



*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

## POLICY COMMITTEE MEETING

**TUESDAY, JANUARY 26, 2016  
4:30 P.M.**

*HOLY CROSS COMMUNITY ROOM  
CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO*



- |   |   |
|---|---|
| 1. Opening Prayer – Trustee Burtnik                         | - |
| 2. Election of Chair of the Policy Committee 2016           | - |
| 3. Attendance   | - |
| 4. Approval of Agenda                                       | - |
| 5. Declaration of Conflict of Interest                      | - |
| 6. Minutes of Policy Committee Meeting of November 24, 2015 | 6 |
| 7. Policies   |   |

Action Required

**POLICIES – FOR RECOMMENDATION TO FEBRUARY 9, 2016 COMMITTEE OF THE WHOLE**

- |   |     |
|---|-----|
| 7.1 Facility Partnerships Policy (800.6)                                | 7.1 |
| 7.2 Pupil Accommodation Review Policy (701.2)                           | 7.2 |
| 7.3 Dress Code – Secondary Uniform – Safe Schools Policy (302.6.6)      | 7.3 |
| 7.4 Elementary Standardized Dress Code – Safe Schools Policy (302.6.10) | 7.4 |
| 7.5 French Immersion (NEW)  | 7.5 |

**POLICIES – PRIOR TO VETTING**

- |  |     |
|--|-----|
| 7.6 Access to Board Premises – Safe Schools Policy (302.6.3) | 7.6 |
| 7.7 Reimbursement of Travel Expenses Policy (201.4)          | 7.7 |

Information

- |  |     |
|--|-----|
| 7.8 Policy and Guideline Review 2015-2016 Schedule | 7.8 |
| 8. Date of Next Meeting                            |     |
| February 23, 2016 – 4:30 p.m.                      |     |
| 8. Adjournment                                     | -   |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
NOVEMBER 24, 2015**

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**RECOMMENDATION**

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of November 24, 2015, as presented.



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, NOVEMBER 24, 2015

Minutes of the Policy Committee Meeting held on Tuesday, November 24, 2015 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 Burtnik.

**1. Opening Prayer**

The meeting was opened with a prayer by Trustee Burtnik

**2. Attendance**

Committee Members	Present	Absent	Excused
Kathy Burtnik (Committee Chair)	✓		
Frank Fera	✓		
Dino Sicoli	✓		

**Trustees:**

*Fr. Paul MacNeil*  
*Pat Vernal*

**Student Trustees:**

*Michaela Bodis*, Trustee  
*Aidan Harold*, Trustee

**Staff:**

*John Crocco*, Director of Education  
*Frank Iannantuono*, Superintendent of Education/Human Resource Services  
*Lee Ann Forsyth-Sells*, Superintendent of Education  
*Mark Lefebvre*, Superintendent of Education  
*Anna Pisano*, Administrative Assistant, Corporate Services & Communications Department  
/Recording Secretary

**3. Approval of Agenda**

Moved by Trustee Fera

**THAT** the November 24, 2015, Policy Committee Agenda be approved, as presented.

**APPROVED**

**4. Declaration of Conflict of Interest**

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

**5. Minutes of the Policy Committee Meeting of October 27, 2015**

Moved by Trustee Sicoli

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of October 27, 2015, as presented.

**APPROVED**

**6. Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO DECEMBER 1, 2015 COMMITTEE OF THE WHOLE MEETING**

**6.1 Attendance Support Program Policy (201.16)**

Frank Iannantuono, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Attendance Support Program Policy (201.16) following the vetting process.

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

**POLICY STATEMENT**

- Page 1 Bullet e replace “*of progressive discipline*” with “*consistent with the Collective Agreement, Terms & Conditions of Employment and the Education Act*”

**ADMINISTRATIVE GUIDELINES**

- Page 3 & 4 remove the word “*Threshold*” and replace with “*indicators*”
- Page 5 Paragraph 1 move “*who have attendance related concerns*” to end of sentence
- Page 5 Stage 2 Bullet 3 add “*consistent with the Collective Agreement, Terms & Conditions of Employment and the Education Act*”
- Page 7 Monitoring Attendance Bullet 4 replace the word “*regular*” with “*reasonable*”

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the December 1, 2015 Committee of the Whole Meeting to approve the revisions to the Attendance Support Program Policy, as amended.

**APPROVED**

**6.2 Asthma Policy (NEW)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Asthma Policy (NEW) following the vetting process.

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

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

- Page 3 Procedures Bullet 2 remove the words “*been*” and “*with*”
- Page 5 Bullet 8 remove the word “*regular*”

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the December 1, 2015 Committee of the Whole Meeting to approve the revisions to the Asthma Policy, as amended.

**APPROVED**

**POLICIES - PRIOR TO VETTING**

**6.3 Dress Code – Secondary Uniform – Safe Schools Policy (302.6.6)**

Superintendent Forsyth-Sells, presented the Dress Code – Secondary Uniform – Safe Schools Policy (302.6.6).

The Policy Committee recommended the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE GUIDELINES**

- Page 4 Bullet 1.5 replace sentence with “*Hair must be styled in a manner that is not offensive to an individual, group/culture.*”

The Policy Committee requested that the Dress Code – Secondary Uniform – Safe Schools Policy, be vetted from November 25, 2015 to January 15, 2016 with a recommended deadline for presentation to the Policy Committee in January, 2016, for consideration to the Committee of the Whole and Board in 2016.

#### **6.4 Elementary Standardized Dress Code – Safe Schools Policy (302.6.10)**

Superintendent Forsyth-Sells, presented the Elementary Standardized Dress Code– Safe Schools Policy (302.6.10).

The Policy Committee recommended the following amendments:

##### **POLICY STATEMENT**

- No amendments

##### **ADMINISTRATIVE GUIDELINES**

- Page 3 Item 1.1 Bullet 1 remove “??”
- Page 3 Bullet 1.5 replace sentence with “*Hair must be styled in a manner that is not offensive to an individual, group/culture.*”

The Policy Committee requested that the Elementary Standardized Dress Code – Safe Schools Policy, be vetted from November 25, 2015 to January 15, 2016 with a recommended deadline for presentation to the Policy Committee in January, 2016, for consideration to the Committee of the Whole and Board in 2016.

#### **6.5 French Immersion Policy (NEW)**

Mark Lefebvre, Superintendent of Education, presented the French Immersion Policy (NEW).

The Policy Committee recommended the following amendments:

##### **POLICY STATEMENT**

- No amendments

##### **ADMINISTRATIVE GUIDELINES**

- Page 4 Paragraph 3 replace the word “*French*” with “*English*” and add “*in English for Grade*”

The Policy Committee requested that the French Immersion Policy, be vetted from November 25, 2015 to January 15, 2016 with a recommended deadline for presentation to the Policy Committee in January, 2016, for consideration to the Committee of the Whole and Board in 2016.

#### ***INFORMATION***

#### **6.6 Policies Currently Being Vetted until January 14, 2016**

- Facility Partnerships Policy (800.6)
- Pupil Accommodation Review Policy (701.2)

**6.7 Policy and Guideline Review 2015-2016 Schedule**

Director Crocco presented the Policy and Guideline Review 2015-2016 Schedule.

**7. Date of Next Meeting**

January 26, 2016 4:30 p.m.

**8. Adjournment**

The meeting adjourned at 6:47 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
FACILITY PARTNERSHIPS POLICY (800.6)**

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Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Date: January 26, 2016





Niagara Catholic District School Board

**FACILITY COMMUNITY PLANNING & PARTNERSHIPS POLICY**

## STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.6

Adopted Date: May 25, 2010

Latest Reviewed/Revised Date: NIL

~~The Niagara Catholic District School Board recognizes its primary responsibility to support the achievement and safety of students, and its authority to make decisions regarding its school facilities and the use of its facilities that are consistent with its Mission, Vision and Values.~~

In keeping with its Mission, Vision and Values, Niagara Catholic District School Board is committed to working with the community partners who support Catholic education to make the best use of its facilities.

The Niagara Catholic District School Board also recognizes its responsibility to provide, operate and maintain school facilities as effectively and efficiently as possible, while taking into account providing the best education of students, as well as recognizing the value of Catholic schools in fostering a spirit of cooperation between the home, the school and the church. Offering space in schools to partners can also strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.

It is imperative that such partnership arrangements be consistent with the Board's mandate to provide learning environments in which the Gospel values and teachings of the Catholic Church are central to its vision and mission.

The Board will build its success with community partners by putting measures in place to increase the opportunities to expand the number of partnerships as well as long-term planning in a way that is well-informed, well-coordinated, transparent, sustainable and supportive of student achievement in its Catholic schools.

Where opportunities exist to form partnerships share facilities with community partners that complement enhance Catholic Education or and the union-partnership between of the home, school and church, the Niagara Catholic District School Board may enter into license or joint-use agreements for unused space in open and operating facilities during school hours, or may co-build a new school or addition with such partners.

The Director of Education will issue Administrative Guidelines in support of this policy.

**References**

- ~~Ministry of Education – Facility Partnerships Guideline~~ **Community Planning and Partnerships Guideline (March 2015)**
- **Ontario Regulation 444/98 – Disposition of Surplus Real Property**
  - ~~Paragraph 44 on subsection 171(1)~~
  - ~~Paragraphs 48 & 49 of subsection 171(1)~~
  - ~~Paragraph 4 of subsection 171.1(2)~~
  - ~~Section 183~~
  - ~~Section 196.4~~
  - ~~Section 1946~~
- **Niagara Catholic District School Board Policies/Procedures**

- *Attendance Areas Policy (301.3)*
- *Pupil Accommodation Review Policy (701.2)*



Niagara Catholic District School Board

**~~FACILITY~~ COMMUNITY PLANNING & PARTNERSHIPS POLICY**

## ADMINISTRATIVE GUIDELINES

800 – Schools and Community Councils

Policy No. 800.6

Adopted Date: May 25, 2010

Latest Reviewed/Revised Date: NIL

**BACKGROUND**

The ~~Facility Community Planning & Partnerships Policy and Administrative Guidelines~~ implements the ~~Facility Partnerships Guideline~~ **Community Planning and Partnerships Guideline** released by the Ministry of Education ~~in on February 11, 2010~~ **March 2015**. A copy of the Policy and Guidelines as well as a list of available space and/or co-building opportunities ~~are will be~~ posted on the Niagara Catholic District School Board website and ~~made~~ available, through the ~~Plant~~ **Facilities Services** Department, at the Catholic Education Centre, 427 Rice Road, Welland, Ontario.

The Niagara Catholic District School Board, while supporting the achievement and safety of students, through community planning and partnerships, strives to:

- Reduce facility operating costs;
- Improve services and supports available to students;
- Strengthen relationship between the Board, community partners and the public;
- Maximize the use of public infrastructure through increased flexibility and utilization;
- and
- Provide a foundation for improved service delivery for communities.

The Board will continue to follow Ontario Regulation 444/98 – Disposition of Surplus Real Property regarding the lease or sale of surplus assets, to co-build facilities with other entities, and to enter into a variety of facility partnerships through a licence or a joint use agreement.

**FACILITY PARTNERSHIPS AND BOARD PLANNING**

~~The Controller of Plant shall report annually to the Director of Education identifying facilities that may be suitable for facility partnerships with respect to new construction and unused space in open and operating schools and administrative buildings. The information will be provided to potential partners through the notification process outlined below.~~

The Niagara Catholic District School Board will undertake long-term capital and accommodation planning informed by relevant information obtained from local municipal governments and potential community partners. Long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools will take into account opportunities for partnerships with other school boards and appropriate organizations. Such partnerships must be financially sustainable, safe for students **and staff**, and protect the core values and objectives of the Board.

The Controller of Facilities Services shall report annually to the Board identifying facilities that may be suitable for facility partnerships with respect to new construction and unused space in open and operating schools and administrative buildings.

The Board will share planning information with potential community partners in a timely manner to allow external entities sufficient time to respond to presented opportunities. These opportunities may include

participation in a facility partnership or contribution to land-use or green space/park plans. The Board will include information related to the Community Planning and Partnerships Policy and discussions with community organizations in

Facility partnership information will also be included in ~~S~~chool ~~i~~nformation ~~p~~rofiles when the Board is undertaking accommodation review processes.

## SUITABILITY OF FACILITY PARTNERSHIPS

The suitability of facility partners shall be determined by criteria including the following:

- The use of facilities is consistent with the Board Mission, Vision and Values;
- The use of facilities is in compliance with the Education Act and Board policy;
- ~~The use of facilities is consistent with the Board Mission, Vision and Values;~~
- ~~The partnership adds value for Niagara Catholic students and staff;~~
- ~~The health and safety of students is protected;~~
- ~~The partnership is appropriate for a school setting;~~
- ~~The partnership does not compromise the student achievement strategy;~~
- ~~The partner does not provide competing education services.~~
- The health and safety of students and staff must be protected;
- The partnership must be appropriate for school setting;
- The partnership must not compromise student achievement.

Entities that provide competing education services such as tutoring services, ELKP to Grade 12, private schools or private colleges and credit offering entities that are not government funded are not eligible partners.

The Board, in compliance with local bylaws, may consider both for-profit and non-profit entities.

## NOTIFICATION PROCESS

### Facilities

The ~~Controller of Plant Board~~ **Controller of Facilities Services** or designate will post information on the ~~its~~ **the Board** website, under the Facilities tab, regarding ~~its~~ **the** intention to build new schools and to undertake significant renovations, as well as information regarding unused space, in open and operating ~~facilities~~ **schools and administrative buildings**, that is available for facility partnerships. This information will be updated at least once per year in the case of space in existing facilities, and as needed in the case of co-building opportunities. The **Board will post the** name and contact information of the staff member who will respond to questions regarding facility partnerships throughout the year ~~will also be posted~~.

### Facilities – Surplus Space

For surplus space being offered for sale the Board will follow the circulation process outlined in O. Reg. 444/98.

### Facilities – Non-Surplus Space

Where the unused space in open and operating schools is not surplus, but is available for partnership, or where the partnership opportunity involves new construction, the information will be provided to potential partners through the notification process outlined below. The notification should be supported by a Board resolution.

1. The Controller of Facilities Services will create a notification list of Potential Partners who will be notified when key information regarding community planning or facility partnerships is changed or updated. The notification list will address the following requirements:
  - Entities listed in Ontario Regulation 444/98 – Disposition of Surplus Real Property, and will include:
    - All applicable levels of municipal government (upper, lower tiers)
    - Consolidated Municipal Service Manager(s)
    - Public Health Boards, Local Health Integration Networks and Children’s Mental Health Centres
    - Child care operators or government-funded organizations, if requested
    - Other entities as determined by Board staff
2. The Board will provide information about the available space to the entities on the notification list including size, location, facility amenities and required renovations, if needed.
3. Entities may then express their interest in using the space. ~~The Board~~Senior Administrative Council will evaluate the expressions of interest to select partner(s) based on the Community Planning and Partnerships Policy. The Board may enter into a license or joint use agreement. Approval from the Minister of Education may be required depending on the provision under the Education Act allowing the transaction.

## Potential Partners

~~The Controller of Plant will create a notification list of Potential Partners who will be notified when information about facility partnership opportunities is updated on the Board website. This list, at a minimum, will reflect the potential listed in Ontario Regulation 444/98 – Disposition of Surplus Real Property. If childcare operators and government funded agencies request it, they will be added to the notification list.~~

## Public Meeting

The Controller of ~~Plant~~ Facilities Services or designate will coordinate a public meeting at least once per year to discuss potential community facility partnership opportunities. ~~with the community and/or to listen to what needs or plans community partners may have.~~ The potential partners on the notification list and the general public will be notified about the meetings through the Board website and three (3) local newspapers: the St. Catharines Standard, the Niagara Falls Review, and the Welland Tribune. Additional staff level meetings may also be held if required.

During the annual meeting, Board staff will present all or a portion of the Board’s capital plan, details of any schools deemed eligible for community partnerships, relevant information available on the Board’s website and any supplementary community planning and partnership information. This information will be shared during the public meeting and any staff level meetings as appropriate.

When inviting entities on the notification list to the annual meeting and/or staff level meeting, Board staff will clearly request that organizations be prepared to share planning information including population projections, growth plans, community needs, land-use and green space/park requirements. The invitation list, the entities in attendance at the public meeting and any information exchanged will be formally documented by Board staff.

In addition to the annual Community Planning and Partnership meeting, the Board will continue discussions with affected municipalities and community organizations as it explores options to address underutilized space issues within specific areas of the Board. These discussions will inform proposals that Board staff may present to Trustees, including recommendations to undertake a pupil accommodation review process.

**CO-BUILDING WITH COMMUNITY PARTNERS**

When considering building a new school or undertaking a significant addition or renovation, the Controller of ~~Plant~~ **Facilities Services** will inform Potential Partners on the notification list one (1) to three (3) years prior to the potential construction start date. The notification must be supported by a Board ~~approved motion~~ **resolution**. An identified source of funding or Ministry approval is not required at this point. **Senior** Administrative Council will receive and evaluate expressions of interest **to select partner(s) from select partners, based on its Community Planning and Partnership Policy.**

**The Board has the authority to co-build schools with other entities and to enter into a variety of facility partnerships through license or joint use agreement as outline in paragraph 44 of subsection 171(1), paragraph 4 of subsection 171.1(2) and sections 183, 194 and 196 of the Education Act, although Education Act required Minister approval in some circumstances. Approval by the Minister of Education may be required depending on the provision under the Education Act authorizing the transaction.**

Partnership agreements cannot be finalized until the Board and the partner(s)/s have an approved source of funding. Prior to receiving Ministry **of Education** approval to proceed with new construction or major renovation projects, the Board will be required to demonstrate that potential partnerships have been considered.

