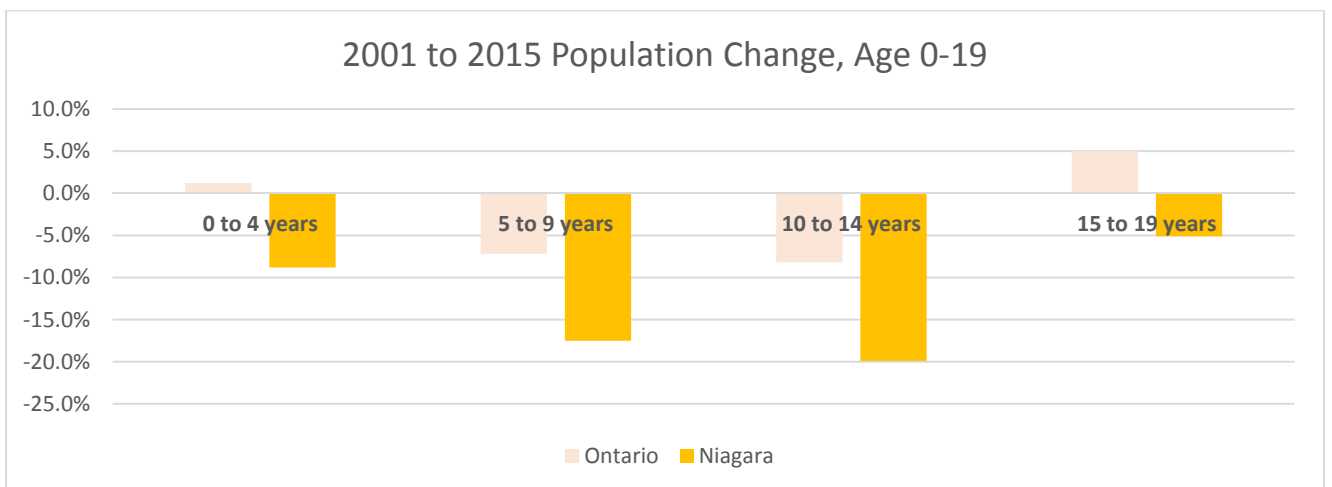
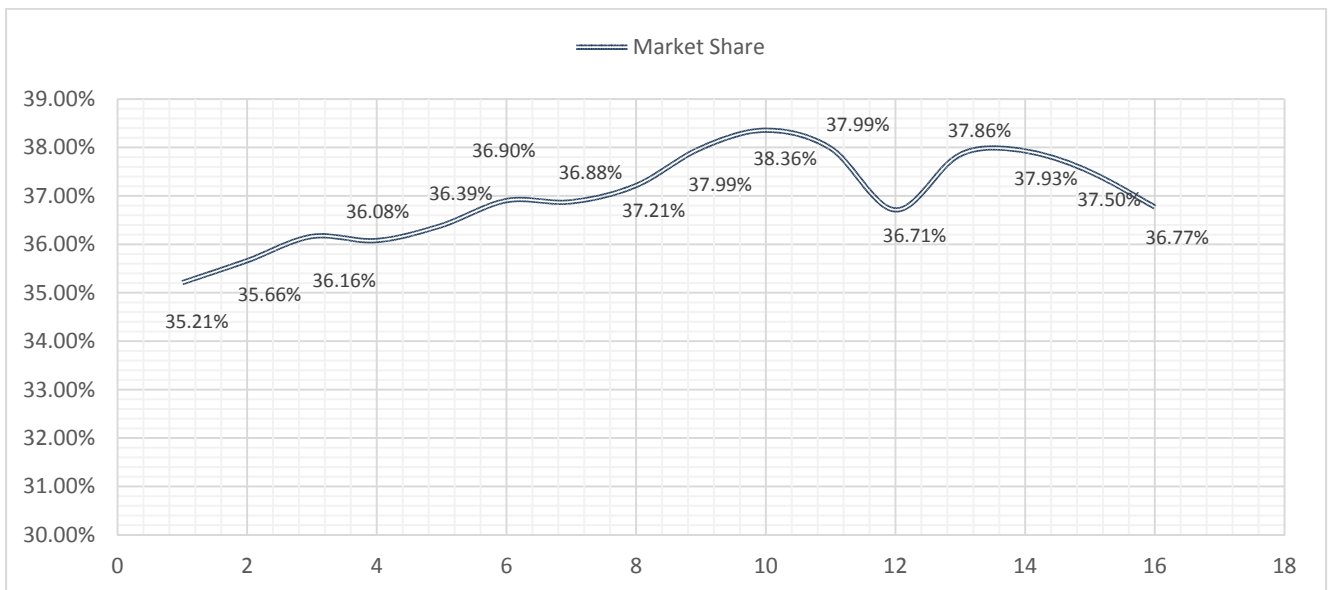


Niagara Region - Estimated Growth until 2031

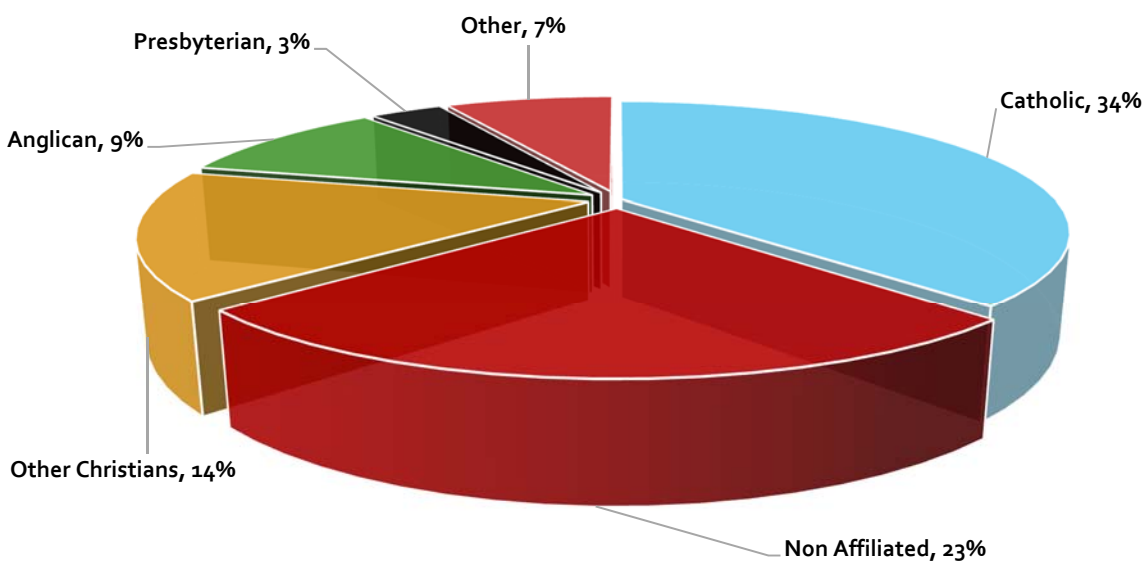




Enrolment – Market Share NCDSB vs. DSBN



NON AFFILIATION



Nearly 24% of the Niagara Region do not belong to any particular religion. This is up from 16.5% in 2001 and 12.6% in 1991. This makes the non-affiliated percentage of the population the fastest growing segment.

In 2002, 34 per cent of 15 to 39 year olds said religion is highly important to them. Data from statistics Canada's 2009 General Social Survey shows that number tumbling to 22 per cent.

Proportions of Enrolment for Purposes of Education Act, Subsection 238(2) and 257.8(3)

Released March 29, 2019

Niagara Catholic continues to remain the smallest differential between English Public and English Catholic Boards in Ontario. This differential has continued to be consistent for many years and small changes in percentages are reflected below:

Year	English Public	English Catholic	French Public	French Catholic
2014	59.485%	37.079%	0.768%	2.668%
2015	59.506%	36.861%	0.822%	2.811%
2016	59.658%	36.840%	0.909%	2.593%
2017	59.735%	36.511%	1.004%	2.750%
2018	59.640%	36.423%	1.050%	2.857%
2019	60.111%	36.089%	0.861%	2.940%

APPENDIX A:

Growing Niagara: A closer look at Niagara's aging Population, January 2017
 Carol Phillips, PHD and Adam Durant M.A.

The Accountability Financial Report 2018-2019 – As of April 30, 2019 report is presented for information.

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

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

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

Date: May 14, 2019



Niagara Community Observatory



GROWING NIAGARA: A closer look at Niagara's aging population

Policy Brief #26, January 2017

By Carol Phillips and Adam Durrant

The attraction of a younger skilled workforce has become a goal of municipalities across Canada. The presence of young people and young families is seen as a sign of a healthy, growing community. A younger labour force supports a stable tax base. As older workers enter retirement and exit the workforce, they are replaced by younger workers, continuing the flow of tax revenues needed to fund desirable services for both younger and older citizens. And so, communities across Ontario, across Canada and even around the world develop strategies to attract and retain its younger citizens.

The ideas of population attraction and retention have become even more of a challenge globally as the baby boomer generation enters retirement and the numbers of younger workers are not there to replace them in the workforce. Like many of the world's major economies, Canada has an aging population which could ultimately put a strain on its economy, its pension and health-care systems. By 2035, the Conference Board of Canada estimates 24.4 per cent of Canada's population will be over the age of 65 – that will be a greater proportion than the U.S. or Australia (both around 20 per cent), comparable to the U.K. and France, but less than Japan (32.2 per cent), Germany (31 per cent) and Italy (29.4 per cent) (Conference Board of Canada 2015, p13).

This study takes a closer look at the Niagara numbers to see how they stand up to the ongoing narrative that the region has trouble attracting younger workers. It is an update to our 2009 policy brief, *The Young Are the Restless*, which found that Niagara could retain its younger workers, but struggled in efforts to attract new people. Seven years later, this current study has found the 20-29 age cohort, based on recent population estimates, has grown over the past 15 years, perhaps due to the existence of both a university and a college in this region. However, growth is not keeping pace with the Ontario average.

Regional Council set its Strategic Priorities Implementation Plan in 2015 to increase Niagara's "global attractiveness" and improve economic prosperity in the region. Two main pillars of this strategy are to attract immigrants and to attract and retain a younger skilled labour force in an effort to grow the population. The Niagara Region youth retention strategy targets the age range of 20-34 years old.

Our subsequent examination of the age of Niagara residents identified another trend. Niagara's population in the 0-15 and 30-44 age cohorts is falling. This suggests that efforts to reverse Niagara's aging population and slow growth by singularly attracting "youth" would likely benefit from a wider focus.

WHY IS THIS A PROBLEM?

An aging population has become of great policy concern as more people leave the workforce due to retirement than those entering the workforce to replace them. Economists fear that not only would this stunt economic growth, but would put pressure on the tax system as insufficient revenue would be generated to support the growing need for services.

