



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

*AGENDA AND MATERIAL*

## COMMITTEE OF THE WHOLE MEETING

**TUESDAY, MARCH 10, 2020  
6:30 P.M.**

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



### **A. ROUTINE MATTERS**

- |   |        |
|---|--------|
| 1. Opening Prayer – Trustee Huibers   | -      |
| 2. Roll Call  | -      |
| 3. Approval of the Agenda   | -      |
| 4. Declaration of Conflict of Interest  | -      |
| 5. Approval of Minutes of the Committee of the Whole Meeting of February 11, 2020 | A5     |
| 6. Consent Agenda Items   | -      |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of February 25, 2020       | A6.1   |
| 6.2 Approval of Policies  | -      |
| 6.2.1 Naming of a Board Facility, Designate Area or Chapel Policy (100.15)        | A6.2.1 |
| 6.2.2 Occupational Health and Safety Policy (201.6)                               | A6.2.2 |
| 6.2.3 Employee Workplace Harassment Policy (201.7)                                | A6.2.3 |
| 6.2.4 Employee Workplace Violence Policy (201.11)                                 | A6.2.4 |
| 6.2.5 Sexual Misconduct Policy (201.13)   | A6.2.5 |
| 6.2.6 Student Use of Guide Dogs & Service Animals (NEW)                           | A6.2.6 |
| 6.3 Extended Overnight Field Trip, Excursion and Exchange Approval Committee      | A6.3   |
| 6.4 Staff Development Department Professional Development Opportunities           | A6.4   |
| 6.5 Capital Projects Progress Report Update                                       | A6.5   |
| 6.6 In Camera Items F1 and F3   | -      |

### **B. PRESENTATIONS**

- |                             |    |
|-----------------------------|----|
| 1. Speak Out! Showcase 2020 | B1 |
|-----------------------------|----|

### **C. COMMITTEE AND STAFF REPORTS**

- |  |    |
|--|----|
| 1. Committee of the Whole System Priorities and Budget 2019-2020/2020-2021 | C1 |
| 2. Niagara Student Transportation Services                                 | C2 |
| 3. Accountability Financial Report 2019-2020 as of February 29, 2020       | C3 |

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

## **D. INFORMATION**

- 1. Trustee Information
- 1.1 Spotlight on Niagara Catholic – February 25, 2020 D1.1
- 1.2 Calendar of Events – March 2020 D1.2
- 1.3 Speak Out! Showcase 2020 – March 10, 2020 5:15 P.M. -
- 1.4 March Break – March 16-20, 2020 -
- 1.5 CCSTA AGM and Conference – June 4-6, 2020 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  
MARCH 10, 2020**

*PUBLIC SESSION*

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE  
MEETING OF FEBRUARY 11, 2020**

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**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 11, 2020, as presented.



## MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, FEBRUARY 11, 2020

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, February 11, 2020 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 6:30 p.m. by Vice-Chair Sicoli.

### A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Student Trustees Jade Bilodeau and Luca DiPietro.

2. Roll Call

Vice-Chair Sicoli noted that Trustee Burtnik joined electronically and Trustee Moody asked to be excused.

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik		✓		
Frank Fera	✓			
Larry Huibers	✓			
Daniel Moody				✓
Leanne Prince	✓			
Dino Sicoli	✓			
Paul Turner	✓			
<b>Student Trustees</b>				
Jade Bilodeau	✓			
Luca DiPietro	✓			

The following staff were in attendance:

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

**3. Approval of the Agenda**

Moved by Trustee Burkholder

**THAT** the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of February 11, 2020, as presented.

**CARRIED**

**4. Declaration of Conflict of Interest**

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

**5. Approval of Minutes of the Committee of the Whole Meeting of January 14, 2020**

Moved by Trustee Prince

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 14, 2020, as presented.

**CARRIED**

**6. Consent Agenda Items**

**6.1 Unapproved Minutes of the Policy Committee Meeting of January 28, 2020**

**THAT** the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of January 28, 2020, as presented.

**6.2 Approval of Policies**

**6.2.1 Establishment and Cyclical Review of Policies Policy (100.5)**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Establishment and Cyclical Review of Policies Policy (100.5), as presented.

**6.2.2 Trustee Electronic Meetings (Board and Committees) Policy (100.8)**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Trustee Electronic Meetings (Board and Committees) Policy (100.8), as presented.

**6.2.3 Code of Conduct Policy (302.6.2)**

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

**6.2.4 Purchasing/Supply Chain Management Policy (600.1)**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Purchasing/Supply Chain Management Policy (600.1), as presented.

**6.2.5 Volunteering in Catholic Schools Policy (800.9)**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Volunteering in Catholic Schools Policy (800.9), as presented.

**6.3 Financial Investments as of December 31, 2019**

Presented for information.

**6.4 Elementary and Secondary School Year Calendars 2020-2021**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2020-2021 school year, as presented.

**6.5 Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2019-2020**

Presented for information.

**6.6 Staff Development Department Professional Development Opportunities**

Presented for information.

**6.7 Capital Projects Progress Report Update**

Presented for information.

**6.8 In Camera Items F1 and F3**

Moved by Trustee Turner

**THAT** the Committee of the Whole adopt consent agenda items.

**CARRIED**

**B. PRESENTATIONS**

**C. COMMITTEE AND STAFF REPORTS**

**1. Committee of the Whole System Priorities and Budget 2019-2020/2020-2021**

Director Crocco and members of Senior Administrative Council presented Committee of the Whole System Priorities and Budget 2019-2020/2020-2021 report.

Director Crocco answered questions of Trustees.

**2. Applied Behavioural Analyses Support Model**

Pat Rocca, Superintendent of Education presented the Applied Behavioural Analyses Support Model report for Trustee information. Superintendent Rocca introduced the Student Support Department and welcomed Julia Nemcko, Niagara Catholics ABA Supervisor.

Ms. Nemcko further presented the ABA Support Model.

Superintendent Rocca and Ms. Nemcko answered questions of Trustees.

**3. Accountability Financial Report 2019-2020 – as of January 31, 2020**

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2019-2020 as of January 31, 2020.

Superintendent Vetrone answered questions of Trustees.

**4. Monthly Updates**

**4.1 Student Trustees' Update**

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

**4.2 Senior Staff Good News Update**

Senior Staff highlights included:

**Director Crocco**

- Niagara Catholic District School Board, in partnership with Mohawk College and eight other school boards participated in the signing of a Climate Change Leaders Memorandum of Understanding. This initiative will assist students toward new co-op placements, Specialist High Skills Major apprenticeship opportunities, and careers. Director Crocco acknowledged Student Trustee Jade Bilodeau, who spoke on behalf of students.

**D. INFORMATION**

**1. Trustee Information**

Trustee Turner shared that Jeff Sinclair would be available to speak to Principals regarding the homeless issue in Niagara.

Trustee Turner noted the Development and Peace workshop taking place at Holy Rosary Church on February 27, 2020 would be a great opportunity for secondary school students. Director Crocco indicated that representatives from our schools would be in attendance.

Trustee Turner announced the Julia's Hope Cup taking place Saturday, February 15, 2020 and extended an invitation to attend.

Director Crocco confirmed presentation of items D1.4 to D1.2 for the information or questions of Trustees.

**1.1 Spotlight on Niagara Catholic – January 28, 2020**

**1.2 Calendar of Events – February 2020**

**E. OTHER BUSINESS**

**1. General Discussion to Plan for Future Action**

- 1.1 Continued implementation of this year's system Priorities.
- 1.2 Consultation towards the designing of the System Priorities and Budget for 2020-2021.

## **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 7:55 p.m. and reconvened at 8:34 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 February 11, 2020.

**CARRIED**

### **SECTION A: STUDENT TRUSTEES INCLUDED**

Moved by Trustee Turner

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on January 14, 2020, as presented.

**CARRIED (Item F1)**

### **SECTION B: STUDENT TRUSTEES EXCLUDED**

Moved by Trustee Turner

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on January 14, 2020, as presented.

**CARRIED (Item F3)**

## **H. ADJOURNMENT**

Moved by Trustee Turner

**THAT** the February 11, 2020 Committee of the Whole Meeting be adjourned.

**CARRIED**

This meeting was adjourned at 8:35 p.m.

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Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **February 11, 2020.**

Approved on **March 10, 2020.**

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Dino Sicoli  
Vice-Chair of the Board

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John Crocco  
Director of Education/Secretary -Treasurer



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

*PUBLIC SESSION*

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE  
MEETING OF FEBRUARY 25, 2020**

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**RECOMMENDATION**

**THAT** the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of February 25, 2020, as presented.



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, FEBRUARY 25, 2020

Minutes of the Policy Committee Meeting held on Tuesday, February 25, 2020 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by John Crocco, Director of Education/Secretary-Treasurer, who chaired the meeting until the election of a Committee Chair.

### 1. Opening Prayer

The meeting was opened with a prayer by Trustee Burkholder

### 2. Election of Chair of the Policy Committee 2020

Director Crocco asked for nominations for the position of Chair of the Policy Committee 2020. Trustee Burkholder nominated Trustee Huibers.

Director Crocco asked Trustee Huibers if he wished to stand for the position of Chair of the Policy Committee. Trustee Huibers accepted the nomination.

There were no further nominations forthcoming.

Moved by Trustee Burkholder

**THAT** nominations for the position of Chair of the Policy Committee be closed.

**CARRIED**

Moved by Trustee Sicoli

**THAT** Trustee Huibers be acclaimed to the position of Chair of the Policy Committee 2020.

**APPROVED**

### 3. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Larry Huibers (Chair)	✓			
Rhianon Burkholder	✓			
Dino Sicoli	✓			

**Trustees:**

*Leanne Prince*

**Student Trustees:**

*Jade Bilodeau*

*Luca DiPietro*

**Staff:**

*John Crocco*, Director of Education

*Pat Rocca*, Superintendent of Education

*Frank Iannantuono*, Superintendent of Education/Human Resources

*Giancarlo Vetrone*, Superintendent of Business & Finance

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

**4. Approval of Agenda**

Moved by Trustee Sicoli

**THAT** the February 25, 2020 Policy Committee Agenda be approved, as presented.

**APPROVED**

**5. Declaration of Conflict of Interest**

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

**6. Minutes of the Policy Committee Meeting of January 28, 2020**

Moved by Trustee Burkholder

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of January 28, 2020, as presented.

**APPROVED**

**7. Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO DATE COMMITTEE OF THE WHOLE MEETING**

**7.1 Naming of a Board Facility, Designate Area or Chapel Policy (100.15)**

Director Crocco presented feedback received from the vetting process on the Naming of a Board Facility, Designate Area or Chapel Policy (100.15), following the vetting process.

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

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE PROCEDURES**

- No amendment

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Naming of a Board Facility, Designate Area or Chapel Policy (100.15), as presented.

**APPROVED**

**7.2 Occupational Health and Safety Policy (201.6)**

Frank Iannantuono, Superintendent of Education/Human Resources presented feedback received from the vetting process on the Occupational Health and Safety Policy (201.6), 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 Burkholder

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Occupational Health and Safety Policy (201.6), as presented.

**APPROVED**

**7.3 Employee Workplace Harassment Policy (201.7)**

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Workplace Harassment Policy (201.7), following the vetting process.

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

**POLICY STATEMENT**

- No amendment

## **ADMINISTRATIVE PROCEDURES**

- Page 2 – remove last sentence under Workplace Harassment
- Page 3 change “*shall*” to “*may*”
- Page 3 – remove bullet “*The parties may ...*”
- Page 5 – Other Considerations – change “*All Principals/Supervisors*” to “*The Board*” and add closing bracket

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Harassment Policy (201.7), as amended.

## **APPROVED**

### **7.4 Employee Workplace Violence Policy (201.11)**

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Workplace Violence Policy (201.11), 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 Burkholder

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Violence Policy (201.11), as presented.

## **APPROVED**

### **7.5 Sexual Misconduct Policy (201.13)**

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Sexual Misconduct Policy (201.13), following the vetting process.

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

## **POLICY STATEMENT**

- No amendment

## **ADMINISTRATIVE PROCEDURES**

- Page 2, bullet 2 – change “*behavior or remarks*” to “*behaviour, remarks or conduct*”
- Page 4, Academic Teaching Staff – change “*member*” to “*teacher*”

Moved by Trustee Burkholder

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Sexual Misconduct Policy (201.13), as amended.

### **APPROVED**

#### **7.6 Concussion Policy (303.1)**

Pat Rocca, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Concussion Policy (303.1), following the vetting process.

Following discussion, the Policy Committee recommended the Concussion Policy be brought back to the March 24, 2020 Policy Committee meeting with amendments to the Policy Statement as discussed.

#### **7.7 Student Use of Guide Dogs & Service Animals (NEW)**

Superintendent Rocca presented feedback received from the vetting process and highlighted recommended amendments to the Student Use of Guide Dogs & Service Animals Policy (NEW), following the vetting process.

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

### **POLICY STATEMENT**

- Page 1, References – add the “*Privacy Policy*”

## **ADMINISTRATIVE PROCEDURES**

- No amendment

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Student Use of Guide Dogs & Service Animals Policy (NEW), as amended.

### **APPROVED**

## **POLICIES - PRIOR TO VETTING**

#### **7.8 Advocacy Expenditures Policy (100.9)**

Superintendent Vetrone, presented the Advocacy Expenditures Policy (100.9).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- Add the definition of Advocacy and send to Policy Committee members for approval.

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Policy, be vetted from February 26, 2020 to April 15, 2020 with a recommended deadline for presentation to the Policy Committee in April, for consideration to the Committee of the Whole and Board in May.

**7.9 School Generated Funds Policy (301.6)**

Superintendent Vetrone, presented the School Generated Funds Policy (301.6).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Policy, be vetted from February 26, 2020 to April 15, 2020 with a recommended deadline for presentation to the Policy Committee in April, for consideration to the Committee of the Whole and Board in May.

**7.10 Advertising Expenditures Policy (600.5)**

Superintendent Vetrone, presented the Advertising Expenditures Policy (600.5).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Policy, be vetted from February 26, 2020 to April 15, 2020 with a recommended deadline for presentation to the Policy Committee in April, for consideration to the Committee of the Whole and Board in May.

## ***INFORMATION***

### ***7.11 Policies Currently Being Vetted to March 11, 2020***

- Use of Corporate Logo Policy (100.14)
- Attendance Areas Policy (301.3)
- Criminal Background Check – Safe Schools Policy (302.6.7)
- Video Security Surveillance Policy (701.3)

### ***7.12 Policy and Guideline Review 2019-2020 Schedule***

Director Crocco presented the Policy and Guideline Review 2019-2020 Schedule.

### ***7. Date of Next Meeting***

March 24, 2020

### ***8. Adjournment***

The meeting adjourned at 5:54 p.m.



## A6.2.1

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

***PUBLIC SESSION***

**TOPIC: APPROVAL OF POLICIES  
NAMING OF A BOARD FACILITY, DESIGNATE AREA OR  
CHAPEL POLICY (100.15)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Naming of a Board Facility, Designate Area or Chapel Policy (100.15), as presented.

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: Policy Committee  
Recommended by: Policy Committee  
Date: March 10, 2020



Niagara Catholic District School Board

## ***NAMING OF A BOARD FACILITY, DESIGNATED AREA OR CHAPEL***

### **STATEMENT OF POLICY**

100 – Board

Policy No 100.15

Adopted Date: June 21, 2016

Latest Reviewed/Revised Date: Nil

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, all Board facilities, designated area or Chapel will be named to honour the Divinity, a Catholic tradition, a person, or a group that has been officially recognized by the Catholic Church or the Bishop of the Diocese of St. Catharines.

The name of all Board facilities, designated area or Chapel, in whole or in part, will reflect the faith traditions and Gospel values of the Catholic Church, be of inspiration, unique identity and a connection for the students, staff and families associated within the community it serves.

**Affirming the universal call to holiness, when an individual for whom a current school has been named is canonized by the Catholic Church or the individual's title or name has been changed by the Catholic Church, following consultation, the Board will change the name of the school accordingly and work with the school community through the transition.**

All requests to the Board to consider naming or renaming of a Board facility, designated area or Chapel, in whole or in part, must meet the criteria and process outlined within the Administrative Procedures.

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

#### References

- [\*Education Act\*](#)
- [\*Code of Canon Law\*](#)



**NAMING OF A BOARD FACILITY, DESIGNATED AREA OR CHAPEL**  
ADMINISTRATIVE PROCEDURES

Adopted Date: June 21, 2016

Latest Reviewed/Revised Date: Nil

All requests for the naming or renaming of a Board facility, designated area or Chapel, in whole or in part, will meet the criteria outlined in the Administrative Procedures and adhere to the following process for consideration and approval:

1. All requests to name or rename a Board facility or designated area, in whole or in part, excluding Chapels, must be:
  - a. Named after a Saint, a Pope, one of the mysteries of the Catholic Church or an exemplary Catholic individual or group of individuals;
  - b. Designated as “Catholic” in the name of the whole facility;
  - c. Used in full and not abbreviated;
  - d. Named in the possessive form;
  - e. Unique within the names approved for Board facilities;
  - f. Prominently displayed on the exterior of the facility or designated area along with the Board logo for the naming of an entire facility; or,
  - g. Prominently displayed in the interior of the facility identifying the named designated area.
2. All requests will be presented to the Family of Schools’ Superintendent of Education for consideration.
3. If supported by the Family of Schools’ Superintendent of Education, a recommendation will be made to the Director of Education for consideration.
4. If supported by the Director of Education, the Director will determine the appropriate course of action to present the request to the Board of Trustees.
5. The Board of Trustees will approve the naming of all Board facilities, designated area or Chapel, in whole or in part.

