



*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

BOARD MEETING

**TUESDAY, FEBRUARY 28, 2017
7:00 P.M.**



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

A. ROUTINE MATTERS

1. Opening Prayers – Trustee Fera -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Minutes of the Board Meeting of January 31, 2017 A5
6. Consent Agenda Items
 - 6.1 Unapproved Minutes of the Committee of the Whole Meeting of February 14, 2017 and Consideration of Recommendations A6.1
 - 6.1.1 Assessment, Evaluation, Reporting and Homework Policy (301.10) A6.1.1
 - 6.1.2 Student Suspension – Safe Schools Policy (302.6.4) A6.1.2
 - 6.1.3 Student Expulsion – Safe Schools Policy (302.6.5) A6.1.3
 - 6.1.4 Elementary and Secondary School Year Calendars: 2017-2018 A6.1.4
 - 6.1.5 Initial Staff Report: Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School Modified Pupil Accommodation Review A6.1.5
 - 6.2 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of January 11, 2017 A6.2
 - 6.3 In-Camera Agenda Items F1, F2, F4, F5, F6 and F7 -

B. DELEGATIONS/PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. School Excellence Program St. Charles Catholic Elementary School C1
2. Summer Camp 2017 C2
3. Financial Reports as at January 31, 2017 C3

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence -
2. Report on Trustee Conferences Attended -
3. General Discussion to Plan for Future Action -

- 4. Trustee Information
 - 4.1 Spotlight on Niagara Catholic – February 14, 2017 D4.1
 - 4.2 Calendar of Events – March 2017 D4.2
 - 4.3 OCSTA Information – February 10, 17 and 24, 2017 D4.3
 - 4.4 CCSTA 2017 AGM – June 1-3, 2017 D4.4

- 5. Open Question Period
(The purpose of the Open Question Period is to allow members of the Catholic school supporting public to ask about items on that night's public agenda or any previous agendas, and the Board to answer and react.)

E. NOTICES OF MOTION

F. BUSINESS IN CAMERA

G. REPORT ON IN CAMERA SESSION

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

**TITLE: MINUTES OF THE BOARD MEETING OF
JANUARY 31, 2017**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of January 31, 2017, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, JANUARY 31, 2017

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, January 31, 2017, 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 7:05 p.m. by Chair MacNeil.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Charbonneau

2. Roll Call

Chair MacNeil noted that all Trustee Vernal and Student Trustee Tripodi were excused.

Trustee	Present	Present Electronically	Absent	Excused
Kathy Burtnik	✓			
Maurice Charbonneau	✓			
Frank Fera	✓			
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg	✓			
Ted O'Leary	✓			
Dino Sicoli	✓			
Pat Vernal				✓
Student Trustees				
Kira Petriello	✓			
Nico Tripodi				✓

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

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the Agenda of the Board Meeting of January 31, 2017, as presented.

CARRIED

4. Declaration of Conflict of Interest

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

5. Approval of Minutes of the Board Meeting

5.1 December 20, 2016

Moved by Trustee Sicoli

Seconded by Trustee Fera

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of December 20, 2016, as presented.

CARRIED

5.2 January 17, 2017

Moved by Trustee Sicoli

Seconded by Trustee Fera

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of January 17, 2017, as presented.

CARRIED

6. Consent Agenda Items

Trustee Nieuwesteeg requested Items A6.1.1 and A6.1.2 be held. These items were moved to Committee and Staff Reports Section C4 of the agenda.

6.1 Unapproved Minutes of the Committee of the Whole Meeting of January 17, 2017 and Consideration of Recommendations

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole of January 17, 2017, as presented.

6.1.1 Saint Michael Catholic and Saint Paul Catholic Elementary and Secondary Family of Schools Ad Hoc Attendance Area Review Committee Report

Moved to Section C4

6.1.1.1 Attendance Area Review Correspondence as of January 27, 2017

Moved to Section C4.1

6.1.2 Design of System Priorities and Budget 2017-2018 Consultation and Collaboration Schedule

THAT the Niagara Catholic District School Board approve the report on the Design of System Priorities and Budget 2017-2018 Consultation and Collaboration Schedule, as presented.

6.2 Approved Minutes of the Niagara Catholic Staff Wellness Committee Meeting of November 22, 2016

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Staff Wellness Committee Meeting of November 22, 2016, as presented for information.

6.3 Approved Minutes of the Saint Michael Catholic and Saint Paul Catholic Elementary and Secondary Family of Schools Ad Hoc Attendance Area Review Committee of December 6, 2016

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Saint Michael Catholic and Saint Paul Catholic Elementary and Secondary Family of Schools Ad Hoc Public Meeting of December 6, 2016, as presented for information.

6.4 Approved Minutes of the Saint Michael Catholic and Saint Paul Catholic Elementary and Secondary Family of Schools Ad Hoc Attendance Area Review Committee of December 14, 2016

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Saint Michael Catholic and Saint Paul Catholic Elementary and Secondary Family of Schools Ad Hoc Public Meeting of December 14, 2016, as presented for information.

6.5 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of December 7, 2017

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of December 7, 2016, as presented.

6.6 Extended Overnight Field Trip, Excursion and Exchange

Presented for information

6.7 In-Camera Items F1, F2, F4, F5, and F6

Moved by Trustee Nieuwesteeg
Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board adopt the consent agenda items.

CARRIED

B. DELEGATIONS/PRESENTATIONS

1. Protocol Between Niagara Catholic District School Board and the Niagara Regional Police Service and School Resource Officers

Lee Ann Forsyth-Sells, Superintendent of Education provided background information on the Protocol between Niagara Catholic District School Board and the Niagara Regional Police Service and School Resource Officers. Superintendent Forsyth-Sells welcomed Police Chief McGuire and the School Resource Officers from the Niagara Regional Police Service Constable Thiessen and Constable Marynuik.

Chief McGuire presented comments on behalf of the Niagara Regional Police Service.

Constables Thiessen and Marynuik highlighted the benefits of resource programs within the Niagara Catholic Schools.

Copies of the Protocol will be distributed to all Principals and Vice-Principals and posted to My Niagara Catholic.

Trustee Charbonneau expressed his gratitude to the success of the program and the leadership of Chief McGuire.

Director Crocco recognized the strong relationship between Niagara Catholic District School Board and the Niagara Regional Police Service and the tangible ways the program has benefited the students of Niagara Catholic. Director Crocco also recognized the leadership of Superintendent Forsyth-Sells on the Police Protocol Committee.

Chair MacNeil, along with Director Crocco, presented Chief McGuire and Constables Thiessen and Marynuik with a Niagara Catholic District School Board gift of appreciation.

C. COMMITTEE AND STAFF REPORTS

1. School Excellence Program – Sacred Heart Catholic Elementary School

Mark Lefebvre, Superintendent of Education provided background information on the monthly School Excellence Program and introduced Irene Ricci, Principal of Sacred Heart Catholic Elementary School.

Principal Ricci, with the assistance of students, staff and parents showcased Sacred Heart Catholic Elementary School as part of the School Excellence Program.

Chair MacNeil, Vice-Chair Burtnik, along with Trustees Nieuwesteeg and Fera, thanked Principal Ricci, the staff, students and parents for their presentation and performance.

2. Niagara Catholic System Priorities Mid-Year Achievement Report 2016-2017

Director Crocco, along with Senior Administrative Staff presented highlights of the Niagara Catholic System Priorities Mid-Year Achievement Report 2016-2017.

Director Crocco and Senior Staff answered questions of Trustees.

On behalf of the Board, Chair MacNeil congratulated and thanked Director Crocco and Senior Administrative Council for the thoroughness of the report.

3. Financial Report 2016-2017 as at December 31, 2016

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Financial Report 2016-2017 for information.

Superintendent Vetrone answered questions of Trustees.

4. Saint Michael Catholic and Saint Paul Catholic Elementary and Secondary Family of Schools Ad Hoc Attendance Area Review Committee Report

Trustee Nieuwesteeg, Chair of the Ad Hoc Attendance Area Review Committee noted one e-mail of correspondence received prior to the Board meeting to be included with the other correspondence under Item A6.1.1.1. Copies of the correspondence were distributed to the Board.

Trustee Nieuwesteeg highlighted the process of the Ad Hoc Attendance Area Review Committee and expressed appreciation to Superintendent Farrell and the Committee.

Director Crocco and Superintendent Farrell answered questions of Trustees.

Moved by Trustee Fera

Seconded by Trustee Nieuwesteeg

THAT the Niagara Catholic District School Board approve the following revisions to the current attendance area boundaries for Father Hennepin Catholic, Loretto Catholic, and Our Lady of Mount Carmel Catholic Elementary Schools, as presented.

1. **THAT** as of February 1st, 2017 the boundary description for Father Hennepin Catholic Elementary School be revised from:

East: Commencing on the Niagara River to

South: Corfield St. (and its projection) to Stanley Ave to the Welland River to

West: Wilson Cres. (and its projection) to McLeod Rd to Dell Ave (including) (and its projection) to the power transmission lines to Drummond Rd to Culp St. to Franklin Ave (including)

North: to Lundy's Lane (centreline) to Ferry Ave. (centreline) to the extension of Magdalen St. to the point of commencement on the Niagara River.

To now be described as

East: Commencing on the Niagara River to Corfield Street (and its projection) to Stanley Avenue (including), south to the Welland River,

South: Welland River to the projection of Wilson Crescent,

West: Projection of Wilson Crescent north to Oldfield Road, Oldfield Road (including) to point where it meets Dorchester Road, northeast along power transmission lines, north to projection of Wilson Crescent, north on Wilson Crescent (including) to McLeod Road (centreline) to Dell Avenue (including) and its projection to the power transmission lines to Drummond Road (including) to Culp Street west on Culp Street (including) to Franklin Avenue north on Franklin Avenue (including) to Lundy's Lane

North: east on Lundy's Lane (centerline) to Ferry Avenue (centerline) and its projection to the point of commencement at Niagara River.

THAT as of February 1st, 2017, the boundary description for Loretto Catholic Elementary School be revised from:

East: Commencing on Montrose Road (centreline) at Lundy's Lane (centreline) to

South: McLeod Road (centreline) to

West: Thorold Townline Road (centreline)

North: Lundy's Lane (centreline) to the point of commencement on Montrose Road

To now be described as:

East: Commencing on Kalar Road at Catalina Street, east on Catalina Street (excluding) to Pitton Road, south on Pitton Road (excluding), to Ethel Street (excluding) to Sherri Avenue (excluding) to Alfred Street (excluding) to Charnwood Avenue, east along Charnwood Avenue (excluding) to south entrance and Montrose Road, Montrose Road to McLeod Road.

South: McLeod Road (centerline) to Thorold Townline Road,

West: North on Thorold Townline Road (centerline) to Lundy's Lane, west on Lundy's Lane (centerline) to Garner Road, **south on Garner Road (centerline) to Forestview Boulevard**

North: east on Forestview Boulevard (centerline) to St. Michael Avenue (excluding), north to Angie Drive, east along Angie Drive (excluding) and excluding Mildred Court, to Kalar Road, north on Kalar Road (excluding) to point of commencement at Catalina Street.

THAT as of February 1st, 2017 the boundary description for Our Lady of Mount Carmel Catholic Elementary School be revised from:

East: Commencing on Glenholme Ave. (excluding – and its projection) to Lundy's Lane (centreline) to Franklin Ave (excluding) to Culp St. (excluding) to Drummond Rd (excluding) to the power transmission lines to Dell Ave. (excluding – and its projection) to McLeod (excluding) to Wilson Cres. (excluding – and its projection) to

South: the Welland River to

West: Thorold Townline Road (centreline) to

North: McLeod Road to Montrose to Lundy's Lane (centreline) to the hydro canal to Hwy 420 to the point of commencement on Glenholme Ave

To be described as:

East: Commencing at Hwy 420 to Glenholme Avenue (excluding and its projection) to Lundy's Lane (centreline) to Franklin Avenue (excluding) to Culp Street (excluding) to Drummond Road (excluding) to the power transmission lines to Dell Avenue (excluding – and its projection) **to McLeod Road (excluding) to Wilson Crescent (excluding – and its projection) to power transmission lines and projection to Dorchester Road where it meets Oldfield Road, east along Oldfield Road (excluding)** to projection of Wilson Crescent, to Welland River

South: Welland River to Thorold Townline Road

West: Thorold Townline Road (centreline) north to McLeod Road (centreline), east to Montrose Road (centreline), **north to Charnwood Avenue, south entrance, west on Charnwood Avenue (including), north on Charnwood Avenue (including) to Alfred Street, west on Alfred Street (including) to Sherri Avenue, north on Sherri Avenue (including) to Ethel Street, west on Ethel Street (including), to Pitton Road, north on Pitton Road (including), to Catalina Street, west on Catalina Street (including) to Kalar Road, south on Kalar Road to Angie Drive (including) and including Mildred Court, to St. Michael Avenue (including), south to Forestview Blvd.**

(centreline) west to Garner Road (centreline), north on Garner Road (centreline) to Kalar Road (including)

North: East from Kalar Road on Lundy's Lane (centreline) to the hydro canal to point of commencement at Hwy 420.

2. **THAT** students, who are currently in Grade 7 at Loretto Catholic Elementary School and have been affected by the proposed boundary changes be grandfathered, including siblings, until completion of Grade 8 commencing September 2017. If required, transportation will continue until the current Grade 8 student graduates from Loretto Catholic Elementary School.

3. **THAT**, in compliance with Board Policy 301.1 Admission of Elementary and Secondary Students Policy, the siblings of the grandfathered students for the 2017-2018 school year at Loretto Catholic Elementary School may apply to continue to attend Loretto Catholic Elementary School commencing in September 2018 as an Out of Boundary student without transportation.

4. **THAT**, in compliance with Board Policy 301.1 Admission of Elementary and Secondary Students Policy, effective for September 2017 only, students who currently attend Loretto Catholic Elementary School from outside the current and revised attendance boundary of Loretto Catholic Elementary School, and their school age siblings, be permitted to apply for out of boundary admission to Loretto Catholic Elementary School without transportation.

5. **THAT**, in compliance with Board Policy 301.1 Admission of Elementary and Secondary Students Policy and Board approved motions for Loretto Catholic Elementary School, effective February 1st 2017, out of boundary requests for Loretto Catholic Elementary School boundary will not be granted.

6. **THAT**, in compliance with Board Policy 500.2 Student Transportation Policy, during the transition of school boundary descriptions from February 1st, 2017 to June 30th, 2017, transportation will continue to be provided for students who have been affected by the attendance boundary changes.

CARRIED

4.1 Attendance Area Review Correspondence as of January 27, 2017

Presented for information.

As requested, Director Crocco will provide Trustees with a copy of the letter to parents outlining the new attendance and boundaries for the information of Trustees.

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

Director Crocco distributed a Christmas card received by him with comments from Mayor Augustine to the Board of Trustees.

