



*We are a Christ-centered Catholic faith community  
that celebrates diversity and fosters spiritual growth,  
inspiring all to reach their full potential in mind, body and spirit.*

*AGENDA AND MATERIAL*

## COMMITTEE OF THE WHOLE MEETING

**TUESDAY, JANUARY 16, 2024  
6:30 P.M.**



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

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

### A. ROUTINE MATTERS

- |  |      |
|--|------|
| 1. Opening Prayer – Trustee Joyner   | -    |
| 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 December 5, 2023 | A5   |
| 6. <u>Consent Agenda Items</u>   | -    |
| 6.1 Holy Child Association Fundraiser  | A6.1 |
| 6.2 Staff Development Department Professional Development Opportunities          | A6.2 |
| 6.3 Capital Projects Progress Report Update                                      | A6.3 |

### B. PRESENTATIONS

### C. GOVERNANCE POLICIES

- |   |      |
|---|------|
| 1. Governance Policies for Recommendation to the Board              | -    |
| 1.1 Dress Code – Secondary Uniform – Safe Schools Policy (302.6.6)  | C1.1 |
| 1.2 Safe and Accepting Schools Policy (302.6)                       | C1.2 |
| 1.3 Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4) | C1.3 |
| 2. Governance Policies Prior to Vetting                             | -    |
| 2.1 Niagara Catholic Parent Involvement Committee Policy (800.7)    | C2.1 |
| 2.2 Code of Conduct Policy (302.6.2)                                | C2.2 |
| 3. Governance Policy Review Schedule                                | C3   |

### D. COMMITTEE AND STAFF REPORTS

- |                                   |    |
|-----------------------------------|----|
| 1. Literacy Plan - Kim            | D1 |
| 2. Monthly Updates                |    |
| 2.1 Student Senate Update         | -  |
| 2.2 Senior Staff Good News Update | -  |

**E. INFORMATION**

1. Trustee Information

1.1 Draft 2024 Board Committee Membership

E1.1

**F. OTHER BUSINESS**

1. General Discussion to Plan for Future Action

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**G. BUSINESS IN CAMERA**

**H. REPORT ON THE IN CAMERA SESSION**

**I. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
JANUARY 16, 2024**

***PUBLIC SESSION***

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE  
MEETING OF DECEMBER 5, 2023**

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**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of December 5, 2023, as presented.



## MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, DECEMBER 5, 2023

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, December 5, 2023 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 6:30 p.m. by Vice-Chair Burkholder.

### A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Burkholder.

2. Roll Call

Vice-Chair Burkholder noted that Trustee Benoit asked to be excused and Trustee Turner joined electronically.

Trustee	Present	Present Electronically	Absent	Excused
Natalia Benoit				✓
Joseph Bruzzese	✓			
Rhianon Burkholder	✓			
Danny Di Lorenzo	✓			
Larry Huibers	✓			
Doug Joyner	✓			
Jim Marino	✓			
Paul Turner		✓		
<b>Student Trustees</b>				
Charlotte Johnstone	✓			
Emilio Geremia	✓			

The following staff were in attendance:

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

3. **Approval of the Agenda**

Moved by Trustee Bruzzese

**THAT** the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of December 5, 2023, 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 November 14, 2023**

Moved by Trustee Joyner

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of November 14, 2023, as presented.

**CARRIED**

6. **Consent Agenda Items**

6.1 **Capital Projects Progress Report Update**

Presented for information.

Moved by Trustee Huibers

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

**CARRIED**

**B. PRESENTATIONS**

1. **Pilgrimage**

Kim Kinney, Superintendent of Education provided background information on the Pilgrimage and introduced Amanda Wagg-Boyer, Religion and Family Life Consultant.

Ms. Boyer presented the Pilgrimage report.

**C. GOVERNANCE POLICIES**

1. **Governance Policies for Recommendation to the Board**

2. **Governance Policies Prior to Vetting**

**3. Governance Policy Review Schedule**

Director Cipriano presented the Governance Policy Review Schedule.

**D. COMMITTEE AND STAFF REPORTS**

**1. Monthly Updates**

**1.1 Student Trustees' Update**

Charlotte Johnstone, and Emilio Geremia, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

**1.2 Senior Staff Good News Update**

Senior Staff highlights included:

**Superintendent Kinney**

- Last night's Advent Staff Faith Formation event at Denis Morris Catholic High School, open to all Niagara Catholic staff, was a sell-out success. The evening commenced with a liturgy focusing on Jesus' diverse manifestations through Mary's example. Participants journeyed along a candlelit path, encountering five scripture passages for reflection and group discussion on Mary's unwavering commitment. In the cafeteria, participants worked to create their own Nativity scene, with wood cut outs prepped by Lakeshore Catholic's construction program. Participants connected elements of the Nativity to their roles in schools and the community. The event also featured a shared meal, fostering conversations and reflections on the meaningful nativity scenes created.

**E. INFORMATION**

**1. Trustee Information**

Director Cipriano noted that the 94<sup>th</sup> OCSTA AGM, which we are co-hosting with Hamilton Catholic and Brant Haldimand Catholic, will take place at the Sheridan Fallsview Hotel in Niagara Falls from May 2<sup>nd</sup> to May 4<sup>th</sup>.

**F. OTHER BUSINESS**

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

Nil

**G. BUSINESS IN CAMERA**

**H. REPORT ON THE IN-CAMERA SESSION**

**I. ADJOURNMENT**

Moved by Trustee Marino

THAT the December 5, 2023 Committee of the Whole Meeting be adjourned.

**CARRIED**

This meeting was adjourned at 6:58 p.m.

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Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **December 5, 2023.**

Approved on **January 16, 2024.**

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Rhianon Burkholder  
Vice-Chair of the Board

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Camillo Cipriano  
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
JANUARY 16, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
BOARD  
DRESS CODE – SECONDARY UNIFORM – SAFE SCHOOLS  
POLICY (302.6.6)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Dress Code – Secondary Uniform – Safe Schools Policy (302.6.6), as presented.

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Prepared by: Domenic Massi, Superintendent of Education  
Presented by: Domenic Massi, Superintendent of Education  
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: January 16, 2024





Niagara Catholic District School Board

***DRESS CODE – SECONDARY UNIFORM POLICY***  
***(Safe Schools)***

STATEMENT OF GOVERNANCE POLICY

300 – Schools/Students

Policy No 302.6.6

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: November 24, 2020

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and in accordance with the dress code requirements of the *Safe Schools Act*, all secondary schools within the Niagara Catholic District School Board will implement a secondary uniform that creates a unified sense of belonging for all students from Grades 9 to 12.

This Policy acknowledges a respect for self and others by supporting each student to actively and equitably participate fully in the Catholic learning environment through the creation of safe, inclusive and accepting school climates.

The secondary uniform promotes Catholic school identity, instills pride and spirit and supports the commitment of students to be visible Catholic role models of the Gospel Values and the Ontario Catholic School Graduate Expectations in our Catholic school communities.

All Niagara Catholic secondary school uniforms as defined in the Administrative Operational Procedures must be purchased through Board uniform suppliers in compliance with the Niagara Catholic Purchasing and Supply Chain Management Policy.

This Policy has been developed in compliance with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code* and the *Education Statutes and Regulations of Ontario*. For the purpose of this Policy, the term secondary school uniform aligns with the *Education Statutes and Regulations of Ontario* term dress code.

The Director of Education will issue [\*Administrative Operational Procedures\*](#) for the implementation of this policy.

**References**

- ***Ephesians 4:1 “Make every effort to keep the unity of the Spirit through the bond of peace.”***
- [\*Canadian Charter of Rights and Freedoms\*](#)
- [\*Education Statutes and Regulations of Ontario - Regulation 298 S.23 \(1\) \(f\)\*](#)
- [\*Ontario Human Rights Code\*](#)
- [\*Safe Schools Act, 2007. Education Act S. 301 \(1\) \(3\), 302 \(3\) \(5\)\*](#)
- [\*Ontario Catholic School Graduate Expectations\*](#)
- ***Niagara Catholic District School Board Policies/Procedures***
  - [\*Elementary Standardized Dress Code Policy \(302.6.10\)\*](#)
  - [\*Purchasing / Supply Chain Management Policy \(600.1\)\*](#)
  - [\*Religious Accommodation Policy \(100.10.1\)\*](#)
  - [\*Fundraising \(301.4\) AOP\*](#)

<b>Adopted Date:</b>	<b>June 26, 2001</b>
<b>Revision History:</b>	<b>May 28, 2002</b> <b>June 12, 2012</b> <b>February 23, 2016</b> <b>November 24, 2020</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
JANUARY 16, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
BOARD  
SAFE AND ACCEPTING SCHOOLS POLICY (302.6)**

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**RECOMMENDATION**

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

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Prepared by: Domenic Massi, Superintendent of Education  
Presented by: Domenic Massi, Superintendent of Education  
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: January 16, 2024



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

300 – Schools/Students

Policy No 302.6

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 28, 2019

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to fostering caring, safe, **equitable**, inclusive and accepting learning and teaching environments for all students, staff, parents/guardians and community members involved in Board and school programs, events and activities. **A whole school approach to creating a positive environment for learning and working requires a shared commitment amongst all stakeholders in a school. To maintain and improve student success and achievement, we must ensure that students continue to feel safe, nurtured, welcomed, respected and included.**

