



*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, MARCH 5, 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 Huibers -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of February 13, 2024 A5
6. Consent Agenda Items -
 - 6.1 Niagara Student Transportation Services Annual Plan A6.1
 - 6.2 Capital Projects Progress Report Update A6.2

B. PRESENTATIONS

C. GOVERNANCE POLICIES

1. Governance Policies for Recommendation to the Board -
 - 1.1 Student Transportation Policy (500.2) C1.1
 - 1.2 Niagara Catholic Parent Involvement Committee Policy (800.7) C1.2
 - 1.3 Code of Conduct Policy (302.6.2) C1.3
2. Governance Policies Prior to Vetting -
 - 2.1 Purchasing/Supply Chain Management Policy (600.1) C2.1
 - 2.2 Employee Workplace Harassment Policy (201.7) C2.2
 - 2.3 Employee Workplace Violence Policy (201.11) C2.3
 - 2.4 Occupational Health and Safety Policy (201.6) C2.4
3. Governance Policy Review Schedule C3

D. COMMITTEE AND STAFF REPORTS

1. Interim Math Achievement Action Plan – Kim D1

- 2. Monthly Updates
 - 2.1 Student Senate Update -
 - 2.2 Senior Staff Good News Update -

E. INFORMATION

- 1. Trustee Information

F. OTHER BUSINESS

- 1. General Discussion to Plan for Future Action -

G. BUSINESS IN CAMERA

H. REPORT ON THE IN CAMERA SESSION

I. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF FEBRUARY 13, 2024**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 13, 2024, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, FEBRUARY 13, 2024

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, February 13, 2024 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 and Trustee Huibers have been excused, and Trustee Bruzzese 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	✓			
Student Trustees				
Charlotte Johnstone	✓			
Emilio Geremia	✓			

The following staff were in attendance:

Camillo Cipriano, Director of Education; **Lee Ann Forsyth-Sells**, **Kimberly Kinney**, **Gino Pizzoferrato**, **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 Joyner

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of February 13, 2024, as presented.

CARRIED

4. Declaration of Conflict of Interest

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

5. Approval of Minutes of the Committee of the Whole Meeting of January 16, 2024

Moved by Trustee Marino

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 16, 2024, as presented.

CARRIED

6. Consent Agenda Items

6.1 Elementary and Secondary School Year Calendars

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2024-2025 school year, as presented.

6.2 Staff Development Department Professional Development Opportunities

Presented for information.

6.3 Capital Projects Progress Report Update

Presented for information.

Moved by Trustee Di Lorenzo

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

C. GOVERNANCE POLICIES

1. Governance Policies for Recommendation to the Board

1.1. Employee Hospitality Policy (201.14)

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented feedback received from the vetting process and highlighted recommended amendments to the Employee Hospitality Policy (201.14), following the vetting process.

Following discussion, the Committee of the Whole recommended the following additional amendments:

- Paragraph 6 – change to “*To be approved, all expenditures shall be appropriate and made available upon request through the Freedom and Information (FOI) process.*”

Moved by Trustee Joyner

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Hospitality Policy (201.14), as amended.

APPROVED

1.2. Student Transportation Policy (500.2)

Superintendent Vetrone, presented feedback received from the vetting process and highlighted recommended amendments to the Student Transportation Policy (500.2), following the vetting process.

Following discussion, the Committee of the Whole recommended the following:

Moved by Trustee Di Lorenzo

THAT the Committee of the Whole defer the Student Transportation Policy (500.2) to the March Committee of the Whole meeting.

APPROVED

2. Governance Policies Prior to Vetting

2.1. Elementary Standardized Dress – Safe Schools Policy (302.6.10)

Domenic Massi, Superintendent of Education, presented the Elementary Standardized Dress – Safe Schools Policy (302.6.10).

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Elementary Standardized Dress – Safe Schools Policy (302.6.10), be vetted from February 14, 2024 to March 27, 2024 with a recommended deadline for presentation to the Committee of the Whole in April, for consideration to the Board in April.

2.2. Advocacy Expenditures Policy (100.9)

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

The Committee of the Whole suggested the following amendments:

- No amendment

The Committee of the Whole requested that the Advocacy Expenditures Policy (100.9), be vetted from February 14, 2024 to March 27, 2024 with a recommended deadline for presentation to the Committee of the Whole in April, for consideration to the Board in April.

3. Governance Policy Review Schedule

Director Cipriano presented the Governance Policy Review Schedule and noted the Niagara Catholic Education Award of Distinction Policy (100.7) will be added to the March schedule.

D. COMMITTEE AND STAFF REPORTS

1. Attendance Area Review – Blessed Trinity Catholic Elementary & Secondary School Family of Schools

Clark Euale, Controller of Facilities Services provided background information on the attendance area review for Blessed Trinity Catholic Elementary and Secondary School Family of Schools, and introduced Alexandria Pasquini-Smith, Administrator of Planning and Properties.

Ms. Pasquini-Smith presented the Blessed Trinity Catholic Elementary and Secondary School Family of Schools Attendance Area Review report.

Moved by Trustee Di Lorenzo

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve Attendance Area Option B-2 for the Blessed Trinity Catholic Elementary and Secondary Family of Schools as the preferred boundary option. The updated boundaries will commence upon the opening of the New Lincoln (Beamsville) Catholic Elementary School. The attendance boundaries will be revised to:

- **New Lincoln (Beamsville) CES:**
 - East: Commencing on the intersection of the centreline of Tufford Road and King St, north to Tufford Road and Lake Ontario.
 - North: Lake Ontario and Tufford Road, west to Mountainview Road.
 - West: Following Mountainview Road and Lake Ontario, south along Mountainview Road to the intersection of Mountainview Road and King Street.
 - South: Centreline of King Street between Mountainview Road (west) and Tufford Road (east).
- **Our Lady of Fatima CES (Grimsby):**
 - East: Commencing on Baker Road North (excluding) and its projection to the QEW to Kerman Avenue and its projection (excluding) to
 - South: Main Street
 - West: the Regional Municipality Boundary (Niagara and Hamilton-Wentworth) to
 - North: Lake Ontario to the point of commencement on Baker Road North

- **St Mark CES (Lincoln, Beamsville):**
 - East: Commencing on Tufford Road (centerline) to King Street to Cave Springs Road and its projection to
 - South: the Fly Road to Mud Street E
 - West: Mountain Road to Elm Tree Road E to Church Road to Ridge Road (including)
 - North: Ridge Road E to King Street

- **St Edward CES (Lincoln, Jordan Station):**
 - East: Commencing on the Fifteen Mile Creek to the QEW to Hwy 406 to First Street Louth (excluding) to
 - South: Pelham Road to the Town Boundary (Lincoln and Pelham and Lincoln and West Lincoln) to
 - West: the Town Boundary (Lincoln and West Lincoln) to Fly Road to Spiece Road to Cave Springs Road and its projection (excluding) to King Street (excluding) to Tufford Road (centerline) to
 - North: Lake Ontario to the point of commencement on the Fifteen Mile Creek
 - Note: Secondary School placement for St. Edward School - west of Fifteen Mile Creek and Victoria Avenue is Blessed Trinity Catholic Secondary School and east of the same line is Denis Morris Catholic High School

- **St Joseph CES (Grimsby):**
 - East: Commencing on Baker Road North to Central Avenue to Baker Road North and its projection (excluding) to Elm Tree Road E west to Mountain Rd to Mud Street
 - South: Mud Street (Town Boundary - Grimsby and West Lincoln) to
 - West: the Regional Municipality Boundary (Niagara and Hamilton-Wentworth) to
 - North: Main Street West to Kerman Avenue and its projection to the QEW to the point of commencement on Baker Road North

- **St Martin CES (West Lincoln, Smithville):**
 - East: Commencing on Moote Road (excluding) to Fifteen Road (excluding) to Rosedene Road (excluding) to Vaughan Road (excluding) to Regional Road 27 (excluding) to Baldwin Road and its projection (excluding) to
 - South: the Welland River to the Township Boundary (West Lincoln and Wainfleet) to the Regional Municipality Boundary (Niagara and Haldimand - Norfolk) to
 - West: the Regional Municipality Boundary (Niagara and Hamilton-Wentworth) to
 - North: the Township Boundary (West Lincoln and Grimsby and West Lincoln and Lincoln to the point of commencement on Moote Road

- **St. John CES (Lincoln, Beamsville):**
 - East: Commencing on Mountainview Road (centerline) to King Street
 - South: Ridge Road E to King Street
 - West: Baker Road and its projection to Central Avenue (excluding) to Baker Road North (excluding) to
 - North: Lake Ontario to the point of commencement on Tufford Road

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the report detailing the boundary and legacy recommendations from the Attendance Area Review.

CARRIED

2. Monthly Updates

2.1 Student Trustees' Update

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

2.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Massi

- There are 40 participants registered for the 2024 Aspiring Leaders Program. The program is designed to meet the needs of all aspiring leaders.
- The Niagara Classic Invitational Elementary Basketball Tournament which included 32 teams in total between the boys' and girls' divisions made its return after an 8 year absence. The week-long tournament took place at various sites including St. Denis, St. Teresa of Calcutta, Canadian Martyrs and St. Ann and concluded with the championship games at Saint Francis. Congratulations to Mary Ward girls' team and St Alfred's boys' team for winning the championships.
- St. Vincent de Paul Catholic Elementary School shared a video showcasing the talents of two students. The morning announcement crew includes the two hosts. What's remarkable is that Rhys, a technology wizard, and Steven, who are typically reserved, are stepping into leadership roles. It's exciting to see them emerging as potential TSN/News anchors!

Superintendent Zaroda

- It was a championship weekend for both the junior and senior boys' basketball teams of Saint Francis Catholic Secondary School at the Ontario Catholic Basketball Tournament.

E. INFORMATION

1. Trustee Information

1.1 Julia's Hope Cup – February 17, 2024

Trustee Turner extended an invitation to the Julia's Hope Cup being held on February 17, 2024 at Chippawa Park in Welland.

Trustee Bruzzese extended an invitation to the 40 Days for Life being held at the Niagara Falls General Hospital on February 14, 2024.

1.2 OCSTA 2024 AGM Toonies for Tuition

Chair Di Lorenzo proposed that each Trustee contribute \$25.00 as a donation to provide a silent auction item for the 2024 OCSTA AGM in support of the Toonies for Tuition initiative.

Trustees were asked to provide the funds to Anna Pisano.

F. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Cipriano reminded Trustees of the Long Term Accommodation Plan Enrolment and Projection Workshop at 5:00 pm prior to the February 27th Board meeting.
- 1.2 Director Cipriano also noted that through the leadership of the Chair and Vice-Chair a Lenten Retreat is scheduled for Trustees and Senior Staff for March 20th at Holy Cross Catholic Secondary School - time to be confirmed.

G. BUSINESS IN CAMERA

H. REPORT ON THE IN-CAMERA SESSION

I. ADJOURNMENT

Moved by Trustee Joyner

THAT the February 13, 2024 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 7:58 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **February 13, 2024.**

Approved on **March 5, 2024.**

Rhianon Burkholder
Vice-Chair of the Board

Camillo Cipriano
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE
BOARD
STUDENT TRANSPORTATION POLICY (500.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Transportation Policy (500.2), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: March 5, 2024



Niagara Catholic District School Board
STUDENT TRANSPORTATION POLICY
 STATEMENT OF GOVERNANCE POLICY

500 – Auxiliary Services

Policy No 500.2

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: February 26, 2019

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, and in accordance with the *Education Act*, school boards may provide home-to-school or school-to-school transportation for their students who are resident pupils within the Board’s jurisdiction **of the Board**.

Transportation may be provided for elementary and secondary school students when the walking distance from the student’s residence to their home school is equal to or greater than the distance listed below:

Grade Level	Kilometers
ELKP-Kindergarten	.80
Grades 1-8	1.60
Grades 9-12	2.50 3.20

All distances referenced shall be the shortest walking route, measured from the point at which the laneway or driveway of the student’s residence joins the roadway to the nearest roadway or pathway/sidewalk entrance to the school property. The distance from a student’s residence to the bus pickup or discharge location shall not exceed the transportation eligibility distances. Where a student encounters safety hazards on his/her walk to school with the approval of the Family of Schools’ Superintendent of Education and the Executive Director of Niagara Student Transportation Services, consideration may be given to providing appropriate transportation for the student.

In some cases requests for transportation may be considered for provided to students with special education needs, with the approval of the Family of Schools’ Superintendent of Education and the Superintendent of Education – Student Support Services (Special Education).

In consultation with the Executive Director of Niagara Student Transportation Services, transportation may be provided to students, who attend a school other than their home school for approved program attendance, with the approval of the Family of Schools’ Superintendent of Education and the Superintendent of Education – Program and Innovation.

~~Every effort will be made to keep student transportation time from home to school at a reasonable level. Whenever possible and practical, the transportation time~~ **from home to school** is not expected to exceed one hour.

~~In situations where a student does not qualify for transportation under the Board’s normal eligibility criteria,~~ **It is the parent’s responsibility to ensure that their child gets to and from school safely when a student is ineligible for Board transportation.**

The Director of Education, in consultation with the Niagara Student Transportation Services (NSTS) Consortium, will issue [*Administrative Operational Procedures*](#) for the implementation of this policy.