2. Report on Trustee Conferences Attended

2.2 OCSTA Video – Mary Ward Catholic Elementary School

Chair MacNeil presented a video featuring Mary Ward Catholic Elementary School which received third place at the OCSTA 2017 Catholic Trustees' Seminar on January 13-14 "The Story Behind the Name of Our Catholic School" Short-Video Contest for Students.

Chair MacNeil presented the OCSTA Video Certificate to Joseph Tornabouno, Principal of Mary Ward Catholic Elementary School.

Trustee O'Leary, Vice-Chair Burtnik and Trustee Sicoli highlighted the emotional and impacting Truth and Reconciliation: Walking Forward Together presentation during the OCTSA Professional Development Seminar.

3. General Discussion to Plan for Future Action

Director Crocco announced Senior Administrative Council are on schedule to continue to bring update reports, and long range plan reports to future Committee of the Whole and Board meetings in compliance with the 2016-2017 System Priorities.

4. Trustee Information

4.1 Spotlight on Niagara Catholic – January 17, 2017

Director Crocco highlighted the January 17, 2017 Spotlight on Niagara Catholic

4.2 Calendar of Events – February 2017

Director Crocco reviewed the Calendar of Events - February 2017 for Trustees information.

4.3 Draft 2017 Board Committee Membership

Chair MacNeil distributed the draft 2017 Board Committee Membership for the review of Trustees.

Moved by Trustee Burtnik

Seconded by Trustee Charbonneau

THAT the Niagara Catholic District School Board approve the 2017 Board Committee Membership, as presented.

CARRIED

4.4 OCSTA January 23, 2017 Memorandum – Bill 68 Modernizing Municipal Legislation – Submission to Standing Committee

Director Crocco highlighted the OCSTA January 23, 2017 Memorandum – Bill 68 Modernizing Municipal Legislation – Submission to Standing Committee.

4.5 OCSTA January 26, 2017 Memorandum – OCSTA/OCSBOA Business Seminar – Registration

Director Crocco reminded Trustees that the OCSTA/OCSBOA Business Seminar will be held on April 27, 2017.

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

Director Crocco shared Cogeco's video coverage of the Board's Annual Baby Day for the information of Trustees.

5. Open Question Period

None Submitted

E. NOTICES OF MOTION

F. BUSINESS IN CAMERA

Moved by Trustee Charbonneau
Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board move into the In Camera Session.

CARRIED

The Niagara Catholic District School Board moved into the In Camera Session of the Board Meeting at 9:08 p.m. and reconvened at 10:40 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Charbonneau
Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of January 31, 2017.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Nieuwesteeg
Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION A: Student Trustees Present of December 20, 2016, as presented.

CARRIED (Item F1)

Moved by Trustee Nieuwesteeg
Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION A: Student Trustees Present of January 17, 2017, as presented.

CARRIED (Item F2)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Nieuwesteeg
Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of December 20, 2016, as presented.

CARRIED (Item F4.1)

Moved by Trustee Nieuwesteeg

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Special Board Meeting - SECTION B: Student Trustees Excluded of January 17, 2017, as presented.

CARRIED (Item F4.2)

Moved by Trustee Nieuwesteeg

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of January 17, 2017, as presented.

CARRIED (Item F5)

The following motions were reported from the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of January 17, 2017:

Moved by Trustee Charbonneau

Seconded by Trustee O'Leary

THAT the Niagara Catholic District School Board approve the motion from the In Camera Session of the Board Meeting – SECTION B: Student Trustees Excluded of F5.1

CARRIED (Item F5.1)

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

Moved by Trustee Charbonneau

Seconded by Trustee Fera

THAT the January 31, 2017 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 10:44 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **January 31, 2017.**

Approved on **February 28, 2017.**

Fr. Paul MacNeil
Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE COMMITTEE OF THE
WHOLE MEETING OF FEBRUARY 14, 2017**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole Meeting of February 14, 2017, as presented.

The following recommendations are being presented for the Board's consideration from the Committee of the Whole Meeting of February 14, 2017:

6.1.1 Assessment, Evaluation, Reporting and Homework Policy (301.10)

THAT the Niagara Catholic District School Board approval the Assessment, Evaluation, Reporting and Homework Policy No. 301.10, as presented.

6.1.2 Student Suspension – Safe Schools Policy (302.6.4)

THAT the Niagara Catholic District School Board approval the Student Suspension – Safe Schools Policy No. 302.6.4, as presented.

6.1.3 Student Expulsion – Safe Schools Policy (302.6.5)

THAT the Niagara Catholic District School Board approval the Student Expulsion – Safe Schools Policy No. 302.6.5, as presented.

6.1.4 Elementary and Secondary School Year Calendars: 2017.-2018

THAT the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2017-2018 school year, as presented.

6.1.5 Initial Staff Report: Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School Modified Pupil Accommodation Review

THAT the Niagara Catholic District School Board receive the Initial Staff Report - Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools - Modified Pupil Accommodation Review , as presented; and

THAT the Niagara Catholic District School Board initiate a Modified Pupil Accommodation Review for Monsignor Clancy Catholic Elementary and St. Charles Catholic Elementary Schools in accordance with the Pupil Accommodation Review Policy 701.2.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, FEBRUARY 14, 2017

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, February 14, 2017 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 Chair MacNeil, who chaired the February Committee of the Whole meeting for Vice-Chair Burtnik.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Nieuwesteeg.

2. Roll Call

Chair MacNeil noted that Vice-Chair Burtnik was present electronically, Trustee Fera, Trustee O'Leary and Student Trustee Nico Tripodi were excused.

Trustee	Present	Present Electronically	Absent	Excused
Kathy Burtnik		✓		
Maurice Charbonneau	✓			
Frank Fera				✓
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg	✓			
Ted O'Leary				✓
Dino Sicoli	✓			
Pat Vernal	✓			
Student Trustees				
Kira Petriello	✓			
Nico Tripodi				✓

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 Nieuwesteeg

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of February 14, 2017, as presented.

CARRIED

4. Declaration of Conflict of Interest

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

5. Approval of Minutes of the Committee of the Whole Meeting of January 17, 2017

Moved by Trustee Charbonneau

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 17, 2017, as presented.

CARRIED

6. Consent Agenda Items

6.1 Unapproved Minutes of the Policy Committee Meeting of January 31, 2017

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of January 31, 2017, as presented.

6.2 Assessment, Evaluation, Reporting and Homework Policy (301.10)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Assessment, Evaluation, Reporting and Homework Policy (301.10), as presented.

6.3 Student Suspension – Safe Schools Policy (302.6.4)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Suspension – Safe Schools Policy (302.6.4), as presented.

6.4 Student Expulsion – Safe Schools Policy (302.6.5)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

6.5 Staff Development Department Professional Development Opportunities

Presented for information.

6.6 Capital Projects Update

Presented for information.

6.7 In Camera Items F1 and F3

Moved by Trustee Charbonneau

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

Nil

C. COMMITTEE AND STAFF REPORTS

1. The Renewed Math Strategy: Transforming Practice

Mark Lefebvre, Superintendent of Education presented background information on the Renewed Math Strategy: Transforming Practice. Superintendent Lefebvre introduced Laura Cronshaw, Co-K-12 Numeracy Coach, John Charette, Co-K-12 Numeracy Coach, Jeffery Martin, Secondary Numeracy Coach and Susan Ume, Renewed Mathematics Strategy Coach.

Ms. Cronshaw and Mr. Charette presented the Renewed Math Strategy: Transforming Practice report detailing the Program Departments strategy for supporting the system.

Superintendent Lefebvre, Ms. Cronshaw and Mr. Charette answered questions of Trustees.

2. Elementary and Secondary School Year Calendars: 2017-2018

Frank Iannantuono, Superintendent of Education/Human Resources presented the Elementary and Secondary School Year Calendars for 2017-2018.

Moved by Trustee Vernal

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2017-2018 school year, as presented.

CARRIED

3. Initial Staff Report: Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools' Modified Accommodation Review

Ted Farrell, Superintendent of Education along with Kathy Levinski, Administrator of Facilities Services, Giancarlo Vetrone, Superintendent of Business & Financial Services and Scott Whitwell, Controller of Facilities Services presented the Initial Staff Report: Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools' Modified Accommodation Review.

Superintendent Farrell answered questions of Trustees.

Moved by Trustee Vernal

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board receive the Initial Staff Report – Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools' Modified Pupil Accommodation Review, as presented; and

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board initiate a Modified Pupil Accommodation Review for Monsignor Clancy Catholic Elementary and St. Charles Catholic Elementary Schools in accordance with the Pupil Accommodation Review Policy 701.2.

CARRIED

4. Committee of the Whole System Priorities and Budget 2016-2017 Update

Director Crocco along with Senior Administrative Council provided an update on the implementation of the System Priorities and Budget 2016-2017.

Director Crocco confirmed the Design of the System Priorities and Budget 2017-2018 information meeting for Trustees on March 7, 2017 prior to the March Committee of the Whole Meeting.

Director Crocco and Senior Administrative Council answered questions of Trustees.

5. Monthly Updates

5.1 Student Trustees' Update

Kira Petriello, Student Trustee presented a brief verbal update on the current activities of the Student Senate and their participation with recommendations for the design of the System Priorities and Budget 2017-2018.

5.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Lee Ann Forsyth-Sells

- Students at Holy Name Catholic Elementary School, Welland that were involved in the #WeAre Rafikis club initiated a global social justice program by selling bracelets made by women in Kenya. The students raised \$3,020.00. Half of the funds raised were sent to the women to support their families, and the remaining funds were designated for water, education, health and food projects in their local communities.

Superintendent Baldasaro

- February 10-16, 2017 is designated as Kids Helping Kids week across Niagara Catholic. Activities that support fundraising in support of the Niagara Children's Centre will be occurring within our elementary and secondary Catholic schools.
- Senate Co-Chair and St. John Catholic Elementary School Grade 8 student, Luca DiPietro, has been accepted as a Page at Queen's Park for the February 10 - March 20, 2017 session.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – January 31, 2017

Director Crocco highlighted the Spotlight on Niagara Catholic – January 31, 2017 issue for Trustees information.

1.2 Calendar of Events – February 2017

Director Crocco presented the February 2017 Calendar of Events for Trustees information and reminded Trustees that Niagara Catholic will be closed Monday February 20, 2017 for Family Day.

1.3 OCSTA Information – January 6, 13, 20, 27 and February 3, 2017

Director Crocco presented highlighted the January 6, 13, 20, 27 and February 3, 2017 OCSTA Information.

1.4 Bishops Gala – April 1, 2017

Director Crocco Director Crocco reminded Trustees of the Bishops Gala that will be held on April 1, 2017 at Club Roma and requested Trustees contact Sherry Morena to reserve their ticket.

1.5 OCSTA Annual General Meeting & Conference – April 27-29, 2017

Director Crocco asked those Trustees who are interested in attending the OCSTA Annual General Meeting & Conference being held on April 27-29, 2017 to confirm their attendance with Anna Pisano, Administrative Assistant to Corporate Services & Communications prior to the March 17, 2017 OCSTA deadline.

1.6 Board Committee Membership 2017

Director Crocco presented the Board Committee Membership 2017 as requested at the January Board meeting.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Crocco noted the continued implementation of this years System Priorities, the designing of the System Priorities and Budget for 2017-2018 and if the Board approves the modified Pupil Accommodations Review for Thorold as significant plans for future action.

F. BUSINESS IN CAMERA

Moved by Trustee Sicoli

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 9:08 p.m. and reconvened at 9:40 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 February 14, 2017.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Charbonneau

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 January 17, 2017, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Charbonneau

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 January 17, 2017, as presented.

CARRIED (Item F3)

Moved by Trustee Charbonneau

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F4.2 of the In Camera Agenda.

CARRIED (Item F4.2)

H. ADJOURNMENT

Moved by Trustee Sicoli

THAT the February 14, 2017 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 9:41 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **February 14, 2017.**

Approved on **March 7, 2017.**

Fr. Paul MacNeil
Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

A6.1.1

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

**TITLE: ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK
POLICY (301.10)**

RECOMMENDATION

THAT the Niagara Catholic District School Board approval the Assessment, Evaluation, Reporting and Homework Policy (301.10), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: February 28, 2017



Niagara Catholic District School Board

ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.10

Adopted Date: June 14, 2011

Latest Reviewed/Revised Date: May 28, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board acknowledges that the primary purpose of assessment, evaluation, and reporting is to improve student learning and achievement for all students. The Board promotes a family-friendly approach to homework to support the learning, achievement and well-being of all students.

To ensure that assessment, evaluation and reporting practices are valid and reliable to improve the learning of all students, educators will use assessment, evaluation and reporting practices and procedures that support all students and:

- are fair, transparent, and equitable for all students;
- are carefully planned to relate to the curriculum expectations and learning goals, the Ontario Catholic School Graduate Expectations, and, as much as possible, to the interests, learning styles and preferences, needs and experiences of each student so that all students can become self-directed, responsible, lifelong learners;
- are communicated clearly to students and parents/guardians at the beginning of the school year/course and at other appropriate points throughout the school year/course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning; and
- support students in developing the qualities and characteristics defined by the Ontario Catholic School Graduate Expectations.

Principals, Vice-Principals, educators, Board staff and parents/guardians share a collective responsibility and accountability for improving student achievement. All staff is responsible to gather, record, and share assessment, evaluation and reporting information for each student as required by Principals. This information is based on curricular expectations, performance standards, instruction, and, assessment and evaluation practices informed by the professional judgement of the educator to support improvement in learning, the achievement of Kindergarten to Grade 12 expectations, and Learning and Work Habits for students in Grades 1 to 12.

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

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

References

- [*Education Statues and Regulations of Ontario 2013 Edition: Operation of Schools-General R.R.O. 1990 Regulation 298*](#)
- [*Ministry of Education. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*](#)

- *Ministry of Education, Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*
- *Ministry of Education Policy/Program Memorandum No. 155, “Diagnostic Assessment in Support of Student Learning” January 7, 2013*
- *Ontario Catholic School Graduate Expectations: Institute for Catholic Education: Second Edition 2011*
- *Ministry of Education, Achieving Excellence, A Renewed Vision for Education in Ontario, 2014*
- *Ministry of Education, Equity and Inclusive Education Strategy, 2009*
- *Ministry of Education, The Individual Education Plan (IEP), A Resource Guide 2004*
- *Ministry of Education, The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools 2016*
- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016*



Niagara Catholic District School Board

ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.10

Adopted Date: June 14, 2011

Latest Reviewed/Revised Date: May 28, 2013

DEFINITIONS

Assessment

Assessment is the process of gathering information, from observations, conversations and student products to demonstrate how well a student is achieving the curriculum expectations and to improve student learning from Kindergarten to Grade 12.

Assessment for Learning

Assessment “for” Learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by educators to provide feedback and adjust instruction and by students to focus their learning.

Assessment as Learning

Assessment “as” Learning is the process that actively engages students in the assessment process to monitor their own learning; using feedback from educators, self, and peers to determine next steps and set goals for learning.