The Canadian population is aging, much like Niagara, due to a low birth rate coupled with a low mortality rate (i.e. fewer babies are being born while more people are living longer). In this scenario, Canada's natural rate of population growth is expected to decline steadily over approximately the next 20 years (Fields 2014). Immigration is now considered a key component to population growth. On a local level, this is expressed as a desire for positive net-migration – that is, more people moving into the area from other cities and provinces, as well as other countries, than are leaving.

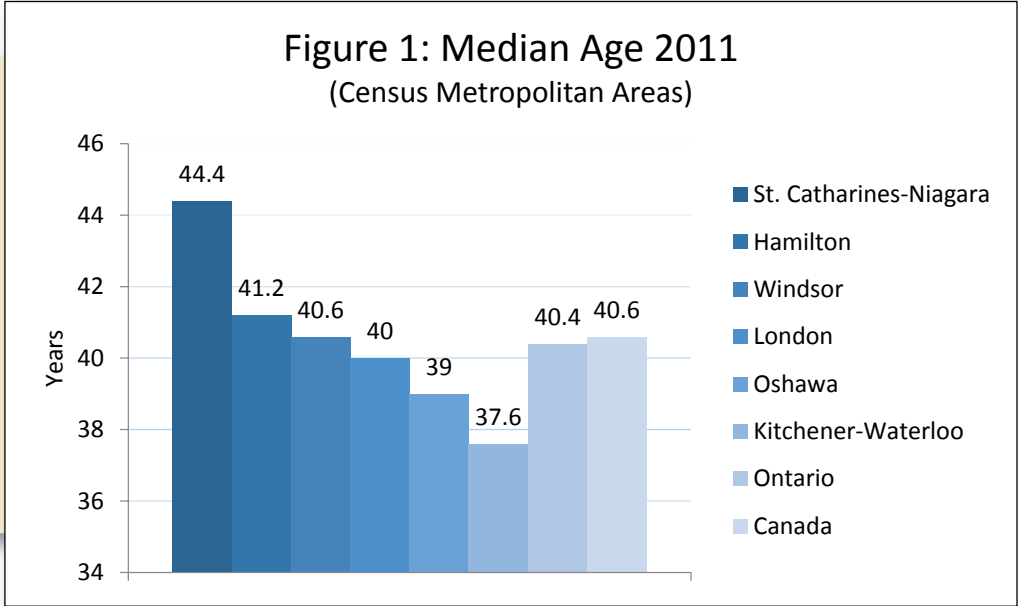
¹A Conference Board of Canada 2006 report on Canada's aging population and its economic impact suggests three ways to combat the workforce challenges: increase immigration, increase number of births, encourage later retirement. It proposes later retirement as its preferred strategy.

The largest generational cohort in Canada is the baby boomers (b. 1947-1966) which made up 27.7 per cent of the population in 2014 and are now entering the stage at which they leave the workforce (Fields 2014). The foremost consequence of this population shift, in terms of national policy significance, is the strain it will put on the pension and health-care systems. The Conference Board of Canada estimates the “significant” strain will occur leading up to 2035, when the youngest of the boomers will have left the workforce. Finance Canada also reported on this looming policy challenge in 2012. It warned an aging population could lead to slower economic growth, possible labour shortages, tax increases and service reductions.²

Ministry of Finance identifies St. Catharines-Niagara as having the lowest share of working-age population in the country at 65.7 per cent.

The Regional Municipality of Niagara is measured as a Census Division by Statistics Canada and includes all 12 municipalities. The inclusion of Grimsby and West Lincoln alters the age numbers slightly. Niagara CD has a median age of 44.1 years. Some 18.8 per cent of its population is over the age of 65 and 15.5 per cent is 14 and under, with the proportion of working-age people still at approximately 65.7 per cent. We have used St. Catharines-Niagara CMA numbers in this brief

NIAGARA'S DEMOGRAPHIC PORTRAIT
St. Catharines-Niagara CMA, which does not include Grimsby or West Lincoln, has one of the highest median ages (44.4 years) in Ontario when compared to comparable census metropolitan areas, as seen in Figure 1. Ontario's median age is 40.4 years and Canada's is 40.6 years.



Niagara suffers from relatively low population growth and has one of the oldest populations in Canada, already with more elderly citizens than youth. St. Catharines-Niagara CMA has a natural increase rate in population growth of -1.86 per thousand (the lowest in Canada) as per the 2011 Census. That means there were more deaths than births and if people had not moved to this area from other communities, the population would have fallen.³

only where comparative population research at Statistics Canada focuses on the CMA.

St. Catharines-Niagara has a greater proportion of senior citizens than children, as per the 2011 Census. Some 19.2 per cent of the population is 65 years and older while 15.2 per cent is 14 and under. That means St. Catharines-Niagara has the second-largest share of seniors in its population, just behind Peterborough with 19.5 per cent (Ontario 2012). Ontario's

Niagara's 2011 population of 431,346 was a 0.9 per cent increase over 2006 (compared to national population growth of 5.9 per cent). Grimsby had the highest growth rate during that five-year period of 5.8 per cent. The rural community of Wainfleet saw its population decrease by 3.7 per cent (Statistics Canada 2012).

In comparison, the City of Hamilton saw its population grow 3.1 per cent over that period, and the Regional Municipality of Waterloo grew 6.1 per cent.

²Economist Mark Pisano (2014) summarizes: "There is an even more significant correspondence between aging and taxes – the amount of taxes we pay follows a correlative pattern of change, rising at first and then falling, though the increases and decreases are even steeper. These natural shifts in the demographic cycle send ripples through the economy that can have far-reaching consequences."

³All population figures come from Statistics Canada unless otherwise noted. See References for details.

⁴NWPB identifies Kitchener-Waterloo-Cambridge, London, Oshawa, and Windsor as comparable CMAs in terms of population size. Hamilton is included as it is the neighbouring centre to Niagara.

⁵Statistics Canada identifies "working-age population" as being between the ages of 15 and 64

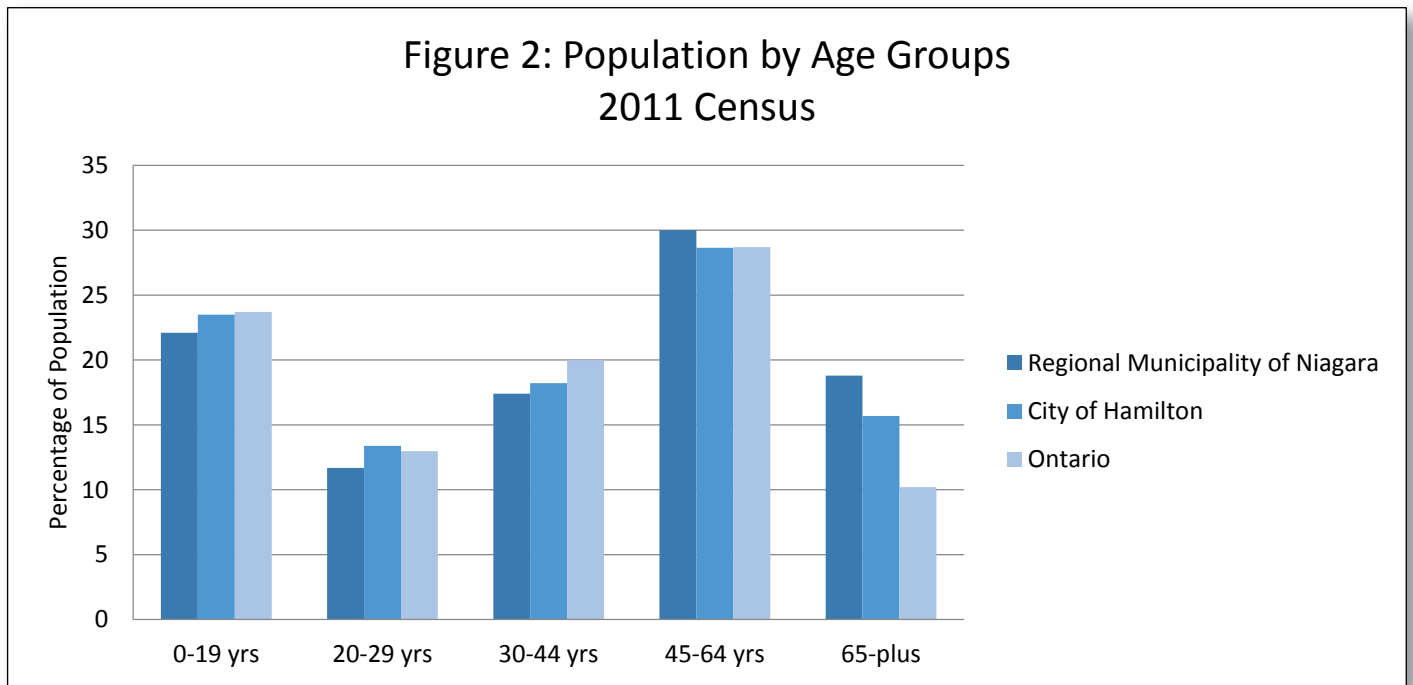


Figure 2 illustrates that as of the 2011 Census, the proportion of Niagara’s population in the 20-29 and 30-44 age cohorts is noticeably less than what is observed in neighbouring Hamilton and the province, and its proportion of those over 45 is greater.

NIAGARA’S POPULATION CHANGES - BY AGE GROUP

One common perception over the years has been that Niagara has struggled to grow its youth population. As Table 1 shows, the 18-24 age cohort is the only category where Niagara has suffered from migration losses over a five-year period. Historically, Niagara has been much stronger at attracting an older migrant, which is particularly seen in the 45-64 cohort.