~~If the Niagara Catholic District School Board enters into an agreement with another person, organization or entity, other than a board, with respect to the use of a school property or building operated by the Board, the Board will require that the person, organization or entity will uphold Board Policies, Administrative Operational Procedures, Protocols and the standards that are consistent with the provincial, Board, and local Codes of Conduct.~~

**This shall be achieved by establishing and maintaining high expectations for behaviour, while offering programs that emphasizes early, ongoing, and proactive practices and supports. Appropriate programs and supports include, but are not limited to:**

- **promoting healthy relationships and well-being,**
- ~~responsive and inclusive learning culture and environments,~~
- **inclusive and culturally responsive learning environments**
- **mentorship programs,**
- **equity and inclusive education,**
- **culturally responsive pedagogy,**
- **student leadership,**
- **bullying prevention and intervention,**
- **conflict prevention and intervention,**
- **restorative mindset and practices,**
- **character development and education,**
- **counselling, and**
- **the inclusion of social emotional learning in the curriculum**

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

Therefore, the Niagara Catholic Safe and Accepting Schools Policy and Administrative Operational Procedures will:

- create schools that are caring, safe, inclusive and accepting of all students, staff, parents/guardians; and members of the school community by implementing Board Policies and Administrative Operational Procedures;
- provide students with a caring, safe, inclusive and accepting learning and teaching environment;

- promote a positive school climate in all schools and prevent inappropriate behaviour, including but not limited to, bullying, **discrimination, harassment, violence** and sexual assault; ~~gender-based violence and incidents based on homophobia;~~
- **endeavour to be responsive to the diversity, cultural and individualized needs of students;**
- address, report, and respond to inappropriate student behaviour in accordance with Board Policies and Administrative Operational Procedures and promote early prevention, intervention and supports;
- provide support to students who are impacted by the inappropriate behaviour of other students; and
- establish progressive disciplinary approaches that promote positive behaviour with measures that include appropriate consequences and supports for students to address inappropriate behaviour.

The Director of Education will ensure the implementation of Policies and Administrative Operational Procedures linked to the Safe and Accepting Schools Policy.

### **References**

- ***Ephesians 5:21 “Be subject to one another out of reverence for Christ.”***
- [\*Accepting Schools Act\*](#)
- [\*Accessibility for Ontarians with Disabilities Act 2005\*](#)
- [\*Caring and Safe Schools in Ontario\*](#)
- [\*Child & Family Services Review Board\*](#)
- [\*Child, Youth and Family Services Act 2017\*](#)
- [\*Education Act and Regulations\*](#)
- [\*Municipal Freedom of Information and Protection of Privacy Act\*](#)
- [\*Ontario Catholic School Graduation Expectations\*](#)
- [\*Ontario Human Rights Code\*](#)
- [\*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education\*](#)
- [\*Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018\*](#)
- [\*Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018\*](#)
- [\*Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour –Issued October 17, 2018\*](#)
- [\*Provincial Code of Conduct\*](#)
- [\*Regulation 472/07: Behaviour, Discipline and Safety of Pupils\*](#)
- [\*Smoke-Free Ontario Act 2017\*](#)
- ***Niagara Catholic District School Board Policies/Procedures and Documents***
  - [\*Access to Board Premises \(302.6.3\) AOP\*](#)
  - [\*Accessibility Standards Policy \(800.8\)\*](#)
  - [\*Bullying Prevention and Intervention Policy \(302.6.8\)\*](#)
  - [\*Catholic School Councils \(800.1\) AOP\*](#)
  - [\*Code of Conduct Policy \(302.6.2\)\*](#)
  - [\*Complaint Resolution Policy \(800.3\)\*](#)
  - [\*Criminal Background Check \(302.6.7\) AOP\*](#)
  - [\*Dress Code – Secondary Uniform Policy \(302.6.6\)\*](#)
  - [\*Elementary Standardized Dress Code Policy \(302.6.10\)\*](#)
  - [\*Electronic Communications System \(Students\) \(301.5\) AOP\*](#)
  - [\*Equity and Inclusive Education Policy \(100.10\)\*](#)
  - [\*Niagara Catholic Parent Involvement Committee Policy \(800.7\)\*](#)
  - [\*Ontario Student Record \(301.7\) AOP\*](#)
  - [\*Opening or Closing Exercises \(302.6.1\) AOP\*](#)
  - [\*Progressive Student Discipline \(302.6.9\) AOP\*](#)
  - [\*Privacy Policy \(600.6\)\*](#)

- [\*Records and Information Management Policy \(600.2\)\*](#)
- [\*Safe Physical Intervention with Students \(301.8\) AOP\*](#)
- [\*Student Suspension \(302.6.4\) AOP\*](#)
- [\*Student Expulsion Policy \(302.6.5\)\*](#)
- [\*Student Transportation Policy \(500.2\)\*](#)
- [\*Volunteering in Catholic Schools \(800.9\) AOP\*](#)
- [\*Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program\*](#)
- [\*Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board\*](#)
- [\*Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara\*](#)

<b>Adopted Date:</b>	June 26, 2001
<b>Revision History:</b>	May 28, 2002 February 1, 2008 June 17, 2008 February 26, 2013 May 28, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
JANUARY 16, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
BOARD  
CORPORATE CARDS, PURCHASING CARDS AND PETTY  
CASH POLICY (600.4)**

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**RECOMMENDATION**

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

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Prepared by: Domenic Massi, Superintendent of Education  
Presented by: Domenic Massi, Superintendent of Education  
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: January 16, 2024



Niagara Catholic District School Board  
**CORPORATE CARDS, PURCHASING CARDS  
AND PETTY CASH POLICY**

STATEMENT OF GOVERNANCE POLICY

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 28, 2019

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

The Niagara Catholic District School Board authorizes the ~~Director of Education~~ **Superintendent of Business and Financial Services** or designate to ~~provide~~ **approve the issuance of** Corporate Cards, Purchasing Cards and Petty Cash **to users, as well as to establish single transaction and monthly purchase credit limits.** ~~to appropriate employees in order to fulfill their duties.~~

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

**References**

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

<b>Adopted Date:</b>	<b>March 27, 2007</b>
<b>Revision History:</b>	<b>December 17, 2013</b> <b>May 28, 2019</b>



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
JANUARY 16, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES PRIOR TO VETTING  
NIAGARA CATHOLIC PARENT INVOLVEMENT COMMITTEE  
POLICY (800.7)**

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: January 16, 2024



Niagara Catholic District School Board

## **NIAGARA CATHOLIC PARENT INVOLVEMENT COMMITTEE POLICY**

STATEMENT OF GOVERNANCE POLICY

800 – Schools and Community Councils

Policy No. 800.7

Adopted Date: May 24, 2011

Latest Reviewed/Revised Date: November 24, 2020

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes the Niagara Catholic Parent Involvement Committee (NCPIC) as a regional body of representative stakeholders that supports Catholic education by providing a communication link to parents/guardians, Catholic School Councils, the Diocese, the Director of Education, and the Board.

The Niagara Catholic Parent Involvement Committee promotes, encourages, and supports parent engagement at the Board and school levels, building strong Catholic identity and community, nurturing the distinctiveness of Catholic education, and advancing student achievement and well-being of all students in the Niagara Catholic District School Board.

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this Policy.

### **References:**

- [\*\*Ontario Regulation 330/10 School Councils and Parent Involvement Committees\*\*](#)
- [\*\*Parents in Partnership...A Parent Engagement Policy for Ontario Schools\*\*](#)
- [\*\*Education Act-Section 1\*\*](#)
- [\*\*OAPCE By-Law and Constitution\*\*](#)
- [\*\*Niagara Catholic District School Board Policies/Procedures\*\*](#)
  - [\*\*Board By-Laws Policy \(100.1\)\*\*](#)
  - [\*\*Catholic School Councils \(800.1\) AOP\*\*](#)
  - [\*\*Complaint Resolution Policy \(800.3\)\*\*](#)
  - [\*\*Niagara Catholic Parent Involvement Committee By-Laws\*\*](#)
  - [\*\*Trustee Expenses and Reimbursement Policy \(100.13\)\*\*](#)

<b>Adopted Date:</b>	<b>May 24, 2011</b>
<b>Revision History:</b>	<b>October 25, 2011 February 28, 2012 June 18, 2013 June 21, 2016 November 24, 2020</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
JANUARY 16, 2024**

***PUBLIC SESSION***

**TOPIC: GOVERNANCE POLICIES PRIOR TO VETTING  
CODE OF CONDUCT POLICY (302.6.2)**

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Prepared by: Domenic Massi, Superintendent of Education

Presented by: Domenic Massi, Superintendent of Education

Date: January 16, 2024



Niagara Catholic District School Board

**CODE OF CONDUCT POLICY**

## STATEMENT OF GOVERNANCE POLICY

300 – Schools/Students

Policy No 302.6.2

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 25, 2020

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to **a whole school approach to create** ~~promoting, supporting, and sustaining~~ **safe, caring, equitable and** inclusive ~~and accepting~~ learning and teaching environments, so that all students can reach their full potential and become living witnesses of Christ. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promotes positive behaviours and interactions.

