



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

AGENDA AND MATERIAL

## COMMITTEE OF THE WHOLE MEETING

**TUESDAY, FEBRUARY 9, 2016  
7:00 P.M.**

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



**8:30 p.m. Timed In Camera Item**

### A. ROUTINE MATTERS

1. Opening Prayer – Trustee O’Leary -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of January 12, 2016 A5

### B. PRESENTATIONS

### C. COMMITTEE AND STAFF REPORTS

1. Policy Committee
  - 1.1 Unapproved Minutes of the Policy Committee Meeting of January 26, 2016 C1.1
  - 1.2 Approval of Policies
    - 1.2.1 Facility Partnerships Policy (800.6) C1.2.1
    - 1.2.2 Pupil Accommodation Review Policy (701.2) C1.2.2
    - 1.2.3 Dress Code – Secondary Uniform – Safe Schools Policy (302.6.6) C1.2.3
    - 1.2.4 Elementary Standardized Dress Code – Safe Schools Policy (302.6.10) C1.2.4
    - 1.2.5 French Immersion (NEW) C1.2.5
  - 1.3 Policy and Guideline Review 2015-2016 Schedule C1.3
2. Long Term Accommodation Planning – Phase One C2
3. French Immersion Program C3
4. Elementary and Secondary School Year Calendars 2016-2017 C4
5. Committee of the Whole System Priorities and Budget 2015-2016 Update – February 2016 -
6. Design of System Priorities and Budget 2016-2017 -

- |    |   |      |
|----|---|------|
| 7. | Staff Development Department Professional Development Opportunities | C7   |
| 8. | Monthly Updates   |      |
|    | 8.1 Capital Projects Update   | C8.1 |
|    | 8.2 Student Senate Update   | -    |
|    | 8.3 Senior Staff Good News Update                                   | -    |

#### **D. INFORMATION**

- |    |  |      |
|----|--|------|
| 1. | Trustee Information  |      |
|    | 1.1 Spotlight on Niagara Catholic – January 29, 2016             | D1.1 |
|    | 1.2 Calendar of Events – February 2016                           | D1.2 |
|    | 1.3 OCSTA 86th Annual General Meeting & Conference, Collingwood  | -    |
|    | 1.4 CCSTA 2017 Niagara Falls – June 1-3, 2017 Planning Committee | -    |

#### **E. OTHER BUSINESS**

- |    |  |   |
|----|--|---|
| 1. | General Discussion to Plan for Future Action | - |
|----|--|---|

#### **F. BUSINESS IN CAMERA**

#### **G. REPORT ON THE IN CAMERA SESSION**

#### **H. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE  
MEETING OF JANUARY 12, 2016**

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**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 12, 2016, as presented.



## MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

### TUESDAY, JANUARY 12, 2016

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Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, January 12, 2016 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:00 p.m. by Chairperson MacNeil, who chaired the January Committee of the Whole for Vice-Chair Burtnik.

#### A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Fera

2. Roll Call

Trustee	Present	Present Electronically	Absent	Excused
Kathy Burtnik		✓		
Maurice Charbonneau	✓			
Frank Fera	✓			
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg				✓
Ted O'Leary	✓			
Dino Sicoli	✓			
Pat Vernal	✓			
<b>Student Trustees</b>				
Michaela Bodis	✓			
Aidan Harold	✓			

The following staff were in attendance:

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

**3. Approval of the Agenda**

Moved by Trustee Charbonneau

**THAT** the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of January 12, 2016, as presented.

**CARRIED**

**4. Declaration of Conflict of Interest**

Declaration of Conflict of Interest was declared by Trustee O'Leary with Items F4.2.1 and F4.2.2 and Trustee Fera with Items F4.1.1 and F4.3.1 of the In Camera Agenda. Both trustees declared that they have family members who are employees of the Board. They left the meeting during discussion of this item.

**5. Approval of Minutes of the Committee of the Whole Meeting of December 1, 2016**

Moved by Trustee Vernal

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of December 1, 2015, as presented.

**CARRIED**

**B. PRESENTATIONS**

Nil

**C. COMMITTEE AND STAFF REPORTS**

**1. Holy Childhood Walk 2015**

Mark Lefebvre, Superintendent of Education presented the Holy Childhood Walk 2015 report for Trustee information.

Superintendent Lefebvre answered questions of Trustees.

**2. Revised Elementary and Secondary School Year Calendars: 2015-2016**

Frank Iannantuono, Superintendent of Education presented the Revised Elementary and Secondary School Year Calendars: 2015-2016.

Moved by Trustee O'Leary

**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Revised Elementary and Secondary School Year Calendars in selecting April 15, 2016 for the 2015-2016 school year as per Regulation 304 as amended by Regulation 364/15, as presented.

**CARRIED**

**3. System Priorities and Budget 2015-2016 Update – January 2016**

John Crocco, Director of Education presented the System Priorities and Budget 2015-2016 Update – January 2016 for Trustee information.

Director Crocco answered questions of Trustees.

**4. Technology Blueprint 2016-2020**

Ted Farrell, Superintendent of Education presented the background information of the Technology Blueprint 2016-2020 and introduced Grant Frost, Education Technology Officer.

Superintendent Farrell and Mr. Frost presented the Technology Blueprint 2016-2020 report.

Superintendent Farrell, Giancarlo Vetrone, Superintendent of Business & Financial Services and Mr. Frost answered questions of Trustees.

Moved by Trustee Charbonneau

**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board endorse the Niagara Catholic Technology Blueprint 2016-2020, as presented.

**CARRIED**

**5. Preparation of System Priorities and Budget 2016-2017**

Director Crocco presented the Preparation of the System Priorities and Budget 2016-2017 report.

Moved by Trustee O'Leary

**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board approve the report on the Preparation of the System Priorities and Budget 2016-2017, as presented.

**CARRIED**

**6. Staff Development Department Professional Development Opportunities 2016**

Superintendent Iannantuono, presented the report on the Staff Development Department Professional Development Opportunities for information.

Superintendent Iannantuono answered questions of Trustees.

**7. Monthly Updates**

**7.1 Capital Projects Update**

Scott Whitwell, Controller of Facilities Services, presented the Capital Projects Update.

**7.2 Student Trustees' Update**

Aidan Harold and Michaela Bodis Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

### **7.3 Senior Staff Good News Update**

Senior Staff highlights included:

#### **Superintendent Farrell**

- Holy Cross Catholic Secondary School photography teacher Ms. Gandola received the Architectural Conservancy Ontario NextGen Award and has collaborated with Amy Friend, Artist and Photographer and Peter Vietgen, Visual Arts Professor at Brock University. The results of the collaboration will be displayed in February at Gallery 44 Centre of Contemporary Photography in Toronto.

## **D. INFORMATION**

### **1. Trustee Information**

#### **1.1 Spotlight on Niagara Catholic – December 15, 2015**

Director Crocco highlighted the Spotlight on Niagara Catholic – December 15, 2015 issue for Trustees information.

#### **1.2 Calendar of Events – January 2016**

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

#### **1.3 Annual Baby Day – January 13, 2016**

Director Crocco extended an invitation to Trustees for the Annual Baby Day being held on January 13, 2016 at the Catholic Education Centre.

#### **1.4 ELKP – Grade 9 Open House & Registration – January 12-14, 2016**

Director Crocco reminded Trustees of the ELKP – Grade 9 Open House & Registration taking place January 12-14, 2016 and encouraged Trustees to visit our Niagara Catholic sites the showcased three school-based All Are Welcome videos.

#### **1.5 OCSTA PD Session – January 14-16, 2016**

Director Crocco reminded Trustees of the OCSTA PD Session being held January 14-16, 2016 in Toronto.

#### **1.6 Business Education Council 2016 Annual Partners Breakfast – February 5, 2016**

Director Crocco reminded Trustees about the Business Education Council Annual Partners Breakfast being held on Friday, February 5, 2016 at Marriott Gateway on the Falls, Niagara Falls from 7:30 a.m. – 10:00 a.m.

Trustees were asked to confirm their attendance with Anna Pisano, Administrative Assistant to Corporate Services & Communications.

#### **1.7 DRAFT Board Committee Membership 2016**

Chair MacNeil presented the Draft 2016 Board Committee Membership and requested Trustees to advise him of any committee membership changes. The confirmed 2016 Board Committee Membership will be provided at the January Board Meeting.

Trustee O'Leary extended an invitation to "Soups On" on Friday January 29, 2016 at St. Kevin Catholic Church. Proceeds from the event will fund the St. Kevin's Social Justice Fund.

**1.8 Niagara Catholic Education Award of Distinction Nomination**

Director Crocco provided Trustees with information about the Niagara Catholic Education Award of Distinction 2016 and the Bishops Gala on April 1, 2016.

Trustees were asked to confirm their attendance with Anna Pisano.

**E. OTHER BUSINESS**

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

**1.1** Director Crocco informed the Board the Multi-Year Accommodations Plan reports is scheduled to be presented at the February 2016 Committee of the Whole meeting.

Senior staff is currently in the process of conducting the Mid-Year Achievement Review and will be presenting the Annual Mid-Year System Priority Achievement Report to the January 2016 Board Meeting.

**F. BUSINESS IN CAMERA**

Moved by Trustee Vernal

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

**CARRIED**

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 9:15 p.m. and reconvened at 9:35 p.m.

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

Moved by Trustee Sicoli

**THAT** the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of January 12, 2016.

**CARRIED**

**SECTION A: STUDENT TRUSTEES INCLUDED**

Moved by Trustee Vernal

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on December 1, 2015, as presented.

**CARRIED (Item F1)**

**SECTION B: STUDENT TRUSTEES EXCLUDED**

Moved by Trustee Sicoli

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

**CARRIED (Item F3.1)**



Moved by Trustee Sicoli

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on December 1, 2015, as presented.

**CARRIED (Item F4)**

## **H. ADJOURNMENT**

Moved by Trustee Burtnik

**THAT** the January 12, 2016 Committee of the Whole Meeting be adjourned.

**CARRIED**

This meeting was adjourned at 9:36 p.m.