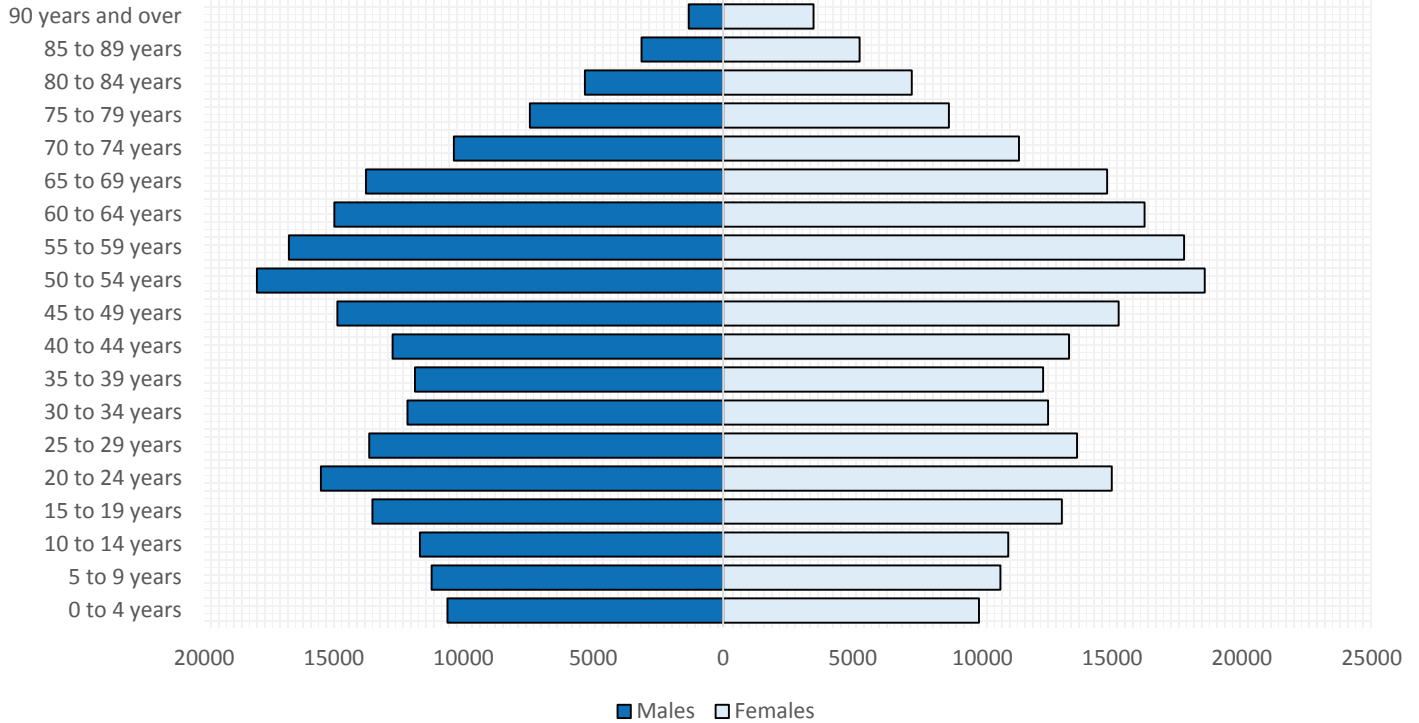
Age Group	In-migrants	Out-migrants	Net-migrants
0-17	10,909	8,086	2,823
18-24	8,382	8,791	-409
25-44	20,556	19,407	1,149
45-64	13,290	8,471	4,819
65+	6,139	4,498	1,641
Total	59,276	49,253	10,023

Taken in isolation, the migration data in Table 1 supports the perception that young people are leaving Niagara. These figures are not wrong, but they only reveal part of the picture – that of people moving into and out of the region. It is also important to note that the 18-24 demographic represents the primary age group attending post-secondary education. This age group is highly mobile which likely affects migration figures. A deeper understanding of Niagara’s population patterns requires going beyond mere migration flows.

⁶Population growth 2006-11 for the 12 Niagara municipalities: Grimsby 5.8 per cent, Niagara-on-the-Lake 5.6 per cent, West Lincoln 5.1 per cent, Lincoln 3.5 per cent, Pelham 2.7 per cent, Niagara Falls 1.0 per cent, Welland 0.6 per cent, Fort Erie 0.1 per cent, St. Catharines -0.4 per cent, Port Colborne -0.9 per cent, Thorold -1.6 per cent, Wainfleet -3.7 per cent.

⁷Population data in this section is representative of the entire Niagara region and not the St. Catharines-Niagara CMA, which excludes Grimsby and West Lincoln. Population numbers post-2011 are Census estimates.

Figure 3: Niagara Region, 2015 Population (Intercensal estimates)



The population pyramid in Figure 3 gives us a better snapshot of Niagara's demographic breakdown in 2015. Here, the 20-24 cohort looks reasonably robust compared to other age groups, which may be due to the presence of post-secondary institutions. Despite migration losses, the 20-24 cohort, typically defined as part of the youth cohort, is very comparable to the 45-49 cohort, which represents the oldest segment of "Generation X".

The pyramid also illustrates why Niagara's population challenge should go beyond youth-focused initiatives and extend into "young families". Specifically, Figure 3 reflects considerably smaller-sized population cohorts between the ages of 30-44 and, likewise, between the ages of 0-14. Assuming the latter are typically the children of the former, this illustrates the extent to which Niagara is not replacing its aging population. Figures 4 and 5 explore how the age cohorts identified in the Niagara population pyramid have changed over time, compared to Ontario.



Figure 4: 2001 to 2015 Population Change, Age 0-19

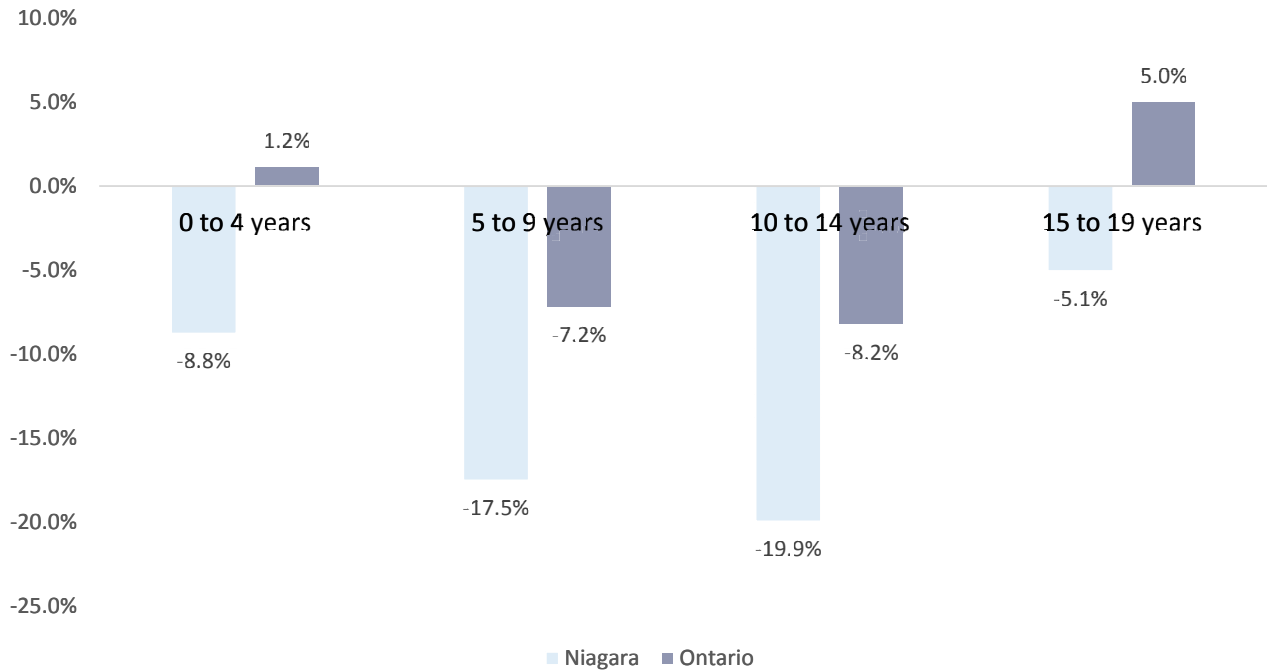
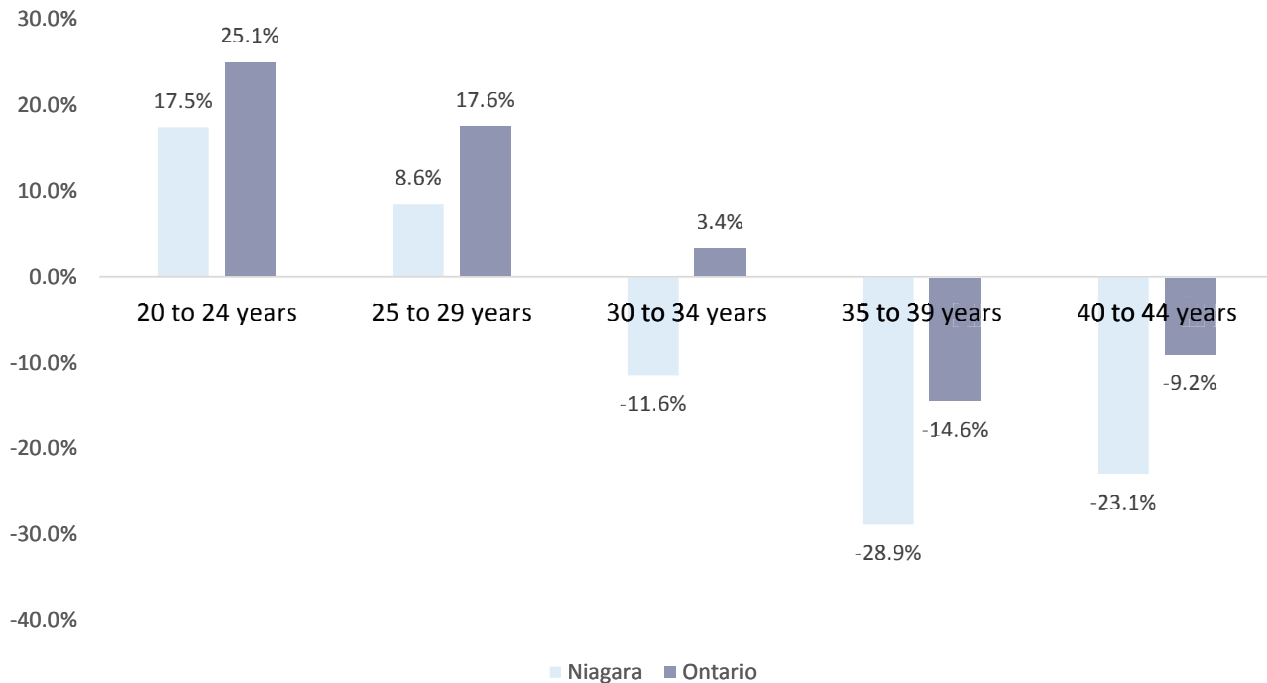
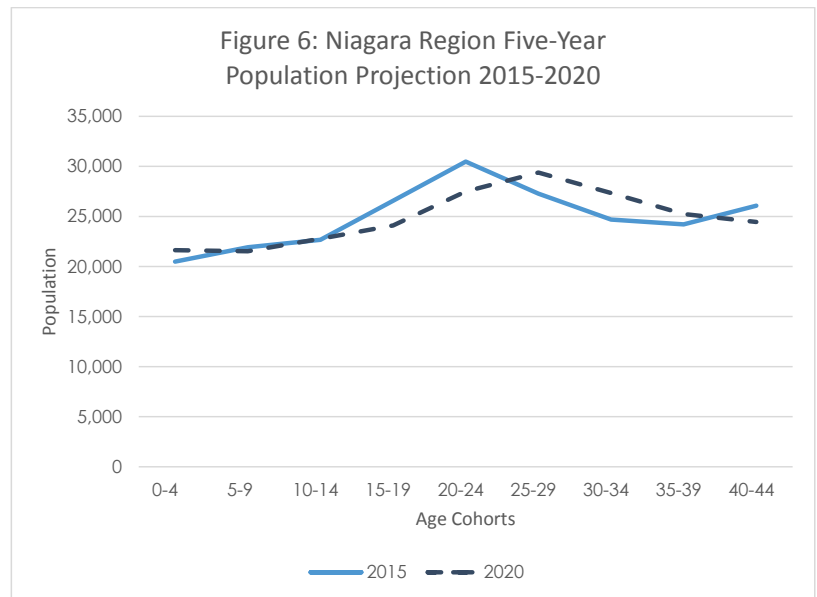


Figure 5: 2001 to 2015 Population Change, Age 20-44



Our graphs of Niagara’s population-change as compared to Ontario illustrate where population losses are occurring. While Niagara is part of Ontario’s broader demographic shift toward an aging population, the extent of that shift is pronounced at a local level. In many age cohorts, our rate of population loss is double that observed at the provincial level. And contrary to popular theory, Niagara’s population has grown in the 20-29 age cohort. Though our growth is less than what was seen at the provincial level, this is the only area where we don’t have population losses, perhaps due to our post-secondary institutions. Ontario’s Ministry of Finance estimates Niagara’s current population trend in the age 15-29 cohorts will remain consistent as they age into the 20-34 year cohorts (Figure 6).

