



*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, DECEMBER 6, 2016
7:00 P.M.**

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



A. ROUTINE MATTERS

- | | |
|--|------|
| 1. Opening Prayer – Trustee Sicoli | - |
| 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 November 8, 2016 | A5 |
| 6. Consent Agenda Items | - |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of November 22, 2016 | A6.1 |
| 6.2 Approval of Administration of Oral Medication to Students Policy (302.2) | A6.2 |
| 6.3 Approval of Accessibility Customer Service Policy (800.8.1) | A6.3 |
| 6.4 Approval of Access to Board Premises – Safe Schools Policy (302.6.3) | A6.4 |
| 6.5 Approval of Progressive Student Discipline Policy (302.6.9) | A6.5 |
| 6.6 Staff Development Department Professional Development Opportunities | A6.6 |
| 6.7 Capital Projects Update | A6.7 |
| 6.8 In Camera Items F1 and F3 | - |

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

- | | |
|---|----|
| 1. Niagara Catholic French Immersion Program Update | C1 |
| 2. Lakeshore Catholic High School Building Envelope Upgrade Tender | C2 |
| 3. Committee of the Whole System Priorities and Budget 2016-2017 Update | 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 – November 22, 2016 D1.1
 - 1.2 Calendar of Events – December 2016 D1.2
 - 1.3 OCSTA Information – November 18, 2016 D1.3

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
DECEMBER 6, 2016**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF NOVEMBER 8, 2016**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of November 8, 2016, 2016, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, NOVEMBER 8, 2016

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, November 8, 2016 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:00 p.m. by Vice-Chair Burtnik.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Nieuwesteeg.

2. Roll Call

Vice-Chair Burtnik noted that Trustees Fera, Sicoli and Vernal were excused.

| Trustee | Present | Present Electronically | Absent | Excused |
|-------------------------|---------|------------------------|--------|---------|
| Kathy Burtnik | ✓ | | | |
| Maurice Charbonneau | ✓ | | | |
| Frank Fera | | | | ✓ |
| Fr. Paul MacNeil | ✓ | | | |
| Ed Nieuwesteeg | ✓ | | | |
| Ted O'Leary | ✓ | | | |
| Dino Sicoli | | | | ✓ |
| Pat Vernal | | | | ✓ |
| Student Trustees | | | | |
| Kira Petriello | ✓ | | | |
| Nico Tripodi | ✓ | | | |

The following staff were in attendance:

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

3. Approval of the Agenda

Moved by Trustee Charbonneau

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of November 8, 2016, 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 October 11, 2016

Moved by Trustee O'Leary

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of October 11, 2016, as presented.

CARRIED

6. Consent Agenda Items

6.1 Unapproved Minutes of the Policy Committee Meeting of October 25, 2016

That the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of October 25, 2016, as presented.

6.2 Approved Minutes of the October 19, 2016 Saint Michael Catholic High School Family of Schools Attendance Area Ad Hoc Committee

That the Committee of the Whole receive the approved Minutes of the Saint Michael Catholic High School Family of Schools Attendance Area Ad Hoc Committee Meeting of October 19, 2016, as presented.

6.3 Annual Reports for Catholic School Councils and the Niagara Catholic Parent Involvement Committee 2015-2016

Presented for information.

6.4 Staff Development Department Professional Development Opportunities

Presented for information.

6.5 Capital Projects Update

Presented for information.

6.6 In Camera Items F.1 and F.3

Vice-Chair Burtnik requested Item 6.3 be held. This item was moved to Committee and Staff Reports Section C of the agenda.

Moved by Trustee Charbonneau

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

1. Pilgrimage 2016

Mark Lefebvre, Superintendent of Education introduced Terri Pauco, Religion & Family Life Consultant, who presented information on Pilgrimage Sunday, held on October 30, 2016.

Student testimonials from each Catholic secondary school and a visual presentation capturing all of the Pilgrimages 2016 were shared with the Committee of the Whole.

Vice-Chair Burtnik thanked the students for their commitment to the annual pilgrimage.

C. COMMITTEE AND STAFF REPORTS

1. Renaming of Mother Teresa Catholic Elementary School

Yolanda Baldasaro, Superintendent of Education presented the information report on the Renaming of Mother Teresa Catholic Elementary School.

2. Committee of the Whole System Priorities and Budget 2016-2017 Update

Director Crocco along with Senior Administrative Council provided a verbal and visual update on the implementation of the annual Board approved System Priorities and Budget 2016-2017.

Director Crocco and Senior Administrative Council answered questions of Trustees.

2.1 Consent Agenda Item A6.3 Annual Reports for Catholic School Councils and the Niagara Catholic Parent Involvement Committee 2015-2016

Vice-Chair Burtnik expressed gratitude to the effort and hard work of all the parents involved in Catholic School Councils and the Niagara Catholic Parent Involvement Committee.

3. Monthly Updates

3.1 Student Trustees' Update

Kira Petriello and Nico Tripodi, 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 Lefebvre

- The Niagara Catholic Athletic Association football playoffs are scheduled for November 10 and 16, 2016. Trustees were invited to view the NCAA website for more detailed information.

Superintendent Lee Ann Forsyth-Sells

- Grade 8 Student Senator, Fallon Gervais, of St. Patrick Catholic Elementary School in Port Colborne has been selected to participate in the Legislative Page program from November 14 until December 8, 2016.

Director Crocco

- Principal Kevin Lamb, and Vice-Principal Andrew Boon participated in the 2nd Annual Murphy's Kids Charity Boxing Event held at the Merriton Arena. The Annual event donate \$1,000.00 for the Breakfast Program at St. Denis Catholic Elementary School.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – October 25, 2016

Director Crocco highlighted the Spotlight on Niagara Catholic – October 25, 2016 issue for Trustees information.

1.2 Calendar of Events – November 2016

Director Crocco presented the November 2016 Calendar of Events for Trustees information.

1.3 Annual Organizational Meeting of the Board – December 6, 2016 – 6 p.m.

Director Crocco reminded Trustees of the December 6, 2016 Annual Organizational Meeting of the Board at 6 p.m.

1.4 December Committee of the Whole Meeting – December 6, 2016 – 7 p.m.

Director Crocco reminded Trustees of the December 6, 2016 Committee of the Whole Meeting at 7 p.m. following the Annual Organizational Meeting of the Board.

1.5 OCSTA Travel Accident Insurance

Director Crocco shared the Travel Accident Insurance memo by OCSTA.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

1.1 Director Crocco informed the Board that the Ad Hoc Committee for the Attendance Area Review in Niagara Falls has met on two occasions and will continue its deliberations and public consultations towards a recommendation to the January Committee of the Whole.

1.2 Director Crocco noted that as enrolment continues to expand in French Immersion programs a report will be presented at future Committee of the Whole meetings on the expansion of the program.

F. BUSINESS IN CAMERA

Moved by Trustee Nieuwesteeg

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 8:05 p.m. and reconvened at 9:06 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of November 8, 2016.

CARRIED

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee O'Leary

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F4 of the In Camera Agenda.

CARRIED (Item F4)

H. ADJOURNMENT

Moved by Trustee Charbonneau

THAT the November 8, 2016 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 9:07 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **November 8, 2016.**

Approved on **December 6, 2016.**

Kathy Burtnik
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF NOVEMBER 22, 2016**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of November 22, 2016, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, NOVEMBER 22, 2016

Minutes of the Policy Committee Meeting held on Tuesday, November 22, 2016 at 5:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 5:00 p.m. by Policy Committee Chair Vernal.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Vernal.

2. Attendance

| Committee Members | Present | Present Electronically | Absent | Excused |
|------------------------------|---------|---------------------------|--------|---------|
| Pat Vernal (Committee Chair) | ✓ | | | |
| Kathy Burtnik | ✓ | | | |
| Dino Sicoli | ✓ | | | |

Student Trustees:

Kira Petriello

Nico Tripodi

Staff:

John Crocco, Director of Education

Yolanda Baldasaro, Superintendent of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Scott Whitwell, Controller of Facilities Services

Sherry Morena, Coordinator of Information Management, Corporate Services & Communications Department/Recording Secretary

3. Approval of Agenda

Moved by Trustee Sicoli

THAT the November 22, 2016, Policy Committee Agenda be approved, as presented.

APPROVED

4. **Declaration of Conflict of Interest**

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

5. **Minutes of the Policy Committee Meeting of October 25, 2016**

Moved by Trustee Burtnik

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of October 25, 2016, as presented.

APPROVED

6. **Policies**

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO DECEMBER 6, 2016 COMMITTEE OF THE WHOLE MEETING

6.1 **Administration of Oral Medication to Students Policy (302.2)**

Yolanda Baldasaro, Superintendent of Education, highlighted amendments to the Administration of Oral Medication to Students Policy (302.2) which were made as a result of the policy deferral from the October 25, 2016 Policy Committee Meeting.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

Amend Appendix A to read:

- No. of Time(s) Per School Day for Administration
Time(s) of Day for Administration

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the December 6, 2016 Committee of the Whole Meeting to approve the revisions to the Administration of Oral Medication to Students Policy (302.2), as amended.

APPROVED

6.2 **Accessibility Customer Service Policy (800.8.1)**

Superintendent Baldasaro presented feedback received from the vetting process and highlighted amendments to the Accessibility Customer Service Policy (800.8.1).

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Replace all instances of “The Board will welcome all...” with “The Board will welcome authorized...” in the administrative procedures and appendices.

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the December 6, 2016 Committee of the Whole Meeting to approve the revisions to the Accessibility Customer Service Policy (800.8.1), as amended.

APPROVED

6.3 Access to Board Premises – Safe Schools Policy (302.6.3)

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Access to Board Premises – Safe Schools Policy (302.6.3).

Scott Whitwell, Controller of Facilities Services, was in attendance for the presentation of the Policy.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Appendix A – Add the sentence “A request for an appeal shall not stay the Trespass to Property” at the end of the fifth paragraph.