References

- [*Education Act*](#)
- [*Niagara Student Transportation Services Consortium*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)

- [Accessibility Standards Policy \(800.8\)](#)
- [Admission of Elementary and Secondary Students Policy \(301.1\)](#)
- [Educational Field Trips \(400.2\) AOP](#)
- [School Operations for Inclement Weather and Workplace Closure Policy \(500.1\)](#)

Adopted Date:	March 27, 2007
Revision History:	September 29, 2008 April 28, 2009 June 15, 2010 May 27, 2014 February 26, 2019

Policy Name	Respondent	Comments
Student Transportation Policy (500.2)	Rian Bishop	<p>The extension of the transportation distance for secondary students is not in the best interest of students or the environment. On average, students walk at a rate of 5 km/h. Walking 3.2 km at that pace takes 38 mins. So we are asking students to spend one hour and twenty minutes per day getting to and from school by walking. That is not a good use of their time, especially when it will require them to walk to school in the dark between November and March, in order to get to school on time (8 AM). The alternative will be for them to get a ride to school. So now instead of having many people drive in one vehicle (a bus), many vehicles will be driving students to school. This has a negative impact on the environment, and is in contrast with our active school travel initiatives from Public Health. Please reconsider this revision, which is only done to try to save money.</p>
	NCPIC	<p>My question is why are we increasing the distance for the high school range? 3.2km is quite a distance and our busing system is currently working. This would leave more space on the bus when we can service those children still.</p>
	Lou Stranges	<p>Just concerned about the transportation threshold moving from 2.5km – 3.2km for high school students. This seems like a fairly significant change. This may impact the decision families make in choosing a high school.</p>
	Lisa Graham	<p>I have had the pleasure of reviewing changes to the student transportation policy 500.2.</p> <p>I have concern about increasing the distance for bus eligibility for high school students to 3.2km from 2.5km. I know bus service can influence some families decision to send their children to a particular school. I would be quite disappointed if a child's learning journey changed as a consequence of this policy change.</p> <p>For transparency, my child would not be affected by this change.</p>
	Yvonne Anderson	<p>I understand and appreciate that the Board is trying to be fiscally responsible, but I feel that the decision to increase the distance for secondary students to be</p>

		<p>eligible for transportation negates the Niagara Catholic system priorities, governance policies and procedures to “support student achievement and well-being”.</p> <p>Research shows that regular attendance plays an important factor in student achievement.</p> <p>Instead of breaking down barriers to support students, it appears we are creating them. A 15-minute bus ride now becomes a 45-minute walk for students. Some secondary students will be required to start walking no later than 7:00a.m. in order to arrive at school for the 8:05a.m. start.</p> <p>Some parents depend on their secondary student to provide care for their younger siblings after school, or have part-time jobs to support their families. Increasing the distance of eligibility will cause undue hardship.</p> <p>Lastly, we also need to consider weather conditions, students are not going to walk to school in the rain or in a snowstorm for 45 minutes and frostbite can occur in 15 minutes or less at wind chill values of -18 or lower.</p> <p>Would it be cost effective for secondary students who live within walking distance to the elementary feeder school to access transportation to the secondary school from the elementary school?</p>
	Shannon Werner	<ul style="list-style-type: none"> Student Transportation Policy – “In some cases, (add comma) – this is likely not the feedback you are looking for! Also, thinking some students may live with their guardian when it mentions the parent’s responsibility near the bottom of the first page.
	Adele Felice	<p>Just wanted to address the Student Transportation policy 500.2. The change in distance will have an undesirable impact on retention rates. Parents often comment on the present distance being too far to walk. It would take approximately 38 minutes to walk 3.2 km versus approx. 25 min. Proximity to home and or bussing is often the deciding factor to choosing which school to attend.</p>
	Janet Barr	<p>After reading the changes to the Student Policy Transportation, I have concerns with not only the length (Kilometers from residence to school) but the busy main roads students would be walking on. For example, from particular neighbourhoods</p>

		<p>that are under 3.20 km, students would have to walk down Montrose Road to Thorold Stone Road. While on Thorold Stone Road, students would be crossing 2 major intersections as well as an entrance and an exit to the QEW without crossing guards to get to St. Paul High School. Please consider the roads that students will be walking on and safety.</p>
	<p>Shane Snider Teacher – Notre Dame College School</p>	<p>I'm not sure what type of feedback is expected/desired for the policies that are sent out to be vetted, but I would offer an extreme caution with the content of this policy. I see that the intended change is to switch board transportation to those in grades 9-12 from its current policy - those further than 2.5 km receive transportation - to only those students who live at least 3.2 km from their school.</p> <p>I am a high school teacher with the NCDSB and I see first-hand a daily occurrence with high school students in my classes. The students who are accommodated with bussing to and from school are far more likely to be in attendance at school and far more likely to attend on time. Students without access to school-provided buses are far more likely to be late in the morning or to miss classes or full days if there is difficulty finding transportation.</p> <p>Please pass this along to whomever is the responsible party for such decisions. I would think there would be many of my colleagues teaching at the high school level that would echo my concerns.</p> <p>Feel free to give my name so that anyone seeking clarification of my concerns may be able to reach out to me.</p>
	<p>Jackie Watson Principal, St. Nicholas Catholic</p>	<p>I do have a few concerns regarding the increase in the distance from school to home for students in Grade 9-12, in order to be eligible for bussing.</p>

		<p>The draft states that the distance will be increased from 2.5 km to 3.2 km.</p> <p>This increase, although it may seem small, will be an extra 8-10 minute walk for most students. This would be an increase from an already existing 30 minute walk. Close to 40 minutes in all weather conditions: rain, snow, ice, extreme heat, frigidly cold temperatures and everything in between.</p> <p>This would be leaving one's home 10 minutes earlier to make it to school on time, to an already early start - that most high school students do not like in the first place.</p> <p>Most importantly, it will put a strain on our already marginalized students by taking away their transportation to and from Catholic high school. In doing a quick search, it would seem that some of the students currently at St. Nicholas Catholic, would now become ineligible for bussing once they hit their high school years. Many of these students are new comers living in apartment buildings in the St. Nicholas Catholic area.</p> <p>Most of our families do not drive, or they work all hours of the day and night, thereby making it hard, if not impossible, to be able to drive their children to and from Denis Morris Catholic. However, St. Catharines Collegiate can be seen from the windows of St. Nicks.</p> <p>I do believe many of our students will simply transfer to the public board once they graduate from us.</p> <p>In looking at my own address, it would appear that the bus stop for current St. Paul Catholic students would also cease to exist. That would mean children in my neighborhood would have to walk past AN Myer and continue on another 10-15 minutes to get to St. Paul Catholic.</p> <p>Again, I believe we will lose students to DSBN.</p> <p>I understand the decision to increase the distance travelled from school to home is directly related to money spent. However, I do believe this increase will result in us losing a lot of students to</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>our coterminous friends by families who are unable to get their children to school or by students who just do not want to walk past one high school to get to another.</p>
	<p>Kevin Timmins</p>	<p>With respect to 500.2:</p> <ul style="list-style-type: none"> • Bussing Eligibility Distance: I would not be supportive of an increase from 2.50 to 3.20 km. <ul style="list-style-type: none"> • On google maps, a 3.20 km walk in my school area translates to at least a 45 min walk which seems excessive. • My front entrance roundabout drop-off is a current traffic issue for Glen Morris Dr at day opening and close. With less being bussed, combined with increased enrolment, this area will be even busier. • Homes in my Denis Morris catchment that are up on the escarpment (North Thorold/South St. Catharines) are 3.1 km away so some students would also have to navigate the escarpment when walking. These students may choose to attend Thorold Secondary. • I am assuming DSBN will have the same increase. The public board has 7 high schools that serve St.Catharines/Thorold....NCDSB has 3 high schools..... I am not sure how this will impact enrolments as new student walkers (because of this policy change) may have public schools located closer to them. • If we lose 5 students to the public board because of this change in policy.....I am not sure it is worth the savings that this may bring about.
	<p>Andrew Boon</p>	<p>I'm concerned at the secondary level about a change of this significance and the impact it will have on our students.</p> <p>It seems like a large increase and I know that it will be difficult for some families. I would be interested in hearing more about this and why this particular increase was proposed.</p>

Kelly Majka and Luigi Folinazzo

I would like to provide some feedback on the Student Transportation Policy 500.2 from both Luigi and I combined.

I've been an administrator now for a bit and every year at all the communities I've served several families call about the 2.50 km walk to /from school being quite a trek for our high school students to make (particularly in the winter months). When I receive those calls, I provide the feedback to my NSTS coordinator and also ask that those families call NSTS directly to voice their concerns. Looking at the proposed increase of 3.20 from 2.50 it seems like an awfully large increase jump to me and am concerned about the safety and how long it would take for our students to have to walk to/from school.

I understand the cost-savings, however, feel that perhaps if an increase is had to be made that it be in a much smaller increment and not so large or perhaps maybe none at all.

Students safety following crosswalks etc. continues to be an ongoing issue at all the high school communities I've been in and if we can provide transportation to more of our students this helps. As a school we will continue to educate our students road safety and properly using crosswalks – but I really feel keeping the km as is – is best for students and families.

We rarely have provided feedback on policy - Just our two-cents and felt it important to offer our feelings on this. Take a day like today (winter blizzard) – that would easily add another 30-40 minutes to a student's walk.

Sorry to continue onward on this -- but I personally feel changing this (from 2.5 to 3.2km) would really affect whether families would attend Saint Paul or not – it would affect our retention for sure. (It would basically ensure that all of the Mary Ward, St Vincent de Paul communities would have to walk to Saint Paul which is huge. We already have trouble sustaining Mary Ward kids to Myer and that would most likely be a game changer for those families.

Again, for the writing to say a trip from home to school will not exceed one hour is drastic to me. Expecting a

		<p>child to walk that far to school is not reasonable (especially during winter which is at least a 4 month endeavor here in our region.</p> <p>Please kindly add this if you can as well (I know it is past the deadline – but the more I think about it (especially with this weather today) the more I feel I need to advocate.</p> <p>My other question is what is the Public Board’s threshold?</p>
	Amanda Lamb	<p>I see that they are considering increasing the walking distance for students from grades 9 - 12. I think this is not a good idea. On days like today with the cold weather and snow it would be awful for students from that distance to have to walk to school. Many students already have poor attendance and this will increase if more have to walk a further distance. Also, sadly, many of the students do not have parents or guardians who can drive them.</p>
	Patricia Morgetano	<p>I'm concerned about the Student Transportation Policy and expecting high school students to walk 3.2 km to school.</p> <p>It's a long walk, at least 40 minutes for quick walkers. That's a lot to ask during a cold winter day or a rainy day.</p> <p>Lots of kids don't have a choice but to walk, and don't have parents to drive them when weather is an issue.</p> <p>I'm sure we'll lose students to the DSBN if the public school is closer.</p> <p>Hope this helps keep the policy as it currently is.</p>
	<p><i>Michael Potalivo, B.Sc., M.Sc., B.Ed., OCT</i> Physics/Science/Mathematics/Technology Teacher</p>	<p>Maybe before we adjust the distance from ~2.5 km to ~3.5 km, the people that are in charge of this decision park their car 2.5 km away from work one day, and 3.5 km another day and walk to work and back from that spot. Also, tell them not to do it on the best day in terms of weather, pick a day where it is really cold and windy,</p>

	<p>Holy Cross Catholic High School Niagara Catholic District School Board</p>	<p>snowing, and the sidewalks are icy and not yet plowed.</p> <p>Yes, saving money is important, but I do not think this is a wise area. Bussing should be for more students, not less. Even a 1.5 km walk every day in bad weather can be very unpleasant. Do not get me wrong, walking is great, and I love longer walks, but it is better when it is a choice and not forced, especially with bad weather.</p>
	<p>Laura Thomas</p>	<p>I was just sent the policy update for the parameters changes to the transportation policy and I wanted to express my concerns.</p> <p>3.2 kilometers is approx a 42 min walk give or take some time depending on the speed of the walker. In order for my child to arrive at school on time, they would need to leave the house by 7:15 am, that is before the sun is up in the winter most days, before crossing guards are out and before plows have started, never mind people shoveling the sidewalks. My child would have to walk most of that 42 min on the road or going through snow in the winter on the sidewalks. The safety risk for injuries is extremely high in the winter months plus you will now have teens crossing very busy main roads early in the morning. For example, my child would need to cross Kalar Road and McLeod road as these parameters are quite the distance from St. Michael HS.</p> <p>This is a huge risk to their safety and many parents will not be able to adjust their work schedules to now to a morning drop off or pick up.</p> <p>When we register our child for a school and told they qualify for transportation and then it changes halfway through their education years, that impact is huge! And many times, now leaves parents in a terrible position at their job as they are trying to insure their childs safety.</p> <p>Personally, I have a child in grade 11 with medical conditions that would never allow her to safely make it to or from school if she was now required to walk. I would hope that if this policy does pass, special circumstances would be made for those in need.</p>

		<p>I can appreciate that the number of kids now taking a bus is much greater and this policy is possibly looking to decrease the number of kids on the bus, but 3.2 km is quite far in my opinion, too far and the risk seems high.</p> <p>Thank you for allowing me an opportunity to share my concerns.</p>
	Leanne Prince	<p>With the current review of the the student transportation policy, I have a few questions.</p> <p>Full disclosure, the changes to the distance do not impact my son who will be attending BT in September 2023.</p> <p>I know that transportation is done through the consortium with DSBN. And that it's being done to align with Ministry standards/expectations.</p> <p>For schools in St Catharines/Niagara Falls, specifically, how many students could potentially choose to attend coterminus boards based on transportation alone? They have double the number of secondary schools.</p> <p>Witht the changes proposed, will the board look at adjusting bell times for our secondary schools? To walk 3.2km, according to Google, is over 30 minutes for an average person. Now toss in stereotypical teenager having to walk to school, it can take much longer than an average person. To have students walking that in the winter when bell times are 8am, has them leaving their homes by 7:15am. Is there a safety factor for the students who will walking in the dark, in their dark colour uniforms, through potentially unplowed, unlit communities?</p> <p>For the families who will choose to drive their students, what is the environmental assessment and traffic plans for the additional cars that will be at the secondary schools? BT is crazy the best of the mornings, I can only imagine with the additional cars.</p>