The size of this group in 2020 will be steady, suggesting we should not anticipate any significant shifts with in- or out-migration, absent a plan for growth.⁸



WHAT CAN BE DONE

Attracting and retaining younger citizens is usually part of an overall strategy to grow a community’s population. Attracting immigrants and implementing policies that encourage higher birth rates are other pieces of the puzzle. This brief has focused on the age component of population growth.

An aging population is a trend across Canada (and many of the world’s major economies) and strategies to turn the tide have been discussed from coast to coast. Job-creation has been at the core of these initiatives, as people tend to go where there is employment.

That was one of the high-level findings of a 2015 Niagara Region

survey of young professionals and post-secondary students under the age of 35 who had left the community.⁹ Job opportunities and cost of living ranked highest in the factors that influence where they live. While this survey group generally rated Niagara as a beautiful and safe place to raise a family with a favourable cost of living, they also felt job opportunities were poor.

Anecdotal evidence of what attracts young families specifically (our 30-44 years old cohort) can be found in the various magazine surveys that measure and rank the attractiveness of cities to this group. As an example, St. Catharines ranked No. 139 out of 219 cities in MoneySense magazine’s 2016 survey of

⁸ Ontario’s Ministry of Finance has projected the Niagara region’s population out to the year 2020. These are high-quality projections that factor for base population, as of the 2011 census, as well as fertility rates, mortality rates, inter- and intra-provincial net-migration, immigration, and emigration.

⁹ The Niagara’s Region’s U35 online engagement survey obtained almost 900 responses (647 young professionals and 241 post-secondary students) from former Niagara residents under 35 years old, reached through social media, email alerts and a YouTube video between Friday, Oct. 23, 2015 and Monday, Nov. 9, 2015. The goal was to establish their perception of Niagara as a place to live and work, including questions on cost of living, transit, job opportunities, culture and entertainment, diversity and community assets and services.

the “Best Places to Live” measuring quality of life. Niagara Falls ranked No. 152 and Welland ranked No. 177. The magazine used such indicators as high incomes, unemployment rate, affordable housing, access to health care, population growth, low taxes, low crime rates, transit, walkable or bike-friendly neighbourhoods, weather, existence and vibrancy of the sports and arts community (Brown 2016).¹⁰

With that in mind, we present briefly some strategies that have been either suggested or implemented in Canada. On a provincial level, Newfoundland launched an initiative in 2009 that included a youth jobs strategy with apprenticeships, wage subsidies and a best-practices manual on creating family friendly workplaces. The strategy also included a marketing campaign, an international graduate retention incentive, and training programs for Aborigines. A 2015 study by the Canadian Centre for Policy Alternatives has since recommended the original report be revisited and updated. In 2014, a report by StudentsNS (an alliance of Nova Scotia post-secondary student associations) recommended the province reach out to employers with assistance programs such as wage subsidies and tax incentives for hiring young people, establish training and skills programs for vulnerable youth, and invest in immigrant settlement assistance.

On a local level, the Vancouver Island community of Qualicum Beach, B.C., with a population of 8,687 and a median age of 63.9 years, set out in 2012 to attract more young workers and young families to its community through better marketing on its website – highlighting amenities such as schools, events and extra-curricular activities with live links – an inventory of housing to identify needs, expanding its pool complex to a multi-use facility including youth-friendly indoor spaces, and opening a dialogue between generations to discuss what they wanted in a community. Hamilton is also investigating ways to attract and keep its younger citizens, identifying issues such as the perception of a lack of jobs and a lack of diversity in the industries that are hiring. Strategies suggested have been a marketing campaign, improved mentoring, internship and networking programs to connect skilled youth with jobs, and an overall better outreach to post-secondary students during their years in university and college.

CONCLUSION

The Niagara region’s population grew less than one per cent between the Census years of 2006 and 2011, well below the national average of 5.9 per cent, and estimates show this has not changed over the past few years. One component of population growth strategy is attracting and retaining young people – considered vital to a growing economy – and this has been both the focus of our brief and a strategic priority of Niagara Region.

We caution, however, that talking about demographics is like talking about time travel. Because people are aging through historical comparisons, it adds a dimension to the conversation that tends to be confusing. Not to mention that one generally has to look at the existing age data and ask questions in terms of causality from 25 years ago. The data on its own is important, but the more interesting questions always emerge from identifying what happened in the past to cause this, and if left unchecked, what would these trends mean for the future? The purpose of this brief has been to provide the numbers available at this point in time, to inform the current conversation.

Niagara has proportionally fewer young people and young families than the Ontario average. We know Niagara has proportionally the fewest working-age people in the country and is home to more seniors than youth. This has implications for economic growth as well as program funding particularly as baby boomers enter retirement and there are fewer in the workforce to financially support the growing demands. The numbers show us that Niagara’s population since 2001 has grown in the 20-29 age cohort, and it is actually the 0-14 and 30-44 age cohorts that have declined, suggesting that the focus of “youth” retention and attraction be broadened. The Ontario government’s population estimates also show that the numbers currently in the 15-29 age cohorts will remain steady as they shift into the 20-34 cohorts in 2020. Population growth has become a competitive arena as communities across Canada face similar challenges and vie for young skilled workers from across the country. Niagara is in a unique position – with a university, a college and in a world-renowned location with such proximity to the border – to leverage its strengths and take the lead in establishing itself as a desirable destination for people of all ages.

¹⁰ The top three cities in the survey were Ottawa, Burlington and Oakville. Nearby Hamilton ranked No. 62.

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Adam Durrant, MA | Research Manager | Niagara Workforce Planning Board

An electronic version of this brief can be found at www.brocku.ca/nco and at www.niagaraworkforceboard.ca

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Please follow us: @BrockNCO and @nwpb

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 14, 2019**

PUBLIC SESSION

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

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: May 14, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY14, 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 May 14, 2019 through June 11 2019.

Tuesday, May 14, 2019

Mathematic Knowledge Network at Brock University

- The Mathematics Knowledge Network (MKN) hosted by Brock University has offered Niagara Catholic District School Board a very unique opportunity with coding and computational thinking. The partnership is with the Faculty of Mathematics and Education pre-service students, classroom teachers and their students.
- The teachers that participate in two sessions. The first is a full day session and the second a half-day session both of which will have coverage by a supply teacher. Beginning in 2019-2020 school year, the MKN will follow into the classroom with student's hands on learning along with Brock University pre-service students.

Thursday, May 16, 2019]

Annual Safety Management Group Training (SMG) (Online and St. Charles Catholic Elementary School)

- Selected Niagara Catholic staff will be participating in annual Safe Management Systems (SMG) Crisis Intervention Refresher training. Beginning his year, SMG Training involves two components: an on line training component and a half-day face-to-face training with an SMG Advanced Trainer. The online training component eliminates the need for a full day, face-to-face Refresher for staff previously trained in SMG. SMG Refresher participants must complete all five sections of the online training prior to their face-to-face training scheduled for Thursday, May 16, 2019.

Friday, May 17, 2019

Faith Day (Board-Wide)

- The theme for the Faith Day is "Living as Joyful Disciples"
- This day is a fantastic opportunity for Principals and Vice-Principals to work collaboratively with their school Faith Formation Teams in designing and organizing a day that meets the needs of the school community. The day should include liturgy, catechesis, reflection, and acts of service. Resources and materials to assist with the planning and facilitation can be adapted from the resources provided by OCSTA for Catholic Education Week 2019 found here: <https://test.ocsta.on.ca/resources/catholic-education-week-resources/>

- A Faith Day session for non-school based staff will be held at Our Lady of Grace Spiritual Centre (8:30 a.m. – 3:00 p.m.) in Ridgeway.
- All employees at the locations listed below are invited to attend the full-day session:
 - o Catholic Education Centre
 - o Our Lady of Grace Spiritual Centre
 - o Pope Francis Centre
 - o St. Kateri Tekakwitha Centre
 - o Niagara Launch Centre
 - o Catholic Resource Centre
 - o Information Technology Centre

Wednesday, May 29, 2019

Secondary and Elementary Term 2 After-School Reporting Workshops (Catholic Education Centre)

- All K to 12 teachers and administrators are invited to participate in after-school workshops on to support Term 2/Semester 2 reporting.

Secondary Reporting Workshop

When	Wednesday, May 29 at 3:00 to 4:00 p.m.
Where	Catholic Education Centre, Vincentian Sisters of Charity (lab-lower level)
Suggested Audience	Grades 9 to 12 Teachers, Principals and Vice-Principals
Details	The workshop will focus on promising practices for report card comment writing and the use of Maplewood connectEd to complete Semester 2 Report Cards.

Elementary Reporting Workshop

When	Wednesday, May 29 at 4:00 to 5:00 p.m.
Where	Catholic Education Centre, Vincentian Sisters of Charity (lab-lower level)
Suggested Audience	K to Grade 8 Teachers, Principals and Vice-Principals
Details	The workshop will focus on promising practices for report card comment writing and the use of Maplewood connectEd to complete Term 2 Report Cards for Grades 1 to 8 and the Kindergarten Communication of Learning.

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: May 14, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 14, 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: May 14, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
MAY 14, 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: May 14, 2019



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
May 14, 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	\$101,955
Other Project Costs	TBD	\$13,923
	<hr/>	<hr/>
	\$1,557,887	\$115,878

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
May 14, 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: Awaiting design approval from MOE.

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	178,423
Other Project Costs	TBD	21,986
	\$5,040,382	200,409

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
MAY 14, 2019**

PUBLIC SESSION

TITLE: NATIONAL AND PROVINCIAL MEDALISTS 2019

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education; Christopher McLean, Consultant, K-12 Health & Phys Ed/ NCAA Convenor

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

Date: May 14, 2019



PRESENTATION BACKGROUND

**Committee of the Whole Meeting
May 14, 2019**

NATIONAL AND PROVINCIAL MEDALISTS 2019

Students from the Niagara Catholic District School Board medaled at several different events as they represented their school and our Board at recent national and provincial competitions.

Niagara Catholic students who won medals at various national and provincial events will be presented at this meeting.

Niagara Catholic District School Board is extremely proud to celebrate and recognize the accomplishments of these students.