Standards of behaviour for all members of the school community promote and support respect, civility, responsible citizenship and safety, along with justice, integrity and accountability consistent with Gospel values. **All stakeholders,** ~~Students, parents/guardians, staff, trustees, volunteers, visitors and~~ especially persons in positions of authority, are to be treated with respect and dignity at all Niagara Catholic schools/sites, Board/school-related activities or events. **Aggressive or hostile behaviour or language toward, these stakeholders will not be tolerated.**

The standards of behaviour apply to **all individuals including** students, **Principals, Vice-Principals, teachers, support staff, parents/guardians, school bus drivers, volunteers and members of various community groups.** **This applies** whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before-and-after school programs, or in other circumstances that could have an impact on school climate. ~~The same standards also apply to all individuals, Principals, Vice-Principals, administrators, teachers, support staff, parents/guardians, school bus drivers, volunteers and member of various community groups.~~

Principals must communicate the Board Code of Conduct to their staff, students, Catholic School Councils and parents/guardians to address what is acceptable behaviour and what is unacceptable behaviour for all members of the school community on an annual basis.

The Board Code of Conduct will be posted on the Board and school websites.

The Director of Education will issue [\*Administrative Operational Procedures\*](#) for the implementation of this policy.

**References**

- ***Matthew 25:40 “And the king shall answer, and say to them, 'Truly I say to you, inasmuch as you have done it to one of the least of these, My brothers, you have done it to Me’.”***
- ***[Accessibility for Ontarians with Disabilities Act 2005](#)***
- ***[Bill 13, Accepting Schools Act, 2012](#)***
- ***[Child, Youth and Family Services Act 2017](#)***
- ***[Education Act, Sections 301, 302, 303](#)***
- ***[Municipal Freedom of Information and Protection of Privacy Act](#)***
- ***[Ontario Human Rights Code](#)***
- ***[Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)***
- ***[Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct-Issued August 29, 2019](#)***

- [Policy/Program Memorandum 144: Bullying Prevention and Intervention—Issued October 17, 2018](#)
- [Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour—Issued October 17, 2018](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [Smoke-Free Ontario Act 2017](#)
- [Supporting Students Who Identify as Transgender in our Catholic Schools: Institute for Catholic Education 2019](#)
  
- **Niagara Catholic District School Board Policies/Procedures:**
  - [Access to Board Premises \(302.6.3\) AOP](#)
  - [Bullying Prevention and Intervention Policy \(302.6.8\)](#)
  - [Catholic School Councils \(800.1\) AOP](#)
  - [Complaint Resolution Policy \(800.3\)](#)
  - [Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)](#)
  - [Electronic Communications System \(Students\) \(301.5\) AOP](#)
  - [Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)](#)
  - [Employee Workplace Harassment Policy \(201.7\)](#)
  - [Equity and Inclusive Education Policy \(100.10\)](#)
  - [Ontario Student Record \(301.7\) AOP](#)
  - [Opening or Closing Exercises \(302.6.1\) AOP](#)
  - [Privacy Policy \(600.6\)](#)
  - [Progressive Discipline \(302.6.9\) AOP](#)
  - [Records and Information Management Policy \(600.2\)](#)
  - [Safe Arrival \(302.3\) AOP](#)
  - [Safe Physical Intervention with Students \(301.8\) AOP](#)
  - [Safe and Accepting Schools Policy \(302.6\)](#)
  - [Student Expulsion Policy \(302.6.5\)](#)
  - [Student Suspension \(302.6.4\) AOP](#)
  - [Student Transportation Policy \(500.2\)](#)
  - [Volunteers in Catholic Schools Policy \(800.9\)](#)
  - [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program](#)
  - [Privacy Breach Procedure](#)
  - [Protocol between Niagara Catholic District School Board and Family and Children’s Services Niagara](#)
  - [Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board-Revised 2019](#)

<b>Adopted Date:</b>	June 26, 2001
<b>Revision History:</b>	May 28, 2002 February 1, 2008 June 17, 2008 June 16, 2009 February 26, 2013 February 25, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
JANUARY 16, 2024**

*PUBLIC SESSION*

**TOPIC: POLICY REVIEW SCHEDULE**

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The Policy Review  
Schedule is presented for information.

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Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: January 16, 2024



# GOVERNANCE POLICY REVIEW SCHEDULE

SEPTEMBER 2023 - JUNE 2024

Updated: January 2024

SORTED BY COMMITTEE OF THE WHOLE MEETING DATE					
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting	After Vetting
1997	2023	100.1	Board By-Laws ***	June 2023	October 2023
2005	2020	100.8	Trustee Electronic Meetings (Board and Committees)	June 2023	October 2023
1998	2019	800.2	Community Use of Facilities	September 2023	November 2023
1998	2019	301.1	Admission of Elementary & Secondary Students	September 2023	November 2023
2001	2020	302.6.6	Dress Code - Secondary Uniform - Safe Schools	October 2023	January 2024
2001	2019	302.6	Safe and Accepting Schools	October 2023	January 2024
2007	2019	600.4	Corporate Cards, Purchasing Cards and Petty Cash	October 2023	January 2024
2007	2019	201.14	Employee Hospitality	November 2023	February 2024
2007	2019	500.2	Student Transportation	November 2023	February 2024
2011	2020	800.7	Niagara Catholic Parent Involvement Committee	January 2024	March 2024
2001	2020	302.6.2	Code of Conduct	January 2024	March 2024
2012	2020	302.6.10	Elementary Standardized Dress Code - Safe Schools	February 2024	April 2024
1998	2020	301.3	Attendance Areas	February 2024	April 2024
2007	2020	100.9	Advocacy Expenditures	February 2024	April 2024
1998	2020	600.1	Purchasing/Supply Chain Management	March 2024	May 2024
2002	2023	201.7	Employee Workplace Harassment *	March 2024	May 2024
2002	2023	201.11	Employee Workplace Violence *	March 2024	May 2024
2002	2023	201.6	Occupational Health & Safety *	March 2024	May 2024
2010	2020	100.10	Equity and Inclusive Education	April 2024	June 2024
2013	2020	203.4	Leadership Pathways	April 2024	June 2024

\* Ministry of Labour Compliance Annual Review

SORTED BY BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	BOARD MEETING DATE
1997	2023	100.1	Board By-Laws ***	October 2023
2005	2020	100.8	Trustee Electronic Meetings (Board and Committees)	October 2023
1998	2019	800.2	Community Use of Facilities	November 2023
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2007	2019	201.14	Employee Hospitality	February 2024
2007	2019	500.2	Student Transportation	February 2024
2011	2020	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	March 2024
2001	2020	302.6.2	Code of Conduct	March 2024
2012	2020	302.6.10	Elementary Standardized Dress Code - Safe Schools	April 2024
1998	2020	301.3	Attendance Area	April 2024
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2002	2023	201.6	Occupational Health & Safety *	May 2024
2010	2020	100.10	Equity and Inclusive Education	June 2024
2013	2020	203.4	Leadership Pathways	June 2024

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
JANUARY 16, 2024**

***PUBLIC SESSION***

**TITLE: NIAGARA CATHOLIC LITERACY PLAN**

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The Niagara Catholic Literacy Plan report is presented for information.

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Prepared by: Kim Kinney, Superintendent of Education

Presented by: Kim Kinney, Superintendent of Education

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

Date: January 16, 2024





## **REPORT TO THE COMMITTEE OF THE WHOLE JANUARY 16, 2024**

### **NIAGARA CATHOLIC LITERACY PLAN**

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#### **BACKGROUND INFORMATION**

The Ministry of Education released a new elementary Language curriculum in June 2023 with the requirement that the new curriculum be implemented in all Grades 1-8 classrooms across Ontario effective September 2023. At the same time, and with the same implementation date, the Ministry of Education also release a new Grade 9 English curriculum supporting the move to de-streamed Grade 9 courses.

The new curriculum for Language was informed by the recommendations made by the Ontario Human Rights Commission in the 2022 Right to Read Inquiry Report. The inquiry was the first of its kind in Canada and was thorough, combining expertise in human rights and systemic discrimination as well as expertise in reading development, in connection with the extensive body of research, known as The Science of Reading.

The Niagara Catholic District School Board believes that equity and inclusive education policies and practices must support positive and safe learning environments where all students feel engaged and empowered by what they are learning. Students need to feel supported by the educators and staff from whom they are learning and that they are in an environment where they feel welcomed and included.

#### **Niagara Catholic Multi-Year Reading Plan**

In anticipation of the updated curriculum and early work on The Science of Reading, Niagara Catholic engaged in a multi-year reading plan beginning in 2021. This initial plan was a four-year, multi-year plan focused on Kindergarten to Grade 2. Specific actions and strategies were identified in each of the four years with the overall goal of implementing a structured literacy framework across the system at Tier 1 with effective supports and interventions for Tier 2 and Tier 3. The goal for students was and continues to be that vast majority of students have mastered the foundational aspects of word level reading and are strategic in their language comprehension by the end of Grade 2.