Excluded from the above process is the renaming of an existing Board facility if the individual is canonized by the ~~Holy Father~~ **Catholic Church**. In this circumstance, following consultation with the Family of Schools’ Superintendent of Education, the school Principal, the Student Council President, where it is in place, and the Chair of the Catholic School Council, the Director of Education will bring a report to the Board of Trustees ~~for consideration~~ **to change the name of the school accordingly and to work with the school community through the transition.**

## NAMING OR RENAMING OF A BOARD FACILITY IN WHOLE

**Excluding the canonization of an individual for whom a school is named, or an individual’s title has been changed by the Catholic Church**, all requests for the name of a new Board facility or to rename a current Board facility will meet the criteria outlined in this Policy and Administrative Procedures and adhere to the following process for consideration and approval.

The Director of Education will bring an Ad Hoc Committee report to the Board for the naming or renaming of a Board facility. The report will include the Terms of Reference and include the criteria as noted within this Policy and Administrative Procedures, the Ad Hoc Committee Membership and the timeline for the recommendation of the Ad Hoc Committee for the consideration of the Board.

The Ad Hoc Committee will consult with:

- a) the Bishop of the Diocese of St. Catharines;
- b) the local Trustee(s);
- c) the Chair and Vice-Chair of the Board;
- d) the Director of Education;
- e) the Board Chaplaincy Leader;
- f) where possible, staff of the facility;
- g) where possible, the local Student Council(s);
- h) where possible, the local Catholic School Council(s);
- i) where possible, the local Catholic school community.

## **PROCESS FOR NAMING OR RENAMING OF A DESIGNATED AREA WITHIN A BOARD FACILITY**

All requests for the naming or renaming of a designated area of a Board facility will meet the criteria outlined in this Policy and Administrative Procedures and adhere to the following process for consideration and approval:

1. Requests will be presented to the Family of Schools' Superintendent of Education for consideration.
2. If supported by the Family of Schools' Superintendent of Education, a recommendation will be made to the Director of Education for consideration.
3. If supported by the Director of Education, the Director will present the recommendation to the Board of Trustees for consideration.
4. The Board of Trustees will approve the naming or renaming of all designated areas within a Board facility.
5. The name of the designated area of the Board facility will be displayed with an appropriate sign or lettering.

## **PROCESS FOR NAMING OR RENAMING A CHAPEL WITHIN A BOARD FACILITY**

All requests for the naming or renaming of a Chapel within a Board facility will meet the criteria outlined in this Policy and Administrative Procedures and adhere to the following process for consideration and approval.

All Chapels in the Niagara Catholic District School Board will be named after the Blessed Trinity, or a name for Christ, or a mystery of his life already accepted in the liturgy, or the name of the Holy Spirit, or a name for the Blessed Virgin Mary, or a name of a holy angel, or the name of a Saint, or the name of a blessed provided the Bishop has given permission.

1. All requests will be presented to the Family of Schools' Superintendent of Education for consideration.
2. If supported by the Family of Schools' Superintendent of Education, a recommendation will be made to the Director of Education for consideration.
3. The Director of Education will consult with the Bishop of the Diocese of St. Catharines for endorsement.
4. If supported by the Director of Education and endorsed by the Bishop of the Diocese of St. Catharines, the Director will present the recommendation to the Board of Trustees for consideration.
5. The Board of Trustees will approve the naming or renaming of a Chapel within a Board facility.
6. The name of the Chapel within a Board facility will be displayed with an appropriate interior sign or lettering.

**Adopted Date:**

**June 21, 2016**

**Revision History:**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

***PUBLIC SESSION***

**TOPIC: APPROVAL OF POLICIES  
OCCUPATIONAL HEALTH AND SAFETY POLICY (201.6)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Occupational Health and Safety Policy (201.6), as presented.

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

Presented by: Policy Committee

Recommended by: Policy Committee

Date: March 10, 2020



Niagara Catholic District School Board  
**OCCUPATIONAL HEALTH & SAFETY POLICY**  
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: November 27, 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 prevention of employee occupational illness and injury and the prevention of accidents to volunteers, students and visitors on Board premises, is of the utmost importance. The Board, therefore, shall maintain as safe working environment as possible and take all reasonable precautions to prevent injury or occupational illness at Niagara Catholic District School Board sites and is committed to providing a safe, respectful and healthy workplace and learning environment for all employees, students, volunteers, visitors and contractors. The Board is committed to continually improving health and safety practices and performance in compliance with the Occupational Health and Safety Act.

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

***Reference***

- [\*\*\*Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1\*\*\*](#)



Niagara Catholic District School Board  
**OCCUPATIONAL HEALTH & SAFETY POLICY**  
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: November 27, 2018

Every employee has a responsibility to work in a safe manner; to use or wear the equipment, protective devices or clothing that the Employer, or legislation, requires to be used or worn; to report to their supervisor, the absence or defect in any equipment or protective device of which they are aware and which may endanger them or another worker; to report to their Supervisor any hazard or potential hazard, within the Board's jurisdiction, of which they are aware.

The Employer through the Supervisor has a responsibility for the safety of employees who report to them and therefore must ensure that employees work in a safe manner and use or wear the equipment, protective devices or clothing that the Board, or legislation, requires to be used or worn. Additionally, the Employer and/or other designated personnel, has an obligation to address concerns put forth by any party regarding matters of occupational health and safety that are within the Board's jurisdiction.

The Niagara Catholic District School Board supports the Internal Responsibility System whereby all workplace parties participate in building safety programs that exceed the minimum standards as set out by the Occupational Health and Safety Act. Employees who direct work are responsible for ensuring that safe work procedures and training are implemented and followed to maintain a safe and healthy workplace. They are also responsible to ensure that hazards, unsafe conditions, practices and behaviors that are reported to them are addressed.

All parties employed within or contracted by the Employer must act in compliance with the *Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1*, as amended.

<b>Adopted Date:</b>	<b>January 29, 2002</b>
<b>Revision History:</b>	<b>December 20, 2011</b> <b>November 26, 2013</b> <b>June 21, 2016</b> <b>May 23, 2017</b> <b>November 27, 2018</b>



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

***PUBLIC SESSION***

**TOPIC: APPROVAL OF POLICIES  
EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Workplace Harassment Policy (201.7), as presented.

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Policy Committee  
Recommended by: Policy Committee  
Date: March 10, 2020



Niagara Catholic District School Board

## **EMPLOYEE WORKPLACE HARASSMENT POLICY**

### STATEMENT OF POLICY

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: October 22, 2019

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of harassment in the school/workplace is the joint obligation of the employer and the employee. Therefore, any employee who becomes aware of a harassment situation between employees has a responsibility to draw appropriate attention to it. Any failure to take measures to address harassment in the workplace has legal implications for the employer under the Ontario Human Rights Code.

Where the occasion of a complaint of harassment arises, the Board may achieve resolution through a formal or informal process. During the process all information gathered is to be kept confidential. It is the intention of the policy and the resulting procedures to attempt to protect both the complainant and the accused. Therefore, each party has equal rights at all steps throughout the process.

The Board will review this policy on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue administrative procedures for the implementation of this policy.

#### **References:**

- [\*\*Municipal Freedom of Information and Protection of Privacy Act\*\*](#)
- [\*\*Occupational Health & Safety Act \(December 2009\) Bill 13\*\*](#)
- [\*\*Bill 132: Sexual Violence and Harassment Action Plan Act\*\*](#)
- [\*\*Ontario Human Rights Code 1990\*\*](#)
- [\*\*Teaching Profession Act\*\*](#)
- [\*\*Niagara Catholic District School Board Policies/Procedures\*\*](#)
  - [\*\*Workplace Violence Policy \(201.11\)\*\*](#)
  - [\*\*Trustee Code of Conduct\*\*](#)
  - [\*\*Complaint Resolution Policy\*\*](#)
  - [\*\*Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board\*\*](#)
  - [\*\*Employee Code of Conduct & Ethics Policy\*\*](#)
  - [\*\*Privacy Policy \(600.6\)\*\*](#)
  - [\*\*Records and Information Management Policy \(600.2\)\*\*](#)



## **EMPLOYEE WORKPLACE HARASSMENT POLICY**

### ADMINISTRATIVE PROCEDURES

The expected duties of a Supervisor of the Niagara Catholic District School Board are comprised of but not limited to **being positive role models with** the responsibilities of training, evaluating, counselling, supervising and disciplining when warranted. These duties in itself do not constitute harassment.

### **WORKPLACE HARASSMENT**

Means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought to reasonably to be known to be unwelcome or, workplace sexual harassment.

### **ETHNOCULTURAL HARASSMENT**

Is one or a series of unwanted, unsolicited remarks, behaviours or communications, in any form, directed toward an individual or members of an identifiable group because of a prohibited ground of discrimination, which has the effect of:

- Creating an intimidating, hostile, or offensive psychological or emotional climate for work or study, and/or
- Undermining work/academic performance, and/or
- Preventing or impairing full and equal enjoyment of employment/educational services, benefits, and/or opportunities.

### **SEXUAL HARASSMENT IS:**

Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;

- Implied or expressed threat or reprisal in the form either of actual reprisal or the denial of opportunity for refusal to comply with a sexually oriented request; and
- Sexually oriented remarks, gestures and/or behaviour which may reasonably be perceived to cause humiliation or a negative psychological and/or emotional environment for work or study.
- Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome

### **Sexual Harassment may include:**

- The display or distributing of offensive material such as pictures, cartoons, e-mails and graffiti in schools, or in other Board premises,
- Unwanted and unnecessary physical contact,
- Unwelcome remarks, jokes or other gestures of a sexual nature.
- Unwelcome sexual innuendo, sexual advances, inappropriate body contact, request for sexual favours and the display of exploitive material.

**Sexual Harassment is not:**

- Conduct which both parties find acceptable such as an occasional compliment,
- An occasional or appropriate comment which a reasonable person, in their circumstances, would not take to have an unwelcome sexual connotation.
- Relationships between consenting adults which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.

**COMPLAINT RESOLUTION PROCEDURES - INFORMAL RESOLUTION  
(VERBAL PROCESS)**

- Informal resolution processes are used to resolve concerns and complaints in order to move working relationships forward constructively.
- Complainants are encouraged to attempt to resolve concerns at the Informal Resolution Stage, within two (2) working days or timelines agreed upon by both parties. However, if the complainant believes circumstances make this difficult to do; the complainant may follow the Formal Resolution procedures.

**Available informal resolution processes include:**

- The complainant may speak directly to the accused, in order to:
  - identify the specific conduct, action or attitudes which are alleged to be harassing
  - demand that the conduct, action or attitudes cease
- The complainant may choose to speak to their Immediate Supervisor, or another Supervisor, in an attempt to resolve the complaint.
- This Supervisor may arrange informal meetings to resolve the issue and the parties concerned ~~shall~~ may be accompanied by an advocate to attend the meetings if they so choose.
- In some circumstances training (such as sensitivity awareness training or group harassment/discrimination awareness training) can be considered for the complainant and the respondent.
- No formal written records are necessary at this stage. It is strongly suggested, however, that the parties should keep personal documentation of the meeting(s).

**COMPLAINT RESOLUTION PROCEDURES - FORMAL RESOLUTION**

- This complaint procedure is not intended to affect the employee's rights and duties as outlined in relevant legislation and/or Collective Agreements or Terms of Employment.
- If the complainant is not satisfied that the informal resolution procedure has produced acceptable results, or if circumstances warrant further action, then the complainant may initiate the formal resolution procedure.
- The complainant has the right to bring forward a formal complaint and to obtain a review of their complaint in an atmosphere of respect and confidentiality without fear of embarrassment or reprisals.
- The formal complaint shall be in written form.
- The formal complaint should be brought to the attention of the Immediate Supervisor with copies to the appropriate Superintendent and the Senior Administrator of Human Resources.
- Resolution to the formal complaint process shall be initiated through the Immediate Supervisor or Senior Administrator of Human Resources.
- When the accused is the Immediate Supervisor the complaint shall be directed to the appropriate Superintendent, with a copy to the Senior Administrator of Human Resources.
- When the accused person is a Superintendent or Senior Administrator of Human Resources the complaint shall be directed to the Director of Education.
- When allegations are made against the Director the complaint shall be directed to the Chairperson of the Board.
- When allegations are made against a Trustee the complaint shall be directed to the Director of Education who will follow the process according to the Trustee Code of Conduct Policy.
- The formal written complaint shall include:
  - identification of the accused individual(s) involved

- identification of the specific conduct, action, or attitudes which the complainant considers harassing
- identification of any witnesses to the conduct, action or attitudes
- a suggested resolution
- A copy of this complaint must be sent by the complainant to the accused within three (3) working days of the registration of the complaint.
- If the complaint is directed at another member of the College of Teachers, teachers are required to comply with section 18 1(b) of the regulation made under the **Teaching Profession Act**.

## INVESTIGATIVE PROCEDURE OF THE COMPLAINT BY THE SUPERVISOR

- Upon receipt of a formal complaint the Supervisor shall ascertain that a copy of the complaint has been provided to the accused and to the appropriate Superintendent and the Senior Administrator of Human Resources.
- The Supervisor shall arrange a meeting within two (2) working days of the written complaint being sent to the accused. Each party to this meeting may have an advocate present during the meeting. This advocate may be a Principal, Vice Principal, Supervisor, trusted staff member, friend, association or union representative.
- During this meeting the Supervisor shall review the complaint, allow each party to present their position relative to the complaint, and question the parties for clarification.
- **No Merit**  
A written report is expected if the Supervisor concludes after an internal investigation that the complainant's allegations have no merit. This report shall be completed with a rationale for ending the investigation. The report shall be communicated to the parties within ten (10) working days of the meeting. A copy of this report shall be forwarded to the appropriate Superintendent and to the Senior Administrator of Human Resources. If there is a determination that a report of harassment has been filed in bad faith, the investigation process will be discontinued and disciplinary action may occur.
- **With Merit**  
An internal investigation is expected if the Supervisor concludes that the allegations have merit. **After Upon completion of the Supervisor's** internal investigation:
  - If it is **clear determined** that the respondent's behaviour did constitute harassment/discrimination, the respondent will be required to provide a written plan that outlines what will be done to prevent any reoccurrence of the harassing behaviour(s).
  - The plan will also address future interactions with the complainant to ensure that there will be no overt or subtle intimidation or retaliation. The plan may include specific action regarding harassment/discrimination prevention education or counselling provided in the community.
  - The complainant's requests regarding future interactions with the respondent will be considered in the development and the final approval of the plan.
  - The Superintendent of Human Resources will determine the appropriate disciplinary action to be taken.
- If either party is not accepting of the findings the matter may be referred to the Director of Education. The Director of Education may elect to proceed with an investigation through their office or refer the matter to an independent third party. Selection of the third party shall be the exclusive decision of the Director of Education.
- Should the Director of Education choose to investigate the matter through the Director of Education's office the Director of Education may request, in writing a meeting with either party for the purpose of reviewing the decision reached by the Supervisor. This request must be made within fourteen (14) working days of the decision by the Supervisor. The Director of Education will hold a meeting with both parties.
- After a meeting with the Director of Education a written final decision will be presented to both parties. A copy of this final decision including any prescribed action and discipline will be filed with the Senior Administrator of Human Resources.
- The final decision of the Director of Education may be appealed **to the Chair of the Board**. This request shall be made in writing to Committee of the Whole/or the Board by either party **and is not to exceed sixty (60) school days of the Director's decision**.

- If the complaint is against the Director of Education the Chair of the Board will refer the issue to the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against a Trustee, the Director of Education will refer the issue to the Chair of the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against the Chair, the Director of Education will refer the issue to the Vice- Chair of the Board after conducting an informal investigation in order to assess merit.
- The Board will ensure the worker who has allegedly experienced workplace harassment and the alleged harasser, if he or she is a worker of the employer, are informed in writing of the results of the investigation and of any corrective action that has been taken or that will be taken as a result of the investigation

## RECORDS

- All records for cases determined to have merit, shall be sealed and placed in the accused person's electronic personnel file and are accessible only to authorized Board personnel, the accused and any representative of the accused with the appropriate written permission of the accused. If there are no further complaints that are deemed to have merit, within a three (3) year period this individual may request, in writing, that their record be removed and destroyed.
- At the written request of the accused, the Director of Education and/or delegate may review the appropriate harassment file after a three (3) year period provided the individual has fully complied with the Board's Employee Workplace Harassment policy during that time period.
- The Director of Education and/or delegate may, at their discretion, determine that the harassment file be retained or destroyed following the review.