		<p>With no tracking currently in place for secondary students, how many will walk along the route until they find a group of students and hop on the bus? I saw it happen with my eldest at BT.</p> <p>Has there been discussion for a partnership with Niagara Regional Transit for students to receive bus passes in communities where regular/traditional transit is available? There may be cost savings there, and benefits to local economy. If a student has a pass, they can access part time jobs, get to downtown/mall wherever kids hang out these days etc. They will become more independent and mobile throughout the city. The environmental impact will also be seen with fewer vehicles on the road.</p>
	<p>Pat O'Leary ND Student Success</p>	<p>I have some concerns about the proposed changed to transportation for high school students. I am a success teacher at Notre Dame and I can tell you that attendance is THE major concern I have for kids who are at-risk. This bus distance change from 2.5 km to 3.2 km will obviously only increase the number of students who are unable to be bussed and this makes no sense to me. I understand there is a cost savings however if it may significantly impact our success/at-risk rate - is it worth it?</p>
	<p>Dympna Scullion 905-641-1585 282 Riverview Blvd, St. Catharines L2T 3N4 Parent of Niamh Carli (Grade 10 student at Denis Morris Catholic High School)</p>	<p>This email is in response to the proposed change to the transportation limits from 2.5 km to 3.2 km. The transportation limits have always been somewhat arbitrary - some students will live just inside the limits and some students will live just outside the limits. But essentially the school board's position has been that it is reasonable for students to walk 30 minutes to and from school, each way for a total of 60 min per day. With the proposed new limits, the school board is now expecting students to walk 40 minutes to get to school and then walk 40 minutes to go home. Is this the new reasonable? I am a big proponent of the benefits of walking and I personally walk 90 minutes every day. But I can understand that this is a significant amount of time and</p>

		<p>that many adults would have difficulty fitting this into their schedule; I'm not sure that students have that much surplus time either. Furthermore, students walking to school are loaded up with a backpack.</p> <p>With the school board's proposed change to the transportation limits and thus its position of what is a reasonable distance for students to walk, I have to ask the question of what, in this situation, has changed to prompt the change in expectations for students?</p> <p>Have their backpacks got lighter? In this digital age are students carrying less books? No, and science and math textbooks are just as big and cumbersome as they have always been.</p> <p>Maybe their backpacks are lighter because nutritional advances mean students are now replacing their lunches with one or two vitamin pills? No, students still need a healthy and nutritious lunch (and economically I'm sure the school board would agree that bringing lunch from home is better than purchasing lunch).</p> <p>Has the climate changed such that students can bike to school all year round? No, we still experience winter and in fact are subject to more turbulent weather than ever with current climate conditions.</p> <p>In our own particular situation, the change in transportation limits would require our daughter, who currently takes the bus, to walk to school. She would need to leave the house at 7:15 to make sure she was at school in good time for the morning bell. In December and January, the sun rises at 7:48 (it only budged from that time last week) so she would be leaving a full 1/2 hour before sunrise and walking through a neighbourhood that has no sidewalks. That is a safety concern for us. So to overcome that safety issue, our only option would be to drive her to school, which we can accommodate due to our work situation as parents. But that is not a guarantee for all students in this situation, which raises issues of equity.</p> <p>So in closing, I would ask for the school board to be more transparent and provide justification for changing the transportation limits. I am interested to hear what has changed in the lives of our students that means that 3.2</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>km walk to school is now the reasonable distance for students to travel to school when previously it was 2.5 km.</p>
	<p>John Markovich</p>	<p>We have huge concerns with the latest policy – particularly in a school community where we are fighting retention, we’ve already received negative feedback for the 2.5km distance. Please reconsider and keep current distance.</p>
	<p>Shannon Letwin <i>NOTRE DAME COLLEGE SCHOOL</i> <i>Special Education Department</i></p>	<p>I am just writing to you to express my concern for the possible changes that may be happening in regard to student transportation. The increase in the transportation circle is going to cause many issues for our families at Notre Dame. Many of the students here will be required to either walk or figure out their own ride to school. My hope is that this policy is not put into place to ensure that all students have the equally opportunity to attend school without the added pressure of trying to find transportation as well.</p> <p>Thank you for your time on this matter</p>
	<p>Feedback provided by Joseph Sorrenti on behalf on the OECTA Niagara Elementary Executive</p>	<p>We reserve the right to grieve.</p> <p>Without precedent and prejudice.</p> <p>Transportation may be provided for elementary and secondary school students when the walking distance fromm the student's residence to their home school is equal to or greater than the distance listed below:</p> <p>Grade Level Kilometers ELKP Kindergarten .80 Grades 1-8 1.60 Grades 9-12 2.50 3.20</p> <p>POLICY STATES----All distances referenced shall be the shortest walking route, measured from the point at which the laneway or driveway of the student’s residence joins the roadway to the nearest roadway or pathway/sidewalk entrance to the school property. The distance from a student’s residence to the bus pickup or discharge location shall not exceed the transportation eligibility distances. Where a student encounters safety hazards on his/her walk to school</p>

		<p>with the approval of the Family of Schools' Superintendent of Education and the Executive Director of Niagara Student Transportation Services, consideration may be given to providing appropriate transportation for the student.</p> <p>** The change in distance for high school students from 2.50-3.20 is a concern. In some cities in the Niagara Region students would be walking longer distances to High school which will now have students walking over highway overpasses and walking across highway exits (St. Michael Catholic High School and other schools).</p> <p>** Having students walking a further distance for longer period of time in the dark where street lighting/visibility may be difficult.</p> <p>** Will students have access to sidewalks and safe pathways if changes are made.</p> <p>** Will crossing guards be increased in new walking areas?</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

BACKGROUND

In 2009, the District School Board of Niagara (DSBN) and the Niagara Catholic District School Board harmonized their transportation policies and removed courtesy transportation provisions to create efficient and effective transportation models for the entire Niagara Region. The harmonization of policies included addressing walking distances for various grades and defining hazard zones to ensure priority consideration for the safety of all students.

The current policy eligibility distances since 2009-10:

Category	Distance (KM)
Kindergarten	0.80KM
Grade 1 to Grade 8	1.60KM
Grade 9 to Grade 12	2.50KM

AUDITOR GENERAL REPORT - 2015

In 2015, the Auditor General's Report on Student Transportation, Recommendation (p.528) states, *"The Ministry of Education, in conjunction with school boards, should set standards on eligibility for transportations services, especially home-to-school walking distances for students, to promote greater consistency in transportation services across school boards within the province."*

In October 2023, the Ministry of Education requested transportation consortia complete a simulation using standardized policy distance eligibility and other criteria to collect data and establish a new funding formula for student transportation.

This new reformed transportation model presented one inherent difference to our local benchmark. NSTS standard deviation from the benchmark for walking distance included a simulation change for secondary distance from 2.5Km to 3.2km.

COMPARISON OF BOARDS

Distance Thresholds			
Distance between Designated Address and Designated School (in km)	JK/SK	Grades 1 to 8	Grades 9 to 12
	0.8km	1.6km	3.2km
Niagara Student Transportation Services (NSTS)	0.8km	1.6km	2.5km
Hamilton Wentworth Student Transportation Services	1.2km	1.6km	3.2km
Halton Student Transportation Services	1.6km	1.6km	3.2km
Student Transportation Services Brant Haldimand Norfolk	1.6km	1.6km	3.2km
Student Transportation Services of Waterloo Region (STSWR)	0.8km	1.6km	3.2km
Southwestern Ontario Student Transportation Services	1.6km	1.6km	3.2km
Huron-Perth Student Transportation Services	1.6km	1.6km	3.2km
Chatham-Kent Lambton Administrative School Services (CKLASS)	1.6km	1.6km	3.2km
Bluewater District School Board & Bruce-Grey Catholic School Board	1.6km	1.6km	1.6km
Durham Student Transportation Services	1.6km	1.6km	3.2km
Student Transportation Services of Central Ontario (STSCO)	1.0km	1.6km	3.2km
Trillium Lakelands District School Board	1.6km	1.6km	3.2km
Consortium de transport scolaire d'Ottawa	0 km	1.6km	3.2km
Francobus transport service	0.8km	1.6km	3.2km

GRANTS FOR STUDENT NEEDS ANNOUNCEMENT

In the spring of 2024, Grants for Student Needs (GSN) announced a new transportation funding formula with consortia given limited time to implement local policy changes to new benchmarks. It was determined that by at least the 2024-25 school year all consortia should make every attempt to move to the benchmark funding. One of the most important changes was the eligibility threshold for Home-to-School distances.

Funding Eligibility Based on Home-to-School Distance

The distance between a student's primary address to designated school that meets the distance condition set out below:

- a. **Primary address:** one address as designated by parent/family – may be a residential address or other location such as a childcare place. • In the case of shared custody arrangements, multiple addresses may be used.
- b. **Designated school:** determined based on the primary address and the catchment area of a school, as determined by the school board to be one of the following:
 - Regular school
 - Program school offering specialized programs such as French Immersion, Gifted, or Magnet
- c. **Distance eligibility threshold:** The distance between the primary address and designated school is greater than the threshold noted below – based on the grade of the student.

NEW FUNDING ELIGIBILITY THRESHOLD:

	Kindergarten	Grades 1 to 8	Grades 9 to 12
<i>Eligibility Threshold</i>	0.80KM or more	1.60KM or more	3.2KM or more

HAZARD WALKING:

Hazard walking conditions that may pose safety risks if students were to walk from home to school.

These conditions include, but are not limited to the following:

- Multi-lane roads with higher speed limits and higher volumes of traffic
- Infrastructure and physical characteristics (e.g., without sidewalks and/or controlled crossings (e.g., stop sign, traffic light, crosswalk, crossing guard, body of water)
- Railway crossings (e.g., not signaled)
- Other safety factors identified by authorities such as law enforcement authorities

The application of hazard conditions may reflect the age of students. Specific thresholds on what constitute a hazard condition may vary based on local geography and circumstances.

The objective of this review is to ensure consistency across both DSBN and Niagara Catholic DSB in the assessment and assignment of School Hazards. Where it is possible and practical, there should be co-operation and co-ordination of services among school boards in the transportation of school pupils.

RECOMMENDED POLICY CHANGE:

The change of eligibility distance from 2.5km to 3.2km to align with the GSN funding model for Secondary Students.

POLICY CHANGE ESTIMATED STUDENT IMPACT:

DISTRICT	SCHOOL	STUDENTS BETWEEN 2.5KM to 3.2M	STUDENTS BETWEEN 2.5KM to 3.2KM IN HAZARD ZONE	STUDENT REMOVED FROM TRANSPORTATION
NCDSB	Blessed Trinity	68	39	18
NCDSB	Dennis Morris	108	0	108
NCDSB	Holy Cross	153	3	150
NCDSB	Lakeshore Catholic	38	36	0
NCDSB	Notre Dame College	172	67	105
NCDSB	Saint Francis HS	76	4	12
NCDSB	Saint Michael HS	86	36	45
NCDSB	Saint Paul HS	83	54	29
NCDSB TOTAL				468

*Data based on 2023-2024 student enrolment as of January 22, 2024 and does not include students with Special Education designations.

DISTRICT	SCHOOL	STUDENTS BETWEEN 2.5KM to 3.2M	STUDENTS BETWEEN 2.5KM to 3.2KM IN HAZARD ZONE	STUDENT REMOVED FROM TRANSPORTATION
DSBN	N/A	1,312	167	857

The change of eligibility distance from 2.5km to 3.2km would affect approximately 1,325 students who would no longer qualify by distance for transportation, DSBN 857 and Niagara Catholic 468.

FINANCIAL IMPACT REMAINING AT CURRENT WALKING DISTANCE:

The harmonized policy allows us to leverage our resources and mitigate growing transportation costs. If Niagara Catholic chooses to maintain the secondary school eligibility distance at 2.5km, costs will increase, and Niagara Catholic will bear a higher portion of the transportation burden. Additionally, the ministry will not fund these students and associated transportation vehicles. Ultimately, the benefits inherent in the existing shared transportation system would no longer be realized.

NSTS estimate the cost implications would be at least:

	Amount \$
Unrealized alignment associated with reduced funding	\$98,662
Secondary school buses independent*	\$712,175
Total Minimum Cost Increase	\$810,837

*Secondary school secondary school shared transportation costs are currently \$4.6million for the year. If we consider that Niagara Catholic would bear a third of the cost (\$1.5 million) and NSTS may potentially realize some additional efficiencies through significant bell time changes and school route pairings. These changes will result in broad negative impacts to ride times across the system.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE
BOARD
NIAGARA CATHOLIC PARENT INVOLVEMENT COMMITTEE
POLICY (800.7)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Niagara Catholic Parent Involvement Committee Policy (800.7), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: March 5, 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 \(100.13\)**](#)

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

Niagara Catholic Parent Involvement Committee Policy (800.7)	Respondent	Comments
	NCPIC	No Comments

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE
BOARD
CODE OF CONDUCT POLICY (302.6.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Code of Conduct Policy (302.6.2), as presented.

Prepared by: Domenic Massi, Superintendent of Education
Presented by: Domenic Massi, Superintendent of Education
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: March 5, 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; **and** 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. **Inappropriate, 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](#)

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

Code of Conduct Policy (302.6.2)	Respondent	Comments
	NCPIC	No Comments

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES PRIOR TO VETTING
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY
(600.1)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: March 5, 2024



Niagara Catholic District School Board
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY
 STATEMENT OF GOVERNANCE POLICY

600 – Business Services

Policy No 600.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: February 25, 2020

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports the concept of “centralized purchasing” as a means of obtaining maximum value for each dollar expended, consistent with the educational goals of the Board and fair business principles.

The Niagara Catholic District School Board recognizes that fair, open and transparent competition is a basic tenet of public acquisition through the Quotation, Tender and Request for Proposal processes using a variety of source selection methods under varying market conditions, in accordance with the Supply Chain Management regulations. Awards will be given to the qualified bidder(s) who provide the best value to the Board. -

All staff involved in purchasing activities shall abide by all applicable Board Policies, Statutory Acts & Regulations and Code of Ethics stipulated by Supply Chain Canada.

The Purchasing/Supply Chain Management activities will be carried out in accordance with the following Approval Authority Limits.