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the December 6, 2016 Committee of the Whole Meeting to approve the revisions to the Access to Board Premises – Safe Schools Policy (302.6.3), as amended.

APPROVED

6.4 Progressive Student Discipline Policy (302.6.9)

Superintendent Forsyth-Sells, presented feedback received from the vetting process and highlighted amendments to the Progressive Student Discipline Policy (302.6.9).

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the December 6, 2016 Committee of the Whole Meeting to approve the revisions to the Progressive Student Discipline Policy (302.6.9), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.5 Accessibility Standards Policy (800.8)

Superintendent Baldasaro, presented the Accessibility Standards Policy (800.8).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Delete all instances of the phrase “and other persons with disabilities”.

The Policy Committee requested that the Accessibility Standards Policy, be vetted from November 23, 2016 to January 20, 2017 with a recommended deadline for presentation to the Policy Committee in January 31, 2017, for consideration to the Committee of the Whole and Board in February 2017.

6.6 Catholic School Councils Policy (800.1)

Superintendent Forsyth-Sells, presented the Catholic School Councils Policy (800.1). The Policy Committee asked that the deadline for vetting be extended to allow all Catholic School Councils the opportunity to review the policy.

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Purpose of the Catholic School Council
 1. Replace “parents/guardians” with “it’s members”
Replace “the Niagara Catholic District School Board” with “their school community”.
- Mandate of the Catholic School Council
 2. Replace “parents/guardians” with “it’s members”

The Policy Committee requested that the Catholic School Councils Policy, be vetted from November 23, 2016 to February 15, 2017 with a recommended deadline for presentation to the Policy Committee in February 28, 2017, for consideration to the Committee of the Whole and Board in March 2017.

INFORMATION

6.7 Policies Currently Being Vetted to January 13, 2017

- Assessment, Evaluation, Reporting and Homework Policy (301.10)
- Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2)
- Student Suspension – Safe Schools Policy (302.6.4)
- Student Expulsion – Safe Schools Policy (302.6.5)

6.8 Policy and Guideline Review 2016-2017 Schedule

Director Crocco presented the Policy and Guideline Review 2016-2017 Schedule.

7. Date of Next Meeting

January 31, 2017 – Start time to be determined and posted on the Board website and agenda cover sheet.

8. Adjournment

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

**TOPIC: ADMINISTRATION OF ORAL MEDICATION TO STUDENTS
POLICY (302.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Administration of Oral Medication to Students Policy (302.2), as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: December 6, 2016



Niagara Catholic District School Board

**ADMINISTRATION OF ORAL MEDICATION TO STUDENTS
UNDER THE AGE OF 18**

STATEMENT OF POLICY

300 – School/Students

Policy No 302.2

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 26, 2009

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board and its staff work cooperatively with families, health care providers and community partners in order to provide a safe, inclusive and healthy educational environment for all students.

This policy is intended to meet the needs of students who require administration of prescribed and non-prescribed oral medication during school hours by Niagara Catholic staff. Parents/guardians/students are responsible to provide the necessary information to school staff prior to any administration of oral medication. ~~all students shall have access to the Catholic educational programs conducted within the schools of the Niagara Catholic District School Board regardless of prescribed and non-prescribed medication needs during school hours.~~

The Director of Education shall issue Administrative ~~Guidelines~~ **Procedures for the implementation of** in conjunction with this Policy.

Reference

- [Ministry of Education Policy/Program Memorandum No. 81](#)



**ADMINISTRATION OF ORAL MEDICATION TO STUDENTS
UNDER THE AGE OF 18**

ADMINISTRATIVE GUIDELINES PROCEDURES

1. In accordance with the Ministry of Education Policy/Program Memorandum No. 81 Provision of Health Support Services in School Settings, all school boards will be responsible for the administration of oral medication where such medication has been prescribed during school hours.
 - That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.
 - That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.
 - That the storage and safekeeping requirements for any labeled medication be stated.
 - That a record of administration be maintained which includes the pupil's ~~student's~~ name, date, time of provision, dosage given, name of person administering, etc.
 - That the telephone numbers of the parent and physician be readily accessible in the school.
 - That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil ~~student~~ to take an appropriate level of responsibility for his or her medication.

(Source: Ministry of Education Policy/Program Memorandum No. 81)
2. For all prescribed and non-prescribed medication taken during school hours, the parent/guardian's signature and the physician's signature are required on the completed Administration of Prescribed and Non-Prescribed ~~Oral~~ Medication During School Hours Form (*Appendix A*).
3. Any changes to the dosage/regimen requires that the parent/guardian provide an updated form signed by the parent/guardian and physician.
- ~~4. A record of administration is to be maintained at the school by the Principal/Designate on the Record of Administration of Prescribed and Non-Prescribed Medication Form (*Appendix B*).~~
- ~~5. The medication is to be administered by the Principal/Designate in a manner which allows for the sensitivity and privacy of the pupil and which encourages the pupil to take an appropriate level of responsibility for his/her medication.~~
- ~~6. In order for medication to be accepted by the Principal for administration purposes, it must be hand delivered in the original container by the parent/guardian to the Principal or his/her designate who shall inform the Principal as soon as possible.~~
- ~~7. All medication stored in the school shall be kept in a secure location.~~
- ~~8. The Principal/Designate of each school shall be responsible for both the control and administration of the medication.~~

- ~~9. The Principal/Designate can delegate the responsibility for the administration of medication to an appropriate staff member. Staff members, aside from trained Educational Assistants or other trained individuals, may exercise the option not to become involved in the administration of medication; the responsibility thereby returning to the Principal, or in his/her absence, to the Vice Principal/Acting administrator.~~
- ~~10. Once the regimen has been completed, the parent/guardian will be contacted to pick up the unused medication. If the parent/guardian does not comply, the Principal/Designate will take the medication to a local pharmacy.~~
- ~~11. The parent/guardian shall be given a copy of the Record of Administration of Prescribed and Non-Prescribed Medication Form at the completion of the regimen.~~
- ~~12. The Principal shall keep on file the Record of Administration of Prescribed and Non-Prescribed Medication Form for the duration of the student's attendance at the school.~~
- ~~13. If the specific dosage and directions are not provided under no condition should a Principal/ Designate administer said medication. Specific dosage and directions must be stated for the administration of prescribed and non-prescribed medication.~~
4. In order for medication to be accepted by the Principal for administration purposes, it must be hand delivered in the original container by the parent/guardian to the Principal or his/her designate who shall inform the Principal as soon as possible.
5. All medication stored in the school shall be kept in a secure location.
6. The Principal/Designate of each school shall be responsible for both the control and administration of the medication.
7. ~~If the specific dosage and directions are not provided~~ Under no condition should a Principal/ Designate administer said medication ~~if the specific dosage and directions are not provided on the signed Administration of Prescribed and Non-Prescribed Oral Medication form. Specific dosage and directions must be stated for the administration of prescribed and non-prescribed medication.~~
8. The Principal/Designate can delegate the responsibility for the administration of medication to an appropriate staff member. Staff members, aside from trained Educational Assistants or other trained individuals, may exercise the option not to become involved in the administration of medication; the responsibility thereby returning to the Principal/Designate. ~~, or in his/her absence, to the Vice Principal/Acting administrator.~~
9. The medication is to be administered by the Principal/Designate in a manner which allows for the sensitivity and privacy of the ~~pupil~~ student and which encourages the ~~pupil~~ student to take an appropriate level of responsibility for ~~his/her~~ the medication.
10. A record of administration is to be maintained at the school by the Principal/Designate on the Record of Administration of Prescribed and Non-Prescribed ~~Oral~~ Medication Form (*Appendix B*).
11. Once the regimen has been completed, the parent/guardian will be contacted to pick up the unused medication. If the parent/guardian does not comply, the Principal/Designate will take the medication to a local pharmacy.
12. The parent/guardian shall be given a copy of the Record of Administration of Prescribed and Non-Prescribed ~~Oral~~ Medication Form at the completion of the regimen.


13. The Principal shall keep on file the Record of Administration of Prescribed and Non-Prescribed ~~Oral~~ Medication Form for the duration of the student's attendance at the school.

14. ~~Medication authorized to be taken two and three times daily may not necessarily require administration at the school. Clarification as to the necessity for such treatment should be sought if the Principal has any specific concerns.~~

Parents/guardians/students will plan for the administration of medication during field trips with the Principal/school staff prior to the activity.

NOTE "Administration" for the purposes of this policy means:

- The safe storage and handling of the medication
- The visual supervision and observation of the taking of the medication
- The actual administration of the medication if appropriate or necessary
- The recording of the administration on the Record of Administration of Prescribed and Non-Prescribed Medication form.

| | |
|--|--|
|  <small>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</small> | <p>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</p> <p>ADMINISTRATION OF PRESCRIBED AND NON-PRESCRIBED</p> <p>ORAL MEDICATION DURING SCHOOL HOURS</p> |
|--|--|

This information is being collected under the Authority of The Education Act, and will be used for the purposes of administering prescribed and non-prescribed oral medication during school hours. Questions about this collection should be directed to the Superintendent of Education- Student Achievement K-12-Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240

| TO BE COMPLETED BY PARENT/GUARDIAN | TO BE COMPLETED BY PHYSICIAN |
|--|---|
| Name of Student | |
| Student's Date of Birth | Grade |
| Day Month Year | |
| School | Street Address |
| Student's OEN # | City Postal Code |
| <i>Parent/Guardian Telephone</i> | Telephone |
| Home: | Name of Medication |
| Mobile: | Condition for Which Medication is Prescribed |
| Business: | Possible Side Effects |
| E-mail: | Number of Times Per School Day for Administration: |
| <i>Emergency Contact</i> | Time of Day for Administration: |
| Name: | Dosage Per Administration |
| Telephone: | Administration Parameters (Dates) |
| Mobile: | From _____ To: _____ |
| Parent/Guardian Approval | Storage Requirements |
| <i>I hereby request and give permission to _____ School to administer the noted medication according to Board procedures and the instructions of the Physician.</i> (Remaining Medication will be returned to the Parent/Guardian) | Date: |
| Date: | <i>Signature of Physician</i> |
| <i>Signature of Parent/Guardian</i> | |

NOTE: PLEASE RETAIN A COPY FOR THE DURATION OF THE STUDENTS ATTENDANCE AT THE SCHOOL

**3TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

TOPIC: ACCESSIBILITY CUSTOMER SERVICE POLICY (800.8.1)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Accessibility Customer Service Policy (800.8.1), as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: December 6, 2016



Niagara Catholic District School Board
ACCESSIBILITY CUSTOMER SERVICE POLICY
STATEMENT OF POLICY

800.8.1 – Schools and Community Councils

Policy No. 800.8.1

Adopted Date: December 15, 2009

Latest Reviewed/Revised Date: February 24, 2015

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic is committed to providing educational programs and services in its learning and working environments and facilities which are free of barriers, building on the key principles of independence, dignity, and respect for all students, parents/guardians, staff and members of the community.

