



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

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, MAY 10, 2022
6:30 P.M.**



PUBLIC ACCESS LIVE STREAM LINK
<https://niagaracatholic.ca/meetings-livestream/>

A. ROUTINE MATTERS

1. Opening Prayer – Trustee Burtnik -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of April 5, 2022 A5
6. Consent Agenda Items -
 - 6.1 Staff Development Department Professional Development Opportunities A6.1
 - 6.2 Capital Projects Progress Report Update A6.2

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Niagara Catholic Applied Behaviour Analysis (ABA) Update 2022 – Gino C1
2. Status of Portable Hepa Air Purification Units and Ongoing Maintenance C2
3. Draft Board and Committee Meeting Dates Calendar 2022-2023 C3
4. Monthly Updates -
 - 4.1 Student Senate Update -
 - 4.2 Senior Staff Good News Update -

D. INFORMATION

1. Trustee Information

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action -

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 10, 2022**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF APRIL 5, 2022**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 5, 2022, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, APRIL 5, 2022

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, April 5, 2022 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 Moody.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Turner.

2. Roll Call

Vice-Chair Moody noted that Trustee Fera 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	✓			
Student Trustees				
Sydney Yott	✓			
Steffen Zylstra	✓			

The following staff were in attendance:

Camillo Cipriano, Director of Education; **Lee Ann Forsyth-Sells, Kimberly Kinney, Gino Pizzoferrato, Pat Rocca**, Superintendents of Education; **Domenic Massi, Joseph Zaroda**, Associate Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Clark Euale**, Controller of Facilities Services; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services

3. Approval of the Agenda

Moved by Trustee Burtnik

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of April 5, 2022, 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 March 8, 2022

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 8, 2022, as presented.

CARRIED

6. Consent Agenda Items

6.1 Staff Development Department Professional Development Opportunities

Presented for information.

6.2 Capital Projects Progress Report Update

Presented for information.

Moved by Trustee Burkholder

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

1. 2022 Niagara Catholic Skills Competition

Joseph Zaroda, Associate Superintendent of Education provided background information on the Niagara Catholic Skills Competition and introduced Ivana Galante, K to 12 Consultant: Business/Technological Education/Specialist High Skills Major/Co-Op/OYAP.

Ms. Ivana presented the 2022 Niagara Catholic Skills Competition report.

Ms. Galante answered questions of Trustees.

C. COMMITTEE AND STAFF REPORTS

1. Niagara Catholic Anti Sex Trafficking Protocol

Domenic Massi, Associate Superintendent of Education presented the Niagara Catholic Anti Sex Trafficking Protocol for Trustee information.

Superintendent Forsyth-Sells and Associate Superintendent Massi answered questions of Trustees.

2. 2022-2023 Grants for Student Needs Funding

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the 2022-2023 Grants for Student Needs Funding.

Superintendent Vetrone answered questions of Trustees.

3. Monthly Updates

3.1 Student Trustees' Update

Sydney Yott, and Steffen Zylstra, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

3.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Forsyth-Sells

- The Niagara Catholic District School Board with the Niagara Catholic Parent Involvement Committee is pleased to be hosting Family Math Nights, a virtual series of sessions for Niagara Catholic parents/guardians.
- Synod 2021-2023 is underway in the Catholic Church. The parishes in the Dioceses of St. Catharines are hosting parish listening sessions. Niagara Catholic, in collaboration with the Niagara Catholic Parent Involvement Committee, invites all members of Catholic School Councils and parents/guardians to virtually participate in listening sessions for parents/guardians to provide feedback on how we can grow together as a Church.

D. INFORMATION

1. Trustee Information

Director Cipriano reminded Trustees of the OCSTA AGM on April 21, 2022.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

1.1 April 26, 2022 Board Meeting

F. BUSINESS IN CAMERA

Nil

G. REPORT ON THE IN-CAMERA SESSION

H. ADJOURNMENT

Moved by Trustee Prince

THAT the April 5, 2022 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 8:20 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **April 5, 2022.**

Approved on **May 10, 2022.**

Daniel Moody
Vice-Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 10, 2022**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC APPLIED BEHAVIOUR
ANALYSIS (ABA) UPDATE 2022**

The Niagara Catholic ABA Update 2022 report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education
Angela De Lisio, ABA Lead
Cathy McMullin, ABA Lead
Julia Nicholson-Clarke, ABA Lead
Julia Nemcko, BCBA

Presented by: Julia Nemcko, BCBA

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: May 10, 2022



REPORT TO THE COMMITTEE OF THE WHOLE MAY 10, 2022

NIAGARA CATHOLIC ABA UPDATE 2022

BACKGROUND INFORMATION

The Ministry of Education continues to work with Ontario school boards through Superintendents responsible for Student Support Services and the Applied Behaviour Analysis (ABA) portfolio and ABA clinicians/professionals to support Ontario schools with resources and supports to increase student and staff safety and achievement through the implementation of ABA strategies and interventions. As educators, we are all entrusted to support students in celebrating the gifts that God has given them. Jesus Christ is the model for teaching and we are called upon to reflect and tailor our practices to be living witnesses of Christ.