With the early work in Kindergarten to Grade 2, structured literacy is well on the way. Literacy goals in Grades 3-8 and Grade 9 were added to the multi-year reading plan in line with the updated curriculum documents.

In all aspects of the Niagara Catholic multi-year reading plan, Program and Innovation and Student Support Services have been engaged in consistent collaborative efforts to ensure staff are provided with purposeful, relevant and engaging learning sessions.

The approach taken for supporting educators in building their content and pedagogical knowledge on structured literacy based upon The Science of Reading, has been varied.

- Since September 2022, elementary staff have benefitted from job-embedded learning in both the areas of literacy and numeracy through our Elementary Chaplaincy visits. On a regular, scheduled rotation, all elementary staff engage with consultants and coaches to support learning and capacity building in both literacy and numeracy.
- Additional, targeted funding supports from the Ministry of Education allowed for the hiring of additional coaches to support both literacy and numeracy. The literacy team added four coaches in September 2023. These coaches provide additional learning for junior and intermediate staff, including Grade 9 English teachers.
- After-school professional learning offerings for educators, featuring leading educators and advocates in early reading, have been ongoing where attendance has been impressive.
- Targeted learning for educators has also been provided through Professional Activity Days.
- Significant investment has been made in providing all staff with evidence-based resources to build components of a structured literacy program. Support has been provided to in-service staff on all resources provided.
- All Kindergarten to Grade 2 staff, including Early Childhood Educators have been trained on the *Acadience Screener*.
- Information sessions have also been provided for parents to support this new learning for students in English and French Immersion.

The multi-year plan for French Immersion literacy follows the same pedagogical plan as the English from Kindergarten through to Grade 12.

Appendix A outlines the multi-year reading plan for Kindergarten to Grade 2. Appendix B outlines the multi-year reading plan for Grades 3-8. Appendix C outlines the 2023/24 plan for the Grade 9 Destreamed English course, entitled ENL1W. Appendix D outlines the 2023-2024 French Immersion literacy plan.

The Niagara Catholic Literacy Plan report is presented for information.

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Prepared by: Kim Kinney, Superintendent of Education

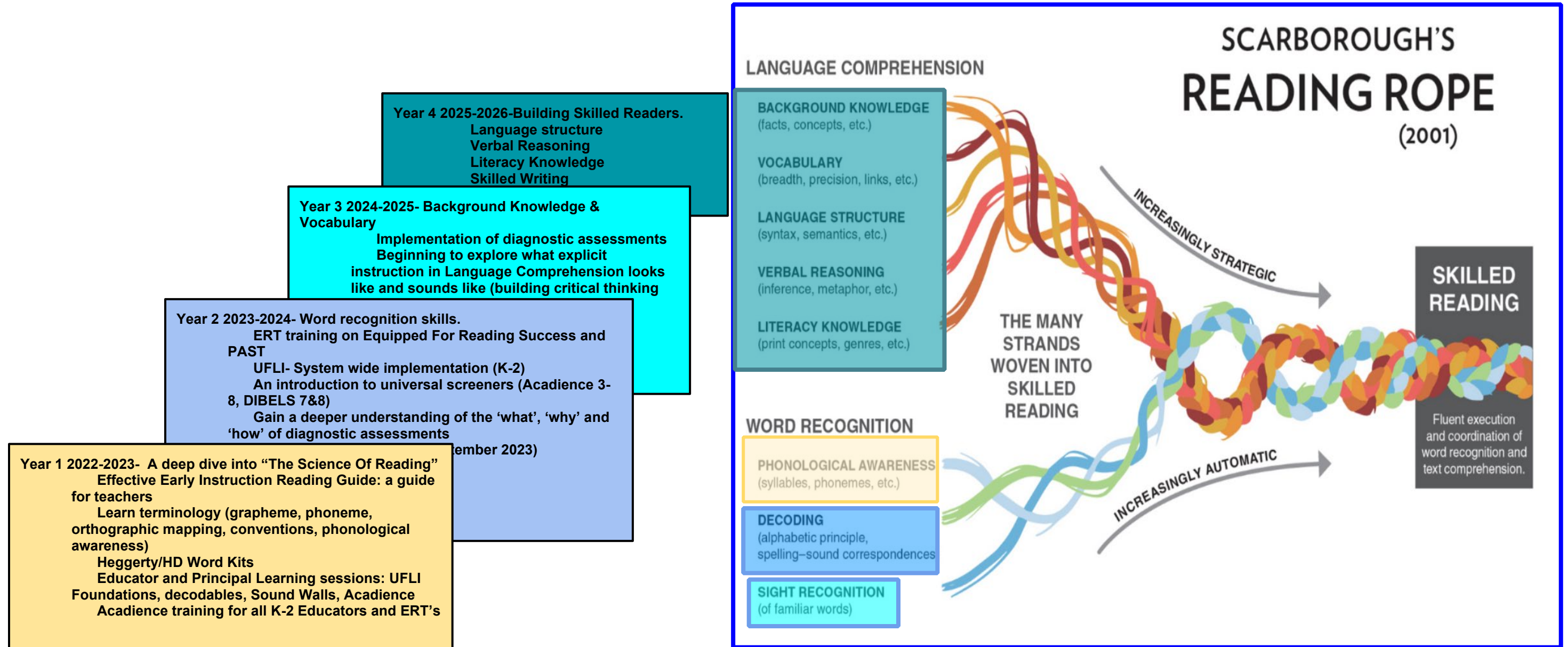
Presented by: Kim Kinney, Superintendent of Education

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

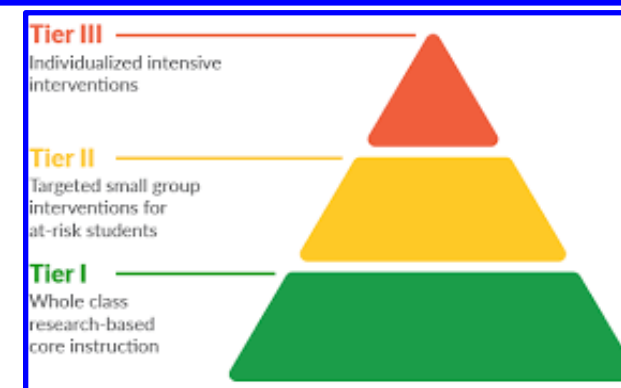
Date: January 16, 2024

# Appendix A: Niagara Catholic Multi-Year Reading Plan- At A Glance (Draft)

Niagara Catholic is committed to creating a shared vision around the direction that is outlined in our multi-year reading plan. We are focused on implementing strong instructional practices to develop students' word recognition and language comprehension skills. We continue to learn how to apply our knowledge of Scarborough's Rope to inform reading instruction. Through direct, explicit, systematic instruction, we will ensure equitable learning outcomes for all students.



<b>Tier 3 Intensified</b>	Individualized, intense level of instruction, smaller group size, not provided by classroom teachers. <b>Empower</b>
<b>Tier 2 Supplemental</b>	Refers to additional education instruction provided only to students who are at risk readers (prevention) or who demonstrate reading difficulties (intervention). Supplements Tier 1 instruction. Classroom Teacher/ERT <b>Heggerty, UFLI, Lexia mini-lessons, Lexia skill builders, small group targeted or 1:1 instruction</b>
<b>Tier 1 Universal (all students)</b>	Whole class research based instruction, applying principles of Universal Design for Learning (UDL) and differentiated instruction. Classroom Teacher. <b>Heggerty, UFLI, Lexia mini-lessons &amp; skill builders for small group or 1:1 instruction, Lexia Word Study</b>



\*Effective Tier 1 literacy instruction consists of all components of Scarborough's Reading Rope so that students develop word recognition and language comprehension skills. Intervention in Tier 2 and 3 instruction is where we can target specific skills with individual students or small groups.

## **Key Vocabulary**

*Alphabetic Principle* - The insight that oral sounds (phonemes) in spoken words are represented by letters in print.

*Phonological Awareness* - Conscious awareness of or sensitivity to the sound structure of words in language, and awareness of various levels of phonological structure in language including awareness of words, syllables, intrasyllabic units, and individual phonemes.

*Phonemic Awareness* - The ability to notice, think about, or manipulate the individual sounds in words; the ability to understand that sounds in spoken language work together to make words, awareness of individual phonemes in words.