Assessment of Learning

Assessment “of” Learning is the process of collecting and interpreting evidence of student learning for the purpose of summarizing learning at or near the end of a period of learning. Educators will use professional judgement to indicate the quality of student learning based on established success criteria, in order to assign a value, mark or grade to represent that quality. This information is used to communicate the student’s achievement to parents/guardians, students, Principals/Vice-Principals and other educators.

Cheating and Plagiarism

Cheating is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:

- Copying from another student or making information available to another student for the purpose of copying during a test/examination/quiz or for individual/group assignments;
- Failing to follow instructions of the presiding teacher during an examination;
- Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else;
- Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

Plagiarism is usually defined as presenting someone’s words and ideas as one’s own. It can take many forms, including the following:

- Submitting an essay/assignment written by someone else e.g., buying an essay online, downloading an essay from a free website, having someone else complete one’s assignment or copying or using work done by another student (including homework);
- Piecing together material from one or several sources and adding only linking sentences;

- Quoting or paraphrasing material without citing the source of the material, including books, magazines or print from all electronic sources (videos, podcasts, etc.);
- Not providing quotation marks for direct quotations – even if sources have been cited.

ASSESSMENT PRACTICES FOR EVALUATION OF STUDENT ACHIEVEMENT

To support effective assessment practices in the evaluation of student learning recognizing that the evaluation of student learning supports the determination of report card grades and marks and comments; it is the responsibility of the teacher informed by professional judgement, in consultation with the Principal, to:

- collect and share evidence of student learning and achievement over time, from multiple sources that include *observations*, *conversations*, and *student products*;
- ensure that student self-assessment and/or peer-assessment is not used as a grade or mark;
- consider all of the evidence of student work, including observations, conversations and student products, that a student has completed or submitted along with, the evidence of student work that was not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject or course;
- ensure that the report card information represents a student's achievement of overall curricular expectations and the student's most consistent level of achievement, with special consideration given to more recent evidence;
- ensure that for students with special education needs and English language learners, who may require accommodation, but who do not require modified expectations, evaluation of achievement be based on the appropriate subject/grade/course curricular expectations; and for students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations outlined in the student's Individual Education Plan (IEP).

ACADEMIC INTEGRITY

It is the responsibility of students to practice academic integrity in all aspects of their school work so that the marks they receive are a true reflection of their own achievement. Students must understand that assessments completed and assignments submitted for evaluation must be their own work and that cheating and plagiarism will have consequences.

Practicing academic integrity also helps students to fulfill the Ontario Catholic School Graduate Expectations by demonstrating that they are: self-directed, responsible, lifelong learners, collaborative contributors, and responsible citizens.

Prevention of Cheating and Plagiarism

It is expected that school staff will develop and implement strategies to eliminate the incidents of cheating and plagiarism and will integrate these strategies into instruction in an atmosphere of trust and support.

Reporting of Cheating and Plagiarism

All confirmed incidents of cheating and/or plagiarism must be reported to the Principals/Vice-Principals, and parents/guardians by the classroom/subject teacher and will be noted in the Student Management System.

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

These methods may include; but are not limited to:

- teacher monitoring based on professional judgement and knowledge of an individual student's work, writing style etc.;
- conducting internet searches to identify possible sources of student work;

- collaboration between teachers, library technicians, Principals/Vice-Principals in tracing questionable information; and
- use of third party plagiarism tracking software (if available).

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

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

For students in grades 9 to 12, if a student is found to have intentionally cheated and/or plagiarized on a mid-term examination, or final examination, or any other assignment that is part of the thirty (30) per cent of the grade for final evaluation, the student will receive a mark of "0" on the evaluation and an opportunity to rewrite will not be provided.

LATE AND MISSED ASSIGNMENTS

Effective Preventative Measures

Students must understand that there will be consequences for incomplete assignments and/or for submitting late assignments.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments.

These strategies may include; but are not limited to:

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

MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS

When effective preventative strategies have been implemented by the teacher to prevent and/or address late and/or missed assignments, a teacher may, in consultation with the student, parents/guardians and, Principals/Vice-Principals deduct marks for late and/or missed assignments. Teachers and Principals/Vice-Principals should ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

Grades 1 to 8

- In Grades 1 to 8 late and/or missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

Grades 9 to 12

- In Grades 9 to 10, late and/or missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.
- For Grades 9 and 10, mark deduction will be limited to two (2) per cent per day to a maximum of ten (10) per cent total deduction according to the professional judgement of the teacher.
- For Grades 11 and 12, mark deduction will be limited to three (3) per cent per day to a maximum of fifteen (15) per cent according to the professional judgement of the teacher.
- The expectation is that students will use their non-class time to complete late and missed assignments.
- Until an assignment has been submitted, the code "T" may be used in a mark book to indicate that an assignment is late or missed.

REPORTING ON STUDENT ACHIEVEMENT

Kindergarten

Evaluation in Kindergarten is the summarizing of evidence of a child's learning in relation to the overall expectations at a given point in time, in order to specify a child's key learning, growth in learning and next steps in learning.

The evidence of learning includes conversations, observations, samples of the child's work, information shared by the family and other forms of evidence.

Three (3) formal written reports will be provided during the school year:

First Reporting Period: the Kindergarten Communication of Learning: Initial Observations

Second (Term 1) and Third (Term 2) Reporting Periods: the Kindergarten Communication of Learning

Grades 1 to 12

Student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum using letter grades for Grades 1 to 6 and percentage marks for Grades 7 to 12.

Grades 9 to 12

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

- seventy (70) per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement;
- thirty (30) per cent of the grade will be based on a final evaluation administered at or toward the end of the course. The final evaluation allows the student an opportunity to demonstrate

comprehensive achievement of the overall expectations for the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content as determined by the teacher following the guidelines for the subject area.

DETERMINING THE LOWER LIMIT OF MARKS BELOW 50 PER CENT

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

Grades 1 to 8

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

Grades 9 to 12

Teachers will assign a percentage mark on report cards to indicate achievement below fifty (50) per cent, ranging from thirty (30) to forty-five (45) per cent, in the professional judgement of the teacher.

- For mid-term report cards a mark below thirty (30) per cent will not be recorded.
- For final report cards the actual final mark earned by the student will be recorded. A mark between forty-six (46) and forty-nine (49) per cent will not be issued.

Students with Individual Education Plans and English Language Learners

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

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

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

For Grades 1 to 10, the code “I” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. The code “I” is not applicable for Grades 11 and 12 courses.

For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student. Teachers may find it appropriate to use “I” when evidence of a student’s achievement is insufficient or there are extenuating circumstances beyond the student’s control.

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

FAMILY-FRIENDLY HOMEWORK

The Niagara Catholic District School Board promotes a family-friendly approach to homework that supports the work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class.

In keeping with this family-friendly homework approach, students will not be assigned homework for completion during statutory/Board holidays and Professional Activity Days as noted on the Board's school year calendar. Furthermore, students will not be expected to submit or participate in an assessment for evaluation within three (3) school days following a statutory/Board holiday or Professional Activity Day.

A6.1.2

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

TITLE: STUDENT SUSPENSION – SAFE SCHOOLS POLICY (302.6.4)

RECOMMENDATION

THAT the Niagara Catholic District School Board approval the Student Suspension – Safe Schools Policy (302.6.4), as presented.

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

Presented by: Policy Committee

Recommended by: Committee of the Whole

Date: February 28, 2017



STUDENT SUSPENSION POLICY

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values in all schools.

The conduct of students as members of the school community is expected to be modelled upon Christ, fostering and promoting a positive learning environment for students and staff, so that all students can reach their full academic and spiritual potential.

The Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others, the consequences may lead to suspension.

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

References

- [**Accepting Schools Act**](#)
- [**Education Act, Sections 306, 307, 308, 309, 310, 311**](#)
- [**Ontario Human Rights Code**](#)
- [**Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education**](#)
- [**Policy/Program Memorandum 144: Bullying Prevention and Intervention**](#)
- [**Provincial Code of Conduct**](#)
- [**Regulation 472/07: Behaviour, Discipline and Safety of Pupils**](#)
- [**Child & Family Services Review Board**](#)
- [**Niagara Catholic District School Board Policies/Procedures/Documents**](#)
 - [**Access to Board Premises Policy \(302.6.3\)**](#)
 - [**Bullying Prevention and Intervention Policy \(302.6.8\)**](#)
 - [**Code of Conduct Policy \(302.6.2\)**](#)
 - [**Electronic Communications System Policy \(Students\) \(301.5\)**](#)
 - [**Ontario Student Record Policy \(301.7\)**](#)
 - [**Progressive Student Discipline Policy \(302.6.9\)**](#)
 - [**Student Expulsion Policy \(302.6.5\)**](#)
 - [**Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program**](#)
 - [**Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board**](#)



When inappropriate behaviour occurs a Principal may consider suspending a student for no less than one (1) school day and no longer than twenty (20) school days for an infraction that a student has committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal will contact the police consistent with the Protocol between Niagara Region Police Service and the Niagara Catholic District School Board. A student may not be suspended more than once for the same occurrence.

ACTIVITIES LEADING TO POSSIBLE SUSPENSION

A Principal shall consider whether to suspend a student if the Principal believes that the student has engaged in any of the following activities while at school, at a school-related activity or event and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol/illegal drugs.
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
6. Bullying.
7. Medical Immunization.
8. Any other activity that, under a policy of the Board, is an activity for which a Principal may suspend a student to be contrary to the Board or school Code of Conduct:
 - Habitual neglect of duty,
 - Use of profane vulgar, or improper language,
 - Conduct injurious to the moral tone of the school,
 - Persistent opposition to authority,
 - Conduct injurious to the physical or mental well-being of any member of the school community.

ACTIVITIES LEADING TO SUSPENSION

A Principal shall suspend a student if the Principal believes that the student has engaged in any of the following activities while at school, at a school-related activity or event and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Bullying, if,
 - i. the student has previously been suspended for engaging in bullying, and
 - ii. the students' continuing presence in the school creates an unacceptable risk to the safety of another person

9. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

VIOLENT INCIDENT

Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A) must be completed by the Principal, filed and retained in the student's Ontario Student Record (OSR) and shall not be removed unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place. If the student transfers to another school, the information in the student's OSR relating to the serious violent incident that led to a suspension or expulsion, as well as a report to the police, will remain in the student's OSR unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place.

The term violent incident is defined as the occurrence of any one (1) of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion
- hate and/or bias-motivated occurrences

MITIGATING AND OTHER FACTORS

A Principal will consider whether a student should be suspended, and the duration of the suspension taking into account any mitigating and other factors, and will make every effort to consult with the student's parent/guardian, student or adult student and any other person who can contribute relevant information to the investigation.

Mitigating and other factors to be considered by the Principal before deciding whether to impose a suspension are:

1. whether the student has the ability to control his or her behaviour;
2. whether the student has the ability to understand the foreseeable consequences of his or her behaviour;
3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
4. the student's academic, discipline and personal history;
5. whether a progressive discipline approach has been used with the student,
6. whether the activity for which the student might be suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
7. how the suspension would affect the student's ongoing education;
8. the age of the student;
9. In the case of a student for whom an Individual Education Plan (IEP) has been developed:
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct.
10. other matters as the Principal considers appropriate.

CONFIRMATION OF SUSPENSION

When a student has been suspended, a Principal will:

1. Notify the student of the suspension.
2. Inform the student's teacher(s) of the suspension.
3. Make all reasonable efforts to inform the student's parent/guardian of the suspension within 24 hours of the suspension being imposed, unless,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.

When a student has been suspended, a Principal will provide written notice of the suspension to:

1. The student,
2. The student's parent/guardian unless,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. The Family of Schools' Superintendent, the student's teacher(s) and the Stay-in-School Coordinator.

The written notice of the suspension must include the following:

1. The reason for the suspension.
2. The duration of the suspension.
3. Procedure to return to school upon completion of the suspension.
4. Information about the Niagara Catholic Alternative Learning Fresh Start Program, an intervention and prevention program for Grade 6 to Grade 12 students while serving a suspension for six (6) or more school days, or limited expulsion.
5. Information about the investigation the Principal will conduct to determine whether to recommend expulsion.
6. Information about the right to appeal the suspension.
7. The name and contact information of the Family of Schools' Superintendent to whom the notice of appeal must be submitted.

PRINCIPAL DETERMINATION OF NOTIFICATION

If a Principal decides not to notify a parent/guardian of a student involved in an incident, if in the opinion of the Principal doing so would put the student at risk of harm, the Principal will document the rationale for this decision, and share this decision with the Family of Schools' Superintendent and if applicable, the teacher(s) of the student.

SCHOOL WORK

A student who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the student's parent/guardian and student or adult student:

1. the day the student is suspended, if the student is suspended for one (1) school day.
2. the day the student is suspended or the following school day, if the student has been suspended for two (2) or more school days.

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

Where a Principal suspends a student for six (6) or more school days, the Principal will inform the student's parent/guardian and student or adult student about the Niagara Catholic Alternative Learning Fresh Start Program for suspended students. Students who have been suspended for six (6) or more school days are strongly encouraged to participate in the Niagara Catholic Alternative Learning Fresh Start Program.

Elementary and Secondary Principals are to approve the submission of a Niagara Catholic Alternative Learning Fresh Start Student Action Plan for consideration of student enrolment at the Pope Francis Centre. Following an intake conference with the student's parent/guardian, and the student or adult student to review the expectations of the program, the Principal/Designate of the Pope Francis Centre will determine admittance into the program.

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program if:

- the student is serving a suspension of six (6) or more school days as part of a progressive discipline process, or
- the student is serving a limited expulsion with approval of the Family of Schools' Superintendent of Education, or
- the student's actions warrant the program as approved by the Principal/Designate of the Pope Francis Centre, the Family of Schools' Superintendent of Education and the Superintendent of Program.

This alternative program will strive to:

- address the academic, behavioural and community supports of the student;
- develop positive relationships among parents/guardians, the community and schools to support and sustain safe schools and learning;
- provide programs containing strategies for building positive attitudes, for developing positive behaviours, for providing continuous learning and for successful re-integration into the school setting; and
- reduce future suspensions and expulsions.

RE-ENTRY

Following a suspension of six (6) or more school days, a re-entry meeting will be held with appropriate staff, the student's parent/guardian, and student or adult student to provide positive and constructive redirection for the student.

APPEAL OF SUSPENSION

A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to the Family of Schools' Superintendent of Education within ten (10) school days of the commencement of the suspension. A request for an appeal shall not stay the suspension.

The following persons may appeal, to the Board, a Principal's decision to suspend a student:

1. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
2. The student, if
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.