ABA is a targeted intervention that has the potential to leverage equity, inclusion and full accessibility for all learners, especially our most vulnerable learners, so that every learner may assume their rightful position as a faith-filled contributor and valued member of a Catholic Learning Community. This vision will require:

1. Seeing behaviour and behaviour intervention through the lens of our faith and through Christ's eyes.
2. Adopting an ABA for All lens where ABA is embedded in all teaching and learning practices to bring dignity to all.
3. An interdisciplinary approach where clinical and educational excellence meet to create new and innovative spaces for student learning, student dignity and student wellness.

To organize the various supports and services most suited to the school setting, the continuum of care is often called a "Multi-Tiered System of Support". Tier 1 provides ABA class wide programming for all students, led by classroom teachers and supported by Behaviour Resource Teachers (BRTs) and ABA staff, with the intention of focusing on proactive behaviour support that is essential for some, but good for all. Tier 2 focuses on a larger percentage of students, who require more targeted, individualized approaches (Targeted ABA Intervention; TABAI). Tier 3 focuses on a smaller student population that may be presenting with clinically significant behaviour concerns who require a more targeted and intensive level of support and service.

Following the various interruptions in student's learning throughout the COVID-19 Pandemic the ABA staff, as of September 2021, has been able to resume full implementation of the TABAI model and work across multiple school environments daily as we historically have.

NCDSB ABA HUMAN RESOURCES

The ABA Team continues to operate with the same number of staff as the previous two years, with all team members maintaining their same responsibilities. Ten ABA staff currently possess permanent positions and two ABA Facilitators are currently on yearly contracts.

- **Board Certified Behaviour Analyst (BCBA); 1 staff member**

- ABA Lead; 3 staff members
- ABA Facilitators; 8 staff members

DATA SUMMARY OF ABA INVOLVEMENT

Operational Definitions of Involvement:

Contacts Made: Number of contacts made with the school. This may include indirect or direct observations that can include: preference assessments, Functional Behaviour Assessments (FBAs), school based team meetings, case conferences, conducting competency based training Behavioural Skills Training (BST) in classrooms supporting staff and students working through skill acquisition programming and interfering behaviors.

Training: Any time spent with a member of the school-based team outside of BST (Educational Assistants, Classroom Teacher, Educational Resource Teacher, or Principal). This may include: Professional Development (PD), staff skill development, and/or skill acquisition/ behaviour reduction programming training in the form of booster sessions based on program integrity checks.

ABA Involvement		
ABA Involvement	September 2020-April 2021	September 2021-April 2022
Schools Accessing ABA Services	46 schools have had involvement <i>81 % of schools</i>	55 schools have had involvement <i>96% of schools</i>
Number of Students	275 <i>Team members may collaborate to service the same student(s)</i>	405 <i>Team members may collaborate to service the same student(s)</i>
Number of Contacts	1340	2007
Number of Trainings	248	285

ABA Referrals September 2021-April 2022	
Transition Supports	61
Referrals	141

REDUCING USE OF PHYSICAL INTERVENTION TECHNIQUES (PITS)

Crisis Intervention Training Programs

Within NCDSB we have utilized Behaviour Management Systems (BMS) since the year 2007. NCDSB has utilized Safe Management Group (SMG) since the year 2000.

Behaviour Management Systems (BMS)

The mission of BMS is to provide leadership, training and support in the effective management of behaviour in all environments. BMS philosophy is that successfully managing behaviour results in safe and secure learning environments – evidenced by fewer conflicts and reduced need for Physical Intervention Techniques (PITs) and discipline.

Educators who experience BMS training will possess a greater level of expertise in the management of both every day and critical incident behaviour. The primary emphasis is on prevention and non-physical interventions. Knowing the child, acting on “early warning signs” or indicators, and the effective use of calming and de-escalation techniques are some key strategies. The secondary emphasis is on calming and de-escalation techniques, in addition to personal safety techniques (avoidance, releases, blocks). The tertiary emphasis is on safe containment (restraint) methods (an absolute last resort - rarely required by most staff) coupled with calming and de-escalation techniques

This is a program written by educators for educators for use in schools and other caregiving environments. The program emphasizes prevention (rather than control) of disruptive behaviour. This training is linked to educational policies and programs, supports Special Education protocols, advocates a systems/community of learners approach and enhances staff confidence and competence.

All members of the ABA Team are BMS trainers. Having your own “in-house” Trainers is the most cost effective way to deliver the program to staff, and also affords maximum flexibility in scheduling. Our trainers know our organization’s conditions and practices. Creating such a group develops a pool of expertise available to all staff and greatly facilitates the process if emergent training needs occur. Having a cadre of “in-house” Trainers promotes a team approach and, at the same time, provides a built-in support system for both the Trainers themselves and staff who take the training. BMS trainers are also responsible for the follow-up and debrief with school staff following utilization of a BMS Physical Containment Procedure/PITs, Blocks/Releases/ or an Emergency Physical Intervention resulting in a summary within a Physical Intervention Incident Report (PIIR).

BMS is utilized board wide and the following positions are trained/re-certified on a yearly basis: Principals/Vice-Principals, Educational Resource Teachers (ERTs), Child and Youth Workers (CYWs), Early Childhood Educators (ECEs), Educational Assistants (EAs), Interpreters, Student Support Central Level Team Members.

Safe Management Group (SMG)

SMG was developed by Psychologists, BCBAs/Therapists, and Physical Intervention Specialists to address the unique needs and challenges posed by children with unsafe interfering behaviour.