*Phonics*- The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

*Sight Word* - Any word that is read with automaticity, not to be confused with high frequency words

*Decodable Text* - Text in which a high proportion of words comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

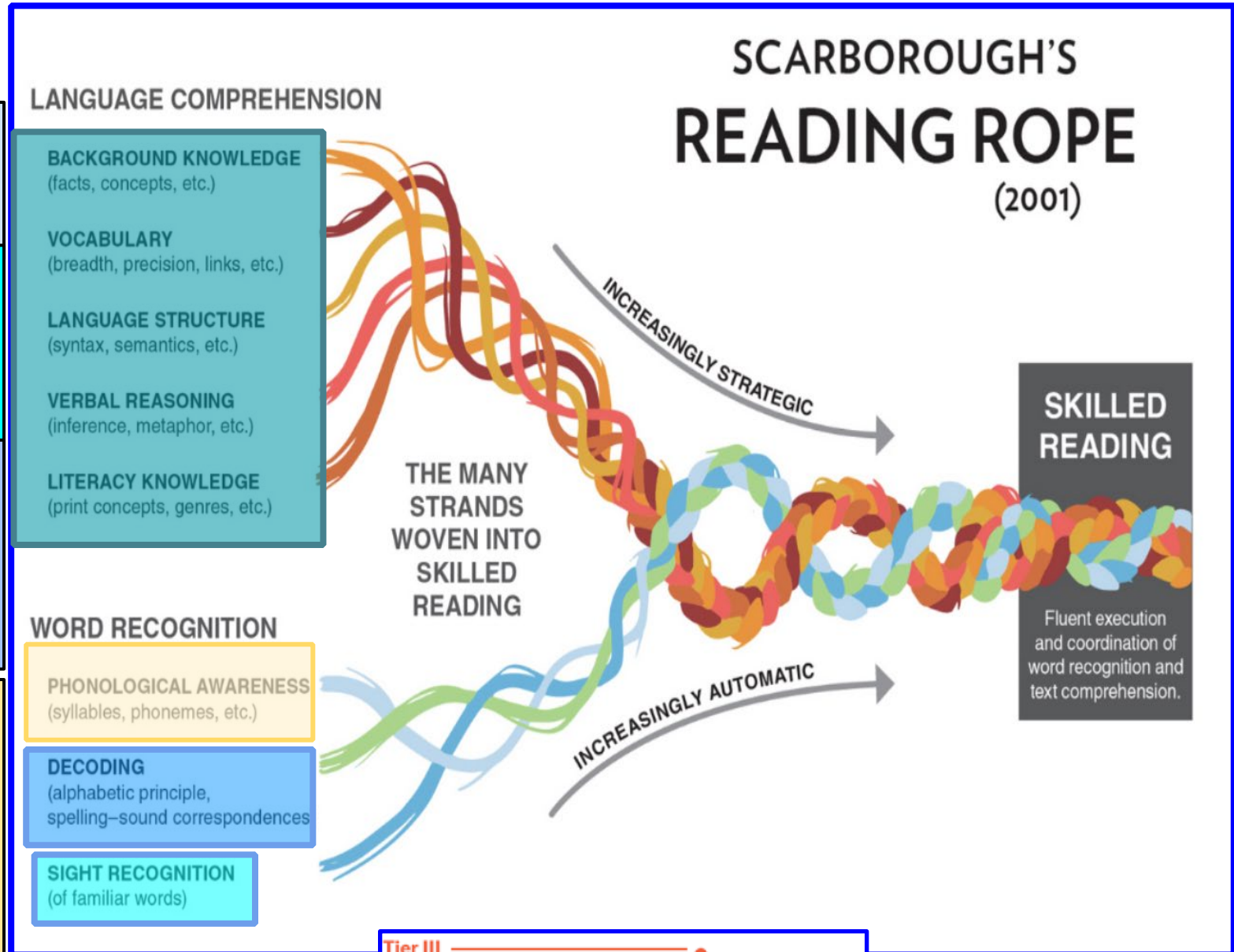
	<b>Word Recognition</b>	<i>Resources</i>
Phonological Awareness: Phonemic Awareness/Phonics	<p>The Heggerty Phonemic Awareness Curriculum provides students with direct, explicit instruction. <b>This transfers to the development of decoding and encoding skills.</b> All students participate in the lessons as part of the Tier 1 curriculum. Research has shown that 'phonological awareness' is a key foundational skill for learning to read well. Phonological awareness is the ability to separate and manipulate the sounds in spoken language, including words in a sentence as well as syllables and individual sounds in a word.</p> <p>Decoding and spelling skills are taught explicitly, including letter-sound associations (alphabetic principle), morphology, and strategies for reading phonetically irregular and multi-syllable words. Instruction is supported by the use of decodable texts. Spelling instruction also includes explicit instruction of spelling rules and guidelines.</p>	<a href="#">Heggerty Resources</a> UFLI Foundations <a href="#">Sound Wall Resources</a> <a href="#">Heart Word Magic</a>
Sight Recognition	<p>Decoding and spelling skills are taught explicitly, including letter-sound associations (alphabetic principle), morphology, and strategies for reading phonetically irregular and multi-syllable words. Instruction is supported by the use of decodable texts. Spelling instruction also includes explicit instruction of spelling rules and guidelines. Decodable books or decodable readers are texts that are controlled for specific phonics patterns. They often include high frequency words. The purpose of decodable books is to give students practice with the phonics patterns you're teaching them. They provide an excellent opportunity for in-context practice.</p>	UFLI Foundations FlyLeaf Decodables CRC SyllaSense Decodables Raz Plus/Foundations HD Word Kits
	<b>Language Comprehension</b>	
Background Knowledge	Background knowledge can be developed through direct, explicit teaching of facts, concepts and academic vocabulary.	
Vocabulary	Vocabulary knowledge is critical to the development of reading comprehension. Specific instructional practices include the teaching of morphology, classroom conversation, interactive read- alouds.	
Language Structures	Syntax, semantics	The Writing Revolution (Book Study)
Verbal Reasoning	Inferences and metaphors	
Literacy Knowledge	<i>Print concepts and genres- Instruction addresses many contributors to language comprehension including background knowledge, vocabulary, syntax, semantics, verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text.</i>	
Fluency	Reading fluency is the ability to read words with automaticity and with accurate phrasing to retain the meaning. Techniques such as repeated readings and fluency drills can help improve reading accuracy, rate and prosody which are necessary skills to achieve reading comprehension. Fluency is developed when students have a strong understanding of word recognition and language comprehension skills. Word recognition plus language comprehension leads to reading comprehension. Students now have all the tools in their tool belt to become skilled readers.	Connected Text Sylla Sense <a href="#">Decodable Readers (from Lexia Core 5)</a> Raz Plus/Foundations UFLI Decodable Passages Lexia Skill Builders
<a href="#">NCVLE Literacy</a>	All current resources, professional development sessions, digital tools, supporting resources	<a href="#">Literacy</a>
Ministry	<a href="#">Effective early reading instruction:a guide for teachers</a>	

# Appendix B: VISUAL PLAN-Multi-Year Reading Plan for Grades 3-8 (working doc)

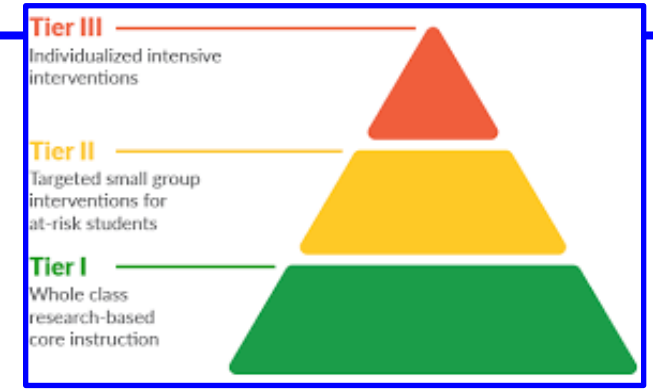
See full details of year 1 plan [2023/24 Visual Plan for 3-8](#)

Niagara Catholic is committed to creating a shared vision around the 'why', 'what' and 'how' of implementing evidence-based literacy instruction in grades 3-8. We are focused on implementing strong instructional practices to develop students' word recognition and language comprehension skills. We continue to learn how to apply our knowledge of Scarborough's Rope to inform reading instruction. Through direct, explicit, systematic instruction, we will ensure equitable learning outcomes for all students.

<p><b>Year 4: 26/27 School Year</b>                  Putting it all together (weaving the top and bottom part of the rope together and applying our knowledge to deliver direct, explicit instruction in Word Recognition and Language Comprehension)</p>
<p><b>Year 3: 25/26 School Year</b>                  Teaching vocabulary through direct, explicit instruction (Language comprehension side of Scarborough's Rope)                  Systematic implementation of using screeners and diagnostics to inform instruction and identify the types of interventions that need to be put in place                  Using progress monitoring to identify the Response To Intervention (RTI)</p>
<p><b>Year 2: 24/25 School Year</b>                  Teaching background knowledge skills before reading and writing texts (Beginning to examine the top of the rope)                  Building the components a structured literacy block in grades 3-6 and in grades 4-8 through direct, explicit, systematic instruction                  Using diagnostic assessments to inform instruction                  The development of a scope and sequence in reading</p>
<p><b>Year 1: 23/24 School Year</b>                  "The Why" behind Structured Literacy- An examination of The Ontario Human Rights Commission's Right To Read Report and Scarborough's Rope                  Explicit instruction of phonological awareness skills in grades 3-8 (bottom of the rope)                  Making connections between our knowledge of Scarborough's Rope and the 2023 Language Curriculum                  Instructional routines that support the implementation of the Language Conventions of Reading and Writing (Language document- Appendix B)                  Systematic implementation of the adaptive Lexia program in grade 3                  Training in universal screener and diagnostic administration</p>



<b>Tier 3 Intensified</b>	Individualized, intense level of instruction, smaller group size, not provided by classroom teachers. <b>Empower</b>
<b>Tier 2 Supplemental</b>	Refers to additional education instruction provided only to students who are at risk readers (prevention) or who demonstrate reading difficulties (intervention). Supplements Tier 1 instruction. Classroom Teacher/ERT Heggerty, UFLI, Lexia mini-lessons, Lexia skill builders, small group targeted or 1:1 instruction



<b>Tier 1 Universal</b> <i>(all students)</i>	Whole class research based instruction, applying principles of Universal Design for Learning (UDL) and differentiated instruction. Classroom Teacher. <b>Heggerty, UFLI, Lexia mini-lessons &amp; skill builders for small group or 1:1 instruction, Lexia Word Study</b>
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\*Effective Tier 1 literacy instruction consists of all components of Scarborough’s Reading Rope so that students develop word recognition and language comprehension skills. Intervention in Tier 2 and 3 instruction is where we can target specific skills with individual students or small groups.