REVIEW OF SUSPENSION

Upon receipt of written notice of the intention to appeal the suspension, the Family of Schools' Superintendent will:

1. advise the school Principal of the appeal and set a meeting date to review the appeal;
2. advise the student's parent/guardian or adult student that a review of the suspension will take place and will discuss any matter respecting the incident and/or appeal of the suspension;
3. hear and determine the appeal within fifteen (15) school days of receiving notice of intention to appeal, unless the parties agree on a later deadline;
4. review the suspension (reason, duration, any mitigating or other factors);

5. consult with the Principal regarding modification or expunging the suspension;
6. request a meeting with the student's parent/guardian or adult student and the Principal to narrow the issues and try to effect a settlement;
7. provide written notice of the review decision to the student's parent/guardian or adult student as follows:
 - i. Confirm the suspension and the duration of the suspension.
 - ii. Confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly.
 - iii. Quash the suspension and order that the record of suspension be expunged, even if the suspension that is under appeal has already been served.
 - iv. The decision of the Board on an appeal under this section is final.

APPEAL TO THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

Where the suspension is upheld on review by the Family of Schools' Superintendent and the student's parent/guardian or adult student chooses to continue with the appeal to the Disciplinary Hearing Committee, the Board shall hear and determine the appeal within fifteen (15) school days of receiving notice to appeal, unless the parties agree on a later deadline and shall not refuse to deal with the appeal on the ground that there is deficiency in the notice of appeal.

The Superintendent of Education: Resource to the Disciplinary Hearing Committee will:

Arrange a date for the appeal before the Disciplinary Hearing Committee.

1. Coordinate the preparation of a written report for the Disciplinary Hearing Committee containing:
 - i. a report of the incident and rationale for suspension prepared by the Principal;
 - ii. a copy of the original suspension letter;
 - iii. a copy of the letter requesting appeal of the suspension; and
 - iv. a copy of the correspondence with respect to the decision of the Family of Schools' Superintendent regarding the suspension review.
2. Inform the student's parent/guardian or adult student of the date, time and location of the hearing for the appeal of the suspension, provide a guide to the process for the appeal, and a copy of the documentation that will go to the Disciplinary Hearing Committee.
3. Ensure that the item is placed on the Disciplinary Hearing Committee's agenda.

The parties in an appeal to the Disciplinary Hearing Committee shall be:

1. The Principal who suspended the student;
2. The student's parent/guardian or adult student if they appealed the decision to suspend the student.
3. The person who appealed the decision to suspend the student if the decision was appealed by someone other than the student or his or her parent/guardian and that person is allowed by Board Policy to appeal.
4. Such other persons as may be specified by Board policy.
5. A student who is not a party to the appeal has the right to be present at the hearing and to make a statement on his or her own behalf.

SUSPENSION APPEAL BEFORE THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

The Disciplinary Hearing Committee will conduct the suspension appeal in accordance with the [Suspension/Expulsion Hearing Rules](#), the Education Act and Board Policy:

1. One of the appointed Trustees will be elected Chair of the Disciplinary Hearing Committee.
2. The Director of Education or designate, will act as Secretary to the Disciplinary Hearing Committee to facilitate the Hearing
3. Legal counsel for the Board may be present at the appeal to act as an advisor on procedural matters.

4. The Disciplinary Hearing Committee may make such orders or give such directions at an appeal, as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.
5. Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
6. When making their determination the Disciplinary Hearing Committee shall consider:
 - i. the Principal's Report and submissions;
 - ii. the submissions and any other information provided by the Appellant; and
 - iii. the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
7. The Disciplinary Hearing Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:
 - i. Confirm the suspension and its duration; or
 - ii. Confirm the suspension but shorten its duration and amend the record, as necessary;
 - iii. Quash the suspension and order that the record be expunged; or
 - iv. Make such other appropriate order.
8. The decision shall be communicated to the appellant in writing.
9. The decision of the Disciplinary Hearing Committee is final.

REVIEW OF THE SUSPENSION PROCESS

It is expected that the Family of Schools' Superintendent will review the suspension statistics of each school with the Principal on an annual basis.

A6.1.3

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

TITLE: STUDENT EXPULSION – SAFE SCHOOLS POLICY (302.6.5)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

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

Presented by: Policy Committee

Recommended by: Committee of the Whole

Date: February 28, 2017



STUDENT EXPULSION POLICY

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values in all schools.

The conduct of students as members of the school community is expected to be modelled upon Christ, fostering and promoting a positive school learning environment for students and staff, so that all students can reach their full academic and spiritual potential.

The Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others, the consequences may lead to expulsion from a school or all schools of the Board.

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

References

- [*Accepting Schools Act*](#)
- [*Education Act, Sections 310, 311, 312, 313, 314*](#)
- [*Ontario Human Rights Code*](#)
- [*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education*](#)
- [*Policy/Program Memorandum 144: Bullying Prevention and Intervention*](#)
- [*Regulation 472/07: Behaviour, Discipline and Safety of Pupils*](#)
- [*The Provincial Code of Conduct*](#)
- [*Child & Family Services Review Board*](#)
- [*Niagara Catholic District School Board Policies/Procedures/Documents*](#)
 - [*Access to Board Premises Policy \(302.6.3\)*](#)
 - [*Bullying Prevention and Intervention Policy \(302.6.8\)*](#)
 - [*Code of Conduct Policy \(302.6.2\)*](#)
 - [*Electronic Communications System Policy \(Students\) \(301.5\)*](#)
 - [*Ontario Student Record Policy \(301.7\)*](#)
 - [*Progressive Student Discipline Policy \(302.6.9\)*](#)
 - [*Student Suspension Policy \(302.6.4\)*](#)
 - [*Pope Francis Centre Alternative Learning Manual: Niagara Catholic Alternative Learning Fresh Start Program*](#)
 - [*Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board*](#)



STUDENT EXPULSION POLICY

ADMINISTRATIVE PROCEDURES

When inappropriate behaviour occurs a Principal may consider recommending to the Board that a student be expelled from a school or all schools of the Board for an infraction committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal will contact the police consistent with the Protocol between Niagara Region Police Service and the Niagara Catholic District School Board.

The Board may expel a student who commits any of the following infractions while at school, at a school-related activity or event, and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Bullying, if,
 - i. the student has previously been suspended for engaging in bullying, and
 - ii. the students' continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

VIOLENT INCIDENT

Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A) must be completed by the Principal, filed and retained in the student's Ontario Student Record (OSR) and shall not be removed unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place. If the student transfers to another school, the information in the student's OSR relating to the serious violent incident that led to a suspension or expulsion, as well as a report to the police, will remain in the student's OSR unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place.

The term violent incident is defined as the occurrence of any one (1) of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion

- hate and/or bias-motivated occurrences

MITIGATING AND OTHER FACTORS

A Principal will consider whether a student should be expelled, taking into account any mitigating and other factors and will make every effort to consult with the student's parent/guardian, and student or adult student and any other person who can contribute relevant information to the investigation. Any police investigation will be conducted separately from the Principal's investigation according to the procedures in the Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board.

Mitigating and other factors to be considered by the Principal before deciding whether to impose an expulsion are:

1. whether the student has the ability to control his or her behaviour,
2. whether the student has the ability to understand the foreseeable consequences of his or her behaviour,
3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school,
4. the student's academic, discipline and personal history;
5. whether a progressive discipline approach has been used with the student,
6. whether the activity for which the student might be expelled was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason,
7. how the expulsion would affect the student's ongoing education,
8. the age of the student, and
9. other matters as the Principal considers appropriate
10. In the case of a student for whom an Individual Education Plan (IEP) has been developed:
 - whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan,
 - whether appropriate individualized accommodation has been provided, and
 - whether the expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

SUSPENSION PENDING RECOMMENDATION FOR EXPULSION

The Principal will immediately suspend a student for (20) twenty school days where he or she believes that the student has committed an infraction for which expulsion may be considered.

A Principal shall conduct an investigation to determine whether to recommend to the Board that the student be expelled. Pending an investigation to determine whether the student will be recommended to the Disciplinary Hearing Committee for expulsion, the Principal must assign the student to the Niagara Catholic Alternative Learning Fresh Start Program for suspended students.

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

Where a Principal suspends a student for six (6) or more school days, the Principal will inform the student's parent/guardian and student or adult student about the Niagara Catholic Alternative Learning Fresh Start Program for suspended students. Students who have been suspended for six (6) or more school days are strongly encouraged to participate in the Niagara Catholic Alternative Learning Fresh Start Program.

Elementary and Secondary Principals are to approve the submission of a Niagara Catholic Fresh Start Student Action Plan for consideration of student enrolment at the Pope Francis Centre. Following an intake conference with the student's parent/guardian, and the student or adult student to review the expectations of the program, the Principal/Designate of the Pope Francis Centre will determine admittance into the program.

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program if:

- the student is serving a suspension of six (6) or more school days as part of a progressive discipline process, or
- the student is serving a limited expulsion with approval of the Family of Schools' Superintendent of Education, or
- the student's actions warrant the program as approved by the Principal/Designate of the Pope Francis Centre, the Family of Schools' Superintendent of Education and the Superintendent of Program.

This alternative program will strive to:

- address the academic, behavioural and community supports of the student;
- develop positive relationships among parents, the community and schools to support and sustain safe schools and learning;
- provide programs containing strategies for building positive attitudes, for developing positive behaviours, for providing continuous learning and for successful re-integration into the school setting; and
- reduce future suspensions and expulsions

EXPULSION NOT RECOMMENDED

If, on concluding the investigation, the Principal in consultation with the Family of Schools' Superintendent decides not to recommend to the Board that the student be expelled; the Principal will provide written notice of the decision to every person to whom he or she was required to give notice of the suspension that contains the following:

1. A statement that the student will not be subject to an expulsion hearing for the activity that resulted in the suspension.
2. A statement indicating whether the Principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension.
3. Unless the suspension was withdrawn, information about the right to appeal the suspension including:
 - i. a copy of Board policy and procedures governing the appeal;
 - ii. a statement that a written notice of intention to appeal must be given within five (5) school days of the date on which he or she is considered to have received the notice of the decision not to recommend expulsion; and
 - iii. the name and contact information of the Family of Schools' Superintendent to whom notice of appeal must be given.

EXPULSION RECOMMENDED TO THE BOARD

If a Principal, in consultation with the Family of Schools' Superintendent, determines that a referral for expulsion is warranted, the recommendation must be made to the Disciplinary Hearing Committee to be heard within twenty (20) school days from the date of the original suspension unless the parties to the expulsion hearing agree upon a later date.

The Principal will also prepare and provide a written report to the Disciplinary Hearing Committee with the following information:

1. Summary of the Principal's findings.
2. The Principal's recommendation as to whether the student should be expelled from his or her school only or from all schools of the Board.
3. The Principal's recommendation as to,
 - i. the type of school that might benefit the student, if the student is expelled from his or her school only, or
 - ii. the type of program for expelled students that might benefit the student, if the student is expelled from all schools of the Board.

The Principal will ensure that written notice will accompany the report to every person who received the notice of the suspension the following information:

1. A statement that the student will be subject to an expulsion hearing for the activity that resulted in suspension.
2. A copy of the Board policies and procedures governing the expulsion hearing for the activity that resulted in the suspension.
3. A statement that the person has the right to respond, in writing, to the Principal's report.
4. A statement that the person has the right to appeal the Principal's decision for expulsion to the Board.
5. The date, time and location of the expulsion hearing.
6. Detailed information about the procedures and possible outcomes of the expulsion hearing, including but not limited to, information explaining that:
 - i. if the Board does not expel the student, it will, confirm the suspension, shorten its duration or withdraw it,
 - ii. the parties will have the right to make submissions during the expulsion hearing as to whether, if the student is not expelled, the suspension should be confirmed, reduced or withdrawn,
 - iii. any decision of the Board with respect to the suspension made at the expulsion hearing is final and not subject to appeal.
 - iv. if the Board expels the student from his or her school only, the Board will assign the student to another school, or alternative program, and
 - v. if the Board expels the student from all schools of the Board, the Board will recommend the student to an alternative program for expelled students.
7. The name and contact information of the Superintendent of Education: Resource to the Discipline Hearing Committee to discuss any matter respecting the expulsion hearing.

SUPERINTENDENT OF EDUCATION: RESOURCE TO THE DISCIPLINE HEARING COMMITTEE

Superintendent of Education: Resource to the Discipline Hearing Committee will:

1. Arrange a meeting with the Family of Schools' Superintendent, the Principal, the student's parent/guardian, student or adult student. If a meeting is arranged, the Superintendent of Education: Resource to the Discipline Hearing Committee will review the Disciplinary Hearing Committee process for expulsion hearings, as well as respond to any questions or concerns the student's parent/guardian and student or adult student may have regarding the process or incident; and may assist to narrow the issues and identify agreed upon fact.
2. Prepare a package of documents for the Disciplinary Hearing Committee, which will include the following components:
 - i. a copy of the Principal's Report; and
 - ii. a copy of the original suspension letter and the notice of expulsion sent to student's parent/guardian, student or adult student.
3. Inform the student's parent/guardian, student or adult student of the date, time and location of the expulsion hearing, will provide a copy of the *Suspension/Expulsion Hearing Rules*, and a copy of the documentation to the Disciplinary Hearing Committee.
4. Ensure that the item is placed on the Disciplinary Hearing Committee agenda.

DISCIPLINARY HEARING COMMITTEE

The Board authorizes the creation of a Disciplinary Hearing Committee of no fewer than three (3) Trustees to decide Principal recommendations for expulsion. For these purposes, the Disciplinary Hearing Committee will conduct the expulsion hearings in accordance with the Education Act and Board policy and procedures, and *Suspension/Expulsion Hearing Rules*.

If the Principal recommends to the Board that a student be expelled, the Board Disciplinary Hearing Committee shall hold a hearing. At the hearing the Committee shall:

1. consider the submissions of each party in whatever form the party chooses, whether orally, in writing or both;
2. solicit the views of all parties as to whether the student should be expelled from his or her school only or from all schools in the Board; and
3. solicit the views of all parties as to whether the student is not expelled the Board should confirm the suspension originally imposed, confirm the suspension but reduce its duration or withdraw the suspension.

Parties before the Disciplinary Hearing Committee will be:

1. The Principal
2. The student, if,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
4. Such other persons as may be specified by Board policy and procedures.
5. If a student is not a party, the student has the right to be present at the expulsion hearing and to make submissions. The Disciplinary Hearing Committee may grant a person with daily care authority to make submissions on behalf of the student.

DECISION OF THE DISCIPLINARY HEARING COMMITTEE

Upon completion of the hearing, the Committee shall decide:

1. whether to expel the student; and
2. if the student is to be expelled, whether the student is expelled from his or her school only or from all schools of the Board.

APPEAL OF BOARD DECISION TO EXPEL

An appeal from an expulsion decision made by the Board shall be heard and determined by the Child and Family Services Review Board (CFSRB).

The expulsion of a student remains in effect pending the outcome of the appeal decision of the Family and Children Services Review Board committee.

The following persons may appeal, to the Child and Family Services Review Board, the Board's decision to expel a student, whether the student is expelled from his or her school only or from all schools of the Board:

1. The student, if,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
2. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. Such other persons as may be specified by Board policy.