**SHARING UNUSED EXISTING SPACE WITH COMMUNITY PARTNERS**

Underutilized open and operating school and administrative facilities will be reviewed for their suitability for partnership, **in alignment with the Board's mission, vision and values**, based on the following criteria:

- **The facility is 60 percent utilized (or less) for two years and/or have 200 or more unused pupil places;**
- Space needs of existing educational programming and initiatives has been taken into consideration;
- Student **and staff** safety will not be compromised;
- Student achievement ~~strategy~~ will not be compromised;
- Pupil accommodation ~~strategy~~ has been taken into consideration;
- The partnership will be in compliance with zoning and site use restrictions;
- Facility condition is suitable, or will be addressed at the partner's cost;
- Configuration of existing space is suitable or will be altered at the partner's cost; and
- There is an ability to separate the student space from the partner space.

**PARTNERSHIP AGREEMENTS**

The Board should ~~not~~ incur additional costs to support facility partnerships. On a cost-recovery basis, the fees charged to partners should cover the operations, administrative and capital cost to the Board of the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners, should be borne by the partners.

In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space. Construction is required to be within Ministry funding and space benchmarks for the Board portion of the facility.

The Director of Education shall ensure the provision of proper legal agreements to potential partners that respect the Education Act and protect the rights of the Board **and will include clauses regarding but not limited to:**

- Terms of the Agreement;
- Cost sharing;
- Hours of operation;
- Improvements to the building;
- Insurance and liability;
- Terms of termination;
- Mediation in event of conflict;
- Other clauses as deemed applicable.▯

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
PUPIL ACCOMMODATION REVIEW POLICY (701.2)**

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Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Date: January 26, 2016





Niagara Catholic District School Board  
**PUPIL ACCOMMODATION REVIEW POLICY**  
 STATEMENT OF POLICY

700 – Building and Sites

Policy No. 701.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 23, 2010

~~The Niagara Catholic District School Board provides a Catholic atmosphere in its schools by means of its teaching staff and the fostering of a spirit of cooperation between the home, the school and the church.~~  
 In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic is committed to providing the best educational facilities that advance student achievement for all and build strong Catholic identity and community.

In accordance with the Ministry of Education, the Niagara Catholic District School Board recognizes its responsibility:

- To provide adequate accommodation and instruction for all pupils attending its schools;
- To undertake long-term capital planning;
- To operate its schools economically and efficiently, while ~~taking into account the~~ providing the best Catholic education ~~of for~~ the pupils, within the limits of the Board's available resources;
- To explore opportunities for effective, sustainable partnerships; and
- To maintain communication with stakeholders and potential partners concerning possible changes in the status of a school or of school boundaries.

The Board acknowledges that the consolidation or closure of schools may be required to meet the above objectives. The Board is committed to providing student accommodation in a responsible and organized manner considering reasonable and just alternatives.

~~The Director of Education shall make recommendations to the Board to establish an Accommodation Review Committee (ARC), which will review a school or schools for potential consolidation or closure. The process shall follow the requirements of the current Ministry of Education – Pupil Accommodation Review Guidelines.~~

The Director of Education shall present an Initial Staff Report to the Board to review a school or schools for potential consolidation or closure. The Board may establish an Accommodation Review Committee (ARC) and provide the Terms of Reference or proceed to the Modified Accommodation Review Process.

~~The Board shall consider the consolidation or closure of a school(s) following the submission of a report from an Accommodation Review Committee, as established in the Administrative Guidelines issued by the Director of Education. The Niagara Catholic District School Board reserves to itself the right to make the final decision on the closure of school(s).~~

The Board shall consider consolidation or closure of a school(s) following the submission of the Final Staff Report which will contain feedback from an Accommodation Review Committee and/or a community consultation section. The Niagara Catholic District School Board has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report or to approve a different outcome. The final decision regarding the future of a school or group of schools rests solely with the Board of Trustees.

The Director of Education will issue Administrative Guidelines in support of this policy.

### References

- [Ministry of Education - Administrative Review of the Accommodation Review Process](#)
- [Ministry of Education - Pupil Accommodation Review Guidelines \(Revised June 2009 March 2015\)](#)
- *Niagara Catholic District School Board Policies/Procedures*
  - [Admission of Students Policy \(301.1\)](#)
  - [Attendance Areas Policy \(301.3\)](#)
  - [Board By-Laws \(100.1\)](#)
  - [Facility Community Planning & Partnerships Policy \(800.6\)](#)



Niagara Catholic District School Board  
**PUPIL ACCOMMODATION REVIEW POLICY**  
 ADMINISTRATIVE GUIDELINES

700 – Building and Sites

Policy No. 701.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 23, 2010

**BACKGROUND**

The Pupil Accommodation Review Policy and Administrative Guidelines implements the Pupil Accommodation Review Guidelines released by the Ministry of Education on June 26, 2009. A copy of the Pupil Accommodation Review Guidelines (Revised June 2009), and the Ministry document entitled Administrative Review of the Accommodation Review Process along with this Policy and Administrative Guidelines will be posted on the Board website and will be made available at the Catholic Education Centre.

**CONTEXT**

The Board's elementary schools are organized as families of schools, generally linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or family of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation.

The Niagara Catholic District School Board's long term enrolment and capital planning will provide the context for accommodation review processes and decisions. The planning will take into account opportunities for partnerships with other school boards and appropriate organizations that are financially sustainable, safe for students, and protect the core values and objectives of the Board.

**APPLICATION OF ACCOMMODATION REVIEW GUIDELINES**

The following outlines circumstances where Boards are not obliged to undertake an accommodation review in accordance with the Ministry Pupil Accommodation Review Guideline. In these circumstances, the Board will consult with local communities about proposed accommodation options for students in advance of any decisions by the Board:

- Where a replacement school is to be rebuilt by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies;
- When a lease is terminated;
- When the Board is considering the relocation of a grade or grades, or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;
- When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.

## ACCOMMODATION REVIEW PROCESS

### 1. ~~The Preliminary Report~~

~~The Director and/or designate will present a preliminary report to the Board identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or major program relocation in respect of one or more schools.~~

~~A school or group of schools may be considered for study if one or more of the following conditions apply:-~~

- ~~• The school or group of schools is, currently or as projected, unable to provide a suitable and equitable range of learning opportunities for students;-~~
- ~~• The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;-~~
- ~~• Reorganization involving the school or group of schools could enhance program and learning opportunities for students;-~~
- ~~• Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;-~~
- ~~• Under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;-~~
- ~~• One or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements;-~~
- ~~• In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;-~~
- ~~• The consolidation of schools is in the best interests of the overall school system;-~~
- ~~• It has been no less than five years since the inception of a study of the school by a Program and Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.-~~

### 2. ~~Establishing an Accommodation Review Committee~~

~~After reviewing a Preliminary Report from staff, the Board may direct the formation of an Accommodation Review Committee (ARC) to lead the review of a group of schools or a single school. The ARC will assume an advisory role and will provide recommendations that will inform the final decision made by the Board.-~~

~~Parents/guardians, school staff and school council members of the affected schools will be informed by staff, within one week, in writing, through their respective schools, of the Board's decision to form an ARC. The decision will be posted on the Board website.~~

~~The ARC will consist of the following persons:-~~

- ~~• The Family of Schools Superintendent who will serve as Chair of the committee;~~
- ~~• From each school:-~~
  - ~~○ The school Principal;~~
  - ~~○ The Catholic School Council Chair or designate,;-~~
  - ~~○ A Priest from each area under review;-~~
- ~~• The Controller of Plant and / or designate;-~~
- ~~• Two community members-~~
- ~~• Any other individual as deemed necessary by the Board~~

~~The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.-~~

At its first meeting the ARC will agree to invite two community members to join the ARC, and using the template provided (~~Appendix A Meeting Dates and Expectation Summary~~), will prepare an outline of scheduled meetings which will be posted on the Board website. The minutes of all meetings will also be posted on the Board website.

All meetings of the ARC will be open to the public.

The ARC will liaise with municipalities throughout the process, as well as all stakeholders of joint use facilities.

### ~~3. Accommodation Review Terms of Reference~~

Senior staff will provide a completed Terms of Reference template that will describe the ARC's mandate to the Board for approval. (~~Appendix B Accommodation Review Committee, Terms of Reference Template~~).

### ~~4. School Information Profile~~

The Board, through Senior Staff, will develop a School Information Profile which will include data for the school(s) (~~Appendix C School Information Profile~~). The ARC will discuss and consult about the School Information Profile(s) and modify the Profile(s) where appropriate. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options. In carrying out its mandate the ARC will weigh the value of the schools to the student above the other factors to be assessed.

### ~~5. Accommodation Options~~

Senior staff will present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The ARC may also create alternative options. The option(s) will address the following:

Where students will be accommodated;

- Required changes to existing facilities;
- Available programs for students;
- Transportation; and
- Availability of funding if required.

### ~~6. Public Consultation Meetings~~

The ARC Chair will call the first meeting for public consultation no earlier than thirty (30) days after the date of its appointment, excluding summer vacation, Christmas break, Spring break and adjacent weekends.

The ARC will meet as often as required, and will hold at least four meetings for public consultation in accessible facilities:

- At the first meeting, the ARC will describe its mandate as outlined in the Terms of Reference, outline the pupil accommodation review, and give the public a briefing on the School Information Profile(s) and issues to be addressed. The ARC will receive public input and may make changes to the School Information Profile(s) as a result.
- At the second meeting, the ARC will present its revised School Information Profile(s) to the public and will seek information and feedback about the accommodation options prepared by staff and the Committee.

- ~~At the third meeting, the ARC will present the accommodation options to be considered which may have changed as a result of the previous consultation and will receive public input.~~
- ~~At the fourth meeting, the ARC will present its draft Accommodation Report to the public and will receive community input. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference. The ARC may make changes to the Accommodation Report based on feedback at the meeting.~~

~~Notice of the meetings for public consultation will be provided through school newsletters, letters to the school community, the Board website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number. A minimum of two weeks' notice will be provided in respect of the other public consultation meetings.~~

## ~~7. ARC Accommodation Report to the Board~~

~~The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and reference criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the Director of Education, after which the Accommodation Report will be posted on the Board website. The ARC will present its Accommodation Report to Board. After receipt of the Report, the Board will direct Senior Staff to examine the Report and, within the required timelines, will present an analysis and recommendations to the Board through the Committee of the Whole. The Board will make the final decision regarding the future of the school(s). If the Board votes to close or consolidate a school or schools, the Board will outline clear timelines around when the school(s) will close.~~

~~The ARC will also ensure that the following issues are addressed:~~

- ~~The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.~~
- ~~The effects of consolidation, closure or program relocation on the following:~~
  - ~~The attendance area defined for the schools~~
  - ~~Attendance at other schools~~
  - ~~The need and extent of bussing~~
- ~~The financial effects of consolidating or not consolidating the school, including any capital implications~~
- ~~Revenue implications as a result of the consolidation, closure or program relocation~~
- ~~Savings expected to be achieved as a result of the consolidation, closure or program relocation~~
  - ~~School operations (heating, lighting, cleaning, routine maintenance)~~
  - ~~Expenditures to address school renewal issues which will no longer be required~~
- ~~Additional expenditures, if any, at schools which will accommodate students displaced relocated as a result of a consolidation, closure or program relocation decision taken by the board~~
  - ~~School operations (heating, lighting, cleaning, routine maintenance)~~
  - ~~School administration~~
  - ~~School renewal~~
  - ~~Transportation~~
- ~~Net savings/costs associated with:~~
  - ~~Teaching staff~~
  - ~~Paraprofessionals~~
  - ~~Student transportation~~

~~—The possible alternative use or disposition of an empty building.~~

## **8. ~~Board Meeting~~**

~~Public notice of the meeting at which the Board will make its decision regarding the school accommodation report will be provided through school newsletters, letters to the school community, the Board website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number.~~

~~Parents/Guardians, Staff and Catholic School Council members of the affected schools, municipalities and community partners will be informed, in writing, through Principals, of the Board's decision, which will also be posted on the Board website.~~

~~The Board may make any accommodation decision that it deems advisable in relation to the schools under review by an ARC despite an ARC recommendation to the contrary~~

### **TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS**

~~After the intention to conduct an accommodation review of a school or schools has been announced by the Board, there must be no less than thirty (30) calendar days' notice prior to the first meeting for public consultation. Beginning with the first meeting, the public consultation period must be no less than ninety (90) calendar days.~~

~~After the ARC submits its Accommodation Report to the Director, there must be no less than sixty (60) calendar days' notice prior to the meeting where the Board will vote on the recommendations.~~

~~Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods.~~

### **ADMINISTRATIVE REVIEW OF THE ACCOMMODATION REVIEW PROCESS**

~~The Ministry of Education has provided a process for an individual(s) to initiate a review of the Accommodation Review Process – Ministry of Education, Administrative Review of the Accommodation Review Process. A copy of the Ministry of Education, Administrative Review of the Accommodation Review Process is also available at the Catholic Education Centre and on the Board website.~~

### **INTEGRATION PROCESS**

~~If the Board decision is consolidation, closure, or program relocation, it is important that the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the incoming and existing students and parents of the respective school communities. This process of integration should be carried out in consultation with parents and staff.~~



Niagara Catholic District School Board  
**PUPIL ACCOMMODATION REVIEW POLICY**  
ADMINISTRATIVE GUIDELINES

700 – Building and Sites

Policy No. 701.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 23, 2010

## **BACKGROUND**

The Pupil Accommodation Review Policy and Administrative Guidelines 701.2 implement the Pupil Accommodation Review Guidelines released by the Ministry of Education in March 2015. A copy of the Ministry of Education Pupil Accommodation Review Guidelines, and link to the Ministry documents entitled Administrative Review of Accommodation Review Process along with the Niagara Catholic District School Board Pupil Accommodation Review Policy and Administrative Guidelines ~~will be~~ are posted on the Board website and will be made available at the Catholic Education Centre.

## **CONTEXT**

The Board's elementary schools are organized as families of schools, linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or family of schools requires monitoring and active curriculum and programming decisions to nurture the distinctiveness of Catholic Education.

The Board is responsible for fostering student achievement and well-being and ensuring effective stewardship of its resources. One aspect of the Board's capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When the Board identifies a school that is projected to have long-term excess space, the Board will look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by the Board, the Board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the Board's student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

In some cases, to address changing student populations, decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation.

## **PLANNING PRIOR TO AN ACCOMMODATION REVIEW**

The Niagara Catholic District School Board will undertake long-term capital and accommodation planning informed by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools. The planning will take into account opportunities for partnerships with other school boards and appropriate organizations that are financially sustainable, safe for students and staff, and are consistent with the core values and Mission of the Board.

A school or group of schools may be considered for an accommodation review if one or more of the following conditions apply:

- The school or group of schools is, currently or projected to be, unable to provide a suitable and equitable range of learning opportunities for students;
- The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to ~~declining~~ changes in enrolment;
- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- Under normal staff allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;
- One or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements;
- In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;
- The consolidation of schools is in the best interests of the overall school system;
- It has been no less than five years since the inception of a study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant such as an unexpected economic or demographic shift or a change in a school's physical condition;
- Any other reason upon recommendation of the Director of Education and subject to the approval of the Board. Examples include, but are not limited to: unforeseen changes in funding, policy or legislation; a request from the community; etc.

## ESTABLISHING AN ACCOMMODATION REVIEW

The Board may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

### Initial Staff Report

Prior to establishing a pupil accommodation review, the Initial Staff Report to the Board must contain one or more options to address the accommodation issue(s) and each option must have supporting rationale. There must be a recommended option if more than one option is presented. The Initial Staff Report must also include information on actions taken by board staff prior to establishing a pupil accommodation review process, ~~and~~ supporting rationale as to any actions taken or not taken, ~~and~~ School Information Profile(s) (SIPs) and proposed Terms of Reference for the Accommodation Review ~~Committee~~. The Initial Staff Report will recommend an accommodation review process, standard or modified, and provide rationale.

The option(s) included in the Initial Staff Report must address the following:

- Summary of accommodation issue(s) for the school(s) under review;
- Where students would be accommodated;
- If proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- Identify any program changes as a result of the proposed option;
- How student transportation would be affected if changes take place;
- If new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund the capital investment and a proposal on how students would be accommodated if funding does not become available;
- Any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.



Each recommended option must include a timeline for implementation.

The Director and/or designate will present an Initial Staff Report to the Board identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or major program relocation in respect of one or more schools.

The Initial Staff Report and School Information Profile(s) will be made available to the public and posted on the Board's website following the Board's decision to undertake an accommodation review.

Efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review will be documented and included in the Initial Staff Report.

## **NOTICE OF INITIATION OF AN ACCOMMODATION REVIEW**

Following the date of the Board's approval to initiate an accommodation review, Notice of Initiation shall be provided within 5 business days to:

1. Affected school Principal(s), Catholic School Council(s) and local Roman Catholic parishes;
2. Affected ~~single-lower~~ and upper-tier municipalities through the Clerk's Office;
3. Community partners that expressed interest prior to the pupil accommodation review;
4. The general public;
5. The Directors of Education of coterminous boards; and
6. The Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

Notice of Initiation shall be given as follows:

1. Posting on the Niagara Catholic District School Board website;
2. Publishing in the local newspaper(s);
3. Mailing or emailing to the Principals of the affected schools, the Catholic School Councils of affected schools, the Clerks of ~~single-lower~~ and upper-tier municipalities and community partners.

Notice of Initiation will include an invitation to municipalities and community partners for a meeting to discuss and comment on the recommended option(s) in the Initial Staff Report.

The affected ~~single lower~~ and upper-tier municipalities, as well as community partners that expressed an interest prior to the ~~pPupil aAccommodation rReview~~, must provide their responses, if any, on the recommended option(s) in the Initial Staff Report a minimum of two weeks prior to the final public meeting.