SMG was used with specialized cases as early as 2000. A Behaviour Therapist (BT) from Pryor Linder and Associates (PLA) created Behaviour Support Plans (BSPs) and supervised staff implementing SMG techniques. In 2012 PLA approved NCDSB to move towards a ‘Train the Trainer’ model, utilizing a PLA BT to create BSPs and utilizing Special Needs Facilitators (SNFs) as SMG Advanced Trainers as there was a high demand for the SMG PITs and numerous staff were at schools and needed to be certified and refreshed in SMG and monitored in their techniques.

Divestment from SMG

The use of physical containment techniques is typically a temporary solution to a situation in which a student presents an imminent risk to self or others. In some scenarios, over the course of time, SMG PITs embedded within BSPs have not demonstrated a reduction in interfering behaviour and SMG PIT implementation have increased (higher frequency of restraints/containments) leading to safety concerns, potential student trauma/injury, potential staff injury/trauma/turnover, increased Workplace Safety and Insurance Board (WSIB) claims, increased Physical Intervention Incident Reports (PIIRs), increased Violent Incident Reports, and near zero levels of increased student independence.

As a result of ministry/NCDSB investment, the ABA staffing complement has increased over the past years to support the TABAI model. The TABAI model utilizes Behaviour Skills Training (BST), which is an essential component in building staff capacity in an effort to reduce interfering behaviours and ultimately reduce the utilization of SMG PITs within an educational setting.

In September of 2021 NCDSB's BCBA and an ABA Lead became certified as SMG Advanced Trainers and all SMG and BMS responsibilities were shifted to the ABA Team. The objective of the ABA team's involvement was to eliminate the utilization of SMG within NCDSB. The current NCDSB SMG Advanced Trainers reviewed all BSPs within the 2021 school year that had SMG physical containments utilized within them, and participated in team meetings for Special Consultations in conjunction with the PLA BT. At the beginning of the 2021 school year 8 students had SMG PITs embedded within their programming. We have currently reduced to zero students with this form of programming from the previous year. Moving forward, the BCBA and ABA Leads will be solely responsible for the creation of central level BSPs to avoid duplication of services, while maintaining responsibility for any PIIR debriefs.

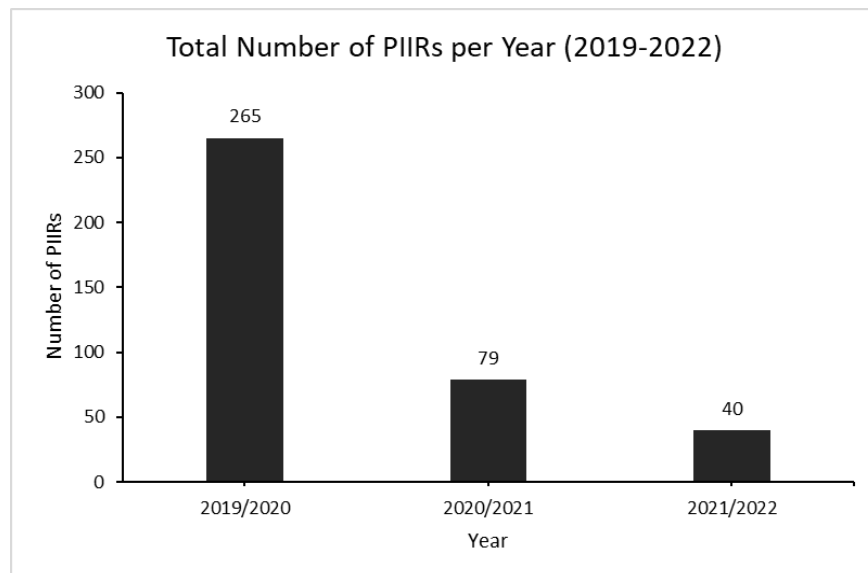
Physical Intervention Incident Report Data

The utilization of the TABAI process is intended to build staff capacity and confidence, with a focus on proactive strategies, thus reducing the use of reactive, punishment-based PITs. The TABAI model has allowed for members of the ABA Team to model these strategies for staff in real time while interfering behaviours are taking place, and coaching staff as they learn to work through these behaviours themselves without frequently using a physical, hands on approach through utilizing PITs. When a PIT resulting in a PIIR has taken place, the ABA team will follow up with school and participate in an extensive debrief on the incident and discuss next steps.

The graph below displays the number of PIIRs submitted over the past three school years. It should be noted that during the 2020/2021 school year the schools remained open for students with complex special learning needs during lockdowns.

It should also be noted that during the 2019/2020 school year school closures occurred in March 2020 and students resumed in-person learning in September 2020. The data reflected in the graph for the 2019/2020 school year is based on PIIRs submitted from September-March, with the school closures occurring from March until the end of June, demonstrate significantly high PIIR submissions (265). In the 2020/2021 school year all ABA team members were trained as BMS instructors and the submission of PIIRs decreased to 79, with students attending in-person learning. In the 2021/2022 school year the responsibility for the BMS/SMG portfolio was shifted exclusively to the BCBA and ABA Leads, and through the utilization of the TABAI model there has been a significant decrease in the use of PITs resulting in submissions of PIIRs. In contrast to the data displayed for the 2019/2020 school year (265) that was shortened due to school closures, in the current school year with full-time in person-learning the PIIR submissions have reduced to 40, which is a reduction of 220 PIIRs.

A student who contributed to a high number of PIIRs was not attending school during 2020/2021 and is currently slowly being reintroduced to a school setting, with NCDSB's SMG Advanced Trainers recommending no further use of SMG PITs for that specific student.

