



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

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, MAY 14, 2013
4:30 P.M.**

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



6:00 p.m. Timed In Camera Item

A. ROUTINE MATTERS

1. Opening Prayers – Trustee Fera -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of April 9, 2013 A5

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Policy Committee
 - 1.1 Unapproved Minutes of the Policy Committee Meeting of April 23, 2013 C1.1
 - 1.2 Approval of Policies
 - 1.2.1 Prior Learning Assessment and Recognition (PLAR) Policy (400.4) C1.2.1
 - 1.2.2 Assessment, Evaluation and Reporting Policy (301.1) C1.2.2
 - 1.3 Policy and Guideline Review 2012-2013 Schedule C1.3
2. Niagara Catholic Strategic Directions System Priorities 2013-2014 C2
3. Staff Development Department Professional Development Opportunities C3
4. Monthly Updates
 - 4.1 Capital Projects Update C4.1
 - 4.2 Student Senate Update -
 - 4.3 Senior Staff Good News Update -

D. INFORMATION

1. Trustee Information
 - 1.1 Spotlight on Niagara Catholic – April 23, 2013 D1.1
 - 1.2 Calendar of Events – May 2013 D1.2
 - 1.3 Graduation Celebration - May 16, 2013 -
 - 1.4 Partners in Catholic Education - May 16, 2013 -
 - 1.5 Niagara Catholic Picnic – June 2, 2013 -

1.6	June Committee of the Whole Meeting – June 11, 2013 / June Board Meeting – June 18, 2013	-
1.7	Graduation Dates 2013	D1.7
1.8	CCSTA – National Conversation on Catholic Education – Oct. 3, 4 & 5, 2013	D1.8

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action -

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF APRIL 9, 2013**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 9, 2013, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, APRIL 9, 2013

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, April 9, 2013, at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Burkholder.

2. Roll Call

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Maurice Charbonneau	✓			
Frank Fera	✓			
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg	✓			
Ted O'Leary	✓			
Dino Sicoli	✓			
Student Trustees				
Vincent Atallah	✓			
Michael Blair	✓			

The following staff were in attendance:

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

3. **Approval of the Agenda**

Moved by Trustee O'Leary

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of April 9, 2013, as presented.

CARRIED

4. **Disclosure of Interest**

A Disclosure of Interest was declared by Trustee Burkholder with Item C9.1 of the Public Agenda, as she has a family member who is associated with the Quartek Group.

5. **Minutes of the Committee of the Whole Meeting of March 5, 2013**

Moved by Trustee Sicoli

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 5, 2013, as presented.

CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. **Policy Committee**

1.1 **Unapproved Minutes of the Policy Committee Meeting of March 19, 2013**

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of March 19, 2013, as presented.

CARRIED

1.2 **Approval of Policies**

Policy Committee Chairperson Burkholder presented the Policy Committee recommendations for approval to the Committee of the Whole for consideration.

1.2.1 **Student Senate – Elementary Policy (new)**

Moved by Trustee Burkholder

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Senate – Elementary Policy (new), as presented.

CARRIED

1.2.2 Student Senate – Secondary Policy (100.6)

Moved by Trustee Burkholder

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Senate – Secondary Policy (100.6), as presented.

CARRIED

1.3 Policy and Guideline Review 2012-2013 Schedule

Director Crocco presented the Policy and Guideline Review 2012-2013 Schedule for Trustees' Information and informed the Committee of the Whole of a revised schedule to be presented and discussed at the April Policy Committee for presentation at a future Committee of the Whole Meeting.

2. Tenth Annual Niagara Catholic Technology Skills Competition 2013

Mark Lefebvre, Superintendent of Education, welcomed Marco Magazzeni, Technology/Specialist High Skills Major Consultant, who presented the report on the Tenth Annual Niagara Catholic Technology Skills Competition 2013. He spoke of the great experiences students receive from this program and how it assists in setting their path for the future.

Chairperson Burtnik and Vice-Chairperson Charbonneau expressed their gratitude to Mr. Magazzeni and his team for their excellent work and dedication to the students of Niagara Catholic.

3. Mental Health and Addictions Nurses in Schools Program

Yolanda Baldasaro, Superintendent of Education, welcomed Leslie Gaffney, Client Services Manager (Mental Health and Addictions), who provided, a presentation on the Mental Health and Addictions Nurses in Schools Program and introduce members of the Niagara based MHAN program.

Trustees asked questions of Superintendent Baldasaro and Ms. Gaffney regarding the program.

4. School Capacities, Enrolment Trends, Attendance Area Boundaries and Building Utilization 2013 - Phase Two Report

Mario Ciccarelli, Superintendent of Education/Accommodations, and Scott Whitwell, Controller of Facilities Services, presented the School Capacities, Enrolment Trends, Attendance Area Boundaries and Building Utilization 2013 - Phase Two Report.

Trustees discussed the recommendations presented and agreed on the following recommendations.

Trustee agreed to delete the following two recommendations:

~~**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board approve that Senior Staff continue to apply to the Ministry of Education for additional funding and to identify other sources of funding in order to provide facility plant upgrades to St. Francis Catholic Secondary School.~~

~~**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board approve that Catholic Secondary Schools in St. Catharines will continue to have the opportunity to implement specialized programs providing sufficient student enrolment and Ministry of Education funding and approval.~~

Trustee Burtnik put forth an amendment to state that Niagara Catholic will continue to monitor the secondary facilities, and to specify that a report be brought back to the Committee of the Whole no later than April 2018.

Moved by Trustee Burkholder

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board maintains all three Catholic Secondary Schools in St. Catharines and continues to monitor the accommodation and utilization of all three Catholic secondary facilities, and that Senior Staff bring a report to the Board no later than April 2018.

CARRIED

Following discussion Trustees agreed to amend the recommendation to delete the words “at a minimum” and add St. Alfred and Our Lady of Fatima Catholic Elementary Schools.

Moved by Trustee Burtnik

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve that the St. Catharines Elementary and Secondary Ad Hoc Attendance Area Review Committee of the Board review the attendance boundaries of the following St. Catharines Catholic Elementary Schools, Assumption Catholic Elementary School, St. Alfred Catholic Elementary School, St. Ann Catholic Elementary School, Canadian Martyrs Catholic Elementary School, Our Lady of Fatima Catholic Elementary School and the consolidated St. James Catholic Elementary School/Michael J. Brennan Catholic Elementary School and that a report be submitted to the Committee of the Whole no later than December 2013.

CARRIED

Following a discussion, Family of Schools Superintendent Ciccarelli would notify the Catholic School Councils Chairs from St. Christopher and St. Theresa Catholic Elementary School informing them that upon the Board’s approval a letter will be distributed to the school communities notifying them of the recommendation to establish an Attendance Area Review Committee.

Moved by Trustee Fera

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve that an Accommodation Review Committee be established to review St. Christopher Catholic Elementary School and St. Theresa Catholic Elementary School and that Senior Staff bring a report to the Committee of the Whole no later than January 2014.

CARRIED

Moved by Trustee Burtnik

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve an agreement to create a new joint venture St. Nicholas Catholic Elementary School with the French Catholic District School Board which is contingent on acquiring a suitable downtown site and Ministry of Education funding for a new elementary school by September 2014. Senior Staff will continue to explore all available facility options for St. Nicholas Catholic and bring a report to the Board no later than November 2013.

CARRIED

Trustee agreed to delete the following recommendation:

~~**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board approve that the attendance boundaries of Our Lady of Fatima Catholic Elementary School (St. Catharines) not be reviewed for the purpose of consolidation at this time given the introduction of a French Immersion program at Our Lady of Fatima Catholic Elementary School (St. Catharines).~~

Trustees agreed to delete the following recommendation. The deleted recommendation will be included in the System Priorities to review attendance and accommodations throughout the Board.

~~**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board approve that over the next five years Senior Staff will monitor student population growth, projections, location and accommodation data throughout the Board and report to the Board on an annual basis.~~

Trustees agreed to delete the following words from the recommendation “and that Senior Staff will continue to monitor the population changes within Niagara Falls and bring forth any recommendations for the consideration of the Niagara Falls Elementary and Secondary Ad Hoc Attendance Area Review Committee.”

Moved by Trustee Burtnik

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board not require a Niagara Falls Elementary and Secondary Ad Hoc Attendance Boundary Review be completed for the St. Thomas More Catholic Elementary School and Our Lady of Mount Carmel Catholic Elementary School consolidation.

CARRIED

Trustee agreed to delete the following recommendation:

~~**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board request that Senior Staff conducts a review of grade level organization, programs, services, school utilization and population growth at St. Joseph Catholic Elementary School (Snyder) and at St. Elizabeth Catholic Elementary School and to provide a report to the Committee of the Whole not later than November 2014.~~

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the preparation and submission of a capital priorities business case to secure funding for a new joint venture Catholic elementary school in downtown St. Catharines with the French Catholic District School Board.

CARRIED

Moved by Trustee MacNeil

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the preparation and submission of a capital priorities business case to secure funding for an addition at St. Michael Catholic Elementary School to replace existing portables and to accommodate future projected student enrolment.

CARRIED

The Committee of the Whole received the Niagara Catholic District School Board Long Term Accommodation Review Resource Document dated April 5, 2013 by Jack Ammendolia, Associate Director of Watson & Associates Economists Ltd. as a resource document to this report.

Student Trustees' Update

Prior to moving into the In Camera Session of the Board Meeting, Vincent Atallah and Michael Blair, Student Trustees, presented a verbal update on the current activities of the Student Senate.

BUSINESS IN CAMERA

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 9:50 p.m. to deal with a timed In Camera Item, and reconvened at 11:02 p.m.

Moved by Trustee Burtnik

THAT the Committee of the Whole move into the In Camera Session.

CARRIED

5. Elementary and Secondary School Year Calendars - 2013-2014

Superintendent Iannantuono presented the Elementary and Secondary School Year Calendars - 2013-2014.

Moved by Trustee O'Leary

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2013-2014 school year.

CARRIED

Trustees agreed to have the following items tabled to the April 23rd Board Meeting, due to time restraints.

6. St. Francis Catholic Secondary School Name
7. Staff Development Department Professional Development Opportunities - 2013
8. Extended Overnight Field Trip, Excursion and Exchange Committee Approvals – 2012-2013
9. Monthly Updates
 - 9.1 Capital Projects Update
 - 9.2 Senior Staff Good News Update

D. INFORMATION

1. Trustee Information

1.1 10th Annual Bishops Gala – April 19, 2013

Director Crocco reminded Trustees that the 10th Annual Bishops Gala is being held Friday, April 19, 2013.

Trustees were asked to confirm their attendance with Sherry Morena.

1.2 OCSOA AGM 2013 – April 17 – 19, 2013

Director Crocco presented information on the OCSOA AGM 2013 being held April 17 – 19, 2013 in Niagara Falls.

1.3 Volunteer Appreciation Breakfast – April 22, 2013

Director Crocco invited Trustees to attend the Volunteer Appreciation Breakfast being held on April 22, 2013, at the Holiday Inn in St. Catharines.

Trustees were asked to confirm their attendance with Sherry Morena.

1.4 Facilities Supervisor Retirement Celebration

Director Crocco invited Trustees to the Retirement Party for Barney Stout, Facilities Supervisor, on April 16, 2013 at 4:30 p.m. at the Catholic Education Centre.

1.5 Principals and Vice-Principals Annual Retreat and Conference

Director Crocco informed Trustees that the Principals and Vice-Principals Annual Retreat and Conference 2013 will be held August 21-23, 2013 in Collingwood.

Trustees agreed to have the following Trustee Information items tabled to the April 23rd Board Meeting, due to time restraints.

- 1.6 United Way Day – April 24, 2013
- 1.7 OCSTA AGM 2013 – May 2 to 4, 2013
- 1.8 Catch the Spirit 2013 – May 6, 2013
- 1.9 Mental Health Week Presentation – May 15, 2013
- 1.10 Graduation Celebration – May 16, 2013
- 1.11 Partners in Catholic Education – May 16, 2013
- 1.12 OCSTA Regional Meeting

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Crocco informed the Board that Senior Administrative Council will continue to provide updates regarding Niagara Catholic's French Language Immersion Program.

The following motion was passed at 11:15 p.m.

Moved by Trustee Fera

THAT the Committee of the Whole Meeting be extended 15 minutes.

CARRIED

- 1.2 Trustee Fera presented background information on Father Rosica and requested that Chairperson Burtnik and Director Crocco, on behalf of the Board, write a letter of commendation to Father Rosica and that a copy be provided to Trustees.

With the support of the Board, Chairperson Burtnik and Director Crocco will write a letter to Father Rosica on behalf of the Board, as requested.

F. BUSINESS IN CAMERA

The Business In-Camera Session took place earlier in the meeting due to a timed item.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Burkholder

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of April 9, 2013.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole approve the Minutes of the In Camera Session (Section A: Student Trustees Included) of the Committee of the Whole Meeting held on March 5, 2013, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee O'Leary

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F3.1 of the In Camera Agenda.

CARRIED (Item F3.1)

Moved by Trustee Fera

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F3.2 of the In Camera Agenda.

CARRIED (Item F3.2)

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Minutes of the In Camera Session (Section B: Student Trustees Excluded) of the Committee of the Whole Meeting held on March 5, 2013, as presented.

CARRIED (Item F4)

The following motion was passed at 11:00 p.m.

Moved by Trustee Fera

THAT the Committee of the Whole Meeting be extended 15 minutes.

CARRIED

H. ADJOURNMENT

Moved by Trustee Burtnik

THAT the April 9, 2013 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 11:17 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **April 9th, 2013.**

Approved on the **14th** day of **May 2013.**

Maurice Charbonneau
Vice-Chairperson of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF APRIL 23, 2013**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of April 23, 2013, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, APRIL 23, 2013

Minutes of the Policy Committee Meeting held on Tuesday, April 23, 2013 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:35 p.m. by Policy Committee Chairperson Burkholder.

1. Opening Prayer

The meeting was opened with a prayer.

2. Attendance

Committee Members	Present	Absent	Excused
Rhianon Burkholder (Committee Chair)	✓		
Kathy Burtnik	✓		
Dino Sicoli	✓		

Trustees:

Nil

Student Trustees:

Vincent Atallah, Student Trustee

Michael Blair, Student Trustee

Staff:

John Crocco, Director of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Mark Lefebvre, Superintendent of Education

Jennifer Brailey, Manager of Corporate Services & Communications Department

Sherry Morena, Administrative Assistant, Corporate Services & Communications Department /Recording Secretary

3. Approval of Agenda

Moved by Trustee Sicoli

THAT the April 23, 2013 Policy Committee Agenda be approved, as presented.