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Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **January 12, 2016.**

Approved on **February 9, 2016.**

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Fr. Paul MacNeil  
Chairperson of the Board

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John Crocco  
Director of Education/Secretary –Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
FEBRUARY 9, 2016**

*PUBLIC SESSION*

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE  
MEETING OF JANUARY 26, 2016**

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**RECOMMENDATION**

**THAT** the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of January 26, 2016, as presented.



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, JANUARY 26, 2016

Minutes of the Policy Committee Meeting held on Tuesday, January, 2016 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 4:30 p.m. by Director Crocco.

**1. Opening Prayer**

The meeting was opened with a prayer by Trustee Burtnik.

**2. Election of Chair of the Policy Committee 2016**

Director Crocco asked for nominations for the position of Chair of the Policy Committee 2016. Trustee Sicoli nominated Trustee Vernal, Trustee Burtnik seconded the nomination.

Director Crocco asked Trustee Vernal if she wished to stand for the position of Chair of the Policy Committee. Trustee Vernal accepted the nomination.

There were no further nominations forthcoming. Trustee Vernal was acclaimed to the position of Chair of the Policy Committee 2016.

Trustee Sicoli requested start time for the Policy Committee be moved to 4:00 p.m. The Policy Committee confirmed a start time for the Policy Committee during 2016 to 4:00 p.m.

**3. Attendance**

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

**Student Trustees:**

*Michaela Bodis*, Trustee

*Aidan Harold*, Trustee

**Staff:**

**John Crocco**, Director of Education  
**Scott Whitwell**, Controller of Facilities Services  
**Ted Farrell**, Superintendent of Education  
**Lee Ann Forsyth-Sells**, Superintendent of Education  
**Mark Lefebvre**, Superintendent of Education  
**Giancarlo Vetrone**, Superintendent of Business & Finance  
**Anna Pisano**, Administrative Assistant, Corporate Services & Communications Department  
/Recording Secretary

**4. Approval of Agenda**

Moved by Trustee Burtnik

**THAT** the January 26, 2016, Policy Committee Agenda be approved, as presented.

**APPROVED**

**5. Declaration of Conflict of Interest**

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

**6. Minutes of the Policy Committee Meeting of November 24, 2015**

Moved by Trustee Burtnik

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

**APPROVED**

**7. Policies**

***ACTION REQUIRED***

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

**7.1 Facility Partnerships Policy (800.6)**

Scott Whitwell, Controller of Facilities Services, presented feedback received from the vetting process and highlighted amendments to the Facility Partnerships Policy (800.6) following the vetting process.

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

**POLICY STATEMENT**

- Page 1 Paragraph 4 remove “*It is imperative that such*” add “*any*” and add the word “*must*”
- Page 1 Paragraph 6 change sentence to “*home, school, church and the broader community*”

## **ADMINISTRATIVE GUIDELINES**

- Page 4 Paragraph 6 remove the second “*the*”
- Page 6 Paragraph 5 remove last sentence.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the February 9, 2016 Committee of the Whole Meeting to approve the Facility Partnerships Policy (800.6), as amended.

**APPROVED**

### **7.2 Pupil Accommodation Review Policy (701.2)**

Ted Farrell, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Pupil Accommodation Review Policy (701.2) following the vetting process.

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

## **POLICY STATEMENT**

- No amendment

## **ADMINISTRATIVE GUIDELINES**

- Page 11 Paragraph 8 remove the word “*COMMITTEE*”

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the February 9, 2016 Committee of the Whole Meeting to approve the Pupil Accommodation Review Policy (701.2), as amended.

**APPROVED**

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

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Dress Code – Secondary Uniform – Safe Schools Policy (302.6.6) following the vetting process.

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

## **POLICY STATEMENT**

- No amendment

## **ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the February 9, 2016 Committee of the Whole Meeting to approve the Dress Code – Secondary Uniform – Safe Schools Policy (302.6.6), as presented.

**APPROVED**

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

Superintendent Forsyth-Sells, presented feedback received from the vetting process and highlighted amendments to the Elementary Standardized Dress Code – Safe Schools Policy (302.6.10) following the vetting process.

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

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the February 9, 2016 Committee of the Whole Meeting to approve the Elementary Standardized Dress Code – Safe Schools Policy (302.6.10), as presented.

**APPROVED**

**7.5 French Immersion (NEW)**

Mark Lefebvre, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the French Immersion Policy following the vetting process.

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

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

- Page 3 Attendance - 1<sup>st</sup> sentence change “may” to ‘are to”, 2<sup>nd</sup> sentence change to “Any out of boundary requests will follow the Board’s Admission of Elementary and Secondary Students Policy and the Student Transportation Policy”
- Registration Processes - 1<sup>st</sup> paragraph change the word “here” to “there”
- Page 4 EQAO Participation – remove second paragraph

- Page 4 Resources – 1<sup>st</sup> sentence to read “*The Board will provide*” and remove “*(print and non print)*”

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the February 9, 2016 Committee of the Whole Meeting to approve the French Immersion Policy, as amended.

**APPROVED**

## **POLICIES - PRIOR TO VETTING**

### **7.6 Access to Board Premises – Safe Schools Policy (302.6.3)**

Superintendent Forsyth-Sells, presented the Access to Board Premises – Safe Schools Policy (302.6.3).

The Policy Committee suggested the following amendments:

#### **POLICY STATEMENT**

- No amendments

#### **ADMINISTRATIVE GUIDELINES**

- Page 4 ACCESS TO BOARD PREMISES CARDS – 5<sup>th</sup> paragraph to be changed to “*A Niagara Catholic Photo Identification Access Card will be made available upon the request of a Trustee, including Student Trustees of the Board, for access to the Catholic Education Centre and Holy Cross Community Room during their term of office.*”

The Policy Committee requested that the Access to Board Premises – Safe Schools Policy (302.6.3), be vetted from January 28, 2016 to April 8, 2016 with a recommended deadline for presentation to the Policy Committee in April, 2016, for consideration to the Committee of the Whole and Board in May, 2016.

### **7.7 Reimbursement of Travel Expenses Policy (201.4)**

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the Reimbursement of Travel Expenses Policy (201.4).

The Policy Committee suggested the following amendments:

#### **POLICY STATEMENT**

- No amendments

#### **ADMINISTRATIVE GUIDELINES**

- Page 2 last paragraph add “*Employees will be notified when the annual per-kilometre rate is changed through a Memorandum issued by the Superintendent of Business & Financial Services.*”

The Policy Committee requested that the Reimbursement of Travel Expenses Policy (201.4), be vetted from January 28, 2016 to April 8, 2016 with a recommended deadline for presentation to the Policy Committee in April, 2016, for consideration to the Committee of the Whole and Board in May, 2016.

## ***INFORMATION***

### ***7.8 Policy and Guideline Review 2015-2016 Schedule***

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

#### ***7. Date of Next Meeting***

February 23, 2016 – 4:00 p.m.

#### ***8. Adjournment***

The meeting adjourned at 6:33 p.m.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: FACILITY PARTNERSHIPS POLICY (800.6)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Facility Partnerships Policy (800.6), as presented.

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Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Recommended by: Policy Committee

Date: February 9, 2016



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~~ Any partnership arrangements must 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 and the broader community, 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 \(701.2\)\*](#)



## 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 School Information Profiles 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  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: PUPIL ACCOMMODATION REVIEW POLICY (701.2)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Pupil Accommodation Review Policy (701.2), as presented.

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Prepared by: Ted Farrell, Superintendent of Education  
Scott Whitwell, Controller of Facilities Services

Presented by: Ted Farrell, Superintendent of Education  
Scott Whitwell, Controller of Facilities Services

Recommended by: Policy Committee

Date: February 9, 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 Pupil Accommodation Review, 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 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 ~~P~~ublic ~~M~~meeting, 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>				

	<b>Reference</b>				
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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)~~**

CRITERIA	DESCRIPTION	MINISTRY/BOARD BENCHMARK
<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**

Meeting	Expectation	Date	Time
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 <del>approved by</del> 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</del> no earlier than <del>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>		
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 based on timelines outlined in Board By-Laws</li> </ul>		
Director's <del>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 <del>date to be determined by Board</del></li> </ul>		
Notice of Board Meeting to decide <del>accommodation</del>	<ul style="list-style-type: none"> <li>✓ 60 days prior to the Board meeting.</li> </ul>		
Board Meeting to decide accommodation	<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>		
Notice of decision on accommodation	<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>A</del> to be posted 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  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: DRESS CODE SECONDARY UNIFORM POLICY (302.6.6)**

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**RECOMMENDATION**

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

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

Recommended by: Policy Committee

Date: February 9, 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  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: ELEMENARY STANDARIZED DRESS CODE POLICY  
(302.6.10)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary Standardized Dress Code Policy (302.6.10), as presented.

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

Recommended by: Policy Committee

Date: February 9, 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~~ **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 striving** 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:~~

<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 colours 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>JEWELRY / BELTS:-</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>

## 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. any 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  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: FRENCH IMMERSION POLICY (NEW)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the French Immersion Policy (NEW), as presented.