**Key Vocabulary**

<p><i>Alphabetic Principle</i> - The insight that oral sounds (phonemes) in spoken words are represented by letters in print.</p> <p><i>Phonological Awareness</i> - Conscious awareness of or sensitivity to the sound structure of words in language, and awareness of various levels of phonological structure in language including awareness of words, syllables, intrasyllabic units, and individual phonemes.</p> <p><i>Phonemic Awareness</i> - The ability to notice, think about, or manipulate the individual sounds in words; the ability to understand that sounds in spoken language work together to make words, awareness of individual phonemes in words.</p> <p><i>Phonics</i>- The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.</p> <p><i>Sight Word</i> - Any word that is read with automaticity, not to be confused with high frequency words</p> <p><i>Decodable Text</i> - Text in which a high proportion of words comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.</p>
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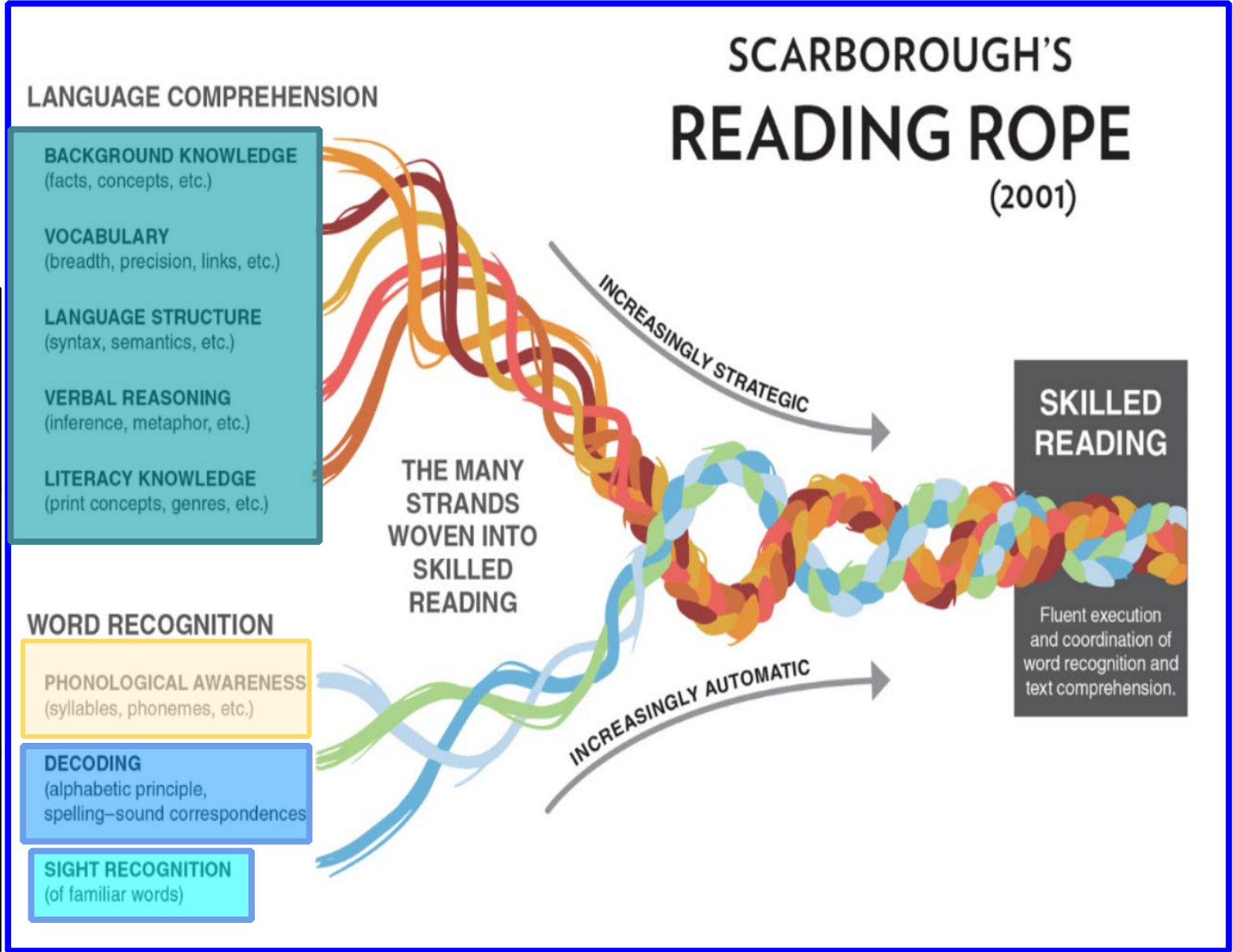


	<b>Word Recognition</b>	<i>Resources</i>
Phonological Awareness: Phonemic Awareness/Phonics	<p>The Heggerty Phonemic Awareness Curriculum provides students with direct, explicit instruction. <b>This transfers to the development of decoding and encoding skills.</b> All students participate in the lessons as part of the Tier 1 curriculum. Research has shown that 'phonological awareness' is a key foundational skill for learning to read well. Phonological awareness is the ability to separate and manipulate the sounds in spoken language, including words in a sentence as well as syllables and individual sounds in a word.</p> <p>Decoding and spelling skills are taught explicitly, including letter-sound associations (alphabetic principle), morphology, and strategies for reading phonetically irregular and multi-syllable words. Instruction is supported by the use of decodable texts. Spelling instruction also includes explicit instruction of spelling rules and guidelines.</p>	<a href="#">Heggerty Resources</a> UFLI Foundations <a href="#">Sound Wall Resources</a> <a href="#">Heart Word Magic</a>
Sight Recognition	<p>Decoding and spelling skills are taught explicitly, including letter-sound associations (alphabetic principle), morphology, and strategies for reading phonetically irregular and multi-syllable words. Instruction is supported by the use of decodable texts. Spelling instruction also includes explicit instruction of spelling rules and guidelines. Decodable books or decodable readers are texts that are controlled for specific phonics patterns. They often include high frequency words. The purpose of decodable books is to give students practice with the phonics patterns you're teaching them. They provide an excellent opportunity for in-context practice.</p>	UFLI Foundations FlyLeaf Decodables CRC SyllaSense Decodables Raz Plus/Foundations HD Word Kits
	<b>Language Comprehension</b>	
Background Knowledge	Background knowledge can be developed through direct, explicit teaching of facts, concepts and academic vocabulary.	
Vocabulary	Vocabulary knowledge is critical to the development of reading comprehension. Specific instructional practices include the teaching of morphology, classroom conversation, interactive read- alouds.	
Language Structures	Syntax, semantics	The Writing Revolution (Book Study)
Verbal Reasoning	Inferences and metaphors	
Literacy Knowledge	<i>Print concepts and genres- Instruction addresses many contributors to language comprehension including background knowledge, vocabulary, syntax, semantics, verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text.</i>	
Fluency	Reading fluency is the ability to read words with automaticity and with accurate phrasing to retain the meaning. Techniques such as repeated readings and fluency drills can help improve reading accuracy, rate and prosody which are necessary skills to achieve reading comprehension. Fluency is developed when students have a strong understanding of word recognition and language comprehension skills. Word recognition plus language comprehension leads to reading comprehension. Students now have all the tools in their tool belt to become skilled readers.	Connected Text Sylla Sense <a href="#">Decodable Readers (from Lexia Core 5)</a> Raz Plus/Foundations UFLI Decodable Passages Lexia Skill Builders
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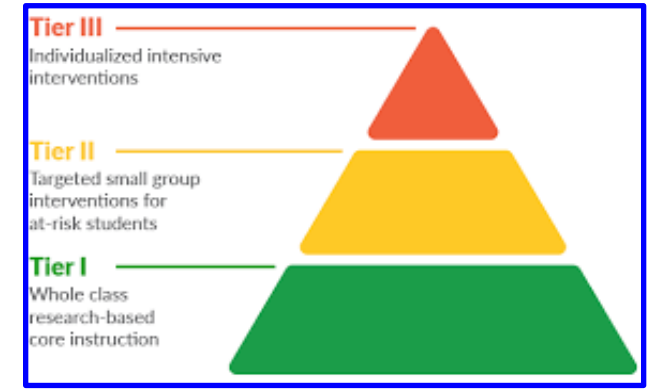
# Appendix C: 2023/24 Visual Plan for Destreamed Grade 9 English ENL1W (Working Doc)

Niagara Catholic is committed to creating a shared vision around the 'why', 'what' and 'how' of implementing evidence-based literacy instruction. We are focused on implementing strong instructional practices to further develop students' foundational skills in the areas of word recognition and language comprehension. We continue to learn how to apply our knowledge of Scarborough's Rope to inform instruction in secondary English courses. Through direct, explicit, systematic instruction, we will ensure equitable learning outcomes for all students.