Niagara Catholic also extends its sincere appreciation to school staff, outside coaches and parents for dedicating their time and efforts in motivating and guiding our students to achieve such a high level of performance at provincial and national competitions.

See Appendix A for the list of schools, teachers, coaches and students.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education; Christopher McLean, Consultant, K-12 Health & Phys Ed/ NCAA Convenor

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

Date: May 14, 2019

National and Provincial Medalists 2019 - Appendix A

2018-2019 Athletics				
School	Event	Medal	Coach	Team Members
Denis Morris Catholic High School	OFSAA Wrestling	Gold – 115 kg	Diane DeMoel	Leela Benjamin
Saint Francis Catholic Secondary School	OFSAA (AA) Basketball	Bronze	<p>Jon Marcheterre</p> <p>Assistant Coaches: Jeremy Dela Cruz, Jelena Mamic, Pat Sullivan</p> <p>Support Staff: Jared Geronimo, Matthew Torres</p>	<p>Cam Van Hezewyk</p> <p>Igor M'Baya</p> <p>Nick Hoggan</p> <p>Andres Pelaez</p> <p>Luc Fortin</p> <p>Quinton Duemo</p> <p>Sacade Kasamba</p> <p>Sam Braithwaite</p> <p>Enrico Rescigno</p> <p>Marko Al-Kayed</p> <p>Conner Landel</p> <p>Grady Vandersloot</p>
	Wrestling	Bronze	Diane DeMol	Jordan Wylie
	Swimming 200 Mens Open Freestyle	Silver	Rick Mills	Aidan Iapicco

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 14, 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: May 14, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE
MAY 14, 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: May 14, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 14, 2019**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC SYSTEM PRIORITIES 2019-2020

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of the Niagara Catholic System Priorities 2019-2020, as presented.

Prepared by: Senior Administrative Council

Presented by: Senior Administrative Council

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

Date: May 14, 2019



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY 14, 2019

NIAGARA CATHOLIC SYSTEM PRIORITIES 2019-2020

BACKGROUND INFORMATION

At the January 15th, 2019 Committee of the Whole Meeting, the Director of Education, the Superintendent of Business and Financial Services and members of Senior Administrative Council presented a report on the Design of the System Priorities and Annual Board Budget 2019-2020 for the consideration of the Committee of the Whole and the January 2019 Board Meeting.

At the January 29th, 2019 Board Meeting, the Board approved the two fundamental principles, the consultative process and the timelines for a presentation of draft System Priorities and Annual Budget for the 2019-2020 school year to achieve the enabling strategies in the final year of implementation of the Board's Vision 2020 Strategic Plan.

Within the monthly information reports on the System Priorities and Budget 2018-2019 Update to the Committee of the Whole, it provided Trustees with an opportunity to monitor the progress of the implementation of the current year's System Priorities and Budget along with opportunities for Senior Administrative Council to engage in dialogue with the Committee of the Whole towards the design and consideration of a recommendation for the approval of the System Priorities 2019-2020 at the May 14th, 2019 Committee of the Whole Meeting.

Concurrently, Senior Administrative Council continues to build the 2019-2020 Budget to achieve the System Priorities 2019-2020 and meet all of the legislated requirements of the *Education Act* and the Ministry of Education Grants for Student Needs (GSN) funding allocations for 2019-2020.

At the May 28th, 2019 Board Meeting, the Director of Education, the Superintendent of Business and Financial Services and Senior Administrative Council will present a draft balanced Board Budget 2019-2020 for the consideration of the Board towards a recommendation for approval by the June 18th, 2019 Board Meeting.

As noted in each monthly report to the Committee of the Whole, the annual System Priorities and balanced annual Board Budget will be in alignment with the Board's Vision 2020 Strategic Plan, the Mission, Vision and Values of the Board, the two Niagara Catholic Strategic Directions and the vision and key elements of the recently released Ministry of Education's *Education that Works for You*.

As approved by the Board on January 29th, 2019, Senior Administrative Council continues to be committed to two fundamental principles in preparing the 2019-2020 System Priorities and balanced Board Budget. The two principles are:

- a) A commitment to providing Catholic educational excellence through approved programs and services for all students.
- b) A commitment to achieving the Board's Vision 2020 Strategic Plan and Annual System Priorities through balanced and sustainable annual budgets.

Recommendations

In preparing the recommendations for the 2019-2020 System Priorities and balanced Board Budget for the consideration of the Committee of the Whole and the Board, members of Senior Administrative Council continually monitor and review a variety of Niagara data and information. The data includes demographics, economic and employment statistics and trends; current and projected enrolment in elementary, secondary and continuing education schools; provincial educational directions; provincial Grants for Student Needs (GSN), Priorities and Partnership Funding (PPF) grants and capital funding of district school boards.

System Priorities and Annual Budget 2019-2020 Consultation & Decision Making Process

As part of the design, consultation, monitoring and decision-making process, members of Senior Administrative Council engaged, updated and informed, through reports, the January, February, March and April 2019 Committee of the Whole Meetings.

In addition to the continued dialogue with the Committee of the Whole, administrators at the system and school level invited, listened, participated and provided opportunities from the following leadership groups, committees, councils and educational partners to submit measurable action verb system priority recommendations for 2019-2020 by April 23rd for the consideration of the May 2019 Committee of the Whole. (Appendix A)

Consultation, discussion and recommendations from:

- ❖ Trustees
- ❖ Senior Administrative Council
- ❖ Principals at Director's Meetings
- ❖ Family of Schools Meetings
- ❖ Secondary Principals Meetings
- ❖ Academic Council
- ❖ Elementary and Secondary Curriculum Councils
- ❖ Secondary Management Council Meetings
- ❖ School and Catholic Education Centre Staff Meetings
- ❖ Student Senates - Elementary and Secondary
- ❖ Catholic School Councils
- ❖ Special Education Advisory Council (SEAC)
- ❖ Niagara Catholic Parent Involvement Committee (NCPIC)
- ❖ Niagara Catholic Alliance Committee (NCAC)
- ❖ CUPE 1317 - President
- ❖ OECTA - Niagara Elementary Unit President
- ❖ OECTA - Niagara Secondary Unit President

As part of our open and transparent process, a summary copy of all measurable action verb submissions received during the extensive consultation on the design of the System Priorities and Budget 2019-2020 is provided. In reviewing the feedback, recommendations were provided for consideration, both at the strategic system priority “what” level and at the implementation action “how” level. (Appendix B)

System Priority 2019-2020 Consultation Themes

In reviewing all of the feedback provided during the four-month consultation process, the following system priority themes emerged for consideration in designing the System Priorities 2019-2020:

- Professional Development opportunities for specific topics
- Equity in resource supports and allocations
- Communication, partnership and engagement with parents and community
- Technological enhancements for active learning strategies
- Fiscal operational management
- Virtual Learning Environment
- Global competencies
- Advanced Placement courses
- Implementation of universal design for learning, differentiated instruction
- School utilization
- Pathway planning for students
- Support agencies in schools
- Alternative programs
- Service delivery models
- Mental health and well-being students and staff
- Facilitate student independence
- Partnerships with community social service agencies

System Priorities 2019-2020

Rooted in achieving the expectations of the Niagara Catholic Vision 2020 Strategic Plan, the Ministry of Education’s *Education that Works for You* document and building on the current 2018-2019 System Priorities, the Enabling Strategies of the Board’s Vision 2020 Strategic Plan continue to provide focused system priority initiatives for 2019-2020 to achieve the Board’s two Strategic Directions within its Vision 2020 Strategic Plan to:

- ✓ Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education
- ✓ Advance Student Achievement for All

At the May 14th, 2019 Committee of the Whole Meeting, Senior Administrative Council will provide background information on each recommended System Priority, an overview of the action plan working document to operationalize each System Priority and the evidence to monitor the implementation of each System Priority for 2019-2020 for the consideration of the Committee of the Whole. (Appendix C)

Each Board approved System Priority will be accounted for in the balanced Board Budget 2019-2020 within the funding provided in the 2019-2020 Grants for Student Needs.

Once approved by the Board, a copy of the Niagara Catholic System Priorities 2019-2020 will be provided to all Principals, Vice-Principals, Administrators, Bishop Bergie and the Diocese of St. Catharines, the Special Education Advisory Council, Catholic School Councils, the Niagara Catholic Parent Involvement Committee and the Alliance Committee. A copy of the 2019-2020 System Priorities will be placed in a public location in all schools, Board sites and the Catholic Education Centre for review by students, staff, parents and guests to Niagara Catholic. A copy will also be placed on the Board, *My Niagara Catholic* and *My Niagara Catholic Trustee* websites.

Throughout the 2019-2020 school year, Senior Administrative Council will continue to provide updates at each Committee of the Whole Meetings with monitoring reports on the implementation of various initiatives in achieving the System Priorities 2019-2020 and the Board's Strategic Plan.

As has been provided annually since 2010, a Mid-Year Progress Review of the System Priorities 2019-2020 will be presented at the January 2020 Board Meeting. A Niagara Catholic System Priorities 2019-2020 Achievement Report will be presented at the September 2020 Board Meeting.

In achieving the Board approved timeline to present the System Priorities 2019-2020 at the May 14th, 2020 Committee of the Whole Meeting and having given full consideration of all input and recommendations provided through the extensive consultation process, the Niagara Catholic System Priorities 2019-2020 are presented to the Committee of the Whole for its consideration, discussion and approval. (Appendix D)

A visual background presentation will be presented as part of this report.

Appendix A – Design of System Priority and Balanced Budget Consultation Submission

Appendix B – Design of the System Priority and Balanced Budget 2019-2020 Consultation Feedback

Appendix C – Niagara Catholic System Priorities 2019-2020 Action Plan Working Document

Appendix D – Niagara Catholic System Priorities 2019-2020

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of the Niagara Catholic System Priorities 2019-2020, as presented.

Prepared by: Senior Administrative Council

Presented by: Senior Administrative Council

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

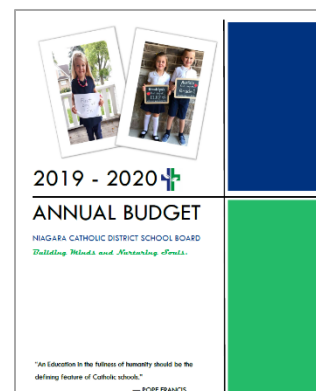
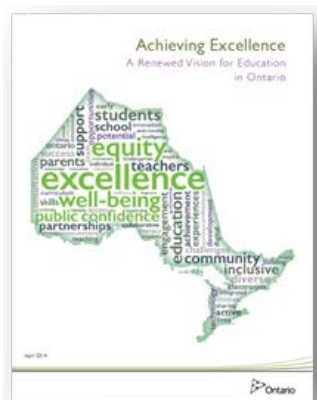
Date: May 14, 2019



Design of System Priorities and Balanced Budget 2019-2020

MISSION STATEMENT

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.



STRATEGIC DIRECTIONS

- Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education.
- Advance Student Achievement for All.