APPROVAL AUTHORITY LIMITS			
Purchase Authority Limit	Purchase Initiated By	Purchase Approved By	Procedure
<\$5,000	School Staff CEC Staff Program Staff	Appropriate Supervisor or member of Senior Staff	Purchases can be paid by petty cash, purchasing card, payment request cheque requisition or purchase order.
>\$ 5,001 - \$50,000	Administrators Principals Consultants Senior Staff	Appropriate member of Senior Staff	At least three (3) written quotes or a completed Non-Competitive Approval form or referencing a current vendor of record of record agreement (i.e. NPPC, OEMC, MGCS) must be attached to the purchase requisition submitted to the Administrator of Purchasing Services.
>\$50,001 - \$100,000	Administrators Principals Consultants Senior Staff	Appropriate member of Senior Staff & Superintendent of Business & Finance	At least three (3) written quotes or a completed Non-Competitive Approval form must be attached to the purchase requisition submitted to the Administrator of Purchasing Services.
>\$100,001 -	Administrators Principals Consultants Senior Staff	Superintendent of Business & Finance and the Director of Education	Open Competitive Process - Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm Tenders/Request for Proposals/Request

			for Supplier Qualifications issued by Purchasing/SCM Department, Architectural/Engineering Firm, or supported by a Vendor of Record Agreement (i.e. NPPC, OECM, MGCS)
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

*all Purchase Authority Limits above are pre-tax amounts.

The following capital projects will require Board of Trustees approval:

- i) Non ministry support capital projects
- ii) New builds and additions before tendering
- iii) Any ongoing capital project that exceeds preapproved ministry funding sources (i.e. priority capital funding, school condition improvement and school renewal).

All contracts and agreements, including community partner agreements, must be approved by an appropriate staff member who has the designated approval authority for the total procurement value of the contract, in accordance with this Policy. All contractual agreements that extend beyond one school year must be signed by the principal and a member of senior administrative staff.

Subject to the provisions listed above, only members of senior administrative staff or the Director of Education have the authority to contractually bind the school board.

On a yearly basis, a listing of awards of contract and capital projects greater than ~~\$750,000~~ one million dollars will be brought to the Board of Trustees for information.

~~Any capital projects exceeding one million dollars will require Board of Trustees approval before tendering.~~

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

References

- - [Canadian Free Trade Agreement \(CFTA\)](#)
 - [Canada-European Union Comprehensive Economic and Trade Agreement \(CETA\)](#)
 - [Ontario Ministry of Government and Consumer Services \(MGCS\)](#)
 - [Supply Chain Canada](#)
 - [Ontario Education Collaborative Marketplace \(OECM\)](#)
 - [Ontario Association of School Business Officials \(OASBO\)](#)
 - [Niagara Public Purchasing Committee \(NPPC\)](#)
 - [Ontario Public Buyers Association \(OPBA\)](#)
 - [Niagara Catholic District School Board Policies/Procedures](#)
 - [Accessibility Standards Policy \(800.8\)](#)
 - [Privacy Policy \(600.6\)](#)
 - [Corporate Cards, Purchasing Cards and Petty Cash Policy \(600.4\)](#)
 - [School Generated Funds \(301.6\) AOP](#)

Adopted Date:	February 24, 1998
Revision History:	December 21, 2010 April 26, 2011 June 16, 2015 February 25, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES PRIOR TO VETTING
EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)**

Prepared by: Julia Tiessen, Executive Officer of Human Resources
Presented by: Julia Tiessen, Executive Officer of Human Resources
Date: March 5, 2024



Niagara Catholic District School Board
EMPLOYEE WORKPLACE HARASSMENT POLICY
 STATEMENT OF GOVERNANCE POLICY

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 20, 2023

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

The Board will not tolerate discrimination or harassment, including sexual and ethnocultural harassment in any workplace of the Board. Workplace harassment may arise at all Niagara Catholic schools and Board sites, including, but not limited to employees, supervisors, workers and members of the public. This policy applies to all employees and is intended to address workplace harassment from all sources, including employers, supervisors, workers and members of the public.

The Board recognizes Workplace Harassment as;

Engaging in a course of vexatious comments or conduct against a worker in a workplace that is known or ought reasonably to be known as unwelcome, including but not limited to:

- Spreading rumours, gossip and innuendo;
- Offensive or intimidating comments or jokes;
- Bullying or aggressive behavior;
- Social isolation, ostracizing or ignoring a worker;
- Deliberately undermining someone or stopping that person from completing his or her work;
- Belittling a worker about their work, achievements or hobbies;
- Assigning demeaning or insulting work;
- Displaying or circulating offensive pictures or materials;
- Inappropriate staring, spying and stalking;
- Sabotaging or tampering with a worker’s work, equipment or belongings;
- Workplace sexual harassment; and
- Isolating or insulting a worker because of gender identity

A reasonable action taken by an employer or supervisor relating to the management and direction of employees or the workplace is not workplace harassment.

Workplace Harassment includes sexual harassment, defined as;

Engaging in a course of vexatious comment, in any form, or conduct against a worker in a workplace because of, gender, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known as unwelcome or;

Making a sexual solicitation or advance, in any form, where the person making the solicitation or advance is in a position to confer, grant or deny a benefit of advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Without limiting the foregoing, some examples of workplace sexual harassment include:

- Unwanted sexual attention by a person who knows or ought reasonably to show that such attention is unwanted
- Express or implied promise of reward for complying with sexually-oriented request

- Sexually-oriented behavior or gender-based abusive and unwelcome conduct or comment that has the purpose or effect of creating an intimidating, hostile or offensive environment
- Making sexual jokes or other similarly offensive comments
- Posting or disseminating material, jokes, photographs, videos, or other material of sexual content.

While incidents of sexual harassment are often characterized by an imbalance of power in the workplace, this is not necessarily always the case, with a co-worker and even a manager sometimes being the recipient of workplace harassment.

Workplace Harassment includes ethnocultural harassment, defined as;

One or a series of unwanted, unsolicited remarks, behaviours or communications, in any form, directed toward an individual or members of an identifiable group because of a prohibited ground of discrimination.

Examples of Ethnocultural harassment include, but are not limited to:

- Unwelcome remarks, jokes or innuendos about a person's racial or ethnic origin, color, place of both, citizenship or ancestry
- Displaying racist or derogatory pictures or other offensive material
- Insulting gestures or practical jokes based on racial or ethnic grounds which create awkwardness or embarrassment
- Refusing to work with someone because of their racial or ethnic origin

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

When a harassment complaint arises, the Board may decide to achieve resolution through a formal or informal process. Information gathered during this process will be confidential and will not be disclosed except to the extent necessary to protect fellow employees, to investigate, to take corrective action or as otherwise required by law.

The Board will deal with all claims in a fair and timely manner, respecting the dignity, and privacy of all parties concerned as much as possible. Each party involved has equal rights at all steps throughout the process. This policy prohibits reprisals against individuals acting in good faith who report incidents of workplace harassment or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisals, or further harassment. Reprisal is defined as any act of retaliation, either direct or indirect.

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

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

References:

- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- [*Occupational Health & Safety Act \(December 2009\) Bill 13*](#)
- [*Bill 132: Sexual Violence and Harassment Action Plan Act*](#)
- [*Ontario Human Rights Code 1990*](#)
- [*Teaching Profession Act*](#)
- [*Human Rights Legal Support Centre*](#)

- [Employee Assistance Program](#)

- **Niagara Catholic District School Board Policies/Procedures**
 - [Access to Board Premises AOP \(302.6.3\)](#)
 - [Code of Conduct Policy \(302.6.2\)](#)
 - [Complaint Resolution Policy \(800.3\)](#)
 - [Employee Code of Conduct and Ethics Policy \(201.17\)](#)
 - [Employee Workplace Violence Policy \(201.11\)](#)
 - [Privacy Policy \(600.6\)](#)
 - [Records and Information Management Policy \(600.2\)](#)
 - [Trustee Code of Conduct Policy \(100.12\)](#)
 - [Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board](#)

Adopted Date:	March 26, 2002
Revision History:	February 23, 2010 February 28, 2012 November 26, 2013 February 24, 2015 June 21, 2016 May 23, 2017 November 27, 2018 July 10, 2019 October 22, 2019 April 27, 2021 February 9, 2022 June 22, 2022 May 29, 2023 June 20, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES PRIOR TO VETTING
EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)**

Prepared by: Julia Tiessen, Executive Officer of Human Resources

Presented by: Julia Tiessen, Executive Officer of Human Resources

Date: March 5, 2024



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

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 20, 2023

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

The Board recognizes Workplace Violence as defined by the Occupational Health and Safety Act (OHSA);

- the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,
- an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker,
- a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

The Board believes that the eradication of workplace violence at all Niagara Catholic District Board schools and Board sites, is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a potential workplace violence situation has a responsibility to report it immediately to their supervisor.

Workplace violence will not be tolerated under any circumstances. The Board will achieve resolution through a formal process. All information gathered will be kept confidential.

If an employee believes they are at risk of violence in the workplace, including domestic violence, they must advise their employer. The employer will follow the Administrative Operational Procedures, which may include seeking the assistance of the police.

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

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

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

References

- [Bill 168: Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace 2009\)](#)
- [Human Rights Code](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Occupational Health & Safety Act \(December 2009\)](#)
- [Workplace Violence in School Boards: A Guide to the Law](#)

- *Niagara Catholic District School Board Policies/Procedures*
 - [Access to Board Premises AOP \(302.6.3\)](#)
 - [Code of Conduct Policy \(302.6.2\)](#)
 - [Complaint Resolution Policy \(800.3\)](#)
 - [Employee Code of Conduct and Ethics Policy \(201.17\)](#)
 - [Employee Workplace Harassment Policy \(201.7\)](#)
 - [Privacy Policy \(600.6\)](#)
 - [Records and Information Management Policy \(600.2\)](#)
 - [Trustee Code of Conduct Policy \(100.12\)](#)
 - [Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board](#)

Adopted Date:	April 23, 2002
Revision History:	June 15, 2010
	November 23, 2010
	December 20, 2011
	November 26, 2013
	February 24, 2015
	June 21, 2016
	May 23, 2017
	November 27, 2018
	April 27, 2021
	May 25, 2022
	May 29, 2023
	June 20, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

**TOPIC: GOVERNANCE POLICIES PRIOR TO VETTING
OCCUPATIONAL HEALTH AND SAFETY POLICY (201.6)**

Prepared by: Julia Tiessen, Executive Officer of Human Resources
Presented by: Julia Tiessen, Executive Officer of Human Resources
Date: March 5, 2024



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

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: June 20, 2023

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board is committed to providing a safe, respectful and healthy workplace and learning environment for all employees, students, volunteers, visitors and contractors.

The Board, shall take all reasonable precautions to maintain a safe a working environment to prevent injury or occupational illness at all Niagara Catholic schools and Board sites.

The Board supports Joint Health and Safety Committees at **each of the** schools and Board sites for the continuous improvement of health and safety practices and performance in compliance with the Occupational Health and Safety Act.

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

Reference

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

Adopted Date:	January 29, 2002
Revision History:	December 20, 2011 November 26, 2013 June 21, 2016 May 23, 2017 November 27, 2018 May 25, 2021 May 25, 2022 May 29, 2023 June 20, 2023

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MARCH 5, 2024**

PUBLIC SESSION

TOPIC: POLICY REVIEW SCHEDULE

The Policy Review
Schedule is presented for information.

Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer
Date: March 5, 2024



GOVERNANCE POLICY REVIEW SCHEDULE

SEPTEMBER 2023 - JUNE 2024

Updated: March 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
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
2004	2023	100.7	Niagara Catholic Education Award of Distinction	April 2024	June 2024
1998	2020	301.3	Attendance Areas	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
1998	2019	301.1	Admission of Elementary & Secondary Students	November 2023
2001	2020	302.6.6	Dress Code - Secondary Uniform - Safe Schools	January 2024
2001	2019	302.6	Safe and Accepting Schools	January 2024
2007	2019	600.4	Corporate Cards, Purchasing Cards and Petty Cash	January 2024
2007	2019	201.14	Employee Hospitality	February 2024
2007	2019	500.2	Student Transportation	March 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
2007	2020	100.9	Advocacy Expenditures	April 2024
1998	2020	600.1	Purchasing/Supply Chain Management	May 2024
2002	2023	201.7	Employee Workplace Harassment *	May 2024
2002	2023	201.11	Employee Workplace Violence *	May 2024
2002	2023	201.6	Occupational Health & Safety *	May 2024
2010	2020	100.10	Equity and Inclusive Education	June 2024
2004	2023	100.7	Niagara Catholic Education Award of Distinction	June 2024
1998	2020	301.3	Attendance Area	June 2024
2013	2020	203.4	Leadership Pathways	June 2024

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MARCH 5, 2024**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC MATH ACHIEVEMENT ACTION
PLAN 2023-2024 – INTERIM REPORT**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board continues to endorse the Math Achievement Action Plan 2023-2024 – Interim Report, as presented.

Prepared by: Kimberly Kinney, Superintendent of Education
Amit Sansanwal, Administrator of Research & Data Analytics

Presented by: Kimberly Kinney, Superintendent of Education

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

Date: March 5, 2024



REPORT TO THE COMMITTEE OF THE WHOLE MARCH 5, 2024

NIAGARA CATHOLIC MATH ACHIEVEMENT ACTION PLAN 2023-2024 – INTERIM REPORT

BACKGROUND INFORMATION

The Ministry of Education launched the Math Achievement Action Plan for the 2023-2024 school year to support student achievement and results in math. The Ministry developed Taking Action in Mathematics, an interactive framework to capture areas of focus and guide improvement actions.

Math Achievement Action Plan

The Niagara Catholic District School Board Math Achievement Action Plan includes three sections:

- All schools report to provide board-wide improvement efforts and results in mathematics
- Priority Schools report to provide intensive improvement efforts
- Priority Schools Provincial KPI (Key Performance Indicators) report to provide intentional monitoring of student achievement KPI's common to all priority schools across the province.