<p>Consistent and Ongoing Job Embedded PD for ENL1W Educators</p> <ul style="list-style-type: none"> <li>Module 1: Introducing Destreaming: The Why</li> <li>Module 2: Equity and Inclusion: Teaching to Diverse Learning Styles</li> <li>Module 3: Curriculum and Assessment</li> <li>Module 4: Implementation of Evidence Based Teaching Strategies</li> </ul>
<p>November 24th, 2023 PA Day</p> <p>“The Why” behind implementing Structured Literacy in the ENL1W classroom</p> <p>An examination of The Ontario Human Rights Commission’s Right To Read Report and Scarborough’s Rope</p> <p>Anne Marie Longpre (TCDSB) Presentation on Implicit and Explicit Instruction in the classroom</p>
<p>October 6th PA Day:</p> <p>Equity and Inclusion in Education: Considerations in ENL1W</p> <p>Unpacking the grade 9 Destreamed 2023 Language Curriculum</p> <p>Introduction to the ENL1W Knowledgebank for Educators</p> <p>Introduction to the NBE3U and 3C Knowledgebank for Educators</p>



<b>Tier 3 Intensified</b>	Remediation and Intervention Supports put into place ( <b>Adaptive Power Up Licenses, Student Support Services</b> )
<b>Tier 2 Supplemental</b>	Refers to additional education instruction provided only to students who are at risk readers (prevention) or who demonstrate reading difficulties (intervention). Supplements Tier 1 instruction. Classroom Teacher/ERT <b>Lexia mini-lessons, Lexia skill builders, small group targeted or 1:1 instruction</b>
<b>Tier 1 Universal (all students)</b>	Whole class research based instruction, applying principles of Universal Design for Learning (UDL) and differentiated instruction. Classroom Teacher. <b>Lexia Power Up, The Writing Rope, The Writing Revolution</b>



\*Effective Tier 1 literacy instruction consists of all components of Scarborough's Reading Rope so that students develop word recognition and language comprehension skills. Intervention in Tier 2 and 3 instruction is where we can target specific skills with individual students or small groups.

## **Key Vocabulary**

*Alphabetic Principle* - The insight that oral sounds (phonemes) in spoken words are represented by letters in print.

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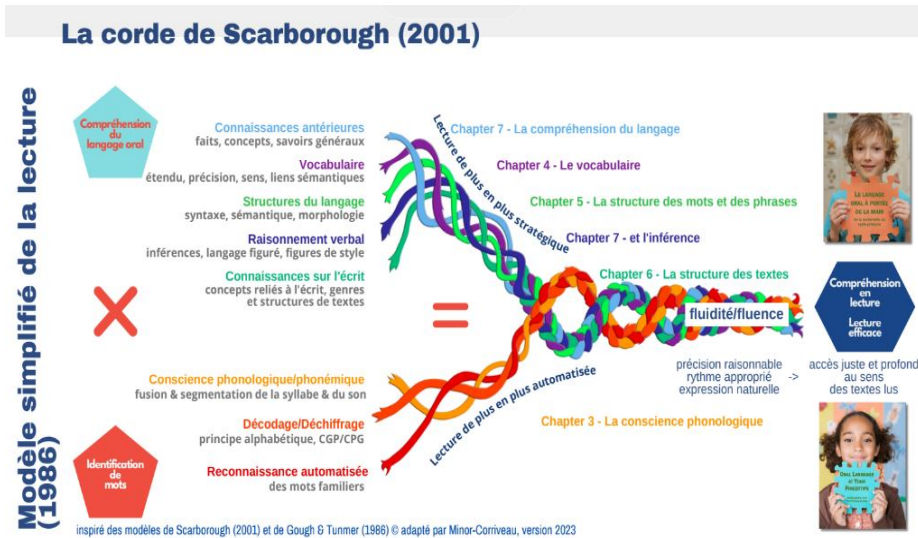
*Decodable Text* - Text in which a high proportion of words comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

	<b>Word Recognition</b>	<i>Resources</i>
Phonological Awareness: Phonemic Awareness/Phonics	<p>The Heggerty Phonemic Awareness Curriculum provides students with direct, explicit instruction. <b>This transfers to the development of decoding and encoding skills.</b> All students participate in the lessons as part of the Tier 1 curriculum. Research has shown that 'phonological awareness' is a key foundational skill for learning to read well. Phonological awareness is the ability to separate and manipulate the sounds in spoken language, including words in a sentence as well as syllables and individual sounds in a word.</p> <p>Decoding and spelling skills are taught explicitly, including letter-sound associations (alphabetic principle), morphology, and strategies for reading phonetically irregular and multi-syllable words. Instruction is supported by the use of decodable texts. Spelling instruction also includes explicit instruction of spelling rules and guidelines.</p>	<a href="#">Heggerty Resources</a> UFLI Foundations <a href="#">Sound Wall Resources</a> <a href="#">Heart Word Magic</a>
Sight Recognition	<p>Decoding and spelling skills are taught explicitly, including letter-sound associations (alphabetic principle), morphology, and strategies for reading phonetically irregular and multi-syllable words. Instruction is supported by the use of decodable texts. Spelling instruction also includes explicit instruction of spelling rules and guidelines. Decodable books or decodable readers are texts that are controlled for specific phonics patterns. They often include high frequency words. The purpose of decodable books is to give students practice with the phonics patterns you're teaching them. They provide an excellent opportunity for in-context practice.</p>	UFLI Foundations FlyLeaf Decodables CRC SyllaSense Decodables Raz Plus/Foundations HD Word Kits
	<b>Language Comprehension</b>	
Background Knowledge	Background knowledge can be developed through direct, explicit teaching of facts, concepts and academic vocabulary.	
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<a href="#">NCVLE Literacy</a>	All current resources, professional development sessions, digital tools, supporting resources	<a href="#">Literacy</a>
Ministry	<a href="#">Effective early reading instruction: a guide for teachers</a>	

# French Immersion Literacy

## 2023-2024

GOAL: To develop and implement instructional approaches that align with the science of reading in preparation of the change in curriculum (\*NB: The French Immersion Curriculum hasn't changed.)



	Assessment for Learning			Assessment of Learning
	Universal Screeners	Diagnostic Assessments	Progress Monitoring	Outcome Evaluation
<b>Why</b>	Which students are at risk? Which systems are at risk?	What skills does this student have? What skills need to be taught?	Is our instruction working? Do we need to change course?	Have students learned what we need them to know? Did our instruction work?
<b>What</b>	Brief, standardized assessments of key literacy skills	In-depth, often unstandardized assessments	Very brief (1-3 minutes)	Evaluations of mastery of learning goals or curriculum expectations
<b>Who</b>	All students	Students at risk	Students at risk	All students
<b>When</b>	Beginning, middle, and end of year	When problem-solving for differentiated instruction or intervention	Weekly or biweekly to allow for quick adjustments based on response to instruction	After units of study or at the end of a school year
<b>Analogy</b>	<b>Blood pressure or temperature check -</b> Is there a problem?	<b>Blood test or diagnostic imaging -</b> What is the problem? What do we need to do about it?	<b>GPS system -</b> Are we going in the right direction? Will we get there on time?	<b>Time on a running race -</b> How did we do? What can we learn for next time?
<b>Examples</b>	Acadience (formerly DIBELS Next) DIBELS 8th Edition AimsWeb Plus FastBridge easyCBM	CORE Phonics Survey Really Great Reading Phonological Awareness Survey Acadience Comprehension, Fluency and Oral Language Diagnostic	Acadience (formerly DIBELS Next) DIBELS 8th Edition AimsWeb Plus FastBridge easyCBM	Summative assessments, e.g. unit tests, projects and assignments EQAO

Timeline	Grade	What	How/When
Sept-Jan	M - 2e	<ul style="list-style-type: none"> <li>• Continue to support the implementation of structured literacy (Tier 1)</li> <li>• Small group instruction and groupings (Tier 2): Pratique Phonemique and I Can Read in French {ICRIF} Phonics Program</li> <li>• Implementation and support of screener (IDAPEL) and assessment tools from IDAPEL</li> <li>• Report card comments and evaluation support</li> <li>• <b>Je lis, Boukili</b> as digital resources</li> </ul>	<ul style="list-style-type: none"> <li>• Chaplaincy visits 1 and 2</li> <li>• In class instructional support</li> <li>• Coaching support on a weekly basis to the 5 FI schools</li> <li>• Creating dashboard and importing data into the digital platform for IDAPEL data collection</li> </ul>
	3e -6e	<ul style="list-style-type: none"> <li>• Introduction of structured literacy and what does my literacy block look like?</li> <li>• Focus on vocabulary building through science and social studies</li> <li>• <b>Curricular subject Connections-Science-</b> Reading and Writing like a scientist (procedural writing through lab reports);<b>Social Studies</b></li> <li>• <a href="#">Morpho +</a> as a resource</li> <li>• Assessments from IDAPEL (<b>Facilité en lecture</b></li> </ul>	<ul style="list-style-type: none"> <li>• In class instructional support</li> <li>• Coaching support on a weekly basis to the 5 FI schools</li> <li>• Monitoring through the screener and diagnostic data</li> <li>• Creating dashboard and importing data into the digital platform for IDAPEL data collection</li> </ul>