Appeals must be forwarded to the Family and Children's Services Board and copied to the Director of Education:

1. Within thirty (30) days of the Board's decision to expel the student. This date should be referenced in the letter of appeal.
2. The thirty (30) days may be extended if the Child and Family Services Review Board believes there are reasonable grounds. The expulsion appeal hearing will be held no later than thirty (30) days after receiving a request to appeal the Board's expulsion decision, unless either the parties or the school board requests a later date.

After hearing an appeal from a decision of the Board, the Child and Family Services Review Board may decide any of the following options:

1. Confirm the Board's expulsion decision.
2. Reject the expulsion decision and reinstate the student.
3. Modify the type or duration of the expulsion for all schools in the Board to the student's school only.
4. Impose, change or remove conditions that must be satisfied if the student is to return to school following an expulsion.

If the Child and Family Services Review Board overrules the decision of the Board and reinstates the student, it may order that any record of the expulsion of the student be expunged.

The Child and Family Services Review Board will issue a decision within ten (10) days of the completion of the expulsion hearing and will issue written reasons for the decision within thirty (30) days.

RE-ENTRY FOLLOWING AN EXPULSION

1. A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once the student has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The Board shall re-admit the student and inform the student in writing of the re-admission.
2. A student who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which the student was expelled.
 - i. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
 - ii. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;
 - iii. The student will be required to sign a Declaration of Performance form provided by the Board; and
 - iv. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

**TITLE: ELEMENTARY AND SECONDARY SCHOOL YEAR
CALENDARS: 2017-2018**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2017-2018 school year, as presented.

Prepared by: Frank Iannantuono, Superintendent of Education

Presented by: Frank Iannantuono, Superintendent of Education

Recommended by: Committee of the Whole

Date: February 28, 2017



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 14, 2017

ELEMENTARY AND SECONDARY SCHOOL YEAR CALENDARS: 2017-2018

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 2017-2018 school year calendars, there are 194 possible school days between September 5, 2017 and June 29, 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 2017-2018 School Year Calendar Committee met on December 13, 2016 and February 7, 2017 to discuss and review the draft calendar and the consultation process.

Members invited to attend the 2017-2018 School Year Calendar Committee are:

Frank Iannantuono	Superintendent of Education and Committee Chair
Yolanda Baldasaro	Superintendent of Education
Lee Ann Forsyth-Sells	Superintendent of Education
Maria Solomon	Elementary Principal
Ken Griepsma	Secondary Principal
Anthony Corapi	Coordinator of Staff Development
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 and the Student Achievement Departments for feedback by January 27, 2017.

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 and Secondary School Year Calendars for 2017-2018.

Highlights of the Proposed School Year Calendars for 2017-2018.

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 Days

- Friday, October 6, 2017:** Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans.
- Occupational Health & Safety Training.
- Kindergarten teachers/ECE teams: ½ PA day: Inquiry-based learning and pedagogical assessment documentation strategies for Kindergarten teacher/ECE teams.
- Grades 1-12 teachers: ½ PA day: Topic to be decided by board/federation PD committees and be aligned with ministry priorities, such as mathematics, inquiry-based/experiential learning and/or assessment documentation and/or equity.
- Friday, November 17, 2017:** Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans.
- Implementing strategies to improve and/or to close the gaps in student achievement in numeracy.
- Friday, January 19, 2018:** Report Card Writing Day: Performing assessments for, as and of learning.
- Friday, February 16, 2018:** 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.
- Friday, May 18, 2018:** Faith Day: School-Based.
- Friday, June 8, 2018:** Report Card Writing Day: Performing assessments for, as and of learning.
- Friday, June 29, 2018:** Facilitating transitions for students who are entering school, changing grades or schools, or leaving school.

Secondary Professional Activity Days

Friday, October 6, 2017: Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans.

Friday, November 17, 2017: Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans.

Implementing strategies to improve and/or to close the gaps in student achievement in numeracy.

Implementing strategies to improve and/or to close the gaps in student achievement in numeracy.

Friday, February 2, 2018: Student Achievement/Student Success: Performing assessments for, as and of learning.

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.

Friday, February 16, 2018: 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.

Friday, May 18, 2018: Faith Day: School-Based.

Friday, June 28, 2018: Facilitating transitions for students who are entering school, changing grades or schools, or leaving school.

Friday, June 29, 2018: Facilitating transitions for students who are entering school, changing grades or schools, or leaving school.

Secondary Examination Days

Semester 1 – Friday, January 26, 2018 to Thursday, February 1, 2018

Semester 2 – Thursday, June 21, 2018 to Wednesday, June 27, 2018

Board and Civic Holidays

Labour Day	Monday, September 4, 2017
Thanksgiving Day	Monday, October 9, 2017
Christmas Break	Monday, December 25, 2017 to Friday, January 8, 2018
Family Day	Monday, February 19, 2018
March Break	Monday, March 12 to Friday, March 16, 2018 (ten month employees only)
Good Friday	Friday, March 30, 2018
Easter Monday	Monday, April 2, 2018
Victoria Day	Monday, May 21, 2018
Canada Day	Monday, July 2, 2018

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, 2017 and Board approved **modified** school year calendars to the Ministry of Education by March 1, 2017.

Based on feedback from the consultation process, discussions with the School Year Calendar Committee, Administrative Council and our coterminous board, the 2017-2018 Elementary and Secondary **regular** School Year Calendars will be submitted immediately following the Board Meeting of February 28, 2017 for approval.

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 2017-2018 school year, as presented.

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 14, 2017



Ministry of Education
Ministère de l'Éducation

Board Name Niagara CDSB (B67156)			
Calendar Title [2017-272955] Elementary	Panel Elementary	Calendar Type Regular	Date Created Dec 18, 2016
Start of School Year Sep 05, 2017	End of School Year Jun 29, 2018	First Day Students Sep 05, 2017	Last Day Students Jun 30, 2018
Status Draft	Description Regualr		

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Ex da						
	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	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	0							
September					1	H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	19						
October	2	3	4	5	6	P*	H	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			1	20						
November			1	2	3	6	7	8	9	10	13	14	15	16	17	P*	20	21	22	23	24	27	28	29	30		1	21						
December					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	H	H	B	B	B	0	16		
January	1	2	3	4	5	H	B	B	B	B	8	9	10	11	12	15	16	17	18	19	P	22	23	24	25	26	29	30	31			1	17	
February				1	2	5	6	7	8	9	12	13	14	15	16	P	19	20	21	22	23	H	26	27	28			1	18					
March				1	2	5	6	7	8	9	12	13	14	15	16	B	B	B	B	B	19	20	21	22	23	26	27	28	29	30	H	0	16	
April	2	3	4	5	6	H	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					0	20						
May		1	2	3	4	7	8	9	10	11	14	15	16	17	18	P	21	22	23	24	25	H	28	29	30	31	1	21						
June					1	4	5	6	7	8	11	12	13	14	15	P	18	19	20	21	22	25	26	27	28	29	2	19						
July	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				0	0							
Total															7	187																		

Legend

P -Professional Activity Day; E -Scheduled Exam Day; B -Board Designated Day; H -Statutory Day; / -Half Day;
P* -Professional Activity Day Devoted to Provincial Education Priorities;

[Outline for Professional Activity Days Devoted to Provincial Education Priorities](#)

Close

Outline for PA Days



Ministry of Education
Ministère de l'Éducation

Board Name Niagara CDSB (B67156)			
Calendar Title [2017-273211] Secondary	Panel Secondary	Calendar Type Regular	Date Created Dec 18, 2016
Start of School Year Sep 05, 2017	End of School Year Jun 29, 2018	First Day Students Sep 05, 2017	Last Day Students Jun 27, 2018
Status Draft	Description Regular		

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Ex da					
	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	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	0						
September					1	H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	19					
October	2	3	4	5	6	P*	H															23	24	25	26	27	30	31		1	20		
November			1	2	3	6	7	8	9	10	13	14	15	16	17	P*					20	21	22	23	24	27	28	29	30	1	21		
December					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	H	H	B	B	B	0	16	
January	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			E	E	E	E		0	14	
February				1	2	E	P	5	6	7	8	9	12	13	14	15	16	P	H	19	20	21	22	23	26	27	28		2	16			
March				1	2	5	6	7	8	9	12	13	14	15	16	B	B	B	B	B	19	20	21	22	23	26	27	28	29	30	0	16	H
April	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30										0	20	
May		1	2	3	4	7	8	9	10	11	14	15	16	17	18	P	H	21	22	23	24	25	28	29	30	31		1	21				
June					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	E	E	E	P	P	2	14	
July	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									0	0	
Total																					7	177	1										

Legend

P -Professional Activity Day; E -Scheduled Exam Day; B -Board Designated Day; H -Statutory Day; / -Half Day;
P* -Professional Activity Day Devoted to Provincial Education Priorities;

[Outline for Professional Activity Days Devoted to Provincial Education Priorities](#)

Close

[Outline for PA Days](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

**TITLE: INITIAL STAFF REPORT
MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL
AND ST. CHARLES CATHOLIC ELEMENTARY SCHOOL
MODIFIED PUPIL ACCOMMODATION REVIEW**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the Initial Staff Report - Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools - Modified Pupil Accommodation Review , as presented; and

THAT the Niagara Catholic District School Board initiate a Modified Pupil Accommodation Review for Monsignor Clancy Catholic Elementary and St. Charles Catholic Elementary Schools in accordance with the Pupil Accommodation Review Policy 701.2.

Prepared by: Ted Farrell, Superintendent of Education
Kathy Levinski, Administrator of Facilities Services
Giancarlo Vetrone, Superintendent of Business & Financial Services
Scott Whitwell, Controller of Facilities Services

Presented by: Ted Farrell, Superintendent of Education
Kathy Levinski, Administrator of Facilities Services
Giancarlo Vetrone, Superintendent of Business & Financial Services
Scott Whitwell, Controller of Facilities Services

Recommended by: Committee of the Whole

Date: February 28, 2017



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 14, 2017

INITIAL STAFF REPORT MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL AND ST. CHARLES CATHOLIC ELEMENTARY SCHOOL MODIFIED PUPIL ACCOMMODATION REVIEW

BACKGROUND INFORMATION

The Niagara Catholic District School Board, like other school boards in the province, is experiencing declining enrolment. The need to effectively manage its fiscal resources and pupil spaces becomes even more critical during this time. Since 2010, student enrolment has declined in the Board from 24,012 to 22,017. Maintaining high academic standards to advance student achievement and nurturing the spiritual well-being of students becomes more difficult with the reduction of provincial funding that accompanies fewer students.

In 2012, the Board made the decision to consolidate St. Thomas More Catholic Elementary School, which offered Kindergarten to Grade 3 programming, with Our Lady of Mount Carmel Catholic Elementary School, which offered Grade 4 -8 programming. The schools shared the same attendance boundary and served the same families with students progressing from St. Thomas More Catholic into Our Lady of Mount Carmel Catholic, following renovations to the school. Students from St. Thomas More Catholic Elementary School were accommodated in Our Lady of Mount Carmel Catholic Elementary School in September 2014.

Another consolidation of school communities occurred in September 2014, when students from Michael J. Brennan Catholic Elementary School which offered Kindergarten-Grade 6 moved into a renovated St. James Catholic Elementary School, which already offered Kindergarten-Grade 8 programming.

Since the Board's most recent consolidations, the provincial Pupil Accommodation Review Process has changed. The School Board Efficiencies and Modernization Strategy was introduced by the Provincial Government in 2014-2015. The Ministry of Education issued Pupil Accommodation Review Guidelines in March 2015, to provide support to school boards attempting to make more efficient use of school space.

The Ministry of Education Guidelines expected school boards to update their policies to reflect the change in provincial process. In February 2016, the Niagara Catholic revised the Pupil Accommodation Review Policy #701.2 and the Community Planning and Partnerships Policy #800.6 as the two policies are linked in terms of the community consultation required in the pupil accommodation decision making process.

The Niagara Catholic District School Board's Long-Term Accommodation Plan 2016-2021 identified a Pupil Accommodation Review for Thorold in the 2016-2017 school year for Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School to address current and projected surplus

space issues at each of the schools and improve programming offered to students. The average age of the original portion of Thorold schools is approximately 59 years, the oldest average in the Board's jurisdiction.

In compliance with procedural changes to the Niagara Catholic District School Board Pupil Accommodation Review Policy, staff is required to present an Initial Staff Report as part of an open and transparent process, to begin the Pupil Accommodation Review Process for the consideration of the Committee of the Whole and the Board. The elements of the Initial Staff Report are identified in the Board's Pupil Accommodation Review Policy of which this report is in full compliance. This Report provides background information and data for the two schools contained within the accommodation review. This Report includes the accommodation options considered and the underlying rationale, and notes the preferred option. The community consultation process will be outlined as well the timelines for implementation.

History

The book "Catholic Education a gift from the past...A present for the future 1842 - 2007" provides the following recent history of Catholic Education in Thorold:

Monsignor Clancy Catholic High School opened in 1989 in enlarged and renovated facilities of Monsignor Clancy Catholic Elementary School in Thorold.

By the late eighties Holy Rosary Catholic Elementary School was in deteriorating physical condition and the cost of renovating it would approximate the cost of a new structure. In the late nineties another Catholic elementary school had opened in an expanding new subdivision in Thorold South. The school was housed in six portable classrooms, but it was necessary to close it because of a mould condition.

In order to resolve the overall accommodation problems in Thorold, the Board decided to close both Holy Rosary School and Monsignor Clancy Catholic High School in June 1999. At the time there were only 386 secondary students in Monsignor Clancy. The school would revert to an elementary school.

Therefore effective September 1, 1999, the 386 secondary students from Monsignor Clancy Catholic High School transferred to Denis Morris Catholic High School in St. Catharines. The 500 Junior Kindergarten to Grade 3 students from Holy Rosary Catholic School transferred to St. Charles Catholic School. The 521 Grades 4 to 8 students from St. Charles were transferred to Monsignor Clancy Catholic Elementary School.

Present

Monsignor Clancy Catholic Elementary School, constructed originally in 1964 as A.T. Clancy Catholic Elementary School, has the largest elementary school footprint in the Board at 70,300 square feet. The school also sits on the largest site elementary school site with 11.6 acres. The school has a large double gym, cafeteria and Library Information Centre. Monsignor Clancy Catholic Elementary School meets the Ministry guidelines for square footage requirements for instructional spaces for junior/intermediate programming.

Currently, the Catholic Resource Centre for the Board occupies space in the former Cyberquest Centre at Monsignor Clancy Catholic Elementary School along with space for the Denis Morris Catholic High School Robotics program. The school is also a storage facility for special needs equipment for the Board's Special Education Department and hosts the Board's Learning Strategies Class for students from Grade 4-7.