## **ESTABLISHING AN ACCOMMODATION REVIEW COMMITTEE**

After reviewing the Initial Staff Report, the Board may direct the formation of an Accommodation Review Committee (ARC) to lead the review of a group of schools or a single school.

### **Role of the Accommodation Review Committee**

The Board will establish an Accommodation Review Committee (ARC) that represents the school(s) under review. The ~~ARC~~ Accommodation Review Committee will act as the official conduit for information shared between the Board and the school communities. The ~~ARC~~ Accommodation Review Committee may comment on the Initial Staff Report and may, throughout the pupil accommodation review process, seek clarification of the Initial Staff Report. The ~~ARC~~ Accommodation Review Committee may provide accommodation options other than those in the Initial Staff Report; however, it must include supporting rationale for any option.

The ~~ARC~~ Accommodation Review Committee members do not need to achieve consensus regarding information provided to the Board.

## Membership of the Accommodation Review Committee

~~The Superintendent of Education or designate shall:~~

- ~~Coordinate appointments to the ARC;~~
- ~~Ensure that staff resources are available to the ARC to provide support;~~
- ~~Interpret and ensure compliance with the Pupil Accommodation Review Policy;~~
- ~~Ensure meeting records are kept;~~
- ~~Ensure attendance registers are maintained for all meetings, and;~~
- ~~Facilitate all ARC meetings.~~

The ~~ARC~~ Accommodation Review Committee will consist of the following persons:

1. A Superintendent of Education, or designate, who shall ~~and~~:
  - a. Coordinate appointments to the Accommodation Review Committee;
  - b. Ensure that staff resources are available to the Accommodation Review Committee to provide support;
  - c. Interpret and ensure compliance with the Pupil Accommodation Review Policy;
  - d. Ensure meeting records are kept;
  - e. Ensure attendance registers are maintained for all meetings, and;
  - f. Facilitate all Accommodation Review Committee meetings.
2. From each school:
  - a parent/guardian representative chosen by their respective school communities;
  - a student representatives to represent the views of the student body;
3. A Priest or representative from each parish associated with the school(s);
4. Principals from each of the schools under review to;
  - act as a resource;
  - coordinate appointment of parent/guardian and student representative;
  - ensure notices are posted in school communications and on the school website;
  - arrange for space for ~~ARC~~ Accommodation Review Committee meetings;
  - arrange and coordinate school staff input; and
  - respond to day to day inquires about the accommodation review.
5. Controller of Facilities Services, or designate, to act as a resource and compile feedback from the pupil accommodation review process;
6. Any other individual as deemed necessary by the Board.

The ~~ARC~~ Accommodation Review Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

## Terms of Reference

~~Senior Administrative Council~~ The Board of Trustees will provide the ~~ARC~~ Accommodation Review Committee with the Terms of Reference (Appendix A) that will include:

1. The ~~ARC~~ Accommodation Review Committee's Mandate:
  - The mandate of the ~~ARC~~ Accommodation Review Committee will refer to the Board's education and accommodation objectives in undertaking the ~~ARC~~ Accommodation Review Committee and reflect the Board's strategy for supporting student achievement and well-being while nurturing the distinctiveness of Catholic education.-
2. The Roles and Responsibilities of the ~~ARC~~ Accommodation Review Committee:
  - The ~~ARC~~ Accommodation Review Committee is to act as the official conduit for information between the Board and school communities and the ~~ARC~~ Accommodation Review Committee will:
    - will review the Initial Staff Report and other information presented by staff;

- provide feedback on the Initial Staff Report;
  - provide other accommodation options with supporting rationale if desired.
3. The Procedure of the **ARC Accommodation Review Committee** s:
- The **ARC Accommodation Review Committee** shall hold a minimum of two working meetings.

The **ARC Accommodation Review Committee** does not need to achieve a consensus regarding information provided to the Board.

## **Meetings of the Accommodation Review Committee**

The **ARC Accommodation Review Committee** will meet to review materials presented by Board staff, receive public input for consideration and provide feedback to Board staff for the Final Staff Report.

The Board will ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review ~~consultation~~ process through consultation with municipalities local to the affected school(s), public meetings and public delegations.

## **Orientation Session**

The **ARC Accommodation Review Committee** will be formed following the Board's consideration of the Initial Staff Report and prior to the first public meeting. **ARC Accommodation Review Committee** members will be invited to an orientation session that will describe the mandate, roles and responsibilities and procedures of the **ARC Accommodation Review Committee**.

## **School Information Profile (SIP)**

Board staff will develop a School Information Profile (SIP) for each of the schools under review at the same point in time for comparison purposes as orientation documents to help the **ARC Accommodation Review Committee** and the community understand the context surrounding the decision to include the specific school(s). The School Information Profile provides an understanding and familiarity with the facilities under review.

A facility, instructional and other school use profile will constitute the SIP. The SIP will include data for each of the following two considerations about the school(s) under review:

- vValue to the student; and
- vValue to the Board.

The **ARC Accommodation Review Committee** may request clarification about information provided in the School Information Profile but it is not the role of the **ARC Accommodation Review Committee COMMITTEE** to approve the School Information Profile.

The SIP will include, at a minimum, the following data for the school(s) in the review:

### **Facility Profile:**

1. School name and address.
2. Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
3. School attendance area (boundary) map).
4. Context map (or air photo) of the school indicating the existing land uses surrounding the school.
5. Planning map of the school with zoning, Official Plan or secondary plan land use designations
6. Size of school (acres or hectares).
7. Building area (square feet or square metres).
8. Number of portable classrooms.

9. Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.).
10. Area of hard surfaced outdoor play area and/or green space, the number of play fields and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis, etc.).
11. Ten-year history of major facility improvements (item and cost).
12. Projected five-year facility renewal needs of school (item and cost).
13. Current Facility Condition Index (FCI) with a definition of what the index represents.
14. A measure of proximity of the students to their existing school, and the average distance to the school for students.
15. Percentage of students that are and are not eligible for transportation under the school board policy and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
16. School utility costs (totals, per square foot, and per student).
17. Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
18. Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free).
19. On-the-ground (OTG) capacity and surplus/shortage of pupil places.

### **Instructional Profile:**

1. Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff and administrative staff at the school.
2. Describe the course and program offerings at the school. (~~e.g., cooperative placements, guidance counseling, etc.~~)
3. Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
4. Current grades configuration of the school (e.g. ~~junior kindergarten~~ELKP to Grade 6, ~~junior kindergarten~~ELKP to Grade 12, etc.).
5. Current grade organization of the school (e.g. number of combined grades etc.).
6. Number of out of area students.
7. Utilization factor/classroom usage.
8. Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
9. Current extracurricular activities.

### **Other School Use Profile:**

1. Current non-school programs or services resident at or co-located with the school as well as any revenue from those non-school programs or services and whether or not it is at full cost recovery.
2. Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
3. Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
4. Availability of before and after school programs or services (e.g. child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
5. Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
6. Description of the school's suitability for facility partnerships.
7. Parish locations, proximity to school and other considerations.

### **Public Meetings**

The Board will hold two public meetings to secure broader community consultation on the recommended option(s) contained in the Initial Staff Report. The Board may hold additional public meetings, if considered appropriate. Board staff will organize and facilitate the public meetings.

For greater certainty, the public meetings will not be meetings of the Board of Trustees.

Members of the ~~ARC~~ Accommodation Review Committee may attend the public meetings held by the Board in accordance with this policy. If the members of the ~~ARC~~ Accommodation Review Committee do not attend such public meetings, the meetings will proceed nonetheless.

Notice of the public meetings will be provided through school newsletters, letters to the school community, the home notification system, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, ~~name of contact name~~ and phone number.

Notice of the first public meeting will be provided no less than twenty business days in advance of the meeting; excluded from the calculation will be school holidays such as summer vacation, Christmas break and Spring break, including adjacent weekends.

The first public meeting will be held no fewer than thirty business days after the Board of Trustees decides to conduct a pupil accommodation review.

At a minimum, the first public meeting will address the following:

- an overview of the Accommodation Review Committee orientation session;
- the Initial Staff Report with recommended option(s); and
- a presentation of the School Information Profile(s).

The ~~Final Public Meeting~~ will be held at least forty business days after the date of the first public meeting. Notice of the final public meeting will be provided no less than twenty business days in advance of the meeting; excluded from the calculation will be school holidays such as summer vacation, Christmas break and Spring break, including adjacent weekends.

## **Final Staff Report**

At the conclusion of the pupil accommodation review process, Board staff will submit a Final Staff Report to the Board that will include the following:

- The recommended option(s) which may be amended from the Initial Staff Report;
- A proposed accommodation plan which contains a timeline for implementation, and,
- A community consultation section that records feedback from the ~~ARC~~ Accommodation Review Committee, any public consultations, and any relevant information obtained from municipalities and other community partners prior to and during the accommodation review process.

## **Delegations to the Board**

The Final Staff Report will be available to the public and posted on the Board's website no fewer than 10 business days after the final public meeting and no fewer than 10 business days before public delegations.

After the Final Staff Report is presented to the Board, members of the public will be provided with an opportunity to provide feedback through public delegations to the Board of Trustees as per Board By-law 100.1.

Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with ~~and submit such feedback to the Board with the Director's~~ Final Staff Report.

## **Decision of the Board**

Public notice of the meeting at which the Board will make its decision regarding the accommodation review will be provided through school newsletters, letters to the school community, the Board website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number.

The Board will make the final decision regarding the future of the school(s). If the Board votes to close or consolidate a school or schools, the Board will outline clear timelines around when the school(s) will close and the transition plans.

Parents/guardians, staff and Catholic School Council members of the affected schools, municipalities and community partners will be informed, in writing, of the Board's decision, within five business days of the Board's decision. The decision which will also be posted on the Board website.

The Board has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report or to approve a different outcome.

## **TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS (Appendix B)**

As noted above, upon the Board's approval to initiate an accommodation review, Notice of Initiation will be completed within 5 business days.

After the Board's approval to conduct a pupil accommodation review, there must be no less than thirty (30) business days prior to the first public meeting.

Beginning with the first public meeting, there must be no less than forty (40) business days before the final public meeting.

The Final Staff Report must be publicly posted no less than ten (10) business days before the opportunity for public delegations to the Board.

The final decision by the Board must not take place sooner than ten (10) business days after the public delegations to the Board.

Summer vacation, Christmas break and Spring break, including adjacent weekends, will not be considered part of the 5, 10, 30 and 40 business day periods.

## **MODIFIED ACCOMMODATION REVIEW PROCESS**

In certain circumstances where the potential pupil accommodation options available are deemed by the Board to be less complex, a modified pupil accommodation review process may be followed. The modified accommodation review process can be conducted if two or more of the following factors apply:

- Enrolment:
  - An elementary school with an enrolment of less than 125 students for the current year and which is projected to remain below 125 for the next two years.
  - A secondary school with an enrolment of less than 300 students for the current year and which is projected to remain below 300 for the next two years.
  - A school with utilization rate of 65% or lower. Utilization will be determined by dividing the school's enrolment by the on-the-ground capacity of the school building.
- A school facility that is physically not suitable to serve the school community and;
  - Where retrofitting may involve major capital investment or
  - Where the Facility Condition Index (FCI) deems the school prohibitive to repair; or
  - Where the school has a higher than average operating and maintenance costs.
- Distance to the nearest available accommodation:
  - In the case of an elementary school review where the nearest available accommodation option is 10 kms or less from the school(s) under review; and
  - In the case of a secondary school review where the nearest available accommodation option is 20 km or less from the school(s) under review.

- When the Board is planning the relocation (in any school year or over a number of school years) of a program in which the **projected** enrolment constitutes more than or equal to 50% of the school's enrolment (calculation based on enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years).

The modified accommodation review process is implemented in accordance with the remainder of this policy except for the following:

1. The Initial Staff Report must provide the rationale for exempting the school(s) from the standard accommodation review process;
2. No **ARC Accommodation Review Committee** is required to be established; and,
3. A minimum of one public meeting must be held.

Upon the Board's approval to initiate a modified accommodation review, written notice shall be provided within 5 business days to the following:

1. Affected school Principal and Catholic School Council(s);
2. Affected ~~local-lower~~ and upper-tier municipalities through the Clerk's Office or equivalent;
3. Community partners that expressed interest prior to the modified pupil accommodation review;
4. The general public;
5. The Directors of Education of coterminous boards; and
6. The Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

Such written notice will include an invitation to municipalities and community partners for a meeting to discuss and comment on the recommended option(s) in the Initial Staff Report.

The Initial Staff Report and SIPs will be made available to the public and posted on the Board website. A public meeting will be announced through school newsletters, letters to the school community, the Board website and advertisements in local community newspapers, and will include date, time, location and purpose. The meeting will be held no sooner than 30 business days after approval to conduct a modified pupil accommodation review.

Following the **Ppublic Mmeeting**, Board staff will submit a Final Staff Report to the Board that will include a community consultation section containing feedback from public consultations, information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review. The Final Staff Report will be available to the public and posted on the Board's website no fewer than 10 business days after the final public meeting and no fewer than 10 business days before public delegations.

The Board will allow the opportunity for members of the public to provide feedback on the Final Staff Report through public delegations to the Board per Board By-law 100.1.

Board staff will compile feedback from the public delegations and submit such feedback to the Board to be included in the Director's Report.

There will be no fewer than 10 business days between public delegations and the final decision of the Board.

The Board has the discretion to approve the recommendation(s) of the Director's Report as presented, modify the recommendation(s) or approve a different outcome.

Should the decision to consolidate and/or close a school be made by the Board, a transition plan and timelines will be provided to all the affected school communities.

## TRANSITION PLANNING PROCESS

If the Board decision is consolidation, closure, or program relocation, it is important that the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the incoming and existing students and parents of the respective school communities.

This process of integration will be carried out in consultation with parents and staff. The Board will establish an ad hoc Transition Committee which will include Superintendent(s) of Education, school principal(s), Catholic School Council representative(s), teacher representative(s), student representative(s), Chaplaincy Leader(s), and appropriate board staff.

The Transition Committee will identify the issues, needs and responsibilities related to the implementation of the school consolidation, will monitor progress on the transition, and communicate with stakeholders on a regular basis.

## **EXEMPTIONS FROM APPLICATION OF ACCOMMODATION REVIEW PROCESS**

The following outlines circumstances where the Board is not obliged to undertake an accommodation review in accordance with the Ministry of Education Pupil Accommodation Review Guideline, March 2015. In these circumstances, the Board will consult with local communities about proposed accommodation options for students in advance of any decisions by the Board.

- Where a replacement school is to be rebuilt by the Board on the existing site or built or acquired within the existing school attendance boundary as identified through the Board's existing policies;
- Where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction as identified through Board policy;
- When a lease is terminated;
- When the Board is considering the relocation (in any school year or over a number of school years) of grades, or programs, where the enrolment in the grades, or programs, constitutes less than 50% of the enrolment of the school (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students and staff during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair;
- Where there are no students enrolled at the school at any time throughout the school year;
- Where an accommodation proposal does not involve a school offering elementary or secondary regular day school programs.

In the above circumstances, the Board will inform school communities about the proposed accommodation plans for students before a decision is made by the Board. The Board, through the Director of Education, will also provide written notice to each of the affected ~~single-lower~~ and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and the Board's coterminous school boards in the areas of the affected school(s) and to the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than 5 business days after the decision to proceed with an exemption.

## **ADMINISTRATIVE REVIEW OF THE ACCOMMODATION REVIEW PROCESS**

The Ministry of Education has provided a process for an individual(s) to initiate a review of the Accommodation Review Process - Ministry of Education, Administrative Review of the Accommodation Review Process - <http://www.edu.gov.on.ca/eng/policyfunding/adminReview.html>. A copy of the Ministry of Education, Administrative Review of the Accommodation Review Process is also available at the Catholic Education Centre through the Controller of Facilities Services and on the Board website.

## **DEFINITIONS**



**Accommodation review:** A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

**Accommodation Review Committee (ARC):** A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

**ARC working meeting:** A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

**Business day:** A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

**Consultation:** The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

~~**Director's Report:** The report that contains the Final Staff Report, community consultation section, public delegation input, recommendation(s), proposed accommodation plan(s) and timeline for implementation.~~

**Facility Condition Index (FCI):** A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

**Final Staff Report:** The report to the Board at the conclusion of the PAR process made available to the public and containing community consultation section, feedback from ARC and public consultations, relevant information obtained from municipalities and other community partners prior to and during PAR, and recommended option(s), proposed accommodation plan and timeline for implementation.

**Initial Staff Report:** The report to the Board containing one or more options to address accommodation issue(s) including information on actions taken by Board staff prior to establishing PAR process and supporting rationale.