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Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintendent of Education

Recommended by: Policy Committee

Date: February 9, 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~~ **are to** attend the French Immersion site closest to their home address. Any out of boundary requests will follow the Board's Admission of **Elementary and Secondary** Students Policy, and ~~transportation will be the sole responsibility of the parent/caregiver(s).~~ **the Student Transportation Policy.**

### **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  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

*PUBLIC SESSION*

**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: Policy Committee

Date: February 9, 2016





# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2015 - JUNE 2016

Updated: January 26, 2016

<b>SORTED BY POLICY COMMITTEE MEETING DATE</b>				
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 *	Feb. 2016
2002	2015	201.11	Employee Workplace Violence *	Feb. 2016
2002	2015	201.6	Occupational Health & Safety *	Feb. 2016
<b>NEW</b>		<b>NEW</b>	Naming of Board Facility	Feb. 2016
2010	2010	100.10.1	Religious Accommodation	Feb. 2016
1999	2010	302.3	Safe Arrival	March 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	March 2016
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	April 2016
1998	2014	201.4	Reimbursement of Travel Expenses	April 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 *	April 2016
2002	2015	201.11	Employee Workplace Violence *	April 2016
2002	2015	201.6	Occupational Health & Safety *	April 2016
<b>NEW</b>		<b>NEW</b>	Naming of Board Facility	April 2016
2010	2010	100.10.1	Religious Accommodation	April 2016
1999	2010	302.3	Safe Arrival	May 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	May 2016
<b>NEW</b>		<b>NEW</b>	Anti-Spam	

<b>SORTED BY CW/BOARD MEETING DATE</b>				
<b>Policy Issued</b>	<b>Reviewed Revised</b>	<b>Policy #</b>	<b>POLICY NAME</b>	<b>CW/BD</b>
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>	May 2016
1998	2014	201.4	Reimbursement of Travel Expenses	May 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 *	May 2016
2002	2015	201.11	Employee Workplace Violence *	May 2016
2002	2015	201.6	Occupational Health & Safety *	May 2016
<b>NEW</b>		<b>NEW</b>	Naming of Board Facility	May 2016
2010	2010	100.10.1	Religious Accommodation	May 2016
1999	2010	302.3	Safe Arrival	June 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	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 - Safe Schools	LAFS
83	2001	2013	302.6.2	Code of Conduct - Safe Schools	LAFS
84	2001	2013	302.6.3	Access to Board Premises - Safe Schools	LAFS
85	2001	2015	302.6.4	Student Suspension - Safe Schools	LAFS
86	2001	2015	302.6.5	Student Expulsion - Safe Schools	LAFS
87	2001	2012	302.6.6	Dress Code - Secondary Uniform - Safe Schools	LAFS
88	2001	2014	302.6.7	Criminal Background Check - Safe Schools	LAFS
89	2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	LAFS
90	2008	2015	302.6.9	Progressive Student Discipline - Safe Schools	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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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
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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

\* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: LONG TERM ACCOMMODATION PLANNING – PHASE  
ONE**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Long Term Accommodation Planning Principles, as presented.

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Prepared by: Ted Farrell, Superintendent of Education  
Scott Whitwell, Controller of Facilities Services  
Kathy Levinski, Manager Facilities Services

Presented by: Ted Farrell, Superintendent of Education  
Scott Whitwell, Controller of Facilities Services  
Kathy Levinski, Manager Facilities Services

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

Date: February 9, 2016



## **REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 9, 2016**

### **LONG TERM ACCOMMODATION PLANNING - PHASE ONE**

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#### **BACKGROUND INFORMATION**

##### **Updated Ministry Guidelines**

The capital assets of school boards need to be managed effectively and dedicated appropriately to advance student achievement. In March 2015, the Ministry of Education issued Guidelines to support school boards in their efforts to do so.

The Pupil Accommodation Review Guidelines attempted to streamline and clarify the process for school boards to be able to close underutilized schools and introduced the modified accommodation process, which permitted school boards to make school closure decisions with less public consultation and fewer meetings. The Community Planning and Partnership Guidelines were introduced to ensure that school boards were consulting regularly with community agencies in an effort to facilitate partnerships to minimize underutilized space within schools.

The Ministry linked the two Guidelines as it encouraged boards to consider the value of underutilized space within schools to community partners who would be able to offset such cost. The Ministry now requires a more concerted effort on the part of school boards to investigate this partnership options prior to closing schools.

At the January 26<sup>th</sup>, 2016 Policy Meeting, the Pupil Accommodation Review Policy, 701.2, and the Community Planning and Partnerships Policy, 800.6 were recommended to be submitted for approval at the Committee of the Whole Meeting at the February 9<sup>th</sup>, 2016 Meeting. Each of the revised Policies respects the spirit of the new Ministry Guidelines and complies with the respective requirements.

With the passage of the two Policies near completion, it is now time for Board staff to focus on the development of a Long Term Accommodation Plan. The plan will help guide the Board in making pupil accommodation decisions and enable community partners seeking space in underutilized schools to identify potential locations.

##### **Recent History of Board Approved Motions and Senior Staff Follow-up**

In an attempt to maximize the utilization of its facilities the Board has addressed accommodation issues over the past few years through a number of Board motions.

At the May 26<sup>th</sup>, 2009 meeting of the Niagara Catholic District School Board, the Board approved eleven (11) motions. The closure of St. Joseph Catholic Elementary School (June 2010) in Niagara Falls and Michael J. Brennan Catholic Elementary School (June 2014) were the result of two of the motions. The motions also encouraged the development of new programs involving innovative Specialist High Skills Major programs that have since been introduced at several of the Board's Catholic high schools.

On April 5<sup>th</sup>, 2013, the Board received a Long Term Accommodation Review Resource Document prepared by Watson & Associates, Economists Ltd. for consideration which provided an overview of the Board and its historical accommodation decisions, observations and recommendations for both the elementary and secondary panels and next steps. The report outlined the short, medium and long term accommodation challenges faced by the Board and offered potential solutions.

Senior Administrative Council reviewed the content of the Long Term Accommodation Review Resource Document and brought to the April 9<sup>th</sup>, 2013 Committee of the Whole Meeting twelve (12) motions. Some of the motions passed required no further action on the part of the Board.

At the April 23<sup>rd</sup>, 2013 meeting of the Niagara Catholic District School Board, the Board approved seven (7) motions. The information provided below provides the historical and current status of the Board motions along with a statement of the follow up, to date.

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

*February 9<sup>th</sup>, 2016 Update*  
*Monitoring continues.*

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

*February 9<sup>th</sup>, 2016 Update*

*An Attendance Area Review was completed for the area and a report was submitted for the consideration of the Board at the December 17, 2013 meeting. Changes to the boundaries took effect in September 2014.*

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

*February 9<sup>th</sup>, 2016 Update*

*An Accommodation Review Committee was established and its recommendations presented to the Committee of the Whole on April 8<sup>th</sup>, 2014. At the subsequent Board Meeting on May 27<sup>th</sup>, 2014 several motions were approved:*

THAT the Niagara Catholic District School Board, in accordance with the Board approved St. Catharines Pupil Accommodation Review Schedule 2014, receive the Pupil Accommodation Review - Senior Staff Follow-Up Report and Recommendations for St. Christopher Catholic Elementary School and St. Theresa Catholic Elementary School.

THAT the following recommendations by Senior Staff as provided in the April 8th, 2014 Pupil Accommodation Review - Senior Staff Follow-Up Report and Recommendations for St.

Christopher Catholic Elementary School and St. Theresa Catholic Elementary School, be received and considered for approval at the May 27, 2014 Board Meeting.

THAT the Board submit to the Ministry of Education a request for capital funding for an addition to St. Christopher Catholic Elementary School to be received by the Board no later than 2016 subject to Ministry of Education Capital Funding Approval.

THAT the Board submit to the Ministry of Education a request for retrofit funding for renovations to St. Theresa Catholic Elementary School to be received by the Board no later than 2016 subject to Ministry of Education Capital Funding Approval.

THAT an Ad Hoc Attendance Area Review Committee of the Board be established to review the attendance boundaries of St. Christopher Catholic Elementary school and St. Theresa Catholic Elementary School and that boundary changes not take place prior to the Ministry of Education approval for funding for an addition to St. Christopher Catholic Elementary School and retrofit funding required to accommodate additional enrolment at St. Theresa Catholic Elementary School.

*February 9<sup>th</sup>, 2016 Update*

*The Board has unsuccessfully applied for capital funding to support the recommended renovations to each school. Another application may be made to fund the projects this year with a Board approved motion.*

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

*February 9<sup>th</sup>, 2016 Update*

*At the November 26, 2013 Board Meeting, the Controller of Facilities reported that the Board would continue to dialogue with the City of St. Catharines, and potential community partners to support the motion. Also, the Board was recently provided the opportunity to purchase a vacant school from our coterminous board but deemed the site unacceptable. The Board will continue to monitor the downtown core for potential sites.*

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

*February 9<sup>th</sup>, 2016 Update*

*No action was required.*

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

*February 9<sup>th</sup>, 2016 Update*

*In June 2014 The Director of Education wrote a letter to the Director of Education of Conseil scolaire de district catholique Centre-Sud, to pursue a joint capital submission. The Board is currently waiting for a reply.*

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

*February 9<sup>th</sup>, 2016 Update*

*The Board has unsuccessfully applied for two consecutive years to secure funding for the addition. A subsequent application for capital funding will require a Board approved motion.*

### **French Immersion**

One of the recommendations that came from the consultation process for Vision 2020, the Board's Multi-year Strategic Plan, was for the Board to implement French Immersion.

- In September 2013, the Niagara Catholic District School Board began implementing a French Immersion Program with entry points at:
- ELKP and Grade 1 across 5 sites located at St. Mark Catholic Elementary School, Beamsville, for the Blessed Trinity Family of schools;
- Notre Dame Catholic Elementary School, Niagara Falls, for the Saint Paul Family of Schools;
- Our Lady of Mount Carmel Catholic Elementary School, Niagara Falls for the Saint Michael Family of Schools;
- Our Lady of Fatima Catholic Elementary School, St. Catharines for the Saint Francis, Denis Morris and Holy Cross Family of Schools;
- Holy Name, Welland for the Notre Dame College Family of Schools.

The Program will be fully implemented in existing elementary sites in September 2020. The program will then impact the secondary schools.

The French Immersion program has an impact on the use of school facilities and will need to be considered as the Long Term Accommodation Plan is developed. As the program matures, there will need to be consideration to the ability of existing sites to absorb the additional enrolment and the need to potentially move to new locations.

### **Current Enrolment**

The following appendices are included to provide a visual overview of the current state of enrolment in Niagara Catholic and a snapshot of projected enrolment in 2020-2021.

Appendix A - Historical and Projected Overall Board Enrolment

Appendix B - Historical and Projected Overall Elementary School Enrolment

Appendix C - Elementary School Enrolment vs. Capacity - 2015-2016 vs. 2020-2021

Appendix D - Historical and Projected Overall Secondary School Enrolment

Appendix E - Secondary School Enrolment vs. Capacity - 2015-2016 vs. 2020-2021

### **Current Status**

Board Staff is in the process of developing a current Long Term Accommodation Plan. The updated plan is intended to provide the Niagara Catholic District School Board with direction related to the use of schools, in line with the mission, vision and values of the Board. The plan will be made public for transparency and may be relied upon by the community and those interested in community partnerships.