## OTHER CONSIDERATIONS

- All investigations, accusations and all matters dealing with the Employee Workplace Harassment complaints will be conducted **in a respectful manner** with regard to due process and confidentiality.
- Any breach of confidentiality by those parties involved may result in disciplinary action.
- The process does not abrogate or deny the rights of any employee granted or contained in any other provincial acts or regulations, federal legislation or collective agreements.
- If the most recent incident giving rise to the complaint occurred prior to the current school year or prior to six months before initiation of the complaint, the complaint must have a reasonable explanation of why the complaint was not promptly made and the Supervisor, in consultation with the appropriate Supervisory Officer and/or Controller of Facilities Services, must be satisfied that the delay was incurred in good faith and no substantial prejudice will result to any individual affected by the delay.
- If the complaint is made by a student or a parent against an employee of the Board the appropriate Supervisor will exercise the relevant procedures or regulations as set out in the Police Protocol section of the Safe Schools Policy (302.6) as well as the FACS Protocol.
- ~~All Principals/Supervisors~~ **The Board** shall make all employees aware of this policy as well as the Employee Assistance Program (EAP, **Complaint Resolution Policy and Employee Code of Conduct Policy**).
- This policy will be implemented in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- Timelines to the investigation and the process listed in this policy may be adjusted with the approval and agreement of the parties.
- Copies of this policy will be submitted to the complainant and harasser upon receipt of the complaint.

<b>Adopted Date:</b>	<b>March 26, 2002</b>
<b>Revision History:</b>	<b>February 23, 2010</b> <b>February 28, 2012</b> <b>November 26, 2013</b> <b>February 24, 2015</b> <b>June 21, 2016</b> <b>May 23, 2017</b> <b>November 27, 2018</b> <b>July 10, 2019</b> <b>October 22, 2019</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

***PUBLIC SESSION***

**TOPIC: APPROVAL OF POLICIES  
EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Workplace Violence Policy (201.11), as presented.

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Policy Committee  
Recommended by: Policy Committee  
Date: March 10, 2020





Niagara Catholic District School Board  
**EMPLOYEE WORKPLACE VIOLENCE POLICY**  
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: November 27, 2018

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of workplace violence in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a potential workplace violence situation has a responsibility to draw appropriate attention to it.

Workplace Violence will not be tolerated while an employee is conducting company business, or work related functions.

If the employee believes they are at risk of violence in the workplace including domestic violence they must advise the employer and the employer will take appropriate steps which may include seeking the assistance of the local police.

Where the occasion of workplace violence arises, the Board will achieve resolution through a formal process. During the process all information gathered is to be kept confidential.

In accordance with current legislation in the Province of Ontario, the Board will assess the risks of workplace violence ([Appendix A](#)) that may arise from the nature of the workplace, and provide relevant training, information and instruction to the employees.

This Policy is to be applied in conjunction with other Board Policies dealing with employee behaviour, progressive discipline, conflict resolution and school safety (i.e. Code of Conduct, Access to School Premises, Criminal Background Check, Police and School Board Protocol, Occupational Health and Safety, Employee Workplace Harassment).

The Board will review this policy with respect to workplace violence, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

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

### References

- [Bill 168: Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace\) 2009](#)
- [Human Rights Code](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Occupational Health & Safety Act \(December 2009\)](#)
- ~~[Workplace Violence in School Boards: A Guide to the Law](#) [MJ1]~~
- *Niagara Catholic District School Board Policies/Procedures*
  - [Employee Workplace Harassment Policy \(201.7\)](#)
  - [Privacy Policy \(600.6\)](#)



## **EMPLOYEE WORKPLACE VIOLENCE POLICY**

### ADMINISTRATIVE PROCEDURES

**Workplace Violence** is defined by the Ministry of Labour (MOL) as:

- the exercise of physical force by a person against a employee, in a workplace, that causes or could cause physical injury to the employee;
- an attempt to exercise physical force against a employee in a workplace, that could cause physical injury to the employee; and
- a statement or behaviour that it is reasonable for a employee to interpret as a threat to exercise physical force against the employee, in the workplace, that could cause physical injury to the employee.
- **Workplace** refers to any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as co-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.
- **Employee** refers to all employees of the Board.

**According to the Occupational Health & Safety Act:**

- “worker” means any of the following
- A person who performs work or supplies services for monetary compensation.
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university or other post-secondary institution.
- A person who receives training from an employer, but who, under the Employment Standards Act, 2000, is not an employee for the purposes of that Act because the conditions set out in subsection 1 (2) of that Act have been met.
- Such other persons as may be prescribed who perform work or supply services to an employer for no monetary compensation;

Definitions are subject to changes from time to time as the appropriate legislation is reviewed or amended.

The Employee Workplace Violence Policy and Administrative Procedures shall be posted in a specific area, at the Health and Safety Station, in every workplace throughout the Niagara Catholic District School Board.

## **PROVISION OF INFORMATION**

**Disclosure** of Information with respect to Workplace Violence provided to a employee may include personal information related to a risk of violence from a person with a history of violent behaviour if,

- The employee can be expected to encounter that person in the course of his or her work; and

- The risk of workplace violence is likely to expose the employee to physical injury, as outlined in legislation.

No employer or supervisor shall disclose more personal information than is reasonably necessary to protect the worker from physical injury.

## DOMESTIC VIOLENCE

If the employer becomes aware, or ought to reasonably be aware that domestic violence that is likely to expose a employee to physical injury may occur in the workplace, the employer will take every reasonable precaution to protect the employee.

## COMPLAINT PROCEDURE

When a employee has been the subject of a workplace violence, the following steps shall be considered:

1. The alleged assailant will be removed from the presence of the employee immediately, if the immediate Supervisor at the time of the incident deems it reasonable and practical.
2. The employee(s) shall receive immediate and appropriate support and/or medical attention if warranted.
3. In the event of a physical assault, medical verification of the injury sustained in the assault must be established and recorded as soon as possible by the immediate Supervisor.
4. Without delay, the assaulted employee(s) shall inform the immediate Supervisor. The immediate Supervisor must inform the Senior Administrator of Human Resources, who will then notify the appropriate Superintendent or Controller of Facilities Services.
5. It shall be the responsibility of the Senior Administrator of Human Resources to inform the appropriate Union President, if applicable, of the incident. These procedures do not preclude the assaulted employee(s) from contacting the Police and/or their Association/union representatives.
6. The immediate Supervisor will advise the alleged assailant, as soon as it is practical, that documentation of the specific details shall be recorded.
7. The immediate Supervisor will endeavour to restore the environment to normalcy and will conduct an investigation into the assault. The completed ~~Niagara Catholic Employee Workplace Violence Incident Report Form~~, Ontario Education Service Corporation (OESC) On-Line Reporting System [MJ2]resulting from the investigation will be forwarded to the Senior Administrator of Human Resources with a copy to the appropriate Superintendent or Controller of Facilities Services. A copy of the Niagara Catholic Workplace Safety and Insurance Board Employee Incident/Accident Report will also be required in the event of a physical assault.
8. Upon receiving the reports from the employee and immediate Supervisor, the Senior Administrator of Human Resources will consult with the appropriate Superintendent(s) and/or Controller of Facilities Services prior to any action taken.
9. The Senior Administrator of Human Resources may seek legal advice for the Board regarding the incident.
10. The Senior Administrator of Human Resources shall inform the employee of the support mechanisms available through the Board.
11. With the approval of the Superintendent of Human Resources, the Senior Administrator of Human Resources may, if deemed appropriate, grant an approved leave of absence without loss of pay or sick leave credit, to the employee(s) who has been the subject of an assault.
12. The Niagara Catholic District School Board will not discriminate against employees because they are perceived to be victims of workplace violence.
13. In all cases, with Police involvement, the employee and immediate Supervisor shall report the incident(s) on the appropriate ~~form~~ incident report.
14. Copies of reports made by the employee and immediate Supervisor must be given to the Senior Administrator of Human Resources, appropriate Superintendent(s) and/or Controller of Facilities Services if appropriate, where appropriate action will be taken. Upon written request to the Senior Administrator of Human Resources, a copy of the detailed report from the immediate Supervisor will be provided to the employee(s).
15. Where the two (2) or more parties involved in the assault are assigned to the same department or work-site, future work assignments and location shall be reviewed with the Senior Administrator of Human Resources, the appropriate Superintendent(s) or Controller of Facilities, and the Immediate Supervisor.

16. Infringement of this policy will give rise to disciplinary measures up to and including termination of employment.

## JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE REPRESENTATIVES

The employer shall advise the Joint Occupational Health and Safety Committee at the school site of the results of the assessment or re-assessment of the Workplace Violence Management Program and provide a copy where the assessment or re-assessment is in writing.

The Workplace Violence Survey ([Appendix B](#)) will be conducted as often as necessary in order to monitor employee input on assessments and the provision necessary information to employees.

The employer will provide for a risk assessment ([Appendix A](#)) in relation to workplace violence having regard to the nature of the workplace, the type of work, working conditions, circumstances that would be common to similar workplaces and circumstances particular to that workplace. The results of the risk assessment must be provided to the joint health and safety committee or the health and safety representative, or, if none exists, to the workers themselves within ten (ten) working days or a timeline agreed upon by both parties. Risk assessments must be performed as often as necessary.

The OHSA requires employers to notify the Ministry of Labour of critical injury (as defined by the OHSA) or fatality immediately and file a written report within 48 hours. In the absence of a critical injury or fatality, an employer need not report a workplace violence incident to the Ministry of Labour unless ordered to do so by a Ministry of Labour Inspector.

The JHSC, the health and safety representative and the union(s) shall be notified within four (4) days of a workplace violence incident if a person is disabled from performing his or her usual work or requires medical attention because of the incident.

This Policy is to be interpreted and applied in conjunction with other board policies dealing with employee behaviour, progressive discipline, conflict prevention and resolution, and school safety.

<b>Adopted Date:</b>	<b>April 23, 2002</b>
<b>Revision History:</b>	<b>June 15, 2010</b>
	<b>November 23, 2010</b>
	<b>December 20, 2011</b>
	<b>November 26, 2013</b>
	<b>February 24, 2015</b>
	<b>June 21, 2016</b>
	<b>May 23, 2017</b>
	<b>November 27, 2018</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

***PUBLIC SESSION***

**TOPIC: APPROVAL OF POLICIES  
SEXUAL MISCONDUCT POLICY (201.13)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Sexual Misconduct Policy (201.13), as presented.

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Policy Committee  
Recommended by: Policy Committee  
Date: March 10, 2020



## **SEXUAL MISCONDUCT POLICY**

### STATEMENT OF POLICY

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board believes that all students, employees, volunteers and other individuals who have a legal right to be at sites owned, leased, operated or being used by the Board, have a right to study and work in an environment free from sexual misconduct.

Students, employees, volunteers and other individuals who have a legal and educational right to be at sites owned, leased, operated or being used by the Board and who lodge a complaint of sexual misconduct, or who report their suspicion of such conduct, must be able to do so without threat or fear of reprisal. The complainant and the accused have equal rights at all steps throughout the process.

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

#### ***References***

- [\*Child and Family Services Act\*](#)
- [\*Criminal Code of Canada\*](#)
- [\*Education Act\*](#)
- [\*Ontario Human Rights Code\*](#)
- [\*Ontario College of Teachers Act\*](#)
- [\*Ontario College of Teachers\*](#)
  - [\*Professional Advisory – Professional Misconduct Related to Sexual Abuse and Sexual Misconduct – Professional Misconduct of a Sexual Nature, September 22, 2019\*](#)
  - [\*The Ethical Standards for the Teaching Profession\*](#)
  - [\*The Standards of Practice for the Teaching Profession\*](#)
- [\*Ontario Regulations\*](#)
  - [\*Ontario Regulation 298 - Operation of Schools - General\*](#)
  - [\*Ontario Regulation 437 / 97 - Professional Misconduct\*](#)
  - [\*Ontario Regulation 521 / 01 - Collection of Personal Information\*](#)
- [\*Robins Report\*](#)
- [\*Safe Schools Act, 2000\*](#)
- [\*Student Protection Act, 2002\*](#)
- [\*Teacher Profession Act\*](#)
  
- [\*Niagara Catholic District School Board Policies/Procedures\*](#)
  - [\*Bullying Prevention & Intervention Policy \(302.6.8\)\*](#)
  - [\*Employee Workplace Harassment Policy \(201.7\)\*](#)
  - [\*Family and Children's Services Niagara \(FACS\) Protocol\*](#)
  - [\*Police Protocol between the Niagara Regional Police Services and the Niagara Catholic District School Board\*](#)
  - [\*Privacy Policy \(600.6\)\*](#)
  - [\*Privacy Breach Protocol\*](#)



## DEFINITIONS OF SEXUAL MISCONDUCT

*Definitions are subject to changes from time to time as the appropriate legislation is reviewed and amended.*

### 1. Sexual Abuse

Sexual abuse is a form of professional misconduct. The *Student Protection Act* defines sexual abuse of a student and amends the *Ontario College of Teachers Act* to include this definition:

- sexual intercourse or other forms of physical sexual relations between the member and a student,
- touching, of a sexual nature, of the student by the member, or
- behaviour or remarks of a sexual nature by the member towards the student.

### 2. Sexual Misconduct

Sexual misconduct is ~~offensive conduct~~ inappropriate behaviour, or remarks or conduct of a sexual nature in person or electronically where the employee knows or should know that the behaviour or remarks, which may cause distress, be detrimental to the person's physical or mental well-being, affect the personal integrity, or security of any student, employee of the Board, volunteers or other persons covered by this policy, as well as the creation of a negative school environment.

### 3. Sexual Harassment

Sexual harassment of students may be defined as a form of sexual misconduct as follows:

Inappropriate behaviour or remarks of a sexual nature which may constitute professional misconduct include, but are not limited to, conduct that would amount to sexual harassment or sexual discrimination under the Ontario Human Rights Code. These need not be overtly sexual but may nonetheless demean or cause personal embarrassment to a student, based upon a student's person's gender, race or sexual orientation.

Board employees of the Niagara Catholic District School Board must avoid even a single event that may constitute sexual harassment, including but not limited to:

- objectionable conduct or comments incompatible with the role of an employee regardless of whether the affected student(s) appear to be offended by the conduct or comments
- sexual harassment of non-students or of co-workers
- reprisals or threatened reprisals for rejecting sexual advances.

### 4. Sexual Relationships with Students

Regardless of the age of a student and whether there are any criminal law considerations, it is unacceptable for Board employees of the Niagara Catholic District School Board to engage in or attempt to establish a sexual relationship with a student.

Sexual relationships include, but are not limited to, any sexual relationship with:

- a student, regardless of the student's age
- a former student under the age of 18
- a former student who suffers from a disability affecting his or her ability to consent to a relationship.

Responsibility for ensuring that a ~~member~~employee-student relationship is professional and appropriate rests with the employee and not with the student. This remains the case even when it is the student who attempts to initiate an inappropriate relationship. Any conduct directed to establishing such a relationship may constitute professional misconduct.

A student may be a student who is in the school or school system where the ~~member~~employee is employed, or in relation to whom an ~~member~~employee is otherwise considered to hold a position of trust and responsibility.

Board employees of the Niagara Catholic District School Board must not engage in activity directed to establishing a sexual relationship. This includes, but is not limited to:

- any form of sexual touching of students
- sending intimate correspondence to students
- making telephone calls of a personal nature to students
- engaging in sexualized dialogue through any means with students
- making suggestive comments to students
- dating students
- giving personal gifts to students
- grooming of students

Board employees of the Niagara Catholic District School Board **must avoid:**

- inviting individual students to their homes
- seeing students in private and isolated situations
- exchanging personal notes, comments or communication
- becoming personally involved in students' affairs
- sharing personal information about themselves to students
- making physical contact of a sexual nature with a student.

## 5. Professional Misconduct for ~~Academic Teaching Staff~~

A sexual relationship with a student or former student ~~under the age of 18~~, or conduct directed to establishing such a relationship, may be regarded as professional misconduct. This conduct may also amount to sexual exploitation or sexual assault, which is addressed in the Criminal Code of Canada and the Ontario College of Teachers Act.

Where allegations of sexual misconduct are consistent with those offences outlined in the Criminal Code, the procedures set out through the FACS and Niagara Regional Police Protocols must be followed.

Where sexual misconduct may not amount to a criminal offence, but may amount to professional misconduct, then the Principal of the school and/or the Immediate Supervisor must conduct an investigation of the matter.

The matter of the investigation shall be conducted in a fair and judicious manner to ensure the confidentiality of all parties. The alleged perpetrator will be entitled to representation during questioning. Allegations about sexual misconduct usually require an explanation.



## 6. Criminal Offences

The following offences are considered Criminal in nature under the Criminal Code of Canada.

- Sexual interference - is an offence, which victimizes children under age 14. Generally, sexual interference involves an adult touching a child for a sexual purpose.