		<p><b>orale)</b></p> <ul style="list-style-type: none"> <li>• Report card comments and evaluation</li> </ul>	
	<p><b>7e - 8e</b></p>	<ul style="list-style-type: none"> <li>• What does my <b>literacy block</b> look like?</li> <li>• <b>Language Comprehension and Word study</b> is the focus (<b>instructional routines</b>)”<b>Jusqu’au bout resource</b>”</li> <li>• Novel study: “<b>Je m’appelle Maryam</b>”</li> <li>• <b>Curricular subject Connections-</b>  <b>Science</b>-Reading and Writing like a scientist (procedural writing through lab reports);  <b>History/Geography</b>- What happened in our past and what can we learn from history? (historians) What is happening on earth and how has our geography affected our way of life?  <b>Researching</b> and writing like an investigative journalist-Defending an opinion about a subject matter in real life contexts and appropriate grade level texts</li> <li>• <b>Book study: Writing revolution</b> and the <b>Writing Rope</b> as guides to develop the above connections-classroom implementation</li> <li>• <a href="#">Morpho +</a> as a resource for building morphology in French</li> <li>• <a href="#">Teaching Grammar in context</a></li> <li>• <b>Intermediate reading évaluation :</b>  1.Évaluation rapide de la compréhension en</li> </ul>	<ul style="list-style-type: none"> <li>• In class instructional support</li> <li>• Coaching support on a weekly basis to the 5 FI schools</li> <li>• Intermediate reading evaluation will be given and the Pratiques Phonemique intensive resource can also be used as a benchmark for assessment</li> </ul>

		<p>lecture 2. DELF A2-B1 Compréhension des écrits (CE) reading exemples (what are the skills needed at this level) -What level are my students capable of achieving (shift from GB+ to CEFR)</p> <ul style="list-style-type: none"> <li>• What other programs do we have to support programming?</li> </ul>	
<b>Feb-June</b>	<b>M - 2e</b>	<ul style="list-style-type: none"> <li>• Continue to support the implementation of structured literacy from September</li> <li>• <b>Je lis, Boukili</b> as digital resources</li> <li>• Report card comments and evaluation support</li> </ul>	<ul style="list-style-type: none"> <li>• In class instructional support</li> <li>• Coaching support on a weekly basis to the 5 FI schools</li> <li>• Inputting data into the digital platform for IDAPEL data collection</li> <li>• Progress Monitoring assessments</li> </ul>
	<b>3e - 6e</b>	<ul style="list-style-type: none"> <li>• Introduction of structured literacy and what does my literacy block look like?</li> <li>• Focus on vocabulary building through science and social studies</li> <li>• <b>Curricular subject Connections-Science-</b> Reading and Writing like a scientist (procedural writing through lab reports);<b>Social Studies</b></li> <li>• <a href="#">Morpho +</a> as a resource</li> <li>• Assessments from <b>IDAPEL (Facilité en lecture</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chaplaincy visits 3 and 4</li> <li>• In class instructional support</li> <li>• Coaching support on a weekly basis to the 5 FI schools</li> <li>• Monitoring through the screener and diagnostic data</li> <li>• Accessing the digital platform for IDAPEL data collection</li> <li>• Progress Monitoring assessments</li> </ul>



		<p><b>orale)</b></p> <ul style="list-style-type: none"> <li>• Report card comments and evaluation support</li> </ul>	
	<p><b>7e -8e</b></p>	<ul style="list-style-type: none"> <li>• What does my <b>literacy block</b> look like?</li> <li>• <b>Language Comprehension and Word study</b> is the focus (<b>instructional routines</b>)” <b>Jusqu’au bout resource”</b></li> <li>• <b>Continue implementation of instructional strategies from theWriting revolution</b> and the <b>Writing Rope</b></li> <li>• Continue with <a href="#">Morpho +</a> as a resource for building morphology in French</li> <li>• <a href="#">Teaching Grammar in context</a></li> <li>• <b>Intermediate reading évaluation</b> : Progress Monitoring: <ul style="list-style-type: none"> <li>1.Évaluation rapide de la compréhension en lecture</li> <li>2. DELF A2-B1 Compréhension des écrits (CE) reading exemples (what are the skills needed at this level) -What level are my students capable of achieving (shift from GB+ to CEFR)</li> </ul> </li> <li>• What is the link to secondary?</li> </ul>	<ul style="list-style-type: none"> <li>• Chaplaincy visits 3 and 4</li> <li>• In class instructional support</li> <li>• Continuation of coaching support on a weekly basis to the 5 FI schools -monitoring with feedback</li> <li>• Progress Monitoring of Reading assessments</li> </ul>

## **K-2:**

### **Structured Literacy lesson plan**

[Structured Literacy Lesson Plan French Immersion](#)

### **Phonemic Awareness:**

[Pratique Phonemique \(Emergent \(M-1\) and Intensive \(2-8\)\)](#)

### **Phonics:**

[I Can Read in French](#) (slides and student workbook)



[Literacy Folder](#)  
[ReussiLire](#)

**Structured Literacy lesson plan**

[Structured Literacy Lesson Plan French Immersion](#)

**Phonemic Awareness:**

[Pratique Phonemique \(Emergent \(M-1\) and Intensive \(2-8\)\)](#)

**Phonics:**

[I Can Read in French](#) (slides and student workbook)

**Morphology:**

[Morpho +](#) as a resource

**Screener:**

[IDAPEL \(Facilité en lecture orale\)](#)

**Content by subject:**

[Bibliothèque](#)

**Social Studies** digital resources through Nelson

[Reading Assessments](#)

## **7e a 8e**

[Literacy Folder](#)

[ReussiLire](#)

[Structured Literacy lesson plan](#) working document

**Morphology:**

[Morpho +](#) as a resource

**Content by subject (Histoire et Géographie)**

[Bibliothèque](#)

[Compréhension des écrits](#)

[Reading Assessments](#)



**Maternelle à 2/3 année-continuation of diagnostic**  
**-what does my literacy block look like**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
JANUARY 16, 2024**

*PUBLIC SESSION*

**TOPIC: TRUSTEE INFORMATION  
DRAFT 2024 BOARD COMMITTEE MEMBERSHIP**

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## 2024 BOARD COMMITTEE MEMBERSHIP FORM

Members to the Committees are appointed by the Chair of the Board in consultation with the Vice-Chair of the Board.

STATUTORY COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2024 MEMBERSHIP
<p><b><i>Audit Committee</i></b>  <i>O. Reg. 361/10, s. 7 (1). The term of office of a member of the audit committee who is a board member shall be determined by the board but shall not exceed four years.</i></p>	3 Trustees required	Joseph Bruzzese Rhianon Burkholder Larry Huibers
<p><b><i>Niagara Catholic Parent Involvement Committee (N.C.P.I.C.)</i></b></p>	2 Trustees required	Natalia Benoit Joseph Bruzzese
<p><b><i>Special Education Advisory Committee (S.E.A.C.)</i></b></p>	2 Trustees required & 1 Alternate	Rhianon Burkholder Jim Marino Larry Huibers (Alternate)
<p><b><i>Supervised Alternative Learning Committee (S.A.L. Committee)</i></b></p>	2 Trustees required	Danny Di Lorenzo Paul Turner

STANDING COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2024 MEMBERSHIP
<p><b><i>Disciplinary Hearing Committee</i></b>  <i>NOTE: All Trustees serve as alternates for this Committee only</i></p>	3 Trustees required	Danny Di Lorenzo Jim Marino Paul Turner

AD HOC COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2024 MEMBERSHIP
<p><b><i>Blessed Trinity Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i></b></p>	3 Trustees required	Natalia Benoit Doug Joyner Jim Marino
<p><b><i>Denis Morris, Holy Cross, and Saint Francis Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i></b></p>	3 Trustees required	Natalia Benoit Rhianon Burkholder Larry Huibers
<p><b><i>Growth and Retention Ad Hoc Committee</i></b></p>	4 Trustees required	Natalia Benoit Joseph Bruzzese Danny Di Lorenzo Paul Turner
<p><b><i>Lakeshore Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i></b></p>	3 Trustees required	Danny Di Lorenzo Doug Joyner Paul Turner
<p><b><i>Notre Dame College Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i></b></p>	3 Trustees required	Joseph Bruzzese Danny Di Lorenzo Paul Turner
<p><b><i>Saint Michael and Saint Paul Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i></b></p>	3 Trustees required	Joseph Bruzzese Rhianon Burkholder Jim Marino