The plan will outline in the short, medium and long term strategies that will address accommodation issues. It is intended to be dynamic through regular review and revision.

Our vision with respect to Board school facilities recognizes that our Catholic schools are an integral part of vibrant and healthy communities. The Niagara Catholic District School Board is committed to ensuring that students are educated in the highest quality schools. The Board is committed to maximizing the use of its facilities through pupil enrolment and engaging community partners.

### **Planning Principles**

The following Long Term Accommodation Planning Principles have been developed to guide the long term planning process:

1. Ensure viable and sustainable Catholic schools and programs for all students:
  - i. that students are accommodated in safe, healthy and appropriate facilities that support the highest quality Catholic education to meet their needs, while advancing student achievement and well-being nurturing the distinctiveness of Catholic education in local communities.
  - ii. that schools should be of a sufficient size to support equity of educational opportunities for all students from a resource perspective, including technology, to ensure effective and efficient stewardship of Board resources from fiscal and environmental perspectives.
  - iii. that each school plays an important part to the long-term health and sustainability of the Board and that schools are sustainable over the long term.
2. Minimize the use of temporary accommodation/ facilities to address short, medium and long term enrolment pressures:
  - i. that the use of portables be minimized in terms of number and duration.
  - ii. that the preferred models of school organization are self-contained within the on- the- ground capacity of the school: Elementary: ELKP to Grade 8; and Secondary: Grades 9 to 12.
  - iii. that new programs support the Board's Vision and be fiscally responsible.
  - iv. that boundary changes may be required to ensure a viable distribution of pupils across school communities as per the Attendance Areas Policy, 301.3.
  - v. that the Pupil Accommodation Review Policy, 701.2 will be used to guide the process for arriving at accommodation decisions.
  - vi. that when addressing enrolment pressures, current projections and planning techniques will be used to make decisions.
  - vii. that all capital projects are 100% dependent on approval and funding from the Ministry of Education.
3. The Long Term Accommodation Plan will be in compliance with legislation such as the *Accessibility for Ontarians with Disabilities Act*, and will consider Daily Physical Activity, Child Care Centres with Before and After School Programs available at the school, the locations of Child Care Centres, Community Partnerships, and the community use of schools.
4. The Long Term Accommodation Plan will promote facility partnerships to market schools as a community resource within the Region, municipalities and not for profit agencies.

Accommodation planning is a dynamic process. The recommendations enclosed in this report are based on enrolment figures from October 31, 2015. Changes in the population distribution in local school communities may vary from the projections. In making pupil accommodations further consultation and analysis will be required.

A visual presentation will be presented at the Committee of the Whole Meeting to supplement the content of this report.

### **Next Steps**

#### **Long Term Accommodation Plan – Phase Two**

Senior Administrative Council will bring a Long Term Accommodation Plan – Phase Two report to the March 8<sup>th</sup>, 2016 Committee of the Whole Meeting. This Phase 2 report will contain current and projected enrolment figures for:

- each elementary school;
- each secondary school;
- each of the Family of Schools;
- lower-tier municipality;
- the secondary panel.

#### **Long Term Accommodation Plan – Phase Three**

Following discussions with the Committee of the Whole at the February 2016 and March 2016 meetings, Senior Administrative Council will bring a Long Term Accommodation Plan – Phase 3 report to the April Committee of the Whole meeting outlining the Long Term Accommodation Plan for Attendance Area Reviews; Pupil Accommodation Reviews, applications for capital consideration by the Ministry of Education and opportunities for community planning and partnerships for the consideration of the Board.

### **RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Long Term Accommodation Planning Principles, as presented.

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Prepared by: Ted Farrell, Superintendent of Education  
Scott Whitwell, Controller of Facilities Services  
Kathy Levinski, Manager Facilities Services

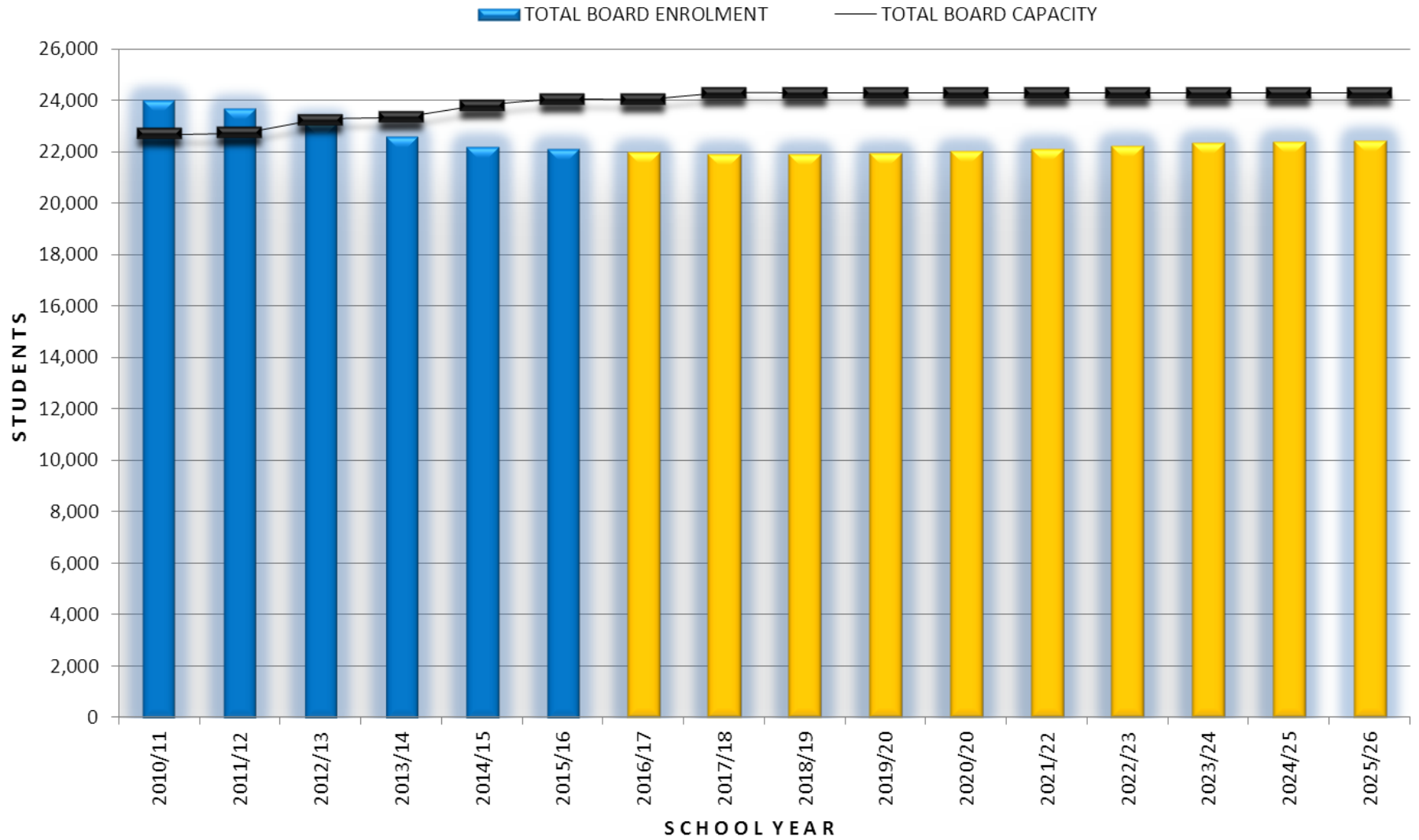
Presented by: Ted Farrell, Superintendent of Education  
Scott Whitwell, Controller of Facilities Services  
Kathy Levinski, Manager Facilities Services