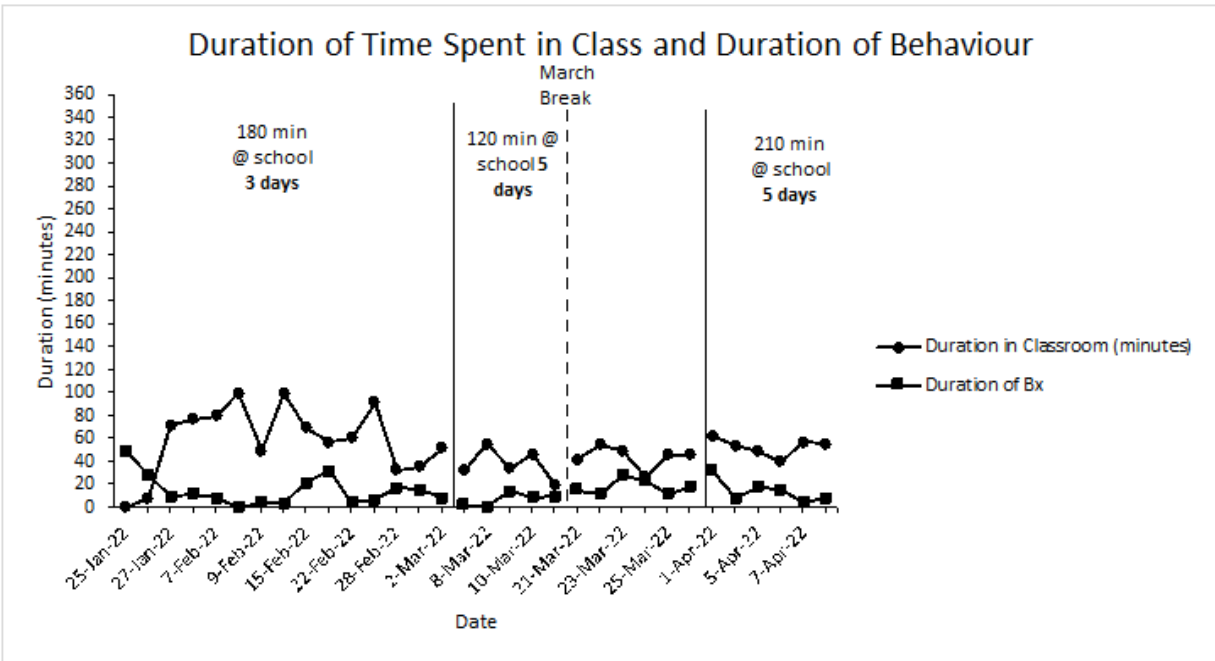


Case Study Demonstrating Success without Physical Containment

Arial is a 7 year old girl in grade 2 who attends an elementary school within NCDSB (name changed to protect confidentiality). Prior to attending her current school, she spent Kindergarten Year 1 in a school within a different board where they frequently used physical containment strategies to manage her behaviour for her own safety in response to running out of the building and physical aggression. She has attended her current school within NCDSB for two years. However, she did not attend any in person learning in the 2020-2021 school year due to the COVID-19 pandemic and did not attend school virtually. Her Individual Education Plan (IEP) is entirely alternative learning and she has a diagnosis of Autism Spectrum Disorder (ASD) and sensory sensitivities. She does not possess functional communication due to articulation/language deficits. She will attempt to verbally express her wants/needs, as well as point and pull towards activities/items.

Prior to Tier 3 intervention, the student was receiving Tier 2 services from September 2021-December 2021 through the TABAI model. She was attending school 5 days per week for 3 hours a day and spending the majority of her school day within an alternative room (isolated from peers) with no time spent in her classroom working on prerequisite learning skills (following adult instructions, following a schedule, sitting at a desk). Due to the frequency and intensity of behavioural episodes, as well as the length of time spent in behavioural episodes, the daily staffing complement that was required to support this student in an alternative space consisted of 2 ABA Facilitators, an EA and the ERT and Principal were often called to support the team. Behavioural episodes could last for hours at a time and consisted of: running from the school, physical aggression, removal of clothing, property destruction. An ABA Lead was providing supervision and conducted daily debriefs and ongoing support for the school and ABA Facilitators. Due to an increase in the intensity of the behaviour in December of 2021, the student's school week was reduced to 3 days per week.

The area ABA Lead referred to the BCBA for Tier 3 support in January 2022. At the time of Tier 3 referral she was attending school 3 days a week for 3 hours a day. Once a Tier 3 intervention was initiated the staff complement included the BCBA, 2 ABA facilitators (they took turns alternating days to avoid burnout) and an EA. The ABA team has been systematically fading out our involvement based on student data indicating success and as the school's staff confidence is demonstrated through solid implementation of the BSP. The objective of our intervention was to reduce the frequency and intensity of behavioural episodes, as well as reduce the student's time spent in the alternative space and increase time spent in the inclusive setting of the classroom. Currently she is attending school 5 days a week for 3.5 hours each day with the goal of moving towards full days. There have been no physical containment procedures implemented.