The Board defines a customer as any person who uses the services of the school board, who is not a student or staff, as they are covered by the Education Act and Regulations, various Employment and Labour Acts, and Board Policies and Procedures.

The Board is committed to giving persons with disabilities equal opportunity of access to services and programs offered by the Board in locations normally accessed by the public.

The provision of educational programs and services involves the positive implementation of attitudes, actions, structures, and systems that support the continual improvement of accessibility and customer service in the Niagara Catholic District School Board.

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

References

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- [Accessibility Standards for Customer Service Ontario Regulation 429/07](#) – Ontario Regulation 191/11, Integrated Accessibility Standards
- [Ontario Education Services Corporation](#)
- [Ontario Human Rights Code](#)
- *Niagara Catholic District School Board Policies/Procedures/Documents*
 - [Accessibility Standards Policy \(800.8\)](#)
 - [Niagara Catholic Multi-Year Accessibility Plan 2012-2017](#)



Niagara Catholic District School Board
ACCESSIBILITY CUSTOMER SERVICE POLICY
ADMINISTRATIVE PROCEDURES

800.8.1 – Schools and Community Councils

Policy No. 800.8.1

Adopted Date: December 15, 2009

Latest Reviewed/Revised Date: February 24, 2015

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Customer is any person who uses the services of the school board, who is not a student or staff, as they are covered by the Education Act and Regulations, various Employment and Labour Acts, and Board Policies and Procedures.

Assistive Device is any device used by people with disabilities to help with daily living. Assistive devices include but are not limited to a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.

Service Animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a ~~medical practitioner~~ **regulated health professional**.

Support Person is a person who assists or interprets for a person with a disability as he/she ~~accesses~~ **accesses** the services of the Board. A support person is distinct from an employee who supports a student in the system.

Third Party Contractors is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, contracted professionals.)

Barrier to Accessibility is anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, and or a technological barrier.

Accommodation is a means through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

EXPECTATIONS

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration, and equality of opportunity for all, with particular attention to persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ **members of the organization** to providing services that respect the independence and dignity of persons with disabilities and such services to incorporate measures that include but are not limited to the use of support persons, assistive devices and service animals. (*Appendix 1, Appendix 2, Appendix 3*)

3. To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board ~~will provide~~ appropriate training for all ~~staff who deals with the public or other third parties on behalf of the Board~~ **members of the organization on Accessible Customer Service and how to interact with people with different disabilities.**
4. Training as identified in No. 3 will be provided to all ~~staff and, when appropriate, to volunteers.~~ **members of the organization.** As new ~~staff is hired~~ **members of the organization are hired or identified**, the training ~~will become~~ **is** a component of their orientation training and will be provided within a reasonable timeframe.
5. The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
6. When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board website. (*Appendix 4*)

Please note: The Board encourages individual members of the public, who will be accessing any Board site, to provide sufficient notice of their special needs to Board staff so that staff may accommodate the individual.

7. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board ~~will develop~~ **has** a process for receiving and responding to feedback. Information about the feedback process ~~will be~~ **is** readily available to the public and will allow people to provide feedback using a number of methods.
8. So that adherence to this policy can be achieved efficiently and effectively, the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems, or planning a new initiative.
9. The Board ~~will create~~ **has** a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include: the Special Education Advisory Committee (SEAC), Federations, unions, citizens' groups. Methods of communication will include the use of electronic means such as Board Website. (*Appendix 5*)
10. The Board ~~will establish~~ **has** a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.

ACCESSIBILITY CUSTOMER SERVICE GUIDELINE SUPPORT PERSONS

Use of Support Persons by the General Public

The Niagara Catholic District School Board will welcome ~~all~~ authorized members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ the members of our organization to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of support persons.

Definition/Explanation of Support Person

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system - separate and specific procedures apply.

Additional Information

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that ~~staff~~ members of the organization receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.

2.0 Access to Board Premises

- 2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/ or school premises with his or her support person. Access will be in accordance with normal security procedures.
- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

3.0 Confidentiality

- 3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the Superintendent, Principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- 3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian. (See attached "Sample Consent Form".)
- 3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4 A copy of the signed consent document will be retained in the school/board office.
- 3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

4.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an admission fee

- 4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

5.0 Where the Board may require the presence of a Support Person

- 5.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises. **In such a situation the Board will waive the admission fee or fare for the support person, if one exists.**

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one - the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.



SAMPLE CONSENT FORM

I, (parent/guardian) consent to the sharing of confidential information by (name of principal teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian Signature _____ Date _____

(Printed Name of Parent/Guardian) _____

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support Person Signature _____ Date _____

(Printed Name of Support Person) _____

Signature of Witness - Principal/Staff Member _____

(Printed Name of Staff Person) _____ Date _____

ACCESSIBILITY CUSTOMER SERVICE GUIDELINE ASSISTIVE DEVICES

Use of Assistive Devices by the General Public

The Niagara Catholic District School Board will welcome ~~all~~ authorized members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ the members of our organization to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include but are not limited to the use of assistive devices.

Definition/Explanation of Assistive Devices

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that ~~staff~~ members of the organization are trained to support parents and the general public who may use assistive devices while accessing ~~board~~ Board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.

2.0 Communication re Use of Assistive Devices

Assistive Devices Carried by Persons with Disabilities

- 2.1 The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from ~~staff and volunteers~~ members of the organization as they require it.

*Assistive Devices/Services- Made available by the Board**

- 2.3 The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the ~~board~~ Board or school to assist in provision of services to people with disabilities.
- 2.4 ~~Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.~~

***NOTE:** These could include:

| | |
|-----------------------------------|--|
| <i>Assistive devices:</i> | Telephones with large numbers, amplifiers, lifts. |
| <i>Services:</i> | <i>Sign language interpretation, oral interpretation, real-time captioning.</i> |
| <i>Alternate service methods:</i> | <i>Assistance of a staff person to complete a transaction, e.g., school registration</i> |

TIPS FOR HELPING SOMEONE WITH AN ASSISTIVE DEVICE

Many users of ~~board~~ Board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- wheelchairs
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers or personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that "speak" when a symbol, word or picture is pressed

Key Point To Remember: One should not touch or handle an assistive device without permission.

MOVING PERSONAL ASSISTIVE DEVICES

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person's instructions;
- confirm that the person is ready to move;
- describe what you are going to do before you do it;
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practice consideration and safety - do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the users reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

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ACCESSIBILITY CUSTOMER SERVICE GUIDELINE USE OF SERVICE ANIMALS

Use of Service Animals by General Public

The Niagara Catholic District School Board will welcome ~~all~~ **authorized** members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ **the members of our organization** to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of service animals.

Definition/Explanation of Service Animal

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a ~~physician or nurse~~ **regulated health professional**.

Additional Information

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that all ~~staff, volunteers and others dealing with the public~~ **members of the organization** are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

2.0 Access to Board premises

- 2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.
- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal.

3.0 Exclusion of Service Animal

- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

4.0 Alternative measures if Service Animal must be excluded

- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

5.0 When it is necessary to confirm an animal is a Service Animal

- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or ~~board~~ Board staff member may ask the person using the service animal for a letter from a ~~physician or nurse~~ regulated health professional confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or Board facility, the Principal or Departmental Manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The Principal or Departmental Manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

ACCESSIBILITY CUSTOMER SERVICE GUIDELINE DISRUPTION OF SERVICE

When services that are normally provided to a person with a disability are unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board website. Definition/Explanation of Disruption of Service:

As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking. When those facilities or services are temporarily unavailable or if they are expected to be unavailable in the near future, a notice of disruption of service is required.

Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

- 1.1 Supervisory Officers, Principals, Departmental Managers, Board Communications Specialists and/or Facilities Services Staff will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

2.0 How Must the Notice of Disruption of Services be provided

- 2.1 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices.
- 2.2 Consideration should be given to providing notice in multiple formats.
- 2.3 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.

3.0 What Must be Included in Notice of Disruption of Services

- 3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

SAMPLE NOTICES DISRUPTION OF SERVICE

Sample I - Access to School Building

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact *[insert Principal's name]* at *[insert phone number]*.

Thank you,
Principal

Sample 2 - Accessible Washroom

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 123 Main Street, which is located next door to our premises. We apologize for this inconvenience.

Thank you,
Controller of Facilities Services



ACCESSIBILITY CUSTOMER SERVICE GUIDELINE MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE

The Niagara Catholic District School Board will monitor the effectiveness of implementation of the Accessibility Standard for Customer Service through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

The Board ~~will create~~ **has** a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include, but are not limited to, the Special Education Advisory Committee (SEAC), Teacher Federations*, Employee unions, and citizens' groups. Methods will include electronic means such as websites.