Invitation to touching - is also an offence as it applies to children under the age of 14. Generally, this act involves an adult inducing a child to touch him or her. It is **not a** defense that the child purportedly consented to such activity.

- Sexual exploitation - conduct of a sexual nature that is committed by a person who is in a position of trust or authority towards a young person (meaning a person at least 14 years old but under 18 years of age).
  - It is **not a** defense that the young person purportedly consented to the activity. Teachers and other school personnel and volunteers will almost inevitably be regarded as being in positions of trust or authority respecting students with whom they interrelate.
  - Indecent act and sexual exposure - criminalize indecent acts or the exposure of private parts, even absent of any suggested or actual physical contact between the perpetrator and another person. Sexual Assault - is an assault committed in circumstances of a sexual nature such as to violate the sexual integrity of its victim.

## INVESTIGATION PROCEDURES

All reports of sexual misconduct will be thoroughly investigated by the supervising administrator with a report to their ~~administrative~~ **immediate** supervisor.

### Academic Teaching Staff

The *Student Protection Act* also amended the Teaching Profession Act. A ~~member-employee~~ **member teacher** who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide him or her with a copy of the report or with any information about the report. "*Members of the College may not engage in, or threaten to engage in, reprisals against anyone who discloses, reports for otherwise provides information with respect to alleged or suspected professional misconduct of a sexual nature.*"

Nor shall any disclosure be made that would undermine any ongoing or contemplated police or Family and Children's Services (FACS) investigation.

The receiver of the complaint will treat the complaint and those associated with sensitivity and afford all the necessary protection in handling of such complaints.

Confidentiality will be respected and maintained at all times as required by relevant legislation.

Anyone who retaliates or threatens to retaliate against a person, who makes a complaint or reports alleged misconduct, in good faith, shall be subject to disciplinary action up to and including termination of employment.

A teacher who makes an adverse report about another teacher suspected of physical or sexual abuse or harassment of a student by that other teacher, shall not provide him or her a copy of the report or with any information about the report.

Where applicable, and if permitted by law, Police or FACS as well the ~~Ontario College of Teacher~~ investigators of the Ontario College of Teachers governing body should be consulted by the Board as to the nature and timing of disclosure of pertinent information to the alleged perpetrator.

Individuals who knowingly make unfounded allegations of sexual misconduct shall be subject to disciplinary action.

The Superintendent of Human Resources Services, under the direction of the Director of Education will ensure that:

- improper conduct is the subject of appropriate disciplinary action
- appropriate records of improper conduct are kept;
- prospective employers as well as professional bodies and organizations are properly notified of such conduct.

Sexual misconduct with students under the age of sixteen (16), the Protocols and procedures set out in the *Family and Children's Services Niagara (FACS) Protocol* and the *Police and School Board Protocol* will be followed for alleged sexual misconduct.

### **Board Employee**

Where a Board employee or volunteer is suspected of sexual misconduct, the individual making a report to FACS or the Police, shall notify the Principal and the appropriate Superintendent of Education who supervises the alleged perpetrator of the report.

### **Principal**

Where the Principal is suspected of such conduct, the notification of the report shall go to the appropriate Family of Schools Superintendent and to the Superintendent of Human Resources Services and/or the Director of Education.

### **Superintendent of Education**

When a complaint is filed against the conduct of a Superintendent of Education, Superintendent of Business and Finance Services or the Controller of Facilities Services, the Director of Education will investigate the complaint.

An appeal of the decision by the Director of Education rests with the Board.

### **Director of Education**

When a complaint is filed against the conduct of the Director of Education, the Director or the Chairperson of the Board, whoever receives the complaint will notify the appropriate Board Solicitor Legal Counsel to determine the next course of action. A report will be presented to the Board at the earliest opportunity.

The Board liaison with the Niagara Regional Police will request from the Police that when they become aware that a Principal is under investigation for sexual misconduct that they notify the Superintendent of Human Resources Services.

### **Reporting of an Allegation**

A student, employee or volunteer who has made a report concerning any allegation of sexual misconduct against an employee or volunteer and is not satisfied with the response may contact the Principal or the Family of Schools Superintendent of the school directly to investigate the matter and to report back to the student, employee or volunteer the status of the investigation.

The subject matter of the complaint should not be discussed with the alleged perpetrator until specific instructions are received from the investigating Police or FACS personnel conducting the investigation.

Senior Administration is obliged to address the interim status of the employee or volunteer against whom allegations of sexual abuse have been made, pending a preliminary investigation of the allegation.

When considering the interim status of an individual accused of misconduct, safety and security of the alleged victim (s) is paramount. However, the interim status must also reflect a consistency of approach following the principles of procedural fairness to all affected.

Where sexual abuse has been alleged against an employee or a volunteers, the subject of the allegations should be removed from the classroom or from situations involving unsupervised access to students, pending determination as to whether abuse has occurred.

~~The removal of the alleged perpetrator is mandated in legislation as soon as Senior Administration becomes aware that a teacher, temporary teacher, employee or volunteer has been charged with, or convicted of an offence under the Criminal Code involving sexual conduct and minors or of any other offence under the Criminal Code that in the opinion of the Senior Administration indicates that students may be at risk.~~

Depending on the circumstances, removal may involve reassignment to other duties, suspension or in some circumstances, commencement of termination proceedings, ~~for example, where abuse is admitted.~~

While the Family and Children Services/Police determination may be an "unable to verify report", the Board may still, in its discretion, determine that there is sufficient information from its own investigation for discipline or discharge.

An employee or volunteer's assignment, re-assignment or employment status should be revisited upon completion of any police or FACS investigation, after any criminal charges are laid, after any criminal case is completed and upon completion of any internal investigation.

Where sexual misconduct is alleged, the police, together with FACS, if the allegations fall within the FACS jurisdiction, will conduct the investigation.

Any internal investigation should be deferred, pending conclusion of any ongoing or contemplated police investigation.

### **Where the Alleged Victim is Sixteen (16) and Over**

- Where an employee or volunteer of the Board has reasonable grounds to suspect that a student sixteen (16) and over has suffered, or is at risk of likely suffering, sexual abuse as a result of actions of a person having charge of that student, ~~he or she~~ they shall forthwith report those suspicions and the information on which they are based directly to the police.
- Such employees or volunteers shall also notify the Principal of the school who supervises the alleged perpetrator of the report. If the Principal is the suspected perpetrator, the employee or volunteer shall notify the appropriate Superintendent of Education of this report.
- Given the age of the complainant/ student, after a report has been made to the police, the parents should not be notified of the complaint or allegations unless specific consent has been obtained from the student.
- If the alleged perpetrator has access to children under the age of 16, the statutory reporting obligation of notifying FACS will also be triggered regardless of the fact that the particular student suspected to have been abused is 16 years of age or over.

## Where the Alleged Perpetrator is a Student

- In some cases, a young offender (after they attain the age of 12) may be criminally responsible for sexual abuse.
- Where a student is alleged to have sexually abused another student the procedures outlined in the FACS protocol and Niagara Regional Police protocol must be followed.
- The Principal, in consultation with the Superintendent of Education, will review the available information to determine whether the student who is alleged to have abused another student may remain in school pending investigation of the matter.
- Where the student is charged with the sexual abuse of another student, the Principal, after consultation with the Police and FACS, will immediately remove the alleged offender from the school until the investigation is completed or the charge has been disposed of or a decision is made by the Superintendent of Education.
- Upon conclusion of the matter, the Principal in consultation with the Superintendent will determine the placement of the student.

## Employer Responsibilities

The *Student Protection Act* stipulates that employers must report to the ~~College~~ **Governing Body Ontario College of Teachers** at the time member is charged with a sexual offence.

The Director of Education shall promptly notify the ~~Ontario College of Teachers~~ **Governing Body Ontario College of Teachers** in writing when they have dismissed, suspended or otherwise disciplined a member ~~in the Board's employ who is employed by the Board~~ for an action of professional misconduct, and provide the reasons for such action.

The Director of Education shall promptly notify the ~~Ontario College of Teachers~~ **Governing Body Ontario College of Teachers** in writing where, in the opinion of the Director, a committee of the ~~Ontario College of Teachers~~ **Governing Body Ontario College of Teachers** should review the conduct or actions of a member who is or has been employed by the Board.

Where a current or former employee is not a member of the ~~Ontario College of Teachers~~ **Governing Body Ontario College of Teachers**, the Director of Education shall promptly notify any applicable licensing body in writing of the circumstances set out above.

The removal of the teacher or individual from the classroom may be considered as an interim measure until the investigation is complete.

The matter once investigated and found to have merit, will require disciplinary action up to and including termination of employment.

## Appendix A Sexual Misconduct Complaint Form

Adopted Date:	June 26, 2006
Revision History:	June 17, 2014



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
**SEXUAL MISCONDUCT COMPLAINT FORM**

*Private and Confidential*  
**Complainants may seek assistance before completing this form.**  
**Please use back of form for further comments**

This information is being collected under the Authority of The Education Act, and will be used for the purposes of reporting Sexual Misconduct. Questions about this collection should be directed to the Superintendent of Education - Human Resources, Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240

Name of Complainant	
School/Department/Work Site	
Status of Complainant	
<input type="checkbox"/> Student	<input type="checkbox"/> Employee
<input type="checkbox"/> Other	
Job Title: _____	
Description of Alleged Sexual Misconduct	
Name(s) of Person(s) Accused of Sexual Misconduct	
_____	
Date(s) of Incident(s) or Time Frame	
Location(s) of Incident(s)	
Has this complaint been reported previously? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If Yes, to whom? _____	
What actions were taken? (Police and/or FACS) _____	
Contact Name: _____ Phone Number of Contact: _____	
Resolution Requested	
Complainant(s) Signature(s)	Date
_____	_____
_____	_____

The information contained in this form is of a highly confidential nature and will be protected in accordance with all relevant legislation.

INSTRUCTIONS FOR HANDLING THIS FORM  
Place this form in a sealed envelope marked "PRIVATE AND CONFIDENTIAL"  
and forward to the Family of Schools Superintendent

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

***PUBLIC SESSION***

**TOPIC: APPROVAL OF POLICIES  
STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS  
(NEW)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Use of Guide Dogs and Service Animals (NEW), as presented.

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Prepared by: Pat Rocca, Superintendent of Education  
Presented by: Policy Committee  
Recommended by: Policy Committee  
Date: March 10, 2020



## STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

### STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board recognizes the importance of the health, safety and overall well-being of its students.

The Niagara Catholic District School Board is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success. It is the policy of the Niagara Catholic District School Board, in accordance with its obligations pursuant to the *Ontario Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.

In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Board staff considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.

Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in its Administrative Procedure.

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

#### **References:**

- [\*Human Rights Code, RSO 1990, c.H.19\*](#)
- [\*Education Act, RSO 1990, c.E2, s. 170\(1\), s.265\(1\); O. Reg. 298, s.11\*](#)
- [\*PPM 163 School Board Policies on Service Animals\*](#)
- [\*J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 \(CanLII\)\*](#)
- [\*Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11\*](#)
- [\*Blind Persons' Rights Act, RSO 1990, c.B7,\*](#)
- [\*Dog Owners' Liability Act, RSO 1990, c.D16\*](#)
- [\*Health Protection and Promotion Act, RSO 1990, c.H7\*](#)
- [\*Privacy Policy \(600.6\)\*](#)



## STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

### ADMINISTRATIVE PROCEDURES

## PURPOSE

- 1.1 It is the policy of the Niagara Catholic District School Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
  - (a) The Board utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
  - (b) The Board does not provide Guide Dogs, Service Dogs or Service Animals to students.
  - (c) The Board ~~encourages~~ **strongly advises** any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or Family of Schools Superintendent of Education before making a commitment.
- 1.2 This Administrative Procedure identifies the individualized process to be followed when a parent or adult student applies to the Board to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the Niagara Catholic District School Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the board. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.
- 1.5 When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog / Service Dog, both the Guide Dog / Service Dog **and** the Student Handler must be certified as having been successfully trained by an accredited training facility.
  - (a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog / Service Dog.
- 1.6 Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the Board consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.



## BACKGROUND

- 2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 2.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student handler with greater independence, dignity and opportunity for integration.
- 2.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. The AODA does not apply to a student's use of a Service Dog / Service Animal when accessing education services in school buildings.**
- (a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.
- (b) The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the board.
- (i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.
- 2.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does **not** permit training of potential guide dogs and service dogs in the school setting or during school activities.

## DEFINITIONS

- 3.1 For the purpose of this Procedure the following definitions apply:

***Accredited training organization*** is a guide dog or service dog trainer that is accredited by:

- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
  - Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;
- or
- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

**Adult student** shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent

**Disability** means,

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the [Workplace Safety and Insurance Act, 1997](#);

**Guide Dog** means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

**Handler** refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog / Service Dog and in most cases will be the student for whom the Guide Dog / Service Dog is provided;

**Parent** shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*;

**Service Dog** means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

**Service Animal** for the purpose of this Administrative Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

## ROLES AND RESPONSIBILITIES

- 3.2 School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
- (a) A school principal has authority to exclude any animal, including Guide Dogs / Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.

School Principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to review the Niagara Catholic District School Board Guidelines for the Use of Service Animals for Use by Students in Schools package, found in Appendix A. Upon review of the Guidelines found in Appendix A, the school Principal shall arrange a meeting with the parents of the

student along with the Area Coordinator of Student Support Services in order to ensure clarity of process as well as determine next steps.

- (b) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit the completed “Request for a Service Animal”, included in Appendix B of the Guidelines for the Use of Service Animals for Use by Students in Schools.
- 3.3 On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- 3.4 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation found in Appendix C of the Guidelines for the Use of Service Animals for Use by Students in Schools.
- 3.5 Where a student supported by a Guide Dog / Service Dog / Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog / Service Dog / Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student’s participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler.
- (a) Inquiries may need to be made regarding competing rights and transportation arrangements.

### **Parents/Adult Students**

- 3.6 Parents or adult students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog / Service Dog accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:
- (a) submission of Appendix B;
  - (b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
  - (c) obtaining training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
  - (d) providing confirmation of municipal license for the dog (to be updated annually),
  - (e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
- (a) diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog / Service Dog;
  - (b) a description of the services provided by the Guide Dog / Service Dog to the student, and how those services will accommodate the student’s disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;

- (c) a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);
- (d) general liability insurance providing coverage in an amount specified by the Board<sup>1</sup> in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually)<sup>2</sup>.

## Students

3.7 Students will be expected to act as the Guide Dog / Service Dog's primary Handler. The student Handler must:

- (a) demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
- (b) ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
- (c) ensure the Guide Dog / Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- (d) ensure that the Guide Dog / Service Dog's biological needs are addressed;
- (e) transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;
- (f) comply with an accommodation plan that addresses the competing rights of others;

## Guide Dog / Service Dog

4.1 The Guide Dog / Service Dog:

- (a) shall be a highly trained and certified by Accredited Training Organization;
  - (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
- (b) must be groomed and clean;
- (c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- (d) must **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
  - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;

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<sup>1</sup> Note usually 2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.

<sup>2</sup> Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors

- (ii) any such behaviour is grounds to prohibit the Guide Dog / Service Dog's attendance on school property and in the school building,
- (e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- (f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

## ASSESSMENT OF THE ACCOMMODATION REQUEST

- 5.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 5.2 A meeting with the Board team supporting the student, the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Dog or Service Animal for the student, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog / Service Dog or Service Animal will be addressed on an individual basis giving consideration to:
  - (a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
    - (i) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
  - (b) evidence of how the Guide Dog / Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
  - (c) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Dog or Service Animal;
  - (d) the training and certification of the Guide Dog / Service Dog and student as Handler;
  - (e) the impact of the accommodation on the student's dignity, integration and independence;
  - (f) whether one or more alternative accommodations can meet the needs of the student;
  - (g) whether the student's attendance with a Guide Dog / Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
  - (h) whether training will be required for staff and/or the student;
  - (i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;

- (j) any competing human rights of students, staff, and community members using the school pursuant to a permit;
  - (i) recommendations for accommodation plans to reconcile competing rights.
- 5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.
- 5.5 Where the student is not the primary Handler, board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.
- 5.6 Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents must complete an application for a Service Animal included in Appendix B of the Procedure.
  - (a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.
- 5.7 The determination with respect to the application for a Guide Dog / Service Dog / Service Animal shall be communicated to the parent/adult student in writing in accordance with Appendix D.

## IMPLEMENTING THE ACCOMMODATION

- 6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do the following:
  - (a) make changes to the student's IEP goals and/or student's medical plan of care;
    - (i) may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
  - (b) organize an orientation session for school staff, students and the student Handler;
  - (c) Complete the "Administrative Checklist for the Implementation of a Service Animal into a School Environment" found in Appendix F of the *Guidelines for the Use of Service Animals for Use by Students in Schools*.
  - (d) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
    - (i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*,

which prohibit Service Animals from being in places where food is prepared, processed or handled.