**On-the-ground (OTG) capacity:** The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

**Public delegation:** A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

**Public meeting:** An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

**School Information Profile (SIP):** An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

**Space template:** A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.



**MEETING DATES AND EXPECTATION SUMMARY**

**ACCOMMODATION REVIEW COMMITTEE (ARC) FOR:** \_\_\_\_\_

MEETING	EXPECTATION	DATE	TIME	LOCATION	DATE RESTRICTIONS
1 <sup>st</sup> ARC Working Meeting	<ul style="list-style-type: none"> <li>✓ Review Background Information</li> <li>✓ Review and Approval of ARC Terms of Reference</li> <li>✓ Review and Approval of School Profiles</li> </ul>				
1 <sup>st</sup> ARC Public Consultation	<ul style="list-style-type: none"> <li>✓ Presentation of Background Information</li> <li>✓ Presentation of ARC Terms of Reference</li> <li>✓ Presentation of School Information Profiles</li> <li>✓ Receive Community Input</li> </ul>				
2 <sup>nd</sup> ARC Working Meeting	<ul style="list-style-type: none"> <li>✓ Consider Feedback from 1<sup>st</sup> Public Consultation</li> <li>✓ Revision of School Information Profiles</li> <li>✓ Review Accommodation Options</li> </ul>				
2 <sup>nd</sup> ARC Public Consultation	<ul style="list-style-type: none"> <li>✓ Presentation of Revised School Profiles</li> <li>✓ Presentation of Accommodation Options</li> <li>✓ Receive Community Input</li> </ul>				
3 <sup>rd</sup> ARC Working Meeting	<ul style="list-style-type: none"> <li>✓ Consider Feedback from 2<sup>nd</sup> Public Consultation</li> <li>✓ Revision of Accommodation Options</li> </ul>				
3 <sup>rd</sup> ARC Public Consultation	<ul style="list-style-type: none"> <li>✓ Presentation of Revised Accommodation Options for Community Input</li> </ul>				
4 <sup>th</sup> ARC Working Meeting	<ul style="list-style-type: none"> <li>✓ Consider Feedback from 3<sup>rd</sup> Public Consultation</li> <li>✓ Completion of Draft Accommodation Report</li> </ul>				
4 <sup>th</sup> ARC Public Consultation	<ul style="list-style-type: none"> <li>✓ Presentation of ARC Accommodation Report for Community Input</li> </ul>				
Presentation of ARC Report to Board	<ul style="list-style-type: none"> <li>✓ Recommendations Consistent with Objectives and to Board Reference Criteria Outlined in Terms of</li> </ul>				

	Reference				
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## **~~ACCOMMODATION REVIEW COMMITTEE~~** **~~TERMS OF REFERENCE TEMPLATE~~**

### **~~1. Name of School or Group of Schools~~**

### **~~2. Committee Members~~**

~~— Roles and Responsibilities~~

### **~~3. Committee Formation Details~~**

~~— How, when and why was the committee formed?~~

### **~~4. Mandate~~**

~~4.1 Educational Objectives~~

~~4.2 Accommodation Objectives~~

~~4.3 Strategy for Supporting Student Achievement~~

~~4.4 Deliverables~~

### **~~5. Governance~~**

~~— Decision making and reporting~~

### **~~6. Communications~~**

### **~~7. Reference Criteria (Complete for each school)~~**

\_\_\_\_ Name of School \_\_\_\_\_

<b>CRITERIA</b>	<b>DESCRIPTION</b>	<b>MINISTRY/BOARD BENCHMARK</b>
<b>Student Outcomes</b>		
<b>Range of Course or Program Offerings</b>		
<b>Range of Co-Curricular Offerings</b>		
<b>Adequacy and Cost of School's Physical Space</b>		
Year Built:		
Additions:		
No. of Storeys:		
Accessible:		
Floor Area:		
On the Ground Capacity:		
Enrolment: <i>Current/5 yr. projection/10 yr. projection</i>		
Square Feet/Pupil: <i>Current/5 yr. projection/10 yr. projection</i>		
Utilization: <i>Current/5 yr. projection/10 yr. projection</i>		
Number of Portables:		
Availability of Specialized Teaching Spaces:		
Ventilation and Air Conditioning:		
Operations & Administration Costs: Expenditures as % of grant		
<b>Cost of Renewal Needs</b>		
Building:		
Program:		
Site:		
Total:		
Percentage of Replacement Value:		
Cost of Upgrades Per Pupil:		
Cost for Replacement School: (building only)		
<b>Adequacy &amp; Costs of School Site Upgrades</b>		

Site Size:		
Adequacy of School Grounds:		
Paved Play Area:		
Unpaved Grounds:		
<b>Availability of Surplus Space in Adjacent Schools</b>		
<b>Distance to Local Parish</b>		
<b>Transportation</b>		
No. of Students Transported:		
Percentage of School Transported:		
Proximity of School to Students/Length of Bus Ride:		
Estimated Annual Cost Per Pupil (using double/triple runs with high schools)		
<b>Adequacy of bus drop-off</b>		
<b>Community Use</b>		
Total Hours Available for Community Use per School Year:		
Average Last 2 Years:		
Percentage of Available Hours Used by Community Groups:		
Average Last 2 Years:		
Daycare Centre or Before/After School:		
Daycare Programs:		
<b>School as Partner in Local Initiatives</b> (e.g. sports fields)		
<b>Availability of Training Opportunities or Partnerships with Business</b>		



**SCHOOL INFORMATION PROFILE**

***VALUE TO STUDENT***

	SCHOOL A		SCHOOL B		SCHOOL C	
	PROS	CONS	PROS	CONS	PROS	CONS
Quality of the learning environment						
Student outcome (5-year trend)						
Range of course offerings						
Range of co-curricular activities						
Adequacy of physical space						
Adequacy of grounds						
Accessibility						
Health, safety and security						
Proximity of school to students						
Adequacy of drop-off and parking						
Adjacent to local parish						



**SCHOOL INFORMATION PROFILE**

***VALUE TO THE SCHOOL BOARD***

	SCHOOL A		SCHOOL B		SCHOOL C	
	PROS	CONS	PROS	CONS	PROS	CONS
Student Outcomes						
Range of Course Offerings						
Specialized Teaching Spaces						
Condition of School						
Location of School						
Only School in Community						
Fiscal and Operational Factors						
Cost to Operate the School						
Cost of Transportation						
Availability of Alternate Space						
Cost of Upgrades						
Potential Growth in the Area						
Adequacy of Site for Enrolment						
Adjacent to Local Parish						





**SCHOOL INFORMATION PROFILE**

***VALUE TO THE COMMUNITY***

	SCHOOL A		SCHOOL B		SCHOOL C	
	PROS	CONS	PROS	CONS	PROS	CONS
Adequacy for Community Use						
Range of Program Offerings						
School Grounds						
School as a Partner						
Only School in Community						
Provision of Daycare						
Parental Involvement						

***VALUE TO THE LOCAL ECONOMY***

	SCHOOL A		SCHOOL B		SCHOOL C	
	PROS	CONS	PROS	CONS	PROS	CONS
Cooperative Education						
Training Opportunities						
Attracts or Retains Families						
Only School in Community						



**ACCOMMODATION REVIEW COMMITTEE  
TERMS OF REFERENCE TEMPLATE**

**1. Name of School or Group of Schools**

**2. Mandate**

- a. Educational Objectives*
- b. Accommodation Objectives*
- c. Strategy for Supporting Student Achievement and Well-Being*

**3. Committee Members**

*Roles and Responsibilities*

**4. Procedures**

**5. Meetings**



**ACCOMMODATION REVIEW COMMITTEE (ARC)  
MEETING DATES AND EXPECTATION SUMMARY**

<b>Meeting</b>	<b>Expectation</b>	<b>Date</b>	<b>Time</b>
ARC Orientation Session	<ul style="list-style-type: none"> <li>— Orientation Meeting</li> <li>— Presentation of ARC Terms of Reference</li> <li>— Committee Member Roles/Responsibilities/Expectations</li> <li>— Review of ARC Mandate</li> <li>— Review of Initial Staff Report</li> <li>— Presentation and review of School Information Profile(s)</li> </ul>		
1 <sup>st</sup> ARC Working Meeting	<ul style="list-style-type: none"> <li>— Tour of School(s)</li> <li>— Discussion of tour(s)</li> <li>— Preparation for Public Meeting Presentation</li> <li>— Feedback on Initial Staff Report</li> </ul>		
1 <sup>st</sup> Board Public Meeting	<ul style="list-style-type: none"> <li>— Overview of ARC Orientation Meeting and tour(s)</li> <li>— Review of Initial Staff Report</li> <li>— Presentation of School Information Profile(s)</li> <li>— Receive public input</li> </ul>		
2 <sup>nd</sup> ARC Working Committee Meeting	<ul style="list-style-type: none"> <li>— Review Feedback from ARC's 1<sup>st</sup> Public Meeting</li> <li>— Initial input for Final Staff Report</li> <li>— 2<sup>nd</sup> public meeting preparation</li> </ul>		
2 <sup>nd</sup> Board Public Meeting	<ul style="list-style-type: none"> <li>— Review ARC Process to date</li> <li>— Presentation of community and committee feedback</li> <li>— Receive Public input</li> <li>— Discuss ARC Timelines</li> </ul>		
3 <sup>rd</sup> ARC Working Committee Meeting (optional)	<ul style="list-style-type: none"> <li>— Consider Feedback from ARC's 2<sup>nd</sup> Public Meeting</li> <li>— Finalize input for Final Staff Report to Trustees</li> </ul>		



**STANDARD PUPIL ACCOMMODATION REVIEW PROCESS COMMITTEE (ARC)**

**MEETING DATES AND EXPECTATION SUMMARY –CONTINUED**

<b>Meeting</b>	<b>Expectation</b>	<b>Date</b>	<b>Time</b>
Submission of Initial Staff Report to the Board	✓ Board to consider initiation of a pupil accommodation review		
Approval by Board to Conduct a Pupil Accommodation Review <del>Notification to public per Policy</del>	✓ Notice of Initiation of Accommodation Review Process <del>W</del> within 5 business days of initiation of pupil accommodation review <del>ARC</del>		
ARC Orientation Session	<ul style="list-style-type: none"> <li>✓ Presentation of ARC Terms of Reference</li> <li>✓ Committee Member Roles/Responsibilities/Expectations</li> <li>✓ Review of ARC Mandate</li> <li>✓ Review of Initial Staff Report</li> <li>✓ Presentation and review of School Information Profile(s)</li> </ul>		
1 <sup>st</sup> First ARC Working Meeting	<ul style="list-style-type: none"> <li>✓ Tour of School(s)</li> <li>✓ Discussion of tour(s)</li> <li>✓ Feedback on Initial Staff Report</li> <li>✓ Preparation for Public Meeting Presentation</li> </ul>		
1 <sup>st</sup> Board First Public Meeting	<ul style="list-style-type: none"> <li>✓ <del>Not less than</del> No earlier than 30 business days following Board approval for a <del>after initiation</del> of pupil accommodation review approved by Board</li> <li>✓ Overview of ARC Orientation Meeting and tour(s)</li> <li>✓ Review of Initial Staff Report</li> <li>✓ Presentation of School Information Profile(s)</li> <li>✓ Receive public input</li> </ul>		
2 <sup>nd</sup> Second ARC Working Meeting	<ul style="list-style-type: none"> <li>✓ Review Feedback from First Public Meeting</li> <li>✓ Provide input for Final Staff Report</li> <li>✓ Second Public Meeting preparation</li> </ul>		
Input from <del>single</del> lower and upper tier municipalities and community partners on <del>in</del> Initial Staff Report	✓ To be received <del>A</del> a minimum of 10 business days prior to Final Public Meeting		
Final <del>Board</del> Public Meeting	<ul style="list-style-type: none"> <li>✓ No earlier than <del>t less than</del> 40 business days from the 1<sup>st</sup> First Public Meeting</li> <li>✓ Review ARC Process to date</li> <li>✓ Presentation of community and committee feedback</li> <li>✓ Receive Public input</li> <li>✓ Discuss ARC Timelines</li> </ul>		
3 <sup>rd</sup> Third ARC Working Meeting (optional)	<ul style="list-style-type: none"> <li>✓ Consider Feedback from Second Public Meeting</li> <li>✓ Finalize input for Final Staff Report to Trustees</li> </ul>		
Preparation of Final Staff Report	✓ In a timely manner		

Posting of <del>Final Staff Report</del>	<ul style="list-style-type: none"> <li>✓ Available no earlier than <del>A minimum of 10 business days after following the Final Public Meeting and minimum no earlier than of 10 business days prior to Board meeting for public delegations</del></li> </ul>		
Notice of Board Meeting for <del>Public Input</del>	<ul style="list-style-type: none"> <li>✓ Timelines based on Board policy</li> </ul>		
<del>Board Meeting for Public Input through delegations</del>	<ul style="list-style-type: none"> <li>✓ As scheduled by the Board</li> <li>✓ Notice of Board Meeting based on timelines outlined in Board By-Laws</li> </ul>		
<del>Director's Final Staff Report including input from Public Delegations at Board Meeting to Committee of the Whole including public input</del>	<ul style="list-style-type: none"> <li>✓ Next regularly scheduled Board meeting through the Committee of the Whole date to be determined by Board</li> </ul>		
<del>Notice of Board Meeting to decide accommodation</del>	<ul style="list-style-type: none"> <li>✓ 60 days prior to the Board meeting.</li> </ul>		
<del>Board Meeting to decide accommodation</del>	<ul style="list-style-type: none"> <li>✓ <del>A minimum of</del> No earlier than 10 business days after the Board meeting for public input through delegations</li> <li>✓ Notice of Board Meeting to decide accommodation provided in advance</li> <li>✓ Accommodation decision to be approved by Board</li> </ul>		
<del>Notice of decision on accommodation</del>	<ul style="list-style-type: none"> <li>✓ Public to be notified <del>W</del> within 5 business days of decision by Board of Trustees</li> </ul>		



**MODIFIED PUPIL ACCOMMODATION REVIEW PROCESS**

**MEETING DATES AND EXPECTATION SUMMARY**

<b>Meeting</b>	<b>Expectation</b>	<b>Date</b>	<b>Time</b>
Submission of Initial Staff Report to the Board	✓ Board to consider initiation of <del>an</del> a modified accommodation review		
Notification of Initiation to public per Policy of Modified Accommodation Review Process	<ul style="list-style-type: none"> <li>✓ Within 5 business days of initiation of ARC Modified Accommodation Review Process</li> <li>✓ Initial Staff Report and School Information Profile will be made available to the public</li> </ul>		
Posting of Initial Staff Report and School Information Profile	✓		
Input from <del>single</del> lower and upper-tier municipalities and community partners	✓ To be received <del>A</del> a minimum of 10 business days prior to Public Meeting		
Public Meeting	<ul style="list-style-type: none"> <li>✓ <del>No less</del> No earlier than 30 business days after Board approval to conduct modified ARC pupil accommodation review process</li> <li>✓ Review of Initial Staff Report</li> <li>✓ Presentation of School Information Profile(s)</li> <li>✓ Receive public input</li> </ul>		
Notice of Board Meeting for Public Input	✓ A <del>minimum of 10 business days</del> prior to public delegations		
Posting of Final Staff Report	✓ Final Staff Report <del>to be posted</del> a minimum of 10 business days prior to Board Meeting for public input through public delegations		
Board Meeting for Public Input through- delegations	<ul style="list-style-type: none"> <li>✓ As scheduled by the Board</li> <li>✓ Notice of Board Meeting for Public Input through Delegations</li> </ul>		
Director's Final Staff Report including public input from delegations presented to Board Committee of the Whole including public input	✓ To Board of Trustees <del>the</del> next regularly scheduled Board meeting through the Committee of the Whole		
Notice of Board Meeting to decide accommodation	✓ 60 days prior to the Board meeting.		
Board Meeting to decide accommodation	<ul style="list-style-type: none"> <li>✓ A <del>minimum of</del> No earlier than 10 business days after public delegations</li> <li>✓ Public to be notified of meeting in advance</li> </ul>		
Notice of decision on accommodation	✓ Public to be notified of decision of Board of Trustees <del>W</del> within 5 business days of decision		



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
DRESS CODE – SECONDARY UNIFORM – SAFE SCHOOLS  
POLICY (302.6.6)**

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: January 26, 2016





Niagara Catholic District School Board

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

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.6

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: June 12, 2012

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and **in accordance with** the dress code requirements of the Safe Schools Act, 2007, all secondary schools within the Niagara Catholic District School Board will implement a secondary uniform **that recognizes the uniqueness and gifts of all students.**

~~As a fully inclusive Board, the Secondary Uniform Policy recognizes the uniqueness and gift of all students.~~ This Policy acknowledges a respect for self and others by supporting each student to actively and equitably participate fully in the Catholic learning environment through the creation of **safe, inclusive and accepting** school climates ~~which equalize all students regardless of a family's socio-economic background.~~ in alignment with the design and expectations of the Niagara Catholic Vision 2020 Strategic Plan. a

**The** secondary uniform creates a unified sense of belonging for all students **from** Grades 9 to ~~Grade~~ 12 **and** ~~The secondary uniform~~ supports the commitment of our students to be visible role models of the teachings of the Gospel and the Roman Catholic Church within all our schools, communities and society.

~~The Board's secondary uniform aligns with the mission, vision and values of the Board and assists in creating a caring, safe and welcoming learning environment which is respectful of the needs and well-being of all individuals.~~ It promotes Catholic school identity, instills pride and spirit by identifying with a particular school community. The secondary uniform is inclusionary by equalizing any peer pressure and is intended to be economical for families. ~~The secondary uniform assists in ensuring that the focus on an individual student is rooted in the uniqueness as a gift of God.~~

All Niagara Catholic secondary school uniforms as defined in the Administrative Guidelines – ~~Secondary School Uniform~~ must be purchased through Board uniform suppliers in compliance with the Niagara Catholic Purchasing and Supply Chain Management Policy.