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

Date: February 9, 2016

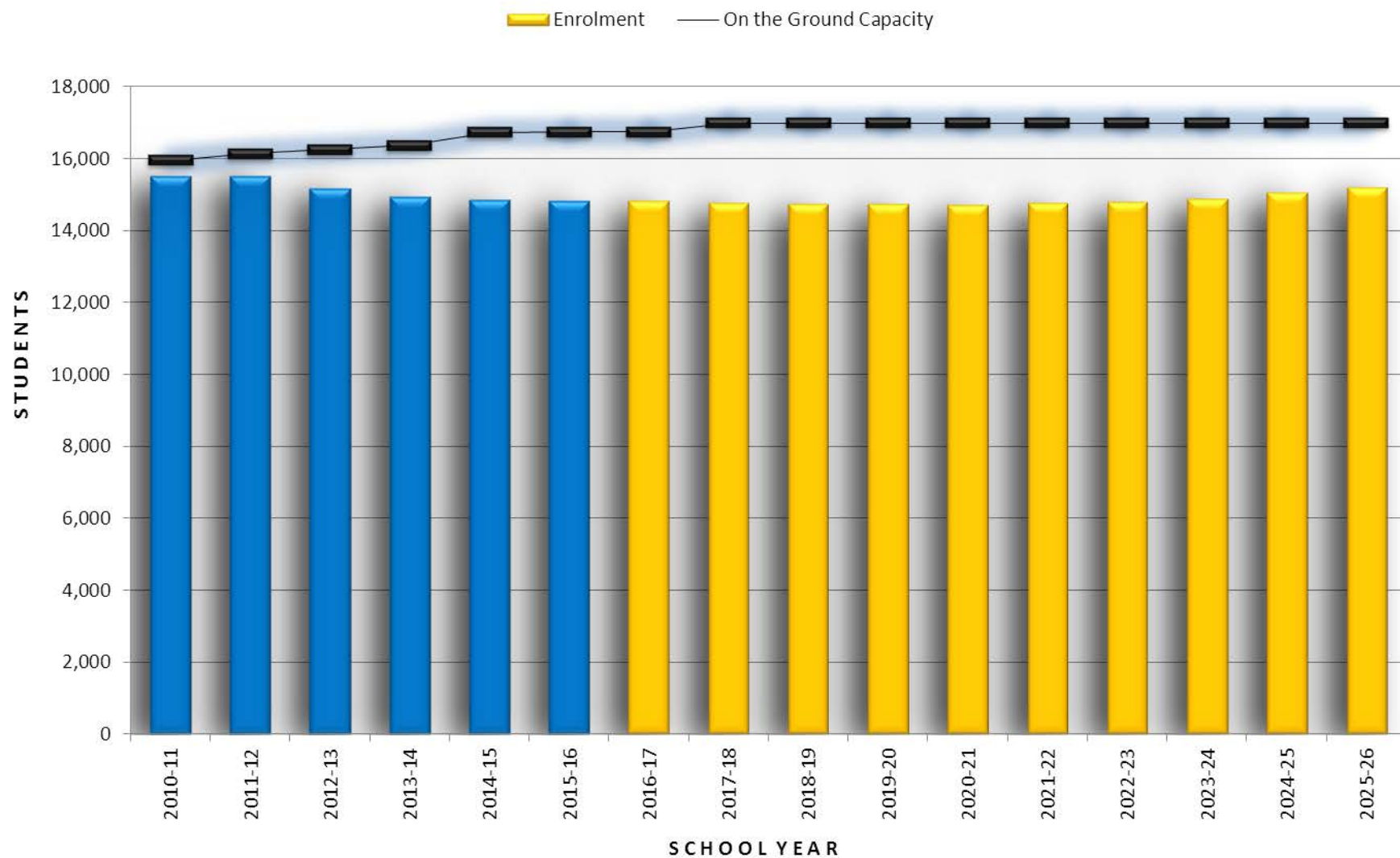
# HISTORICAL AND PROJECTED OVERALL BOARD ENROLMENT EXISTING SCHOOLS

Appendix A



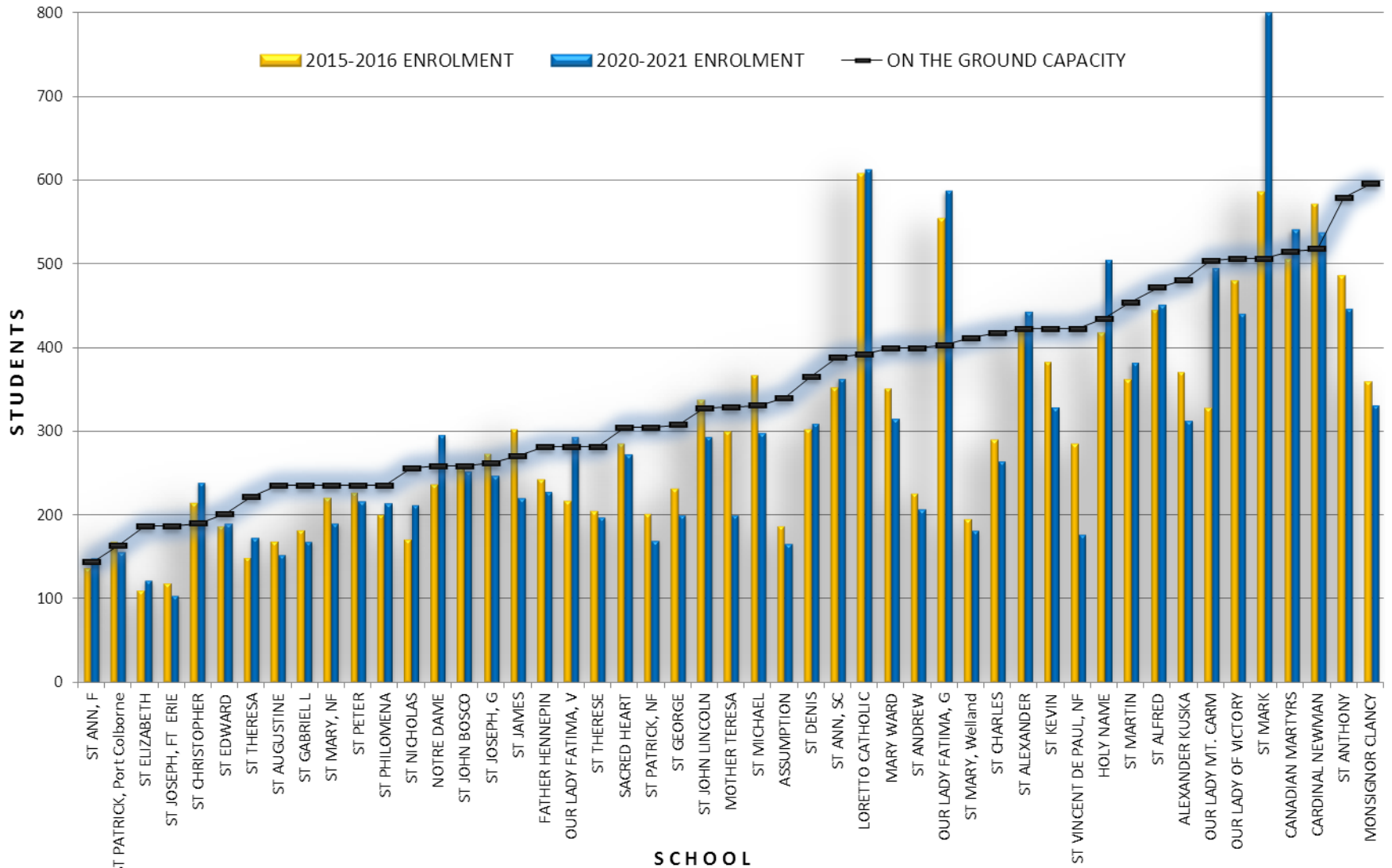


# HISTORICAL AND PROJECTED ELEMENTARY SCHOOL ENROLMENT

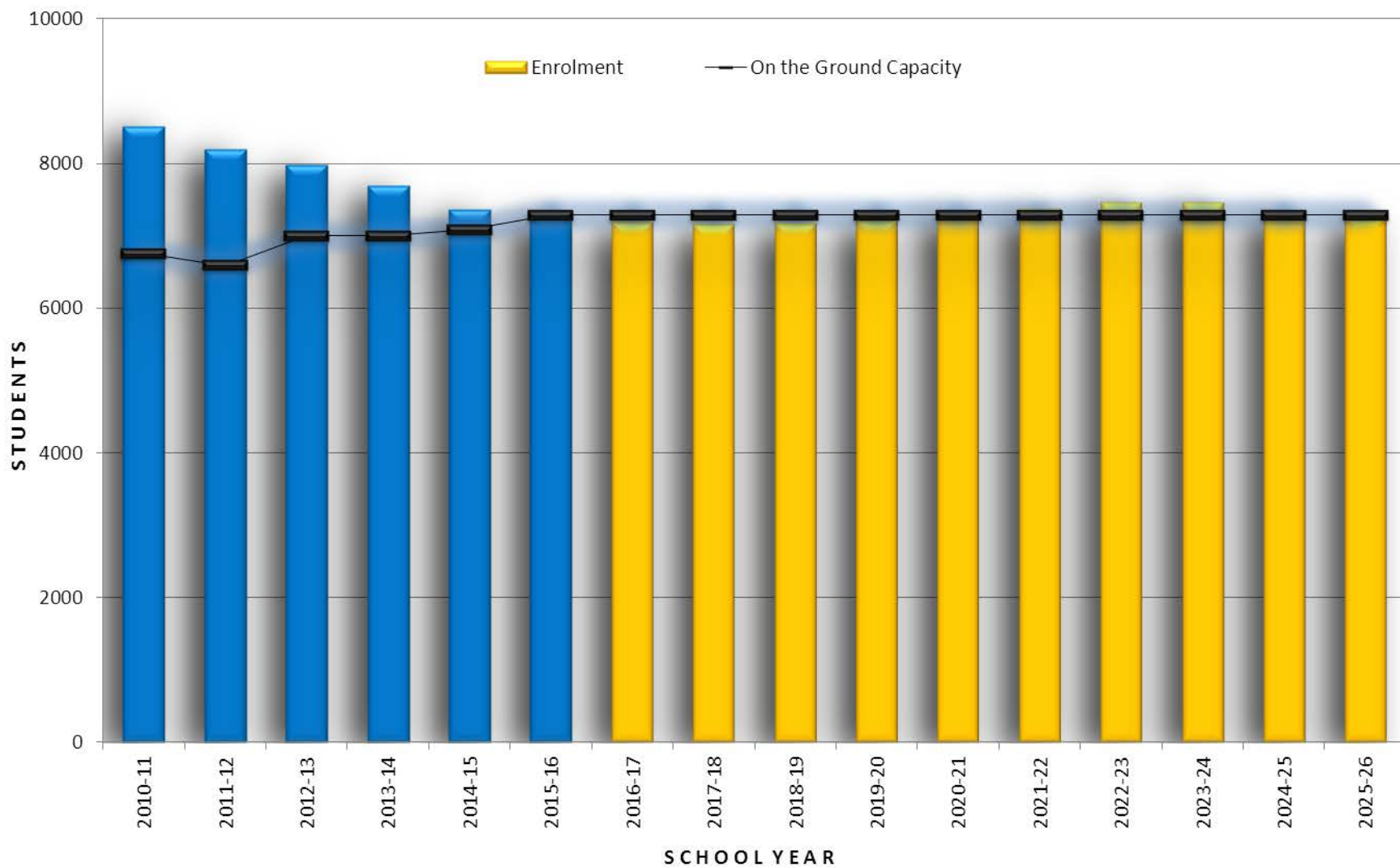


# SECONDARY SCHOOL ENROLMENT VS. CAPACITY

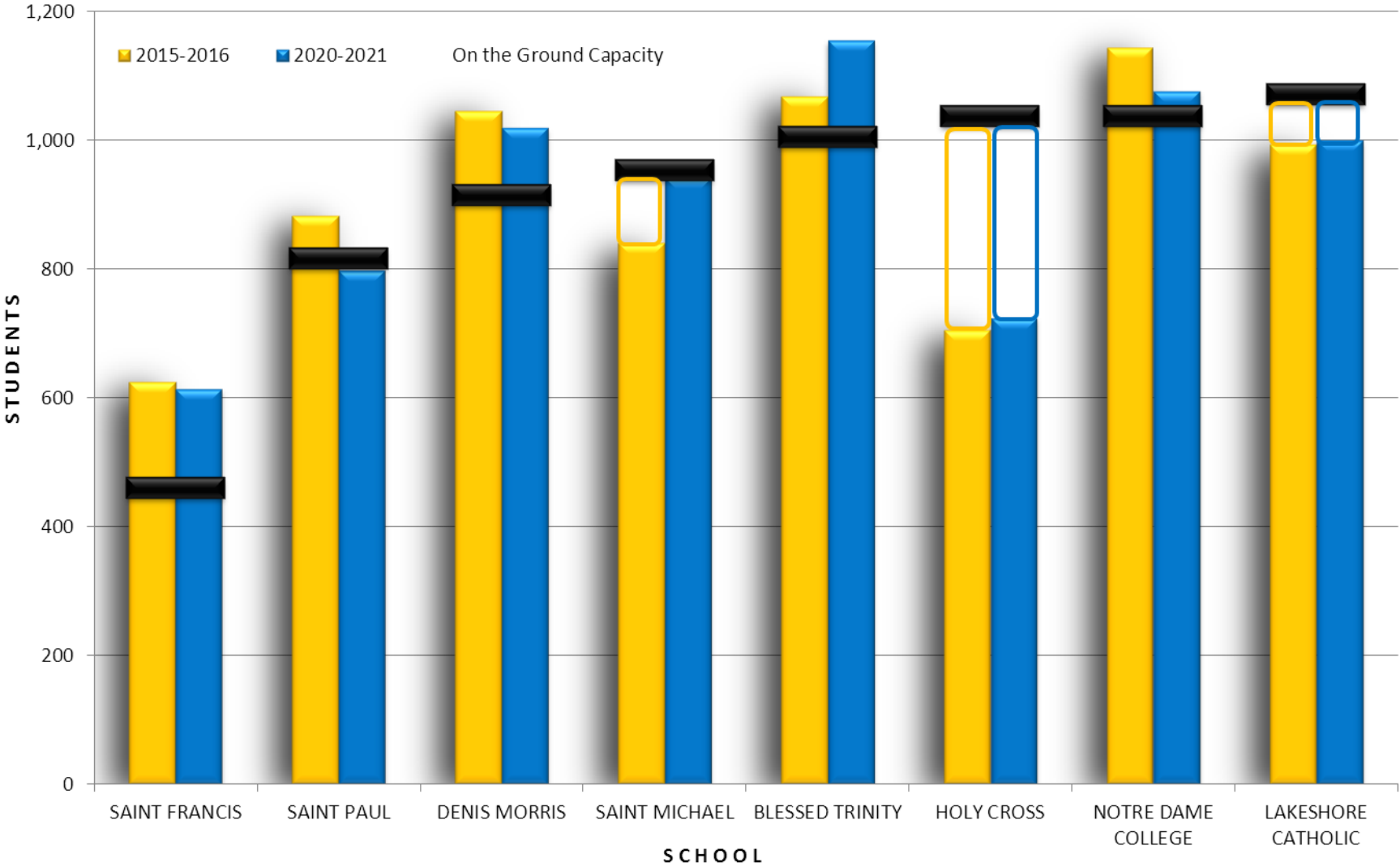
Appendix C



# HISTORICAL AND PROJECTED SECONDARY SCHOOL ENROLMENT



# SECONDARY SCHOOL ENROLMENT VS. CAPACITY



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: FRENCH IMMERSION PROGRAM**

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The French Immersion Program report is presented for information.

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Prepared by: Mark Lefebvre, Superintendent of Education  
Roxanne Rees, Consultant, French/International Language/Equity

Presented by: Mark Lefebvre, Superintendent of Education  
Roxanne Rees, Consultant, French/International Languages/Equity

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

Date: February 9, 2016



## REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 9, 2016 FRENCH IMMERSION PROGRAM

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### BACKGROUND INFORMATION

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 the 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.

In September 2013, the Niagara Catholic District School Board implemented French Immersion at five locations:

St. Mark Catholic Elementary School  
 Our Lady of Fatima Catholic Elementary School, St. Catharines  
 Our Lady of Mount Carmel Catholic Elementary School  
 Notre Dame Catholic Elementary School  
 Holy Name Catholic Elementary School

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.

### How is French Immersion different then Core French or Intensive/Extended French?

Core French	Intensive/Extended French	French Immersion
Daily 42 minutes Grade 1-8	Minimum of 25% maximum of 50% of daily program	ELKP to Grade 1 - approximately 90% Grade 2-3 - approximately 80%
Total in 1 year - 120 hours	Total in 1 year depends on the program	Total in 1 year depends on the program
Total accumulated hours end of Grade 8 - 600 hours for boards beginning FSL in Grade 4 960 hours in NCDSB beginning FSL in Grade 1	Total accumulated hours end of Grade 8 - 1260 hours minimum	Total accumulated hours end of Grade 8 - 3800 hours minimum

# The Future of Niagara Catholic District School Board French Immersion Program

## Expansion of Niagara Catholic District School Board French Immersion Program

Year	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
French Immersion	ELKP - Grade 1	ELKP - Grade 2	ELKP - Grade 3	ELKP - Grade 4	ELKP - Grade 5	ELKP - Grade 6	ELKP - Grade 7	ELKP - Grade 8	ELKP-Grade 9	ELKP-Grade 10	ELKP-Grade 11	ELKP-Grade 12

### Percentage of French Instruction Taught by Grade Level - Elementary

*French Instructional Time*

*English Language Instructional Time in Shaded Area*

<i>ELKP - Gr. 1</i>	<p><i>90% French Language</i></p> <p><i>274 Minutes</i></p>	<p><i>Religion</i></p> <p><i>10%</i></p> <p><i>30 minutes</i></p>
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<i>Grade 2 - 3</i>	<p><i>80% French Language</i></p> <p><i>243 Minutes</i></p>	<p><i>English Language Arts is introduced (20%)</i></p> <p><i>61 minutes</i></p>
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<i>Grade 4 - 5</i>	<p><i>75% French Language</i></p> <p><i>228 Minutes</i></p>	<p><i>Additional subjects taught in English are introduced (25%)</i></p> <p><i>76 minutes</i></p>
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<i>Grade 6 - 8</i>	<p><i>50% French Language</i></p> <p><i>152 minutes</i></p>	<p><i>50% English Language</i></p> <p><i>152 minutes</i></p>
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## Niagara Catholic District School Board French Immersion Elementary Program – Hours of French Instruction