APPROVED

4. Disclosure of Interest

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

5. Minutes of the Policy Committee Meeting of March 19, 2013

Moved by Trustee Burtnik

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of March 19, 2013, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO MAY 14, 2013 COMMITTEE OF THE WHOLE MEETING

6.1 Prior Learning Assessment and Recognition (PLAR) Policy (400.4)

Mark Lefebvre, Superintendent of Education, presented the amendments to the Prior Learning Assessment and Recognition (PLAR) Policy.

The Policy Committee suggested the following amendments:

ADMINISTRATIVE GUIDELINES

• **CHALLENGE CREDITS**

6. Add the following sentence at the end:

“Subject to the decision of the Director of Education, the parent/guardian or adult student may ask that the appeal go to the Board of Trustees.”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Prior Learning Assessment and Recognition (PLAR) Policy (400.4), as amended.

APPROVED

6.2 Assessment, Evaluation and Reporting Policy (301.1)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the amendments to the Assessment, Evaluation and Reporting Policy (301.1).

The Policy Committee suggested the following amendments:

POLICY NAME

Change Policy Name to: Assessment, Evaluation, ~~and~~ Reporting and Homework

POLICY STATEMENT

Add as 2nd paragraph:

The Board promotes a family-friendly homework approach to support the achievement of all students.

ADMINISTRATIVE GUIDELINES

To improve the learning of all students, teachers will use assessment, evaluation and reporting practices and procedures that:

POINT 2

- support all students, ~~including those with special education needs, those who are learning the language of instruction (English) and those who are First Nation, Métis, or Inuit;~~

POINT 3

- are carefully planned to relate to the curriculum expectations and learning goals, the Ontario Catholic School Graduate Expectations, and, as much as possible, to the interests, learning styles and preferences, needs and experiences of ~~all~~ each students;

ASSESSMENT PRACTICES

To support effective practices in the evaluation of student achievement, and recognizing that the determination of a report card grade (Grades 1 to 12) is the responsibility of the teacher, staff will:

- collect, over time, evidence of student achievement from ***“a minimum of”*** three different sources-observation, conversations, and student products (e.g., tests/exams, demonstrations, projects, essays etc.);

ACADEMIC INTEGRITY

Plagiarism

Plagiarism ~~has been~~ ***“is”*** defined as, the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work. (Growing Success, p. 151).

Examples of plagiarism include, but are not limited to, not citing work, copying and pasting information from an electronic source without citations, and submitting work as the student’s own ***“original”*** work.

Prevention of Cheating and Plagiarism

In an attempt to prevent instances of cheating and plagiarism, and to develop students’ research and literacy skills, it is expected that school staff will develop strategies to ~~minimize~~ ***“eliminate”*** the incidence of cheating and plagiarism and integrate these strategies into instruction in an atmosphere of trust and support.

Detection and Reporting of Cheating and Plagiarism

All ***“confirmed”*** incidents of cheating and plagiarism must be reported to the Principal/Vice-Principal, and parent(s)/guardian(s) by the classroom teacher and will be noted in the Student Management System.

These methods may include; **“but are not limited to:”**

POINT 2 – delete

- ~~developing methods to share information, among staff, regarding students who consistently are involved in incidents of cheating and plagiarism;~~

Consequences for Cheating and Plagiarism

PARAGRAPH 2, POINT 3

- the number **“and”** frequency of incidents.

LATE AND MISSED ASSIGNMENTS

Effective Preventative Measures

These strategies may include; **“but are not limited to:”**

POINT 14

- understanding and taking into account the cultures, histories and context of **“each student”** First Nation, Métis, and Inuit students **“and their”** parents/guardians and their previous experiences within the school system.

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Assessment, Evaluation and Reporting Policy (301.1), as amended.

APPROVED

POLICIES - PRIOR TO VETTING

6.3 Employee Leaves of Absence Policy (201.1)

Frank Iannantuono, Superintendent of Education/Human Resources, presented the amendments to the Employee Leaves of Absence Policy (201.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, **“the Board recognizes that an employee may require a leave of absence to participate or attend to personal and/or educational obligations.”** Notwithstanding any provisions of any Collective Agreement or Terms and conditions, the Director of Education and/or designate may approve Leaves of Absence to an employee.

ADMINISTRATIVE GUIDELINES

2. Leaves of Absence Without Pay

c. DELETE

~~If the Leave of Absence is for a period of more than 4 months 1 year, the employee may be assigned, upon return from the Leave, to a comparable position consistent with the employee's collective agreement provisions.~~

REPLACE d, e and f with

- d. “Upon return from the leave of absence, an Employee will be assigned a position with the Board according to the terms and conditions of employment, prevailing contracts, Board Policies and Administrative Regulations. Subject**

- to the surplus and redundancy provisions, if any, of the prevailing collective agreements, terms and conditions and other legally binding terms of employment, Employees will be assigned to a comparable assignment, not necessarily the same location.”
- e. “Sick leave credits will not accumulate during the period of leave.”
- f. “The period of leave will count for seniority experience but not for salary increment as per their respective Collective Agreements or Terms and Conditions.”
- g. DELETE
The employee may not be guaranteed the former position or job location or municipality unless:
- the Leave is for a period of 4 months or more.
 - specifically approved by the Director of Education or designate at the time the Leave is granted.

The Policy Committee requested information that states if an employee’s seniority and salary grid remain status quo when they return from their leave, and if this policy coincides with the Deferred Salary Plan (X/Y) Policy.

The Policy Committee requested that the Employee Leaves of Absence Policy (201.1) be vetted from May 2, 2013 to September 12, 2013 with a recommended deadline for presentation to the Policy Committee in October 2013, for consideration to the Committee of the Whole and Board in November 2013.

6.4 Opening or Closing Exercises Policy - Safe Schools (302.6.1)

Superintendent Iannantuono presented the amendments to the Opening or Closing Exercises Policy - Safe Schools (302.6.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

PARAGRAPH 2

To instill pride and respect for self and country, all schools in the Niagara Catholic District School Board must include the singing of “O Canada” as part of daily opening exercises. In accordance with the two official languages of Canada, Principals ~~are to play~~ “will ensure that the playing of” the national anthem which “will” includes both English and French lyrics.

PARAGRAPH 3

Principals, may include the recitation of the Pledge of Canadian citizenship as part of the “any” opening or closing ceremony.

References:

Add Safe Schools Policy (302.6)

The Policy Committee requested that the Employee Leaves of Absence Policy (201.1) be vetted from May 2, 2013 to September 12, 2013 with a recommended deadline for presentation to the Policy Committee in October 2013, for consideration to the Committee of the Whole and Board in November 2013.

6.5 Acceleration/Retention (Elementary) Policy (400.5)

Superintendent Lefebvre presented the amendments to the Acceleration/Retention (Elementary) Policy (400.5).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

PARAGRAPH 1

Move the following sentence from the Administrative Guidelines to the Policy Statement. **“The Niagara Catholic District School Board believes that the placement of students must be based on all the factors influencing the student's progress such as academic, social, emotional and physical growth.”**

PARAGRAPH 2

Add the following sentence, **“Consideration for either acceleration or retention should be initiated early within the current school year. Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year and prior to February 1st for the following term.”**

References

- ~~Learning for All: a Guide to Assessment and Instruction for all Students, Kindergarten to Grade 12, 2012~~
- Ministry of Education: Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011-Draft Version

ADMINISTRATIVE GUIDELINES

PROCESS

1. Timeline

Consideration for either acceleration or retention should be initiated early within the current school year **“(September or October).”** Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year **“and prior to February 1st for the following term.”**

The Policy Committee requested that the Employee Leaves of Absence Policy (201.1) be vetted from May 2, 2013 to September 12, 2013 with a recommended deadline for presentation to the Policy Committee in October 2013, for consideration to the Committee of the Whole and Board in November 2013.

INFORMATION

6.6 Policies Being Vetted (to May 17, 2013)

- Death Benefit Policy (#201.5)
- Deferred Salary Plan Policy (#201.5)
- Leadership Pathway Policy (NEW)
- Video Security Surveillance Policy (#701.3)
- Niagara Catholic Parent Involvement Community Policy (#800.7) and By-Laws
- Catholic School Councils Policy (#800.2) and By-Laws

6.7 Policy and Guideline Review 2012-2013 Schedule - Revised

Director Crocco presented and explained the revised Policy and Guideline Review 2012-2013 Schedule for the consideration of the Policy Committee. The Policy Committee support the revised schedule.

7. Date of Next Meeting

Tuesday, May 28, 2013 – 4:30 p.m.

8. Adjournment

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF APRIL 23, 2013**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of April 23, 2013, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, APRIL 23, 2013

Minutes of the Policy Committee Meeting held on Tuesday, April 23, 2013 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:35 p.m. by Policy Committee Chairperson Burkholder.

1. Opening Prayer

The meeting was opened with a prayer.

2. Attendance

Committee Members	Present	Absent	Excused
Rhianon Burkholder (Committee Chair)	✓		
Kathy Burtnik	✓		
Dino Sicoli	✓		

Trustees:

Nil

Student Trustees:

Vincent Atallah, Student Trustee

Michael Blair, Student Trustee

Staff:

John Crocco, Director of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Mark Lefebvre, Superintendent of Education

Jennifer Brailey, Manager of Corporate Services & Communications Department

Sherry Morena, Administrative Assistant, Corporate Services & Communications Department /Recording Secretary

3. Approval of Agenda

Moved by Trustee Sicoli

THAT the April 23, 2013 Policy Committee Agenda be approved, as presented.

APPROVED

4. Disclosure of Interest

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

5. Minutes of the Policy Committee Meeting of March 19, 2013

Moved by Trustee Burtnik

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of March 19, 2013, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO MAY 14, 2013 COMMITTEE OF THE WHOLE MEETING

6.1 Prior Learning Assessment and Recognition (PLAR) Policy (400.4)

Mark Lefebvre, Superintendent of Education, presented the amendments to the Prior Learning Assessment and Recognition (PLAR) Policy.

The Policy Committee suggested the following amendments:

ADMINISTRATIVE GUIDELINES

• **CHALLENGE CREDITS**

6. Add the following sentence at the end:

“Subject to the decision of the Director of Education, the parent/guardian or adult student may ask that the appeal go to the Board of Trustees.”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Prior Learning Assessment and Recognition (PLAR) Policy (400.4), as amended.

APPROVED

6.2 Assessment, Evaluation and Reporting Policy (301.1)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the amendments to the Assessment, Evaluation and Reporting Policy (301.1).

The Policy Committee suggested the following amendments:

POLICY NAME

Change Policy Name to: Assessment, Evaluation, ~~and~~ Reporting and Homework

POLICY STATEMENT

Add as 2nd paragraph:

The Board promotes a family-friendly homework approach to support the achievement of all students.

ADMINISTRATIVE GUIDELINES

To improve the learning of all students, teachers will use assessment, evaluation and reporting practices and procedures that:

POINT 2

- support all students, ~~including those with special education needs, those who are learning the language of instruction (English) and those who are First Nation, Métis, or Inuit;~~

POINT 3

- are carefully planned to relate to the curriculum expectations and learning goals, the Ontario Catholic School Graduate Expectations, and, as much as possible, to the interests, learning styles and preferences, needs and experiences of ~~all~~ each students;

ASSESSMENT PRACTICES

To support effective practices in the evaluation of student achievement, and recognizing that the determination of a report card grade (Grades 1 to 12) is the responsibility of the teacher, staff will:

- collect, over time, evidence of student achievement from ***“a minimum of”*** three different sources-observation, conversations, and student products (e.g., tests/exams, demonstrations, projects, essays etc.);

ACADEMIC INTEGRITY

Plagiarism

Plagiarism ~~has been~~ ***“is”*** defined as, the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work. (Growing Success, p. 151).

Examples of plagiarism include, but are not limited to, not citing work, copying and pasting information from an electronic source without citations, and submitting work as the student’s own ***“original”*** work.

Prevention of Cheating and Plagiarism

In an attempt to prevent instances of cheating and plagiarism, and to develop students’ research and literacy skills, it is expected that school staff will develop strategies to ~~minimize~~ ***“eliminate”*** the incidence of cheating and plagiarism and integrate these strategies into instruction in an atmosphere of trust and support.

Detection and Reporting of Cheating and Plagiarism

All ***“confirmed”*** incidents of cheating and plagiarism must be reported to the Principal/Vice-Principal, and parent(s)/guardian(s) by the classroom teacher and will be noted in the Student Management System.

These methods may include; **“but are not limited to:”**

POINT 2 – delete

- ~~developing methods to share information, among staff, regarding students who consistently are involved in incidents of cheating and plagiarism;~~

Consequences for Cheating and Plagiarism

PARAGRAPH 2, POINT 3

- the number **“and”** frequency of incidents.

LATE AND MISSED ASSIGNMENTS

Effective Preventative Measures

These strategies may include; **“but are not limited to:”**

POINT 14

- understanding and taking into account the cultures, histories and context of **“each student”** First Nation, Métis, and Inuit students **“and their”** parents/guardians and their previous experiences within the school system.

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole approval of the Assessment, Evaluation and Reporting Policy (301.1), as amended.

APPROVED

POLICIES - PRIOR TO VETTING

6.3 Employee Leaves of Absence Policy (201.1)

Frank Iannantuono, Superintendent of Education/Human Resources, presented the amendments to the Employee Leaves of Absence Policy (201.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, **“the Board recognizes that an employee may require a leave of absence to participate or attend to personal and/or educational obligations.”** Notwithstanding any provisions of any Collective Agreement or Terms and conditions, the Director of Education and/or designate may approve Leaves of Absence to an employee.

ADMINISTRATIVE GUIDELINES

2. Leaves of Absence Without Pay

c. DELETE

~~If the Leave of Absence is for a period of more than 4 months 1 year, the employee may be assigned, upon return from the Leave, to a comparable position consistent with the employee's collective agreement provisions.~~

REPLACE d, e and f with

- d. “Upon return from the leave of absence, an Employee will be assigned a position with the Board according to the terms and conditions of employment, prevailing contracts, Board Policies and Administrative Regulations. Subject**

- to the surplus and redundancy provisions, if any, of the prevailing collective agreements, terms and conditions and other legally binding terms of employment, Employees will be assigned to a comparable assignment, not necessarily the same location.”
- e. “Sick leave credits will not accumulate during the period of leave.”
- f. “The period of leave will count for seniority experience but not for salary increment as per their respective Collective Agreements or Terms and Conditions.”
- g. DELETE
The employee may not be guaranteed the former position or job location or municipality unless:
- the Leave is for a period of 4 months or more.
 - specifically approved by the Director of Education or designate at the time the Leave is granted.

The Policy Committee requested information that states if an employee’s seniority and salary grid remain status quo when they return from their leave, and if this policy coincides with the Deferred Salary Plan (X/Y) Policy.