This figure above displays a contrast between data for the total duration of time spent in class per day and the total duration of behavioural episodes per day. This graph depicts the progression of time spent at school starting at 180 minutes a day for 3 days a week to 120 minutes a day for 5 days a week and currently 210 minutes a day for 5 days a week. On the first date of data collection and implementation of the new BSP (January 25th, 2022) she exhibited nearly 60 minutes of behaviour with no time spent in the classroom setting. On Day 2 of implementation (January 26, 2022) the behaviour reduced to 30 minutes of behaviour and 10 minutes spent in the classroom setting. On Day 3 of implementation she exhibited 10 minutes of behaviour and spent nearly 80 minutes in the classroom setting. Duration of behaviour has remained low and stable, while the duration of time in the classroom continues to vary between 40 minutes to over 100 minutes.

ADDITIONAL ABA TEAM RESPONSIBILITIES

After School Skill Development Program (ASSDP)

This program is available for students with or without a diagnosis of ASD and the goal is to provide opportunities to strengthen social, communication, life skills and leisure skills.

Summer 2021

Virtual Camp

Four virtual camps were run by ABA team members for 26 students with varying profiles

- Social Skills group Grade 1-3
- Social Skills group Grade 4-6
- Social Skills group Grade 7-8
- Beyond High School group Grade 9-12

Camp was focused around interactive lessons and targeted skill development to strengthen in areas of friendship and social skills. Some components were taken from TeachTown Social Skills Curriculum. All students have access to a TeachTown Social Skills License for one year to be utilized for ongoing skill development supported by school staff for the 21/22 school year. Students also had the opportunity to participate in science experiments, art, and movement activities. ABA staff facilitated and demonstrated

each component of the camp virtually. Camp kits were delivered by ABA staff to all families prior to the camp containing all materials necessary for each activity scheduled for the week-long camp.

Robotics

In collaboration with LearnStyle, three virtual robotics and coding camps were offered to junior, intermediate, and secondary students with ASD throughout Niagara Catholic. 13 students between grades 4-7 had the opportunity to engage in social interactions and build friendships through a shared interest in computers, coding and robotics. A significant portion of each session is devoted to collaborative robotic and coding themed social games designed to encourage joint engagement, conversation, turn-taking and cooperation while building behaviour regulation skills of patience and perseverance.

Homegrown at NCDSB (Spring 2022)

We are currently running an after school program where students will learn about different gardening tools, the life cycle of plants and butterflies, healthy eating (fruits and vegetables), activities centered around mother earth, and learn how to plant, grow and maintain their own plants. Skills that will be targeted within this program are; fine motor (pinching dirt/seeds, poking holes in dirt, pulling weeds, holding gardening tools), gross motor (Planting Dance/Movement Activities -go noodle), following directions/sequencing, patience (waiting for plant to grow), sensory input (tactile- water, rocks, dirt, seeds, touching new foods; visually- water, growing plants, olfactory- flowers, dirt, taste- growing veggies, tasting new fruits and vegetables), social skill development (teamwork and cooperation), responsibility (tending to their plants), and food exposure (exposure, touching, eating new fruits/vegetables).

Transition Supports

The team is preparing for incoming Kindergarten students transitioning to NCDSB by attending observations and meetings to prepare for their transition to school next year. The team has participated in ERT meetings with elementary school and high school ERTs to support the transition from students in Gr. 8 to Gr. 9, or to the special education classroom.

The ABA team provides support to students and educators transitioning from other school boards, including boards from outside Niagara.

NEW- Entry to School Program

Bethesda Services were successful in obtaining the Niagara Region service delivery of the Entry to School Program through the Ministry of Children, Community and Social Services serving clients through the Ontario Autism Program (OAP). This is a six-month curriculum-based program with the objective to prepare children to begin school, with a focus on key readiness skills. All participants are children who will be entering school for the first time in Kindergarten or Grade 1. Participants will benefit from individualized programming with virtual, in-person, and group-based service elements. The ABA team will collaborate with Bethesda clinicians to ensure that individualized transition supports occur and Bethesda clinicians will be available for consultation to the school teams for the first six months of school. The ABA Leads will be working closely with Bethesda to ensure that all participating students entering NCDSB registered with the OAP will benefit from this critical transition program.

Family Supports

The ABA team strives for consistent communication with families to obtain input and share plans for program implementation within the schools. Support may also look like:

- ABA members assist families to navigate services and connect with outside agencies, for example, Contact Niagara, Community Living, Autism Ontario, Pathstone Mental Health Services, Niagara Children's Centre- Speech Services Niagara-CAST, Powerhouse for sibling support.

- Support families/schools in connecting with private ABA providers
- Assisting families/schools with connecting with Bethesda regarding OAP, Special Services at Home (SSAH) funding, Children’s Developmental Assessment Services (CDAS)
- Assisting families and school staff in interpreting outside agency assessments/reports to assist with school programming and comprehension
- Assisting families with direction to receive assessments for potential diagnoses
- Supporting the development of letters for medical professionals regarding medical support for diagnoses and/or behaviours. The team will also provide data summaries for schools/families to provide to medical professionals.

Clinical Goals meet Educational Programming

The ABA Team continues to collaborate with our BRT team to align the core principles of ABA (data collection, individualized programming, positive reinforcement and generalization of skills) with educational programming and social-emotional learning. The BRTs continue to offer Tier 1 social-emotional supports through the workshop “I Am a Child of God” and the all-encompassing resource “Who Do You Say I Am?” that incorporates ABA principles, strategies and tools with Mindfulness and social-emotional strategies and tools to bring evidence-based interventions to students that target the function of behaviour through replacement behaviours. As our BRT team and ABA team continue their collaboration, we strive to ensure that educational goals are aligned with clinical goals to leverage equity and inclusion for all as well as greater accessibility for staff and students to adopt an ABA for All stance.