	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight	Total
<b>NCDSB Elementary</b>	852.72 hours	757.93 hours	757.93 hours	710.59 hours	710.59 hours	473.73 hours	473.73 hours	473.73 hours	<b>5210.95 hours</b>
<b>Ministry Hours Required</b>									<b>3800 hours in total</b>

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

By September 2021, Niagara Catholic secondary schools will be offering 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; and
- At least three other courses taught in the French language (excluding third language since the language of instruction should be in the third language).

Secondary school students must accumulate at least 10 French Immersion credits to qualify for An Honours Certificate of Bilingual Studies in French Immersion upon graduation.

	French Grade 9	French Grade 10	French Grade 11	French Grade 12	Other	Other	Other	Other	Other	Other	Total
<b>NCDSB Secondary</b>	110 hours	110 hours	110 hours	110 hours	110 hours	110 hours	110 hours	110 hours	110 hours	110 hours	<b>1100 hours</b>
<b>Ministry hours</b>											<b>1100 hours</b>

## Current Niagara Catholic District School Board French Immersion Sites – Elementary School Enrollment for 2015-2016

Schools	City	ELKP	Grade One	Grade Two	Grade Three	Total Number of Students Enrolment in French Immersion
St. Mark Catholic Elementary School	Grimsby	N/A	22	18	20	60
Our Lady of Fatima Catholic Elementary School	St. Catharines	29	21	20	20	90
Our Lady of Mount Carmel Catholic Elementary School	Niagara Falls	N/A	11	N/A	19	30
Notre Dame Catholic Elementary School	Niagara Falls	26	17	20	N/A	63
Holy Name Catholic Elementary School	Welland	N/A	15	16	13	44



## Current Considerations for Niagara Catholic District School Board French Immersion Program

St. Mark Catholic Elementary School:	2016-17 Status Quo 2017-18 – Proposed Move of FI Program to St. John, Beamsville
Our Lady of Fatima Catholic Elementary School (SC):	Status Quo
Our Lady of Mount Carmel Catholic Elementary School:	Status Quo 2016-17 – Explore Migration of FI Program to one Niagara Falls School Site
Notre Dame Catholic Elementary School:	Status Quo 2016-17 – Explore Migration of FI Program to one Niagara Falls School Site
Holy Name Catholic Elementary School:	Status Quo

The French Immersion Report is presented for information.

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Prepared by: Mark Lefebvre, Superintendent of Education  
Roxanne Rees, Consultant, French/International Languages/Equity

Presented by: Mark Lefebvre, Superintendent of Education  
Roxanne Rees, Consultant, French/International Languages/Equity

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

Date: February 9, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: ELEMENTARY AND SECONDARY SCHOOL YEAR  
CALENDARS 2016-2017**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2016-2017 school year.

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Prepared by: Frank Iannantuono, Superintendent of Education

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: February 9, 2016



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 9, 2016

### ELEMENTARY AND SECONDARY SCHOOL YEAR CALENDARS: 2016-2017

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#### BACKGROUND INFORMATION

The *Education Act, Regulation 304 - School Year Calendar, Professional Activity Days* outlines the requirements and timelines for preparing and submission of school year calendars to the Ministry of Education for approval.

For the 2016-2017 School Year Calendars, there are 194 possible school days between September 8<sup>th</sup>, 2016 and June 30<sup>th</sup>, 2017. Within this total, elementary and secondary schools must have a minimum of 194 school days of which seven (7) days must be designated as professional activity days. Secondary schools may have a maximum of ten (10) instructional days set as examination days. The remaining school days shall be instructional days.