The Policy Committee requested that the Employee Leaves of Absence Policy (201.1) be vetted from May 2, 2013 to September 12, 2013 with a recommended deadline for presentation to the Policy Committee in October 2013, for consideration to the Committee of the Whole and Board in November 2013.

6.4 Opening or Closing Exercises Policy - Safe Schools (302.6.1)

Superintendent Iannantuono presented the amendments to the Opening or Closing Exercises Policy - Safe Schools (302.6.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

PARAGRAPH 2

To instill pride and respect for self and country, all schools in the Niagara Catholic District School Board must include the singing of “O Canada” as part of daily opening exercises. In accordance with the two official languages of Canada, Principals ~~are to play~~ “will ensure that the playing of” the national anthem which “will” includes both English and French lyrics.

PARAGRAPH 3

Principals, may include the recitation of the Pledge of Canadian citizenship as part of the “any” opening or closing ceremony.

References:

Add Safe Schools Policy (302.6)

The Policy Committee requested that the Employee Leaves of Absence Policy (201.1) be vetted from May 2, 2013 to September 12, 2013 with a recommended deadline for presentation to the Policy Committee in October 2013, for consideration to the Committee of the Whole and Board in November 2013.

6.5 Acceleration/Retention (Elementary) Policy (400.5)

Superintendent Lefebvre presented the amendments to the Acceleration/Retention (Elementary) Policy (400.5).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

PARAGRAPH 1

Move the following sentence from the Administrative Guidelines to the Policy Statement. **“The Niagara Catholic District School Board believes that the placement of students must be based on all the factors influencing the student's progress such as academic, social, emotional and physical growth.”**

PARAGRAPH 2

Add the following sentence, **“Consideration for either acceleration or retention should be initiated early within the current school year. Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year and prior to February 1st for the following term.”**

References

- ~~Learning for All: a Guide to Assessment and Instruction for all Students, Kindergarten to Grade 12, 2012~~
- Ministry of Education: Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011-Draft Version

ADMINISTRATIVE GUIDELINES

PROCESS

1. Timeline

Consideration for either acceleration or retention should be initiated early within the current school year **“(September or October).”** Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year **“and prior to February 1st for the following term.”**

The Policy Committee requested that the Employee Leaves of Absence Policy (201.1) be vetted from May 2, 2013 to September 12, 2013 with a recommended deadline for presentation to the Policy Committee in October 2013, for consideration to the Committee of the Whole and Board in November 2013.

INFORMATION

6.6 Policies Being Vetted (to May 17, 2013)

- Death Benefit Policy (#201.5)
- Deferred Salary Plan Policy (#201.5)
- Leadership Pathway Policy (NEW)
- Video Security Surveillance Policy (#701.3)
- Niagara Catholic Parent Involvement Community Policy (#800.7) and By-Laws
- Catholic School Councils Policy (#800.2) and By-Laws

6.7 Policy and Guideline Review 2012-2013 Schedule - Revised

Director Crocco presented and explained the revised Policy and Guideline Review 2012-2013 Schedule for the consideration of the Policy Committee. The Policy Committee support the revised schedule.

7. Date of Next Meeting

Tuesday, May 28, 2013 – 4:30 p.m.

8. Adjournment

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: PRIOR LEARNING ASSESSMENT AND RECOGNITION
(PLAR) POLICY (400.4)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Prior Learning Assessment and Recognition (PLAR) Policy (400.4), as presented.

Prepared by: Mark Lefebvre, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 14, 2013

DRAFT



PRIOR LEARNING ASSESSMENT AND RECOGNITION POLICY (PLAR)

Adopted: January 28, 2003

Policy No. 400.4

Revised:

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Board, the Board supports the implementation of Prior Learning Assessment and Recognition (PLAR), which is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. This includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students have their knowledge and skills evaluated against the expectations in the Ontario curriculum in order to earn credits towards an Ontario Secondary School Diploma (OSSD).

Religious Education credits cannot be earned through the PLAR challenge in the Niagara Catholic District School Board.

The Director of Education will ~~issue~~ ~~establish~~ Administrative Guidelines for the implementation of ~~the~~ ~~this~~ Policy. ~~in the Niagara Catholic District School Board~~

References:

- *Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2011*
- *PPM 129 – Prior Learning, Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools*
- *PPM 132 - Prior Learning, Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools*

DRAFT



PRIOR LEARNING ASSESSMENT AND RECOGNITION POLICY (PLAR)

Adopted: January 28, 2003

Policy No. 400.4

Revised:

ADMINISTRATIVE GUIDELINES

The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process assesses students' prior learning for the purpose of granting credit for a Grade 10, 11, or 12 course developed from **the most current** a provincial curriculum document ~~published in 1999 or later~~. The "equivalency" process is the process of assessing credentials from other jurisdictions, ~~such as non-inspected private schools or schools outside Ontario~~.

CHALLENGE CREDITS

- ~~1. Students may challenge for credit only Grade 10, 11 and 12 courses. The opportunity to challenge for credit begins one year after implementation of the new curriculum. Thus the opportunity to challenge for credit for Grade 10 courses begins 2001-02, Grade 11 courses in 2002-03 and Grade 12 courses in 2003-04.~~
2. All credits gained through the PLAR process must represent the same standards as credits granted to students who have taken the course.
3. Assessment instruments for the challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the mark). Assessment strategies must be adapted for students with special needs.
4. Students may earn no more than four credits through the challenge process for Grade 10, 11, 12 courses with no more than two credits in any one discipline towards the Ontario Secondary School Diploma (OSSD).
5. Students must provide proof of competency to the principal in a subject before they are granted the opportunity to challenge a course as outlined in the Board's "Application to Challenge for Credit for a Course" form and Prior Learning Assessment and Recognition procedures.
6. In cases where an adult student (18 years old), or the parent/guardian of a minor student disagrees with the decision of the Principal concerning the student's challenge for credit, the parent/guardian or adult student may ask the appropriate ~~Supervisory Officer~~ **Family of Schools Superintendent** to review the matter within five (5) days of notification of the decision. Following the review by the **Family of Schools Superintendent**, a recommendation will be made to the Director of Education regarding the appeal. The Director of Education will determine whether a ~~Board Academic Committee~~ **Senior Administrative Council** will review the appeal.

Subject to the decision of the Director of Education, the parent/guardian or adult student may ask that the appeal go to the Board of Trustees.

7. The challenge process is an evaluation process and may not be used as a way for students to improve a mark in a course for which they have already earned credit, or as a way to obtain a credit for a course they have previously failed.
8. Schools within the Board will provide for challenge only to those students registered with the Board or by agreement with another **District School Board of Education**.
9. Schools in the Board will use the forms for the application and tracking of students provided by the Ministry of Education: "PLAR Challenge for Credit: Cumulative Tracking Record" and "PLAR Challenge for Credit: Interim Tracking Record" along with the Board's forms found in the Niagara Catholic District School Board's PLAR Implementation Manual.
10. The opportunity for Prior Learning Assessment and Recognition in the Niagara Catholic District School Board will be described in all secondary school Course Calendars stating that students can challenge for credit once per year by applying at their home school. PLAR challenges will be **administered and supervised at the student's home school and, in the case of mature students, at one of the Board's Continuing Education Learning Centres.** ~~the Adult and Continuing Education division of the Board and will be held at the various sites throughout the Board.~~
11. ~~This policy and guidelines do not apply to mature students who return to secondary school prior to the 2003-2004 school year. Beginning with the 2003-2004 school year, adults, that is mature students, who are eighteen years of age or over, who are returning to school to earn a diploma after being out of high school for at least one year will be required to comply with PLAR requirements as set out in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)*.~~

EQUIVALENCY CREDITS

1. Students who are eligible for "equivalency" credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.
2. Equivalency credits are granted for placement only by school principals. The principal will determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned for a diploma. Principals will use Appendix 8 2: Equivalent Diploma Requirements as set out in *Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2011*.
3. In cases where an adult student (18 years old), or the parent/guardian of a minor student disagrees with the decision of the Principal concerning the placement, the adult student or the parent may ask the appropriate ~~supervisory officer~~ **Family of Schools Superintendent** to review the matter within five days of notification of the decision. Following the review by the **Family of Schools Superintendent**, a recommendation will be made to the Director of Education regarding the appeal. The Director of Education will determine whether a ~~Board Academic Committee~~ **Senior Administrative Council** will review the appeal.

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT

Cumulative Tracking Record

Surname		Given Names		MIN	OEN	Student Number	Gender	Date of Birth		
School Board/School Authority/Inspected Private School ¹			Number							
Date (Year/ Month)	School Board/Inspected Private School ²	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization ³

¹ Name of school board/school authority/inspected private school that maintains the student's OSR

² Name of school board or inspected private school through which the student earned the credit(s)

³ Signature of person authorized to maintain the student's OSR

Note: For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT

Interim Tracking Record

Surname		Given Names		MIN/OEN	Student Number	Gender	Date of Birth			
School Board/School Authority/Inspected Private School ¹		Number	Name of School		Date of Entry					
Date (Year/ Month)	School Board/ Inspected Private School ²	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization ³

¹ Name of school board/school authority/inspected private school that maintains the student's OSR

² Name of school board or inspected private school through which the student earned the credit(s)

³ Signature of principal who granted the credit(s)

Note: For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

Please complete this application form and submit it to your school principal.

Surname: _____

Given names: _____

MIN/OEN: _____

Grade: _____

Gender: ___male___female

Date of birth: ___year___month___day

Name of parent/guardian: _____

School: _____

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade/Level	Course Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 per cent of the final mark, and other types of assessment worth 30 per cent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline.

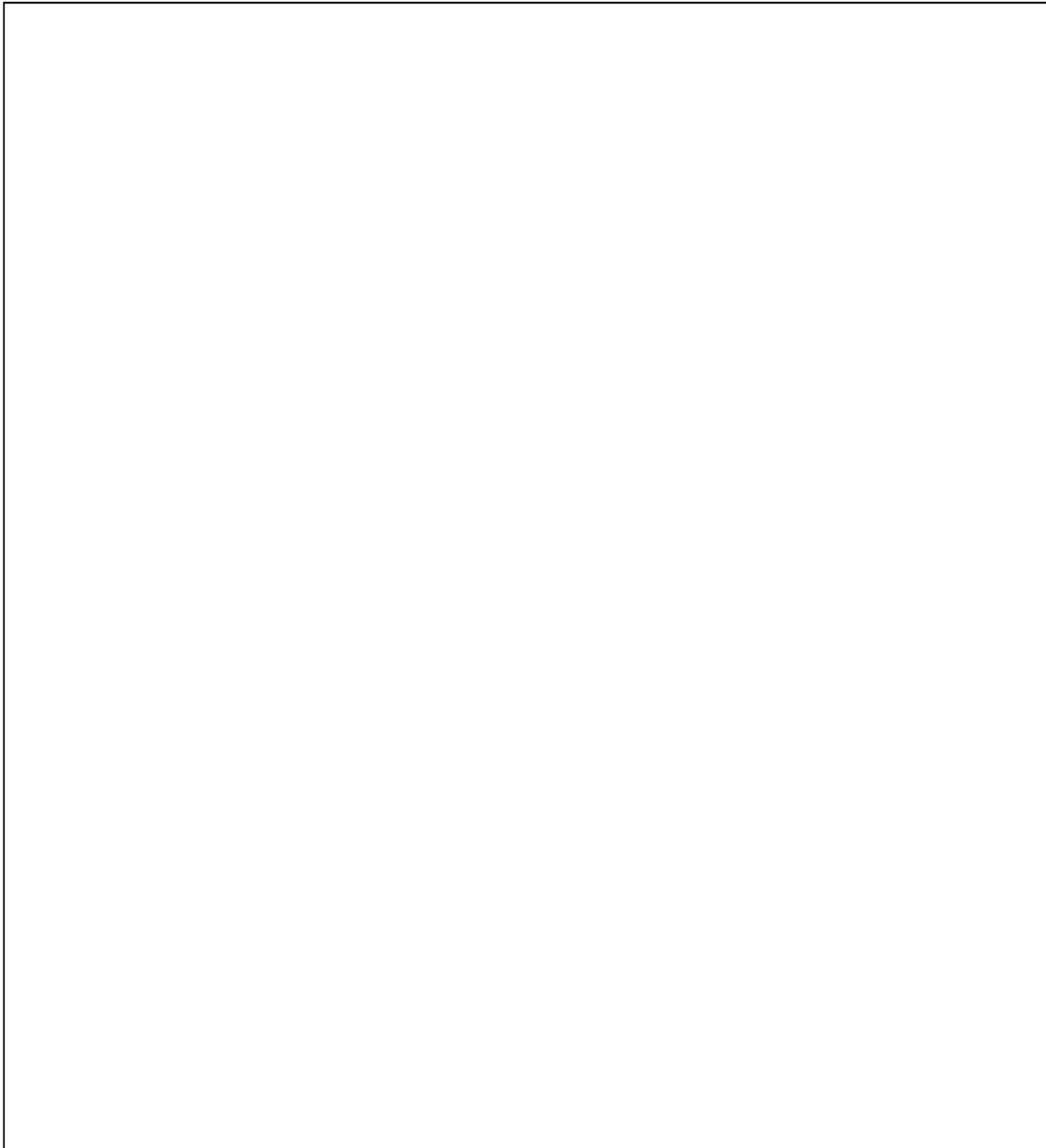
I am submitting the following as evidence that I am qualified to challenge for credit for this course:

- _____ letter(s) of recommendation from teacher(s) familiar with the course expectations
- _____ letter(s) of recommendation from member(s) of the community
- _____ a portfolio of relevant work
- _____ proof of successful relevant experience in a supervised setting
- _____ proof of independent learning in a relevant area
- _____ a videotape, audiotape, or CD-ROM with samples of relevant work
- _____ proof of relevant prior learning from another educational jurisdiction
- _____ proof of successful completion of courses identified as prerequisites for this course

Student Paragraph

Write a paragraph of 100–200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- ways in which the course credit will help you to fulfil your educational goals
- your special interests and skills related to this course

A large, empty rectangular box with a thin black border, intended for the student to write their paragraph. The box occupies most of the lower half of the page.

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a board/school committee will review my application.