COMMUNITY PARTNERSHIPS/COLLABORATIONS

Brock University

For the past three years, under the direct supervision of the BCBA, the ABA team has supported multiple Brock Master’s student’s final practicum placements within the Masters of Applied Disabilities program. With additional BCBAs in ABA Lead positions, additional applications have been submitted to the university to support more students in the coming school year. Mentorship of Master level students provides an invaluable free service to school communities and has positively contributed to the applicant pool for ABA team positions.

Niagara College

The ABA team has hosted 13 Niagara College Autism and Behavioural Science (ABS) placement students during the school year. The team has created and presented an orientation to students and have supported them in meeting their placement requirements for each semester. The ABS students are placed in schools where ABA Facilitators frequent for their direct support, as well as ensuring ABA programming is occurring for their observations and opportunities are available for implementation.

The ABA Leads presented to the ABS program’s Transition Planning and Implementation course offered within the ABS program on various transitions within the NCDSB and how the ABA team supports students and educators while promoting successful transitions.

TESTIMONIALS

“I am sure I speak for the rest of the team when I say that we are both sad and happy that ____’s case is considered closed. It’s been great having your expertise at our disposal. Rather than say goodbye, lets say... see you sometime. As I am sure you noticed, we want success for him, and are willing to do whatever we can for that! Because of your tireless work, we have all seen positive changes in ___'s school day. Thank you!”- Classroom Teacher

“The way your team jumps right in and gets involved with our students is amazing. The modeling piece has been instrumental to the success we have experienced with our kiddos. So often, suggestions and ideas are

shared on paper, but not actually put into place for support staff and teachers to SEE and then have the opportunity model. We have been **taught** to look at the cause of the behavior, and then use that understanding to build a day that pairs highly preferred activities with task completion and success. It really has been a valuable experience. Thank you for always being there to answer questions, share suggestions, listen and revise plans, support and validate the work that we do.” - ERT

“The ABA Team has been so helpful to our school community so much so that I am currently taking ABA for Educators (Level 1)”- ERT

“When staff are struggling with a student, and we have full involvement, we feel more open to suggestions because we know that actions on the part of the ABA team speak volumes over a discussion.” -ERT

“I can’t say enough about the Board’s ABA staff. They make a significant difference to both the staff and students in our school. The approach they take helps to improve the ability for support and teaching staff to better understand and support our most vulnerable students allowing our students to become accepted by peers and ensures integration in the classroom.” - ERT

“By supporting directly in classrooms with staff and students, ABA staff experience the daily realities of our classrooms and specific situations. Instead of trying to explain what is happening, they are able to experience it with us and problem solve as a team.” -ERT

“Having ABA support is crucial to the betterment of the student’s growth and development. They are an invaluable resource to the staff and most importantly the student experience and well being. Just as intervention is needed to develop non-readers into readers, so too is the necessary intervention of the ABA team to see similar gains with a student’s communication, social interaction and self-regulation.” -Principal

CONCLUSION

To conclude, the Niagara Catholic ABA Team is grateful for the ongoing support of the Ministry of Education, Senior Administration, the Superintendent of Student Support Services, and the Board of Trustees for ensuring that best practices for supporting our student’s behavioural needs are being met and prioritized by funding essential programs and by maintaining the team. ABA resources, services and support have been making a significant difference for students and staff who are managing difficult transitions and uncertainty, directly impacting student behaviour and the safety of students, staff and our communities. Based on the multi- year data provided, the team continues to increase our service to students as we continue to grow stronger as a team and become more efficient, as well as build on the capacity within individual school communities. A major focus for this year was to reduce the use of PITs resulting in PIIRs, as the system has had reduced staff availability/consistency due to the ongoing COVID-19 pandemic, as well as a shift in mindset led by the BCBA and ABA Leads within the system regarding the use of PITs.

As members of a Catholic learning community, we are called to contribute to collaborative practices to provide opportunities for students and staff to continue to learn to reach their full potential. The ABA team will continue to work in partnership with school administrators and staff to ensure that the safety and behavioural needs of all students continue to be at the forefront of all decision-making and that student safety, achievement and success continues to be our collective goal. The maintenance of and ongoing consideration for the further expansion of the ABA team (increasing BCBA/ ABA Lead positions and additional facilitators) will support the growing behavioural needs that inhibit student safety, learning and staff’s ability to teach, especially in respect to those students entering the system who were impacted by the COVID-19 pandemic who may have had limited social exposure during this critical period of their childhood that may demonstrate long-term implications for their school readiness.

The Niagara Catholic ABA Update 2022 report is presented for information.