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

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

### ***References***

- [\*\*\*Education Statutes and Regulations of Ontario - Regulation 298 S.23 \(1\) \(f\)\*\*\*](#)
- [\*\*\*Ontario Human Rights Code\*\*\*](#)
- [\*\*\*Safe Schools Act, 2007. Education Act S. 301 \(1\) \(3\), 302 \(3\) \(5\)\*\*\*](#)
- ***Niagara Catholic District School Board Policies/Procedures***
  - [\*\*\*Elementary Standardized Dress Code Policy \(302.6.10\)\*\*\*](#)

- *Purchasing / Supply Chain Management Policy (600.1)*
- *Religious Accommodation Policy #100.10.1*
- *Fundraising Policy (301.4)*



Niagara Catholic District School Board

***DRESS CODE – SECONDARY UNIFORM POLICY  
(Safe Schools Policy)*****ADMINISTRATIVE GUIDELINES**

300 – Schools/Students

Policy No 302.6.6

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: June 12, 2012

1. It is the expectation that all secondary students, **and** parents/ ~~and~~ guardians within the Niagara Catholic District School Board comply with the expectations of the Secondary Uniform Policy and Administrative Guidelines.
2. Compliance with the Niagara Catholic Secondary Uniform Policy and Administrative Guidelines is a condition of registration and attendance in a secondary school within the Niagara Catholic District School Board.
3. The Principal, in consultation with the Catholic School Council, will annually review the secondary uniform items as part of the Student Code of Conduct.
4. The secondary uniform requirements and expectations will be communicated annually to all families through school agendas, newsletters, school website or correspondence from the school Principal.
5. It is the expectation that students wear the secondary uniform properly and in compliance with expectations from home to school; throughout the school day; from school to home; and at all activities and events as representatives of the school and/or Board.
6. ~~Commencing September 2012, all newly purchased~~ Student co-curricular uniforms, spirit wear or athletic uniforms will have, in addition to the school name and logo, the Board logo embroidered and/or screened on the uniform. ~~Advertisement on any school-based uniform is prohibited.~~
7. No advertisement of any kind is permitted **on any student co-curricular uniforms, spirit wear, athletic uniforms or on any secondary uniform item.**
8. Alternate Dress **Days to a maximum of ten (10) days per school year excluding specialized approved charity events as approved by the Family of Schools' Superintendent** will be determined by the school Principal for specific events or activities and communicated in advance to students, parents/ ~~and~~ guardians.
9. All secondary uniform expectations regarding student safety, hats, jewellery, body piercing, tattoos, hair style and colour apply on alternate dress days. On alternate dress days, shirts must modestly cover from shoulders to hips. Pant, skirt or dress length must be appropriate and modest. Only knee length shorts or capris are permitted. All clothing must be in good repair and not ripped, torn or have holes. Clothing must not display any sign, symbol or phrase which is directed at an individual, group or culture or which contains an offensive or inappropriate message, advertisement or slogan.
10. All students are expected to wear the secondary uniform when on field trips unless **otherwise** approved by the Principal.

11. Appropriate dress may be required for specialized activities or work experiences. Appropriate dress for these activities will be determined by the Principal in consultation with the classroom teacher. Notification to students, parents/ ~~or~~ guardians regarding appropriate dress for specialized activities will be communicated in advance.

## SECONDARY STUDENT UNIFORM ITEMS

1. Designated Board uniform suppliers will make available for purchase by parents/ ~~and~~ guardians the following minimum secondary uniform items required of every secondary school student.

1.1 At a minimum, every student is required to wear one (1) of the following items:

- Grey Pants  
Pants must be in good repair, buttoned at the waist and properly hemmed to the heel of the shoe just above the ground. Uniform pants that have been improperly altered may not be worn.
- **Kilts/Skorts / ~~Kilts (females only)~~**  
The kilt or skort must be properly hemmed and cannot be worn higher than 8 cm from the middle of the kneecap. Uniform **knee socks or tights** ~~or knee socks~~ must be worn with the school kilt.
- **Walking Shorts (September, October, April, May and June only)**  
~~Walking shorts must be worn according to sizing provided by the Board uniform supplier. Shorts may not be shortened or altered. Shorts may be worn in the months of September, October, April, May and June only.~~ **that have been improperly altered may not be worn.**

**The following statement will be copied into the Student Agenda:**

The kilt or skort must be properly hemmed and cannot be worn higher than 8 cm from the middle of the kneecap. Uniform tights or knee socks must be worn with the school kilt. Pants must be in good repair, buttoned at the waist and properly hemmed to the heel of the shoe just above the ground. Uniform **kilts, pants and shorts** ~~that~~ have been improperly altered may not be worn. ~~Shorts must be worn according to sizing provided by the Board uniform supplier. Shorts may not be shortened or altered. Shorts may be worn in the months of September, October, April, May and June only.~~

~~Socks must be neutral in colour, and not a distraction. Socks must be worn with the uniform pants or shorts at all times.~~

1.2 At a minimum, every student is required to wear one (1) of the following items:

- White Oxford shirt (short or long sleeve)
- Polo shirt (short or long sleeve)
- Visible t-shirts worn under uniform tops must be plain white.

Uniform shirts, either polo or white oxford with embroidered school logo, must be buttoned to the second button from the collar and the collar must be buttoned on both sides. Shirts designed to be tucked in are to be tucked in so that the belt loops are visible. Shirts with the school logo at the bottom may be worn untucked.

**In addition, Board uniform approved sweaters and hoodies embroidered with the school logo are permitted to be worn as part of the secondary uniform.**

- 1.3 Only low cut, full back, closed toe, solid black dress shoes or oxfords are acceptable. Laces must be black and plain. Prior to purchasing, any clarification on the appropriate shoe type or style should be directed to the secondary school Principal/ ~~or Vice-Principal~~. ~~There is an option of a winter shoe/boot that is black, low cut and with a low heel during the months of November to March.~~
- 1.4 Socks must be neutral in colour, and ~~not a distraction~~. Socks must be worn with the uniform pants or shorts at all times
- 1.5 The following items may not be worn with the uniform: bandanas, distracting belt buckles, hats, hoods, jewellery with spikes and studs.
- 1.6 Hair must be styled in a manner that is not offensive to an individual, group/culture.
- 1.7 Piercing and Tattoos: Visible facial piercing (excluding a small nose stud), excessive piercing, ear expanders and visible tattooing and branding which is inappropriate, excessive, is directed at an individual group/culture, which contains an offensive, inappropriate message, advertisement, slogan are prohibited.
2. As part of the secondary uniform, secondary students are required to wear specific Physical Education clothing items for all Physical Education courses as determined by the Principal.
3. Designated Board uniform suppliers will make available for purchase optional sweaters, hoodies and turtlenecks as part of the secondary school uniform. These items are not mandatory and can supplement the minimum uniform items required of every secondary school student. Non-mandatory optional items are determined by the Principal in consultation with the Catholic School Council. The design of the sweater or hoodie will be in place for a minimum of three (3) years before a new design ~~is made~~ **may be** available for purchase. The original sweater or hoodie design will be grandfathered and permitted to be worn as part of the secondary uniform.
4. Designated Board uniform suppliers will limit the number of Principal approved uniform items to ten (10) per secondary school. Any transition from one type of approved uniform item to another will be grandfathered and permitted to be worn as part of the secondary uniform during a school's transition period.
5. To assist with uniform item purchases throughout the year, the following will be implemented with Board uniform suppliers and in every Niagara Catholic secondary school:
  - 5.1 Uniform suppliers will provide a percent return to assist initial purchases.
  - 5.2 Uniform Suppliers will provide discounts to families with more than two (2) children or a family spending more than \$100.00 per purchase for Niagara Catholic uniform/dress code items.
  - 5.3 All secondary schools ~~will~~, with the voluntary assistance of **the** Catholic School Council ~~members~~ **will set up facilitate** donations of gently used uniforms items and hold **an** annual or semi-annual "Uniform Trade Days".
  - 5.4 ~~All secondary schools will, with the voluntary assistance of Catholic School Council members facilitate donations of outgrown uniform items.~~

## ACCESSORIES TO THE SECONDARY UNIFORM

Accessories not in keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and the expectations of the secondary uniform as determined by the Principal or designate is not permitted and/or will be required to be removed.

The following accessories, but not limited to, are not permitted with the secondary uniform:

<del>BELT:</del>	<del>No distracting buckles are permitted.</del>
<del>BANDANAS:</del>	<del>Prohibited and will be confiscated.</del>
<del>BODY PIERCING:</del>	<del>Visible body piercing, such as the lip, eyebrow or any other facial area, excluding a stud in the nose, is prohibited. Piercing may not be covered by a bandage. Ear expanders and excessive piercing are prohibited.</del>
<del>HAIR STYLES AND COLOUR:</del>	<del>Must be styled in a way that is not distracting or conspicuous. Only natural hair colour will be deemed acceptable. Shaved symbols or designs are not acceptable.</del>
<del>HATS / HOODS:</del>	<del>May not be worn inside the school building.</del>
<del>JEWELLERY:</del>	<del>Must be neat, respectable, inoffensive and non-distracting. Jewellery, including spiked or studded bracelets and necklaces, earrings, chains and expanders are considered safety hazards and are not permitted.</del>
<del>TATTOOS:</del>	<del>Visible tattooing and branding which is inappropriate, excessive or is directed at an individual, group, culture or which contains an offensive or inappropriate message, advertisement or slogan are prohibited.</del>

## STANDARDIZED SECONDARY STUDENT UNIFORM COMPLIANCE

Niagara Catholic's secondary uniform requires that **All secondary** students **are to** arrive at school daily and/or for special school related community events dressed in the required secondary uniform. Compliance by all secondary students registered with Niagara Catholic is expected as determined by the Principal/ or Vice-Principal.

~~As determined by the Principal or Vice-Principal,~~ **S**tudents who do not comply with the secondary uniform expectations will be **issued** consequences according to school guidelines ~~and will either:~~

- ~~• Prohibit the school registration as a secondary student;~~
- ~~• Loss of privilege to wear an approved uniform item; or~~
- ~~• Result in progressive disciplinary consequences.~~

~~The following progressive disciplinary consequences will be followed, at a minimum, by all Niagara Catholic secondary schools. Any consequences beyond those listed below or out of the progressive discipline sequence will be at the discretion of the Principal following consultation with the appropriate Family of Schools' Superintendent.~~

~~At a minimum and in addition to the following, if the secondary student is not in compliance with the secondary uniform, parents and guardians will be contacted to bring the required uniform item(s) to school.~~

## PROGRESSIVE DISCIPLINE

~~Written or verbal communication by~~ The teacher, Vice Principal/Vice-Principal, or designate ~~will communicate~~ to parents/ ~~or~~ guardians regarding the ~~breach~~ non-compliance of the Board's Secondary Uniform Policy. The communication will outline the following consequences ~~for further non-compliance~~:

- Loss of school privileges, and/or;
- ~~Student receives~~ Detention/age appropriate discipline assignment, and/or;
- Parents/ ~~or~~ guardians ~~are~~ will be contacted to pick up the student from school, and/or
- Parents/guardians and student will be contacted for a meeting with the Principal/Vice-Principal, and/or
- Possible suspension from school. ~~Student will be suspended in the event the student attends without proper secondary uniform attire.~~

~~Repeat infractions will result in a meeting between the student, parents or guardians and the school Principal or Vice Principal to review expectations of all secondary students in the Board.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
ELEMENTARY STANDARDIZED DRESS CODE – SAFE  
SCHOOLS POLICY (302.6.10)**

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: January 26, 2016





Niagara Catholic District School Board

## **ELEMENTARY STANDARDIZED DRESS CODE POLICY** **(Safe Schools Policy)**

### STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.10

Adopted Date: November 27, 2012

Latest Reviewed/Revised Date: NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and **in accordance with** the dress code requirements of the Safe Schools Act, ~~commencing September 1st, 2013~~ all elementary schools within the Niagara Catholic District School Board will implement an elementary standardized dress code. ~~Upon registration in an elementary school, parents will be made aware of the Elementary Standardized Dress Code expectation of all elementary students.~~

~~As a fully inclusive Board, the Elementary Standardized Dress Code Policy~~ **that** recognizes the uniqueness and gift of all students.

This Policy acknowledges a respect for self and others by supporting each student to actively and equitably participate fully in the Catholic learning environment through the creation of **safe, inclusive and accepting** school climates ~~which seek to equalize all students regardless of a family's socio-economic background.~~ in alignment with the design and expectations of the Niagara Catholic Vision 2020 Strategic Plan.

~~an~~ **The** elementary standardized dress code creates a unified sense of belonging for all students ~~from~~ Early Learning Kindergarten to Grade 8,

~~The elementary standardized dress code is designed to building~~ **building** community ~~as it and promoting~~ an environment of belonging, school identity, pride and spirit, by identifying with a Catholic elementary school community. The elementary standardized dress code ~~is inclusionary by striving~~ **is** to equalize peer pressure through proper and respectful dress which is intended to be economical for families.

All Niagara Catholic elementary standardized dress code items as defined in the Administrative Guidelines ~~—Elementary Standardized Dress Code~~ can be purchased either through Board suppliers or through **parents/guardians selected** retail stores who supply the acceptable elementary standardized dress code clothing items.

~~This Dress Code —Elementary Standardized Dress Code~~ Policy has been developed in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Statutes and Regulations of Ontario **and** for the purpose of this Policy, the term standardized elementary dress code aligns with the Education Statutes and Regulations of Ontario term dress code.

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

#### **References:**

- [\*\*Education Statutes and Regulations of Ontario - Regulation 298 S.23 \(1\) \(f\)\*\*](#)
- [\*\*Ontario Human Rights Code\*\*](#)
- [\*\*Safe Schools Act, 2007. Education Act S. 301 \(1\) \(3\), 302 \(3\) \(5\)\*\*](#)
- [\*\*Niagara Catholic District School Board Policies/~~Procedures~~\*\*](#)
  - [\*\*Dress Code-Secondary Uniform Policy\(302.6.6\)\*\*](#)
  - [\*\*Purchasing / Supply Chain Management Policy \(600.1\)\*\*](#)
  - [\*\*Religious Accommodation Policy \(100.10.1\)\*\*](#)
  - [\*\*Fundraising Policy \(304.1\)\*\*](#)



Niagara Catholic District School Board

## **ELEMENTARY STANDARDIZED DRESS CODE POLICY (Safe Schools Policy)**

### ADMINISTRATIVE GUIDELINES

300 – Schools/Students

Policy No 302.6.10

Adopted Date: November 27, 2012

Latest Reviewed/Revised Date: NIL

~~Commencing September 2013, it is the expectation that all elementary students, parents and guardians within the Niagara Catholic District School Board comply with the expectations of the Elementary Standardized Dress Code Policy and Administrative Guidelines. Elementary students entering Grade 8 in September 2013 have the option to participate in the required elementary standardized dress code for their final year of elementary school.~~

1. Compliance with the ~~Niagara Catholic~~ Elementary Standardized Dress Code Policy and Administrative Guidelines is a condition of registration and attendance in an elementary school within the Niagara Catholic District School Board.
2. The Principal, in consultation with the Catholic School Council, will annually review the elementary standardized dress items as part of the Student Code of Conduct.
3. The elementary standardized dress code requirements and expectations will be communicated annually to all families through school agendas, newsletters, school websites or correspondence from the school Principal.
4. It is the expectation that students wear the elementary standardized dress code items properly and in compliance with expectations throughout the school day and at all activities and events as representatives of the school and/or Board.
5. ~~Commencing January 2013, all newly purchased~~ Student co-curricular clothing items, spirit wear or athletic uniforms, will have, in addition to the school name and logo, the Board logo embroidered and/or screened on the item. ~~Advertisement on any school based co-curricular clothing item or uniform is prohibited.~~
6. No advertisement of any kind is permitted on any student co-curricular clothing items, spirit wear, athletic uniform or any elementary standardized dress code item.
7. Alternate Dress Days to a maximum of ten (10) days per school year excluding specialized approved charity events as approved by the Family of Schools' Superintendent will be determined by the school Principal for specific events or activities and communicated in advance to students, parents/ and guardians.
8. All elementary standardized dress code expectations regarding student safety, hats, jewellery, body piercing, tattoos, hair style and colour apply on alternate dress days. On alternate dress days, shirts must modestly cover from shoulders to hips. Pant, skirt or dress length must be appropriate and modest. Only knee length shorts or capris are permitted. All clothing must be in good repair. Clothing must not display any sign, symbol or phrase which is directed at an individual, group or culture or which contains an offensive or inappropriate message, advertisement or slogan.
9. All students are expected to wear the elementary standardized dress code ~~when~~ on field trips unless otherwise approved by the Principal.
10. Appropriate dress will be required for specialized activities, including physical education and play days. Appropriate dress for these activities will be determined by the Principal in consultation with

the classroom teacher. Notification to students, parents/ ~~or~~ guardians regarding appropriate dress for specialized activities will be communicated in advance.

11. As part of the elementary standardized dress code, elementary students are required to wear appropriately ~~chosen~~ physical education clothing items.

## ELEMENTARY STANDARDIZED DRESS CODE ITEMS

- ~~1. Designated Board suppliers and/or retail stores as selected by parents/ and guardians will make available for purchase by parents/ and guardians the following minimum elementary standardized dress code items required of every elementary school student.~~

1.1 At a minimum, every student is required to wear one (1) of the following items:

- Navy Blue sweat pants for students in Early Learning Kindergarten to Grade 3 or;
- Navy Blue Pants (~~Dress~~, Cargo, **Corduroy**, Denim, **Dress**, Kobe, ~~Corduroy~~ styles permitted) or;
- Navy Blue **Dresses or Skorts** ~~or Dresses~~ or;
- Navy Blue **Capris** or Walking Shorts ~~or Capris~~ or;
- Grade 8 students have the option to wear grey secondary uniform pants purchased through Board uniform suppliers.

Pants, skirt or dress length must be appropriate and modest. Only knee length capris or shorts are permitted. All clothing must be in good repair.

~~Socks must be worn with the elementary standardized dress code pants or shorts at all times.~~

1.2 At a minimum, every student is required to wear one (1) of the following items;

- Navy Blue or White Oxford shirt (short or long sleeve) or;
- Navy Blue or White Polo shirt (short or long sleeve) or;
- School designed spirit wear polo shirt.

The elementary standardized dress code shirts, either polo or oxford must be buttoned in a respectable manner. Visible t-shirts worn under the elementary standardized dress code top must be either navy blue or white.