Signature of student: _____ Date: _____

Signature of parent/guardian: _____ Date: _____

Signature of teacher-adviser/
guidance counsellor: _____ Date: _____

FOR OFFICE USE ONLY

Date application received: _____

Date challenge process completed: _____

RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

Student's surname: _____

Given names: _____

MIN/OEN: _____

Gender: ____ male ____ female

Date of birth: ____ year ____ month ____ day

Name of parent/guardian: _____

Course title: _____ Course type: _____

Course grade/level: _____ Course code: _____

Teacher: _____

School: _____

Assessment Strategies Used

a) Formal Tests – 70% of final percentage grade

Overall Expectations Covered	Type of Test	Date Completed	Level of Achievement

Percentage Grade (out of 70%) _____

b) Other Assessment Strategies – 30% of final percentage grade

Overall Expectations Covered	Type of Assessment Strategy	Date Completed	Level of Achievement

Percentage Grade (out of 30%) _____

Final Percentage Grade _____

Signatures

Subject teacher: _____ Date: _____

Student: _____ Date: _____

Principal: _____ Date: _____

Teacher-adviser/guidance counsellor: _____ Date: _____

Parent/guardian: _____ Date: _____

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: ASSESSMENT, EVALUATION AND REPORTING POLICY
(301.1)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Assessment, Evaluation, Reporting and Homework Policy (301.1), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 14, 2013

DRAFT



ASSESSMENT, EVALUATION, AND REPORTING AND HOMEWORK

Adopted: June 14, 2011

Policy No. 301.10

Revised:

STATEMENT OF POLICY

~~The~~ In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board acknowledges that the primary purpose of assessment, evaluation, and reporting is to improve student learning and achievement for all students. To ensure student success in assessment, evaluation, and reporting, practices will be rooted in the Ontario Catholic School Graduate Expectations so that all students can become self-directed, responsible, lifelong learners. The Board promotes a family-friendly homework approach to support the achievement of all students.

~~This policy reflects a continuum of behavioural and academic responses, and consequences, based on the individual circumstances, the grade level, and the maturity of the student, along with the frequency of incidents relating to the assessment, evaluation and reporting of student achievement.~~

Principals, Vice-Principals, teachers, Board staff and parents/guardians share a collective responsibility and accountability for student achievement. As a result of this collective responsibility, all staff is responsible to provide as required by Principals, evidence to support assessment, evaluation and reporting information regarding student achievement. This information is used to guide students in focusing their learning efforts, setting and monitoring goals, and determining next steps in learning.

The Niagara Catholic District School Board upholds the value of academic integrity for all members of its educational community. Academic integrity is a commitment to honesty, trust, and fairness.

Assessment, evaluation and reporting in all Catholic schools in the Niagara Catholic District School Board will be based on the current “*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*” document as mandated by the Ministry of Education.

The Director of Education will issue Administrative Guidelines ~~in support~~ for the implementation of this Policy.

References:

- *Ministry of Education. (2010). Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010. Toronto, Ontario: Canada. Queen’s Printer for Ontario.*
- *Ontario Catholic School Graduate Expectations: Institute for Catholic Education: Second Edition 2011*
- *Ministry of Education, Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011-Draft Version*
- *Education Statutes and Regulations of Ontario 2013 Edition: Operation of Schools-General R.R.O. 1990 Regulation 298*
- *Ministry of Education Policy/Program Memorandum No. 155, “Diagnostic Assessment in Support of Student Learning” January 7, 2013.*



ASSESSMENT, EVALUATION, AND REPORTING AND HOMEWORK

Adopted: June 14, 2011

Policy No. 301.10

Revised:

ADMINISTRATIVE GUIDELINES

To improve the learning of all students, teachers will use assessment, evaluation and reporting practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, ~~including those with special education needs, those who are learning the language of instruction (English) and those who are First Nation, Métis, or Inuit;~~
- are carefully planned to relate to the curriculum expectations and learning goals, the Ontario Catholic School Graduate Expectations, and, as much as possible, to the interests, learning styles and preferences, needs and experiences of ~~all~~ each students;
- are communicated clearly to students and parents/guardians at the beginning of the school year/course and at other appropriate points throughout the school year/course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set of specific goals, and plan next steps for their learning; and
- support students in developing the qualities and characteristics defined by the Ontario Catholic School Graduate Expectations. (*Growing Success*, p. 6).

ASSESSMENT “for”, “as” “of” Learning

Assessment is the process of gathering information, through a variety of means that include, but are not limited to formal/informal observations, discussions, questioning, conferences, learning tasks, or projects that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Assessment for Learning

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002, in *Growing Success*, p. 144).

Assessment as Learning

The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teachers, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of learning goals and the success criteria. Assessment as learning

focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41, in *Growing Success*, pp. 143 -144).

Assessment of Learning

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents/guardians, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning. (*Growing Success*, p. 144).

Special Education and English Language Learners (ELL)

For students with special education needs and English language learners who may require accommodation but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations outlined in the student's Individual Education Plan (IEP), (*Growing Success*, p. 38).

Professional Judgement

Professional judgement is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment. It is a process whereby the data generated from student achievement are analysed and interpreted using the assessment, evaluation and reporting principles from "*Growing Success*" to make an informed decision about student achievement.

ASSESSMENT PRACTICES

To support effective practices in the evaluation of student achievement, and recognizing that the determination of a report card grade (Grades 1 to 12) is the responsibility of the teacher, staff will:

- collect, over time, evidence of student achievement from a minimum of three different sources- *observation, conversations, and student products* (e.g., tests/exams, demonstrations, projects, essays etc.);
- ensure that student self-assessment and/or peer-assessment are not included in the evaluation of student learning;
- consider the evidence for all assignments, tests and examinations that a student has completed or submitted, the number of assignments, tests and examinations that were not completed or submitted and the evidence of achievement that is available for each overall expectation for a subject or course;
- ensure that the report card grade represents a student's achievement of overall curriculum expectations and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence; and
- ensure that both mathematical calculations and professional judgement will inform the determination of report card grades.

A.

ACADEMIC INTEGRITY

Student Ownership

~~The Ministry of Education provides direction on Cheating and Plagiarism stating that:~~

“Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.” (*Ministry of Education, Growing Success*, p. 42).

Assignments for Evaluation

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays. ~~considered to be any academic piece that is~~

~~submitted in any form for assessment and evaluation. “Student products may be in the form of tests or exams and/or assignments for evaluation.” (Ministry of Education, 2010, p.39)~~

~~According to the Growing Success Policy Document:~~

To ensure equity for all students, assignments for evaluation and tests or exams ~~are to be~~ **should be** completed, whenever possible, under the supervision of a teacher. Assignments for evaluation ~~must do~~ not include ongoing homework that students do **to practise skills, consolidate knowledge and skills, and/or prepare for the next class.** (*Growing Success, p. 144*)

~~in order to consolidate their knowledge and skills or to prepare for the next class” (Ministry of Education, 2010, p. 39).~~

Definition of Cheating

Cheating is the **deliberate** use, the attempted use, or the giving of unauthorized assistance, material, or study aids in any academic work. Examples of cheating include, but are not limited to, using a cheat sheet, altering a graded assessment, knowingly allowing another student to use one’s test responses, and other forms as determined by the classroom teacher.

Definition of Plagiarism

~~The Ministry of Education defines Plagiarism as:~~

Plagiarism has been is defined as, the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work (*Ministry of Education Growing Success, p. 151*).

Examples of plagiarism include, but are not limited to, not citing work, copying and pasting information from an electronic source without citations, and submitting work as the student’s ~~own~~ **original** work.

Examples of Cheating and Plagiarism

- ~~1. A student does not cite work that has been summarized, paraphrased, or directly quoted in whole or in part.~~
- ~~2. A student that copies and pastes information from an electronic source (e.g. the internet) without quotations and without citing the source(s).~~
- ~~3. A student submits acquired/purchased essays, and/or other works as their own.~~
- ~~4. A student copying from another student(s).~~
- ~~5. A student making information available to other student(s) knowing that this is to be submitted as the borrower’s own work.~~
- ~~6. A student in possession of unauthorized material during an evaluation such as assignments, tests, examinations, performance task, etc.~~
- ~~7. A student resubmitting one’s own work that was previously evaluated.~~

Preventative Measures

~~Teachers will implement the following appropriate measures to ensure that the work of the students remains their own. These measures may include:~~

- ~~• informing students and parents about plagiarism by providing them with a printed copy of the Cheating and Plagiarism document that will be returned signed to classroom teachers;~~
- ~~• by holding student conferences to review their progress on their assignment that may include check points;~~
- ~~• developing research skills;~~
- ~~• providing proper information about citation procedures;~~
- ~~• establishing student contracts; and~~
- ~~• facilitating student journals, logs, reader response, etc.~~

Consequences for Cheating and Plagiarism

When issuing consequences for Cheating/Plagiarism, the Ministry of Education makes the following statement that teachers and or school administrators are asked to consider:

This policy reflects a continuum of behavioural and academic responses and consequences, based on at least the following four factors:

1. *the individual circumstances of the student,*
 2. *the grade level of the student,*
 3. *the maturity of the student; and*
 4. *the number and frequency of incidents.*
- (Ministry of Education, 2010, p. 43)

Prevention of Cheating and Plagiarism

In an attempt to prevent instances of cheating and plagiarism, and to develop students' research and literacy skills, it is expected that school staff will develop strategies to ~~minimize~~ eliminate the incidence of cheating and plagiarism and integrate these strategies into instruction in an atmosphere of trust and support.

- ~~to provide information to students and parents/guardians about what constitutes cheating and plagiarism;~~
- ~~to develop strategies to minimize the incidence of cheating and plagiarism and integrate these strategies into instruction;~~
- ~~to develop students' research and literacy skills;~~
- ~~assist students in how to use the research process and how to properly acknowledge other sources of information;~~
- ~~to support student confidence in the value of expressing one's own ideas;~~
- ~~to encourage students to adhere to all process work submission deadlines; and~~
- ~~to create an atmosphere of trust and support in which students feel comfortable asking for clarification regarding cheating and plagiarism.~~

Detection and Reporting of Cheating and Plagiarism

All confirmed incidents of cheating and plagiarism must be reported to the school administration Principal/Vice-Principal, and parent(s)/guardian(s) by the classroom teacher and will be noted officially by the teacher/principal in the Student Management System (i.e. Maplewood). These consequences do not apply to examinations

Schools will employ a variety of methods in order to identify instances of cheating and plagiarism.

These methods may include; but are not limited to:

- teacher monitoring based on professional judgement and knowledge of individual student's work, writing style etc.;
- ~~developing methods to share information, among staff, regarding students who consistently are involved in incidents of cheating and plagiarism;~~
- conducting internet searches to identify possible sources of student work;
- collaboration between teachers, library technicians, Principals and Vice-Principals in tracing questionable information; and
- the use of third party plagiarism tracking software (if available).

Reporting of Cheating and Plagiarism

- Students, who continue to plagiarize, will receive additional consequences as determined by the Principal/Vice-Principal. school's administration such as, but not limited to, loss of participation in co-curricular activities, detentions, suspensions and putting graduation at risk.

Unintentional Cheating or Plagiarizing	Intentional Cheating and Plagiarizing
<ul style="list-style-type: none"> ● If in the professional judgement of the teacher, in conjunction with the Principal and/or Vice Principal if it is found that the student unintentionally cheated or plagiarized, the student will receive the mark of “0” for the cheated/plagiarized work submitted. ● The student is expected to rewrite the cheated/plagiarized assignment so as to determine the student’s achievement of the overall expectations. ● For the rewrite, the student will conference with the classroom teacher, review the assignment, and receive a new topic that reflects expectations of the original assignment. ● Once the rewritten assignment is evaluated, the new mark will replace the “0” assigned to the plagiarized/cheated assignment. ● If the student decides not to rewrite the assignment, the assigned mark of “0” on the plagiarized/cheated assignment will stand. 	<ul style="list-style-type: none"> ● If in the professional judgement of the teacher, in conjunction with the Principal and/or Vice Principal, if it is found that the student intentionally cheated or plagiarized, the student will receive a mark of “0” for that assignment. ● The Principal and/or Vice Principal, in consultation with the classroom teacher, will determine if a rewrite of the cheated / plagiarized assignment will take place. ● If a rewrite is allowed to occur, the student will conference with the classroom teacher, review the assignment, and receive a new topic that reflects expectations of the original assignment. ● When the rewritten assignment is evaluated, the new mark (with a suggested penalty deductions of up to 5% for Grades 7 and 8 students, 10% for Grades 9 and 10 students and 15% for Grades 11 and 12 students) will replace the “0” assigned to the cheated/plagiarized assignment. ● If the student decides not to rewrite the assignment, the assigned mark of “0” on the plagiarized/cheated assignment will stand.

School Administration will determine if there are any mitigating factors prior to issuing consequences that may include (but are not limited to):

1. the individual circumstances of the student,
2. the grade level of the student, and
3. the maturity of the student.

Consequences for Cheating and Plagiarism

Students must understand that the tests and examinations they complete and the assignments they submit for evaluation must be their own work.

The appropriate response and consequence to address cheating and plagiarism, must consider:

- the individual student and circumstances (e.g., mitigating factors: student’s age, grade level and/or maturity of the student);
- the nature and severity of the cheating and plagiarism; and
- the number and frequency of incidents.

If a student is found to have intentionally cheated and/or plagiarized on a Mid-Term examination, Final examination, or any other assignment that is part of the Final Culminating Task, the student will receive a mark of “0” on these evaluation assessments and there will be no opportunity for a rewrite.

B. LATE AND MISSED ASSIGNMENTS

The Ministry of Education addresses Late and Missed assignments when it states:

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the

overall expectations within the time frame specified by the teacher, and in a form approved by the teacher.

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. (*Growing Success*, p. 43) ~~Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments"~~

~~Ministry of Education *Growing Success*, 2010, p. 43).~~

Effective Preventative Measures

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. (~~Ministry of Education *Growing Success*, p. 43).~~

These strategies may include; but are not limited to:

~~Teachers are expected to implement the following preventative measures: as outlined in the Ministry of Education "Growing Success" document to support all students in assessment, evaluation and reporting by:~~

- asking the student to clarify the reason for not completing the assignment on time;
- helping students develop better time-management skills and work habits;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class/subject;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication through a variety of means with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;
- **in secondary schools** referring the student to the Student Success team or teacher (~~secondary schools~~);
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using guidance counselors, child and youth workers, chaplains and/or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services in cooperation with special education staff;
- requiring the student to work with a school team to complete the assignment;
- **for First Nation, Métis and Inuit students, involving Aboriginal counsellors and members of the extended family;**
- **understanding and taking into account the cultures, histories and context of each student, ~~First Nation, Métis, and Inuit students~~ and their parents/guardians and their previous experiences within the school system.**
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so; and deducting marks for late assignments, up to and including the full value of the assignment." (~~Ministry of Education, 2010, p. 43)~~ (*Growing Success*, p. 43)

REPORTING ON STUDENT ACHIEVEMENT

Grades 1 to 12

Student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum using letter grades for Grades 1 to 6 and percentage marks for Grades 7 to 12 (*Growing Success*, p. 40).

Grades 9 to 12

For Grades 9 to 12, a final grade (percentage mark) will be recorded for every course. The final grade will be determined as follows:

- seventy (70) per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement;
- thirty (30) per cent of the grade will be based on a final evaluation administered at or toward the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (*Growing Success*, p. 41).