TWO GUIDING PRINCIPLES

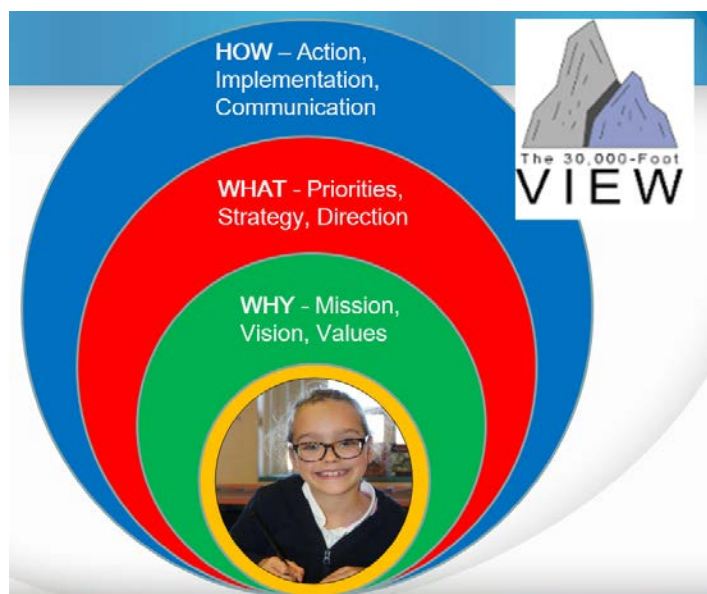
- Commitment to providing Catholic educational excellence through approved programs and services for all students.
- Commitment to achieving the Board's Vision 2020 Strategic Plan and Annual System Priorities through balanced and sustainable annual budgets.

VISION 2020 STRATEGIC PLAN ENABLING STRATEGIES

- Provide Supports for Success
- Enhance Technology for Optimal Learning
- Building Partnerships and Schools as Hubs
- Strengthen Human Resource Practices and Develop Transformational Leadership
- Create Equity and Accessibility of Resources
- Ensure Responsible Fiscal and Operational Management
- Address Changing Demographics



- **Provide Supports for Success**
 - Address learning gaps
 - Ensure student success in a Catholic context
 - Provide specialized subject teachers
 - Promote all pathways for all students
 - Increase opportunities for social justice
 - Mental health supports
 - Strategies for classroom supports
 - Impact of socio-economic factors
 - Life-skills programs for students
 - Provide additional resources for identified students
- **Enhance Technology for Optimal Learning**
- **Building Partnerships and Schools as Hubs**
 - Engage all students in community services
 - Create programs that meet local economic needs
- **Strengthen Human Resource Practices and Develop Transformational Leadership**
- **Create Equity and Accessibility of Resources**
- **Ensure Responsible Fiscal and Operational Management**
- **Address Changing Demographics**
 - Address declining enrolment
 - Prepare and support diversity of communities
 - Accuracy and impact of enrolment projections



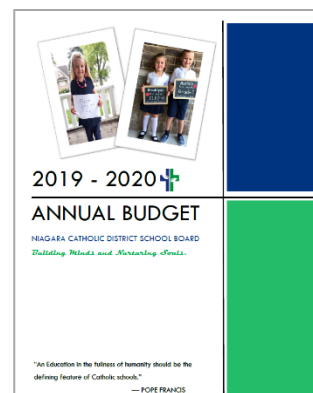
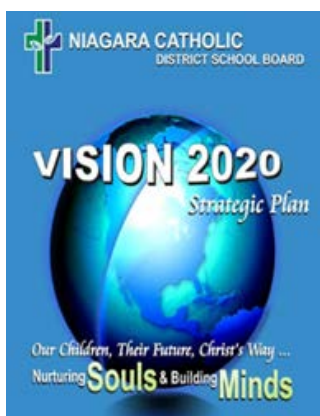
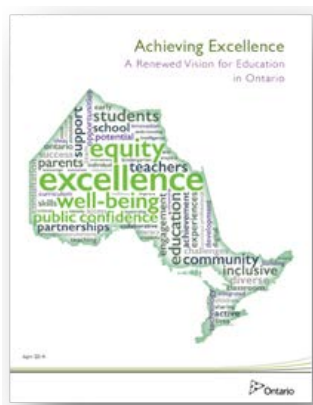
Invitation to submit a measurable action verb System Priority for 2019-2020 by April 23rd, 2019

Phrased with a measurable action verb:

- | | |
|-----------|------------|
| Design | Deliver |
| Implement | Review |
| Develop | Facilitate |
| Engage | Create |

EXAMPLE

*Address Changing Demographics
Develop and implement a revised Long Term
Accommodation Plan 2018 to 2023*





Design of System Priorities and Balanced Budget 2019-2020

Feedback

Recommendations as of April 23rd, 2019

Committee of the Whole – Trustees

Tech – PD staff re training re on-line resources
Equity – ensure transportation for co-instructional is equitable re distance of travel for all schools

Supports / Equity – ensure we continue to provide alternative education opportunities / “preferential option for the poor” (opportunity, spirit....)

Supports – provide supports for students with mental health – SW / CSW – additional implementation

Supports – address the needs of students with mental health

Supports – resources for students to take AP courses

Enhance communication opportunities with partners, schools, community

Enhance tech – provide course flexibility for on-line courses if courses not available

Fiscal Operational Mgmt – attendance ability to monitor, replace staff opportunity to revisit Attendance Support Policy

Discussion

We respond collectively will be paramount to the faith people have in us

Status quo staffing ? – based on government policy / directive

Senior Administrative Council

Ensure that the principles of equity and inclusive education within a Catholic context support the needs and potential of all students.

Enhance career pathway planning and opportunities for all students.

Support the critical linkage between mental health and well-being and student success.

Improve the teaching and learning experience through access and technology enabled active learning to include global competencies.

Enhance communication opportunities with parents, partners, schools and community.

Promoting partnerships that align with merging social service models and needs.

Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.

Enhance and support staff wellness programs.

Enhance resource allocation to identified schools based on specific indicators

Implementation of software to streamline the Special Equipment Amount Process

Maintain financial stewardship

Enhance community partners to access space in schools.

Optimize school utilization throughout the system

Principals

Family of Schools Meetings

Elementary and Secondary Curriculum Councils

Management Council Meetings

School and CEC Staff Meetings

PROGRAM AND INNOVATION DEPARTMENT STAFF

Early Years - Primary

Provide Supports for Success

- Support the learning of Kindergarten teams in the planning, implementing and delivery of the Kindergarten Program.
- Provide resources and professional development opportunities for educators with pedagogical documentation and student portfolios to support the assessment, evaluation and Communication of Learning reporting
- Provide Kindergarten teams with strategies and resources to develop Self-Regulation skills and Well-Being for all students, including The MindUP Curriculum, Zones of Regulation, and Christian Meditation
- Facilitate ongoing engagement with community partners to support transitions with core practices, common language, and key understanding of the Kindergarten Program

Enhance Technology for Optimal Learning:

- Enhance and support a system-wide Virtual Learning Environment to facilitate the use of Education Technology.
- Advance and Support teaching practices that engage with global competencies for learning in the 21st century. (TELT & Coaching Roles to support Educators)
- Develop and deliver resources to support the implementation of Technology enabled learning and teaching. (TELT & Coaching Roles to support Educators)
- Improve the learning experience of students through access and use of technology.
- Review and enhance the communication between staff and parents. (Brightspace for Parents)

Create Equity and Accessibility of Resources

Support the use of a single Virtual Learning Environment to deliver resources to all.

RELIGION & FAMILY LIFE CONSULTANT

Providing Supports for Success

Address learning gaps of students with special needs by creating a locally developed Religion Course or allowing students with special needs to attain a K code for Religion courses.

Make it a priority to have Religion courses delivered to secondary students by exceptionally qualified Religion teachers, by making the staffing of Religion departments a priority and implementing a program that will have Niagara Catholic pay for Religion Part 2 and 3 courses for a predetermined number of teachers each year.

Promote all pathways for all students including vocations, by supplying vocation lessons to elementary teachers in primary, junior and intermediate grades, as well as provide supporting resources for Grade 12 students in their study of vocation purpose, ministry and Holy Orders.

Increase opportunities for student engagement in social justice issues by nurturing an initial contact into a relationship with Brock University's Social Justice Research Institute and sharing and creating other opportunities to grow in social justice awareness.

Create mental health supports by facilitating or participating in workshops/seminars/presentations on the role of prayer in living a healthy life and one's wellbeing.

LAKESHORE CATHOLIC HIGH SCHOOL

Provide Supports for Success

Engage all teachers in the system to create lesson plans based on a UDL/DI model.

- In the elementary classrooms focus on learning skills and self-assessment of learning skills. In the secondary classrooms focus on executive functioning and self-assessment of executive functioning skills.
 - Teachers would use a diagnostic assessment at the beginning of the semester for all students to identify their greatest deficit and guide students to create a plan to grow their knowledge and capacity in that area.
 - Teachers would use the same assessment at the end of the semester and guide students to an understanding of how to identify a need, learn and grow and continually assess their direction and overall growth.
- More PD on how to manage the Mental health issues prevalent in our schools;
- Explore career pathways programs.

Enhance Technology for Optimal Learning

Electronic real-time platform between teachers and parents;

Enhance teaching and learning through tech-enabled active learning strategies in 21st Century Classrooms.

- Information technology services:

In a five year plan, introduce and implement a plan to put computer devices in the hands of every student.

- Year 1 - Open House and curriculum nights to introduce to parents the importance of having students bring a device with them to class everyday starting the following year.
- Year 2 - Target grade 9s as they enter high school. Every grade 9 class will infuse tech-enabled active learning strategies.

- Year 3 - Continue to promote the plan to incoming grade 9s. Continue to infuse tech-enabled active learning strategies in grade 9 courses and expand to grade 10 courses.
- Year 4 - Continue to promote the plan to incoming grade 9s. Continue to infuse tech-enabled active learning strategies in grade 9 and 10 courses and expand to grade 11 courses.
- Year 5 - Continue to promote the plan to incoming grade 9s. Continue to infuse tech-enabled active learning strategies in grade 9, 10, and 11 courses and expand to grade 12.
- Implement a technology renewal plan that takes into consideration the limited lifespan of current Chromebooks purchased in the same timeframe.
- Implement a technology plan that provides students with access to computers in each class
- Provide head phones and mics for all Chromebook sets
- Review the wait time for tech repair/service in NCDSB

Building Partnerships & School Hubs

Engage students and parents in a process to help identify the crossroad of student passion, interest and pathway options taking into account timely career opportunities.

- Facilitate student exchange programs with schools in the country-the North, Quebec, West & East;
- Create connections with community supports- allow companies to advertise in our schools in return for donations or access to agencies;
- Allow support agencies a space in our schools so that students can access supports in-house - Pathstone, Ontario Works, Community Living

Strengthen HR Practices & Develop Transformational Leaders

Develop professional development opportunities for all teachers and staff to build their capacity to be able to deliver tech-enabled teaching in 21st Century Classrooms.