#### CONSULTATION PROCESS

The 2016-2017 School Year Calendar Committee met on January 13<sup>th</sup>, 2016 to discuss and review the draft calendar and the consultation process.

Members of the 2016-2017 School Year Calendar Committee are:

Frank Iannantuono	Superintendent of Education and Committee Chair
Yolanda Baldasaro	Superintendent of Education
Anne Marie Crocco	Elementary Principal
Dan DiLorenzo	Secondary Principal
Anthony Corapi	Coordinator of Staff Development
Lee Ann Forsyth-Sells	Superintendent of Education
Anna Maxner	CUPE President
Marie Balanowski	OECTA President
Shonna Daly	Niagara Catholic Parent Involvement Committee
Rob Lavorato	SEAC

The consultation process provided the elementary and secondary draft modified calendars to all Elementary and Secondary Principals, Vice-Principals, Catholic School Council Chairs, Niagara Catholic Parent Involvement Committee (NCPIC), Special Education Advisory Committee (SEAC), OECTA Elementary and Secondary Presidents, CUPE President, Student Achievement Departments for feedback by January 29<sup>th</sup> 2016.

Simultaneously, there has been on-going consultation with the co-terminous Board to achieve a similar school year calendar, where possible.

## SUMMARY OF THE ATTACHED CALENDARS

Attached to this Committee of the Whole Report are the proposed Elementary (Appendix A) and Secondary School Year (Appendix B) Calendars for 2016-2017.

### Highlights of the Proposed School Year Calendars for 2016-2017

#### *Professional Activity Days*

In accordance with the *Education Act, Regulation 304 - School Year Calendar*, the following seven (7) days have been identified as Professional Activity Days.

#### *Elementary Professional Activity*

<b>Friday, October 7<sup>th</sup>, 2016:</b>	Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans
<b>Friday, November 18<sup>th</sup>, 2016:</b>	Implementing strategies to improve and/or to close the gaps in student achievement in numeracy.
<b>Friday, January 20<sup>th</sup>, 2017:</b>	Report Card Writing Day: Performing assessments for, as and of learning
<b>Friday, February 17<sup>th</sup>, 2017:</b>	Developing Individual Education Plans (IEPs)  Building educator literacy concerning student mental health needs, with a focus on developing educators' awareness of mental health issues  Implementing activities related to assistive technologies, differentiated instruction, Universal Design for Learning, and professional learning technologies
<b>Friday, May 19<sup>th</sup>, 2017:</b>	Faith Day – System Wide
<b>Friday, June 9<sup>th</sup>, 2017:</b>	Report Card Writing Day: Performing assessments for, as and of learning.
<b>Friday, June 30<sup>th</sup>, 2017:</b>	Facilitating transitions for students who are entering school, changing grades or schools, or leaving school

### ***Secondary Professional Activity Days***

<b>Friday, October 7<sup>th</sup>, 2016:</b>	Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans
<b>Friday, November 18<sup>th</sup>, 2016:</b>	Implementing strategies to improve and/or to close the gaps in student achievement in numeracy.
<b>Friday, February 3<sup>rd</sup>, 2017:</b>	Student Achievement/Student Success: Performing assessments for, as and of learning
<b>Friday, February 17<sup>th</sup>, 2017:</b>	Developing Individual Education Plans (IEPs)  Building educator literacy concerning student mental health needs, with a focus on developing educators' awareness of mental health issues  Implementing activities related to assistive technologies, differentiated instruction, Universal Design for Learning, and professional learning technologies
<b>Friday, May 19<sup>th</sup>, 2017:</b>	Faith Day – System Wide
<b>Friday, June 29<sup>th</sup>, 2017:</b>	Facilitating transitions for students who are entering school, changing grades or schools, or leaving school
<b>Friday, June 30<sup>th</sup>, 2017:</b>	Facilitating transitions for students who are entering school, changing grades or schools, or leaving school

### ***Secondary Examination Days***

Semester 1 – Friday, January 27<sup>th</sup>, 2017 to Thursday, February 2<sup>nd</sup>, 2017  
Semester 2 – Thursday, June 22<sup>nd</sup>, 2017 to Tuesday, June 28<sup>th</sup>, 2017

### ***Board and Civic Holidays***

Board Holiday	Friday, September 5 <sup>th</sup> , 2016
Labour Day	Monday, September 6 <sup>th</sup> , 2016
Thanksgiving Day	Monday, October 10 <sup>th</sup> , 2016
Christmas Break	Monday, December 26 <sup>th</sup> , 2016 to Friday, January 6 <sup>th</sup> , 2017
Family Day	Monday, February 20 <sup>th</sup> , 2017
March Break	Monday, March 13 <sup>th</sup> to Friday, March 17 <sup>th</sup> , 2017 (ten month employees only)
Good Friday	Friday, April 14 <sup>th</sup> , 2017
Easter Monday	Monday, April 17 <sup>th</sup> , 2017
Victoria Day	Monday, May 22 <sup>nd</sup> , 2017
Canada Day	Saturday, July 1 <sup>st</sup> , 2017

To comply with the timelines outlined in *Regulation 304 - School Year Calendar*, school boards are required to submit Board approved **regular** school year calendars to the Ministry of Education by May 1<sup>st</sup>, 2016 and Board approved **modified** school year calendars to the Ministry of Education by March 1<sup>st</sup>, 2016.

Based on feedback from the consultation process, discussions with the School Year Calendar Committee, Senior Administrative Council and our coterminous board, the 2016-2017 Elementary and Secondary *modified* School Year Calendars will be submitted immediately following the Board Meeting of February 23<sup>rd</sup>, 2016 for approval.

*Appendix A: Proposed Elementary School Year Calendars for 2016-2017*

*Appendix B: Proposed Secondary School Year Calendars for 2016-2017*

**RECOMMENDATION**

**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2016-2017 school year, as presented.

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Prepared by: Frank Iannantuono, Superintendent of Education  
Presented by: Frank Iannantuono, Superintendent of Education  
Recommended by: John Crocco, Director of Education, Secretary/Treasurer  
Date: February 9, 2016



Ministry of Education  
Ministère de l'Éducation

<b>Board Name</b> Niagara CDSB (B67156)		<b>Calendar Title</b> [2016-232033] Niagara Catholic Elementary		<b>Panel</b> Elementary	<b>Calendar Type</b> Modified	<b>Date Created</b> Jan 13, 2016	
<b>Start of School Year</b> Sep 06, 2016		<b>End of School Year</b> Jun 30, 2017		<b>First Day Students</b> Sep 06, 2016		<b>Last Day Students</b> Jun 29, 2017	
<b>Status</b> Draft		<b>Description</b> Modified					

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days	
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
August	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31				0	0	0
September				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	19	0	
October	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					1	19	0	
November		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			1	21	0	
December				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	17	0	
January	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				1	16	0	
February			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28				1	18	0	
March			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	18	0	
April	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						0	18	0	
May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			1	21	0	
June				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	2	20	0	
July	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	0	0	



Ministry of Education  
Ministère de l'Éducation

<b>Board Name</b> Niagara CDSB (B67156)		<b>Calendar Title</b> [2016-232060] Niagara Catholic Secondary		<b>Panel</b> Secondary	<b>Calendar Type</b> Modified	<b>Date Created</b> Jan 14, 2016																							
<b>Start of School Year</b> Sep 06, 2016		<b>End of School Year</b> Jun 30, 2017		<b>First Day Students</b> Sep 06, 2016		<b>Last Day Students</b> Jun 28, 2017																							
<b>Status</b> Draft		<b>Description</b> Modified																											
Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days	
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
August	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31				0	0	0
September				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		0	19	0
October	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					1	19	0	
November		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			1	21	0	
December				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		0	17	0
January	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31					0	14	3
February			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28				2	15	2	
March			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31		0	18	0
April	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28							0	18	0
May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			1	21	0	
June				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	2	15	5	
July	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31						0	0	0



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

*PUBLIC SESSION*

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

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: February 9, 2016



## **REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 9, 2016**

### **STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

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#### **BACKGROUND INFORMATION**

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

The following is a listing of activities occurring during the period February 9, 2016 through March 8, 2016.

#### **Tuesday, February 16, 2016**

*Understanding the Needs of Deaf and Hard of Hearing Students Workshop for Secondary Teachers (Catholic Education Centre)*

- Educational Resource Teachers (ERT's) and regular Classroom Teachers, who will be working with deaf or hard of hearing students in their schools during the second semester, are invited to attend the morning workshop on Tuesday, February 16, 2016 being held in the Father Burns csc Boardroom at the Catholic Education Centre.
- Ron Foster, Resource Services-Outreach Programs Provincial Schools, together with a Niagara Catholic team of Teachers of the Deaf and Hard of Hearing will be presenting on:
  - o hearing loss / the audiogram.
  - o FM systems in the classroom.
  - o academic and social implications of a student's hearing loss in the classroom.
  - o strategies and accommodations that are necessary to meet the needs of students who are deaf or hard of hearing.

#### **Wednesday February 17, 2016**

*Teacher Talk Training Session #1 (Catholic Education Centre)*

- As part of our continued effort to develop strong oral language skills in our youngest learners, select kindergarten teachers will attend three (3) full-day training sessions in Teacher Talk.
- Teacher Talk is a series of three (3) one-day training sessions designed to introduce educators to core strategies that will help them create rich and stimulating learning environments for the children they work with. The Teacher Talk Training Series is designed to actively engage educators through discussions, small group activities, analysis of video examples and completion of practical action plans that educators can take back to their classrooms.

## **Tuesday, February 23 and Wednesday, February 24, 2016**

### *Applied Suicide Intervention Skills Training (ASIST) For Select Staff (Four Points Sheraton)*

- ASIST is a two-day intensive, interactive and practice-dominated course designed to help individuals recognize risk and learn how to intervene in order to prevent the immediate risk of suicide. As part of Niagara Catholic's Safe and Accepting Schools and Mental Health initiatives, in alignment with the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) goals, we are continuing to provide Applied Suicide Intervention Skills Training (ASIST) to select staff.