DETERMINING THE LOWER LIMIT OF MARKS BELOW 50 PER CENT

It is expected that clear and ongoing communication with the student and his/her parents/guardians **or** adult student ~~(where appropriate)~~ regarding ways to support success in learning has occurred in collaboration with teachers, Principals and Vice-Principals, Student Services, and Student Success teachers to support the student as required.

Grades 1 to 8

Teachers will use the code “R” (remediation required) to indicate when student achievement has fallen below level 1. “R” signals that additional learning is required before the student begins to achieve success in meeting the subject expectations. Through consultation with parents/guardians, strategies to address the student's specific learning needs will be developed in order to support the student.

Grades 9 to 12

For Grades 9 to 12, teachers will use a percentage mark on report cards to indicate achievement below 50 per cent, ranging from 30 to 45 per cent in the professional judgement of the teacher.

- For mid-term report cards a mark below 30 per cent will not be recorded.
- For final report cards the actual final mark earned by the student will be recorded with no marks issued between 46 and 49 per cent.

Students with Individual Education Plans

Students with an Individual Education Plan (IEP) who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R” or a mark below 50 per cent.

THE MEANING AND USE OF “I” – GRADES 1 TO 10

For Grades 1 to 10, the code “I” may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student.

For example, teachers may find it appropriate to use “I” when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

In Grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an “I” on their final report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that

must be addressed and to design a credit recovery program” (*Ministry of Education, 2010, p. 43*). (*Growing Success, p. 42*)

MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS

Teachers and school administration are asked to consider the following statement from the Ministry of Education in regards to mark deduction:

For mark deduction, teachers and Principals/Vice-Principals ~~are required to~~ should ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement (*Ministry of Education, 2010, Growing Success, p. 44*).

Therefore, once it has been clearly demonstrated that the appropriate **when** preventative strategies have been implemented, a teacher may, in consultation with the student, parents/guardians and/or school administration, **Principals/Vice-Principals may** deduct marks for the late **and/or** missed assignments.

Please note that the deduction of marks for late/missed assignments can only occur for assignments submitted for assessment and evaluation that will be used for reporting of student achievement in the determination of a student’s final grade.

Grades 1 to 6 8

- In Grades 1 to 6 8 late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits (*Ministry of Education, 2010, Growing Success, p. 44*).
- ~~The expectation is that students will use their non-class time to complete late and missed assignments. (i.e. recess, detentions, etc.).~~
- ~~There will be no mark deduction for late/missed assignments.~~
- ~~Until an assignment has been submitted, the code “I” may be used, in the professional judgement of the teacher, in a mark book to indicate that an assignment is late or missed. (*Ministry of Education, 2010, p. 42*)~~

Grades 7 to 8

- ~~“In Grades 7 to 8, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.” (*Ministry of Education, 2010, p. 44*)~~
- ~~Mark deduction will be limited to 1% per day to a maximum of 5% total deduction in the professional judgement of the teacher.~~
- ~~The expectation is that students will use their non-class time to complete late and missed assignments (i.e. recess, detentions, etc.).~~
- ~~If an assignment for evaluation has been evaluated and returned to the class, the student who has not submitted this assignment will receive a new topic reflecting the original assignment in consultation with the teacher.~~
- ~~Until an assignment has been submitted, the code “I” may be used, in the professional judgement of the teacher, in a mark book to indicate that an assignment is late or missed. (*Ministry of Education, 2010, p. 42*)~~

Grades 9 to 1012

- In Grades 9 to 10, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits (*Ministry of Education, 2010, p. 44*).
- **For Grades 9 and 10**, mark deduction will be limited to **2 per cent %** per day to a maximum of **10 per cent %** total deduction in the professional judgement of the teacher.
- **For Grades 11 and 12** mark deduction will be limited to **3 per cent %** per day to a maximum of **15 per cent %** in the professional judgement of the teacher.
- The expectation is that students will use their non-class time to complete late and missed assignments. (i.e. lunch, detentions, etc.).
- ~~If an assignment for evaluation has been evaluated and returned to the class, the student who has not submitted this assignment will receive a new topic reflecting the original assignment in consultation with the teacher.~~

- Until an assignment has been submitted, the code “I” or “0” whichever is appropriate in the professional judgement of the teacher, may be used in a mark book to indicate that an assignment is late or missed.
- If the student fails to submit the missed or late assignment one week prior to the end of the semester the teacher may, in consultation with the student, parent and school administration, deduct the full value of the assignment based on the teacher’s professional judgement provided that a number of strategies have been used by the classroom teacher to prevent and/or address late and missed assignments.

Grades 11 to 12

- Mark deduction will be limited to 3% per day to a maximum of 15% in the professional judgement of the teacher.
- If an assessment of learning piece has been evaluated and returned to the class, a student who has not submitted this assignment will receive a new topic reflecting the original assignment in consultation with the teacher.
- Until an assignment has been submitted, the code “I” or “0”, whichever is appropriate in the professional judgement of the teacher, may be used in a mark book to indicate that an assignment is late or missed.
- If the student fails to submit the missed or late assignment one week prior to the end of the semester the teacher may, in consultation with the student, parent and school administration, deduct the full value of the assignment based on the teacher’s professional judgement provided that a number of strategies have been used by the classroom teacher to prevent and/or address late and missed assignments.

C. LOWER LIMIT FOR GRADES 9 TO 12

The Ministry of Education makes the following statements:

- “For Grades 9 to 12, teachers will use percentage marks to indicate achievement below 50 per cent.”
- Individual boards will work collaboratively with their school communities to determine the *lower limit* of the range of percentage marks below 50 per cent that teachers may record on the report cards of students in Grades 9 to 12. It is important that a consistent approach is adopted among all the schools of a board.” (*Ministry of Education, 2010, p. 41*)
- A student that has not successfully achieved the Overall Expectations of a course will be deemed unsuccessful in the course and may be assigned a grade ranging from 30% to 45% in the professional judgement of the teacher.
At no time shall a grade below 30% or from 46% to 49% appear on the Ontario Provincial Report card (Mid Term and Final Report Card)

D.C. HOMEWORK

The Niagara Catholic District School Board promotes a family-friendly homework approach that aligns with the definition of homework from *Growing Success*, “Work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class”. from the *Growing Success* document. (*Ministry of Education, 2010, p. 148*)(*Growing Success, p.148*).

Definition of Homework:

“Work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class.”

According to *Growing Success (Ministry of Education, 2010)*:

- The completion of homework is a learning and work habit behaviour. (p. 34).
- Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.
- Homework does not include assignments for evaluation which include, but are not limited to: Science Fair Projects, Heritage Fair, and speeches that should be completed whenever possible under the supervision of the teacher.

- ~~“To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher” (p. 39).~~
- ~~“Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class” (p. 39).~~
- ~~Examples of assignments for evaluation include, but are not limited to such items as Science Fair projects, Heritage Fair, speeches, etc. that are to be completed whenever possible under the supervision of a teacher.~~
- ~~“Homework tasks designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning” (p. 34).~~

D. **FAMILY-FRIENDLY HOMEWORK**

Homework and Assignments During Statutory / Board Holidays or Professional Activity Days

- Students will not be assigned homework for completion during Statutory / Board holidays / Professional Activity Days / **sacramental or school events** as per the Board’s school year calendar.
- Students will not be given an assignment for completion prior to Statutory / Board holidays or Professional Activity Days where it is expected that the assignment is to be submitted for evaluation within three (3) school days following Statutory / Board holidays or Professional Activity Days as per the Board’s school year calendar.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

TOPIC: POLICY AND GUIDELINE REVIEW 2012-2013 SCHEDULE

The Policy and Guideline Review 2012-2013 Schedule
is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: Policy Committee
Date: May 14, 2013

POLICY AND GUIDELINE REVIEW 2012-2013 SCHEDULE

AS AT MAY 14, 2013 (Sorted by PC DATE)

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Resp	Policy Committee Prior to Vetting After Vetting	Proposed CW & Board Timeline
2011		301.1	Assessment, Evaluation and Reporting	LAFS	Jan. 2013	May 2013
NEW		NEW	Student Senate - Elementary	JC	Jan. 2013	Apr. 2013
2000	2012	100.6	Student Senate - Secondary	JC	Jan. 2013	Apr. 2013
2012		800	Accessibility Standards (Interim)	YB	Jan. 2013	Feb. 2013
1998	2010	301.1	Admission of Students	LAFS	Jan. 2013	Feb. 2013
2003	2010	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	FI	Jan. 2013	Feb. 2013
2001	2009	302.6.2	Code of Conduct - <i>Safe Schools</i>	FI	Jan. 2013	Feb. 2013
2001	2008	302.6	Safe Schools	FI	Jan. 2013	Feb. 2013
1998	2012	400.2	Educational Field Trips	ML	Feb. 2013	Mar. 2013
1998	2004	500.1	Transportation & School Operations for Inclement Weather	JC	Feb. 2013	Mar. 2013
NEW		NEW	Volunteering in Catholic Schools	FI	Feb. 2013	Mar. 2013
1998	2012	800.2	Community Use of Facilities	SW	Feb. 2013	May 2013
2003		400.4	Prior Learning Assessment & Recognition (PLAR)	ML	Feb. 2013	May 2013
NEW		NEW	Student Senate - Elementary	JC	Mar. 2013	Apr. 2013
2000	2012	100.6	Student Senate - Secondary	JC	Mar. 2013	Apr. 2013
1998	2011	800.1	Catholic School Councils	LAFS	Mar. 2013	Jun. 2013
2002		201.5	Death Benefit	FI	Mar. 2013	Jun. 2013
2011	2012	800.7	Niagara Catholic Parent Involvement Committee & By Laws	LAFS	Mar. 2013	Jun. 2013
2002	2004	701.3	Video Security Surveillance	SW	Mar. 2013	Jun. 2013
2002		201.10	Deferred Salary Plan (X/Y)	FI	Mar. 2013	Oct. 2013
NEW		NEW	Leadership Succession Plan	FI	Mar. 2013	Oct. 2013
2003		400.5	Acceleration/Retention	ML	Apr. 2013	Oct. 2013
2001	2002	302.6.1	Opening or Closing Exercises - <i>Safe Schools</i>	FI	Apr. 2013	Nov. 2013
1998	2001	201.1	Employee Leaves of Absence	FI	Apr. 2013	Nov. 2013
2011		301.1	Assessment, Evaluation and Reporting	LAFS	Apr. 2013	May 2013
2003		400.4	Prior Learning Assessment and Recognition (PLAR)	ML	Apr. 2013	May 2013
2007		201.15	Employee Conferences, Workshops & Meetings	GV	May 2013	Nov. 2013
2007		201.14	Employee Meals & Hospitality	GV	May 2013	Dec. 2013
1998	2011	800.1	Catholic School Councils	LAFS	May 2013	Jun. 2013
1998	2012	800.2	Community Use of Facilities	SW	May 2013	Jun. 2013
2011	2012	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS	May 2013	Jun. 2013
2002	2004	701.3	Video Security Surveillance	SW	May 2013	Jun. 2013

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Resp	Policy Committee Prior to Vetting After Vetting	Proposed CW & Board Timeline
1998		400.1	Adult and Continuing Education	FI	Sept. 2013	Dec. 2013
2007		600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV	Sept. 2013	Dec. 2013
2002		201.5	Death Benefit	FI	Sept. 2013	Oct. 2013
2002		201.10	Deferred Salary Plan (X/Y)	FI	Sept. 2013	Oct. 2013
NEW		NEW	Leadership Pathway	FI	Sept. 2013	Oct. 2013
2001	2008	302.6.3	Access to School Premises - <i>Safe Schools</i>	FI	Oct. 2013	Feb. 2014
2006		301.7	Ontario Student Record (OSR)	ML	Oct. 2013	Feb. 2014
1998	2002	201.3	Religious Education Courses for Staff	FI	Oct. 2013	Apr. 2014
2003		400.5	Acceleration/Retention (Elementary)	ML	Oct. 2013	Nov. 2013
1998	2001	201.1	Employee Leaves of Absence	FI	Oct. 2013	Nov. 2013
2001	2002	302.6.1	Opening or Closing Exercises - <i>Safe Schools</i>	FI	Oct. 2013	Nov. 2013
2007		600.5	Advertising Expenditures	GV	Nov. 2013	Feb. 2014
1998		701.1	Architect Selection	SW	Nov. 2013	Feb. 2014
1998		400.1	Adult and Continuing Education	FI	Nov. 2013	Dec. 2013
2007		600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV	Nov. 2013	Dec. 2013
2007		201.15	Employee Conferences, Workshops & Meetings	GV	Nov. 2013	Dec. 2013
2007		201.14	Employee Meals & Hospitality	GV	Nov. 2013	Dec. 2013
2007		100.9	Advocacy Expenditures	GV	Jan. 2014	Apr. 2014
2006		201.13	Sexual Misconduct	FI	Jan. 2014	Apr. 2014
2007	2010	500.2	Student Transportation	GV	Jan. 2014	Apr. 2014
2006		301.7	Ontario Student Record (OSR)	ML	Jan. 2014	Feb. 2014
1998		701.1	Architect Selection	SW	Jan. 2014	Feb. 2014
2005		100.8	Electronic Meetings (Board and Committees)	JC	Feb. 2014	May 2014
NEW		NEW	Enrolment Register Policy	GV	Feb. 2014	May 2014
2001	2008	302.6.3	Access to School Premises - <i>Safe Schools</i>	FI	Feb. 2014	Mar. 2014
2007		600.5	Advertising Expenditures	GV	Feb. 2014	Mar. 2014
2006		301.6	School Generated Funds	GV	Feb. 2014	Mar. 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	FI	Mar. 2014	Jun. 2014
2007		100.9	Advocacy Expenditures	GV	Mar. 2014	Apr. 2014
1998	2002	201.3	Religious Education Courses for Staff	FI	Mar. 2014	Apr. 2014
2006		201.13	Sexual Misconduct	FI	Mar. 2014	Apr. 2014
2005		100.8	Electronic Meetings (Board and Committees)	JC	Apr. 2014	May 2014
NEW		NEW	Enrolment Register Policy	GV	Apr. 2014	May 2014
2007	2010	500.2	Student Transportation	GV	Apr. 2014	May 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	FI	May 2014	Jun. 2014