- Rooted in the Niagara Catholic District School Board's Visions are to have a Vibrant Board-wide Culture and Effective Technology. Board-wide after hours professional development sessions should be offered to all staff on tech-enabled teaching in the 21st Century. The workshops need to take into consideration adult learning needs and occur on a monthly basis. Many school boards such as York Region District School board also offer a conference style learning day on a weekend they call YRDSB EdTechCamp which is free to our staff to attend but we can invite and charge teachers from outside school boards to travel and attend.
- Initiate a program that enables teachers to try VP for a day as part of building leadership in the position.
- Facilitate more opportunities for teachers to teach-teachers, we have so many skills that it would be refreshing to share.
- Continue to address workplace violence awareness.

Create Equity and Accessibility of Resources

Enhance teaching and learning through equitable access to devices to carry out tech-enabled active learning strategies. (See Enhance Technology for Optimal Learning).

For those students who do not have their own devices (there are many reasons why this might be) there needs to be a way for students to sign out learning devices as well as a way to be able to connect to the Internet (ie. Rogers Rocket Stick).

- Allow school libraries to be open after school hours so that students without access to computers/technology at home have access at school;
- Distribute resources based on school needs and not population.

Address Changing Demographics

- Amalgamate with another Catholic board.
- Combine St. Catharines schools (North end) into one school.
- Re-establish boundaries so that schools are equally populated.

ST. JOSEPH CATHOLIC ELEMENTARY SCHOOL

Provide Supports for Success

Provide Additional Resources for Identified Students

Implement a service delivery model that focuses on student need instead of student population size.

Rationale - need to look at providing additional funding to students with special education needs to better support our most vulnerable students; as class sizes increase, more supports are required

Mental Health Supports

Design and implement a program to support the mental health of all staff as they work to address the changing and diverse spiritual, academic, social and emotional needs of all students.

Implement a service delivery model that provides regular and consistent access to mental health professionals in the school setting through an itinerant model (assigned to a family of schools with time scheduled in each school on a weekly basis).

Address Learning Gaps

Design professional development opportunities for teachers from a variety of domains to support teaching and learning in all curriculum areas to reach diverse learners and build on students’ strengths and interests.

Student Senates - Elementary and Secondary

Provide Supports for Success

- Provide additional supports for students with extenuating circumstances such as mental health.
- Provide additional resources for students to take AP courses.

Enhance Technology for Optimal Learning

- Provide students with course flexibility and online options for courses that are otherwise not accessible.
- Provide teachers with training in the implementation of classroom online resources such as google classroom.

Create Equity and Accessibility of Resources

- Ensure transportation for sports teams and extra-curricular activities is equitable and available to all students.

Catholic School Councils

CSC - LAKESHORE CATHOLIC HIGH SCHOOL

Enhance Technology for Optimal Learning

- Continue Chromebook/Google Classroom

Building Partnerships & School Hubs

- Continue combined June Elementary/Secondary Catholic Council transition meetings.

Create Equity and Accessibility of Resources

- While there is still merit in social media, advertisement in person is valuable. Offering assistance to local, refugee centres (Casa El Norte)

Special Education Advisory Council (SEAC)

Provide Supports for Success

To create greater opportunities to implement an inclusive environment to further facilitate independence that are measurable.

Building Partnerships and Schools as Hubs

Developing and enhancing professional partnerships that align with merging social service models/needs.

Guiding Principles

Advocate for the continued provision of Catholic Educational excellence through approved programs and services for all students.

Niagara Catholic Parent Involvement Committee (NCPIC)

Niagara Catholic Alliance Committee (NCAC)

OECTA - Niagara Elementary Unit President

Submission by 1st VP
Listen, respond and invest.
Reverse cuts.
Rebuild bridges.

OECTA - Niagara Secondary Unit President

CUPE Local 1317 President

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2019-2020 Draft System Priorities

Recommended by the May Committee of the Whole to May Board - May 14, 2019

VISION 2020 STRATEGIC PLAN ENABLING STRATEGY (WHY)	SYSTEM PRIORITY 2019-2020 (WHAT)	ACTION PLAN WORKING DOCUMENT (WHAT)	MONITORING THE EVIDENCE (HOW)	MOST RESPONSIBLE PERSON (MRP)
<p><i>Provide Supports for Success</i></p>	<p>Ensure that the principles of equity and inclusive education within a Catholic context support the needs and potential of all students</p>	<p>Improve the consistency of classroom implementation of universal design for learning, differentiated instruction, and assessment, evaluation and reporting.</p> <p>Increase sense of belonging for all students by building educator capacity in culturally relevant and responsive pedagogy.</p> <p>Expand opportunities in the area of Tier 1 supports that will enhance a tiered approach to prevention and intervention.</p> <p>Provide the supports for students and staff that are required to support K to 12 implementation of Ministry of Education mathematics initiatives.</p> <p>Facilitate the educational principles identified by the Truth and Reconciliation Commission for Indigenous education.</p> <p>Create greater opportunities to implement an inclusive environment to further facilitate measurable independence.</p>	<p>Alignment of supports provided with the Board Improvement Plan for Student Achievement and Well-Being and School Improvement Plans for Student Achievement and Well-being.</p> <p>Improvement in provincial assessment results and graduation rates.</p> <p>Improvement in numeracy scores to close the achievement gap and meet provincial mathematics standards.</p> <p>Data received from the Indigenous Education Analytical Profile.</p> <p>Participation of a local team on the LON (Landscape of Nations) 360° initiative and the development of resources to support teachers.</p> <p>School Effectiveness Framework Reviews.</p>	<p>Principals</p> <p>Yolanda Lee Ann Ted Pat</p> <p>All SAC</p>

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<p><i>Provide Supports for Success - continued</i></p>	<p>Enhance career pathway planning and opportunities for all students</p> <p>Support the critical linkage between mental health and well-being and student success</p>	<p>Continue to explore dual-credit courses and the need for Advanced Placement courses for students.</p> <p>Increase opportunities for engagement of students and parents particularly for intermediate students led by our secondary guidance support.</p> <p>Support implementation of career planning software.</p> <p>Support vulnerable students including youth-at-risk to stay in school to graduation.</p> <p>Continue to provide the resources and professional development for staff to improve mental health literacy through the implementation of the tiered approach to mental health services.</p> <p>Promote well-being through sustained implementation of physical and mental health supports, and social -emotional programs.</p>	<p>Data received from supervised alternative programs.</p> <p>Data gathered from student participation in alternative programs.</p> <p>Alternative programs to meet the needs of students both at a school and system level.</p> <p>Increase in graduation rates.</p> <p>Enhanced career pathway program and alternative education opportunities.</p> <p>Data collected from activities outlined in the Board’s Mental Health Strategy.</p> <p>Increased supports for students and staff with mental health challenges.</p>	<p>Principals</p> <p>Yolanda Ted Lee Ann</p>
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<p><i>Enhance Technology for Optimal Learning</i></p>	<p>Improve the teaching and learning experience through access and technology enabled active learning to include global competencies</p>	<p>Implement the Virtual Learning Environment for all staff.</p> <p>Review and update the Technology Plan that builds in a renewal plan for the purchase of new technology.</p> <p>Explore online options for students.</p> <p>Explore the implementation of Brightspace communication platform within the Virtual Learning Environment.</p> <p>Explore the implementation of a real-time platform between teachers and parents.</p> <p>Advance teaching practices that engage with global competencies for learning.</p>	<p>Explored the feasibility of a blended e-learning model.</p> <p>Investment in secondary computer labs to support hardware and software upgrades.</p> <p>Upgraded Wifi in elementary schools.</p> <p>TELT and Coaching to support staff.</p>	<p>Giancarlo Yolanda</p>
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<p><i>Building Partnerships and School Hubs</i></p>	<p>Enhance communication opportunities with parents, partners, schools and community</p> <p>Promote partnerships that align with merging social service models and needs</p>	<p>Increase wrap-around services for students through community partners.</p> <p>Redesign and develop a new corporate webpage to enhance communication with partners.</p> <p>Create a parent support portal that provides resources and community contacts for families.</p>	<p>Data collected through tracking of access and services provided to students and their families.</p> <p>Heightened awareness through tracking of access to parent portal.</p>	<p>John Ted Scott</p> <p>John Pat</p>
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<p>Strengthen Human Resource Practices and Develop Transformational Leadership</p>	<p>Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success</p> <p>Enhance and support staff wellness programs</p>	<p>Strengthen our partnership with Brock University to expand the offering of Additional Qualification courses tailored to meet the ongoing needs of Niagara Catholic educators.</p> <p>Facilitate opportunities for teachers to share best pedagogical practices for teachers.</p> <p>Implement a virtual professional development plan to meet identified school and system needs.</p> <p>Increase the usage and leverage a virtual conferencing platform to deliver professional development remotely and increase collaboration between employees across Niagara Catholic.</p> <p>Staff Wellness Committee Mandate: Develop Terms of Reference which meet the needs of employees of the board in a measurable method.</p> <p>Implement a program to support the mental health of all staff to address the diverse needs of all students.</p> <p>Enhance programs and policies to improve the return to work initiatives for all staff.</p> <p>Develop support programs through Chaplaincy and Parish outreach initiatives.</p>	<p>Additional and continued PD opportunities to include a focus on: Ministry Mathematics Initiatives; mental health assistance and management; Kindergarten; assessment; evaluation; MindUp; Zones of Regulation; Christian Meditation; tech-enabled teaching; workplace violence awareness; coaching - teachers to teachers; online resources.</p> <p>New Employee Assistance Program to enhance support for staff.</p> <p>Data collected on the average number of sick days for all staff.</p>	<p>Frank</p> <p>Frank John</p>
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<p><i>Create Equity and Accessibility of Resources</i></p>	<p>Enhance resource allocation to identified schools based on specific indicators</p> <p>Implement software to streamline the Special Equipment Amount Process</p>	<p>Develop a delivery model that focuses on student needs rather than on school population.</p> <p>Facilitate the distribution of technology for students that require assistive technology.</p>	<p>Monitoring of social economic factors in providing resources for students and schools.</p> <p>Utilized tracking system that monitors the timelines from order to distribution to schools.</p>	<p>SAC</p> <p>Pat Giancarlo</p>
<p><i>Ensuring Responsible Fiscal and Operational Management</i></p>	<p>Maintain financial stewardship</p>	<p>Continue to ensure a balanced position and establish financial health and stability.</p> <p>Improve and ensure full compliance with BPAS and enhance internal controls through policies and professional development for staff.</p>	<p>Audited financial statements to the Audit Committee and Board.</p> <p>Alignment with Ministry funding and initiatives.</p> <p>Provision of bi-monthly financial reports to the Board.</p> <p>Comprehensive review of Supply Chain Management and the Architectural Selection Policies to ensure full BPAS compliance.</p> <p>Additional support in Procurement department to support capital purchases.</p>	<p>Giancarlo</p>

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<p><i>Address Changing Demographics</i></p>	<p>Enhance community partners to access space in schools</p> <p>Optimize school utilization throughout the system</p>	<p>Engage community organizations.</p> <p>Enhance the Board website to promote use of available school space.</p> <p>Use updated enrolment to consider potential accommodation options to address capacity issues as per Ministry Pupil Accommodations Review.</p>	<p>Monitor the data from annual community hub partnership meetings.</p> <p>Report to the Board on potential pupil accommodation reviews and/or attendance area boundary reviews.</p>	<p>Scott Ted</p>
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**NIAGARA CATHOLIC
SYSTEM PRIORITIES 2019-2020**

To continue to achieve excellence, ensure equity, promote well-being and enhance public confidence in publically funded Catholic education through the delivery of innovative and supportive programs and services for students and staff rooted in the Board's Mission, Vision and Values.