*NOTE: Consultation relates to membership of these groups as providers of Accessible Customer Service.)

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 The Director of Education and/or designates will implement a process for feedback on Accessibility Customer Service that has the following components:
 - Information on the Board and school websites inviting users of Board services to provide feedback on their experience with, or concerns about, access to services for people with disabilities
 - Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with, or concerns about, accessibility of services. Consideration should be given to providing information in alternate formats.
 - Information on how the Board will respond to feedback.
- 1.2 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Customer Service that includes consultation with various constituency groups including, the Special Education Advisory Committee (SEAC), Federations, unions, and citizens' groups. Consultation methods could include electronic feedback and focus groups.

2.0 Methods for Feedback

- 2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.
- 2.2 Methods could include e-mail, verbal input, suggestion box or feedback card.
- 2.3 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.

3.0 Proactive Measures for Accessibility Customer Service

- 3.1 To ensure ongoing efficient and effective adherence to the Accessibility Customer Service Policy, the Board, its school-based administrators, and its managers including those representing the Board, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems, or planning a new initiative.

SAMPLE NOTICE MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE

The Niagara Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way Niagara Catholic District School Board provides services to people with disabilities can be made by [*insert the ways feedback can be provided, for example, e-mail, verbally, suggestion box, feedback card, etc.*].

All feedback will be directed to [*insert title of person responsible for receiving feedback*].

Response to your feedback will be provided as follows: [*indicate method, e.g., direct response to the individual, summary report on website, etc.*]

**43TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

**TOPIC: ACCESS TO BOARD PREMISES – SAFE SCHOOLS POLICY
(302.6.3)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Access to Board Premises – Safe Schools Policy (302.6.3), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: December 6, 2016



Niagara Catholic District School Board
ACCESS TO BOARD PREMISES POLICY
(SAFE SCHOOLS)
STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the safety of students, staff, parents/guardians and authorized persons is a priority for of the Niagara Catholic District School Board. The Board promotes a safe learning environment and workplace for all students, staff and authorized persons which is consistent with current legislation specifying who is permitted on Board premises when the premises are being used for a purpose authorized at any time by the Board.

This policy applies to all persons accessing any Board owned property or building under the jurisdiction of the Niagara Catholic District School Board. The Board authorizes its administrators to exercise rights as occupiers under the provisions of the Trespass to Property Act to ensure the safety of all authorized persons accessing Board property or buildings, including Board contracted transportation vehicles.

The Board authorizes administrators or another person authorized by Board policy to prohibit entry onto Board premises of any unauthorized person and to direct any unauthorized person to leave Board premises.

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

References:

- *Access to School Premises, Regulation (0.Reg.474/00)*
- *Education Act (Section 53 ss 1-3, s.o. 1997, c.31, s.28)*
- *Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board*
- *Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara*
- *Safe and Accepting Schools Act*
- *Trespass to Property Act (R.S.O. 1990 c. T.21; Sections 1-5, 9)*

Niagara Catholic District School Board Policies/Procedures/Documents

- *Bullying Prevention and Intervention Policy (302.6.8)*
- *Code of Conduct Policy (302.6.2)*
- *Community Use of Facilities Policy (800.2)*
- *Criminal Background Check Policy (302.6.7)*
- *Dress Code-Secondary Uniform Policy (302.6.6)*
- *Elementary Standardized Dress Code Policy (302.6.10)*
- *Progressive Student Discipline Policy (302.6.9)*
- *Safe and Accepting Schools Policy (302.6)*
- *Student Expulsion Policy (302.6.5)*
- *Student Suspension Policy (302.6.4)*
- *Video Security Surveillance Policy (701.3)*



Niagara Catholic District School Board
**ACCESS TO BOARD PREMISES POLICY
(SAFE SCHOOLS)**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

SIGNAGE

The Facilities Services Department will ensure that all Board property and buildings have clearly marked signage indicating that it is Board Property; trespassers are prohibited; and that all visitors are to report to the main office or designated area in accordance with the Access to Board Premises Policy.

PERSONS AUTHORIZED ON BOARD PREMISES

Persons authorized to be on Board premises are not entitled to have access to all areas of the premises. Access shall be restricted to areas authorized by an administrator/supervisor or by permit approved by the Facilities Services Department.

The following persons are permitted to be on Board premises when the premises are being used for a purpose authorized by the Board:

- A person enrolled as a student in the school.
- A parent or guardian of a student enrolled in the school.
- A person employed or retained by the Board.
- A person who is otherwise on the premises for lawful purposes (i.e. mail, deliveries, voting, Community Use Permit).
- A person invited to attend an event, class or meeting.
- A person invited by the Administrator/Supervisor or another person authorized by Board policy to be on the Board premises for a specific purpose (i.e. Catholic School Council, NCPIC, SEAC).

~~The following individuals have a statutory right to attend a Board site as a visitor and are required to sign in at the Main Office/Reception Desk. The Administrator/Supervisor will authorize access within the school/Board site as a visitor to:~~

- ~~● A Trustee of the Board~~
- ~~● A MPP ember of the Provincial Legislative for the school in his/her constituency~~
- ~~● A Member of the clergy in the area where the member has pastoral charge.~~

VISITORS

The Administrator/Supervisor will authorize access within the school site as a visitor to:

- A parent/guardian of a child attending a Roman Catholic school and a member of the Board that operates the school may visit the school.
- A member of the Assembly may visit a Roman Catholic school in the member's constituency.
- A member of clergy of the Roman Catholic Church may visit a Roman Catholic school in the area where the member has pastoral charge.
- Any other person invited by the Administrator/Supervisor to attend an event, class or meeting.

ACCESS BY VISITORS TO BOARD PREMISES

All non-school based employees and visitors during operational hours are to comply with the following procedures when accessing any Board premises during operational hours:

1. Upon arrival, ~~all non-school based employees and visitors are required to report to the main office/front desk to:~~
 - 1. Sign the Visitor's Book, stating their name, time and reason for the visit.
 - 2. Wear a Visitor's Identification name tag or Board Photo Identification Card for the duration of their visit.
 - 3. Sign-out the Visitor's Book upon departure from Board premises.
2. All visitors, ~~authorized to access Board premises excluding permit holders and those attending a Board authorized event beyond normal operational hours, must are to gain access and be accompanied by an Board authorized employee person to gain access to Board premises. of the Board. Visitors are prohibited from unaccompanied access to any Board premises.~~

REFUSAL OF ACCESS TO BOARD PREMISES ~~RELOCATED~~

~~An Administrator/Supervisor or another person authorized by the Board has the duty to exercise discretion to refuse access to Board premises to:~~

- ~~anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises.~~
- ~~anyone who fails to report his or her presence on the premises as required by the Access to Board Premises Policy.~~
- ~~a student who is suspended or expelled unless determined that the student is using the services of or taking a course or program to assist suspended or expelled students.~~
- ~~individuals, under the order of the court, are not permitted to access Board premises, including, but not limited to, identified trespassers, non-custodial parents or other offenders.~~

BOARD PHOTO IDENTIFICATION CARDS AND AUTHORIZED ACCESS CARDS

Niagara Catholic Photo Identification Cards and authorized Access Cards provide access to designated Board buildings and/or rooms within a building as authorized by the Facilities Services Department.

Individuals, who have been authorized to use the identification card to gain access to a Board building and/or rooms within a building are to provide their own individual access and are prohibited from providing access to visitors or unauthorized individuals.

Niagara Catholic Photo Identification Cards and authorized Access Cards are the property of the Board: ~~and must:~~

- ~~Cards must~~ not be ~~altered~~, covered or defaced in any way. ;
- ~~Cards must~~ be returned to the Board when no longer valid or in use. ; ~~and~~
- ~~Any lost or damaged cards must~~ be reported immediately if ~~lost~~ to the Facilities Services Department.
- ~~Damaged cards must be returned in part or whole to the Facilities Services Department for replacement.~~
- ~~A cardholder may be charged a twenty-five (\$25.00) dollar fee for a lost, damaged or replacement card at the discretion of the Facilities Services Department.~~

1. A Niagara Catholic Photo Identification Cards will be authorized by Human Resources Services and issued by the Facilities Services Department to all Niagara Catholic employees and occasional employees and must be worn by the employee during working hours and the hours of operation. Employees must use their own photo identification card to gain access to a Board building and/or rooms within a building and are prohibited from providing access to visitors.

2. A Niagara Catholic authorized Access Card will be made available upon the request of a Trustee, including a Student Trustee of the Board, for access to the Catholic Education Centre and Holy Cross Community Room during their term of office.
3. A Niagara Catholic authorized Access Card will be made available, upon the request of a school Principal and authorized by the Facilities Services Department to the local Parish Priest. As a visitor, the local Parish Priest is required to enter the school at the main entrance, to sign in **and out** at the main office ~~of the school~~, and have access as authorized by the school Principal.
4. A Niagara Catholic authorized Access Card will be issued to an authorized person, upon approval of community use of facilities permit by the Facilities Services Department.

ACCESS BY VISITORS TO BOARD PREMISES RELOCATED

All non-school based employees and visitors during operational hours are to comply with the following procedures when accessing any Board premises:

3. ~~Upon arrival all non-school based employees and visitors are required to report to the main office/front desk to:

 - sign the Visitor's Book, stating their name, time and reason for the visit.
 - wear a Visitor's Identification name tag for the duration of their visit.
 - sign out upon departure from Board premises.~~
4. ~~All visitors authorized to access Board premises beyond normal operational hours are to gain access and be accompanied by an authorized employee of the Board. Visitors are prohibited from unaccompanied access to any Board premises.~~

REFUSAL OF ACCESS TO BOARD PREMISES

An Administrator/Supervisor or another person authorized by the Board has the duty to exercise discretion to refuse access to Board premises to:

- anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises.
- anyone who fails to report his or her presence on the premises as required by the Access to Board Premises Policy.
- a student who is suspended or expelled unless determined that the student is using the services of or taking a course or program to assist suspended or expelled students.
- individuals, under the order of the court, are not permitted to access Board premises, including, but not limited to, identified trespassers, non-custodial parents or other offenders.