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Resp	Policy Committee Prior to Vetting After Vetting	Proposed CW & Board Timeline
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2009		701.4	Accessibility Customer Service	LAFS		
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	LAFS		
1998	2010	302.1	Anaphylaxis	YB		
1998	2012	202.1	Assignment of Principals and Vice-Principals	FI		
1998	2012	301.3	Attendance Areas	SW		
2012		201.16	Attendance Support Program	FI		
1997	2010	100.1	Board By-Laws	JC		
2012		701.5	Bottled Water	LAFS		
2003	21013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	FI		
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	FI		
2001	2012	400.3	Christian Community Service	ML		
2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	FI		
1998	2011	800.3	Complaint Resolution	JC		
2012		302.8	Diabetes Management	YB		
2001	2012	302.6.6.2	Dress Code - Secondary Uniform - <i>Safe Schools</i>	FI		
1998	2012	301.2	Education-Based Research	LAFS		
1998	2013	400.2	Educational Field Trips	ML		
2006	2012	201.12	Electronic Communications Systems (Employees)	MC		
2006	2012	301.5	Electronic Communications Systems (Students)	MC		
2012		302.6.6.1	Elementary Standardized Dress Code - <i>Safe Schools</i>	FI		
2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI		
2012		201.17	Employee Code of Conduct & Ethics	FI		
2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI		
2002	2012	201.7	Employee Workplace Harassment *	FI		
2002	2011	201.11	Employee Workplace Violence *	FI		
2011		400.6	Environmental Stewardship	SW		
2010	2010	100.1	Equity and Inclusive Education	YB		
1998	2010	100.5	Establishment and Cyclical Review of Policies	JC		
2010		800.6	Facility Partnerships	SW		
2002	2012	301.4	Fundraising	GV		
1998	2010	600.3	Monthly Financial Reports	GV		
2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI		
2005	2011	302.7	Nutrition	YB		
2002	2011	201.6	Occupational Health & Safety *	FI		
1998	2012	702.1	Playground Equipment	SW		
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML		
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	FI		
1998	2010	701.2	Pupil Accommodation Review	SW		
1998	2011	600.1	Purchasing/Supply Chain Management	GV		
1998	2011	600.2	Records and Information Management	JC		

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Resp	Policy Committee Prior to Vetting After Vetting	Proposed CW & Board Timeline
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1998	2008	201.4	Reimbursement of Travel Expenses	GV		
2010	2010	100.10.1	Religious Accommodation	YB		
1998	2010	201.2	Retirement & Service Recognition Celebration	FI		
1999	2010	302.3	Safe Arrival	FI		
2009		302.8	Safe Physical Intervention with Students	LAFS		
2001	2013	302.6	Safe Schools	FI		
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	FI		
2011	2011	301.11	Student Fees	YB		
2001	2012	302.5	Student Parenting	ML		
NEW		NEW	Student Senate - Elementary	JC		
2000	2012	100.6	Student Senate - Secondary	JC		
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	FI		
1998	2012	100.4	Student Trustees	JC		
1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC		
2010		100.12	Trustee Code of Conduct	JC		
2011		100.13	Trustee Expenses & Reimbursement (<i>Interim</i>)	JC		
2010		100.11	Trustee Honorarium	JC		
2011		301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	YB		
2001	2009	302.4	Volunteer Driver	YB		
2007	2008	800.4	Volunteer Recognition	JC		
2013		800.9	Volunteering in Catholic Schools	FI		

* **MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW**

POLICY & GUIDELINES REVIEW REPORTS TO SENIOR ADMINISTRATIVE COUNCIL AGENDA ONE WEEK PRIOR TO A REGULARLY SCHEDULED POLICY COMMITTEE MEETING

PC MEETING DATES - 4:30 PRIOR TO SEPT, OCT, NOV, JAN, FEB, MAR, APR & MAY BD MEETINGS

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: NIAGARA CATHOLIC STRATEGIC DIRECTIONS
SYSTEM PRIORITIES 2013-2014**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board the approval of the Niagara Catholic Strategic Directions System Priorities 2013-2014, as presented.

Presented by: Senior Administrative Council
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 14, 2013



REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY 14, 2013

NIAGARA CATHOLIC STRATEGIC DIRECTIONS SYSTEM PRIORITIES 2013-2014

BACKGROUND INFORMATION

In compliance with the April 23rd, 2013 Board Motion approving the timeline for the submission of the Niagara Catholic Strategic Directions System Priorities for 2013-2014 and the Niagara Catholic Annual Budget 2013-2014, the Niagara Catholic System Priorities 2013-2014 are presented to the Committee of the Whole for consideration. (Appendix A)

Based on the expectations and outcomes of the Board approved Niagara Catholic Vision 2020 Strategic Plan, the recommended Niagara Catholic System Priorities 2013-2014 builds on the 2012-2013 Niagara Catholic System Priorities. Rooted in Niagara Catholic's Vision 2020 Strategic Directions and Enabling Strategies, the specific indicators are intended to provide the framework to measure the progress in achieving the two (2) Strategic Directions and the seven (7) Enabling Priorities within Vision 2020.

Senior Administrative Council continues to refine the proposed System Priorities 2013-2014 following consultation and input through discussions with Principals and staff through Director's Meetings, Student Senate, department staff at the Catholic Education Centre, Student Achievement Councils, Special Education Advisory Council (SEAC) and the Niagara Catholic Parent Involvement Committee (NCPIC). Senior Administrative Council will utilize the System Priorities as the focus in designing the Annual Board Budget 2013-2014 for the consideration of the Board.

Once approved by the Board, a copy of the Niagara Catholic System Priorities 2013-2014 will be sent to all Principals, Vice-Principals, Managers, Bishop Bergie and the Diocese of St. Catharines, SEAC, Catholic School Councils and the Niagara Catholic Parent Involvement Committee. A poster size copy of the 2013-2014 System Priorities will be placed in a public location in all schools, Board sites and the Catholic Education Centre for review by students, staff, parents and guests to Niagara Catholic. A copy will also be placed on the Board, My Niagara Catholic, My Niagara Catholic Alumni and Facebook sites.

A Mid-Year Progress Review of the 2013-2014 System Priorities will be presented at the January 2014 Board Meeting with a Niagara Catholic System Priorities 2013-2014 Achievement Report presented at the September 2014 Board Meeting.

Appendix A – Niagara Catholic Strategic Directions System Priorities 2013-2014

RECOMMENDATION

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the Niagara Catholic Strategic Directions System Priorities 2013-2014, as presented.

Prepared by:	Senior Administrative Council
Presented By:	John Crocco, Director of Education, Secretary/Treasurer
Recommended By:	John Crocco, Director of Education, Secretary/Treasurer
Date:	May 14, 2013



**NIAGARA CATHOLIC STRATEGIC DIRECTIONS
SYSTEM PRIORITIES 2013-2014**

STRATEGIC DIRECTIONS

Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

- To enhance our distinctive Catholic educational system by implementing the second year of the Niagara Catholic Faith Formation program, *Growing in Wisdom to Worship and Witness*.
- To conduct a Niagara Catholic elementary and secondary Student Conference 2014 focusing on the theme of *Growing in Wisdom to Worship*.
- To enhance social justice experiences and global citizenship for elementary and secondary students and staff through local, national and international experiences.

Advance Student Achievement for All

- To support all students who are six years of age in the development of literacy skills, particularly in learning to read.
- To consolidate an inquiry based model of teaching and learning in all elementary and secondary schools.
- To enhance language acquisition for elementary and secondary students through the expansion of French Immersion at designated sites and specific international languages to meet the needs of students.
- To implement a Niagara Catholic High Performance Academic Support Program for identified students which supports their training, competition and academic pathway with the excellence of Catholic education.
- To implement a Niagara Catholic Alternative Education Secondary School to provide alternative Catholic education to students through a variety of individualized programming models to achieve student success.
- To support the system implementation of the Ministry of Education “Growing Success Assessment, Evaluation and Reporting in Ontario Schools” and the Niagara Catholic Assessment, Evaluation Reporting and Homework Policy for all schools in the Board.
- To advance student achievement with Ministry of Education, Board and School teaching and learning initiatives on the Provincial EQAO Primary and Junior Assessments, the EQAO Secondary Mathematics Assessment, the Ontario Secondary School Literacy Test (OSSLT) and classroom assessments to close the achievement gap for all students.
- To design specific initiatives to exceed the provincial target of 85% graduation rate of 2013-2014 Grade 12 students.
- To advance student achievement, through the development and implementation of the Board Improvement Plan for Student Achievement (BIPSA), and School Improvement Plans (SIP), for every elementary and secondary school focusing on the pillars of Catholic Faith, Community and Culture, Literacy, Numeracy, and Pathways in all schools.

ENABLING STRATEGIES

Provide Supports for Success

- To conduct a review of the Niagara Catholic Special Education Delivery Model to continue to ensure that all students who are most in need receive timely and appropriate supports.
- To implement the Mental Health and Addictions Nurses program in cooperation with the Hamilton Niagara Haldimand Brant Community Care Access Centre to address the need for increased supports for child and youth mental health.
- To facilitate training and certification opportunities for Board and school personnel in the area of suicide awareness and prevention as part of the Niagara Catholic Mental Health and Addictions Plan.
- To promote and design programs and supports for healthy lifestyles of students and staff.

Enhance Technology for Optimal Learning

- To implement the second year of the digital transformation of the Board approved Niagara Catholic Blueprint for Technology Plan.
- To deploy system coaches to train and mentor staff on new technology and software to improve student achievement.
- To enhance software and hardware technology resources for the delivery of special education programs and services in all schools.
- To research and select a student achievement software program.
- To upgrade the technology infrastructure at the Niagara Catholic Data Centre.
- To design and implement a Technology Training Program for all staff.
- To design and implement a Niagara Catholic Technology Team that will install and repair technology hardware in all schools and Board sites.

Building Partnerships and Schools as Hubs

- To build capacity with Trustees, the Diocese of St. Catharines, Parishes, administrators, staff, Student Senate, Special Education Advisory Committee, Niagara Catholic Parent Involvement Committee, Catholic School Councils and parents/guardians by providing current information and regular opportunities for continued dialogue on Catholic education for all students in the Niagara Catholic District School Board.
- To develop and implement programs through the engagement of community groups and the community use of schools program to address the needs of children and families including nutrition, physical activity and literacy.
- To expand educational-based research projects in the Board, by sharing current research and by extending research partnerships with outside agencies.

Strengthen Human Resource Practices and Develop Transformational Leadership

- To develop and implement the third year of the Niagara Catholic Human Resources Certificate Program for all Principals, Vice-Principals and Senior Administrators.
- To develop a web-based application which will provide elementary and secondary student enrolment to be accessed in real time.
- To develop Administrative Guidelines for the hiring and selection process of non-teaching staff in alignment with the Employee Hiring and Selection Policy.

Create Equity and Accessibility of Resources

- To monitor and address the compliance requirements that support the removal of barriers to individuals with disabilities in Board facilities as identified in the 2012-2017 Niagara Catholic Accessibility Plan and the Integrated Accessibility Standards Regulation.

- To implement the strategies supporting equity, diversity and accessibility as identified under Catholic Faith, Community and Culture within the 2013-2014 Board Improvement Plan for Student Achievement.

Ensure Responsible Fiscal and Operational Management

- To comply with Ministry of Education requirements for fiscal financial management by presenting to the Board a balanced budget for 2013-2014.
- To consolidate key risks and mitigate budget factors into a single risk plan in connection with the annual budget for 2013-2014.
- To establish an integrated decision-making structure that supports responsive and responsible allocation of Ministry of Education resources.
- To foster a strong accountability framework that effectively aligns resources to support learning initiatives for all.
- To design a process to provide timely, relevant and reliable financial information that supports effective decision-making at both the school and system level.
- To achieve the goal of 100% certification of all elementary and secondary schools in the Provincial EcoSchool Program.
- To initiate a comprehensive plan for school ground greening initiatives in all elementary and secondary schools as part of our Green Niagara Catholic Program.
- To develop and implement a Niagara Catholic Energy Saving Program to reduce energy consumption as part of our Green Niagara Catholic Program.
- To design a revised Emergency Response Plan for all schools and Board sites.

Address Changing Demographics

- To monitor, report and make recommendations through stakeholder consultation, a comprehensive plan which incorporates changing enrolment, school capacity, attendance area boundaries and accommodation data by June 2014.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL
DEVELOPMENT OPPORTUNITIES**

The report on the
Staff Development Department
Professional Development Opportunities
is presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Khayyam Syne, Administrator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Khayyam Syne, Administrator of Staff Development

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

Date: May 14, 2013



REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY14, 2013

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

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

The following is a listing of activities that will be occurring during the period May 14, 2013 through June 10, 2013.

Tuesday, May 14, 2013

Teachers of Grades Three – Six (3-6) Mathematics – Junior Mathematics Intervention Project (JMI)

- A workshop with the intent of implementing and supporting successful intervention practices in order to close the gap in students' mathematics achievement in the Junior Division (Grades 3-6). The intervention will be focused on collaborative inquiry and teaching through problem solving.

Elementary Principal and Teacher - EQAO Workshop

- A half-day workshop intended to bring this group of administrators and one teacher from each school up to date with the nuances of the 2013 administration of the Grade 3 and Grade 6 Literacy and Numeracy tests.

Wednesday, May 15 2013

Elementary and Secondary Physical Education Teachers – Outdoor Education and Safety

- A full-day workshop designed to cover two main themes viz., Concussion protocol and the use and effective application of GPS Technology for Cross-Curricular activities

Elementary and Secondary Education Resource Teachers (ERTs)- IEP Data Engine

- A workshop designed for this group of teachers to update them with the latest aspects of this technology that assists with the development and tracking of students' Individual Education Plan (IEP).

Friday, May 17, 2013

System-Wide Faith Day- Professional Activity Day

- A day devoted to bringing employee groups together in Families of schools to participate in Faith Formation activities following the theme of “Growing in Wisdom.” In addition, certain employees will be scheduled to undertake specialized training governed by the Workers’ Compensation Act, such as “Fall Arrest” training.

Tuesday, May 21, 2013

Elementary and Secondary Teachers – New Teacher Induction Program (NTIP) Faith Formation and Graduation

- A full-day workshop for teachers and their mentors who are involved in the Ministry of Education mandated NTIP, during which they will participate in a Social Justice based Faith Formation. The second half of the day will feature a graduation ceremony which heralds the completion of the program for this cohort

Wednesday, May 22, 2013

Elementary Teachers – Junior Mathematics

- A full-day workshop for members of the Board’s Junior Mathematics Council designed to analyze and write curriculum pieces which will be put into action in Junior grade classrooms during the 2013-2014 academic year.

Elementary Teachers – E-text Training

- A workshop designed to assist select teachers from each elementary school in the transition from “print” textbooks to “on-line” texts. This workshop will also impart the necessary skills of the technology requirements needed in the classroom for the successful use of this format of resources.

Thursday, May 23, 2013,

Elementary Teachers – E-text Training

- A second workshop designed to assist an additional group of teachers from each elementary school in the transition from “print” textbooks to “on-line” texts. This workshop will also impart the necessary skills of the technology requirements needed in the classroom for the successful use of this format of resources.