- (ii) assessment may be required by the Board's Coordinator of Health and Safety regarding safety issues applicable to different areas/activities in the school;
- (e) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- (f) provide notice to the community via a letter to parents (found in Appendix D and Appendix E) of the Guidelines For the use of Service Animals for Use by Students in Schools; posting on the school's website / social media; presentation by the trainer of the Guide Dog / Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library information centre doors; communication to potential occasional staff accepting a position where the Guide Dog / Service Dog or Service Animal may be providing service to the student;
- (g) arrange student assembly for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;
- (h) arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, if necessary;
  - (i) If the Guide Dog / Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog / Service Dog or Service Animal is on board;
  - (ii) Documentation about the Guide Dog / Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Dog's or Service Animal's presence.
  - (iii) Specialized transportation shall *not* be provided solely for the purpose enabling the Guide Dog / Service Dog or Service Animal to travel to and from school with the student;

## CONTINUOUS ASSESSMENT

- 7.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.
- 7.2 Approval may be revoked at any time by the principal if:
  - (a) there are any concerns for the health and safety of students, staff or the Guide Dog / Service Dog / Service Animal;
  - (b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Dog / Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog / Service Dog / Service Animal from the school. Alternative options for accommodation will be discussed.

- (c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;
- (d) the board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

## RECORDS

- 8.1 A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.
- 8.2 The Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The Board is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including.
  - (a) Total number of requests for students to be accompanied by Guide Dog / Service Dogs / Service Animals;
    - (i) Whether requests are for elementary or secondary school students;
    - (ii) The student's grade;
    - (iii) Whether the student is the Handler;
  - (b) The number of requests approved and denied;
    - (i) If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
    - (ii) Species of Service Animals requested and approved; and
    - (iii) Types of needs being supported: emotional, social, psychological, physical.

## FOOD AREAS

Regulation 493/17, of Ontario's *Health Protection and Promotion Act*, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food. No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

## RELATED FORMS AND LETTERS

### Forms



**Appendix A: Information for Parents/Guardians Requesting a Service Animal in the School**

**Appendix B: Application Request for Service Animal**

**Appendix C: Management Plan for the Care of the Service Animal**

**Appendix D: Sample Letter to the School Community**

**Sample Letter to Families with Children in the Classroom**

**Appendix F: Administrative Checklist for the Implementation of a Service Animal into a School Environment**

Sample Letter to the Parents of Students on the School Bus

Sample Letter to the Parents of Students in the Class(es)

Sample Letter Approving the Guide Dog / Service Dog / Service Animal

Sample Letter Denying the Guide Dog / Service Dog / Service Animal

<b>Adopted Date:</b>	<b>NEW</b>
<b>Revision History:</b>	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MARCH 10, 2020**

***PUBLIC SESSION***

**TITLE: EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND  
EXCHANGE APPROVAL COMMITTEE 2019-2020**

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The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2019-2020 report is presented for information.

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Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

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

Date: March 10, 2020



## **REPORT TO THE COMMITTEE OF THE WHOLE MARCH 10, 2020**

### **EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND EXCHANGE APPROVAL COMMITTEE 2019-2020**

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#### **BACKGROUND INFORMATION**

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee continues to review proposals for 2019-2020 extended overnight field trips, excursions and exchanges as submitted to date. The composition of the approval Committee is as follows:

1 Supervisory Officer	-	Ted Farrell
1 Secondary School Vice-Principal	-	Andrew Bartley
1 Secondary School Principal	-	Andrew Boon
1 Elementary School Principal	-	Joe Tornabuono
1 Program Department Consultant	-	Krista Moscato

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

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

An Excursion is defined as follows:

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

Attached to this information report is an Executive Summary of a 2019-2020 Extended Overnight Field Trip as submitted on Tuesday, March 10, 2020. (Appendix A)

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2019-2020  
report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

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

Date: March 10, 2020

**EXECUTIVE SUMMARY**

*Appendix A*

**Extended Overnight Field Trip, Excursion and Exchange Committee Approval – 2019-2020**

SCHOOL	TYPE	APPROVAL REQUIRED	DESTINATION	CURRICULUM UNIT/THEME	EDUCATION VALUE	FAITH COMPONENT	DATE	NUMBER OF STUDENTS, STAFF & CHAPERONES ON TRIP	DURATION	COST (APPROX)	TRANSPORTATION
Saint Francis Catholic Secondary School	Extended Overnight Field Trip	Superintendent Extended Overnight Field Trip Committee and SAC	Nashville, TN	DECA ICDC Competition (International Career Development Conference)	Students compete at Regionals and Provincials. If the qualify they go to Internationals. Students compete in 35 occupational areas ranging from Marketing, Entrepreneurship, Finance, Human Resources, Law, Management, etc. The spirit of the competition and the integration of business studies curricular are to achieve academic success, provide excellent experiential opportunities and offer students ideas of post-secondary pathways open to them.	Yes	April 26, 2020 to May 4, 2020	1 Student 1 Staff (Nancy McDermott – Teacher at Saint Francis) (Supply Coverage will be arranged)  In the event of a labour disruption and the staff member not being able to attend, the Student’s mother has booked a room separately and will be attending.	9 days (6 school days) 8 nights	\$1,357.36 – includes Registration Fees, Bus Transportation/ Driver Accommodation, 7 nights accommodation, cancellation and health insurance, 7 Breakfasts, give, DECA Ontario Prom, 2 BBQ Lunches, Photography & Videos  Additional Costs for personal spending money and additional meals	Coach Bus (Shared transportation for qualifying students from Hamilton, Niagara, Halton and Upper Grand School Boards)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MARCH 10, 2020**

***PUBLIC SESSION***

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

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: March 10, 2020



## **REPORT TO THE COMMITTEE OF THE WHOLE MEETING MARCH 10, 2020**

### **STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

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#### **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 to minimize disruptions to the myriad services provided within our Niagara Catholic community.

No professional activities are scheduled during the period March 10, 2020 to April 14, 2020.

<p>The Report on Staff Development: Professional Development Opportunities are presented for information.</p>
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Prepared by: Frank Iannantuono, Superintendent of Education  
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: March 10, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MARCH 10, 2020**

***PUBLIC SESSION***

**TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE**

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The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services  
Presented by: Scott Whitwell, Controller of Facilities Services  
Approved by: John Crocco, Director of Education/Secretary-Treasurer  
Date: March 10, 2020





**REPORT TO THE COMMITTEE OF THE WHOLE MEETING  
MARCH 10, 2020  
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

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**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.

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Prepared by:	Scott Whitwell, Controller of Facilities Services
Presented by:	Scott Whitwell, Controller of Facilities Services
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	March 10, 2020



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
MARCH 10, 2020**

**APPENDIX A**

**OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY SCHOOL**

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

**Current Status:** Project is being tendered – expected tender close date is March 6, 2020.

**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/>
	<b>\$1,557,887</b>

**Project Costs:**

	<u>Budget</u>	<u>Paid</u>
Construction Contract	TBD	0
Fees & Disbursements	TBD	\$118,111
Other Project Costs	TBD	\$51,540
	<hr/>	<hr/>
	<b>\$1,557,887</b>	<b>\$169,651</b>

**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 2020	
Official Opening & Blessing		

**Project Team:**

Architect	Whiteline Architects Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Pat Rocca
Principal	Domenic Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
MARCH 10, 2020**

**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:** Seeking approval to proceed to tender 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
	<hr/>
	<b>\$5,040,382</b>

**Project Costs:**

	Budget	Paid
Construction Contract	TBD	42,054
Fees & Disbursements	TBD	282,223
Other Project Costs	TBD	46,897
	<hr/>	<hr/>
	<b>\$5,040,382</b>	<b>371,174</b>

**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		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2021	
Official Opening & Blessing		

**Project Team:**

Architect	Whiteline Architect Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Dan Trainor

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MARCH 10, 2020**

*PUBLIC SESSION*

**TITLE: SPEAK OUT! SHOWCASE 2020**

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The report on the Niagara Catholic District School Board's Speak Out! Showcase 2020 is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: March 10, 2020



## PRESENTATION BACKGROUND

**Committee of the Whole Meeting  
March 10, 2020**

### **SPEAK OUT!**

Speak Out! is a long-standing tradition at Niagara Catholic that aims to amplify student voice through public speaking about a variety of topics and issues of interest to youth. Students in Grades 7 and 8 from 48 of our Catholic elementary schools have engaged in speech writing and delivery over the last few months. These students have been developing their ideas and messages with the support and guidance of their classroom teachers and families. Students have incorporated visual aids, such as digital presentations, to enhance their messages.

The Speak Out! Committee includes elementary principals, vice-principals, consultants, coaches and classroom teachers. The committee members include:

- Lisa Incaviglia, Co-Chair and Principal, St. Joseph Catholic Elementary School, Grimsby
- Christine Battagli, Co-Chair and Consultant, Research, Assessment, Evaluation and Reporting
- Krista Moscato, Consultant, K to 12 Literacy
- Heidi Poltl, Coach, K to 12 Digital Learning
- Randy Pruyne, Vice-Principal (Acting), Mary Ward Catholic Elementary School
- Rosie Araujo, Principal, St. Mary Catholic Elementary School, Niagara Falls
- Paul Moccia, Principal, St. Ann Catholic Elementary School, Fenwick
- Tara Vinc, Behaviour Resource Teacher
- Tracy Kovacs, Classroom Teacher
- Annalisa Petriello, Classroom Teacher
- Cathryn Hay, Classroom Teacher
- Ana Cantoni, Classroom Teacher

From each school event, the first place speakers were selected to represent their schools at the Team Speak Out! Event:

- Team 1 – Denis Morris Catholic High School on Monday, March 9, 2020
- Team 2 – Saint Paul Catholic High School on February 27, 2020
- Team 3 – Notre Dame College School on March 3, 2020

For each Team event, volunteer administrator and teacher judges selected a First Place winner, a Second Place winner and a Catholic Messenger Award recipient. The Catholic Messenger Award was initiated in the Jubilee Year to celebrate the accomplishments of a speaker who sends a message of hope and faith. The winners participated in the Speak Out! Showcase held on March 10, 2020 at the Catholic Education Centre.

Select students of the Speak Out! Showcase 2020 will deliver their speeches as part of this report at the Committee of the Whole Meeting.

The report on the Niagara Catholic District School Board Speak Out! Showcase 2020  
is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: March 10, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MARCH 10, 2020**

***PUBLIC SESSION***

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND  
BUDGET 2019-2020/2020-2021**

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The Committee of the Whole System Priorities and Budget 2019-2020/2020-2021 report  
is presented for information.

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

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

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

Date: March 10, 2020



**REPORT TO THE COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

**COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET  
2019-2020/2020-2021**

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**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 2019-2020/2020-2021.

This monthly report information, will be provided through a visual presentation. (Appendix A)

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.

**Design of System Priorities and Budget 2020-2021**

As approved at the January Board Meeting, we will commence the collaborative consultation on the Design of the System Priorities and Budget 2020-2021 at the February Committee of the Whole meeting towards a recommendation to the May Committee of the Whole meeting for consideration.

As part of our mandate to create an open and transparent process in Designing the System Priorities and annual balanced Budget for 2020-2021, we are providing an optional opportunity for students, staff, parents, pastors and supporters of Catholic education in Niagara to provide feedback through an on-line link posted on the Board Website until April 24, 2020.

The Committee of the Whole System Priorities and Budget 2019-2020/2020-2021 report is presented for information.

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

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

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

Date: March 10, 2020

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MARCH 10, 2020**

*PUBLIC SESSION*

**TITLE: NIAGARA STUDENT TRANSPORTATION SERVICES**

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The Niagara Student Transportation Services report is presented for information.

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Prepared by: Giancarlo Vetrone, Superintendent of Business and Financial Services  
Lori Ziraldo, Executive Director, NSTS

Presented by: Giancarlo Vetrone, Superintendent of Business and Financial Services  
Lori Ziraldo, Executive Director, NSTS

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

Date: March 10, 2020



## **REPORT TO THE COMMITTEE OF THE WHOLE MARCH 10, 2020**

### **NIAGARA STUDENT TRANSPORTATION SERVICES**

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#### **BACKGROUND INFORMATION**

The Student Transportation Reform, which began in 2006, included the development of transportation consortia among coterminous school boards to jointly manage and plan student transportation services. The consortium model, in which coterminous school boards work collaboratively to eliminate duplication and leverage economies of scale. To date, there are 33 student transportation consortia that represent 71 of the 72 school boards in Ontario.

There are more than 200 school bus operators in the province providing publicly funded student transportation services. School bus operators are contracted by consortia to transport students. They are responsible for ensuring their vehicles and drivers meet requirements set out in legislation and regulations and for complying with provisions set out in their contracts.

The Ministry of Transportation (MTO) enforces federal and provincial laws and regulations that relate to the design and mechanical condition of vehicles, licensing requirements for school bus drivers and the safe operation of vehicles.

The Ministry of Education's 2019-2020 Grants for Student Needs for Student Transportation is approximately \$1.0537 Billion. This grant provides school boards with funding to transport students to and from home and school, transporting students with special needs. In addition, Stabilization funding is provided to school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose.

Niagara Student Transportation Services (NSTS) is a consortium between the Niagara Catholic District School Board (NCDSB) and the District School Board of Niagara (DSBN). The Ministry of Education provides approximately \$30M in funding to NSTS to support student transportation.

Niagara Student Transportation Services plans, administers and manages student transportation services on behalf of both school boards transporting over 32,000 students to and from school on over 575 vehicles daily with a mandate to do so safely, efficiently and effectively. Niagara Student Transportation through its application of harmonized student transportation policies, strong contracting practices, industry legislation and leading practices continues to be a provincial leader in the school transportation consortia of Ontario.

Appendix A: Niagara Student Transportation Services Power Point Presentation

The Niagara Student Transportation Services report is presented for information.

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Prepared by: Giancarlo Vetrone, Superintendent of Business and Financial Services  
Lori Ziraldo, Executive Director, NSTS

Presented by: Giancarlo Vetrone, Superintendent of Business and Financial Services  
Lori Ziraldo, Executive Director, NSTS

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

Date: March 10, 2020

# Niagara Student Transportation Services

## Presentation to Niagara Catholic District School Board Trustees

March 10, 2020



# Agenda

- ▶ Consortium Overview
- ▶ NSTS Team
- ▶ Contracted Bus Companies
- ▶ Transportation Policy
- ▶ Performance Overview
- ▶ Active School Travel
- ▶ New Initiatives

# About NSTS



Niagara Student Transportation Services (NSTS) is a consortium between the District School Board of Niagara and the Niagara Catholic District School Board.

We were established in 2007.

NSTS is committed to student success by providing safe, effective and efficient transportation services to the learners of Niagara!

# About Us

- ▶ Our office is located in St. Vincent de Paul Catholic Elementary School.
- ▶ We report to a Board of Directors with equal representation of Senior Admin officials from both school boards.
- ▶ In October 2012, we received the HIGHEST rating in the Ministry's Effectiveness and Efficiency Review.



Dear Niagara School Bus Professional:

On behalf of the District School Board of Niagara, the Niagara Catholic District School Board and Niagara Student Transportation Services, we would like to take this opportunity during School Bus Safety Week 2019 to thank you for the important work you perform every day, safely transporting students to and from school. You are truly all dedicated and caring professionals.

Not many people realize that our school buses travel more than 61,000 kilometers every school day to deliver 32,000 students to our schools. Our area enjoys a remarkable safety record thanks to the hard work and commitment of you as a part of the larger Niagara school bus team.

We know that being a school bus driver can be both challenging and rewarding. You often deal with adverse weather, traffic and road conditions, while ensuring the students in your charge are safe and secure. Parents and school staff also depend on you every day to deliver on-time service. It truly takes an extraordinary person to drive a school bus.

We also appreciate school bus monitors, who provide care for students with specialized transportation needs. Your compassion and diligence support the safety and well-being of students on their travels to and from school.

And thank you to the mechanics and branch staff who play a critical role in making sure the service is road-ready. The operation of 542 daily school bus routes takes the care and cooperation of many people. Your work is greatly appreciated.

As we mark School Bus Driver Appreciation Day on this October 23, 2019, please know that each and every one of you on the Niagara school bus team, play a vital role in our school communities and we appreciate the important work that you do.