Prepared by: Gino Pizzoferrato, Superintendent of Education
Angela DeLisio, ABA Lead
Cathy McMullin, ABA Lead
Julia Nicholson-Clarke, ABA Lead
Julia Nemcko, BCBA

Presented by: Julia Nemcko, BCBA

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: May 10, 2022

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 10, 2022**

PUBLIC SESSION

**TITLE: STATUS OF PORTABLE HEPA AIR PURIFICATION UNITS
AND ONGOING MAINTENANCE**

The Status of Portable Hepa Air Purification Units and Ongoing Maintenance report is presented for information.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: May 10, 2022



**REPORT TO THE COMMITTEE OF THE WHOLE
MAY 10, 2022**

**STATUS OF PORTABLE HEPA AIR PURIFICATION UNITS
AND ONGOING MAINTENANCE**

BACKGROUND INFORMATION

Since the beginning of the COVID-19 Pandemic in March 2020, the Ministry of Education has provided funding to school boards periodically in order to support efforts to mitigate the spread of the virus. Some of these initiatives included the provision of personal protective equipment (gloves, gowns, masks, hand sanitizers, cleaners, shields, safety glasses, and rapid tests). Niagara Catholic also took advantage of this funding to purchase and distribute portable HEPA filtration units throughout our system in schools with non-operable windows, or minimal to no ventilation.

Since then, the Ministry of Education has also provided a number of portable HEPA air purifiers that were procured directly by them and shipped to our Board for distribution. These latter orders were fully funded by the Ministry with instructions on how they were to be utilized. Over the past 6 months, the Ministry provided a sufficient number of standalone HEPA filtration units for all occupied classrooms without mechanical ventilation as well as those with ventilation systems unable to utilize MERV 13 rated filters. This now provides full coverage of all occupied spaces including active classrooms, child care spaces, gymnasiums, cafeterias and libraries.

In all, there are four different types of portable HEPA filtration units currently distributed across Niagara Catholic. The following is a summary of the types of units, filter replacement costs, and frequency of changes required for your information. For your information only, the Aera Max units were procured by Niagara Catholic utilizing the original COVID-19 funding provided by the Ministry of Education.

Portable HEPA Filtration Unit	Number of Purifiers	Average Cost of Complete Filter Change (\$)	Change Frequency	Average Cost/Year
Aera Max	565	\$175.00	once/year	\$98,875.00
Jade (+ UV Lamp)	147	\$300.00	once/year	\$44,100.00
Trio Plus (no Lamp)	39	\$122.50	once/year	\$4,777.50
Austin	719	\$300.00	every 3 years	\$71,900.00
TOTAL	1470			\$219,652.50

While it is very much appreciated that we received the much needed COVID-19 funding to purchase the original shipment of these units, along with the pre-purchased units since provided directly by the Ministry, it brings to light the ongoing maintenance costs of these portable HEPA filtration units.

This report is presented to inform Senior Staff and Trustees of the ongoing operational costs of maintaining these 1470 portable HEPA filtration units in a post-pandemic era. As you can see, the estimated cost of the replacement filters equates to approximately \$220,000 per year. We are also finding that while the manufacturers require yearly filter changes, some of these units require a greater frequency depending upon the activity and condition of the space being filtered. The life cycle of these units is approximately 5 to 7 years. It should also be noted that these estimates do not include the cost of electricity in running these units over the long term.

The Status of Portable Hepa Air Purification Units and Ongoing Maintenance report is presented for information.

Prepared by: Clark Euale, Controller of Facilities Services

Presented by: Clark Euale, Controller of Facilities Services

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: May 10, 2022

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 10, 2022**

PUBLIC SESSION

**TITLE: DRAFT BOARD AND COMMITTEE MEETING DATES
CALENDAR 2022-2023**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Draft Board and Committee Meeting Dates Calendar 2022-2023, as presented.

Prepared by: Corporate Services
Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: May 10, 2022



REPORT TO THE COMMITTEE OF THE WHOLE MAY10, 2022

BOARD AND COMMITTEE MEETING DATES CALENDAR 2022-2023

BACKGROUND INFORMATION

At the February 22, 2022 Board Meeting, the Board approved the 2022-2023 School Year Calendar for submission to the Ministry of Education. On April 19, 2022 the Director of Education was notified by the Ministry of Education that the “2022-2023 modified school year calendar is approved, in accordance with subsection 5(1) of *Regulation 304 – School Year Calendar, Professional Activity Days*”. (Appendix A)

Annually, staff utilizes the approved Board and Ministry of Education school year calendar to design the Board School Year Calendar and Meeting Dates along with a calendar of dates for school and system activities, celebrations, events, faith formation, meetings and professional development.

In compliance with the Niagara Catholic District School Board By-Laws on Annual Organizational Meeting (Section 7), Regular Meetings of the Board (Section 8) and Committee Meetings (Section 19), meeting date recommendations from the Niagara Catholic Parent Involvement Committee (NCPIC), the Special Education Advisory Committee (SEAC) and the Audit Committee along with historical annual meeting date adjustments for the Committee of the Whole and Board Meetings in December and June, a draft Board and Committee Meeting Dates Calendar 2022-2023 is presented for the consideration of the Committee of the Whole (Appendix B).

When the Board approves the Board and Committee Meeting Dates Calendar 2022-2023, staff will place a copy on Board websites and notify Board Committees and staff.

Appendix A – Letter from the Ministry of Education

Appendix B – Board and Committee Meeting Dates Calendar 2022-2023 (Draft) with Policy Committee

Appendix C – Board and Committee Meeting Dates Calendar 2022-2023 (Draft) without Policy Committee

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Draft Board and Committee Meeting Dates Calendar 2022-2023, as presented.