**In addition**, approved ~~Board or retail supplied~~ sweaters and hoodies embroidered and/or screened with the school logo are permitted to be worn as part of the elementary standardized dress code.

- 1.3 Running shoes are the recommended footwear with a full back and a closed toe ~~for the health and safety of the entire school community~~. It is recommended that parents/guardians provide a pair of indoor shoes for physical education and indoor wear.

- 1.4 Socks must be **neutral in colour and** worn with the elementary standardized dress code pants or shorts at all times.

- 1.5 The following items may not be worn with the elementary standardized dress code: **bandanas, distracting belt buckles, hats, hoods, jewellery with spikes and studs.**

- 1.6 Hair must be styled in a manner that is not offensive to an individual, group/culture.

- 1.7 Piercing and Tattoos: **Visible facial piercing (excluding a small nose stud), excessive piercing, ear expanders and visible tattooing and branding which is inappropriate, excessive, is directed at an individual group/culture, which contains an offensive, inappropriate message, advertisement, slogan are prohibited.**

2. Designated Board suppliers will make available for purchase optional spirit wear, including current spirit wear, sweaters and hoodies as part of the elementary standardized dress code. The design of the sweater or hoodie will be in place for a minimum of three (3) years before a new design is made available for purchase. The original sweater or hoodie design will be grandfathered and permitted to be worn as part of the elementary standardized dress code. These items are not mandatory and can supplement the minimum elementary standardized dress code items required of every elementary school student. Non-mandatory optional items are determined by the Principal in consultation with the Catholic School Council.
3. To assist families with the purchase of elementary standardized dress code items throughout the year, the following will be implemented with Board approved dress code suppliers through the Board's Request for Proposal process and within every Niagara Catholic elementary school:
  - ~~4.1~~ 3.1 Board approved suppliers will provide a discount to families to assist with initial purchases.
  - ~~4.2~~ 3.2 Board approved suppliers will provide discounts to families with more than two (2) children or a family spending more than \$100.00 per purchase for elementary and/or secondary clothing items.
  - ~~4.3~~ 3.3 All elementary schools will, with the voluntary assistance of the Catholic School Council members set up facilitate donations of gently used uniforms dress code items and hold an annual or semi-annual "Dress Code Trade Days".
  - ~~4.4 All elementary schools will, with the assistance of Catholic School Council members facilitate donations of outgrown dress code items.~~
4. Note – Above items ~~4-3.1~~ and 4 3.2 do not apply to parents/ and guardians selected retail stores for the purchase of elementary standardized dress code items.

### **ACCESSORIES TO THE ELEMENTARY STANDARDIZED DRESS CODE**

~~Accessories not in keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and the expectations of the elementary standardized dress code, as determined by the Principal or designate is not permitted and/or will be required to be removed.~~

~~The following accessories, but not limited to, are not permitted with the elementary standardized dress code:~~

- ~~BANDANAS: Prohibited and will be confiscated.~~
- ~~BODY PIERCING: Visible body piercing, such as the lip, eyebrow or any other facial area, excluding a stud in the nose, is prohibited. Piercing may not be covered by a bandage. Ear expanders and excessive piercing are prohibited.~~
- ~~HAIR STYLES AND COLOUR: Must be styled in a way that is not distracting or conspicuous. Only natural hair colours will be deemed acceptable. Shaved symbols or designs are not acceptable.~~
- ~~HATS / HOODS:- May not be worn inside the school building.~~
- ~~JEWELERY / BELTS:- Must be neat, respectable, inoffensive and non distracting. Jewellery, including spiked or studded bracelets and necklaces, earrings, chains and expanders are considered safety hazards and are not permitted.~~
- ~~TATTOOS: Visible tattooing and branding which is inappropriate, excessive or is directed at an individual, group, culture or which contains an offensive or inappropriate message, advertisement or slogan are prohibited.~~

### **ACCEPTANCE OF THE STANDARDIZED ELEMENTARY STANDARDIZED DRESS CODE COMPLIANCE**

~~The elementary standardized dress code requires that~~ All elementary students will arrive at school daily and/or for special school related community events dressed in the required elementary standardized dress

code. ~~Compliance by all elementary students registered with Niagara Catholic is expected as determined by the Principal or Vice Principal.~~

~~As determined by the Principal or Vice Principal,~~ Students who do not comply with the elementary standardized dress code expectations will be **issued** consequences ~~&~~ according to school guidelines, ~~and will either:~~

- ~~1. Loss of privilege to wear an approved elementary standardized dress code item; or~~
- ~~2. Result in progressive disciplinary consequences.~~

~~The following progressive discipline. ary consequences. will be followed, at a minimum, by all Niagara Catholic elementary schools. Any consequences beyond those listed below or out of the progressive discipline sequence will be at the discretion of the Principal following consultation with the appropriate Family of Schools' Superintendent.~~

At a minimum and in addition to the following, if the elementary student is not in compliance with the mandatory elementary standardized dress code, parents/ ~~and~~ guardians will be contacted to bring the required dress code items to school.

## **PROGRESSIVE DISCIPLINE**

Through open communication with parents/ ~~and~~ guardians, staff will review the **elementary** standardized dress code expectations of all elementary students in Niagara Catholic and ~~consider family circumstances as presented.~~ Staff will implement a progressive discipline process, as required, to ensure acceptance of the standardized elementary dress code.

**In addition,** the progressive discipline process includes, but **is** not limited to;

1. Three reminders

- ~~1.1~~ The first reminder will be made by the classroom teacher, ~~Vice Principal/~~ **Vice-Principal** to the student and **will be** recorded.
- ~~1.2~~ The second reminder will be made by the classroom teacher, ~~Vice Principal/~~ **Vice-Principal** to the student's parents/ ~~or~~ guardians through a telephone call and **is will be** recorded.
- ~~1.3~~ The third reminder will be made by the classroom teacher through a note in the agenda and/or a phone call to the student's parents/ ~~or~~ guardians inviting the parents/ ~~or~~ guardians to a meeting ~~to discuss the dress code requirements.~~ The notification will indicate that **any further non-compliance** ~~the next breach~~ of the expectations of the elementary standardized dress code will result in the student and parents/**guardians** meeting with the Principal/ ~~or~~ Vice-Principal.

2. ~~Written or verbal communication by~~ **The teacher, Principal/Vice-Principal or designate will communicate** to parents/**guardians** ~~or~~ regarding **the further non-compliance** ~~persistent opposition~~ to the Board's Elementary Standardized Dress Code Policy. ~~The communication will outline including but not limited to~~ the following consequences ~~for further non-compliance:~~

- Loss of school privileges, ~~and/or~~
- ~~Student receives~~ detention/age appropriate discipline assignment, ~~and/or~~
- Parents/ ~~or~~ guardians **are may be** contacted to pick up the student from school, ~~and/or~~
- **Parents/guardians and student may be contacted for a meeting with the Principal/Vice-Principal**
- **Possible suspension from school**

~~2.1 Student may be suspended in the event the student attends without proper elementary standardized dress code attire.~~

~~Repeat infractions will result in a meeting between the student, parents or guardians and the school Principal/ or Vice Principal to review expectations of all elementary students in the Board.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
FRENCH IMMERSION (NEW)**

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Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintendent of Education

Date: January 26, 2016



Niagara Catholic District School Board

***French Immersion Policy***

STATEMENT OF POLICY

Policy No

Adopted Date: New

Latest Reviewed/Revised Date: New

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, it is the policy of the Board to allow students access to French Immersion programming from grade to grade in accordance with their individual performance.

Students will generally be placed in classes with their age appropriate peers. The placement of students must be based on all the factors influencing the student's progress including academic, social, emotional and physical growth considerations.

The location of French Immersion Programs in the Board will be determined by the Director of Education and the Superintendent of Education, Program.

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

***References:***

Niagara Catholic Admission of Elementary and Secondary Students Policy	No. 301.1
Niagara Catholic Attendance Area Policy	No. 301.3
Niagara Catholic Student Transportation Policy	No. 500.2



Niagara Catholic District School Board

## ***French Immersion Policy***

### ADMINISTRATIVE GUIDELINES

Policy No

Adopted Date: New

Latest Reviewed/Revised Date: New

The French Immersion procedures outlines the application, registration and program requirements for the Niagara Catholic District School Board French Immersion Programs.

### **Stakeholder Groups with Responsibilities under the French Immersion Administrative Guidelines:**

- Director of Education
- Superintendent of Education, Program
- Superintendent of Education, Human Resource Services
- Family of Schools Superintendents of Education
- Program Department
- Principals
- Teachers
- Parents/Guardians
- Student

## **PROCEDURES**

The procedure outlines processes and requirements for the Niagara Catholic District School Board French Immersion (FI) Program.

### **Rationale**

French Immersion (FI) is an optional program in which students receive their instruction in French for a variety of subjects from a teacher who speaks the language fluently. The program is designated for children whose first language is *not* French. Parents/guardians do not need to have knowledge of the French language or culture. Communication with parents/guardians is or can be in English including, but not limited to, report cards, newsletters and parent-teacher interviews depending on parent/caregiver(s) level of French proficiency.

In Niagara Catholic schools, the FI program begins in ELKP or Grade 1, depending on school site entry point, and is based on grade appropriate Ontario Curriculum expectations. The Program operates similarly to the program in English classrooms with instruction provided in French.

Participation in the FI program reflects the diversity of the student population. Appropriate accommodations are made for students, and special education support for formally identified



students with special education needs, as outlined in the Board Special Education Plan, are available for students participating in the French Immersion Program.

### **Entry Point**

Niagara Catholic District School Board offers early immersion in which the expected entry point is ELKP or Grade 1. Under special circumstances, after consultation with parents and with the approval of the school Principal, the appropriate Family of Schools Superintendent and the Superintendent of Education, Program, a student may be allowed to enter the program at another point provided the students accumulated hours in the French Immersion Program qualifies them for successful graduation from this program.

### **Attendance**

French Immersion students may attend the French Immersion site closest to their home address. Any out of boundary requests will follow the Board's Admission of Students Policy, and transportation will be the sole responsibility of the parent/caregiver(s).

### **Registration Processes**

As there is a provincially mandated hard cap in all primary grade class sizes as well as an aggregate class size cap in all other elementary grades, here are a limited number of spots available for students entering the FI Program. The class enrollment cap is set at 26 (Board aggregate) for ELKP and 20 (hard cap) for all other primary grades.

Siblings of current French Immersion students that are entering ELKP or Grade 1 in the Niagara Catholic School Board for the first time are provided with the first opportunity to pre-register for available French Immersion Programs at their local site by December 15<sup>th</sup> of the year preceding the September enrollment in French Immersion of the following year. Should the sibling not pre-register for any reason, application for the Program will be on-line and enrollment in the program will not be guaranteed.

Registration for the Niagara Catholic French Immersion Program is on-line at a time and date communicated to all interested parent/guardian(s) at a date advertised at least two months in advance. Electronic registration is time stamped (day, hour, minute and seconds) rank ordered by time. Parents will receive notification by email to inform them if their child has been placed in the grade appropriate French Immersion class or if they have been placed on the school's French Immersion Class Waitlist. On-line registration is the sole avenue to enroll students in the Niagara Catholic French Immersion Program. It is the sole responsibility of the parent/guardian(s) to ensure that they have registered their child at the correct site and grade. Errors in registration will not be considered at an alternative grade or French Immersion site when a waitlist exists for that specific entry point.

The specific French Immersion school site will contact successful applicants via e-mail and telephone to complete the registration process. Should a family fail to register a child by June 1<sup>st</sup> of the current school year for a September start in the next school year; the next qualified student

registered electronically in rank order will be offered the available classroom position by the French Immersion site principal.

### **Transportation**

All students enrolled in the French Immersion Program will be provided with transportation to their local Family of Schools designated French Immersion School site in accordance with the Board's Transportation of Students Policy #500.2. Designated Family of Schools French Immersion schools can be located at the following link: [www.niagaracatholic.ca](http://www.niagaracatholic.ca). Siblings of French Immersion students will not be considered for transportation in accordance with these Administrative Guidelines.

### **EQAO Participation**

The Ministry of Education currently allows school boards to select participation in EQAO assessments in English or French (or both). All Niagara Catholic Elementary French Immersion students will participate in the Language component of the EQAO assessment in ~~French~~ **English** in Grade 6. The EQAO assessment of Mathematics will be in French for Grades 3 and **in English for Grade 6**.

For all Niagara Catholic French Immersion Secondary Students, participation in the Ontario Secondary Schools Literacy Test (OSSLT) and the Grade 9 EQAO Assessment of Mathematics will be in English or French at the discretion of the individual secondary school Principal, in consultation with staff, where French Immersion courses are being offered.

### **Support for Instruction**

#### ***Staff Development***

Niagara Catholic District School Board recognizes that second language instruction requires specific teaching methodology. In keeping with the provincial guidelines and the standards of excellence used by Niagara Catholic District School Board, French Immersion teachers must have:

- Professional development appropriate to their grade and subject;
- Professional development specific to immersion teaching; and
- An excellent command of oral and written French
- Professional qualifications in French under the Ontario College of Teachers Act

#### ***Resources***

The Boards Student Achievement – Program Department will provide the necessary human resources (administrative, teaching and support staff), material (print and non-print), and information technology resources to deliver an effective program in French.

### **Responsibilities**

***The Director of Education shall:***

- allocate staff and resources to support the French Immersion Program.

***Family of Schools Superintendents of Education shall:***

- review French Immersion attendance areas and determine program locations in accordance with Policy and Procedure #108.0, Student Accommodation – Attendance Areas and Student Transfers;
- provide leadership and support to French Immersion site principals, as required, in implementing the French Immersion Program.

***Superintendent of Education, Program shall:***

- provide leadership and support the high-quality implementation of the elementary and secondary Ontario French Immersion Curriculum.

***Superintendent of Human Resource Services shall:***

- ensure that selection processes for French Immersion (FI) teaching staff are aligned with legislation and all applicable Board policies and procedures;
- ensure that FI teachers hold additional qualifications to teach in French as a Second Language programs in English schools, and where teachers do not have additional qualifications in French, apply to the Ministry of Education for a Temporary Letter of Approval;
- administer language assessments for FI teacher candidates.

***Program Department Staff shall:***

- provide leadership and support to schools in implementing appropriate supports for students with special education needs.

***Principals of Schools with French Immersion shall:***

- adhere to the Board’s French Immersion (FI) Program ensuring integrity and consistency are maintained across the system;
- ensure that French is the language of instruction in all subjects taught in French;
- adhere to the Board’s protocol for hiring FI teaching staff.

**Elementary Schools with French Immersion shall:**

- support the FI registration process;
- host an information night for parents/guardians interested in enrolling their child(ren) in the FI program and share the following;
- upcoming space accommodations if applicable;
- the registration process.

***For late registrations:***

- advise parents/guardians that students may be required to overflow due to staffing or accommodation considerations;
- consider admission to the program on a first come, first served basis.

***For delayed entry students:***

- consider, in consultation with parents/guardians whether enrolment in the FI program is in the best interest of the student;

- monitor the student during the first six weeks, as required, with the classroom teacher and/or the special education resource teacher to ensure the student is progressing appropriately;
- ensure parents/guardians are informed of the child's performance at regular intervals;
- determine for Grades 4 to 8 which of Health and Physical Education and/or the Arts subjects will be taught in French and which in English, meeting program requirements and ensuring consistency within the school including, but not limited to,
- Not changing the subject language mid-year,
- Not offering one subject in both languages;
- ensure FI-qualified staff teaches all French subjects;
- avoid having one teacher teach both French and English to the same class;
- for students entering the Board from a different Board's FI program or returning to FI after an extended absence, consider whether FI is an appropriate choice for the student by;
- ensuring that the Student Record of Accumulated Instruction in French over their previous schooling includes at least 70 per cent of the total accumulated by Niagara Catholic students in the grade they are entering;
- reviewing other relevant information, including student report cards;
- recommending a curriculum-based assessment, as appropriate;
- communicating the final decision about student's participation in FI to parents/guardians;
- consulting with the superintendent of schools, as required;
- for English language learners (ELLs) entering Grade 1, update the English as a Second Language (ESL) information in Maplewood, as outlined in the Entering English as a Second Language/English Literacy Development Data document;
- for English language learners (ELL) in Grades 4 to 8;
- for subjects taught in English, ensure teachers determine the students' level of English language proficiency and communicate this information to the principal;
- ensure that the student's level of English language proficiency is noted in Trillium as outlined in the Entering English as a Second Language/English Literacy Development Data document;
- support the implementation of Board and Ministry policies and procedures for programming, and for tracking of ELLs' language proficiency.

**Secondary Schools with French Immersion shall:**

- ensure the most appropriate Core French placement for students who graduate from the Grade 8 FI program but do not continue with FI in secondary school;
- ensure that all required courses and a variety of other courses are available to students enrolled in the FI program in order to satisfy the requirements of the French Immersion Certificate upon graduation.

***Teachers of French Immersion shall:***

- recognize that the French Immersion (FI) program operates similarly to the program offered in English, and that all curriculum expectations and relevant Board policies and procedures apply;
- adhere to the Board Special Education Plan as it relates to FI;
- use French as the language of instruction for subjects taught in French;
- ensure students use French at all times in subjects taught in French;
- foster, model and encourage the use of French outside the classroom;
- for delayed entry students, inform parents/guardians of the child's performance at regular intervals;
- for English language learners (ELLs) in Grades 4 to 8 for subjects taught in English;
- determine the level of English language proficiency and communicate this information to the principal;
- provide the necessary program adaptations for ELLs as they acquire English proficiency;
- monitor the ELLs' level of English proficiency on an ongoing basis.