With sincere appreciation,

Warren Hoshizaki  
Director of Education



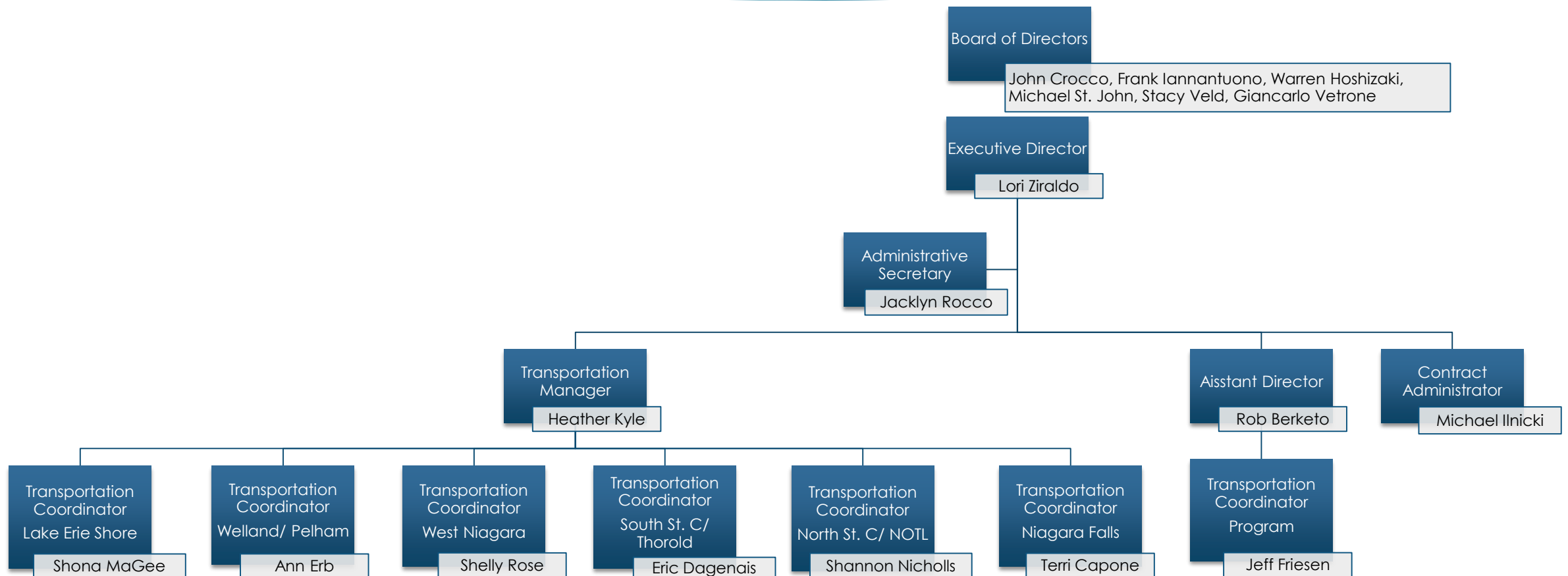
Lori Ziraldo  
Executive Director



John Crocco  
Director of Education



# Organization Overview





# Contracted Bus Companies



# Scope of Service

- ▶ Each day, we:
  - ▶ Transport 32,000 students
  - ▶ To 153 schools
  - ▶ On 542 routes
  - ▶ Driving 61,000 kilometres
- ▶ Annual Budget \$29.5M



# Past and Present

<b>Niagara Catholic</b>	<b>2006-2007</b>	<b>2019-20</b>
Number of Students Transported	15,014	12,153
Cost per Student Transported	\$607	\$837
Average Annual Cost Per Bus	\$31,293	\$46,404

- ▶ Cost pressures over last 13 years have been a result of wage increases (45% of bus costs) and fuel (12% of bus costs).
- ▶ New costs are offset by efficiency initiatives including consistent application of eligibility policy and staggered bell times.

# Transportation Policy

Grade Level	Distance	Students Transported	Students Walk Zone	Students Out of Boundary
Kindergarten	0.8 km	1,769	544	345
Grades 1 to 8	1.6 km	5,645	4,314	1,725
Grades 9 to 12	2.5 km	4,739	1,338	372

- ▶ 58% of student for Niagara Catholic are eligible to receive transportation services for a policy reason.
- ▶ 182 students for Niagara Catholic are transported as an exception to policy as a result of an extenuating circumstance.

# Policy Trends

<b>Grade Level</b>	<b>Hamilton</b>	<b>Brant Haldimand Norfolk</b>	<b>Halton</b>	<b>Waterloo</b>	<b>London</b>	<b>Windsor</b>
<b>Kindergarten</b>	0.8 km	1.4 km	1.6 km	0.8 km	1.6 km	1.0 km
<b>Grades 1 to 8</b>	1.6 km	1.4 km	1.6 km	1.6 km	1.6 km	1.6 km
<b>Grades 9 to 12</b>	3.2 km	3.2 km	3.2 km	3.2 km	3.2 km	3.2 km

# Safety & Service Performance

<b>Safety Indicator</b>	<b>2017-18</b>	<b>2018-19</b>
Collisions – Students on Board	23	25
Medical Emergencies	4	15
Not Met at Stop	43	46

<b>Service Indicator</b>	<b>2017-18</b>	<b>2018-19</b>
Delays (excluding weather)	2,908	2,982

School Year	Number of Cancellations	School Closures
2010-11	1	1
2011-12	0	0
2012-13	1	1
2013-14	3	0
2014-15	2	1
2015-16	2	0
2016-17	0	0
2017-18	1	1
2018-19	9	3
2019-20 YTD	2	0

# Inclement Weather Decisions

# Leading Practices



- ▶ 100% elementary students receive school bus safety training annually
- ▶ Practices are aligned with policy and administrative procedures
- ▶ Staggered school bell times to maximize vehicle usage
- ▶ Central bus stop locations
- ▶ Review capacity utilization annually to right size bus



# Local Initiatives

- ▶ Cameras Inside the Bus
- ▶ Stop Arm Cameras
- ▶ School Bus Professional Development Day
- ▶ Launching New Communication Strategy with Emails & App



# Active School Travel

- ▶ NSTS partnership with Niagara Region Public Health.
- ▶ \$100K grant received to support programs to help students walk and wheel to school.
- ▶ Walking School Bus pilot project with school bus drivers walking students to school!



# Commitment to Active Travel



- ▶ Participating schools include Cardinal Newman, St. Peter, St. Anthony, St. Alexander, St. Ann, St. Philomena, Our Lady of Victory, St. James, Mary Ward.
- ▶ At participating schools, there has been a 5 to 10% shift to walking or wheeling.

# Broader Initiatives

- ▶ Federal Task Force on School Bus Safety for seatbelts & safety improvements.
- ▶ Ministry of Transportation for Amber Warning Lights & *Highway Traffic Act* changes for violations for passing a stopped school bus.
- ▶ Ministry of Education transportation funding review & Auditor General recommendation implementation.
- ▶ Regional Government Vision Zero Community Safety Zone expansion.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
MARCH 10, 2020**

***PUBLIC SESSION***

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2019-2020 – AS OF  
FEBRUARY 29, 2020**

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The Accountability Financial Report 2019-2020 – as of February 29, 2020 is presented  
for information.

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

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

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

Date: March 10, 2020



## REPORT TO THE COMMITTEE OF THE WHOLE MARCH 10, 2020

### ACCOUNTABILITY FINANCIAL REPORT 2019-2020 – AS OF FEBRUARY 29, 2020

#### UPDATE FEBRUARY 29, 2020

Niagara Catholic has in previous years closely monitored our absenteeism results to understand the challenges associated with replacement of staff and continuity of staff in our schools to provide consistency in programs, supports and services.

The chart below indicates the number of illness occurrences for all staff as at February 29, 2020.

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Year to date</b>	13,490	14,874	15,538	12,940
Month of February	2,598	2,612	2,131	2,153
1-11 days				90%
11-20 days				4%
21-50				3.5%
>50				2.5%

We are trending slightly lower than the 2018-2019 school year and are not experiencing as many non-filled positions due to illness. The annual year-to-date reduction in replacement costs for all staff is essentially unchanged from 2018-2019 school year.

	2019-20				2018-19			
	SICK	NON-SICK*	Benefits	TOTAL	SICK	NON-SICK*	Benefits	TOTAL
Clerical	72,908.98	7,472.48		80,381.46	85,074.17			85,074.17
Caretakers	252,446.96	51,537.51	31,164.80	335,149.27	148,124.56	165,120.84	25,454.81	338,700.21
Custodial	3,573.01		150.75	3,723.76	9,703.10		727.09	10,430.19
CYW	5,129.88			5,129.88	560.28			560.28
Lib Tech	12,796.45	933.66		13,730.11	49,283.11			49,283.11
Teacher Short Term	1,437,484.25		106,174.07	1,543,658.32	1,285,237.12	2770.44	96,768.49	1,384,776.05
Teacher Long Term	1,329,578.95		88,853.43	1,418,432.38	1,233,777.76		93037.78	1,326,815.54
ECE	152,220.91	11,572.41	19,226.12	183,019.44	126,046.24		11354.09	137,400.33
EA	218,166.81	55,753.70	26,915.73	300,836.24	431,126.32		48963.41	480,089.73
	<b>3,484,306.20</b>	<b>127,269.76</b>	<b>272,484.90</b>	<b>3,884,060.86</b>	<b>3,368,932.66</b>	<b>167,891.28</b>	<b>276,305.67</b>	<b>3,813,129.61</b>

The 2019-2022 central collective agreement between the Crown, Ontario Catholic School Trustees' Association and Canadian Union of Public Employees (CUPE) included additional investment of funds for Niagara Catholic. Local discussions have begun between Niagara Catholic and CUPE's local representation to strategize the deployment of additional support to our schools.

The local priority investment will result in additional staff to support our children with special needs and other support staff in specific areas to meet the needs of our students and support staff. This priority funding will be launched upon ratification of our local agreement and the investment of approximately \$1,074,506 will be spent within the 2019-2020 fiscal year.

#### Provincial Local Priorities Fund

The CUPE central agreement secured a provincial investment of approximately \$78 million for each year to create and protect up to 1,300 jobs for the province of Ontario.

Some local investment has been reinstated and a new investment for worker protection has been included in the new priority funding allocation to school boards.

The local priority funding for Niagara Catholic is as following:

- i) Special Education Staff Amount reinstated - \$535,724
- ii) Other Staffing Amount reinstated - \$445,648
- iii) Community Use of Schools Investment reinstated - \$8,288
- iv) Education Worker Protection Fund \*New - \$84,846

#### **Ministry Update**

##### 2020-2021 Education Funding Feedback

As you may be aware, this year's Grants for Student Needs (GSN) is projected to be \$24.66 billion – representing a historic, high level of investment for Ontario's publicly funded education system. In addition, \$330 million is being provided for the Priorities and Partnerships Fund (PPF).

The Ministry of Education is welcoming feedback on all areas pertaining to education funding, with a particular interest in receiving comments on initiatives that could support reducing red tape and administrative burden for the education sector.

The Accountability Financial Report 2019-2020 – As of February 29, 2020 report is presented for information.

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

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

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

Date: March 10, 2020



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

*PUBLIC SESSION*

**TOPIC: TRUSTEE INFORMATION  
SPOTLIGHT ON NIAGARA CATHOLIC – FEBRUARY 25, 2020**

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**February 25, 2020**

### **Policies Approved**

During the February 25 Board Meeting, trustees approved five policies.

*Establishment and Cyclical Review of Policies (100.5), Trustee Electronic Meetings Policy (100.8), Code of Conduct Policy (302.6.2), Purchasing/Supply chain Management Policy (600.1) and Volunteering in Catholic Schools Policy (800.9) are now available on the Board website for public viewing.*

### **School Year Calendar**

Trustees approved Niagara Catholic's 2020-2021 school year calendar at the February 25 Board Meeting. It will now be sent to the Ministry of Education for final approval.

If approved, there will be professional activity days for teachers September 2 and 3, 2020, before the official start of the school year on September 7. There will also be PA days on October 9 and November 20 (elementary and secondary), January 15, 2021 (elementary only), February 5 (secondary only), June 11 (elementary only) and June 29 (secondary only), as well as Wednesday, June 30, one day after classes finish for the year.

The Christmas break will take place from December 21 to January 1 (classes resume January 4), and the March Break will take place from March 15-19.

The draft 2020-2021 school year calendar will be posted on the Board website. Once approved, the final calendar will be placed online.

### **Stay Up-to-Date with Niagara Catholic**

We hope you're enjoying the new format of our website. Be sure to check our Good News section through the main page of this website, and to check us out on [Facebook](#) and follow us on [Twitter](#) and [Instagram](#) for news and events.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

*PUBLIC SESSION*

**TOPIC: TRUSTEE INFORMATION  
CALENDAR OF EVENTS MARCH 2020**

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# MARCH 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>1</b>	<b>2</b>	<b>3</b> Elementary VEX Robotics Competition	<b>4</b> Technological Skills Competition  SEAC Meeting	<b>5</b> Technological Skills Competition Awards Presentation  NCPIC Meeting	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b>	<b>10</b> SAL Meeting CW Meeting Speak Out! Showcase	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>March Break March 16-20. Have a great week!</b>						
<b>22</b>	<b>23</b>	<b>24</b> Board Meeting	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>29</b>	<b>30</b>	<b>31</b>				

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
MARCH 10, 2020**

*PUBLIC SESSION*

**TOPIC: TRUSTEE INFORMATION  
CCSTA AGM AND CONFERENCE – JUNE 4-6, 2020**

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# CCSTA/ACCEC AGA 2020 AGM

## WELCOME

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The Simcoe Muskoka Catholic District School Board and Conseil scolaire catholique Mon Avenir welcome you to the Blue Mountain Resort on the shores of Georgian Bay for the **2020 CCSTA/ACCEC 2020 Conference and AGM** from June 4 to 6, 2020. The conference will be held in the Village Conference Centre and the accommodations will be available in three different lodgings within the resort. So, rooms will not be an issue!

We are very excited about our chosen theme for the event. *Rejoicing in God's Creation* draws its inspiration from Pope Francis and his essential message of respecting the integrity of creation in our shared world. Throughout the conference, we will be focusing on three interrelated ideas - environmental stewardship, social justice and our relationship with Indigenous peoples. We believe this will provide an excellent foundation on which to build an inspiring and memorable conference. The agenda also promises to be both inspirational and educational. We have a wonderful lineup of keynote speakers, informative workshops, political issues and opportunities for networking and growth.

We are lucky to call the Georgian Bay area home. It's full of incredible shops, sights and unique experiences. From morning to night, there's always something to do at Blue Mountain Village and endless adventures waiting in the surrounding area. Blue Mountain is located in the heart of one of Canada's most stunning natural landscapes and in a region with a vibrant cultural scene. Round out your Blue Mountain getaway with an Off-Resort adventure and get to know the region where we live and play.

Once you are registered, we will forward more information of the region and various options of adventure in order to better prepare your agenda while you are with us.



### WHEN

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June 4, 2020 - June 6, 2020

### WHERE

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Blue Mountain Resort  
190 Gord Canning Dr  
The Blue Mountains, Ontario L9Y 1C2  
Canada  
705-445-0231



# CCSTA/ACCEC AGA 2020 AGM

## AGENDA

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June 4, 2020

10:00 AM - 9:00 PM	<b>Registration for Delegates</b> <b>Village Conference Centre - salle Huron Grand Ballroom</b>
7:00 PM - 8:30 PM	<b>Opening Ceremony and Evening Gathering Prayer - Keynote</b> <b>Speaker: Fr Michael Knox</b> <b>salle Huron Grand Ballroom</b>
8:30 PM - 10:00 PM	<b>Reception</b> <b>Huron Grand Lobby - Atrium</b> Patio Bonfire Cash Bar
10:00 PM - 11:59 PM	<b>Hospitality Suite</b> <b>Location to be confirmed / À confirmer</b>

June 5, 2020

7:30 AM - 8:30 AM	<b>Friday Breakfast</b> <b>salle Huron Grand Ballroom</b>
8:30 AM - 9:00 AM	<b>Welcome and Morning Gathering Prayer</b> <b>salle Huron Grand Ballroom</b>
9:00 AM - 10:00 AM	<b>Keynote Speaker: Spencer West</b> <b>Redefine Possible: Lessons for Tackling Mountains in Your Personal and Professional World</b> Spencer invites audiences to experience the transformation that can occur when we "redefine possible". With his trademark humour and humility, Spencer spins a spellbinding story of the challenges he faced after losing his legs from the pelvis down at age five, and the journey of discovery that ultimately enabled him to summit Mount Kilimanjaro using his hands and wheelchair. Spencer applies the insights gleaned from a lifetime of overcoming obstacles to help leaders and employees identify their own roadblocks and push past them. His inspiring message and tangible life lessons motivate business audiences to believe they can tackle any goal, whether personal or professional.
9:00 AM - 6:00 PM	<b>Registration for Delegates</b> <b>Village Conference Centre - salle Huron Grand Ballroom</b>
9:00 AM - 4:00 PM	<b>Spousal/Companion Tour – Martyrs Shrine; Ste Marie Among the Hurons</b> Costs: \$30.00 (lunch is not included) SAINTE-MARIE AMONG THE HURONS  Ontario's first European Community, Sainte-Marie among the Hurons was the headquarters for the French Jesuit Mission to the Huron Wendat people. In 1639, the Jesuits, along with French lay workers, began construction of a fenced community that included barracks, a church, workshops, residences, and a sheltered area for Native visitors.

After extensive archaeological and historical research, Sainte-Marie among the Hurons is now recreated on its original site, where the mission's compelling story is brought to life.

Located near Midland in the beautiful Southern Georgian Bay area, this world-renowned reconstruction illustrates the interaction of the French and Wendat nations. Visitors get a unique opportunity to see the earliest Canadian pioneer life, through guided or self-guided visits, school group tours, interactive education programs, special events, and corporate functions.