Thursday, June 6, 2013

Selected Elementary Gr. 7 and 8 and Gr. 9 Secondary English Teachers – Cross Panel Literacy

- The final session where Grade 7/8 and 8 teachers will be working together with Grade 9 English teachers through the Collaborative Inquiry process. This cross panel project has included making curriculum connections between the grades, co-planning and co-teaching, and sharing in the consolidation of student learning.

Friday, June 7, 2013

Elementary Teacher- Professional Activity Day – Report Card Writing

- The second Professional Activity Day of the academic year set aside by the Ministry of Education for Elementary Teachers to devote to the assessment and evaluation of their students and the preparation of reporting instruments to parents.

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

Prepared By: Frank Iannantuono, Superintendent of Education
Khayyam Syne, Administrator of Staff Development

Presented By: Frank Iannantuono, Superintendent of Education
Khayyam Syne, Administrator of Staff Development

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

Date: May 14, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

TOPIC: CAPITAL PROJECT UPDATE

The Capital Project Update
is presented for information

Prepared by: Scott Whitwell, Controller Of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 14, 2013



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
TUESDAY, MAY 14, 2013
CAPITAL PROJECTS PROGRESS REPORT**

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

ELKP	Appendix A Appendix B Appendix C Appendix D Appendix E Appendix F	Mary Ward Catholic Elementary School (NF) St. Alexander Catholic Elementary School St. Andrew Catholic Elementary School St. John Catholic Elementary School (B) St. Kevin Catholic Elementary School St. Philomena Catholic Elementary School (FE)
Secondary	Appendix G	Saint Michael Catholic High School (NF)
New Build	Appendix H	St. Martin Catholic Elementary School

The Capital Projects Progress report is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: Tuesday, May 14, 2013



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 14, 2013**

APPENDIX A

MARY WARD CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a library addition, and renovation of the existing library to be a new full day early learning kindergarten classroom.

Current Status: Site Plan approved; Received Building Permit; Footings and foundation completed.

Project Information:

New Area to be Constructed	2000	sq. ft.
Existing Area to be Renovated	1500	sq. ft.
Total New Facility Area	37,034	sq. ft.
Total Site Area	4	acres
Pupil Places Added	38	students
New Facility Capacity	400	students



Project Funding:

FDK Grant	434,584
Facilities Renewal	470,230
	\$904,814

Project Costs:

	Budget	Paid	Forecast
Construction Contract	562,500	0	743,492
Fees & Disbursements	59,000	49,767	57,005
Furniture & Equipment	25,000	0	25,000
Other Project Costs	54,000	24,083	79,317
	\$700,500	\$73,850	\$904,814

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	March 2, 2011	March 2, 2011
Architect Selection	August 2011	August 12, 2011
Design Development	September 2011	September 30, 2011
Contract Documents	February 2012	February 17, 2012
Tender & Approvals	January 29, 2013	February 28, 2013
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Svedas Koyanagi Architects Inc.
General Contractor	Charter Building Company
Project Manager	Tunde Labbancz
Superintendent	Mark Lefebvre
Principal	Domenic Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 14, 2013**

APPENDIX B

ST. ALEXANDER CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Design and construction of a new full day early learning kindergarten classroom.

Current Status: Received Building Permit; Construction started 18 March 2013. Footings and foundation completed.



Project Information:

New Area to be Constructed	1,339	sq. ft.
Existing Area to be Renovated	0	sq. ft.
Total New Facility Area	1,339	sq. ft.
Total Site Area	4.98	acres
Pupil Places Added	26	students
New Facility Capacity	411	students

Project Funding:

FDK Grant	479,925
Facilities Renewal	93,708
	\$573,633

Project Costs:

	Budget	Paid	Forecast
Construction Contract	312,065	27,058	417,527
Fees & Disbursements	31,200	70,983	87,721
Furniture & Equipment	4,000	0	8,000
Other Project Costs	45,000	14,514	60,385
	\$392,265	\$112,555	\$573,633

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2012	April 12, 2012
Design Development	November 07, 2012	November 2012
Contract Documents	December 13, 2012	December 2012
Tender & Approvals	January 31, 2013	February 2013
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Venerino V. P. Panici Architect Inc
General Contractor	T. R. Hinan
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Irene Ricci



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 14, 2013**

APPENDIX C

ST. ANDREW CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Expansion of 3 existing classrooms for 3 new full day early leaning kindergarten classroom.

Current Status: Received Building Permit; Construction started on 18 March 2013. Demolition completed.



Project Information:

New Area to be Constructed	0	sq. ft.
Existing Area to be Renovated	3,835	sq. ft.
Total New Facility Area	3,835	sq. ft.
Total Site Area	4.6	acres
Pupil Places Added	6	students
New Facility Capacity	394	students

Project Funding:

FDK Grant	239,962
Facilities Renewal	360,995
	\$600,957

Project Costs:

	Budget	Paid	Forecast
Construction Contract	285,000	25,470	478,747
Fees & Disbursements	28,500	29,337	47,875
Furniture & Equipment	12,000	0	12,000
Other Project Costs	22,500	18,054	62,335
	\$348,000	\$72,861	\$600,957

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2012	April 12, 2012
Design Development	November 97, 2012	November 2012
Contract Documents	December 11, 2012	December 2012
Tender & Approvals	January 24, 2013	February 2013
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Chapman Murray Associate Architects Inc.
General Contractor	Brouwer Construction
Project Manager	Tunde Labbanz
Superintendent	Lee Ann Forsyth-Sells
Principal	Carla Bianco



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 14, 2013**

APPENDIX D

ST. JOHN CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Construction of two new purpose built kindergarten rooms for the full day early learning program.

Current Status: Building Permit received and Niagara Escarpment Commission approval received; Footings and foundations completed.



Project Information:

New Area to be Constructed	3,800	sq. ft.
Existing Area to be Renovated	0	sq. ft.
Total New Facility Area	3,800	sq. ft.
Total Site Area	9.27	acres
Pupil Places Added	52	students
New Facility Capacity	311	students

Project Funding:

FDK Grant	959,850
Prev. Unspent	
FDK Grant	165,000
Facilities Renewal	267,843
	1,392,693

Project Costs:

	Budget	Paid	Forecast
Construction Contract	881,100	0	1,118,138
Fees & Disbursements	88,100	89,775	117,688
Furniture & Equipment	10,000	0	10,000
Other Project Costs	23,000	15,804	146,867
	\$1,002,200	\$105,579	\$1,392,693

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2012	April 12, 2012
Design Development	November 07, 2012	November 2012
Contract Documents	December 14, 2012	December 2012
Tender & Approvals	February 04, 2013	February 2013
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Grguric Architects Incorporated
General Contractor	Manorcore Group Inc.
Project Manager	Tunde Labbancaz
Superintendent	Yolanda Baldasaro
Principal	Emma Fera Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 14, 2013**

APPENDIX E

ST. KEVIN CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of 2 classroom addition and expansion of an existing classroom to be a new full day early learning kindergarten classroom.

Current Status: Awaiting Site Plan approval and Building Permit; Tender awarded. Footings and Foundation completed.



Project Information:

New Area to be Constructed	3,685	sq. ft.
Existing Area to be Renovated	2,580	sq. ft.
Total New Facility Area	6,265	sq. ft.
Total Site Area	4.2	acres
Pupil Places Added	32	students
New Facility Capacity	417	students

Project Funding:

FDK Grant	719,888
Facilities Renewal	423,769
	\$1,143,657

Project Costs:

	Budget	Paid	Forecast
Construction Contract	770,000	14,242	921,572
Fees & Disbursements	77,000	58,857	92,157
Furniture & Equipment	20,000	0	20,000
Other Project Costs	41,500	30,810	109,928
	\$908,500	\$103,909	\$1,143,657

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2011	April 12, 2011
Design Development	November 07, 2012	November 2012
Contract Documents	December 11, 2012	December 2012
Tender & Approvals	January 24, 2013	February 2013
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Chapman Murray Associate Architects Inc.
General Contractor	Brouwer Construction
Project Manager	Tunde Labbanicz
Superintendent	Lee Ann Forsyth-Sells
Principal	Acting Principal, Branka Jones



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 14, 2013**

APPENDIX F

ST. PHILOMENA CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Renovation of an existing classroom to be a new full day early learning kindergarten classroom.

Current Status: Received Building Permit; Construction started 25 March 2013. Demolition completed.



Project Information:

New Area to be Constructed	0	sq. ft.
Existing Area to be Renovated	3,850	sq. ft.
Total New Facility Area	3,850	sq. ft.
Total Site Area	10.55	acres
Pupil Places Added	6	students
New Facility Capacity	233	students

Project Funding:

FDK Grant	239,962
Facilities Renewal	102,284
	\$342,246

Project Costs:

	Budget	Paid	Forecast
Construction Contract	199,400	11,217	229,553
Fees & Disbursements	27,000	27,365	31,656
Furniture & Equipment	28,000	30,140	25,000
Other Project Costs	35,500	35,607	56,037
	\$289,900	\$104,329	\$342,246

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 12, 2011	December 12, 2011
Architect Selection	April 12, 2012	April 12, 2012
Design Development	November 07, 2012	November 2012
Contract Documents	December 10, 2012	December 2012
Tender & Approvals	January 22, 2013	February 2013
Construction	August 2013	
Occupancy	September 2013	
Official Opening & Blessing		

Project Team:

Architect	Quartek Group Inc.
General Contractor	Aldor Builders
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Robert Grand



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 14, 2013**

APPENDIX G

SAINT MICHAEL CATHOLIC HIGH SCHOOL

Scope of Project:

Design and construction of a ten classroom addition.

Current Status:

Working drawings. In preparation for a May 16, 2013 tender.

Project Information:

New Area to be Constructed	16,380	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	119,868	sq. ft.
Total Site Area	15.8	acres
Pupil Places Added	210	students
New Facility Capacity	1,017	students



Project Funding:

Capital Priorities	5,527,880
Facilities Renewal	400,000
	\$5,927,880

Project Costs:

	Budget	Paid	Forecast
Construction Contract	4,760,323	0	4,760,323
Fees & Disbursements	544,037	338,890	544,037
Furniture & Equipment	204,820	0	204,820
Other Project Costs	418,700	10,162	418,700
	\$5,927,880	\$349,052	\$5,927,880

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	July 7, 2011	July 7, 2011
Ministry Approval (space)	December 2011	March 9, 2012
Architect Selection	January 30, 2012	March 22, 2012
Design Development	March 2012	October 2012
Contract Documents	May 2013	
Tender	June 2013	
Ministry Approval (cost)	June 2013	
Construction	September 2014	
Occupancy	September 2014	
Official Opening & Blessing		

Project Team:

Architect	Raimondo + Associates Architect Inc.
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Mark Lefebvre
Principal	James Whittard



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 14, 2013**

APPENDIX H

ST. MARTIN CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

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

Current Status:

Ministry of Education approved funding for purchase of property. Township of West Lincoln has approved rezoning request (February 19, 2013) from commercial to institutional. Property has been purchased. Estimated construction completion date is March 2015. Proceeding with design and development.



Project Information:

New Area to be Constructed	47,443	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	47,443	sq. ft.
Total Site Area	5	acres
Pupil Places Added	115	students
New Facility Capacity	454	students

Project Funding:

Capital Priorities	9,430,364
	\$9,430,364

Project Costs:

	Budget	Paid	Forecast
Construction Contract	7,479,925	0	7,479,925
Fees & Disbursements	900,000	81,830	900,000
Furniture & Equipment	100,000	0	100,000
Other Project Costs	950,439	94,383	950,439
	\$9,430,364	\$176,213	\$9,430,364

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	July 7, 2011	July 7, 2011
Ministry Approval (space)	December, 2011	February 14, 2012
Architect Selection	January 30, 2012	March 22, 2012
Design Development	March, 2012	
Contract Documents	May, 2012	
Tender & Approvals	July, 2012	
Ministry Approval (cost)	July, 2012	
Construction	August, 2013	
Occupancy	September 3, 2014	
Official Opening & Blessing		

Project Team:

Architect	MMMC Inc. Architects
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Chris Zanuttini

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – APRIL 23, 2013**



Spotlight

on

NIAGARA CATHOLIC

Nurturing Souls & Building Minds

www.niagaracatholic.ca

April 23, 2013

Mary Hendriks Receives 2013 Award of Distinction at Bishop's Gala



Mary Hendriks (centre) was the 2013 recipient of the Niagara Catholic Education Award of Distinction, which was presented to her during the 10th Annual Bishop's Gala at Club Italia in Niagara Falls on April 19th. Joining Mary in the photo, from left, are: Bishop Gerard Bergie, Bishop of the Diocese of St. Catharines, Board Chairperson Kathy Burtnik, Vice-Chairperson Maurice Charbonneau and Niagara Catholic Director of Education John Crocco.

The 10th Annual Bishop's Gala, held in support of the Niagara Foundation for Catholic Education, took place at Club Italia in Niagara Falls on Friday, April 19th.

Over 450 people attended the sold-out event, which raises funds to support students with their post-secondary educational pathways. This signature event also provides Niagara Catholic with the opportunity to formally recognize the recipient of the Niagara Catholic Education Award of Distinction. This year, Niagara Catholic honoured Mary Hendriks, a former trustee, and Past President of the Ontario Catholic Schools Trustees' Association (OCSTA), with the Award.

Mrs. Hendriks was joined by family and friends at the Gala. In accepting her Award,

Mrs. Hendriks shared the highlights of her career in Catholic education – first as a teacher, then as a parent volunteer and finally as an elected trustee.

The event began with the Bishop being piped into the hall by a student bagpiper. Entertainment for the evening was provided by Saint Michael Catholic High School, including the school's Drum Line, Band and Choir. New to this year's event was a silent auction which featured 17 prize packages.

Niagara Catholic and the Niagara Foundation for Catholic Education are grateful to the many staff, members of the religious, parents and community partners and donors who made this 10th Anniversary Gala a resounding success.

School Calendar Approved

Trustees have approved Niagara Catholic's proposed 2013-2014 school year calendar.

There are 194 possible school days between September 3rd, 2013 and June 30th, 2014 – the amount of days the Ministry of Education requires for a school year.

Of those days, six days must be designated as Professional Activity (PA) Days, and a maximum of 10 instructional days may be designated as examination days.

Elementary and secondary PA days will take place on the following days: Friday, October 11th and Friday, November 15th 2013; and Friday, January 17th, Friday, March 7th and Friday, June 13th, 2014.

Secondary schools will also have a PA Day on Wednesday, January 29th, and Friday, June 27th, 2014.

Secondary exams will take place January 22nd - 28th, 2014 and June 19th - 25th, 2014.

The Christmas break will take place from December 23rd to January 3rd, and the March Break will take place from March 10th - 14th, 2014.

The draft calendar, will be posted on the Board website, pending Ministry approval.