**Parent(s)/guardian(s) shall:**

- register their children for French Immersion (FI) by:
- for Kindergarten students in the Board, providing the child's Student Index Card signed by the current principal to the FI school,
- for students new to the Board, providing completed registration package as outlined in Policy and Procedure #163.0, School Admission, and
- presenting the appropriate documentation at the FI school to register;
- understand that students who register late may be overflowed to another site due to staffing issues or accommodation;
- understand that delayed entry students will need additional support at home to catch up on missed learning;
- understand that students who have not been in FI will not be accepted in the program after the last Friday in November of their Grade 1 year;
- communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with school staff;
- understand that learning materials will be in French including, but not limited to, homework assignments, assessment criteria and learning goals;
- understand that school boundaries are subject to review and may change.

**French Immersion Students shall:**

- use French at all times in subjects taught in French.

*It is the expectation of the Niagara Catholic District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.*

**Progression of Niagara Catholic French Immersion Program Possible Entry Points Over Time**

(Individual entry point dependant on location)

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>French Immersion</b>	ELKP, 1	ELKP, 1, 2	ELKP, 1, 2, 3	ELKP, 1, 2, 3, 4	ELKP, 1, 2, 3, 4, 5	ELKP, 1, 2, 3, 4, 5, 6	ELKP, 1, 2, 3, 4, 5, 6, 7	ELKP, 1, 2, 3, 4, 5, 6, 7, 8

**Elementary French Immersion Programming**

French must be the language of instruction for a minimum of **50 per cent** of the total instructional time at every grade level of the program. FI programs must include the study of French as a second language and the study of at least two other subjects taught in French.

Subjects must be selected from the following: The Arts, Social Studies (Grades 1 to 6) or History and Geography (Grades 7 and 8), Mathematics, Science and Technology, and Health and Physical Education. The minimum requirement for French language instruction Immersion is 3800 hours at the end of Grade 8.

**Niagara Catholic Elementary French Immersion Programs**

*French Instructional time*

*English Language Instructional time in shaded area*

<i>ELKP - Gr. 1</i>	<i>90% French Language 274 Minutes</i>	<i>Religion 10% 30 minutes</i>
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<i>Grade 2 - 3</i>	<i>80% French Language 243 Minutes</i>	<i>English Language Arts is introduced 20% 61 minutes</i>
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<i>Grade 4 - 5</i>	<i>75% French Language 228 Minutes</i>	<i>Additional subjects taught in English are introduced 25% 76 minutes</i>
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<i>Grade 6 - 8</i>	<i>50% French Language</i>  <i>152 minutes</i>	<i>50% English Language</i>  <i>152 minutes</i>
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Subjects that *may* be taught in French are: French Language Arts, Religion, Math, Science and Technology, Social Studies (History & Geography in the Intermediate grades), Music, Visual Arts, Drama/Dance, Health and Physical Education.

Choice of subjects to teach in French may depend on the availability of staff able to teach that subject in French (i.e. Phys. Ed Specialist)

**French Immersion Secondary School Credits**

All Niagara Catholic students are required to successfully complete 30 credits in order to complete the requirements for the Ontario Secondary School Graduation Diploma. Niagara Catholic will offer enough credits in French (14 credits) to enable a student to graduate with a French Immersion Diploma.

**Secondary French Immersion Program**

Each secondary school will offer the following courses in French:

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

Secondary school students must accumulate at least 10 French Immersion credits to qualify for the French Immersion Certificate upon graduation.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: POLICIES – PRIOR TO VETTING  
ACCESS TO BOARD PREMISES – SAFE SCHOOLS POLICY  
(302.6.3)**

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: January 26, 2016





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

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

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

This policy applies to all persons accessing any Board owned property or building under the jurisdiction of the Niagara Catholic District School Board. The Niagara Catholic District School Board authorizes its administrators ~~staff~~ to exercise rights as occupiers under the provisions of the Trespass to Property Act to utilize the provision of the regulation and the Criminal Code in efforts to ensure the safety of all authorized persons accessing Board premises, including all property or buildings, including Board contracted transportation vehicles, schools, of the Board, Board sites, all adjacent Board property of the Niagara Catholic District School Board, inclusive of playgrounds, parking lots, and school buses.

The Principal/Vice Principal or another person authorized by the Board may prohibit entry to Board premises of an unauthorized person or to direct any unauthorized person to leave Board premises.

The Board authorizes administrators or other persons authorized by an administrator to prohibit entry onto Board premises of any unauthorized person and to direct any unauthorized person to leave Board premises.

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

**References:**

- [Access to School Premises, Regulation \(0.Reg.474/00\) and Amendments \(0.Reg. 471/07\) s. 305 of the Education Act](#)
- [Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board](#)
- [Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara](#)
- [Safe and Accepting Schools Act](#)
- [Trespass to Property Act \(R.S.O. 1990 C. T. 21; Sections 1-5, 9\)](#)

**Niagara Catholic District School Board Policies/~~Procedures~~**

- [Code of Conduct Policy \(302.6.2\)](#)
- [Safe and Accepting Schools Policy \(302.6\)](#)
- [Code of Conduct Policy \(302.6.2\)](#)
- [Student Suspension Policy \(302.6.4\)](#)
- [Student Expulsion Policy \(302.6.5\)](#)
- [Dress Code-Secondary Uniform Policy \(302.6.6\)](#)
- [Criminal Background Check Policy \(302.6.7\)](#)

- [\*Bullying Prevention and Intervention Policy \(302.6.8\)\*](#)
- [\*Progressive Student Discipline Policy \(302.6.9\)\*](#)
- [\*Elementary Standardized Dress Code Policy \(302.6.10\)\*](#)
- [\*Video Security Surveillance Policy \(701.3\)\*](#)
- [\*Community Use of Facilities Policy No. 800.2\*](#)



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

ADMINISTRATIVE GUIDELINES

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

The safety of students, staff, and authorized persons is a priority for the Niagara Catholic District School Board.

### **SIGNAGE**

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

**PERSONS AUTHORIZED ON BOARD PREMISES** The Access Board Premises Administrative Guidelines clarify the expectations and procedures governing who is and who is not permitted on school premises, in keeping with O. Reg. 474/00 as amended by O. Reg. 471/07.

Persons permitted to be on Board premises are restricted to areas authorized by an administrator or by permit approved by the Facilities Services Department.

~~Subject to any restrictions set out in this regulation,~~ **The following persons are permitted to be on Board premises when the premises are being used for a purpose authorized by the Board:**

- A person/pupil enrolled as a student in the school.
- A parent or guardian of such pupil/a student enrolled in the school.
- A person employed or retained by the Board.
- A person who is otherwise on the premises for lawful purpose (i.e. mail, deliveries, voting, Community Use Permit).

~~Access to school premises does not entitle the person to have access to all areas of the school.~~

### **2. Conditional Access is granted to the following:**

- A person invited to attend an event, class or meeting.
- A person invited by the Principal/Vice-Principal/Supervisor or another person authorized by Board policy to be in/on the school/Board premises for a specific purpose.

The following individuals have a statutory right to attend school property as a visitor and are required to sign in at the Main Office. The school Principal will authorize access within the school as a visitor to:

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

### **PROHIBITION FROM REFUSAL OF ACCESS TO BOARD PREMISES**

- All entrances of elementary schools shall remain locked and/or secured.
- All entrances of secondary schools shall remain locked and/or secured where appropriate.

An administrator/Principal/Vice-Principal or another person authorized by the Board has the duty to exercise his/her discretion to refuse admission/access to the Board premises to anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises. O. Reg. 474/00, s. 3(1)

- An administrator ~~Principal/Vice-Principal~~ or another person authorized by the Board has the duty to exercise his/her discretion to refuse admission to access to Board premises to anyone who fails to report his or her presence on the premises as required by the Access to Board Premises Policy. ~~in a specified manner. O. Reg. 474/00, s. 3 (2)~~
- A Principal/Vice-Principal or administrator has the duty to refuse access to a student who is suspended or expelled unless determined that the student is using the services of or taking a course or program to assist suspended or expelled students.
- Individuals, under the order of the court, are not permitted to access Board premises, including, but are not limited to, identified trespassers, non-custodial parents or other offenders.

### **ACCESS TO BOARD PREMISES CARDS**

A Niagara Catholic ~~Staff Photo Identification Access Cards~~ will provide access to designated Board buildings or rooms within a building as authorized by the Facilities ~~the property of the Board and must be returned as required when no longer or in use.~~ Services Department. Individuals who have been authorized to use the identification card to gain access to a Board building or rooms within a building are to provide their own individual access as authorized by the owner of the card and are prohibited from providing access to visitors or unauthorized individuals.

A ~~lost~~ Niagara Catholic Photo Identification Access Card:

- is the property of the Board;
- must not be covered or defaced in any way;
- must be returned when no longer valid or in use; and
- must be reported immediately if lost to the Facilities Services Department.

A Niagara Catholic ~~Staff Photo Identification Access Cards shall be~~ will be authorized by Human Resources Services and issued by the Facilities Services Department ~~issued by the~~ to all Niagara Catholic employees and must be worn by the employee during working hours and the hours of operation.

A Niagara Catholic Photo Identification Access Card will be authorized by Human Resources Services and issued by the Facilities Services Department to occasional employees and must be worn by the occasional employee during approved working hours and the hours of operation.

A Niagara Catholic Photo Identification Access Card will be issued to all elected Trustees, including Student Trustees of the Board for access to the Holy Cross Community Room of the Catholic Education Centre during their term of office.

A Niagara Catholic Photo Identification Access Card will be made available, upon the request of a school Principal and authorized by the Facilities Services Department to the local Parish Priest. As a visitor, the local Parish Priest is required to enter the school at the main entrance, to sign in at the main office of the school, and have access as authorized by the school Principal.

~~A lost Photo Identification Card must be reported to the Facilities Services Department.~~

### **BOARD AUTHORIZED PHOTO IDENTIFICATION ACCESS CARDS**

Board Authorized Photo Identification Access Cards are authorized and issued by the Facilities Services Department.

### **ACCESS TO BOARD PREMISES BY VISITORS**

- All visitors during operational hours are to comply with the following procedures before accessing any Board premises:
- Upon arrival all non-school based employees and visitors are required to report to the main office/front desk.
- All non-school based employees and visitors are required to sign-in upon arrival in the Visitor's Book, stating their name and reason for the visit.
- All non-school based employees and visitors will be issued a Visitor's Identification name tag and will be required to wear the name tag during the duration of their visit.

- All non-school based employees and visitors are required to sign-out upon departure from Board premises.
- All visitors authorized to access Board premises beyond normal operational hours are to gain access and be accompanied by an authorized employee of the Board. Visitors are prohibited from unaccompanied access to any Board premises.

### **Visitor's Book**

Each school will keep a Visitor's Book to record pertinent information regarding all visitors. The Visitor's Book will be maintained as per the following guidelines:

- As outlined in Section 265(n) of the Education Act, the maintenance of the Visitor's Book shall be the responsibility of the school Principal.
- The Visitor's Book shall be kept in a location determined by the Principal and shall be administered by such personnel as directed by the school Principal.
- All visitors entering the school beyond the office must complete the information required in the Visitor's Book and wear a Visitor's Identification Card.

### **Prohibition from Access**

- All entrances of elementary schools shall remain locked and/or secured.
- All entrances of secondary schools shall remain locked and/or secured where appropriate.
- A Principal/Vice Principal or another person authorized by the Board has the duty to exercise his/her discretion to refuse admission to anyone whose presence on the premises would be detrimental to the safety or well being of a person on the premises. *O. Reg. 474/00, s. 3 (1)*
- A Principal/Vice Principal or another person authorized by the Board has the duty to exercise his/her discretion to refuse admission to anyone who fails to report his or her presence on the premises in a specified manner. *O. Reg. 474/00, s. 3 (2)*

### **TRESPASS TO PROPERTY**

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

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

A Trespass to Property Letter (*Appendix A*) by registered mail with copies sent to the Niagara Regional Police Service, the Family of Schools' Superintendent and the Board Lawyer

If a Principal/Vice Principal or designate observes or becomes aware of a person entering the premises where entry is prohibited, or is engaging in a prohibited activity, or fails to leave the premises immediately after being directed the following procedures will be followed:

- Approach the person.
- Ask the person to identify him/herself and the reason for his/her presence on Board property.
- If the person is a student from another school, ask for the name of the school.
- Request that the person leave the premises.
- If a Principal/Vice Principal or designate is unable to identify the person for the purpose of sending a letter, the Principal/Vice Principal or designate will record the incident that the person has received a verbal warning.
- If a Principal/Vice Principal or designate observes or becomes aware of the person returning, the police will be contacted and the situation will be monitored.

### **Building Entrance Signage**

~~Schools are encouraged to make the public aware of the *Education Act's Access to School Premises Regulation 474/00*.~~

~~All schools are required to post signs welcoming and requiring all visitors to begin their visit to the school by reporting to the school office or designated area before going to other sections of the building.~~

~~Each school shall designate the location(s) of visitor entrances which will be identified by Board approved signs.~~

~~Schools may wish to consider other control measures to ensure that these identified entrances are the only entrances available to visitors during the regular school hours.~~

### **SCHOOL WATCH PROGRAM**

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

### **Visitor's Book**

~~Each school will keep a Visitor's Book to record pertinent information regarding all visitors. The Visitor's Book will be maintained as per the following guidelines:~~

- ~~• As outlined in Section 265(n) of the Education Act, the maintenance of the Visitor's Book shall be the responsibility of the school Principal.~~
- ~~• The Visitor's Book shall be kept in a location determined by the Principal and shall be administered by such personnel as directed by the school Principal.~~
- ~~• All visitors entering the school beyond the office must complete the information required in the Visitor's Book and wear a Visitor's Identification Card.~~

### **7. Visitors to Schools—Visitor Identification Cards**

~~All visitors authorized to be in a school building or on Board and school property are required to wear a Visitor's Identification Card issued by the Board's Facilities Services Department. Visitor Identification Cards apply during the hours of operation of the schools.~~

### **8. Photo Identification Cards**

~~Photo Identification Cards shall be issued to all Niagara Catholic employees who are required to wear the Photo Identification Card during the hours of operation of the schools.~~

~~Photo Identification Cards are the property of the Board and must be returned as required when no longer in use. A lost Photo Identification Card must be reported to the Facilities Services Department.~~

## APPENDIX A

### TRESPASS TO PROPERTY SAMPLE LETTER

Place on School Letterhead

Date

Name

Address

Town, Province

Postal Code

Dear:

Re: Trespass to Property Letter  
*Sent by Registered Mail*

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

The conditions of this letter are in effect from \_\_\_\_\_ to \_\_\_\_\_.  
[insert date] [insert date]

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

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

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

Should you wish to appeal the conditions set out in this letter, you must provide written notice of your intention to appeal to the Family of Schools' Superintendent within ten (10) days of receipt of this letter. Please forward such written notice to the *Family of Schools' Superintendent of Education*, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 or (Fax 905.735.9710).

Sincerely,

Principal

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

**PARTICIPATION IN SCHOOL WATCH PROGRAM  
SAMPLE LETTER**

Place on School Letterhead

RE: SCHOOL WATCH PROGRAM

Dear Community Partner/Neighbour:

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

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

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

<i>Area</i>	<i>Phone Number</i>
St. Catharines, Niagara-on-the-Lake, Niagara Falls and Thorold	905.688.4111
Pelham	905.735.7811
Grimsby, Lincoln and West Lincoln	905.945.2211
Welland, Wainfleet and Port Colborne	905.735.7811
Callers with a TTY	905.688.1466

*(a text telephone device that is used by the hearing or speech impaired )*

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

Sincerely,

*[Insert Principal's Name/Designate]*

*[Insert Title]*



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: POLICIES – PRIOR TO VETTING  
REIMBURSEMENT OF TRAVEL EXPENSES POLICY (201.4)**

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Date: January 26, 2016



Niagara Catholic District School Board

## **REIMBURSEMENT OF TRAVEL EXPENSES POLICY**

### STATEMENT OF POLICY

200 – Human Resources

Policy No 201.4

Adopted Date: December 22, 1998

Latest Reviewed/Revised Date: October 28, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board shall provide reimbursement to personnel for reasonable travel expenses incurred while on Board approved business. The Board is committed to ensuring travel reimbursement expenses are associated with employee's duties and continue to maximize benefits to the Board.

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

#### **References**

- *Niagara Catholic District School Board Policies/Procedures*
  - [\*Employee Code of Conduct and Ethics Policy \(201.17\)\*](#)
  - [\*Income Tax Regulations C.R.C, c.945 Income Tax Act\*](#)



Niagara Catholic District School Board  
**REIMBURSEMENT OF TRAVEL EXPENSES**  
ADMINISTRATIVE GUIDELINES

200 – Human Resources

Policy No 201.4

Adopted Date: December 22, 1998

Latest Reviewed/Revised Date: October 28, 2014

## EMPLOYEES ELIGIBLE FOR REIMBURSEMENT

Travel cost reimbursements will be paid to eligible employees for travel on approved Board business to various destinations, as follows:

1. Employees scheduled between work sites, according to Board approved assignments.
2. Employees travelling within the Board's jurisdiction on business, with the approval of their Supervisor.
3. Employees travelling outside the Board's jurisdiction, with the approval of their Supervisor.

## TRAVEL ELIGIBLE FOR REIMBURSEMENT

1. All travel at the start of day and end of day between home and any Niagara Catholic work site is the responsibility of the employee.
2. All travel costs between Niagara Catholic work sites are eligible for reimbursement when an employee is scheduled for two assignments on the same day.
3. All distances claimed for reimbursement will be determined by the shortest route. A schedule of predetermined distances between school sites will be provided.
4. During weekends, with the approval of their Supervisor, eligible employees will be reimbursed for the distance actually travelled on Board business, unless the individual is paid overtime.
5. Employees participating in full day conferences, meetings, workshops or general activities organized within the Niagara Region will not be eligible for travel reimbursement. The location of the conference, meeting, workshop or general activity will be designated as a Niagara Catholic site for the duration of the activity.