[visit website](#)

#### THE MARTYR'S SHRINE

The Martyrs' Shrine is a Roman Catholic church in Midland, Ontario situated across the road from the mission of Sainte-Marie among the Hurons. Built in 1926, the church is in the middle of a park dedicated to the memory of the eight Canadian martyrs of the XVII Century.

The Canadian Jesuits offer the pastoral services. It is one of nine national shrines in Canada,[1] including, among others, Oratoire St-Joseph in Montreal and the Basilique Sainte-Anne-de-Beaupré.

[vist website](#)

10:00 AM - 10:30 AM

#### **Round Table Panel Discussions – Issues affecting Catholic Education**

##### **salle Huron Grand Ballroom**

The round table panel discussions will be available to provide dynamic discussions regarding current issues and challenges affecting Catholic Education in Canada. The committee will continue to work with our partners to determine the most pertinent topics that will be of interest to our delegates. Once confirmed, we will update the website information by April.

#### **Table ronde - Questions relatives à l'éducation catholique**

Ces deux sessions dans l`horaire seront disponibles pour permettre des discussions dynamiques sur les questions et les défis actuels qui touchent l'éducation catholique au Canada. Le comité continuera à travailler avec nos partenaires pour déterminer les sujets les plus pertinents qui intéresseront nos délégués. Une fois que nous aurons confirmé les sessions, nous mettrons à jour les informations sur le site web d'ici avril.

10:30 AM - 10:45 AM

#### **Refreshment Break**

##### **salle Huron Grand Ballroom**

### **Breakout Session A/Atelier A**

10:45 AM - 11:45 AM

#### **Catholic Governance**

In this workshop, we will explore the connections between our Catholic faith and our governance practices, seeking to highlight the possibilities for a governance model which takes into account best practices from the business world as well as from our deep Catholic identity which can serve as foundations for our common educational mission. Inspired by Catholic Social Teaching and important works on governance, we will open new paths for reflection on our decision-making and evaluation processes which are in the centre of our daily practice as Trustees.

Workshop Presenters: [Laura Hughes](#)

10:45 AM - 11:45 AM

#### **Les politiques et l`éducation Catholique (French)**

Solstice Public Affairs invites you to join in a presentation on the current political context of publicly-funded Catholic education. Cumulating years of experience working with Catholic school boards in government and in the private sector, Solstice partners, Stewart Kiff and Jean-Guy Fréchette offer a unique perspective on the politics of publicly-funded education systems, their structures and how to maximize relationships to achieve results in a dynamic political environment. Together, they will provide practical and locally



actionable advice on best practices, tools and overall successful approaches to lobbying, outreach and strategic communications.

Workshop Presenters: [Jean-Guy Fréchette](#),  
[Stewart Kiff](#)

10:45 AM - 11:45 AM

### **Social Justice Missions: Faith is a global journey**

Many young people all over the world remind us...that hope for tomorrow is not a noble sentiment, but a task calling for concrete actions here and now." (Message of Pope Francis for the World Day of Prayer for the Care of Creation, Sept. 1, 2019)

Since 2009, students and staff from Simcoe Muskoka Catholic high schools have embarked on more than 30 international mission trips and beginning in 2018, we have made two pilgrimages to the Holy Land.

Come and share in our experiences of our Mission Trips and Faith Pilgrimages. Learn how these experiences helped students become discerning believers and global citizens in an international context; collaborative contributors both at home and abroad and also earn credits towards graduation. "Come and See".

Workshop Presenters: [Bill Bazinet](#),  
[Stephanie & Will Maher](#)

10:45 AM - 11:45 AM

### **Inclusion in Catholic education in 2020 (bilingual presentation)**

The faces of our students in Catholic education often look different in 2020 than they did in 2000. What are some of the gifts that this diversity brings? What are some of the challenges? How can we be authentically inclusive Catholic educational communities today?

Le visage des élèves des écoles catholiques en 2020 est bien différent de celui des élèves du début des années 2000. Quels sont les dons qu'apportent les élèves d'aujourd'hui dans toute leur diversité? Quels sont les défis qu'ils nous présentent à travers celle-ci? Comment être des communautés catholiques inclusives qui poussent à l'engagement et suscitent l'espérance?

Workshop Presenters: [Sébastien Lacroix](#),  
[Murray Watson](#)

12:00 PM - 1:15 PM

**Lunch**  
**salle Huron Grand Ballroom**

## **Breakout Session B/Atelier B**

1:15 PM - 2:15 PM

### **Politics: How to meet your provincial legislators**

Solstice Public Affairs invites you to join in a presentation on the current political context of publicly-funded Catholic education. Cumulating years of experience working with Catholic school boards in government and in the private sector, Solstice partners, Stewart Kiff and Jean-Guy Fréchette offer a unique perspective on the politics of publicly-funded education systems, their structures and how to maximize relationships to achieve results in a dynamic political environment. Together, they will provide practical and locally actionable advice on best practices, tools and overall successful approaches to lobbying, outreach and strategic communications.

Workshop Presenters: [Jean-Guy Fréchette](#),  
[Stewart Kiff](#)

1:15 PM - 2:15 PM

### **La gouvernance catholique (en français)**

In this workshop, we will explore the connections between our Catholic faith and our governance practices, seeking to highlight the possibilities for a governance model which takes into account best practices from the business world as well as from our deep Catholic identity which can serve as foundations for our common educational mission. Inspired by Catholic Social Teaching and important works on

governance, we will open new paths for reflection on our decision-making and evaluation processes which are in the centre of our daily practice as Trustees.

Workshop Presenters: [Laura Hughes](#)

1:15 PM - 2:15 PM

**First Nations, Métis, Inuit Well-Being, and Organizational Re-Culturing**

At this time of Truth and Reconciliation (TRC), the Simcoe Muskoka Catholic District School Board has embarked upon a journey of organizational re-culturing in the promotion of student well-being and achievement. Participants in this workshop will engage in experiential learning rooted in Indigenous ways of knowing. This session will reflect TRC concepts and Calls to Action for school boards. The lingering impact of intergenerational trauma and the residential schools legacy will be explored as it relates to trauma-informed support. Indigenous knowledge will be incorporated to highlight the importance of relationship as a foundation towards our collaborative efforts at this unique time in our shared history.

Workshop Presenters: [Patrick Carney](#),  
[Linda McGregor](#)

1:15 PM - 2:15 PM

**Engage-moi! Comment laisser la place à l'élève dans son cheminement identitaire (en français)**

During this workshop, participants will have the opportunity to reflect and create a common understanding of what identity building is in the classroom educational setting. The workshop addresses innovative strategies to enable real student engagement and foster partnership between facilitators and teachers. Participants will have the opportunity to reflect on the importance of a safe environment in order to allow students to experience authentic dialogues and transformative thinking that will lead them from passivity to action.

Workshop Presenters: [Joanne Johnson](#),  
[Tina-Anne Thibideau](#)

1:15 PM - 2:15 PM

**The Salt & Light: Creation - Where Our Faith and the Environment Meet**

Salt & Light: Creation – Where Our Faith and the Environment Meet  
The environment and climate change are hot topics today ... for some it's become the new religion. But for centuries, the Catholic Church has been teaching about the sacredness of Creation and why we should care for it. This can lead us to real answers to today's environmental challenges - answers that are grounded in the truth of creation as good, full of dignity and deserving our care. In this workshop, Salt + Light Media producer, Deacon Pedro Guevara-Mann will show an episode of his six-part series CREATION and summarize the Church's teaching in six principles.

Workshop Presenters: [Pedro Guevara-Mann](#)

2:15 PM - 2:30 PM

**Afternoon Refreshment Break  
salle Huron Grand Ballroom**

2:30 PM - 3:30 PM

**Round Table Panel Discussion - Issues affecting Catholic Education  
salle Huron Grand Ballroom**

The round table panel discussions will be available to provide dynamic discussions regarding current issues and challenges affecting Catholic Education in Canada. The committee will continue to work with our partners to determine the most pertinent topics that will be of interest to our delegates. Once confirmed, we will update the website information by April.

**Table ronde - Questions relatives à l'éducation catholique**

	Ces deux sessions dans l` horaire seront disponibles pour permettre des discussions dynamiques sur les questions et les défis actuels qui touchent l`éducation catholique au Canada. Le comité continuera à travailler avec nos partenaires pour déterminer les sujets les plus pertinents qui intéresseront nos délégués. Une fois que nous aurons confirmé les sessions, nous mettrons à jour les informations sur le site web d`ici avril.
5:30 PM - 9:30 PM	<b>Mountain Top Barbecue</b> Bus transportation or Gondola Cash Bar
10:00 PM - 11:59 PM	<b>Hospitality Suite</b> <b>Location to be confirmed / À confirmer</b> Hosted by 2021 Convention Committee

June 6, 2020

7:30 AM - 8:30 AM	<b>Saturday Breakfast</b> <b>Huron Grand Ballroom</b>
8:30 AM - 9:00 AM	<b>Welcome and Morning Gathering Prayer</b> <b>Huron Grand Ballroom</b>
9:00 AM - 10:00 AM	<b>Keynote Speaker: Sister Mary Rowell</b> <b>Huron Grand Ballroom</b>
10:00 AM - 10:15 AM	<b>Refreshment Break</b>
10:15 AM - 12:00 PM	<b>CCSTA Annual General Meeting</b>

#### Saturday Afternoon Free Time

12:00 PM - 5:00 PM	<p><b>Self-Directed Tours and Attractions</b></p> <p><b>Wineries/Cideries/Micro-Breweries</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Creemore Springs - Creemore</a></li> <li>• <a href="#">SideLaunch Brewery</a></li> <li>• <a href="#">Georgian Hills Vineyards</a></li> <li>• <a href="#">Coffin Ridge Boutique Winery</a></li> <li>• <a href="#">The Roost Wine Company</a></li> <li>• <a href="#">Thornbury Craft Cidery</a></li> <li>• <a href="#">Duntroon Cyder House</a></li> <li>• <a href="#">Windswept Orchard Cider</a></li> </ul> <p><b>Tourist Attractions / Places to Explore</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scenic Caves</a></li> <li>• <a href="#">Scandinave Spa</a></li> <li>• <a href="#">Town of Collingwood</a></li> <li>• <a href="#">Explore Grey Highlands</a></li> <li>• <a href="#">Village of Thornbury</a></li> <li>• <a href="#">Village of Meaford</a></li> <li>• <a href="#">Wasaga Beach</a> – The World’s Largest Fresh Water Beach</li> </ul>
12:30 PM - 3:45 PM	<p><b>Town of Creemore and Creemore Springs Brewery</b></p> <p>The charming village of Creemore is a little town 30 minutes from Blue Mountain Resort, nestled amongst the valley of the Mad and Noisy rivers. The name may be familiar because of <a href="#">a certain beer</a>, but there is much more to this town than famous craft beer. There is a free tour and tasting available at Creemore Springs Brewery for everyone.</p> <p>Imagine going to a place where time seems to have stood still, <a href="#">old fashioned shops</a> filled with treasures new and old make up the downtown. There are no big box stores, and no fast food franchises in Creemore. There are however <a href="#">exceptional cafes, restaurants and a local pub</a> which always bustle with friends and families who gather for a pint, food and conversation</p>

**Cost: Free Brewery tour and tasting (includes transportation)**

## Schedule:

12:30 pm Bus departure from Hotel

1:15 pm Visit of the beautiful community of Creemore: local restaurants and boutiques

2:00 pm Visit of the brewery and tasting

3:15 pm Return to the hotel

12:45 PM - 3:00 PM

**Georgian Hills Vineyard Tour**

With your colleagues from across Canada, you will leave the resort on route for a visit to the winery and immerse yourself in the Georgian Hills experience. Whether you're sipping and taking in the views, enjoying a guided tour, enjoying a selection of artisanal cheeses, cured meats, house made preserves or exploring our trails, the peace of the Beaver Valley and the wines it produces, are an indulgence they are proud to share with you with a glimpse of the Georgian Bay to the north.

**Costs = \$50 includes transportation, winery tour, wine and cheese tasting.**

## Schedule:

12:45 pm Departure from hotel

1:00 pm Visit of the winery

2:00 pm Wine/cheese tasting

3:00 pm Return to the hotel

5:00 PM - 6:00 PM

**Eucharistic Liturgy****Georgian Bay Ballroom – Third Floor**

Celebrant – Cardinal Collins

6:15 PM - 6:45 PM

**Pre-Dinner Social****Huron Grand Lobby - Atrium**

7:00 PM - 10:00 PM

**Gala Banquet with Higgins Award Ceremony****Huron Grand Ballroom**

Cash Bar



# CCSTA/ACCEC AGA 2020 AGM

## KEYNOTE SPEAKERS & PRESENTERS

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### Keynote Speaker



#### Michael Knox

Fr. Michael Knox, S.J., DPhil (Oxon) is a Roman Catholic priest in the Society of Jesus (the Jesuits). After entering the order in 1997, he completed a four-year honours bachelor's degree in history at St. Michael's College, University of Toronto, followed by a diploma in philosophical studies. In 2006, he completed a MA thesis in history at Memorial University, Newfoundland. Subsequently, in 2009, he completed a Baccalaureate in Sacred Theology and a Master of Divinity at Regis College, University of Toronto, followed by License in Sacred Theology and an MA in Theology at the same school. In 2015, he completed a DPhil in history at Oxford University.

Over the past twenty-two years of his religious formation, Fr. Michael has been involved in a variety of ministries that include the pastoral care to youth, event management, secondary and post-secondary education, spiritual accompaniment, seminary formation, television, preservation, writing, administration, and Sacramental ministry. He currently serves as Director of Martyrs' Shrine, Midland, Ontario, and as a lecturer at Regis College, University of Toronto.



#### Mary Rowell

Sister Mary Rowell is a Sister of St. Joseph in Canada. Currently, Sister Mary is the Vocation and first formation director for the Sisters of St. Joseph in Canada and President of the National Association of Vocation and Formation Directors.

Sister Mary is based at Villa St. Joseph Ecology and Spirituality Centre in Cobourg, Ontario where she leads retreats and courses and is a spiritual director. She also provides retreats, workshops and facilitation services across Canada and the United States.

Additionally, Sister Mary teaches at the University of Toronto in the Faculty of Theology, at St. Michael's and Regis Colleges. Formerly a nurse and nurse educator, Sister Mary has worked in health care and education in the U.K., Canada, and numerous countries in Asia, the Indian sub-continent and Eastern Europe and specialized in ophthalmological and blindness prevention programmes. She has also worked in the field of clinical bioethics at the Hospital for Sick Children in Toronto and at St. Joseph's Hospital in London, Ontario and as a researcher for the Canadian Catholic Bioethics Institute.

Sister Mary holds a Bachelor's degree in Philosophy and a Masters in Medical Law and Ethics from the University of London in the U.K. and a Doctorate in Theology from the University of Durham also in the U.K. where her research focused on the interface of bioethics and theology.



#### Spencer West

The life of visionary and activist Spencer West has been marked by both obstacles and triumph. Spencer lost both his legs from the pelvis down at the age of five, but instead of giving up he tackled every challenge in his way.

Whether headlining corporate conferences, mesmerizing audiences in 20,000-seat stadiums or leading volunteer excursions for youth and adults, Spencer's words and actions have encouraged millions to stand up, face challenges and embrace change. Everyone leaves with pertinent lessons they can apply to redefine what their possible is.

His journey is featured in the documentary *Redefine Possible: The Story of Spencer West*, which debuted at the Toronto International Film Festival, and in his book, *Standing Tall: My Journey*. He's also opened shows across North America for celebrities like Demi Lovato and has appeared countless times in the media (ABC News, 60 Minutes, CTV, BBC, TMZ and CNN).

As a featured speaker at WE Day, he has graced over 90 WE Day stages across Canada, the U.S. and the United Kingdom. He has spoken alongside luminaries and performers such as Prince Harry, former-U.S. Vice President Al Gore, Mia Farrow, Martin Luther King III, Jennifer Hudson and Natalie Portman, to name a few.

The life lessons Spencer has learned on his personal journey speak profoundly to global audiences facing their own challenges.

## Workshop Presenters



### Bill Bazinet

Bill Bazinet is an educator with Simcoe Muskoka Catholic D.S.B. who is passionate about engaging students in matters of faith and global citizenship. For twenty years he has served as chair of religious education, and in this role has been active in curriculum writing, retreat facilitation, and international travel with a faith and stewardship focus.



### Patrick Carney

Dr. Patrick Carney is the Mental Health Lead and a Senior Psychologist at the SMCDSB. He is also the Co-Chair for the Ontario Coalition for Child and Youth Mental Health. In 2012 he was the recipient of the Award of Merit from the Ontario Psychological Association for his "significant and sustained contribution to Educational Psychology." In 2014 he was elected to the status of "Fellow" with the Canadian Psychological Association. In 2015 he authored a book for teachers entitled "Well Aware – Developing Resilient, Active and Flourishing Students" through Pearson Canada, which became a best seller for books in education. Dr. Pat has published extensively and provided workshops across Canada, in the Northwest Territories and internationally.