Catholic Education Week

May 5 - May 10, 2013

www.goodnewsforall.ca

Trustees Approved Fully Balanced Revised 2012-13 Annual Budget

During the April 23rd Board Meeting, Trustees received and approved a fully balanced, 2012-2013 Annual Revised Budget, submitted by Senior Staff for review. The budget was balanced without the need to transfer funds from Reserves.

In June 2012, the Board approved the Original Budget for 2012-2013 as a balanced budget, without a transfer of funds from the Reserves, to meet all Board-approved System Priorities 2012-2013.

As reported at the December 18th, 2012 Board Meeting, the Board reported an in-year deficit of approximately \$1.9 million. To mitigate this, the Director of Education and Senior Staff consolidated key risks and budget factors into a single risk-management plan to defer, reduce or revise expenditures within the 2012-2013 Annual Budget, pending a confirmation of all 2012-2013 expenses by August, 2013.

During March and April, Senior Staff reviewed and updated the revenue and expenditures of the Board, based on new, current information, including an increase in the Average Daily Enrolment of students for the year, and including an increase in the expenditures for Employee Future Benefits, as required by the Ministry of Education.

Based on the above-mentioned risk-management plan, combined with the adjustments to the budget revenue and expenditures has resulted in no requirement to transfer funds from the Board reserves to achieve a balanced budget.

The 2012-2013 Revised Budget was prepared in accordance with the Strategic Directions and Priority Indicators approved by the Board in June 2012.

Senior Staff Planning 2013-2014 System Priorities and Annual Budget

Senior Administrative Council has commenced the design of a draft System Priorities 2013-2014 template, and is in the process of initiating a consultation and input process, through discussions with principals and staff through Director's Meetings, Student Senate, department staff at the Catholic Education Centre, Program and Student Services Councils, Special Education Advisory Committee (SEAC), Catholic School Councils and the Niagara Catholic Parent Involvement Committee.

Recently, the Ministry of Education provided information to Board Chairs, Directors of Education and Superintendents of Business and Financial Services on the upcoming release of the Grants for Student Needs (GSN) for 2013-2014.

Niagara Catholic will continue to monitor the Ontario Budget 2013 approval process and will continue to design the 2013-2014 Niagara Catholic System Priorities and 2013-2014 Annual Budget for the consideration of the Board. Once the Board approves the System Priorities for the coming year, Senior Administrative Council will align the priorities with the submission of the Annual Budget 2013-2014 for the Board's consideration.

Niagara Catholic Receives Funding From Niagara Prosperity Initiative

In 2008, the Niagara Region created the Niagara Prosperity Initiative (NPI), to provide poverty reduction and prevention activities throughout the region.

Since that time, Niagara Catholic has partnered with a number of agencies throughout the region, with the goal of alleviating poverty through education. On April 12th, the Niagara Prosperity Initiative announced Niagara Catholic will receive \$77,000 for a two-year initiative in Fort Erie.

Fort Erie Best Start Child and Family Centres will offer and promote a comprehensive range of coordinated and collaborative family and children's services at Our Lady of Victory Catholic Elementary School in Fort Erie, and St. George Catholic Elementary School in Crystal Beach. The goal is to reduce the effects of poverty in the north end of Fort Erie, along the Fort Erie Lakeshore and in Crystal Beach.

Programs will be available to all families in the neighbourhoods who choose to access them. They are targeted toward sole-support parents, newcomers to the country, working poor and rural families.

What's in a Name?

When St. Francis Catholic Secondary School opened its doors in September 1995, it was the only Catholic high school in the former Lincoln County Roman Catholic Separate School Board to have a saint's name.

Following amalgamation, St. Francis joined the two Catholic high schools in Niagara Falls - Saint Michael and Saint Paul - as the only three Catholic secondary schools in Niagara to be named for saints.

Following discussions with staff and the Catholic School Council at St. Francis, Principal Ken Griepsma requested, through Director Crocco, the name be changed to Saint Francis, to align with Saint Michael and Saint Paul.

During the April 23rd Board Meeting, Trustees approved the name change, effective immediately.

The official crest will be modified and all references to the name, including on school stationery, spirit wear, signage and uniforms, will be modified to

Policies Approved

Trustees approved one new and one revised policy during the April 23rd Board Meeting.

Student Senate - Secondary Policy (100.6), was revised as part of Niagara Catholic's ongoing, cyclical review of policies.

Student Senate - Elementary, allows for the creation of Family of Schools Student Councils and an Elementary Student Senate, designed to increase student voice and engagement.

School Excellence Program

FOCUS on

St. Joseph Catholic Elementary School (Snyder)

The January 27, 2009 Board meeting saw the launch of a new initiative at Niagara Catholic.

The **School Excellence Program** is part of a series of new strategies within Niagara Catholic to increase the profile of our schools and celebrate the success of our students and staff.

Each month, one Niagara Catholic school will have the opportunity to appear before the Board to celebrate their successes, share their plans for continuous improvement and showcase one "extraordinary item or initiative that makes the school an indispensable choice for parents."

St. Joseph Catholic Elementary School opened its doors as a one-room schoolhouse in Snyder in 1952. It has been renovated several times over the past 61 years; most recently in 2003, when a new wing with four classes, a staff room and computer lab were constructed. A new playground was installed the following year, and, in 2005, the school was adapted to be wheelchair accessible. Nearly 120 students in the Stevensville area of Fort Erie attend St. Joseph Catholic Elementary School today.

During the April 23rd Board Meeting, St. Joseph Catholic Elementary School Principal Lorrie MacKenzie was joined by several members of the school community to share what a gem the school is in its rural community.

Staff at St. Joseph have worked diligently to improve student achievement, and those results have truly paid off. Students in Grades 3 and 6 were well above the provincial averages in reading, writing and math, with all Grade 6 students meeting the provincial average.

Rather than rest on their laurels, the teaching teams dug deep into the research and found there were areas of improvement in two specific areas of literacy, and began finding ways to grow student achievement.

Each classroom has an "anchor chart," which reminds students to use information from the text and their own background knowledge to answer questions. Simple language is used to convey instructions. Teachers also introduced Writer's Notebooks, which focus on the six traits of writing.

In mathematics, decoding language and communication of knowledge are the two areas of focus this academic year. A number of teaching tools are used in the classroom to assist students in grasping new concepts as they are taught. These resources will be passed on to the next grade the next year. This program will also be expanded to include Grade 4 students in 2013-2014.



Students at St. Joseph Catholic Elementary School in Snyder planted a garden in the fall, and have been enjoying the fruits - or, rather, the veggies - of their labour all winter.



St. Joseph Catholic Elementary School celebrated its rural roots in its display at the Catholic Education Centre in April.

St. Joseph Catholic Elementary School (Snyder) *Continued*



Top: Students at St. Joseph Catholic Elementary School need more than their fingers to count their blessings. Staff integrated faith and literacy during the school's Literacy Day event earlier this school year.

Below: The Rosary Circle is a thriving part of the faith life at St. Joseph Catholic Elementary School.



As a small community students at St. Joseph are able to do many activities as an entire school, including attending Mass at our nearby parish, St. Joseph Church.

Catholicity and the teachings of Jesus are embedded in all subject areas. During Lent, students and staff embarked on a project called **"The Face of God."** Each staff member and student created a cross with their own face in the middle, and decorated the cross to make it their own.

In partnership with the parish, students are invited to participate in a Rosary Circle each week, from September through May, when they travel to the Rosary Shrine in Port Colborne to pray, present flowers to Mary and enjoy lunch with parents, grandparents and parishioners.

The theme for this school year is "Have You Filled a Bucket Today?" based on the book by Carol McCloud, which offers a daily guide to childhood happiness. Students and staff are working to "fill the bucket" of those in need.

Continuing with the school-wide theme of 'bucket filling' our parent community is active within the school filling the buckets of the students. They prepare and serve a community Thanksgiving luncheon to all students. On Shrove Tuesday, they prepare and serve pancakes in all classrooms. Most recently the Catholic School Council agreed to purchase a spiritwear polo shirt for all students JK to grade 8 for next school year, as part of the new dress code.

Through the generosity and co-operation of a local farmer, six organic gardens have been planted at St. Joseph Catholic Elementary School. Each class has its own garden and has been harvesting crops all winter.

Once a week, students reap the benefits of the gardens and enjoy a fresh, healthy salad for lunch.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS – MAY 2013**



**NIAGARA
CATHOLIC
DISTRICT SCHOOL**

*May is the Month of
Mary.*

*Each May, we celebrate
the very best of
Catholic education in
Niagara through our
Catholic Education
Week activities
throughout our
communities.*

*Hail Mary, full of grace.
Our Lord is with thee.
Blessed art thou among
women, and blessed is
the fruit of thy womb,
Jesus.*

*Holy Mary, Mother of
God, pray for us sin-
ners, now and at the
hour of our death.*

**Nurturing
SOULS
&
Building
MINDS**

May 2013

Sun Mon Tue Wed Thu Fri Sat

			1 SEAC Elementary Scrabble Tournament	2 NC PIC Elementary Scrabble Tournament	3	4	
5	6	7	8 Secondary Chess	9 Dynamic Displays	10 Dynamic Displays FE/PC	11	
			~ Catholic Education Week ~				
12	13	14 CW	15	16 Graduation Celebration	17 Elementary/ Secondary PA Day	18	
19	20 Victoria Day	21	22 Director's Meeting	23	24	25	
26	27	28 Policy Board	29	30	31		

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 14, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
GRADUATION DATES 2013**



2013 Elementary and Secondary Graduation Dates

DATE	SCHOOL	LOCATION	TIME
Monday, June 17	Canadian Martyrs	St. Alfred Church	5:30 p.m.
Tuesday, June 18	Holy Name St. Alfred	Notre Dame College St. Alfred Church	5:30 p.m. 4:30 p.m.
Wednesday, June 19	Michael J. Brennan St. John	St. Denis Church St. Joseph Church	6:30 p.m. 5:00 p.m.
Thursday, June 20	Assumption Loretto Catholic Mary Ward Notre Dame Sacred Heart St. Augustine St. Mark St. Mary St. Michael NOTL St. Nicholas (Tentative)	St. Alfred Church Saint Michael High School Club Italia Our Lady of the Scapular Hall Dinner/Dance at Betty's St. Augustine Church St. Joseph Church/ Celebration at Blessed Trinity St. Mary St. Michael St. Catharines Cathedral	5:00 p.m. 5:30 p.m. 5:00 p.m. TBD 7:30 p.m. 5:00 p.m. 6:00 p.m. 8:00 p.m. 6:00 p.m. 5:00 p.m. 5:30 p.m.
Friday, June 21	Mother Teresa Our Lady of Fatima (SC) St. Gabriel Lalemant St. Thomas More	Star of the Sea Church St. Alfred Church Delphi Hall St. Thomas More	6:00 p.m. 4:30 p.m. 6:00 p.m. 10:15 a.m.
Monday, June 24	Monsignor Clancy Our Lady of Fatima (G) Our Lady of Mount Carmel St. Alexander St. Ann (F) St. Elizabeth St. Edward St. James St. Joseph (Snyder) St. Kevin St. Peter St. Philomena St. Theresa St. Vincent de Paul	John Michael's Banquet Hall St. Joseph Church St. Thomas More Church St. Alexander Church St. Ann Church St. Elizabeth Church St. Helen's Church St. Denis Church St. Joseph Parish Notre Dame College St. Julia's Church St. Michael Church Best Western, Lake Street Americana Resort	5:30 p.m. 5:30 p.m. 6:00 p.m. 5:30 p.m. 6:00 p.m. 5:30 p.m. 5:30 p.m. 6:00 p.m. 6:30 p.m. 6:30 p.m. 5:00 p.m. 5:00 p.m. 6:00 p.m. 6:00 p.m.
Wednesday, June 26	Denis Morris Notre Dame College Saint Francis Saint Paul Father Hennepin St. Joseph (G) St. Martin St. Patrick (NF) St. Therese	Brock University Welland Arena Niagara College NOTL Scotiabank Centre Father Hennepin St. Joseph Parish St. Martin Church Crowne Plaza Lakeshore Catholic	7:00 p.m. 7:00 p.m. 6:00 p.m. 7:00 p.m. 5:30 p.m. 5:30 p.m. 6:00 p.m. 5:30 p.m. 6:30 p.m.
Thursday, June 27	Lakeshore Catholic Saint Michael	Vale Centre Niagara College, NOTL	7:00 p.m. 7:00 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
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MAY 14, 2013**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CCSTA – NATIONAL CONVERSATION ON CATHOLIC
EDUCATION – OCTOBER 3, 4 & 5, 2013**



**Catholic Education:
A National Conversation**

'Witnessing to the Hope Within Us'



**The Canadian Catholic School Trustees' Association
Invites you to join us in a
National Conversation on Catholic Education**

**When: October 3, 4 & 5, 2013
Where: Marriott Hotel, Ottawa, Ontario**

But in your hearts sanctify Christ as Lord. Always be ready to make your defence to anyone who demands from you an account of the hope that is in you." 1 Peter 3

This conference will explore the relationship between Catholic Education and the New Evangelization. Come and share in the conversation about

- why this relationship is important
- where this evangelization takes place
- how we all share in this mission

All members of the Catholic community, including parents, trustees, clergy, parish and diocesan organizations, chaplaincy leaders, teachers, catechists, administrators, and youth are invited to join this national conversation.

Ce congrès se propose d'étudier les liens unissant l'éducation catholique et la nouvelle évangélisation. Venez faire partie des échanges :


- Pourquoi ces liens sont-ils importants?
- Où cette évangélisation va-t-elle se produire?
- Comment participer à cette mission?

Parents, conseillers scolaires, membres du clergé, des paroisses et des organismes diocésains, aumôniers, catéchètes, administrateurs et étudiants, tous les membres de la communauté catholique sont les bienvenus.




Keynote Speakers

	<p>The New Evangelization: Our Common Responsibility</p> <p>Most Reverend Claude Champagne, O.M.I. Bishop of Edmundston, NB</p>
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	<p>Vatican II and the New Evangelization - A Theology of Hope</p> <p>Sr. Maureen Sullivan Dominican Sister of Hope</p>
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	<p>The New Evangelization: Answering the Question</p> <p>Father James Mallon Priest of the Archdiocese of Halifax-Yarmouth, NS</p>
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	<p>Catholic Education: a Witness of the World to Come (French)</p> <p>Father Gilles Routhier Professor of Theology Université Laval</p>
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Convention Registration Fees

HST number 834943201RT000

	Early Bird Before June 30, 2013	After June 30, 2013
Adult	\$426.00 (Plus HST)	\$526.00 (Plus HST)
Student * (No Early Bird Rate)	\$200.00 (Plus HST)	\$200.00 (Plus HST)
* There are a maximum of 50 student places available at the special rate. It is on a first come basis.		

Registration fees include admission to all sessions, receptions and meals.

To register, please visit the CCSTA website at www.ccsta.ca.

Contact

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