## RATE OF REIMBURSEMENT

- ~~1. The rate of reimbursement shall be 45 cents per kilometre.~~
- ~~2. The rate of reimbursement shall be reviewed by the Director of Education at least every two years\*.~~
- ~~3. The Director, in consultation with the Superintendent of Business and Financial Services, shall arrive at a rate for travel reimbursement after considering other rates in school boards, regional, municipal and Ontario government offices. A report on any changes in rate shall be review at the Policy Committee.~~

Employees will receive an allowance on a per-kilometer rate that is deemed reasonable by the Niagara Catholic District School Board in accordance with the amounts prescribed in section 7306 of the Income Tax Regulations.

These rates will be used as a guideline to determining the annual per-kilometre rate paid to Niagara Catholic Employees and Trustees as recommended by the Superintendent of Business and Financial Services to the Director of Education for approval.

## REIMBURSEMENT PROCEDURES

Eligible employees will be reimbursed at the approved rate, as follows:

1. The [Reimbursement of Travel Expenses Form](#) is to be completed and signed by the eligible employee.
2. The Reimbursement of Travel Expenses Form is to be signed by the eligible employee's Supervisor/Superintendent and then forwarded to the appropriate Superintendent/ Controller of Facilities Services.
3. The Reimbursement of Travel Expenses Form shall be submitted on a monthly basis within the current school year.
4. The approval for travel reimbursement for forms submitted beyond 60 days of travel dates will be at the discretion of the Superintendent of Business and Financial Services.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 26, 2016**

**TITLE: POLICY AND GUIDELINE REVIEW 2015-2016 SCHEDULE**

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The Policy and Guideline Review 2015-2016  
Schedule is presented for information.

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

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

Date: January 26, 2016



# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2015 - JUNE 2016

*Updated: January 26, 2016*

<i>SORTED BY POLICY COMMITTEE MEETING DATE</i>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
2012	2014	201.16	Attendance Support Program	Sept. 2015
<b>NEW</b>		<b>NEW</b>	Asthma	Sept. 2015
2010	2010	800.6	Facility Partnerships	Oct. 2015
1998	2010	701.2	Pupil Accommodation Review	Oct. 2015
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Nov. 2015
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Nov. 2015
<b>NEW</b>		<b>NEW</b>	French Immersion	Nov. 2015
2012	2014	201.16	Attendance Support Program	Nov. 2015
<b>NEW</b>		<b>NEW</b>	Asthma	Nov. 2015
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	Jan. 2016
1998	2014	201.4	Reimbursement of Travel Expenses	Jan. 2016
2010	2010	800.6	Facility Partnerships	Jan. 2016
1998	2010	701.2	Pupil Accommodation Review	Jan. 2016
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Jan. 2016
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Jan. 2016
<b>NEW</b>		<b>NEW</b>	French Immersion	Jan. 2016
1997	2010	100.1	Board By-Laws	Feb. 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	Feb. 2016
2002	2015	201.7	Employee Workplace Harassment *	March 2016
2002	2015	201.11	Employee Workplace Violence *	March 2016
2002	2015	201.6	Occupational Health & Safety *	March 2016
1999	2010	302.3	Safe Arrival	March 2016
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	March 2016
1998	2014	201.4	Reimbursement of Travel Expenses	March 2016
1997	2010	100.1	Board By-Laws	April 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	April 2016
2002	2015	201.7	Employee Workplace Harassment *	May 2016
2002	2015	201.11	Employee Workplace Violence *	May 2016
2002	2015	201.6	Occupational Health & Safety *	May 2016
1999	2010	302.3	Safe Arrival	May 2016
<b>NEW</b>		<b>NEW</b>	Anti-Spam	

<b>SORTED BY CW/BOARD MEETING DATE</b>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2012	2014	201.16	Attendance Support Program	Dec. 2015
<b>NEW</b>		<b>NEW</b>	Asthma	Dec. 2015
2010	2010	800.6	Facility Partnerships	Feb. 2016
1998	2010	701.2	Pupil Accommodation Review	Feb. 2016
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Feb. 2016
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Feb. 2016
<b>NEW</b>		<b>NEW</b>	French Immersion	Feb. 2016
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	Apr. 2016
1998	2014	201.4	Reimbursement of Travel Expenses	Apr. 2016
1997	2010	100.1	Board By-Laws	May 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	May 2016
2002	2015	201.7	Employee Workplace Harassment *	June 2016
2002	2015	201.11	Employee Workplace Violence *	June 2016
2002	2015	201.6	Occupational Health & Safety *	June 2016
1999	2010	302.3	Safe Arrival	June 2016
<b>NEW</b>		<b>NEW</b>	Anti-Spam	

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Policy Name</i> <i>Updated: January 26, 2016</i>				

1	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
2	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
3	2009	2015	800.8.1	Accessibility Customer Service	YB
4	2012	2013	800.8	Accessibility Standards	YB
5	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
6	1998	2015	301.1	Admission of Elementary & Secondary Students	LAFS
7	2007	2014	600.5	Advertising Expenditures	GV
8	2007	2014	100.9	Advocacy Expenditures	GV
9	1998	2014	302.1	Anaphylaxis	YB
10	2014	NEW	NEW	Anti-Spam	JC
11	1998	2014	701.1	Architect Selection	SW
12	2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	LAFS
13	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
14	2015	NEW	NEW	Asthma	LAFS
15	1998	2012	301.3	Attendance Areas	TF
16	2012	2014	201.16	Attendance Support Program	FI
17	1997	2010	100.1	Board By-Laws	JC
18	2012	2012	701.5	Bottled Water	LAFS
19	2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
20	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
21	1998	2013	800.1	Catholic School Councils	LAFS
22	2001	2012	400.3	Christian Community Service	ML
23	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
24	1998	2013	800.2	Community Use of Facilities	SW
25	1998	2011	800.3	Complaint Resolution	JC
26	2014	NIL	303.1	Concussion	ML
27	1998	2013	400.1	Continuing Education	FI
28	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
29	2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
30	2002	2013	201.5	Death Benefit	FI
31	2002	2013	201.1	Deferred Salary Plan (X/Y)	FI
32	2012	2012	302.8	Diabetes Management	YB
33	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
34	1998	2015	400.2	Educational Field Trips	ML
35	1998	2012	800.5	Education-Based Research	LAFS
36	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
37	2006	2012	301.5	Electronic Communications Systems (Students)	TF
38	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
39	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
40	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
41	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
42	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
43	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
44	1998	2013	201.1	Employee Leaves of Absence	FI
45	2007	2013	201.14	Employee Meals & Hospitality	GV
46	2002	2015	201.7	Employee Workplace Harassment *	FI
47	2002	2015	201.11	Employee Workplace Violence *	FI
48	2011	2011	400.6	Environmental Stewardship	SW
49	2010	2015	100.1	Equity and Inclusive Education	YB
50	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC



51	2010	2010	800.6	Facility Partnerships	SW
52	2015	NEW	NEW	French Immersion	ML
53	2002	2012	301.4	Fundraising	GV
54	2013	2013	203.4	Leadership Pathways	FI
55	1998	2010	600.3	Monthly Financial Reports	GV
56	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
57	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
58	2005	2011	302.7	Nutrition	ML
59	2002	2015	201.6	Occupational Health & Safety *	FI
60	2006	2014	301.7	Ontario Student Record (OSR)	ML
61	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
62	1998	2012	702.1	Playground Equipment	SW
63	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
64	2008	2015	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
65	1998	2010	701.2	Pupil Accommodation Review	SW
66	1998	2015	600.1	Purchasing/Supply Chain Management	GV
67	1998	2011	600.2	Records and Information Management	JC
68	1998	2014	201.4	Reimbursement of Travel Expenses	GV
69	2010	2010	100.10.1	Religious Accommodation	YB
70	1998	2014	201.3	Religious Education Courses for Staff	FI
71	1998	2015	201.2	Retirement & Service Recognition Celebration	FI
72	1999	2010	302.3	Safe Arrival	LAFS
73	2009	2015	301.8	Safe Physical Intervention with Students	YB
74	2001	2013	302.6	Safe Schools	LAFS
75	2006	2014	301.6	School Generated Funds	GV
76	2006	2014	201.13	Sexual Misconduct	FI
77	2001	2015	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
78	2011	2011	301.11	Student Fees	GV
79	2001	2012	302.5	Student Parenting	ML
80	2013	2013	100.6.2	Student Senate - Elementary	JC
81	2000	2013	100.6.1	Student Senate - Secondary	JC
82	2001	2015	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
83	2007	2014	500.2	Student Transportation	GV
84	1998	2012	100.4	Student Trustees	JC
85	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
86	2010	2010	100.12	Trustee Code of Conduct	JC
87	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
88	2010	2010	100.11	Trustee Honorarium	JC
89	2014	NIL	100.14	Use of Corporate Logo	JC
90	2002	2013	701.3	Video Security Surveillance	SW
91	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
92	2001	2015	302.4	Volunteer Driver	ML
93	2007	2015	800.4	Volunteer Recognition	JC
94	2013	2013	800.9	Volunteering in Catholic Schools	FI

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1	1997	2010	100.1	Board By-Laws	JC
2	2010	2015	100.10	Equity and Inclusive Education	YB
3	2010	2010	100.11	Trustee Honorarium	JC
4	2010	2010	100.12	Trustee Code of Conduct	JC
5	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
6	2014	NIL	100.14	Use of Corporate Logo	JC
7	1998	2012	100.4	Student Trustees	JC
8	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
9	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
10	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
11	2007	2014	100.9	Advocacy Expenditures	GV
12	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
13	1998	2013	201.1	Employee Leaves of Absence	FI
14	2002	2015	201.11	Employee Workplace Violence *	FI
15	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
16	2006	2014	201.13	Sexual Misconduct	FI
17	2007	2013	201.14	Employee Meals & Hospitality	GV
18	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
19	2012	2014	201.16	Attendance Support Program	FI
20	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
21	1998	2015	201.2	Retirement & Service Recognition Celebration	FI
22	1998	2014	201.3	Religious Education Courses for Staff	FI
23	1998	2014	201.4	Reimbursement of Travel Expenses	GV
24	2002	2013	201.5	Death Benefit	FI
25	2002	2015	201.6	Occupational Health & Safety *	FI
26	2002	2015	201.7	Employee Workplace Harassment *	FI
27	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
28	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
29	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
30	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
31	2013	2013	203.4	Leadership Pathways	FI
32	1998	2015	301.1	Admission of Elementary & Secondary Students	LAFS
33	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
34	2011	2011	301.11	Student Fees	GV
35	1998	2012	301.3	Attendance Areas	TF
36	2002	2012	301.4	Fundraising	GV
37	2006	2012	301.5	Electronic Communications Systems (Students)	TF
38	2006	2014	301.6	School Generated Funds	GV
39	2006	2014	301.7	Ontario Student Record (OSR)	ML
40	2009	2015	301.8	Safe Physical Intervention with Students	YB
41	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
42	1998	2014	302.1	Anaphylaxis	YB
43	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
44	1999	2010	302.3	Safe Arrival	LAFS
45	2001	2015	302.4	Volunteer Driver	ML
46	2001	2012	302.5	Student Parenting	ML
47	2001	2013	302.6	Safe Schools	LAFS
48	2005	2011	302.7	Nutrition	ML
49	2012	2012	302.8	Diabetes Management	YB
50	2014	NIL	303.1	Concussion	ML

51	1998	2013	400.1	Continuing Education	FI
52	1998	2015	400.2	Educational Field Trips	ML
53	2001	2012	400.3	Christian Community Service	ML
54	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
55	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
56	2011	2011	400.6	Environmental Stewardship	SW
57	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
58	2007	2014	500.2	Student Transportation	GV
59	1998	2015	600.1	Purchasing/Supply Chain Management	GV
60	1998	2011	600.2	Records and Information Management	JC
61	1998	2010	600.3	Monthly Financial Reports	GV
62	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
63	2007	2014	600.5	Advertising Expenditures	GV
64	1998	2014	701.1	Architect Selection	SW
65	1998	2010	701.2	Pupil Accommodation Review	SW
66	2002	2013	701.3	Video Security Surveillance	SW
67	2012	2012	701.5	Bottled Water	LAFS
68	1998	2012	702.1	Playground Equipment	SW
69	1998	2013	800.1	Catholic School Councils	LAFS
70	1998	2013	800.2	Community Use of Facilities	SW
71	1998	2011	800.3	Complaint Resolution	JC
72	2007	2015	800.4	Volunteer Recognition	JC
73	1998	2012	800.5	Education-Based Research	LAFS
74	2010	2010	800.6	Facility Partnerships	SW
75	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
76	2012	2013	800.8	Accessibility Standards	YB
77	2013	2013	800.9	Volunteering in Catholic Schools	FI
78	2010	2010	100.10.1	Religious Accommodation	YB
79	2000	2013	100.6.1	Student Senate - Secondary	JC
80	2013	2013	100.6.2	Student Senate - Elementary	JC
81	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
82	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
83	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
84	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
85	2001	2015	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
86	2001	2015	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
87	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
88	2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
89	2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
90	2008	2015	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
91	2009	2015	800.8.1	Accessibility Customer Service	YB
92	2014	NEW	NEW	Anti-Spam	JC
93	2015	NEW	NEW	Asthma	LAFS
94	2015	NEW	NEW	French Immersion	ML

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Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
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1	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
2	1997	2010	100.1	Board By-Laws	JC
3	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
4	2010	2010	800.6	Facility Partnerships	SW
5	1998	2010	600.3	Monthly Financial Reports	GV
6	1998	2010	701.2	Pupil Accommodation Review	SW
7	2010	2010	100.10.1	Religious Accommodation	YB
8	1999	2010	302.3	Safe Arrival	LAFS
9	2010	2010	100.12	Trustee Code of Conduct	JC
10	2010	2010	100.11	Trustee Honorarium	JC
11	1998	2011	800.3	Complaint Resolution	JC
12	2011	2011	400.6	Environmental Stewardship	SW
13	2005	2011	302.7	Nutrition	ML
14	1998	2011	600.2	Records and Information Management	JC
15	2011	2011	301.11	Student Fees	GV
16	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
17	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
18	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
19	1998	2012	301.3	Attendance Areas	TF
20	2012	2012	701.5	Bottled Water	LAFS
21	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
22	2001	2012	400.3	Christian Community Service	ML
23	2012	2012	302.8	Diabetes Management	YB
24	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
25	1998	2012	800.5	Education-Based Research	LAFS
26	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
27	2006	2012	301.5	Electronic Communications Systems (Students)	TF
28	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
29	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
30	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
31	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
32	2002	2012	301.4	Fundraising	GV
33	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
34	1998	2012	702.1	Playground Equipment	SW
35	2001	2012	302.5	Student Parenting	ML
36	1998	2012	100.4	Student Trustees	JC
37	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
38	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
39	2012	2013	800.8	Accessibility Standards	YB
40	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
41	1998	2013	800.1	Catholic School Councils	LAFS
42	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
43	1998	2013	800.2	Community Use of Facilities	SW
44	1998	2013	400.1	Continuing Education	FI
45	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
46	2002	2013	201.5	Death Benefit	FI
47	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
48	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
49	1998	2013	201.1	Employee Leaves of Absence	FI
50	2007	2013	201.14	Employee Meals & Hospitality	GV

51	2013	2013	203.4	Leadership Pathways	FI
52	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
53	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
54	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
55	2001	2013	302.6	Safe Schools	LAFS
56	2013	2013	100.6.2	Student Senate - Elementary	JC
57	2000	2013	100.6.1	Student Senate - Secondary	JC
58	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
59	2002	2013	701.3	Video Security Surveillance	SW
60	2013	2013	800.9	Volunteering in Catholic Schools	FI
61	2007	2014	600.5	Advertising Expenditures	GV
62	2007	2014	100.9	Advocacy Expenditures	GV
63	1998	2014	302.1	Anaphylaxis	YB
64	1998	2014	701.1	Architect Selection	SW
65	2012	2014	201.16	Attendance Support Program	FI
66	2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
67	2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
68	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
69	2006	2014	301.7	Ontario Student Record (OSR)	ML
70	1998	2014	201.4	Reimbursement of Travel Expenses	GV
71	1998	2014	201.3	Religious Education Courses for Staff	FI
72	2006	2014	301.6	School Generated Funds	GV
73	2006	2014	201.13	Sexual Misconduct	FI
74	2007	2014	500.2	Student Transportation	GV
75	2009	2015	800.8.1	Accessibility Customer Service	YB
76	1998	2015	301.1	Admission of Elementary & Secondary Students	LAFS
77	1998	2015	400.2	Educational Field Trips	ML
78	2002	2015	201.7	Employee Workplace Harassment *	FI
79	2002	2015	201.11	Employee Workplace Violence *	FI
80	2010	2015	100.10	Equity and Inclusive Education	YB
81	2002	2015	201.6	Occupational Health & Safety *	FI
82	2008	2015	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
83	1998	2015	600.1	Purchasing/Supply Chain Management	GV
84	1998	2015	201.2	Retirement & Service Recognition Celebration	FI
85	2009	2015	301.8	Safe Physical Intervention with Students	YB
86	2001	2015	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
87	2001	2015	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
88	2001	2015	302.4	Volunteer Driver	ML
89	2007	2015	800.4	Volunteer Recognition	JC
90	2014	NIL	303.1	Concussion	ML
91	2014	NIL	100.14	Use of Corporate Logo	JC
92	2014	NEW	NEW	Anti-Spam	JC
93	2015	NEW	NEW	Asthma	LAFS
94	2015	NEW	NEW	French Immersion	ML

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