Monsignor Clancy Catholic Elementary School has never provided primary programming in its history. Given the school currently serves only Grade 4-8 students there are no classrooms that are adequate in their present state for Kindergarten classes or a dedicated fenced in play area.

St. Charles Catholic Elementary School was constructed in 1950 and sits on a much smaller school site, 3.5 acres. Renovations were completed at the site in 2012-2013 for six Kindergarten classes. The school also hosts the Board's Learning Strategies at the primary level.

Both St. Charles Catholic Elementary School Catholic and Monsignor Clancy Catholic Elementary School Catholic are regular track English language schools that deliver Ontario Ministry of Education curriculum from a Catholic perspective. Currently, all Kindergarten- Grade 3 programming is provided at St. Charles Catholic Elementary School and all Grade 4-8 programming at Monsignor Clancy Catholic Elementary School

PURPOSE OF INITIAL STAFF REPORT

The purpose of this Initial Staff Report, which is part of an open and transparent process, is to provide the Committee of the Whole and the Board with:

1. Background information on the accommodation issues that result from current/projected enrolment vs. on-the-ground capacity at Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School, and
2. A recommended accommodation option to address the accommodation issues at Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School.

The information contained in the Initial Staff Report is provided to the Board of Trustees for decision making.

SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School are being considered for an accommodation review for the following reasons identified in the Pupil Accommodation Review Policy #701.2:

- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- 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; and
- The consolidation of the schools is in the best overall interest of the school system.

The information used in this Initial Staff Report addresses the Niagara Catholic Long Term Accommodation 2016-2021 Planning Principle "that when addressing enrolment pressures, in this case underutilization, current projections and planning techniques will be used to make decisions." Watson and Associates Economists Ltd. was provided actual enrolment information on December 14th, 2016 and used the numbers to calculate projections that are used in this report.

Provincial Background

In 2014, the Ministry of Education introduced a School Consolidation Capital program to assist school boards with adjusting to reduced funding as a result of excess pupil space.

The most recent funding announcements by the Ministry of Education have reduced the following grants to Niagara Catholic:

- School Facility Operations and Renewal Grant
- Declining Enrolment Adjustment Grant
- School Foundation Grant
- Ministry Benchmark Funding for Principal/Vice Principals

There was an increase in funding made available to school boards in the area of School Consolidation Capital funding.

Niagara Catholic Long Term Accommodation Plan 2016-2021

In 2016, the Niagara Catholic District School Board developed a Long Term Accommodation Plan 2016-2021 to provide the Board with direction in relation to the use of schools aligned with its Mission, Vision and Values. The Long Term Accommodation Plan was developed to help effectively steward Board resources while continuing to provide high quality Catholic education in alignment with the Board's Strategic Plan: Vision 2020.

The Long Term Accommodation Plan 2016-2021 was developed and presented to the Board of Trustees over a series of three phases to share the elements of the Plan as it was developed.

Phase One included the development of Planning Principles to guide accommodation decision making.

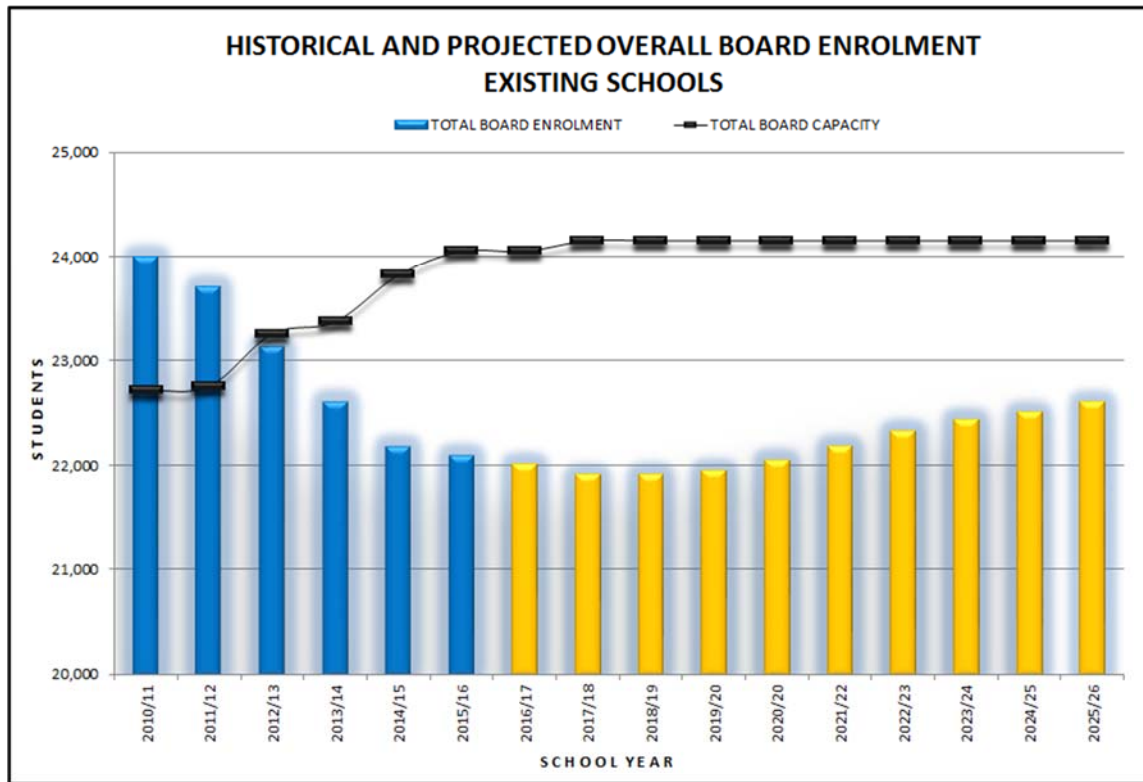
Phase Two presented school information and past/projected enrolment by Family of Schools and lower-tier municipality, and French Immersion sites.

Phase Three presented a five-year plan of recommendations to address enrolment issues such as plans to pursue partnerships, and initiate attendance area and pupil accommodation reviews. The three phases were then consolidated into the Niagara Catholic Long Term Accommodation Plan 2016-2021 which is available on the Board website in the Accommodations tab. The intent is that the Board will review annually plans to address enrolment.

The Niagara Catholic Long Term Accommodation Plan 2016-2021 supports the Government of Ontario's School Board Efficiencies and Modernization Strategy (SEBM) and associate funding and incentives. Annually, Grants for Student Needs and incentive funding, such as School Consolidation Capital Funding, support school boards as they make efficient use of school space.

Overall Board Enrolment

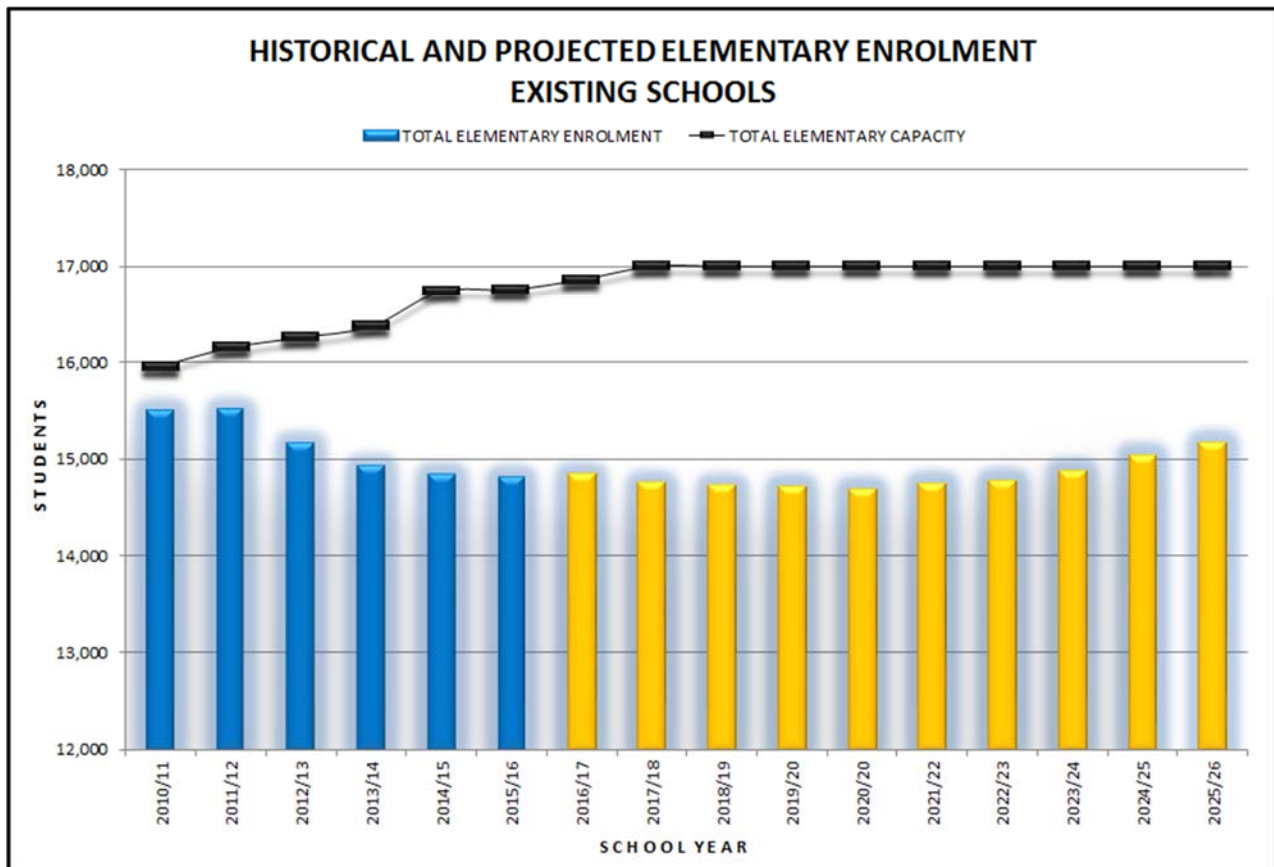
Historical and projected overall Board enrolment figures are provided below:



	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/20	2021/22	2022/23	2023/24	2024/25	2025/26
TOTAL ELEMENTARY ENROLMENT	15,496	15,511	15,171	14,931	14,837	14,810	14,846	14,766	14,743	14,749	14,729	14,816	14,880	14,994	15,178	15,348
ELEMENTARY ON THE GROUND CAPACITY	15,958	16,149	16,255	16,369	16,732	16,755	16,755	16,858	16,858	16,858	16,858	16,858	16,858	16,858	16,858	16,858
TOTAL SECONDARY ENROLMENT	8,516	8,199	7,974	7,686	7,360	7,302	7,171	7,149	7,176	7,211	7,328	7,376	7,458	7,450	7,335	7,259
SECONDARY ON THE GROUND CAPACITY	6,753	6,600	6,999	6,999	7,086	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296
TOTAL BOARD ENROLMENT	24,012	23,710	23,145	22,617	22,197	22,112	22,017	21,915	21,919	21,959	22,057	22,192	22,338	22,444	22,513	22,606
TOTAL BOARD CAPACITY	22,711	22,749	23,254	23,368	23,818	24,051	24,051	24,154	24,154	24,154	24,154	24,154	24,154	24,154	24,154	24,154

Enrolment has been declining across the Board since 2010. There are currently 2,034 vacant pupil spaces in the Board which is 9% of the On The Ground Capacity across both panels. Declining enrolment results in decreased per pupil funding and impacts all schools.

Elementary Enrolment



The Niagara Catholic District School Board currently has more than 1,909 surplus (unfunded) pupil spaces in the elementary panel. The Board's current 49 elementary schools provide programming for 14,846 pupils yet has the space to service 16,755 pupils. Of the Board's unfunded surplus pupil spaces, 94% are at the elementary level. The cost to operate these surplus pupil spaces are subsidized by the overall system and result not only in fewer educational resources being dedicated to pupils within these two schools but to pupils in the all other schools. The projected financial burden of declining enrolment is projected to increase over time.

Consideration of Planning Principles

The Planning Principles (Appendix D) articulated in the Long Term Accommodation Plan 2016-2021 guide the Board in its planning decisions to deal with enrolment. Students are to be educated in high quality facilities and there is to be equity of educational opportunities for all students. The current structure of the schools presents challenges unique to these two school communities that are not faced elsewhere in the Board from an equity of academic and social opportunities perspective.

The Planning Principles also identified that the preferred models of school organization are self-contained within the on-the-ground capacity of the school: Elementary: Kindergarten to Grade 8; and Secondary: Grades 9 to 12. Currently, Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School are the only two elementary schools within the Niagara Catholic District School Board that do not follow this model. St. Charles Catholic Elementary School delivers programming for Kindergarten to Grade 3 and then all students move to Monsignor Clancy Catholic Elementary School for Grade 4 to Grade 8.

Community Planning and Partnership Consultation

The Board approved the Community Planning and Partnerships Policy No. 800.6 on February 23, 2016.

The following is as an excerpt from the Policy:

“The Niagara Catholic District School Board recognizes its responsibility to provide, operate and maintain school facilities as effectively and efficiently as possible, while 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.

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.”

In the fall of 2016, the position of Administrator of Alternative Programs and Community Partnerships was created, and filled, to support the implementation of the revised Partnerships Policy.

The Board website, niagaracatholic.ca, contains information for the community to access the possibility of partnerships with the Niagara Catholic District School Board. An expression of interest form is posted and available at <http://www.niagaracatholic.ca/wp-content/uploads/2013/08/Expression-of-Interest-Form.pdf>. Expressions of interest are received by the Community Outreach Coordinator and followed up.

In compliance with the Board’s Community Planning and Partnership Policy #800.6 and the Pupil Accommodation Review Policy #701.2 a letter was sent on November 10, 2016 to Lower and Upper Tier municipalities in addition to twenty-seven (27) organizations inviting them to participate in a public meeting at the Catholic Education Centre on November 30th, 2016. Notifications regarding this meeting were also placed in four local newspapers and invitations were also sent directly to thirty-nine (39) community organizations.

On November 30, 2016 the Board hosted its annual Community Planning and Partnerships Meeting. The meeting provided community partners information such as our Board’s profile, purpose of the meeting, discussion of our Community Planning and Partnerships Policy, our Long Term Accommodation Plan, an Expression of Interest Form for potential partnerships and schools eligible for partnerships. Organizations were requested to bring relevant planning information regarding their needs/plans to the meeting. The presentation of the meeting is posted on the Board website.

The meeting was well attended with twenty-six (26) people representing two municipalities, the Region of Niagara and nine community organizations. Board administrative staff presented an overview of the partnership parameters, an overview of the Board’s Long Term Accommodation Plan, a review of the schools eligible for community partnerships and information on next steps of how groups can pursue potential partnerships with the Niagara Catholic District School Board.

As of the writing of this report no applications, comments, or inquiries have been received in response to the communication provided by the Board, from existing community partners or community use of school partners, with respect to Monsignor Clancy and St. Charles Catholic Elementary Schools.