STRATEGIC DIRECTIONS

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

Advance Student Achievement for All

ENABLING STRATEGIES

Provide Supports for Success

- Ensure that the principles of equity and inclusive education within a Catholic context support the needs and potential of all students.
- Enhance career pathway planning and opportunities for all students.
- Support the critical linkage between mental health and well-being and student success.

Enhance Technology for Optimal Learning

- Improve the teaching and learning experience through access and technology enabled active learning to include global competencies.

Building Partnerships and Schools as Hubs

- Enhance communication opportunities with parents, partners, schools and community.
- Promote partnerships that align with merging social service models and needs.

Strengthen Human Resource Practices and Develop Transformational Leadership

- Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.
- Enhance and support staff wellness programs.

Create Equity and Accessibility of Resources

- Enhance resource allocation to identified schools based on specific indicators
- Implement software to streamline the Special Equipment Amount Process

Ensure Responsible Fiscal and Operational Management

- Maintain financial stewardship

Address Changing Demographics

- Enhance community partners to access space in schools.
- Optimize school utilization throughout the system

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – APRIL 23, 2019**



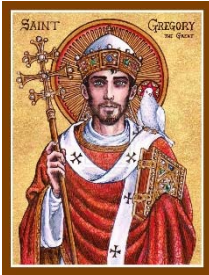
April 23, 2019

Policies Approved

During the April 24 Board Meeting, trustees approved the *French Immersion/Admission of Elementary and Secondary Students Policy*.

It is available to the public under the Policies section of this website.

St. Augustine CES Chapel Named for Pope St. Gregory the Great



The newly built chapel at St. Augustine Catholic Elementary School in Welland will now be known as the Pope St. Gregory the Great Chapel.

The name was requested by the students and staff at the school, based on the close connection Pope Saint Gregory the Great had as a mentor to Saint Augustine, as Augustine led missionaries to evangelize England.

The Board supported the name, which was also endorsed by Bishop Bergie, and Board Chaplaincy Leader Krista Wood.

The official naming will take place in connection with the feast day for St. Augustine, which will be celebrated May 27 at the school. Students will learn how Pope Saint Gregory the Great influenced St. Augustine's life.

Lakeshore Catholic High School Student Bound for Canada-Wide Science Fair



Zoe Gagnon, a Grade 12 student at Lakeshore Catholic High School, will travel to Fredericton, New Brunswick in May to compete in the Canada-wide Science Fair.

Zoe's project, *Activation of a Receptor for Insulin-like Peptide Decreases Fictive Locomotion in Fruit Fly Larvae*, earned her a spot on Team Niagara in Fredericton. She also received the Brock University Biology

Award, the Silver medal in the Senior Category, and a Brock University Entrance Scholarship.

Good News!

Have you checked out our Good News page lately? If you haven't, you're missing out on the great things happening in the system. Click [here](#) to see scenes from our 2019 Volunteer Appreciation Breakfast and Niagara Foundation for Catholic Education Annual Benefit Gala.

Follow us!

If you're not following us on social media, you're missing out on all of the important news and events coming from the Board. Join us on [Facebook](#), [Twitter](#) and [Instagram](#) today.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

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



MAY 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Pathways Speaker Summit—Club Italia, 6:30 p.m. SEAC Meeting	2 FamJan4Wellness Saint Michael CHS 4:30 p.m. NCPIC Meeting	3	4
5	6 Celebrating Excellence Awards St. Alfred Parish 6:30 p.m.	7	8	9 Student Leadership Symposium Club Roma Catholic Education Week	10	11
12	13	14 SAL Meeting CW Meeting	15	16	17 Elementary and Secondary PA Day	18
19	20 Victoria Day	21	22	23	24	25
26	27	28 Policy Committee Board Meeting	29 Graduation Celebration St. Julia Catholic Church Denis Morris Holy Cross Saint Francis	30 Graduation Celebration St. Alfred Catholic Church Blessed Trinity Lakeshore Catholic Notre Dame College Saint Michael Saint Paul	31	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
NIAGARA CATHOLIC – CATHOLIC EDUCATION WEEK
LETTER TO PARENTS AND GUARDIANS**



May 2019

Dear Parents and Guardians:

Every day across Niagara Catholic, we are reminded of the blessings and privilege of a Catholic education. At the heart of Catholic education is Jesus Christ, who through prayer, retreats and Gospel values forms our distinctive programs, supports and services. It is with this knowledge that Jesus lives in our schools and our sites, and is in the hands and feet and face of every one of our students and staff. Our faith is lived in what we do and who we are.

Every year, Catholic schools across Ontario celebrate the gift of Catholic education during Catholic Education Week. This week is a time for us to fully reflect on the distinctive contributions Catholic education makes in the lives of our students, communities and society, and the connection of home, school and parish that is so important to Catholic education. We accomplish this through our extraordinary staff in a covenant partnership with parents, the Diocese of St. Catharines and the Niagara Catholic community throughout Niagara. The success of student excellence in our schools and communities through religious, academic, athletic and social justice activities and events is well recognized and celebrated throughout Niagara Catholic, provincially and internationally.

This year, Catholic Education Week takes place from Sunday, May 5th through Friday, May 10th, focused on the theme *Living as Joyful Disciples*. The 2019 CEW theme was inspired by three sources: *Renewing the Promise*, The Pastoral Letter on Catholic Education from the Bishops of Ontario; *Gaudete et exultate*, the Apostolic Exhortation of Pope Francis on the Call to Holiness; and *Young People, the Faith and Vocational Discernment*, the October 2018 Synod of Bishops. The daily themes throughout the week provide us with an opportunity to reflect deeper on the joys of a Catholic education: *Rooted in Prayer* (Monday), *Living in Community* (Tuesday), *Doing Justice and Creating Hope* (Wednesday), *Journeying Together in Faith* (Thursday) and *Sharing the Good News* (Friday).

On May 4th and 5th, our students and staff will attend Mass at their parishes throughout the Diocese of St. Catharines, sharing with parishioners their profound joy of attending Catholic schools. On May 6th, Niagara Catholic will recognize our exemplary students, staff and alumni at the Celebrating Excellence Mass and Ceremony at St. Alfred Parish, and throughout the remainder of the week, schools will host their own special celebrations with families, community members and friends, to share the joy found in a Catholic education.

We know that Catholic education is a gift, and it is one that is never taken for granted. We ask our families to please take a moment this Catholic Education Week to please ensure that your property assessment notice indicates English-Separate. This is important for a number of reasons. It creates a public record of support for Catholic schools in a community; attendance rights for admission into Catholic elementary schools; population projections which affect funding for new pupil places in Niagara Catholic, as well as the ability to vote for your community Catholic school board trustee. It is important to note that school board support is attached to the property, not the voter. If you have moved since the October provincial election and are unsure about your assessment, please contact our office at 905.735.0240 for assistance.

In addition to being a strong community of faith, we have a very strong online community of followers on our social media platforms. We invite you to like Niagara Catholic on Facebook, and follow us on Instagram and Twitter, and to also like and follow the Diocese of St. Catharines on Facebook and Twitter to receive up-to-the-minute news and information about events and happenings in our schools, across the Board and within the Diocese.

On behalf of the Board of Trustees, Clergy and Religious in the Diocese of St. Catharines and all Niagara Catholic staff, we thank you for your continued support, commitment and celebration of Catholic education as we continue to nurture the souls and build the minds of our most precious gift – our students.

+Gerard Bergie
Bishop of St. Catharines

Frank Fera
Chair of the Board

John Crocco
Director of Education

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA MEMORANDUM – ONTARIO GOVERNMENT
CONSULTATION ON AUTISM PROGRAMS**



Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

May 2, 2019

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: **Ontario Government Consultation on Autism Programs**

On May 1, 2019 the Minister of Children, Community and Social Services and the Minister of Education announced a province wide consultation on improving autism services and programs, including supports offered by school boards. As Minister Macleod states:

“I invite all people across Ontario to take part in the largest consultation on autism in the history of the province. We are listening, and your advice will be invaluable in helping us best assess how we can build a needs-based approach to autism services, including through additional direct funding in Childhood Budgets.”

As it relates to school boards, the Minister of Education states:

“It is our top priority to ensure every student in this province feels safe and supported at school. We want to hear from Ontario families about how this government can continue to support both students and educators.”

Format and Mandate

The format of the consultation for members of the public will include telephone town hall meetings and an on-line questionnaire. In addition, submissions will be accepted by email. Once the information is gathered from these consultations and submissions, an advisory panel of educators, autism experts, parents and adults with autism will review the submissions and make recommendations to the Minister of Children, Community and Social Services on a new, needs based assessment process to support children and youth with autism.

The deadline for submissions is May 31, 2019. For further information see:
www.children.gov.on.ca/htdocs/English/specialneeds/autism/consultations.aspx.

OCSTA Next Steps

OCSTA will develop a submission in consultation with boards. If you have any concerns, questions or suggestions for the submission, please contact Steve Andrews at sandrews@ocsta.on.ca or 416-932-9460, extention 224.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA MEMORANDUM – E-LEARNING POLICY
FRAMEWORK INFORMATION REQUEST**



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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

May 3, 2019

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: E-Learning Policy Framework Information Request

As you are aware, on March 15, 2019 the Minister of Education outlined a number of significant education policy changes that are of concern to OCSTA. Chief among those issues is the mandatory, centrally controlled e-learning course requirements for secondary students.

At a recent board meeting, OCSTA Directors discussed key concerns among Catholic schools regarding the e-learning mandate that is part of the government's plan to "modernize learning in Ontario's publicly funded education system." Those concerns include:

- The impact on the distinctiveness of Catholic education;
- Request that Catholic teachers be teaching Catholic students;
- The impact on student access to e-learning programs - inadequate broadband Internet capacity across the province will limit access in some areas;
- The impact of mandatory e-learning courses on student achievement – not all students are able to learn in this format.

In an effort to enhance OCSTA's advocacy efforts regarding this e-learning policy framework and its impact on boards, we are asking boards to forward to us any specific concerns they may have. With this feedback, OCSTA will then develop a comprehensive position document outlining current practices and the challenges and opportunities with regard to e-learning.

Please forward your responses to Steve Andrews at sandrews@ocsta.on.ca

Please do not hesitate to contact me or Steve Andrews if you have any questions.