TRESPASS TO PROPERTY

An Administrator/Supervisor or authorized designate may direct a person to leave the Board premises if the person is prohibited by regulation or Board policy. When a person is prohibited from Board premises, it means all premises and property of the Niagara Catholic District School Board.

If determined necessary by the Administrator/Supervisor and in consultation with the Family of Schools' Superintendent/Controller of Facilities Services, the Administrator/Supervisor will issue a Trespass to Property Letter (*Appendix A*) by registered mail with copies sent to the Niagara Regional Police Service, the Family of Schools' Superintendent/Controller of Facilities Services and the Board Lawyer. The Trespass to Property Letter will prohibit the individual from access to all Board property and premises throughout the Niagara Catholic District School Board until otherwise notified.

A person is entitled to appeal the conditions set out in the Trespass to Property Letter and must give written notice of appeal to the Family of Schools' Superintendent of Education within ten (10) days of the commencement of the Trespass to Property. A request for an appeal shall not stay the Trespass to Property.

SCHOOL WATCH PROGRAM

School Watch Program signs are posted at all Board sites in the Niagara Catholic District School Board. Administrators or authorized designate will invite community partners/neighbours by letter ([Appendix B](#)) to participate in the School Watch Program by anonymously contacting the police during non-school hours if they observe any inappropriate activities or actions on school or Board property.

TRESPASS TO PROPERTY
SAMPLE LETTER
Place on School Letterhead

Date

Name
Address
Town, Province
Postal Code

Dear:

Re: Trespass to Property Letter
Sent by Registered Mail

This letter is to inform you that under the *Trespass to Property Act*, s. 305 of the Education Act, you are not, permitted access to, or be on the premises of, _____ [*Name of School, and address*], Board property or buildings, including Board contracted transportation vehicles of the Niagara Catholic District School Board.

The conditions of this letter are in effect from _____ to _____.
[*insert date*] [insert date]

If you [~~for Name of Student~~] for any reason, disregard the conditions set out in this letter and enter(s) the premises of the Board, the Niagara Regional Police Service will be instructed to charge you under the *Trespass to Property Act*, R.S.O. 1990, c.T.21 as amended.

If found guilty of trespassing, you (~~he/she~~) could be liable to a fine of up to \$2000, and in the event of any damage, a further judgement of up to \$1000.

Please be advised that no further warning will be given and you are expected to conduct yourself appropriately.

Should you wish to appeal the conditions set out in this letter, you must provide written notice of your intention to appeal to the Family of Schools' Superintendent within ten (10) days of receipt of this letter. A request for an appeal shall not stay the *Trespass to Property*.

Please forward such written notice to _____ [*Insert Name*] Family of Schools' Superintendent of Education, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 or (Fax 905.735.9710).

Sincerely,

Principal

c. Chief of Police, Niagara Regional Police Service
Family of Schools' Superintendent/Controller of Facilities Services
Board Lawyer

**PARTICIPATION IN SCHOOL WATCH PROGRAM
SAMPLE LETTER**

Place on School Letterhead

RE: SCHOOL WATCH PROGRAM

Dear Community Partner/Neighbour:

As community partners and neighbours you are invited to participate in the School Watch Program simply by anonymously contacting the Niagara Regional Police Service during non-school hours if you observe any inappropriate activities or actions on school or Board property.

For non-emergency calls or for general information, do not dial 9-1-1.

Use the Niagara Regional Police Service number for your area and follow the instructions given by the automated attendant:

| <i>Area</i> | <i>Phone Number</i> |
|---|----------------------------|
| St. Catharines, Niagara-on-the-Lake, Niagara Falls and Thorold | 905.688.4111 |
| Fort Erie | 905.871.2300 |
| Pelham | 905.735.7811 |
| Grimsby, Lincoln and West Lincoln | 905.945.2211 |
| Welland, Wainfleet and Port Colborne | 905.735.7811 |
| Callers with a TTY <i>(a text telephone device that is used by the hearing or speech impaired)</i> | 905.688.1466 |

Thank you for your participation in the Niagara Catholic School Watch Program, for your continued support of Catholic education and the safety of our school communities in the Niagara Catholic District School Board.

Sincerely,

[Insert Principal's Name/Designate]
[Insert Title]

**43TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

TOPIC: PROGRESSIVE STUDENT DISCIPLINE POLICY (302.6.9)

RECOMMENDATION

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

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: December 6, 2016



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

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: June 16, 2015

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

The Niagara Catholic District School Board acknowledges that inappropriate student behaviour, including bullying must be addressed by all staff. Progressive discipline is a whole-school approach which involves all members of the school community and utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour, and to build upon strategies that build skills for healthy relationships and promote and foster learning opportunities and positive behaviours.

At times students may act inappropriately or impede the rights of others; therefore, in some circumstances a suspension or an expulsion may be required.

Each school of the Niagara Catholic District School Board shall implement school-wide progressive discipline procedures consistent with current legislation and Board policies.

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

References

- [**Ontario Human Rights Code**](#)
- [**Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education**](#)
- [**Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour**](#)
- [**Regulation 472/07: Behaviour, Discipline and Safety of Pupils**](#)
- [**Protocol Between the Niagara Region Police Service and the Niagara Catholic District School Board**](#)

Niagara Catholic District School Board Policies ~~and~~/Procedures/Documents

- [**Access to Board Premises Policy \(302.6.3\)**](#)
- [**Bullying Prevention and Intervention Policy \(302.6.8\)**](#)
- [**Code of Conduct Policy \(302.6.2\)**](#)
- [**Ontario Student Record Policy \(301.7\)**](#)
- [**Safe Physical Intervention with Students Policy \(301.8\)**](#)
- [**Student Expulsion Policy \(302.6.5\)**](#)
- [**Student Suspension Policy \(302.6.4\)**](#)
- [**Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program**](#)



Niagara Catholic District School Board

PROGRESSIVE STUDENT DISCIPLINE POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: June 16, 2015

Administrators, teachers and school staff play an important role in actively promoting and supporting positive student behaviours.

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

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

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members in accordance with Board procedures, must respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate which they have observed or heard during the course of their duties or otherwise while on school property or during a school-related activity or event.

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

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

PREVENTATIVE PRACTICES

Preventative practices may include, but not limited to:

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

BEHAVIOUR SUPPORT PRACTICES

Behaviour management practices may include, but not limited to:

- Behaviour Support Plans and Safety Plans
- Class placement

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

EARLY AND ONGOING INTERVENTION STRATEGIES

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

Early interventions are opportunities for students to self-assess and self-regulate with support from both the school and home.

An early intervention strategy may include, but not limited to:

- Contact and ongoing communication with the student's parents/guardians
- Verbal reminders
- Review of expectations
- Written work assignment with a learning component that requires reflection
- Volunteer service to the school community
- Peer mentoring
- Referral to counselling
- Conflict mediation and resolution and/or consultation

Ongoing intervention strategies may include, but not limited to:

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

PROGRESSIVE DISCIPLINE STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

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

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

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

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

- Meeting with the student's parents/guardians, **the student** and **the Principal**
- Referral to a community agency for anger management or substance abuse counselling

- Detentions
- Withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices
- Alternative Placement
- Suspension
- Expulsion
- **Exclusion**

VIOLENT INCIDENT

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

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

- possessing a weapon, **including possessing a firearm**
- ~~threats of serious physical injury~~
- physical assault causing bodily harm **requiring medical attention**
- sexual assault
- robbery ~~and extortion~~
- **using a weapon to cause or to threaten bodily harm to another person**
- **extortion**
- hate and/or bias-motivated ~~violence occurrences~~
- ~~vandalism causing extensive damage to Board property or property located on Board property~~

VICTIMS OF SERIOUS STUDENT INCIDENTS

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

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

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

Mitigating and Other Factors

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

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

A Principal, in determining the consequence will consider:

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

RECORD OF PROGRESSIVE DISCIPLINE

The Principal or designate shall keep a record for each student with whom progressive discipline approach(es) is utilized on the Board's student administrative system under the discipline tab.

The record should include:

1. Name of the student
2. Date of the incident or behaviour
3. Nature of the incident or behaviour
4. Considerations taken into account
5. Progressive discipline approach used; consequences and outcome
6. Contact with the student's parents/guardians (unless the student is an adult student).



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

VIOLENT INCIDENT FORM

| | | | |
|--------------|--------------|-------|--|
| STUDENT NAME | AGE | GRADE | DATE OF INCIDENT DAY / MONTH / YEAR |
| SCHOOL | MUNICIPALITY | | |

| | |
|---|--|
| A. DESCRIPTION OF VIOLENT INCIDENT | (Please attach sheet if space is not sufficient) |
| | |

| | | |
|--|--|-----------------------------------|
| B. POLICE CONTACT (if applicable) | | |
| DATE OF CONTACT DAY / MONTH / YEAR | DATE OF POLICE INVESTIGATION AT SCHOOL DAY / MONTH / YEAR | NAME OF INVESTIGATING OFFICER (s) |

| | | |
|--|---|-----------------------|
| C. SCHOOL/BOARD RESPONSE | | |
| 1. SUSPENSION <input type="checkbox"/> 2. EXPULSION <input type="checkbox"/> 3. OTHER <input type="checkbox"/> | | |
| DATE OF INCLUSION IN MAPLEWOOD DAY / MONTH / YEAR | DATE OF INCLUSION IN O.S.R. DAY / MONTH / YEAR | PRINCIPAL'S SIGNATURE |

GEN09

c. Family of Schools' Superintendent

GUIDELINES FOR THE REPORTING OF VIOLENT INCIDENTS

A. CATEGORIES OF VIOLENT INCIDENT

Using the criminal justice system to solve a problem is a serious step that can have a major impact in the lives of perpetrators and victims. It should be used only after a serious violent incident has occurred. Fairness, firmness and sensitivity should be the criteria used when responding to violent incidents.