## **Tuesday, February 23, 2016**

### *Promising Practices In Classroom Assessment for Tier 3 Schools (Catholic Education Centre)*

- Eleven (11) Principals and two (2) teachers from select elementary schools identified as Tier 3 schools will participate in a half-day workshop. This workshop will be facilitated by Dr. Michelle Searle, OCT, PhD, Researcher and Instructor at the Faculty of Education at Western University and Graduate and Continuing Teacher Education at Queen's University.
- The purpose of this workshop is to share promising practices in classroom assessment. It will be an opportunity to learn how to improve assessment practices to support improvements to student achievement and well-being. Furthermore, this workshop will allow for collaboration between schools and staff in support of professional learning in assessment, grading, evaluation and reporting. There will be a focus on the collection and use of qualitative evidence of learning.

## **Thursday, February 25, 2016**

### *French Social (Catholic Education Centre)*

- Stakeholder engagement is a key factor in supporting the continuing success of FSL programs. Engaged students are motivated to learn. Engaged FSL educators inspire their students by sharing their passion for French language and culture. Engaged parents are committed to supporting their children in their learning. Community engagement leads to partnership opportunities that provide authentic French experiences for FSL students both within and beyond the classroom. Student achievement is enhanced when all stakeholders are engaged and place a high value on learning; therefore, increasing awareness of the benefits of learning FSL is critical.
- In February, Niagara Catholic District School Board will be hosting French Socials. These socials are open to everyone. During these social events we will explore French music, French foods, French movies and lots of French conversations.

## **Wednesday, March 2, 2016**

### *Creating Pathways to Success Initial Training Workshop (Catholic Education Centre)*

- The Creating Pathways to Success Committee will be training one teacher per school to lead the implementation of the policy and program requirements outlined in the Ministry of Education's *Creating Pathways to Success* document.
- The half-day session will provide a synopsis of the *Creating Pathways to Success* document, including important program requirements and strategies for implementation. Teachers will also be trained on how to use Google Drive to create and sustain an "All About Me" portfolio for students in Grades K-6, and an "Individual Pathways Plan" for students in Grades 7 and 8.

## **Wednesday, March 2, 2016**

### *Roots of Empathy Mid-Year Training Session (Alexander Kuska Catholic Elementary School)*

- Select Child and Youth Workers are required to attend a Roots of Empathy Mid-Year training session as a required component of Instructor Certification.

**Thursday, March 3 and March 4, 2016**

Common European Framework of Reference (CEFR) Regional Training (Hamilton-Wentworth Catholic District School Board)

- The Elementary and Secondary Curriculum for French as a Second Language has been released with hard copies available to all Niagara Catholic schools. This curriculum mandates teachers to use the new Common European Framework of Reference in their classrooms.
- During this session, participants will continue to develop their understanding of second language proficiency, through presentations, discussions and the examination of examples of student work. After the session, participants will apply their learning to support teacher moderation and the use of common formative assessments.

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: February 9, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

***PUBLIC SESSION***

**TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE**

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The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services  
Presented by: Scott Whitwell, Controller of Facilities Services  
Approved by: John Crocco, Director of Education/Secretary-Treasurer  
Date: February 9, 2016



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2016**

**CAPITAL PROJECTS PROGRESS REPORT UPDATE**

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**BACKGROUND INFORMATION**

Individual progress reports for capital projects are presented as follows:

In Progress

NEW BUILD

Appendix A

St. Martin Catholic Elementary School

The Capital Projects Progress Report Update is presented for information.

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Prepared by: Scott Whitwell, Controller of Facilities Services  
Presented by: Scott Whitwell, Controller of Facilities Services  
Approved by: John Crocco, Director of Education/Secretary-Treasurer  
Date: February 9, 2016



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
FEBRUARY 09, 2016**

**APPENDIX A**

**ST. MARTIN CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:**

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

**Current Status:** Construction began in December 2015. Construction fencing has been erected. Footing excavation and placement is underway. Site service work has begun.

**Project Information:**

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



**Project Funding:**

Capital Priorities	9,910,289
	<b>\$9,910,289</b>

**Project Costs:**

	Budget	Paid
Construction Contract	7,734,824	0
Fees & Disbursements	937,360	729,372
Furniture & Equipment	260,917	0
Other Project Costs	977,188	292,614
	<b>\$9,910,289</b>	<b>\$1,021,986</b>

**Project Timelines:**

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

**Project Team:**

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
FEBRUARY 9, 2016**

*PUBLIC SESSION*

**TOPIC: TRUSTEE INFORMATION  
SPOTLIGHT ON NIAGARA CATHOLIC – JANUARY 26, 2016**

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January 26, 2016

### Spotlight Shines on Loretto Catholic for School Excellence Program



Loretto Catholic Elementary School was the featured school at the January 2016 Board Meeting.

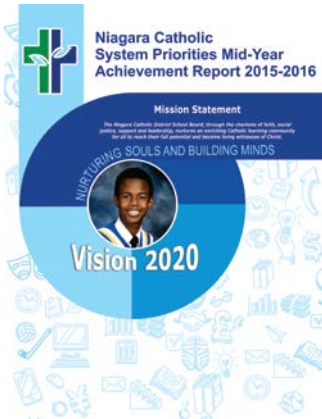
Loretto Catholic opened in 1999 on Kalar Road in Niagara Falls, and with 610 students, is Niagara Catholic's largest Catholic Elementary School. It was named for the Loretto Sisters, the teaching order which founded and ran the Loretto Academy in the city for more than 100 years, from 1861-1970.

Principal Antonio Cardamone and Vice-Principal Gus Marchio led the presentation about Loretto Catholic. The presentation included a performance of *Ave Maria Loretto*, the school's song, by the school choir, a video presentation, and a presentation by students, Nadine Bongers, Clare O'Brien and Ashley Porolivo, who spoke about the social climate in the school.

They also spoke about the ways in which Loretto Catholic staff and students serve the local and global community, and continues to honour the memory of Matthew Daniele, a student at the school who died suddenly of pneumonia in 2001, when he was 10 years old.

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### Mid-Year System Achievement Review 2015-2016



As part of Niagara Catholic's Vision 2020 Strategic Plan, each year, Niagara Catholic's Senior Administrative Council drafts a set of System Priorities and presents that to the Board. The Board-approved System Priorities are then distributed to stakeholders within Niagara Catholic and the broader community.

As part of this process, each winter, Niagara Catholic's Senior Administrators review the progress of the year's System Priorities and presents a Mid-Year Progress Achievement Report to Trustees.

Trustees were presented with the report at the January 26 Board Meeting.

### **Niagara Catholic Baby Celebration Celebrates Class of 2033**



On January 13, more than 40 members of Niagara Catholic's Class of 2033 visited the Catholic Education Centre for the Board's Sixth Annual Baby Celebration.

This annual event is one of the popular at the Catholic Education Catholic Education Centre. This event is done in co-operation with the Ontario Early Years Centre at Mary Ward Catholic Elementary School, and is supported by the Parenting class at Notre Dame College School.

More photos from the event are available on the [Good News Section](#).

### **Additional P.A. Day in 2015-2016 School Year Calendar**



A new Professional Activity Day has been added to this year's school calendar.

This new P.A. Day was a part of the agreement reached during the central negotiations in 2015, and affects all elementary and secondary schools in Ontario.

Niagara Catholic's additional P.A. Day will take place on Friday, April 15, 2016. The Board approved this date during a Special Board Meeting earlier this month.

This information is also being shared on the Board website and our social media accounts, and will be published in school newsletters. We wanted to reinforce this message to families by promptly notifying you of this change to our school calendar in order to assist you in making any arrangements you may require.

If you have any questions, please contact your child's school. Thank you for your continued support of Catholic education.

### **French Immersion Registration Continues**

A reminder for parents interested in enrolling their child or children for French Immersion, Niagara Catholic's online registration for French Immersion continues through February 12.

### **Mild Winter Means Savings for Board**

The relatively mild and snow-free winter has translated into savings for Niagara Catholic. A reduced need for snow-plowing and lower utility costs left Niagara Catholic with a \$1.3-million operating surplus, Superintendent of Business and Financial Services Giancarlo Vetrone told Trustees at the Board meeting.

Vetrone cautioned that while the surplus is good news, there is still time to incur winter-related expenses. He added that there are other staffing-related costs which are scheduled to rise in the year, including benefits, and stressed the importance of having a strong contingency fund for these things and unexpected repairs.

### **We're in the News**

If you haven't checked out our [Good News Blog](#) or our In the News section of [niagaracatholic.ca](http://niagaracatholic.ca) (accessed through the front page) lately, take a peek. It includes some great stories and photos about news and events from our schools.



### **Upcoming Events and Announcements**

Spring is shaping up to be busy at Niagara Catholic!

Each year, Niagara Catholic presents the Distinguished Alumni Award to graduates of Niagara Catholic who have made a notable contribution to their professional or community life, and whose life exemplifies the Catholic Graduate Expectations.

The awards are presented at a celebration at the Catholic Education Centre during Catholic Education Week in May.

The deadline to [nominate a Distinguished Alumni](#) is March 11, 2016.

Niagara Catholic is also seeking [nominees for the 2016 Niagara Catholic Education Award of Distinction](#). The nomination deadline is February 26, 2016. These awards are presented annually at the Bishop's Gala. This year's Bishop's Gala will take place on April 1, 2016, at Club Italia. [Tickets](#) are now available, so reserve your ticket – or a table – today.

### **Follow us:**

Like Niagara Catholic on [Facebook](#), and follow us on [Twitter](#) and [Instagram](#) (@NiagaraCatholicDSB)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
*FEBRUARY 9, 2016***

***PUBLIC SESSION***

**TOPIC: TRUSTEE INFORMATION  
CALENDAR OF EVENTS – FEBRUARY 2016**

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# FEBRUARY 2016



Sun	Mon 1	Tue 2	Wed 3 SEAC Meeting	Thu 4	Fri 5 Secondary P.A. Day	Sat 6
7	8	9 Shrove Tuesday SAL Meeting CW Meeting	10 Ash Wednesday	11	12	13
14 Valentine's Day	15 Flag Day Family Day	16	17	18	19	20
21	22	23 Policy Committee Board Meeting	24	25	26	27
28	29					

Kids Helping Kids Week February 8-12