The Math Achievement Action Plan outlines the board's concrete, visible, and measurable strategies as well as key performance indicators at the board, school, and classroom level under the four areas of focus:

1. Curriculum Fidelity
2. Math Content Knowledge for Teaching
3. Knowing Your Student
4. Measurable Results: Improvements in Math Achievement

Goals:

All schools will see an increase in student achievement as measured through Classroom assessment data, Report Card data and EQAO data.

Staff survey information will show increase in teacher understanding of math content knowledge for teaching.

There will be an increase in the percentage of students whose individual attendance rate is equal to or greater than 90 percent.

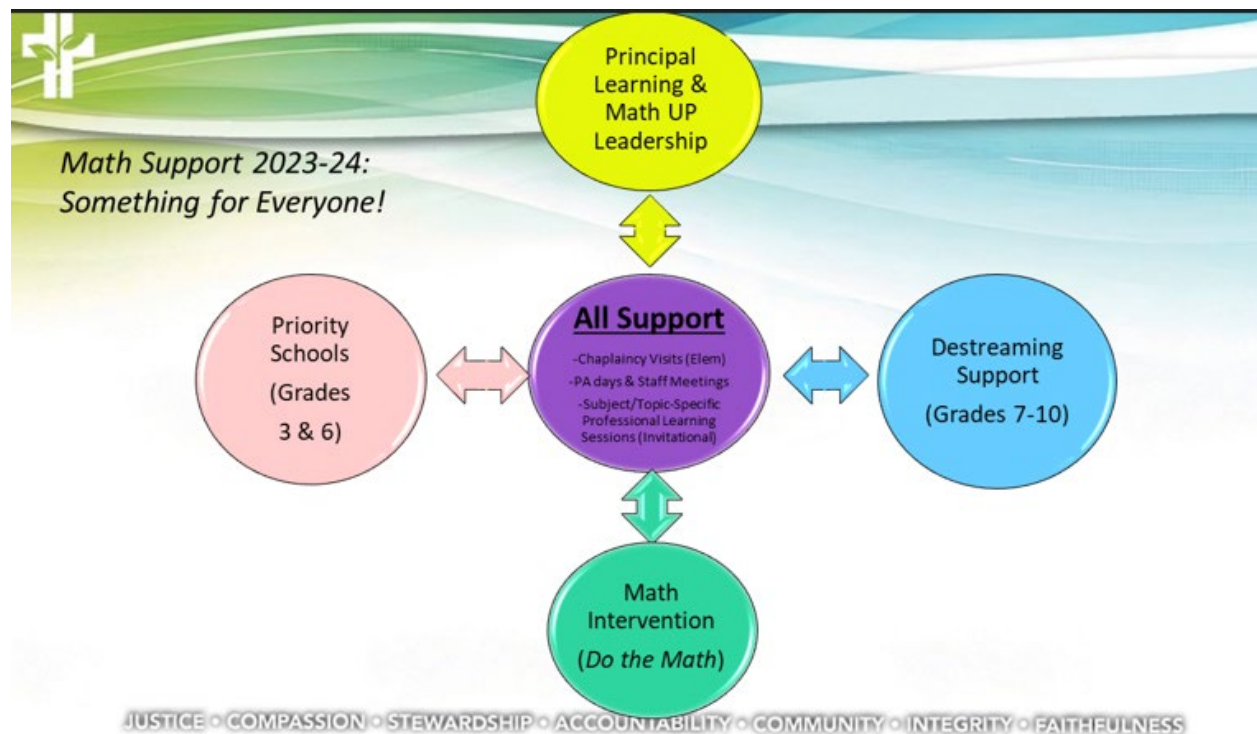
There will be an increase in the percentage of Grade 3, 6 and 9 students who report positive results regarding math attitudes and confidence.

Implementation of the Math Achievement Action Plan

Niagara Catholic District School Board is committed to ensuring high quality instruction for all students from K-12 and therefore believes that support should be provided to all schools, and not only Priority Schools. A cohesive, aligned plan has all schools receiving intentional support while Priority Schools will receive targeted support based upon their identified areas of need and strategies from their individual school math achievement action plans.

The visual below highlights the Math Achievement Action Plan. While the Math Achievement Action Plan is grounded in the work and learning that happens at the school level for both staff and students, with collaboration with Program and Innovation staff, learning must also occur for School Principals and Senior Administration to achieve coherence. Throughout the year School Principals and Senior Administration (Academic) have been engaged in mathematics learning for leaders.

All schools at the elementary level receive direct support through Chaplaincy visits to work with Program and Innovation staff to deepen an understanding of the curriculum and high impact instructional practices, develop content knowledge for teaching mathematics, and support instruction that is responsive to student learning needs. These support visits happen throughout the year and have built in monitoring and data collection as well as addressing curriculum content and content knowledge for teaching. Identified Priority schools receive additional time and support that is more targeted and is comprised of in-classroom coaching and professional learning sessions. Math Intervention is provided for small groups of primary and junior students at identified schools to close gaps and provide increased access to grade level curriculum. De-streaming support is also taking place in elementary schools with a focus on working with Grades 6-8 as well as Grades 9 and 10 in secondary schools to support the three priority areas identified in the Math Achievement Action Plan.



Highlights of Implementation to Date

- All principals are actively involved in Principal Learning Teams focused on the learning work occurring in their schools. Small Principal Learning Teams meet together with Family of Schools Superintendents and the Superintendent of Program and Innovation to engage in a Learning Conversation Protocol that supports their professional community of practice.

- All principals have participated in professional learning sessions both at monthly Principal and Family of Schools Meetings as well as additional opportunities with consulting professionals.
- 108 educators receive regular support through priority school and de-streaming visits.
- All schools and all educators (K-8) receive regular job-embedded learning sessions through the Chaplaincy visits and Program and Innovation staff (2 for Numeracy and 2 for Literacy)
- Initial data obtained from students reflects the following:
 - “Since the beginning of this school year, I feel more confident in my understanding of Math.”
 - Priority Schools – 83.1% YES 16.9% NO
 - Destreaming Support Schools - 83.2% YES 16.8 % NO
- Staff were surveyed in early January to correspond to certain Key Performance Indicators (KPI’s) that will be reported to the Ministry and provide detailed information about staff knowledge of curriculum, math content for teaching and professional learning. Please see APPENDIX A for this information.

The Board is required to submit a mid-term update to the Math Achievement Action Plan. The plan outlined will continue to be implemented and monitored at both board and school/class levels. A final report will follow with updated information and results in June 2024

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board continues to endorse the Math Achievement Action Plan 2023-2024 – Interim Report, as presented.

Prepared by: Kimberly Kinney, Superintendent of Education
 Amit Sansanwal, Administrator of Research & Data Analytics

Presented by: Kimberly Kinney, Superintendent of Education

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

Date: March 5, 2024

Survey Report: Math Achievement Action Plan Educator Survey (Jan 2024)

Introduction

The purpose of the Math Achievement Action Plan Educator Survey was to **gather evidence** regarding the impact of professional learning on **Key Performance Indicators (KPIs)** at the system, school, and classroom levels. This survey focuses on the alignment with our **Math Achievement Action Plan** and provides baseline data specifically for the following goal:

Goal: Staff survey information will show an increase in teacher understanding of math content knowledge for teaching.

Survey Context

- **Respondents:** Educators who participated in math professional learning during the **2023-24 school year**.
- **Data Collection:** We collected responses from educators across various elementary schools, ensuring that individual school names were captured for targeted reporting.

Report Structure

This report presents the **survey results** and is organized as follows:

1. **Priority Actions and Strategies:** Based on the **Ontario Ministry of Education Math Action Planning template**, we highlight key actions and strategies.
2. **Survey Findings:** We summarize responses related to professional learning and its impact on KPIs.
3. **Visualizations:** Graphs and charts enhance data presentation.

Key Insights

1. 501 Educators expressed their views on math professional learning.

2. We analyzed responses to identify trends and areas of strength.
3. The report provides actionable insights for improving math achievement.

PRIORITY ACTION # 1: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. I am familiar with the High Impact Instructional Practices.

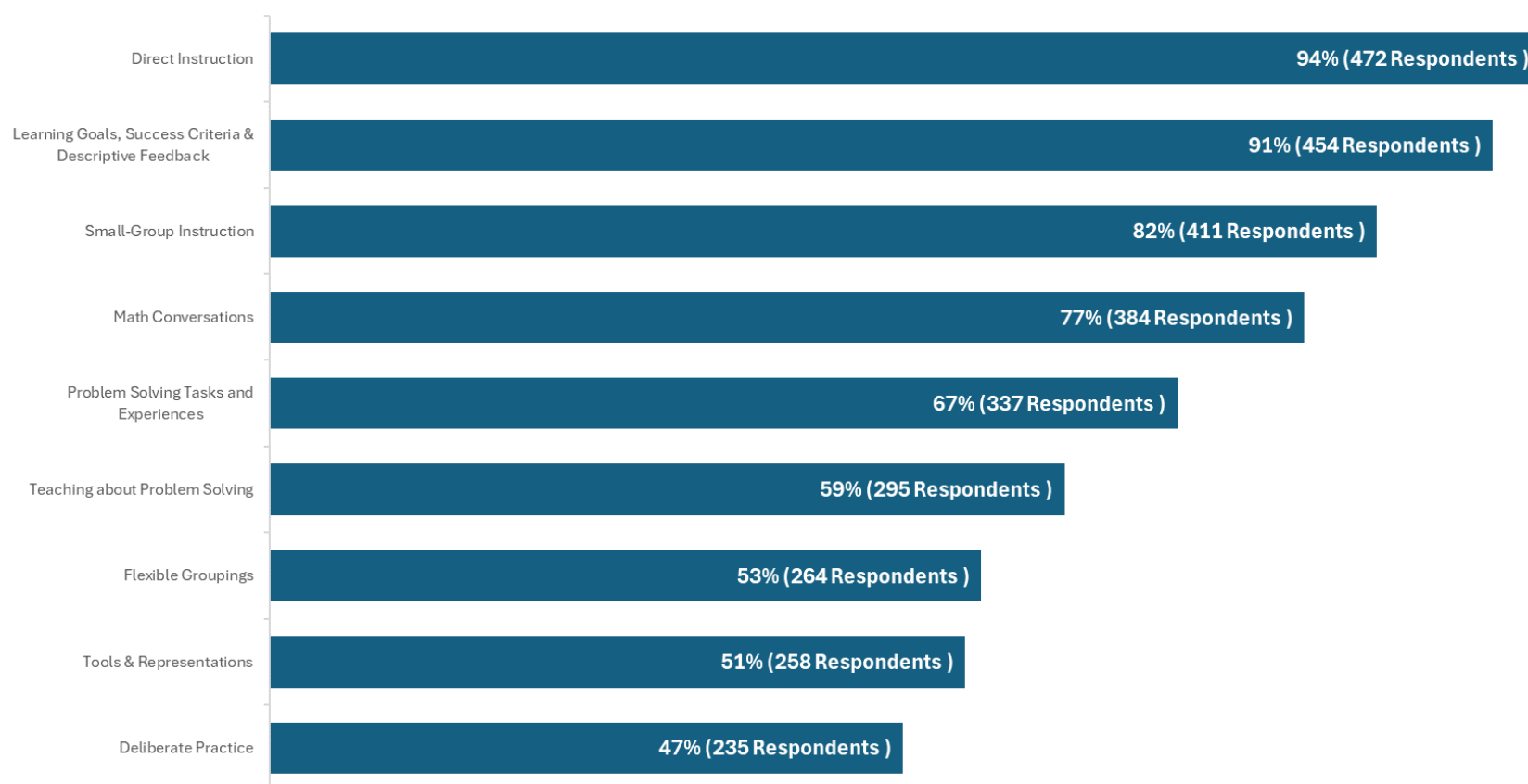


93% of 501 respondents (equivalent to **466 individuals**) expressed **familiarity** with **High Impact Instructional Practices**. These practices play a crucial role in effective teaching and learning.

- **Familiarity Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (not at all familiar)** to **5 (completely familiar)**.
 - The majority of educators demonstrated a strong understanding of these practices.
- **The remaining 7%** (representing **35 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 2. Select the High Impact Instructional Practices that you are the most familiar with:



The **Direct Instruction** strategy stands out as the most effective, with **94%** of respondents expressing familiarity. In contrast, less than half, **47% respondents** considered **Deliberate Practice** familiar. Overall respondents showed high familiarity with most of the High Impact Instructional Practices.

Question 3 - I am confident incorporating the use of High Impact Instructional Practices.



94.6% of 501 respondents (equivalent to **474 individuals**) expressed **confidence** with **incorporating the use of High Impact Instructional Practices**. These practices play a crucial role in effective teaching and learning.

- **Confidence Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (never confident)** to **5 (always confident)**.
 - Most educators demonstrated **high confidence** in incorporating these practices.
- **The remaining 5.4%** (representing **27 respondents**) indicated **lower confidence**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 4. I understand the changes to math curriculum expectations for my grade level(s).



97% of 501 respondents (equivalent to **486 individuals**) expressed **understanding** of the **changes to math curriculum expectations for their grade level(s)**. This understanding is crucial in achieving the goals outlined in the **Math Achievement Action Plan**.

- **Understanding Levels:**
 - Respondents answered on a **Likert scale** for their understanding ranging from **1 (not at all)** to **5 (complete understanding)**.
 - Many educators showcased a robust grasp of the revised math curriculum expectation.
- **The remaining 3%** (representing **15 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 5. I am familiar with the progression of curriculum expectations leading up to my grade level and beyond my grade level.