For students under the age of twelve years, each individual violent incident should continue to be judged on its own merits. The decision to report to the police should continue to be made locally.

For students twelve years of age and older, the following categories of serious violent incidents must be reported to the police:

- possessing a weapon, **including possessing a firearm**
- ~~threats of serious physical injury~~
- physical assault causing bodily harm **requiring medical attention**
- sexual assault
- robbery ~~and extortion~~
- **using a weapon to cause or to threaten bodily harm to another person**
- **extortion**
- hate and/or bias-motivated ~~violence occurrences~~
- ~~vandalism causing extensive damage to Board property or property located on Board property~~

Although the categories described above must be reported, students and parents or guardians are free to seek police involvement in incidents of violence that fall outside these categories, if they decide that such involvement is appropriate.

B. LOCATION OF VIOLENT INCIDENT(S)

In determining when it is appropriate for the Principal to report to the police violent incidents committed or likely to be committed at a location other than the school, such considerations as where the incident occurred or is likely to occur and its severity should apply.

Regardless of where the violent incident occurs, we should be mindful that it may have an adverse effect on the students and that morale at school may suffer. Teachers and staff should make every effort to deal with students' concerns in an open and supportive manner.

C. PARENT/GUARDIAN INVOLVEMENT

Clause 11(3) of Ontario Regulation 298 requires the Principal to report promptly any neglect of duty or infraction of the school rules by a student to the parent/guardian of the student.

When a violent incident is being reported to the police, a parent/guardian must be contacted with the least possible delay. If a parent/guardian is unavailable, another adult chosen by the student should be contacted. However, a call to the police should not be delayed because of the unavailability of a parent/guardian, or another adult. A parent/guardian must nevertheless be informed as soon as possible that a referral has been made to the police.

Where a student is engaging in violent behaviour, every effort should be made to provide the student and the family with information and support.

D. Insertion of information in the OSR

The following information will be included in the OSR:

A Violent Incident Form, containing:

- a description of the serious violent incident leading to a suspension or expulsion or a call to the police;
- a reference to the call to the police, if applicable;
- a reference to the school/board disciplinary response to the incident, if applicable.

A copy of the school board's letter(s) to the student and/or parent/guardian regarding the suspension or expulsion for violent behaviour.

E. REMOVAL OF INFORMATION FROM THE OSR

The information relating to suspension/**expulsion** for violent behaviour shall not be removed from the **student's** OSR unless three (3) consecutive years have passed during which no further suspension for serious violent incidents have taken place.

~~When the student has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.~~

F. TRANSFER OF THE OSR

If the student transfers to another school, the information in the **student's** OSR relating to the violent incident that led to a suspension or expulsion, as well as ~~to~~ a report to the police, will remain in the OSR unless removed under D. or E. above. The transfer will occur in accordance with section 6 of the guideline Ontario Student Record (OSR), 1989.

For additional information, please refer to the document Violence-Free Schools Policy.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
DECEMBER 6, 2016**

PUBLIC SESSION

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

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: December 6, 2016



REPORT TO THE COMMITTEE OF THE WHOLE MEETING DECEMBER 6, 2016

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

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

The following is a listing of activities occurring during the period December 6, 2016 through January 17, 2017.

Friday, December 9, 2016

Collaborative Inquiry (CI) – First Nation, Métis and Inuit

- Niagara Catholic District School Board is pleased to be invited to participate in the K-12 Collaborative Inquiry (CI) focused on First Nation, Métis and Inuit education.
- CI is one approach to professional learning where teams of educators work together to improve their understanding of what learning is (or could be), generate evidence of what's working (and what's not), make decisions about next steps and take action to introduce improvements and innovations. Participating teams are supported with webcasts and face-to-face gatherings to facilitate networking and cross-regional and cross-provincial learning.

Tuesday, December 13, 2016

New Teacher Induction Program (Catholic Education Centre)

- New teachers in the annual program will participate in a comprehensive Google and Assistive Technology training session.

Thursday & Friday (December 15, 16, 2016)

Joint Health & Safety Committee Certification Training (Monsignor Clancy Catholic Elementary School)

- The Niagara Catholic District School Board, in conjunction with the Public Services Health & Safety Association, will conduct the Part Two "Workplace-Specific Hazard Training" required by law to satisfy the conditions set out in the Occupational Health and Safety Act.

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: December 6, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
DECEMBER 6, 2016**

PUBLIC SESSION

TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: December 6, 2016



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
DECEMBER 6, 2016**

CAPITAL PROJECTS PROGRESS REPORT UPDATE

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

NEW BUILD

Appendix A

St. Martin Catholic Elementary School

ADDITIONS

Appendix B

Our Lady of Fatima (G) Catholic Elementary School

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: December 6, 2016



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
DECEMBER 6, 2016**

APPENDIX A

ST. MARTIN CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Design and construction of a replacement school and child care centre on a new site.

Current Status: Storm sewer work is complete. Water service installation is complete. The electrical primary/secondary ductbanks have been installed. Roof structure has begun in some sections. Curbs to be poured by mid-December. Masonry veneer is underway.

Project Information:

| | | |
|-------------------------------|--------|----------|
| New Area to be Constructed | 44,067 | sq. ft. |
| Existing Area to be Renovated | | sq. ft. |
| Total New Facility Area | 44,067 | sq. ft. |
| Total Site Area | 6 | acres |
| Pupil Places Added | 115 | students |
| New Facility Capacity | 454 | students |



Project Funding:

| | |
|--------------------|--------------------|
| Capital Priorities | 9,910,289 |
| | \$9,910,289 |

Project Costs:

| | Budget | Paid |
|-----------------------|--------------------|--------------------|
| Construction Contract | 7,734,824 | 4,221,324 |
| Fees & Disbursements | 937,360 | 931,527 |
| Furniture & Equipment | 260,917 | 0 |
| Other Project Costs | 977,188 | 161,857 |
| | \$9,910,289 | \$5,314,708 |

Project Timelines:

| | Scheduled Completion | Actual Completion |
|------------------------------------|-------------------------|-------------------|
| Funding Approval | July 7, 2011 | July 7, 2011 |
| Ministry Approval (space) | December 2011 | February 14, 2012 |
| Architect Selection | January 30, 2012 | March 22, 2012 |
| Design Development | March 2012 | October 2013 |
| Contract Documents | January 2014 | Feb 2014 |
| Tender & Approvals (re-design) | Summer/Fall 2015 | October 2015 |
| Ministry Approval (cost - revised) | Summer/Fall 2015 | November 2015 |
| Ground Breaking Date | December 2015 | December 9, 2015 |
| Construction Start | December 2015 | |
| Occupancy | Spring 2017 | |
| Official Opening & Blessing | TBD | |

Project Team:

| | |
|--------------------|----------------------|
| Architect | MMMC Inc. Architects |
| General Contractor | Brouwer Construction |
| Project Manager | Anthony Ferrara |
| Superintendent | Yolanda Baldasaro |
| Principal | Chris Zanuttini |



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
DECEMBER 6, 2016**

APPENDIX B

OUR LADY OF FATIMA (G) CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a 6 classroom/3 child care room addition.

Current Status: Tender documents and drawings are being developed by architect and engineers.

Project Information:

| | | |
|----------------------------|-----|----------|
| New Area to be Constructed | | sq. ft. |
| Pupil Places Added | 138 | students |
| New Facility Capacity | 541 | students |



Project Funding:

| | |
|--------------------|--------------------|
| Capital Priorities | 2,860,000 |
| Child Care | 1,530,000 |
| | <hr/> |
| | \$4,390,000 |

Project Costs:

| | <u>Budget</u> | <u>Paid</u> |
|-----------------------|--------------------|-----------------|
| Construction Contract | 0 | 0 |
| Fees & Disbursements | 0 | 21,883 |
| Furniture & Equipment | 0 | 0 |
| Other Project Costs | 0 | 2,600 |
| | <hr/> | <hr/> |
| | \$4,390,000 | \$24,483 |

Project Timelines:

| | <u>Scheduled Completion</u> | <u>Actual Completion</u> |
|-----------------------------|---------------------------------|--------------------------|
| Funding Approval | November 9, 2015 | November 9, 2015 |
| Ministry Approval (space) | | |
| Architect Selection | April 18, 2016 | June 30, 2016 |
| Design Development | | |
| Contract Documents | | |
| Tender & Approvals | | |
| Ministry Approval (cost) | | |
| Ground Breaking Date | | |
| Construction Start | | |
| Occupancy | | |
| Official Opening & Blessing | | |

Project Team:

| | |
|--------------------|------------------------|
| Architect | Svedas Architects Inc. |
| General Contractor | |
| Project Manager | Tunde Labbancz |
| Superintendent | Yolanda Baldasaro |
| Principal | Brian Palujanskas |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
DECEMBER 6, 2016**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC FRENCH IMMERSION PROGRAM
UPDATE**

The Niagara Catholic French Immersion Program Update report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintendent of Education

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

Date: December 6, 2016



**REPORT TO THE COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

NIAGARA CATHOLIC FRENCH IMMERSION PROGRAM UPDATE

BACKGROUND INFORMATION

At the January 14, 2013 Committee of the Whole Meeting, a report was presented that proposed the introduction of French Immersion in Niagara Catholic commencing September 2013. This submission was in compliance with the System Priorities “to expand language acquisition for elementary and secondary students through the introduction of French Immersion at designated sites and specific international languages to meet the needs of students by June 2013”. The goal of French Immersion is to develop functionally bilingual students through teaching most of the curriculum with French as the language of instruction.