Prepared By: Corporate Services and Communications

Presented By: Camillo Cipriano, Director of Education/Secretary-Treasurer

Recommended By: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: May 10, 2021

Ministry of Education

West Region
217 York Street, Suite 207
2nd Floor West
London ON N6A 5P9
(519) 667-1440
1-800-265-4221
FAX (519) 667-9769

Ministère de l'Éducation

Région de l'Ouest
217, rue York, bureau 207
2e étage ouest
London ON N6A 5P9
(519) 667-1440
1 800 265-4221
Télécopieur (519) 667-9769



April 19, 2022

Brianna Dzelihodzic
Human Resources Specialist
Niagara Catholic District School Board
430 Rice Rd
Welland ON L3C 7C1

Dear Brianna Dzelihodzic,

On behalf of the Minister of Education, I am pleased to inform you that your 2022-2023 modified school year calendar is approved, in accordance with subsection 5(1) of *Regulation 304 – School Year Calendar, Professional Activity Days*, and is deemed compliant for posting. Please note that the board will also receive an automated notice through the School Year Calendar Application.

As per the supporting documentation provided by the board, it is understood that consultation with stakeholder groups has taken place and that support for the modification has been obtained.

In addition to your calendar submission, the board must submit its Professional Activity (PA) day descriptions no later than **August 15, 2022**. After August 15, a representative from the regional office may contact the board to discuss Ministry requirements for PA days where necessary. Following this, you will receive a **separate written confirmation** from the Regional Office which will confirm completion of the 2022-2023 school year calendar process.

Regards,

Jeff Moser

A handwritten signature in black ink that reads "Jeffrey J. Moser".



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

2022-2023 School Year Calendar & Meeting Dates

SEPTEMBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	SEAC	NCPIC	8	10
11	12	PC SAL CW	14	15	16	17
18	19	20	21	22	AC	24
25	26	BD	28	29	30	

OCTOBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	SEAC	6	7	8
9	10	SAL CW	12	13	14	15
16	17	18	19	20	21	22
23	24	BD	25	26	27	28
30	31	BD				

NOVEMBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	SEAC	NCPIC	3	5
6	7	PC SAL CW	9	10	11	12
13	14	15	16	17	18	19
20	21	INAUG BD	AC	24	25	26
27	28	29	30			

DECEMBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	SEAC	8	9	10
11	12	SAL CW	14	15	16	17
18	19	BD	21	22	23	24
25 Christmas	26	27	28	29	30	31

JANUARY 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	SEAC	NCPIC	13	14
15	16	PC SAL CW	18	19	20	21
22	23	24	25	26	27	28
29	30	BD				

FEBRUARY 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
			1 SEAC	2	3	4
5	6	7	8	9	10	11
12	13	SAL CW	15	16	17	18
19	20	21	Ash Wednesday	23	24	25
26	27	BD				

MARCH 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
			1 SEAC	NCPIC	3	4
5	6	PC SAL CW	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	BD	29	30	31	

APRIL 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	Holy Thursday	Good Friday	Holy Saturday
9	10 Easter Monday	SAL CW	SEAC	13	14	15
16	17	18	19	20	21	22
23	24	BD	26	27	28	29
30						

MAY 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	SEAC	NCPIC	5	6
7	8	9	10	11	12	13
14	15	PC SAL CW	17	18	19	20
21	22	BD	24	25	26	27
28	29	30	31			

JUNE 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	SAL CW	SEAC	8	9	10
11	12	13	14	15	AC	17
18	19	BD	21	22	23	24
25	26	27	28	29	30	

JULY 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

REGULAR SCHEDULE OF MEETINGS

- Committee of the Whole Meeting
- Supervised Alternative Learning Meeting
- Board Meeting
- Inaugural Meeting of the Board
- Special Education Advisory Committee Meeting
- Policy Committee Meeting
- Niagara Catholic Parent Involvement Committee Meeting
- Audit Committee Meetings

- 6:30 p.m. 2nd Tuesday of each month or as Noted
- 2:00 p.m. 2nd Tuesday of each month or as Noted
- 6:30 p.m. 4th Tuesday of each month or as Noted
- 6:00 p.m. November 22, 2022
- 6:30 p.m. 1st Wednesday of each month or as Noted
- 4:30 p.m. 2nd Tuesday bi-monthly or as Noted
- 6:30 p.m. 1st Thursday bi-monthly or as Noted
- 10:00 a.m. As Noted

- CW
- SAL
- BD
- ORG
- SEAC
- PC
- NCPIC
- AC

- Elementary P.A. Day
- Statutory/Other
- Secondary P.A. Day
- School Holidays
- Elementary & Secondary P.A. Day
- Secondary Exams



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

2022-2023 School Year Calendar & Meeting Dates

SEPTEMBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	SEAC	NCPIC	8	10
11	12	SAL CW	14	15	16	17
18	19	20	21	22	AC	24
25	26	BD	28	29	30	

OCTOBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	SEAC	6	7	8
9	10	SAL CW	12	13	14	15
16	17	18	19	20	21	22
23	24	BD	25	26	27	28
30	31					

NOVEMBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
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6	7	SAL CW	9	10	11	12
13	14	15	16	17	18	19
20	21	INAUG BD	AC	24	25	26
27	28	29	30			

DECEMBER 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	SEAC	8	9	10
11	12	SAL CW	14	15	16	17
18	19	BD	21	22	23	24
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1	2	3	4	5	6	7
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15	16	SAL CW	18	19	20	21
22	23	24	25	26	27	28
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5	6	7	8	9	10	11
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12	13	14	15	16	17	18
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18	19	BD	21	22	23	24
25	26	27	28	29	30	

JULY 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
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