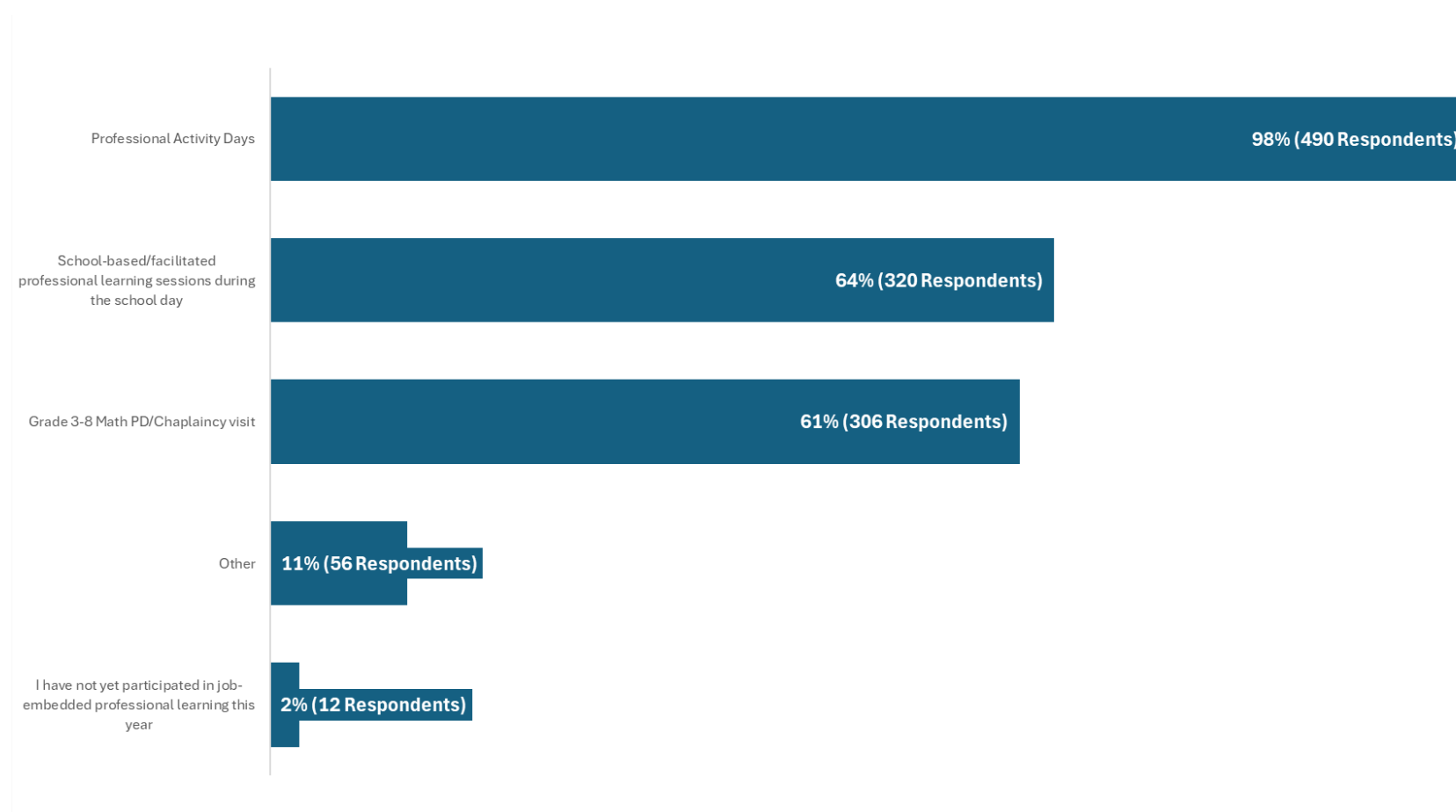


95.4% of 501 respondents (equivalent to **478 individuals**) expressed **familiarity with the progression of curriculum expectations leading up to their grade level and beyond their grade level**. These practices play a crucial role in effective teaching and learning.

- **Familiarity Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (not at all familiar)** to **5 (completely familiar)**.
 - The majority of educators demonstrated a strong **familiarity with the progression of curriculum expectations leading up to their grade level and beyond their grade level**
- **The remaining 4.6%** (representing **23 respondents**) indicated **lower familiarity**.
 - This group may benefit from additional support or training to enhance their knowledge.

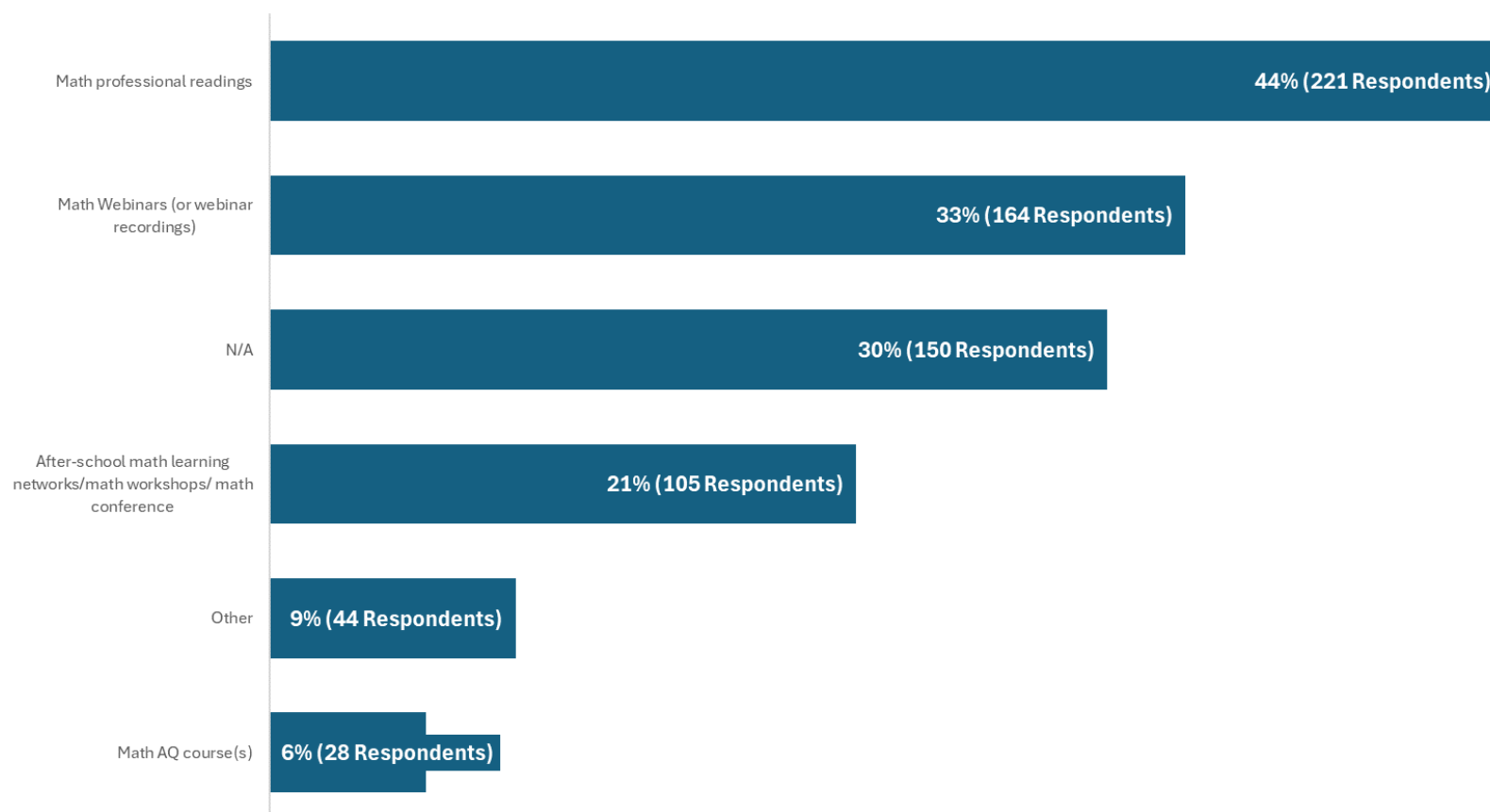
Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 6. Select all job-embedded professional learning that you have participated in, since September 2023.



Almost all respondents, **98%** indicated participating in **Professional Activity Days** with only **2%** of the respondents indicating no participation in professional learning since September 2023. **11%** respondents indicated participating in **Other** job-embedded professional learning, for a list of their responses please see **Appendix 1**.

Question 7. Select all other math-related professional learning that you have participated in, since September 2023.



44% indicated participating in **Math Professional Readings** with only **6%** of the respondents indicated participation in MATH AQ course(s) since September 2023. **9%** respondents indicated participating in **Other** job-embedded professional learning, for a list of their responses please see **Appendix 1**.

PRIORITY ACTION #2: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. Since September 2023, I have participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.

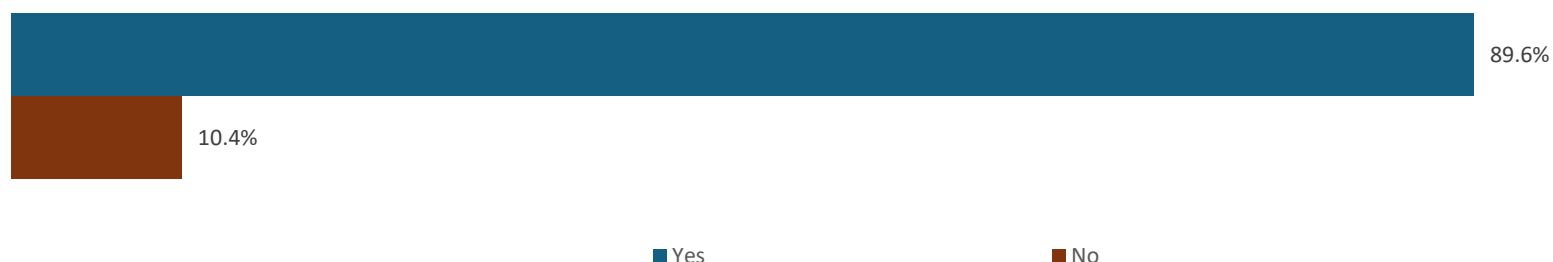


94.4% of 501 respondents (equivalent to **473 individuals**) showed high frequency of having participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan. These practices play a crucial role in achieving the goals of our math achievement action plan.

- **Frequency Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
 - Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.
- **The remaining 5.6%** (representing **28 respondents**) indicated **lower frequency**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 2. I have increased my content knowledge for teaching math as a result of engaging in professional learning sessions this school year.



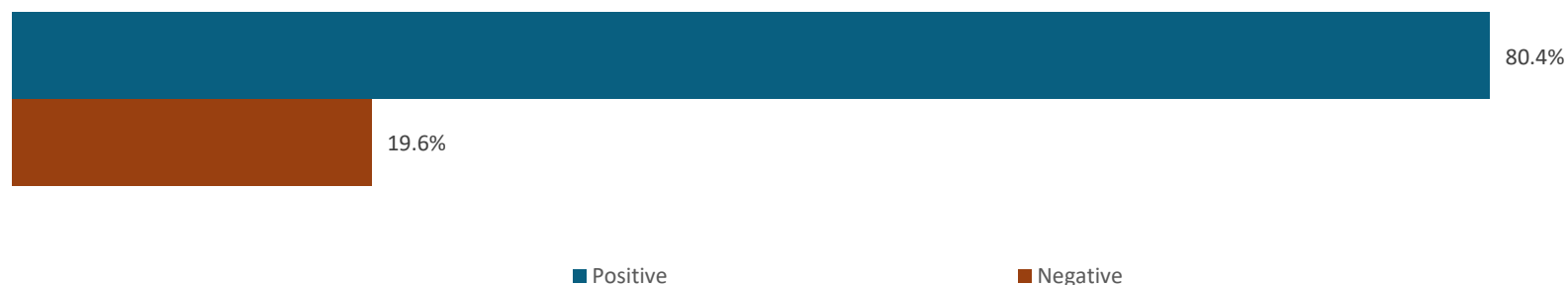
89.6% of 501 respondents (equivalent to **449 individuals**) agreed that they had increased their content knowledge for teaching math as a result of engaging in professional learning sessions this school year, whereas **10.4%** (equivalent to **52 individuals**) indicated they had not increased their content knowledge.

Question 3. I have increased my content knowledge for teaching math as a result of using system-wide math resources.



92.6% of 501 respondents (equivalent to **464 individuals**) showed that they had increased their content knowledge for teaching math as a result of using system-wide math resources, whereas **7.4%** (equivalent to **37 individuals**) indicated they had not increased their content knowledge for teaching math as a result of using system-wide math resources.

Question 4. I use the teacher supports for math in the Digital Curriculum Platform (the pull-down features connected to each math curriculum expectation).



80.4% of 501 respondents (equivalent to **403 individuals**) showed high frequency of use the teacher supports for math in the Digital Curriculum Platform. These practices play a crucial role in effective teaching and learning.

- **Frequency Levels:**

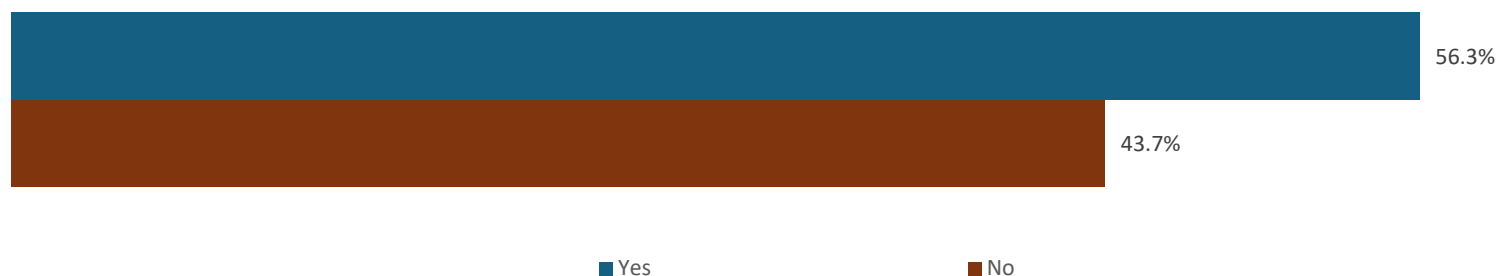
- Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
- Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.

- **The remaining 19.6%** (representing **98 respondents**) indicated **lower frequency**.

- This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

Question 5. I have accessed support from a member of the math team since September 2023.