French Immersion 2016-2017 Program Delivery and School Location

In the 2016-2017 school year, the French Immersion Program continued to expand to meet the needs of students and parents across the system. The chart below provides a summary of the 2016-2017 French Immersion sites, grades taught and the enrolment in each class. As of December 2016, Niagara Catholic’s French Immersion Program is provided to 395 students, ELKP to Grade 4 in four sites across the Board.

2016-2017 French Immersion Program

| Schools | City | ELKP | Grade One | Grade Two | Grade Three | Grade Four | Total Number of Students Enrolment in French Immersion |
|---|----------------|---------------|-----------------|-----------------|-------------|------------|--|
| St. Mark Catholic Elementary School | Grimsby | | 19 (Gr. 1/2) | 19 | 17 | 18 | 73 |
| Our Lady of Fatima Catholic Elementary School | St. Catharines | 27 (12/15) | 20 | 20 | 19 | 22 | 108 |
| Our Lady of Mount Carmel Catholic Elementary School | Niagara Falls | 22 | 19 | 20 (Gr. 2/3) | | 19 | 80 |
| Notre Dame Catholic Elementary School | Niagara Falls | 25 | 12 | 15 | 15 | | 67 |
| Holy Name Catholic Elementary Schools | Welland | | 21 | 15 | 14 | 17 | 67 |

2017-2018 French Immersion Program

As the Niagara Catholic French Immersion Program continues to expand by adding the next grade for program delivery, the Board is currently accepting new registrations in the French Immersion Program during our annual ELKP to Grade 12 Registration for the 2017-2018 school year.

As new registrations are being accepted in our French Immersion sites, overall school enrolment projections are being cross referenced with new French Immersion applications, site accommodations, class size and staffing as we plan for the 2017-2018 school year.

French Immersion Location Change for 2017-2018

During the fall of 2015, the Program Department and Family of Schools Superintendent of Education Yolanda Baldasaro consulted with the St. Mark and St. John Catholic School communities about the capacity of St. Mark Catholic Elementary School to continue to house the French Immersion Program at that site, based on increasing overall student enrollment. Community feedback was considered and discussed by Senior Administrative Council. The decision was made to relocate the French Immersion Program for September 2017 to St. John Catholic Elementary School in Beamsville and a report was made to the Committee of the Whole on February 9, 2016.

2017-2018 French Immersion Program

Based on the current enrolment and program delivery model, the following chart outlines the planned expansion of the Board's French Immersion Program for the 2017-2018 school year.

| Schools | City | ELKP | Grade One | Grade Two | Grade Three | Grade Four | Grade Five |
|---|----------------|------|-----------|-----------|-------------|----------------|----------------|
| St. John Catholic Elementary School | Beamsville | | ✓ | ✓ | ✓ | ✓ | September 2017 |
| Our Lady of Fatima Catholic Elementary School | St. Catharines | ✓ | ✓ | ✓ | ✓ | ✓ | September 2017 |
| Our Lady of Mount Carmel Catholic Elementary School | Niagara Falls | ✓ | ✓ | ✓ | ✓ | ✓ | September 2017 |
| Notre Dame Catholic Elementary School | Niagara Falls | ✓ | ✓ | ✓ | ✓ | September 2017 | |
| Holy Name Catholic Elementary Schools | Welland | | ✓ | ✓ | ✓ | ✓ | September 2017 |

French Immersion Program Expansion to Grade 8

As the Niagara Catholic French Immersion Program continues to expand, the following chart provides the implementation schedule based on current enrolment and future projections.

| Year | 2013 - 2014 | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| French Immersion | ELKP- Grade 1 | ELKP- Grade 2 | ELKP- Grade 3 | ELKP- Grade 4 | ELKP- Grade 5 | ELKP- Grade 6 | ELKP- Grade 7 | ELKP- Grade 8 |

Draft Niagara Catholic District School Board French Immersion Secondary Program – Hours of French Instruction

For the expansion of the French Immersion Program into our Catholic secondary schools, planning has commenced provide a French Immersion Program pathway in selected Niagara Catholic secondary schools commencing September 2021.

By September 2021, selected secondary schools will offer French Immersion Program course's in a designated pathway for students. The French Immersion Program pathway courses will include:

- Four required language courses (FIF)
- Grade 9 Geography
- Grade 10 History
- Grade 10 Civics and Careers; and
- At least three other courses taught in the French language (excluding third language since the language of instruction should be in the third language).

Secondary school students who continue in the French Immersion Program pathway must accumulate at least 10 French Immersion credits to qualify for An Honours Certificate of Bilingual Studies in French Immersion upon graduation from a Niagara Catholic secondary school offering the French Immersion Program pathway.

Registration - French Immersion Program - Elementary Panel

Families who currently have a child or children in the Niagara Catholic District School Board's French Immersion Program, elementary panel, are invited to complete an on-line advanced registration application to secure a place for their child who will enter the French Immersion Program at a site specific, grade-level appropriate entry point for September 2017.

Online Advance Registration begins December 8, 2016 at 7:30 a.m. until January 9, 2017 at 11:30 p.m. All registrations are date and time stamped for enrollment entry.

Families intending on registering their child or children in the French Immersion Program entry point of ELKP or Grade 1 (depending on the specific FI site entry point) for September 2017, registration for ELKP and Grade 1 French Immersion classes for the 2017-2018 school year will be available online at www.niagaracatholic.ca commencing Thursday January 12, 2017 at 7:30 a.m. The deadline to register is Friday February 10, 2017 at 4:00 p.m.

Based on registrations, confirmation of new registration and the program locations will be provided through a letter to families by March 2017, and a follow-up confirmation site visit, in person, will be required.

New students or special requests for admission to the Niagara Catholic French Immersion Program will be required to follow the Board's Admission of Elementary & Secondary Students Policy.

Following the confirmation of interested students in our French Immersion Program for September 2017, staffing, classroom resources and budget allocation will be included in Senior Administrative Councils' 2017-2018 budget recommendations to the Board.

As we continue to expand the Niagara Catholic French Immersion Program we will continue to keep the Board informed through future Niagara Catholic French Immersion Program Update reports.

The Niagara Catholic French Immersion Program Update report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintendent of Education

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

Date: December 6, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
DECEMBER 6, 2016**

PUBLIC SESSION

**TITLE: LAKESHORE CATHOLIC HIGH SCHOOL BUILDING
ENVELOPE UPGRADE TENDER**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Award of Construction Tender for the Building Envelope Upgrade at Lakeshore Catholic High School to Manorcore Group Inc. for \$865,600 (HST excluded), as presented.

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

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

Date: December 6, 2016



**REPORT TO THE COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

**LAKESHORE CATHOLIC HIGH SCHOOL BUILDING ENVELOPE
UPGRADE TENDER**

BACKGROUND INFORMATION

The main scope of work for the subject tender includes:

- Chapel – replace exterior glass block wall with curtain wall to match stairwell curtain wall of new addition to address structural issues
- Replace skylights – these skylights are approaching their end of life and are causing water infiltration to the interior of the building
- Re-flash roof penetrations/new caulking – various areas
- Interior Repairs – various areas – replace water damaged drywall and repaint

As part of this report, photographs of the areas will be presented at the Committee of the Whole meeting.

This project was tendered with a closing date of November 8, 2016. Raimondo + Associates Architects Inc. was the architectural firm for this project.

In accordance with the Board's Purchasing/Supply Chain Management Policy, the Director of Education and the Superintendent of Business & Financial Services are recommending to the Board of Trustees that Manorcore Group Inc., who was the low bidder, be awarded this project. Their bid was \$865,600 (HST excluded).

This project is being funded by the School Condition Improvement grant received from the Ministry of Education.

It is the recommendation of the Director of Education, Superintendent of Business & Financial Services and the Controller of Facilities Services in consultation with the project architect, that the Niagara Catholic District School Board approve the award of this project to Manorcore Group Inc.

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Award of Construction Tender for the Building Envelope Upgrade at Lakeshore Catholic High School to Manorcore Group Inc. for \$865,600 (HST excluded), as presented.

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

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

Date: December 6, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
DECEMBER 6, 2016**

PUBLIC SESSION

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND
BUDGET 2016-2017 UPDATE**

The Committee of the Whole System Priorities and Budget 2016-2017 update report is presented for information.

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

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

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

Date: December 6, 2016



**REPORT TO THE COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

**COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET
2016-2017 UPDATE**

BACKGROUND INFORMATION

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide a verbal update on the implementation of the annual Board approved System Priorities and Budget 2016-2017.

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

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

The Committee of the Whole System Priorities and Budget 2016-2017 update report is presented for information.

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

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

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

Date: December 6, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – NOVEMBER 22, 2016**



November 22, 2016

Board Meets Final Time Before Annual Organizational Meeting

The November 22, 2016 Board Meeting was the final meeting for Niagara Catholic's Board of Trustees, in advance of the Annual Organizational Meeting, which will take place on December 6, 2016.

Mother Teresa Catholic Elementary School Presents School Excellence Program

Mother Teresa Catholic Elementary School presented its School Excellence Program presentation, sharing what makes it such a warm and inviting school in the west end of St. Catharines. Principal Marg Marion was joined by Grade 8 students Mia Manchisi, Prime Minister of the Student Council, and Lily Watt, Social Convenor. Their presentation focused on the Strategic Direction to nurture the distinctiveness of Catholic education, and the Enabling Strategy to enhance technology for optimal learning.

Mrs. Marion spoke about the importance staff and students place on our Catholic faith, and, in particular, the school's namesake, Mother Teresa of Calcutta. She also spoke about the way in which teachers have integrated technology into the classroom to promote true 21st century learning. The students, who have never known a world without the Internet or access to technology, spoke about how this assists them as modern learners and the value they place on being able to use programs like the Google Apps for Education to do homework and collaborate with classmates.