Municipal Consultation

Staff from Niagara Catholic met with City of Thorold representatives from the Community Planning and Development Department in January 2017. The meeting was held to discuss the Initial Staff Report being prepared for the Board for an accommodation review involving St. Charles Catholic and Monsignor Clancy Catholic Elementary Schools.

The Director of Development and Engineering Services and the Senior Planner from the Planning Division of the City of Thorold, outlined the interests of the city in ensuring appropriate traffic strategies, adequate parking and municipal infrastructure for any proposed solution.

City staff provided an updated community development map and shared that even though the development has begun in the Thorold South area, it is progressing more slowly than originally anticipated and that the growth is expected to continue to be gradual in the near future.

During the meeting, the use of the existing tennis courts on the Monsignor Clancy Catholic Elementary School site was discussed. Individuals have, in the past, expressed interest in the ability to have access to the tennis courts at Monsignor Clancy Catholic Elementary School. To date, there have not been any mutually beneficial partnerships proposed.

PUPIL ACCOMMODATION REVIEW PROCESS

The Niagara Catholic Pupil Accommodation Review Policy #701.2 provides for two possible accommodation review processes to address accommodation pressures: 1) a Standard Pupil accommodation Review Process or 2) a Modified Accommodation Review Process.

The Policy permits, 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.

Rationale for Modified Pupil Accommodation Review Process

To qualify for consideration of the Modified Accommodation Review process, the schools under consideration must satisfy a *minimum* of two of the Modified Accommodation Review Process criteria. In considering a potential consolidation of Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School *each of the four criteria* are satisfied.

Enrolment

Criteria: 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.

Monsignor Clancy Catholic Elementary School meets this criteria as it is operating at 60% in 2016-2017 and is projected to continue be below 60% for the foreseeable future.

MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL												
	HISTORICAL 2014/ 2015	HISTORICAL 2015/ 2016	Year 1 2016/ 2017	Year 2 2017/ 2018	Year 3 2018/ 2019	Year 4 2019/ 2020	Year 5 2020/ 2021	Year 6 2021/ 2022	Year 7 2022/ 2023	Year 8 2023/ 2024	Year 9 2024/ 2025	Year 10 2025/ 2026
JK												
SK												
1												
2												
3												
4	69	58	57	76	58	65	55	70	63	62	64	65
5	76	69	58	62	78	60	67	57	72	63	64	65
6	74	81	66	63	64	80	63	70	60	73	65	66
7	75	78	82	71	65	66	83	66	73	60	74	67
8	69	74	78	86	72	67	68	85	68	72	62	76
Total	363	360	341	356	337	339	337	347	335	331	329	339
OTG	573	573	573	573	573	573	573	573	573	573	573	573
Utilization	63%	63%	60%	62%	59%	59%	59%	61%	58%	58%	57%	59%

St. Charles Catholic Elementary School is projected to fall to 66% utilization in 2017-2018 and will increase slightly over the projection until 2025-2026.

Changes to the total capacity at St. Charles Catholic Elementary School are a result of the renovations for Kindergarten and changes to the use of classrooms.

ST. CHARLES CATHOLIC ELEMENTARY SCHOOL												
	HISTORICAL 2014/ 2015	HISTORICAL 2015/ 2016	Year 1 2016/ 2017	Year 2 2017/ 2018	Year 3 2018/ 2019	Year 4 2019/ 2020	Year 5 2020/ 2021	Year 6 2021/ 2022	Year 7 2022/ 2023	Year 8 2023/ 2024	Year 9 2024/ 2025	Year 10 2025/ 2026
JK	47	46	56	52	53	55	58	60	63	63	65	67
SK	53	53	44	61	54	56	58	60	62	63	64	66
1	78	52	57	48	63	56	58	59	61	61	63	64
2	58	78	52	61	50	65	58	60	61	61	62	64
3	57	62	71	55	62	52	66	59	61	61	62	63
4												
5												
6												
7												
8												
Total	293	291	280	277	283	284	297	298	308	308	316	324
OTG	418	418	418	418	418	418	418	418	418	418	418	418
Utilization	70%	70%	67%	66%	68%	68%	71%	71%	74%	74%	76%	78%

Enrolment for St. Charles Catholic Elementary School is projected to increase slightly in the near future through to 2025. It should be noted that enrolment is projected to peak in 2025-2026 at 324, which barely exceeds enrolment of 2013-2014 which was 323. Thus, the highest projected enrolment has St. Charles Catholic Elementary School at 78% of On-The-Ground Capacity or 22% unfunded pupil spaces.

Operating and Maintenance Costs

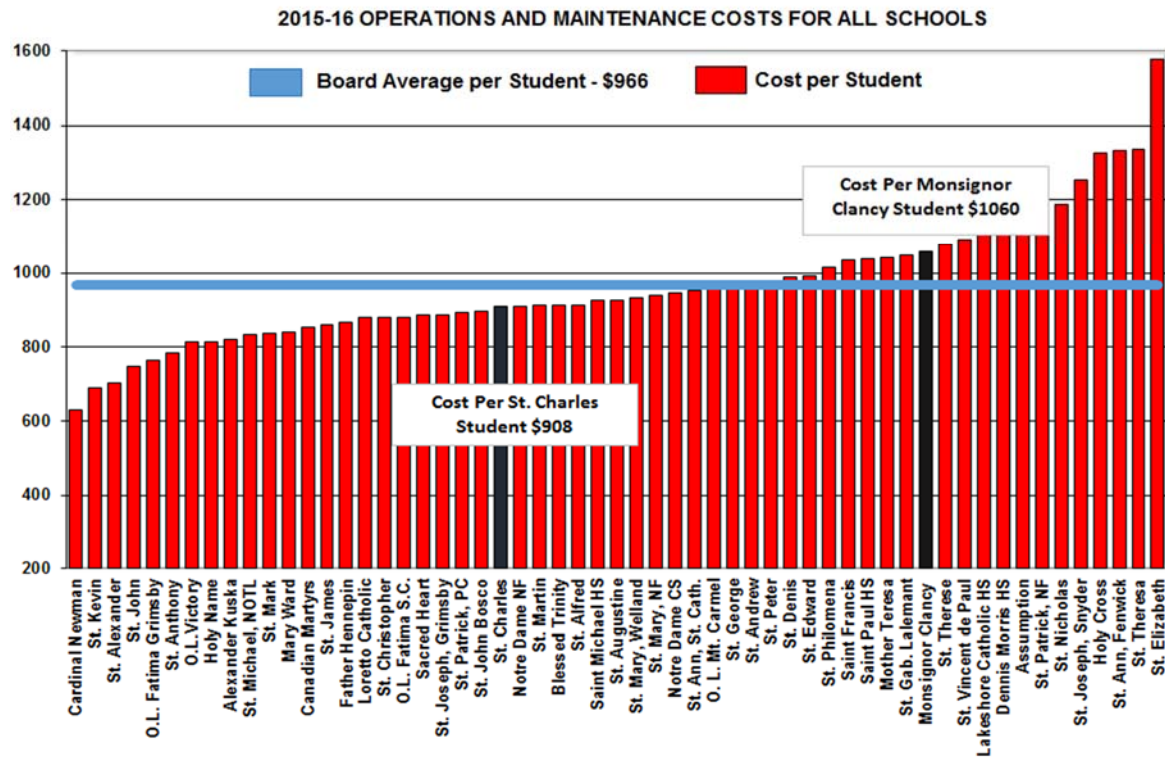
Criteria: A school facility that is physically not suitable to serve the school community and; where the school has a higher than average operating and maintenance costs.

The School Operations Report for Monsignor Clancy Catholic Elementary School reports the Total Expenditure for custodial and maintenance operations, utilities and administration to be \$385,183 for the 2015-2016 academic year. The per pupil cost for the year, based on the average daily enrolment of 364 pupils was \$1,060/pupil. Had the school been at its capacity of 573 the per pupil cost would have been reduced to \$672/pupil or a reduction of \$388/pupil. As enrolment continues to fall, the per pupil operating cost per pupil at Monsignor Clancy Catholic Elementary School will rise.

The School Operations Report for St. Charles Catholic Elementary School reports the Total Expenditure for custodial and maintenance operations, utilities and administration to be \$264,158 for the 2015-2106 academic year. The per pupil cost for the year, based on the average daily enrolment of 291 pupils was \$908/pupil. Had the school been at its capacity of 418 the per pupil cost would have been reduced to \$632/pupil or a reduction of \$276/pupil.

	Monsignor Clancy Catholic Elementary School	St. Charles Catholic Elementary School
Custodial Operations	\$213,063	\$169,987
Maintenance Operations	\$46,042	\$26,999
Utilities	\$95,889	\$43,006
Administration	\$30,189	\$24,166
Total Operations Expenditure	\$385,183	\$264,158
Enrolment	363.5	291
Total Operations Expenditure/Pupil	\$1,060	\$908
On-The-Ground Capacity	573	418
Total Operations Expenditure/Pupil Space	\$672	\$632
Additional Operations Expenditure due to Underutilization	\$388	\$276

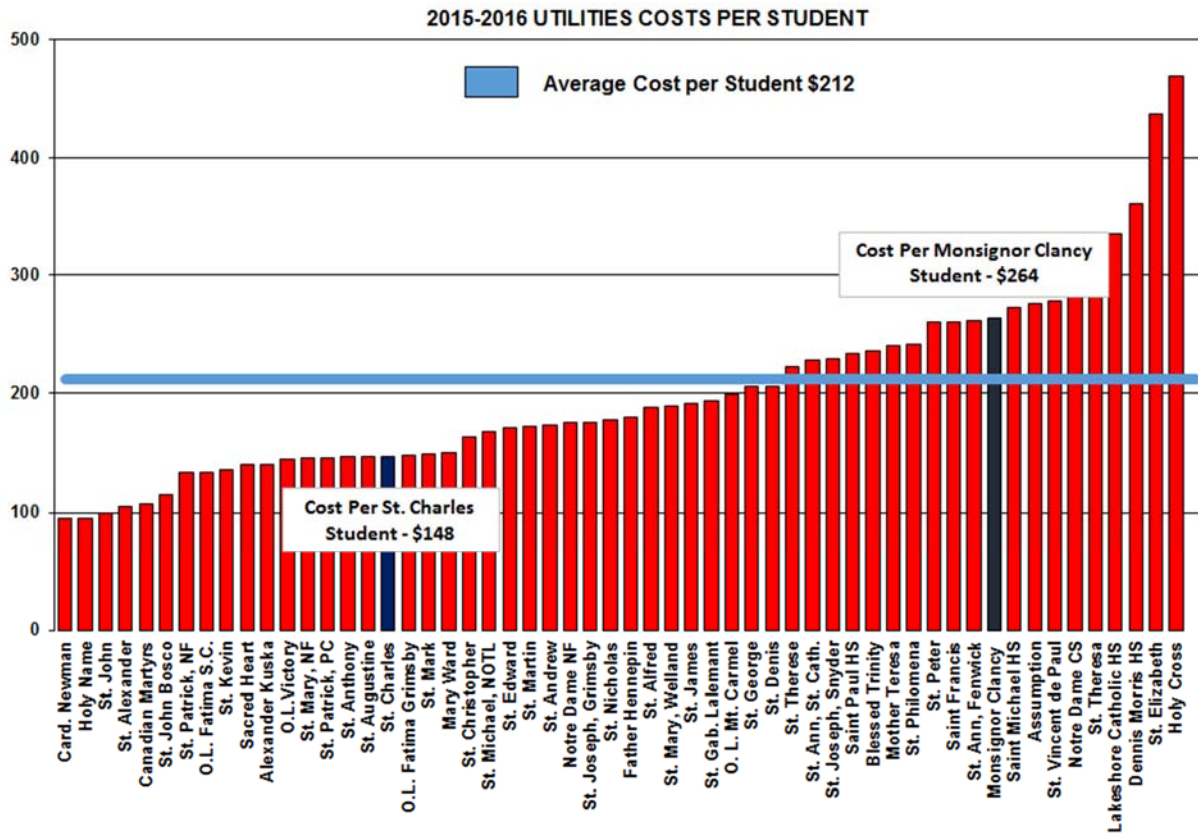
As enrolment continues to fall, the per pupil operating cost per pupil at Monsignor Clancy Catholic Elementary School will rise. The utilities costs at Monsignor Clancy Catholic Elementary School, \$264/per pupil are also \$52 higher than the Board’s average cost per pupil of \$212 due to the school’s lower enrolment.



The School Operations Report for Monsignor Clancy Catholic Elementary School reports the Total Utilities for electricity, heating and water/sewage to be \$95,889 for the 2015-2106 academic year. The per pupil cost for the year, based on the average daily enrolment of 364 pupils was \$264/pupil. Had the school been at its capacity of 573 the per pupil cost would have been reduced to \$167/pupil or a reduction of \$97/pupil. As enrolment continues to fall the per pupil utilities cost at Monsignor Clancy Catholic Elementary School will rise. The utilities costs at Monsignor Clancy Catholic Elementary School, at \$264/per pupil, are also \$52 higher than the Board’s average cost per pupil of \$212 due to the school’s lower enrolment.

The School Operations Report for St. Charles Catholic Elementary School reports the Total Utilities for electricity, heating and water/sewage to be \$43,006 for the 2015-2106 academic year. The per pupil cost for the year, based on the average daily enrolment of 291 pupils was \$148/pupil. Had the school been at its capacity of 418 the per pupil cost would have been reduced to \$103/pupil or a reduction of \$45/pupil.

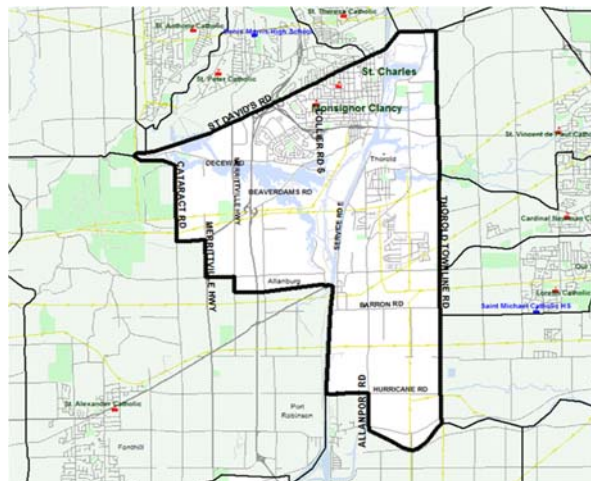
	Monsignor Clancy Catholic Elementary School	St. Charles Catholic Elementary School
Electricity	\$64,085	\$22,498
Gas Heating	\$25,528	\$17,794
Water and Sewage	\$6,276	\$2,714
Total Utilities Expenditure	\$95,889	\$43,006
Enrolment	363.5	291
Total Utilities Expenditure/Pupil	\$264	\$148
On-The-Ground Capacity	573	418
Total Utilities Expenditure/Pupil Space	\$167	\$103
Additional Utilities Expenditure due to Underutilization	\$97	\$45



The annual cost to the Board for the underutilized space at the two schools is \$333,793.