56.3% of 501 respondents (equivalent to **282 individuals**) showed they accessed support from a member of the math team since September 2023, whereas **43.7%** (equivalent to **219 individuals**) indicated they did not access support from a member of the math team since September 2023.

PRIORITY ACTION #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Question 1. I use common open and parallel learning tasks to ensure students have accessible entry points into learning.



93% of 501 respondents (equivalent to **466 individuals**) showed high frequency of using common open and parallel learning tasks to ensure students have accessible entry points into learning. These practices play a crucial role in achieving the goals of our math achievement action plan.

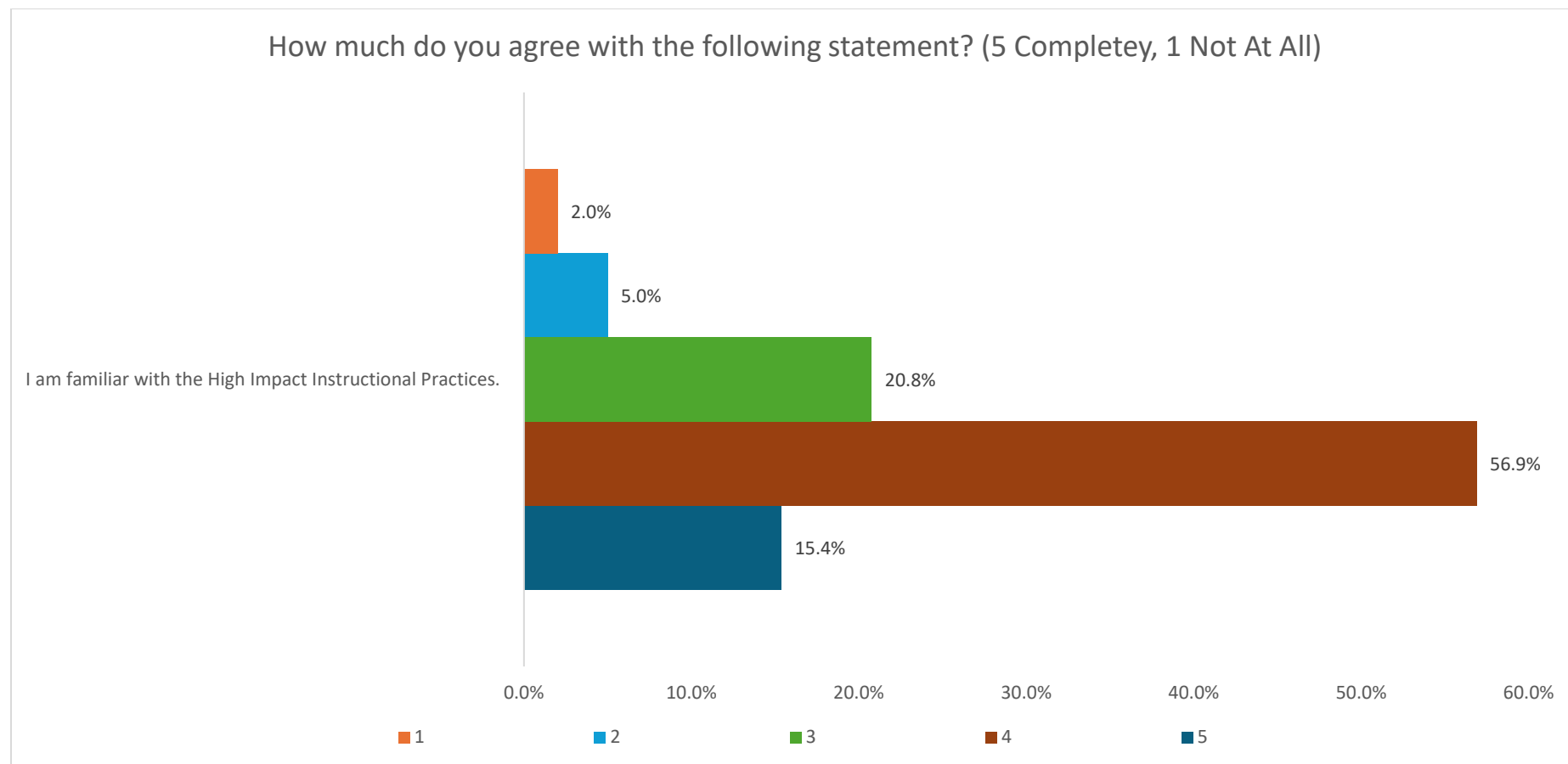
- **Frequency Levels:**
 - Respondents answered on a **Likert scale** ranging from **1 (Never)** to **5 (Frequently)**.
 - Most educators demonstrated high **frequency** of participating in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.
- **The remaining 7%** (representing **35 respondents**) indicated **lower frequency**.
 - This group may benefit from additional support or training to enhance their knowledge.

Please refer to **Appendix 1** for a detailed breakdown of responses across the different scale points.

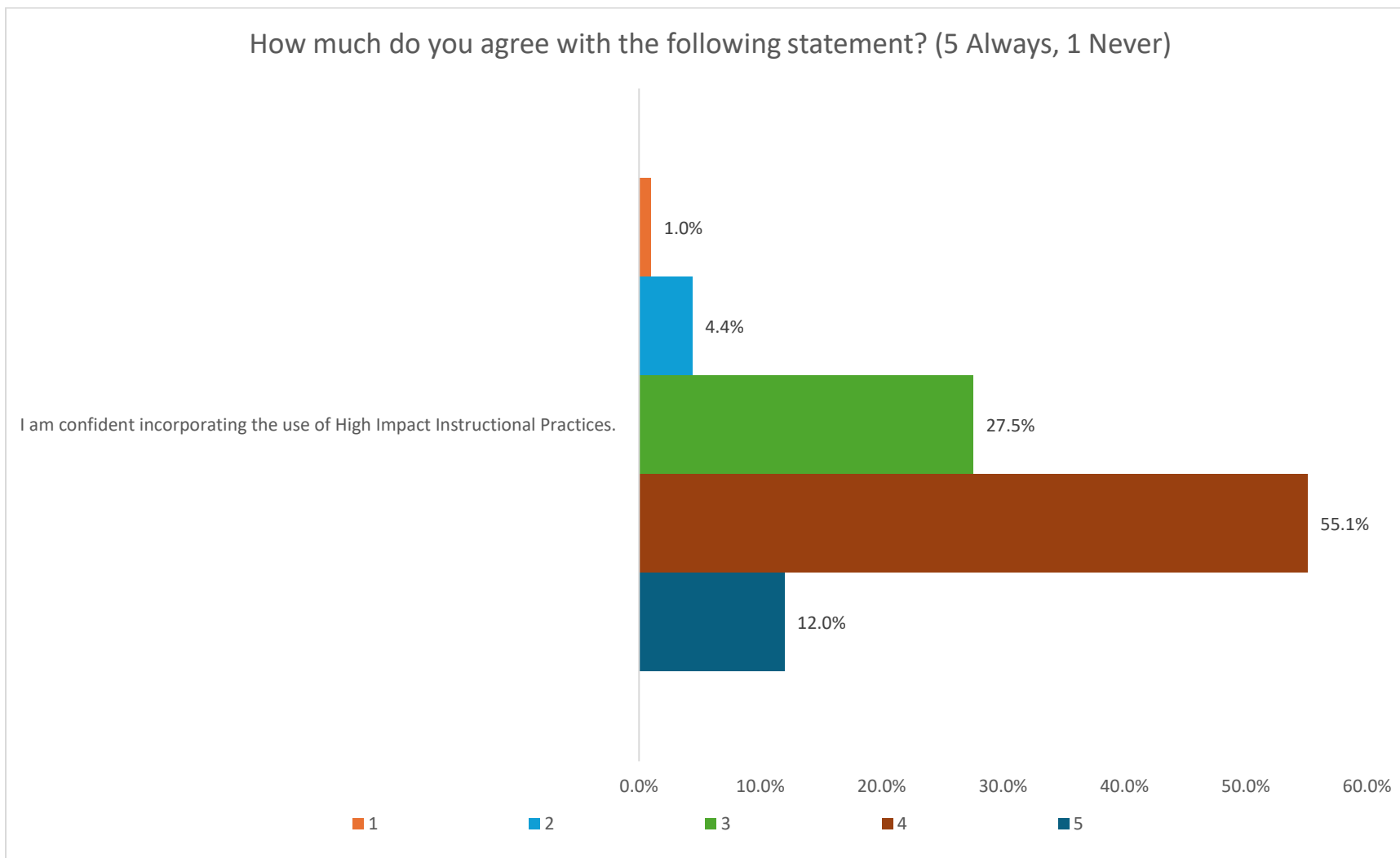
Appendix 1

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

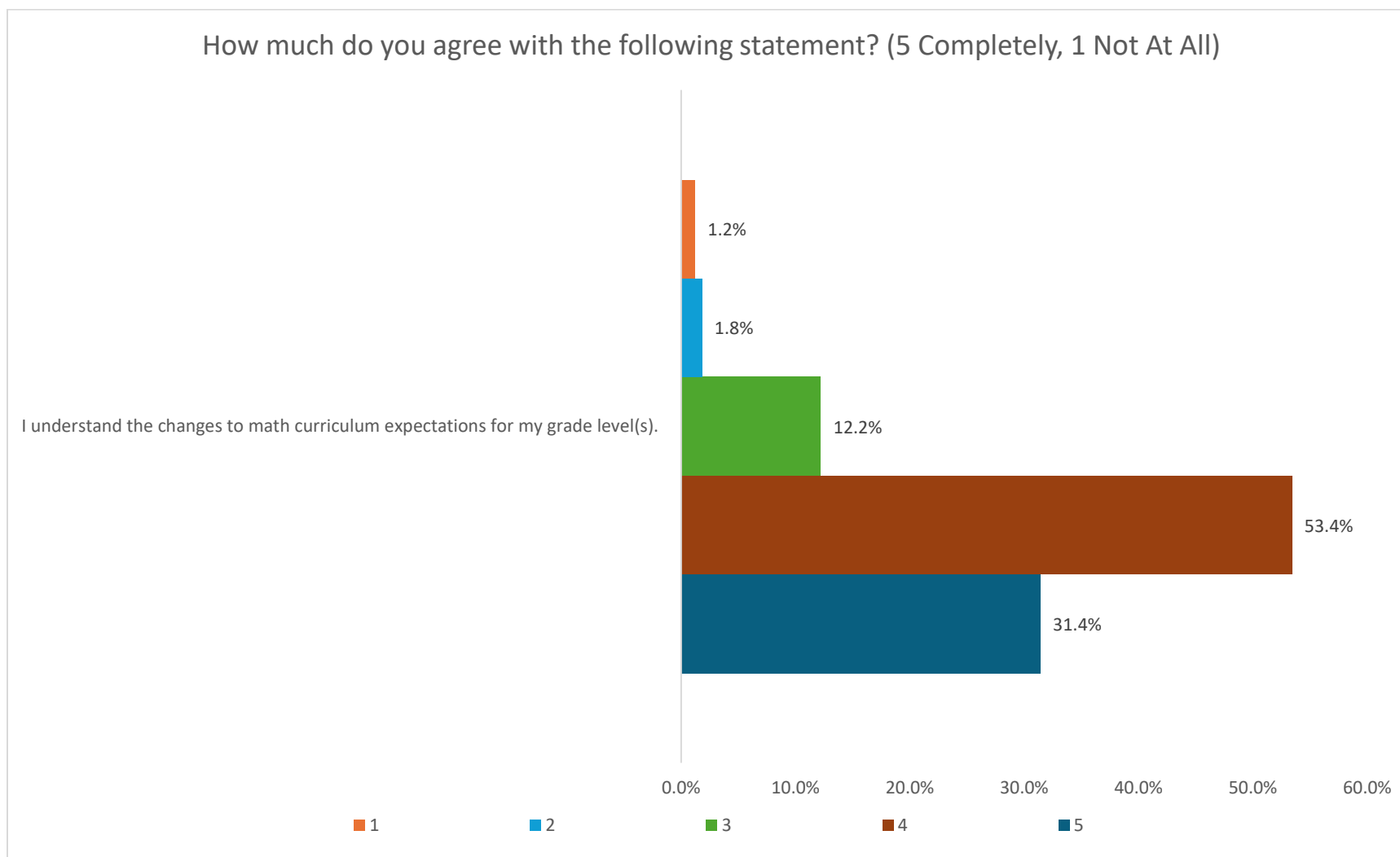
Question 1. I am familiar with the High Impact Instructional Practices.