Minutes for a variety of meetings were listed as consent agenda items on the agenda, including the November 8 Committee of the Whole Meeting, the May 12, 2016 Niagara Catholic Parent Involvement Committee (NCPIC) Meeting, the Open Audit Committee Meeting from September 23, 2016, the October 5, 2016 Special Education Advisory Committee (SEAC) Meeting, and meetings for Ad Hoc Committee meetings for the Saint Michael and Saint Paul Catholic High Schools Families of Schools Committee Meetings.

In addition, trustees approved re-appointing Leone Strilec from the St. Catharines Diocesan Council for Development and Peace, and appointing Shelley Gilbert from the St. Vincent de Paul Society, as community representatives on the Niagara Catholic Parent Involvement Committee.

Good News!

Have you checked out the [Good News](#) section of the Board website lately? If not, you're missing some great stories and photos about our students. Be sure to check it out often to keep up to date on the fantastic things happening in our schools and across the system. There's also some great stories on the In the News section of our website, accessible through the [home page](#). Once there, you'll find great stories about the fantastic things happening in our schools.

Follow us!

To ensure you stay connected with Niagara Catholic news and events, please be sure to like us on [Facebook](#) and follow us on [Twitter](#) and [Instagram](#), and check our website often for updates and breaking news. It's the best way to stay in the know.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS DECEMBER 2016**



DECEMBER 2016

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|----------------------------------|-----|--|-------------------|--|-----|----------------------|
| | | | | 1 | 2 | 3 |
| 4 Second Sunday in Advent | 5 | 6 Annual Organizational Meeting CW Meeting | 7 SEAC Meeting | 8 | 9 | 10 |
| 11 Third Sunday in Advent | 12 | 13 SAL Meeting | 14 | 15 Director's Faith Formation & Annual Luncheon | 16 | 17 |
| 18 Fourth Sunday in Advent | 19 | 20 Board Meeting | 21 | 22 | 23 | 24 |
| 25 Merry Christmas! | 26 | 27 | 28 | 29 | 30 | 31 New Year's Eve |
| | | Christmas Break from December 24, 2016—January 8, 2017 | | | | |
| | | | | | | |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
DECEMBER 6, 2016**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA INFORMATION – NOVEMBER 18, 2016**

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

 enterprisecanada.com/ontario-legislative-highlights-november-18/

November 18, 2016

WEEKLY ROUNDUP

BY-PRODUCTS –Anyone looking for deep meaning in yesterday’s by-elections didn’t get much to work with. Ottawa-Vanier stayed staunchly Liberal, while Niagara West-Glanbrook remained true to its Tory history. In the end neither contest was even close, with **Nathalie Des Rosiers** easily taking the Ottawa seat and **Sam Oosterhoff** cruising to victory in NWG. But the status quo outcome does have some bigger-picture implications, and the Liberals are probably happier today than the Tories. The PCs were able to hold on to the seat that they should have, and in convincing fashion, as they should have. However, that may turn out to be a pyrrhic victory as Oosterhoff, at 19 years old the youngest MPP ever elected, is a potential thorn in the side of Leader **Patrick Brown** with strong social conservative views that go against the direction Brown wants to take the party. To be sure, the Liberals were decimated in the traditionally conservative riding, finishing third behind the NDP. But that doesn’t hurt like a loss in Ottawa would have, and there is much relief in Liberal-land that they kept the seat. That race, hotly contested and downright nasty at times, was expected to be close but turned out to be anything but. Des Rosiers captured 50% of the vote, a good 20 percentage points ahead of the PC’s star candidate **André Marin**, the former provincial Ombudsman. As far as the seat count at Queen’s Park goes, these results have zero impact – the standings will stay at Liberals 58, Tories 29, NDP 20.

RAISING A RED FLAG – The most immediate impact of the by-election outcomes will be the mood of Premier **Kathleen Wynne**’s Liberals as they gather in Ottawa this weekend for their party’s annual general meeting. Had they lost both races the conference would have been funereal, and challenges to Wynne’s leadership – not really a threat, but the subject of some chatter amid her, and her party’s, sagging popularity – would have gained credence. With Wynne already in Ottawa to celebrate the victory last night, the focus can stay on the larger issue of the next general election. Festivities get underway tonight with a session titled “The Path to 2018,” led by Managing Campaign Co-Chair **David Herle**. (Earlier drafts of the AGM agenda had Herle joined by **Pat Sorbara**, but she stepped down as campaign chief in the wake of bribery charges stemming from the 2015 Sudbury by-election – a situation that will be discreetly avoided in most AGM conversations.) The other major highlights both involve Wynne, who will participate in a breakfast discussion about the U.S. election results – a very different subject than they thought it would be when the session was booked, and a **Donald Trump** victory seemed unthinkable – as well as delivering a keynote address at lunch tomorrow. In a departure from previous AGMs – primarily as a cost-saving measure – the whole thing wraps up Saturday afternoon, with no party-run social activities in the evening. Also not on the agenda, even though the AGM is in Ottawa, is an appearance by Prime Minister **Justin Trudeau**. He’ll be in Peru.

OUTLOOK EXPRESS – Not so long ago the annual fall economic statement was a major event – a mini-Budget with much of the attendant fanfare. These days it causes barely a ripple, as was the case when Finance Minister **Charles Sousa** presented his Fall Economic Outlook on Monday. Aside from taking the opportunity to reiterate – again – that the province’s books will be balanced in 2017-18 (although getting there will require dipping into some \$400 million in reserves), Sousa mostly wanted to tout changes to the land transfer tax. First-time homebuyers will get a rebate of \$4,000 (double what it was before), while the tax will increase for homes fetching more than \$2 million. As always, the Opposition parties clamoured to discredit the government’s fiscal approach. PC Finance Critic **Vic Fedeli** gets the award for most colourful quote, offering, “This is like jingling keys in front of a baby. Instead of talking about the waste, mismanagement and scandal, we talk about this smaller item.”

MUSICAL CHAIRS – Way back in 2007, when he was still leader of the PCs, **Tim Hudak** introduced a private member’s bill to have the Niagara Region Chair directly elected by voters, rather than selected by regional councillors. As with most private member’s bills it went nowhere, and did little more than cause consternation among local politicians in Niagara. Now, on the eve of the by-election vote to fill Hudak’s old Niagara West-Glanbrook seat, the Liberals picked up Hudak’s long-extinguished torch, tabling legislation that would make the Chair of all Ontario regional municipalities — like York, Peel and Niagara — a popularly elected post. And Like Hudak’s effort nearly a decade ago, the new legislation is causing consternation and dissent. “This is a solution to a problem we do not have,” fumed Mississauga Mayor **Bonnie Crombie**, while Brampton Mayor **Linda Jeffrey** — a former Liberal cabinet minister — welcomed the change, saying, “The Region of Peel currently chooses our chair through a flawed and undemocratic process.”

FOR THE RECORD

“President-elect Trump signalled directly in his first speech on the morning of his election that he would work in the best interests of the United States. He also said that the U.S. would always be fair in working with its partners. So, when it comes to Ontario and Canada, once you do the math, trade with our jurisdiction is crucial to the new president’s efforts to create jobs and grow the U.S. economy. Make no mistake — they need us nearly as much as we need them.”

- Economic Development Minister **Brad Duguid**, trying to allay protectionist fears in the wake of **Donald Trump** winning the U.S. election.

“Some days, Twitter’s #onpoli hashtag is nothing but an endless stream of anonymous posts about how the premier is a liar, a crook who should be in jail (for just exactly what crimes?) and a pervert who looks faintly like Orville Redenbacher. Sometimes they just call her a c—. It’s normal in some quarters to talk about Ontario’s sex-education curriculum as a tool for pedophiles to groom children for victimization.”

- *Ottawa Citizen* columnist **David Reevley**, opining that Canadians shouldn’t be smug about the ugly rhetoric of the U.S. Presidential election – there’s plenty of bad social media behaviour on this side of the border.

RUMOURS & RUMBLINGS

RETIRE PRESSURE

As the end of the year looms into sight, so could the end of many a public service career. Word is the government is bracing for a possible exodus, as bureaucrats look to get out ahead of new retiree benefit provisions kicking in

January 1, 2017. Right now, the government covers 100% of premiums for benefits like life insurance, dental and vision care. After New Year's Eve, anyone who retires from the Ontario Public Service will be obliged to pay half, or take a different package. (That second option wasn't available until OPSEU negotiated a "Plan B" this week.) Facing this change, public servants who are in a position to retire – thanks to a combination of age and years of service – obviously have an incentive to leave before the November 30 deadline. Given the province's fiscal condition, this is seen in some circles as an opportunity to shrink payroll by not replacing those who retire. But at the same time, there are concerns that keeping too many positions vacant will create a different kind of cash crunch, with fewer employees contributing to the pool while more ex-employees draw from it.

IN THE HOUSE

- Transportation Minister **Steven Del Duca** introduced Bill 65, the *Safer School Zones Act*, to allow municipalities to use automated speed enforcement – a.k.a. photo radar – in school zones and community safety zones.
- Municipal Affairs Minister **Bill Mauro** introduced Bill 68, the *Modernizing Ontario's Municipal Legislation Act*, to update three pieces of legislation – the *Municipal Act*, the *City of Toronto Act* and the *Municipal Conflict of Interest Act* – including broadening municipal investment powers and requiring local councils and boards to have codes of conduct.
- Finance Minister Sousa introduced Bill 70, the *Building Ontario Up for Everyone Act (Budget Measures)*, to amend 27 statutes, including doubling the maximum Land Transfer Tax refund for eligible first-time homebuyers and requiring the heads of most regional municipal councils to be directly elected by voters.
- Bill 37, legislation to bolster the Ontario College of Teachers' investigation and disciplinary processes, passed Third Reading.

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