### Jean-Guy Fréchette

Jean-Guy Fréchette is proud to put his expertise to work for Solstice Public Affairs, the public affairs firm of choice for post-secondary organizations and Francophones in Ontario. With more than 15 years of experience in the public sector, institutions and associations, Jean-Guy was most recently Executive Director of the Ontario Consortium of Indigenous Institutes.

Jean-Guy has also worked in the Ontario Public Service, including as a manager and policy analyst with the Ministry of Education and the Ministry of Training, Colleges and Universities. He also worked for nearly two years in the office of Reza Moridi, then Ontario's Minister of Training, Colleges and Universities, before moving to Ottawa where he held the position of Associate Director of Government Relations at Algonquin College.

In addition to his leadership and public policy experience, Jean-Guy holds a Master of Education (M.Ed.) from the Ontario Institute for Studies in Education at the University of Toronto and a Bachelor of Arts degree in Semiotics and Communication. Jean-Guy has received numerous awards for his achievements, including an Amethyst Award, a tribute from the Secretary of the Ontario Council of Ministers to recognize the excellence of Ontario Public Service employees. A native of North Bay, Jean-Guy was formerly Vice President of ACFO Nipissing. He lives in the countryside on the outskirts



### Pedro Guevara-Mann

Deacon Pedro Guevara-Mann has worked extensively in the arts and social service sectors, and joined Salt+Light Television's team in 2003, after serving as the artistic director for World Youth Day 2002. He has hosted numerous Salt+Light programmes, and has directed and produced numerous documentaries, including the six-part 2015 documentary series "Creation", which blends contemporary Catholic teaching about the environment with stunning views of the natural world. A permanent deacon, he was ordained in 2012 for the Archdiocese of Toronto, and serves at Holy Martyrs of Japan parish in Bradford. He is married to Sheri, and has two sons, Nicolas and Daniel.



## Laura Hughes

Laura Hughes sits at the crossroads of two passions: theology and business. Contradictory, you say? Maybe at first glance, but with her Masters in Pastoral Theology and MBA, she finds the way to not only reconcile the two, but to bring the dialogue between them to bear fruit for practice. Laura is director of OPÉCO and is intimately familiar with the sphere of Catholic Education in Ontario.



## Joanne Johnson

Joanne Johnson has worked in education for 28 years. She has held teaching positions at various levels and has been in charge of primary and intermediate schools, including an International Baccalaureate school. She also acted as a consultant, among others, to the Ontario Ministry of Education (MÉO), the Office of Quality and Responsibility in Education (EQAO) and French Television of Ontario (TFO). Currently, she is the Director of the Identity Building Department of the MonAvenir Catholic School Board in Ontario. It establishes a vision of partnership between teachers, organizers and community organizations to increase student engagement from the framework programs. It builds on everyone's strength in order to strengthen a climate conducive to identity growth and the well-being of students.



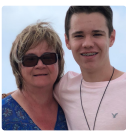
## Stewart Kiff

Stewart Kiff is passionate about public affairs and has made it his career. His insightful advice and extensive experience in the political and media sectors have earned him a reputation as a smart strategic advisor to corporations, associations and professional groups. Stewart has nearly 28 years of public affairs experience in Ontario. He previously worked as a journalist for the Timmins Daily Press and the Orillia Packet and Times. Stewart holds a Bachelor of Political Studies from Queen's University and a Master of Political Science from the University of Ottawa. He also studied at the University of Strasbourg in France. Stewart is fluent in English and French and has studied Spanish.



## Sébastien Lacroix

Originally from Sherbrooke, Québec, Sébastien studied Philosophy at the Dominican University College in Ottawa before completing his Master of Divinity at the University of St. Michael's College. Between those two degrees, he was part of the national organizing committee for World Youth Day 2002 in Toronto, coordinating the Canada-wide pilgrimage of the World Youth Day Cross and welcoming visiting bishops. He was in charge of French-language programming on Salt+Light Television before joining the leadership team of MonAvenir Catholic school board in December 2010, as its Communications Advisor. For nearly five years now, he has served as the board's Advisor for Diocesan and School Affairs, a position which is unique to the MonAvenir board.



## Stephanie & Will Maher

Stephanie Maher's vocation to teach has led her to serve as the Religious Education and Chaplaincy Coordinator K-12 for Simcoe Muskoka Catholic District School Board. Stephanie's passions lie where faith and pedagogy meet. She loves all things curriculum and is delighted to share with conference participants the global journey of faith and pedagogy in Simcoe Muskoka Catholic!

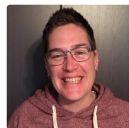
Will Maher is a first year student at the University of Waterloo and a graduate of Simcoe Muskoka Catholic. Will participated in the first student pilgrimage to the Holy Land and will share his reflections, stories and experiences.



## Linda McGregor

Linda McGregor is Manager of First Nation, Métis and Inuit Education with Simcoe Muskoka Catholic District School Board. As part of new relationships and understandings, this award-winning education initiative incorporates Indigenous ways of knowing to enhance student well-being and achievement with benefits for all from Kindergarten to Grade 12. Born and raised at Six Nations of the Grand River Territory, Linda understands the importance of cultural relevance and co-authored two locally developed resources that have been translated into French and distributed across Canada. As the granddaughter of a residential school survivor, she also understands the importance of education as a source of empowerment and holds a Master of Arts in Education with a commitment to life-long learning.

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### **Tina-Anne Thibideau**

Tina-Anne Thibideau first worked as a cultural presenter and teacher. As deputy head of identity building at the MonAvenir Catholic School Board in Ontario, she coordinates camps and systemic activities that engage students as the main player in their identity building. Her expertise is questioning to get students to think about who they are, who they want to be and how they can take action in a constantly changing world.

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### **Murray Watson**

Murray Watson is proud to serve as the Adult Faith Formation Animator for the Simcoe Muskoka Catholic District School Board. A native of St. John's, Newfoundland, Murray studied theology at St. Peter's Seminary in London, before doing graduate work in Rome, Jerusalem and Dublin, where he received his PhD in Biblical studies in 2010. Murray has worked extensively in pastoral ministry in both English and French, and has taught and written in the fields of Biblical studies and interreligious dialogue, here in Canada, in Europe and in the Holy Land.

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# CCSTA/ACCEC AGA 2020 AGM

The CCSTA/ACCEC 2020 Convention and AGM is proud to offer you a variety of lodging during your stay at Blue Mountain Resort. We have reserved blocks of room in three different buildings with amenities and units up to four bedrooms. (Types and costs are listed below.) There is a Village Amenity Fee (VAF) charged to all accommodations. All reservations must be guaranteed by a credit card number. A first night deposit will be processed 30 days prior to the scheduled arrival date.

The original Village hotel property fashioned after a historic railway lodge, with large welcoming covered entrance and beautiful open lobby with hearth room. The Grand Georgian is the primary check-in location for this conference. We will also have rooms available in the Season At Blue – Village Suites and Mosaic Boutique Suites are considered upgrades but are based on availability.

**NOTE: Since this is a resort, room reservations will be made DIRECTLY with the resort and will not be included in the registration process.**

The following accommodation rates apply for delegates and guests attending the conference:

Accommodation Type	Pre Tax	Taxes & VAF included
Village 1 Bedroom	\$214.00	\$246.66 per room, per night
Village 1 Bedroom with Den	\$231.00	\$266.25 per room, per night

The following accommodation rates apply and will be based on general availability (no room block held):

Accommodation Type	Pre Tax	Taxes & VAF included
Village Studio	\$188.00	\$216.69 per room, per night
Village Bachelor	\$202.00	\$232.83 per room, per night
Village 2 Bedroom	\$309.00	\$356.15 per room, per night<
Village 3 Bedroom	\$434.00	\$500.23 per room, per night
Mosaic 1 Bedroom	\$233.00	\$268.56 per room, per night
Mosaic Deluxe	\$217.00	\$250.11 per room, per night
Mosaic 1 Bedroom with Den	\$250.00	\$288.15 per room, per night
Mosaic 2 Bedroom	\$339.00	\$390.73 per room, per night
Mosaic 2 Bedroom Loft	\$339.00	\$390.73 per room, per night
Mosaic 2 Bedroom Townhome	\$339.00	\$390.73 per room, per night
Mosaic 3 Bedroom	\$452.00	\$520.98 per room, per night

#### IMPORTANT HOTEL POLICIES:

The above rates per night will also apply to (2) pre and (3) post event dates and will be based on availability only.

The above rates are quoted in Canadian funds and include all taxes and VAF. Should accommodation requirements change, rates may vary.

#### You may book a room on-line or by phone:

Boards are asked to make room reservations directly with the hotel by calling 1-833-583-2583 or click here <https://www.bluemountain.ca> for on-line reservation.

Delegates are to quote group name - **2020 CCSTA AGM & Conference and/or group reservation number - GB00001213** when making a reservation to obtain the negotiated group rate. All persons checking in will be required to provide valid photo identification.

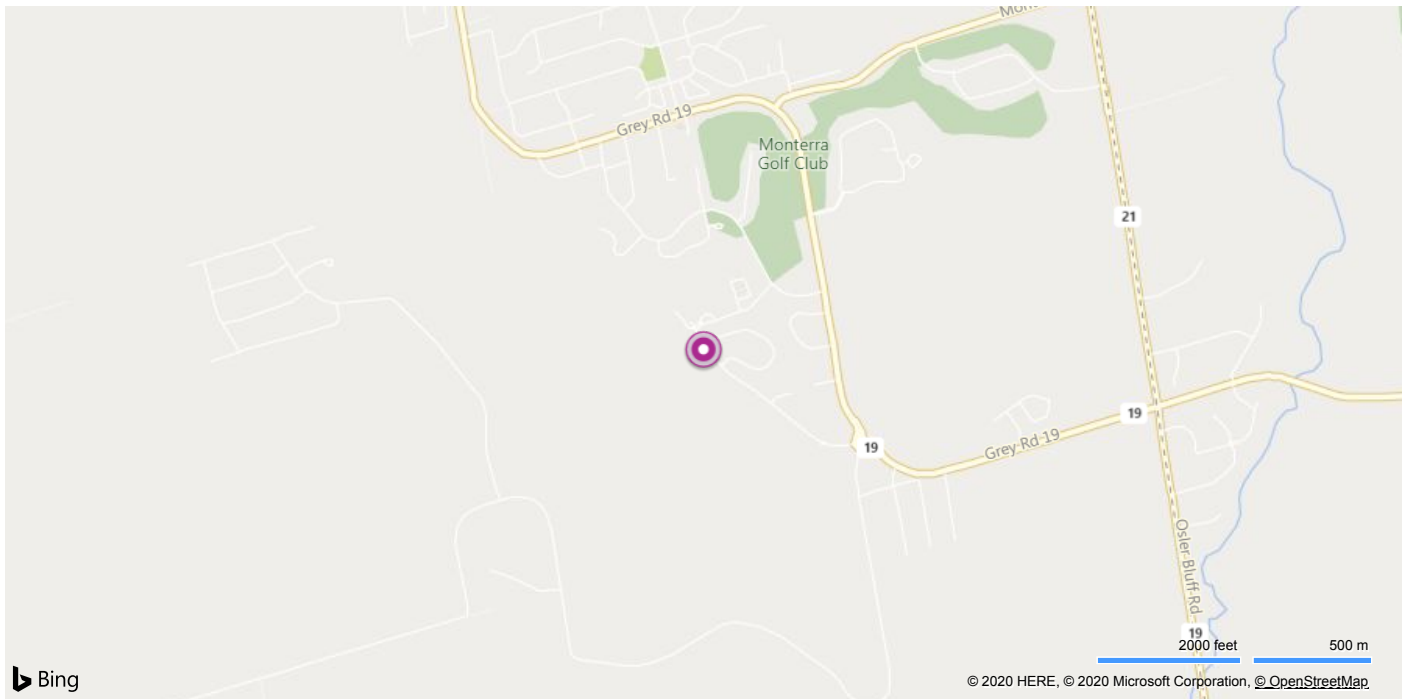
**The deadline date for booking rooms is April 10, 2020. After this date, rooms will be released to the public and offered only through general availability.**

**Delegates who cancel within 10 days of arrival will be given the opportunity to rebook their reservations for another date up to 12 months from the cancellation date. The 1st night deposit will be kept on file up to 12 months. If the delegate has not rebooked and stayed within this time frame, the deposit on file will be forfeited.**

## MAP

#### Blue Mountain Resort

190 Gord Canning Dr  
The Blue Mountains, Ontario L9Y 1C2 Canada



# RESORT MAP





# CCSTA/ACCEC AGA 2020 AGM

## FRIDAY - COMPANION TOURS

### Companion Tour - Sainte-Marie among the Hurons & The Martyrs Shrine

Depart at 8:30 am and return 4:00 pm

Costs: \$30.00 (lunch is not included)



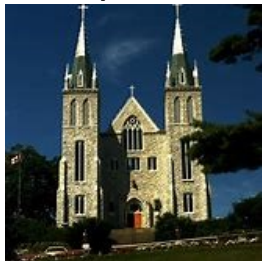
Ontario's first European Community, Sainte-Marie among the Hurons was the headquarters for the French Jesuit Mission to the Huron Wendat people. In 1639, the Jesuits, along with French lay workers, began construction of a fenced community that included barracks, a church, workshops, residences, and a sheltered area for Native visitors.

After extensive archaeological and historical research, Sainte-Marie among the Hurons is now recreated on its original site, where the mission's compelling story is brought to life.

Located near Midland in the beautiful Southern Georgian Bay area, this world-renowned reconstruction illustrates the interaction of the French and Wendat nations. Visitors get a unique opportunity to see the earliest Canadian pioneer life, through guided or self-guided visits, school group tours, interactive education programs, special events, and corporate functions.

<http://www.saintemarieamongthehurons.on.ca/sm/fr/Home/index.htm>

#### The Martyr's Shrine



The Martyrs' Shrine is a Roman Catholic church in Midland, Ontario situated across the road from the mission of Sainte-Marie among the Hurons. Built in 1926, the church is in the middle of a park dedicated to the memory of the eight Canadian martyrs of the XVII Century. The Canadian Jesuits offer the pastoral services. It is one of nine national shrines in Canada,[1] including, among others, Oratoire St-Joseph in Montreal and the Basilique Sainte-Anne-de-Beaupré.

<https://martyrs-shrine.com>

## SATURDAY AFTERNOON - GUIDED TOURS

### 1. Visit to the Georgian Hills Vineyard

Costs: \$50 includes transportation, winery tour, wine and cheese tasting.



<https://www.georgianhillsvineyards.ca>

With your colleagues from across Canada, you will leave the resort on route for a visit to the winery and immerse yourself in the Georgian Hills experience. Whether you're sipping and taking in the views, enjoying a guided tour, enjoying a selection of artisanal cheeses, cured

meats, house made preserves or exploring our trails, the peace of the Beaver Valley and the wines it produces, are an indulgence they are proud to share with you with a glimpse of the Georgian Bay to the north.

Schedule:

12:45 pm Departure from hotel  
 1:00 pm Visit of the winery  
 2:00 pm Wine/cheese tasting  
 3:00 pm Return to the hotel

## 2. Town of Creemore and Creemore Springs Brewery

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Costs: Free Brewery tour and tasting (includes transportation)



The charming village of Creemore is a little town 30 minutes from Blue Mountain Resort, nestled amongst the valley of the Mad and Noisy rivers. The name may be familiar because of a certain beer, but there is much more to this town than famous craft beer. There is a free tour and tasting available at Creemore Springs Brewery for everyone.

Imagine going to a place where time seems to have stood still, old fashioned shops filled with treasures new and old make up the downtown. There are no big box stores, and no fast food franchises in Creemore. There are however exceptional cafes, restaurants and a local pub which always bustle with friends and families who gather for a pint, food and conversation.

<http://www.experiencecreemore.com>

Schedule:

12:30 pm Bus departure from Hotel  
 1:15 pm Visit of the beautiful community of Creemore: local restaurants and boutiques  
 2:00 pm Visit of the brewery and tasting  
 3:15 pm Return to the hotel

## SATURDAY AFTERNOON SELF-DIRECTED TOURS & EVENTS

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### Wineries/Cideries/Micro-Breweries

- [Creemore Springs - Creemore](#)
- [SideLaunch Brewery](#)
- [Georgian Hills Vineyards](#)
- [Coffin Ridge Boutique Winery](#)
- [The Roost Wine Company](#)
- [Thornbury Craft Cider](#)
- [Duntroon Cyder House](#)
- [Windswept Orchard Cider](#)

### Tourist Attractions / Places to Explore

- [Scenic Caves](#)
- [Scandinave Spa](#)
- [Town of Collingwood](#)
- [Explore Grey Highlands](#)
- [Village of Thornbury](#)
- [Village of Meaford](#)
- [Wasaga Beach](#) - The World's Largest Fresh Water Beach