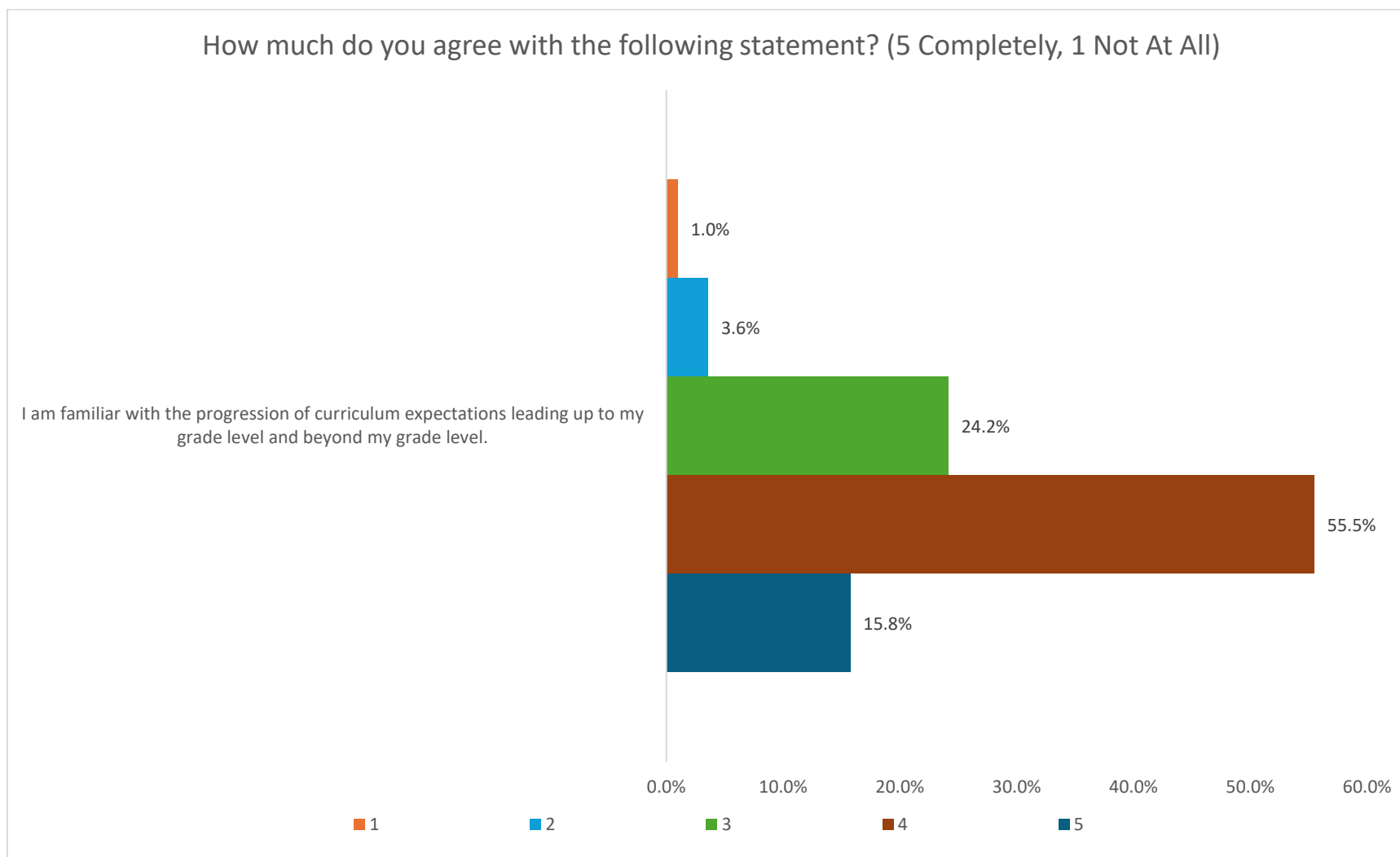
Question 3 - I am confident incorporating the use of High Impact Instructional Practices.



Question 4. I understand the changes to math curriculum expectations for my grade level(s).



Question 5. I am familiar with the progression of curriculum expectations leading up to my grade level and beyond my grade level.



Question 6. Select all job-embedded professional learning that you have participated in, since September 2023.

Other Responses
Knowledgehook Webinars
Mathematics Primary and Junior Part 2 & Specialist
VLE Webinars
Really great reading
Chaplaincy visit - language
Math PD with Alicia Mancuso
Chaplaincy visit (not related to Grade 3-8 Math)
my own professional reading
chaplaincy visits
Staff meeting PD MathUp and Knowledgehook
Coding sessions with Brock as well as our board staff
Building Fact Fluency with Pam Harris
collaborating with same grade teacher
Math up staff meetings
Collaboration with grade level colleagues
met with numeracy coach emails to math consultant conversations with colleagues
Completed math part 3 - Math Specialist August 2023
Called Math Rep for the board to return for additional day
Daily we elaborate on reflect on plan and assess using our school-based professional learning.
Science of reading Literacy sessions 6 part series
de-streaming coach (Dupuis)
Using resources such as Knowledgehook and MathUp
Divisional meetings sharing strategies and forms of assessment
does not apply to kinder
Grade 2 Chaplaincy visit/ Math consultant visits
Math Intervention Program Training - Do the Math Program
Knowledgehook
Math Up Ontario Webinars through Rubicon

Other Responses
Knowledgehook after school online workshops
Math workshop at the school board
Knowledgehook and Math up learning sessions by company (after school)
Mathup Workshop
Knowledgehook and Math Up Webinars/Online Workshops
My own professional development and research
Knowledgehook Webinar
Numeracy coach visits
Online PD
principal release collaborative session
After school workshops and conferences
Language PD/Chaplaincy Visit
all literacy workshops. syllasense workshops
Lexia
Staff Meeting - PD Math UP and Knowledgehook
Math Club (training last year)
staff mtg PD - MathUp and Knowledgehook
Math Coach
Vertical Learning Thinking Classrooms info session
Math Coach in my classroom multiple times per week
Webinars
I am an Itinerant Arts Teacher
AQ Courses - PJ part 2 and PJ Specialist
6-part Literacy Learning Series
Math Destreaming Support Session
Math coach in the classroom
math consultant visits and co-teaching
Knowledgehook Webinars

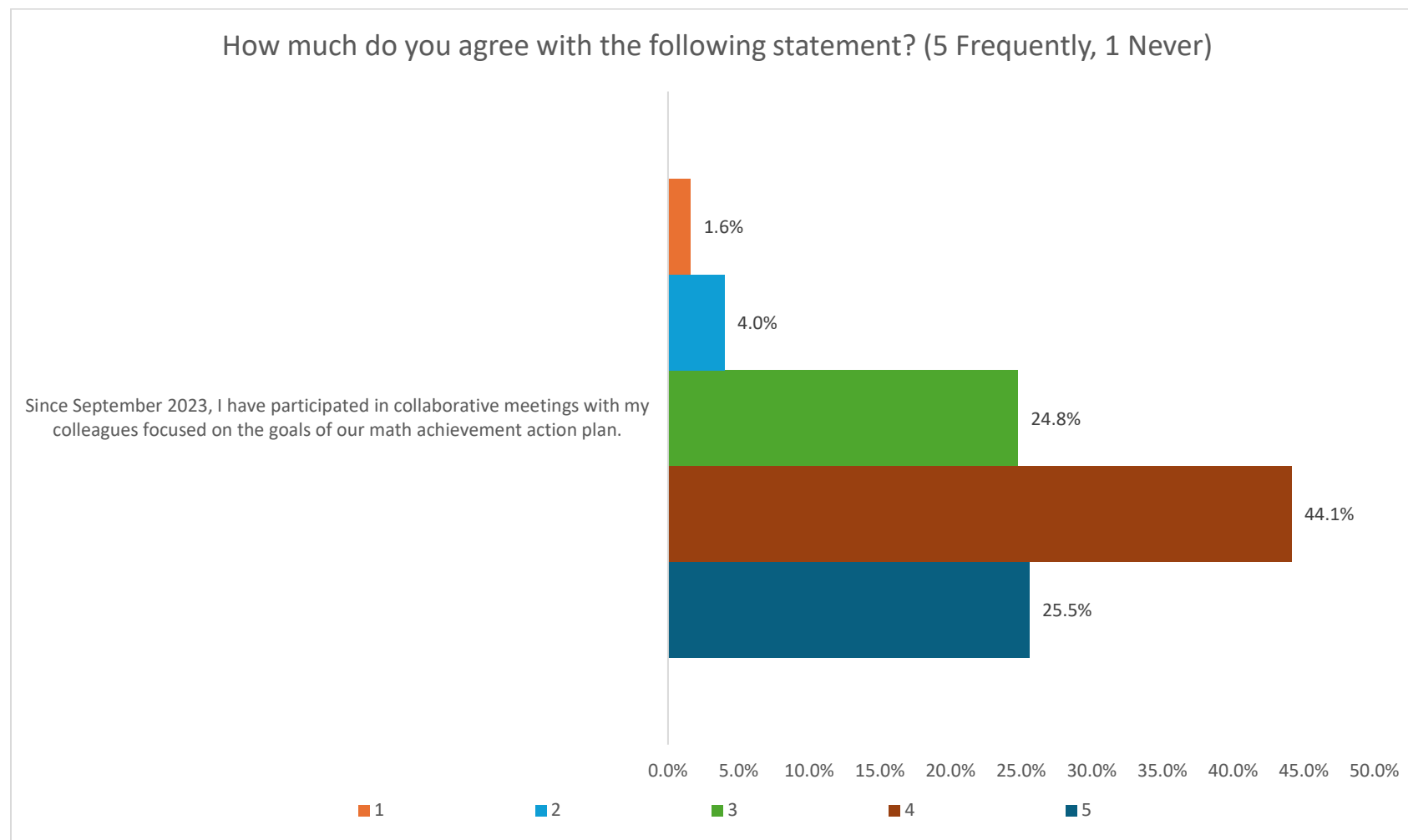
Question 7. Select all other math-related professional learning that you have participated in, since September 2023.

Other Responses
Knowledgehook
PD development with in the school for Math up and other practices
Math PD with Math coaches for Grade 3 teachers
discussions about math during our divisional meetings
Diversity in Math with Consultant (2021-2022 school year)
Conferencing with Numeracy Coach
Earned a Math Specialist through OECTA
Implementation of resources such as MathUp
internet searches for topic clarification and additional resources
Math Coach Sessions
investigating additional math resources.
Math related conversation on PD days -divisional meeting
Consulting with colleagues
Discussions with co-workers
PA day
PA day Math Up
learning and using knowledge hook
Building Powerful Substraction
Math Destreaming Support Session
Knowledgehook PD
Online grade level teacher groups for math
Math Coach
Ontario Ministry Math Training
math discussion with division team
personal reading
Conferencing with Math Coach
Social Media live streams
Math related conversations on PD Days

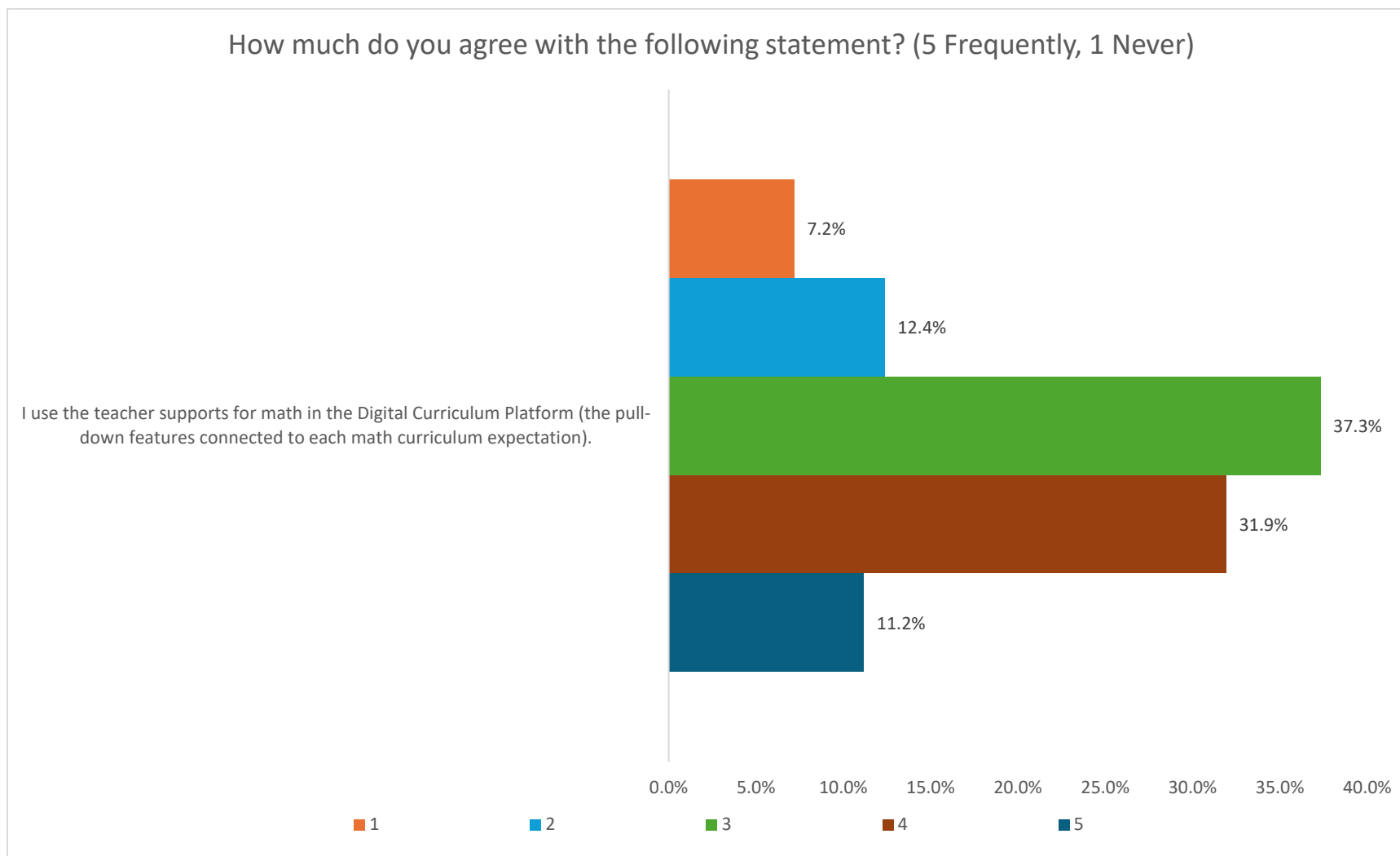
Other Responses
staff meeting
Math-related conversations on PD days
Thinking Classroom training with Peter Lijedahl
None of the above.
Vertical Learning
PA Day Inservices
Primary/ Junior Math AQ Part 1 and 2 (2021)
PD at Board and Math Coach
Priority Schools
Conversations/learning about Mathup with my grade partner. Conversations/learning about Knowledgehook with my Reading Buddies Teaching Partner.
Reading through Mathup
reading Math-Up
Conference with a co-worker
Target School - Math Program
De-streaming PD
does not apply to kinder
Knowledgehook

PRIORITY ACTION #2: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

Question 1. Since September 2023, I have participated in collaborative meetings with my colleagues focused on the goals of our math achievement action plan.



Question 4. I use the teacher supports for math in the Digital Curriculum Platform (the pull-down features connected to each math curriculum expectation).



PRIORITY ACTION #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Question 1. I use common open and parallel learning tasks to ensure students have accessible entry points into learning.