Distance to the Nearest Available Accommodation

Criteria: 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.



Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School are 1.1 km from each other and share the same boundary.

Relocation of Program

Criteria: 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).

Programming benefits emerge for the entire school community when primary students are in the same building as junior and intermediate students. The consolidation of St. Charles Catholic Elementary School with Monsignor Clancy Catholic Elementary School satisfies this criteria as 100% of the primary program at St. Charles Catholic Elementary School would be provided at Monsignor Clancy Catholic Elementary School.

Additionally, consolidation of the two schools will align the two communities with the remainder of the Niagara Catholic elementary schools in terms of grade structure and satisfy the Planning Principle in the Long Term Accommodation Plan 2016-2021 “that the preferred models of school organization are self-contained with the on-the-ground capacity of the school: Elementary: Kindergarten to Grade 8.”

Given that *each of the four of the criteria* for a Modified Accommodation Process is satisfied, the Modified Accommodation Process is recommended by staff and in accordance with the Niagara Catholic Pupil Accommodation Review Policy #701.2.

Communication

The Initial Staff Report, which includes the School Information Profiles (SIPs), will be made available to the public and posted on the Board's website, www.niagaracatholic.ca under Pupil Accommodation Review banner and also under the Accommodations tab. Additionally, a PDF of the report will be emailed to families where possible through the Board's SchoolConnect system and phone messages will be sent to families without email to refer them to the Board website.

An email account thoroldmpar@ncdsb.com will be created for feedback and a form for input provided on the Board website to provide the public the opportunity to easily provide input and feedback.

Proposed Timelines for a Modified Pupil Accommodation Review

If the Board approves a Modified Accommodation Review process, an Accommodation Area Review Committee does not need to be established and one Public Meeting must be held. The proposed timeline is in compliance with the Ministry of Education Pupil Accommodation Review Guidelines and Board Policy.

Proposed Timelines for a Modified Pupil Accommodation Review		
Date	Meeting	Expectation
February 14, 2017	Submission of Initial Staff Report to the Board (Committee of the Whole Meeting)	<ul style="list-style-type: none"> Initial Staff Report and School Information Profiles (SIPs) are presented to Board of Trustees with staff Accommodation Review Recommendation
February 28, 2017	Board Meeting	<ul style="list-style-type: none"> Approval by the Board to conduct Modified Pupil Accommodation Review
March 7, 2017	Notice of Initiation to public of Modified Accommodation Review Process	<ul style="list-style-type: none"> Notice of Initiation distributed within 5 business days of initiation of accommodation review (following approval at Board Meeting) Initial Staff Report and School Information Profiles will be made available to the public
March 28, 2017	Meeting of Catholic School Councils	<ul style="list-style-type: none"> Overview of process to Catholic School Councils
No later than April 4, 2017	Input to be received from single and upper-tier municipalities and community partners	<ul style="list-style-type: none"> A minimum of 10 business days prior to Public Meeting
April 20, 2017	Public Meeting held at Monsignor Clancy Catholic Elementary School	<ul style="list-style-type: none"> No sooner than 30 business days after Board approval to conduct modified ARC Review of Initial Staff Report Presentation of School Information Profile(s) Receive public input
May 10, 2017	Final Staff Report posted on the Board Website	<ul style="list-style-type: none"> To be posted a minimum of 10 business days prior to Board Meeting for public input through public delegations
May 29, 2017	Special Board Meeting for Public Input through delegations at Monsignor Clancy Catholic Elementary School	<ul style="list-style-type: none"> Notice of Board Meeting for Public Input through Delegations
June 13, 2017	Final Staff Report to Committee of the Whole	<ul style="list-style-type: none"> To Board of Trustees through Committee of the Whole including public input from Delegations
June 20, 2017	Board Meeting to decide accommodation	<ul style="list-style-type: none"> No earlier than 10 business days after public delegations Public to be notified of meeting in advance
June 27, 2017	Notice of decision on accommodation	<ul style="list-style-type: none"> Public to be notified of decision of Board of Trustees within 5 business days of decision

Role of the Board of Trustees

The Niagara Catholic Pupil Accommodation Review Policy #701.2 provides for Trustee engagement in the process in five ways:

1. Approving the Initiation of the Pupil Accommodation Review Process through the Initial Staff Report
2. Reviewing the Final Staff Report that includes the input from the public at the meeting (and provided electronically)
3. Receive public delegations
4. Review the Final Staff Report with the input from the Public Delegations
5. Making the final decision.

In accordance with Board Policies, Trustees represent the interests of all constituents of Niagara Catholic and make decisions that are in the best interests of the entire Niagara Catholic District School Board. As such, Board Policy and the Ministry of Education Pupil Accommodation Review Guidelines indicates the Pupil Accommodation Review is a staff process with a recommendation for the consideration of the Board of Trustees. Trustees are, therefore, not required to attend community consultation meetings.

The final decision, however, regarding the future of a school or group of schools rests solely with the Board of Trustees.

The attached Appendix is the Initial Staff Report that will be shared with the public. A hard copy of the Initial Staff Report will be provided to Trustees at the Committee of the Whole Meeting.

Recommendation to the Board of Trustees

Having given consideration to the Ministry of Education Pupil Accommodation Review Guidelines and the Niagara Catholic Pupil Accommodation Review Policy #701.2 and data within the report, it is the recommendation of staff that the following recommendations be considered by the Board of Trustees:

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board receive the Initial Staff Report - Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools - Modified Pupil Accommodation Review , as presented; and

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board initiate a Modified Pupil Accommodation Review for Monsignor Clancy Catholic Elementary and St. Charles Catholic Elementary Schools in accordance with the Pupil Accommodation Review Policy 701.2

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board receive the Initial Staff Report - Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools - Modified Pupil Accommodation Review , as presented; and

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board initiate a Modified Pupil Accommodation Review for Monsignor Clancy Catholic Elementary and St. Charles Catholic Elementary Schools in accordance with the Pupil Accommodation Review Policy 701.2

Prepared by: Ted Farrell, Superintendent of Education
Kathy Levinski, Administrator of Facilities Services
Giancarlo Vetrone, Superintendent of Business & Financial Services
Scott Whitwell, Controller of Facilities Services

Presented by: Ted Farrell, Superintendent of Education
Kathy Levinski, Administrator of Facilities Services
Giancarlo Vetrone, Superintendent of Business & Financial Services
Scott Whitwell, Controller of Facilities Services

Recommended by: John Crocco, Director of Education

Date: February 14, 2017



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Initial Staff Report

**Monsignor Clancy Catholic Elementary School
and St. Charles Catholic Elementary School**

Modified Pupil Accommodation Review



Mission Statement

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.

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APPENDICES

Appendix A – Ministry of Education Pupil Accommodation Review Guidelines

Appendix B – Pupil Accommodation Review Policy and Guidelines Policy No. 701.2

Appendix C – Community Planning and Partnerships Policy and Guidelines Policy No. 800.6

Appendix D – Niagara Catholic Long Term Accommodation Plan 2016-2021 Planning Principals

Appendix E – School Information Profile for Monsignor Clancy Catholic Elementary School

Appendix F – School Information Profile for St. Charles Catholic Elementary School

1.0 BACKGROUND INFORMATION

The Niagara Catholic District School Board, like other school boards in the province, is experiencing declining enrolment. The need to effectively manage its fiscal resources and pupil spaces becomes even more critical during this time. Since 2010, student enrolment has declined in the Board from 24,012 to 22,017. Maintaining high academic standards to advance student achievement and nurturing the spiritual well-being of students becomes more difficult with the reduction of provincial funding that accompanies fewer students.

In 2012, the Board made the decision to consolidate St. Thomas More Catholic Elementary School, which offered Kindergarten to Grade 3 programming, with Our Lady of Mount Carmel Catholic Elementary School, which offered Grade 4 -8 programming. The schools shared the same attendance boundary and served the same families with students progressing from St. Thomas More Catholic into Our Lady of Mount Carmel Catholic, following renovations to the school. Students from St. Thomas More Catholic Elementary School were accommodated in Our Lady of Mount Carmel Catholic Elementary School in September 2014.

Another consolidation of school communities occurred in September 2014, when students from Michael J. Brennan Catholic Elementary School which offered Kindergarten-Grade 6 moved into a renovated St. James Catholic Elementary School, which already offered Kindergarten-Grade 8 programming.

Since the Board's most recent consolidations, the provincial Pupil Accommodation Review Process has changed. The School Board Efficiencies and Modernization Strategy was introduced by the Provincial Government in 2014-2015. The Ministry of Education issued Pupil Accommodation Review Guidelines (Appendix A), in March 2015, to provide support to school boards attempting to make more efficient use of school space.

The Ministry of Education Guidelines expected school boards to update their policies to reflect the change in provincial process. In February 2016, the Niagara Catholic revised the Pupil Accommodation Review Policy #701.2 (Appendix B) and the Community Planning and Partnerships Policy #800.6 (Appendix C) as the two policies are linked in terms of the community consultation required in the pupil accommodation decision making process.

The Niagara Catholic District School Board's Long-Term Accommodation Plan 2016-2021 identified a Pupil Accommodation Review for Thorold in the 2016-2017 school year for Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School to address current and projected surplus space issues at each of the schools and improve programming offered to students. The average age of the original portion of Thorold schools is approximately 59 years, the oldest average in the Board's jurisdiction.

In compliance with procedural changes to the Niagara Catholic District School Board Pupil Accommodation Review Policy, staff is required to present an Initial Staff Report as part of an open and transparent process, to begin the Pupil Accommodation Review Process for the consideration of the Committee of the Whole and the Board. The elements of the Initial Staff Report are identified in the Board's Pupil Accommodation Review Policy of which this report is in full compliance. This Report

provides background information and data for the two schools contained within the accommodation review. This Report includes the accommodation options considered and the underlying rationale, and notes the preferred option. The community consultation process will be outlined as well the timelines for implementation.

1.1 History

The book “Catholic Education a gift from the past...A present for the future 1842 - 2007” provides the following recent history of Catholic Education in Thorold:

Monsignor Clancy Catholic High School opened in 1989 in enlarged and renovated facilities of Monsignor Clancy Catholic Elementary School in Thorold.

By the late eighties Holy Rosary Catholic Elementary School was in deteriorating physical condition and the cost of renovating it would approximate the cost of a new structure. In the late nineties another Catholic elementary school had opened in an expanding new subdivision in Thorold South. The school was housed in six portable classrooms, but it was necessary to close it because of a mould condition.

In order to resolve the overall accommodation problems in Thorold, the Board decided to close both Holy Rosary School and Monsignor Clancy Catholic High School in June 1999. At the time there were only 386 secondary students in Monsignor Clancy. The school would revert to an elementary school.

Therefore effective September 1, 1999, the 386 secondary students from Monsignor Clancy Catholic High School transferred to Denis Morris Catholic High School in St. Catharines. The 500 Junior Kindergarten to Grade 3 students from Holy Rosary Catholic School transferred to St. Charles Catholic School. The 521 Grades 4 to 8 students from St. Charles were transferred to Monsignor Clancy Catholic Elementary School.

1.2 Present

Monsignor Clancy Catholic Elementary School, constructed originally in 1964, has the largest elementary school footprint in the Board at 70,300 square feet. The school also sits on the largest site elementary school site with 11.6 acres. The school has a large double gym, cafeteria and Library Information Centre. Monsignor Clancy Catholic Elementary School meets the Ministry guidelines for square footage requirements for instructional spaces for junior/intermediate programming.

Currently, the Catholic Resource Centre for the Board occupies space in the former Cyberquest Centre at Monsignor Clancy Catholic Elementary School along with space for the Denis Morris Catholic High School Robotics program. The school is also a storage facility for special needs equipment for the Board’s Special Education Department and hosts the Board’s Learning Strategies Class for students from Grade 4-7.

Monsignor Clancy Catholic Elementary School has never provided primary programming in its history. Given the school currently serves only Grade 4-8 students there are no classrooms that are adequate in their present state for Kindergarten classes or a dedicated fenced in play area.

St. Charles Catholic Elementary School was constructed in 1950 and sits on a much smaller school site, 3.5 acres. Renovations were completed at the site in 2012-2013 for six Kindergarten classes. The school also hosts the Board's Learning Strategies at the primary level.

Both St. Charles Catholic Elementary School Catholic and Monsignor Clancy Catholic Elementary School Catholic are regular track English language schools that deliver Ontario Ministry of Education curriculum from a Catholic perspective. Currently, all Kindergarten- Grade 3 programming is provided at St. Charles Catholic Elementary School and all Grade 4-8 programming at Monsignor Clancy Catholic Elementary School

2.0 PURPOSE OF INITIAL STAFF REPORT

The purpose of this Initial Staff Report, which is part of an open and transparent process, is to provide the Committee of the Whole and the Board with:

1. Background information on the accommodation issues that result from current/projected enrolment vs. on-the-ground capacity at Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School, and
2. A recommended accommodation option to address the accommodation issues at Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School.

The information contained in the Initial Staff Report is provided to the Board of Trustees for decision making.

3.0 SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School are being considered for an accommodation review for the following reasons identified in the Pupil Accommodation Review Policy #701.2:

- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- 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; and
- The consolidation of the schools is in the best overall interest of the school system.

The information used in this Initial Staff Report addresses the Niagara Catholic Long Term Accommodation 2016-2021 Planning Principle "that when addressing enrolment pressures, in this case underutilization, current projections and planning techniques will be used to make decisions." Watson and

Associates Economists Ltd. was provided actual enrolment information on December 14th, 2016 and used the numbers to calculate projections that are used in this report.

3.1 Provincial Background

In 2014, the Ministry of Education introduced a School Consolidation Capital program to assist school boards with adjusting to reduced funding as a result of excess pupil space.

The most recent funding announcements by the Ministry of Education have reduced the following grants to Niagara Catholic:

- School Facility Operations and Renewal Grant
- Declining Enrolment Adjustment Grant
- School Foundation Grant
- Ministry Benchmark Funding for Principal/Vice Principals

There was an increase in funding made available to school boards in the area of School Consolidation Capital funding.

3.2 Niagara Catholic Long Term Accommodation Plan 2016-2021

In 2016, the Niagara Catholic District School Board developed a Long Term Accommodation Plan 2016-2021 to provide the Board with direction in relation to the use of schools aligned with its Mission, Vision and Values. The Long Term Accommodation Plan was developed to help effectively steward Board resources while continuing to provide high quality Catholic education in alignment with the Board's Strategic Plan: Vision 2020.

The Long Term Accommodation Plan 2016-2021 was developed and presented to the Board of Trustees over a series of three phases to share the elements of the Plan as it was developed.

Phase One included the development of Planning Principles to guide accommodation decision making.

Phase Two presented school information and past/projected enrolment by Family of Schools and lower-tier municipality, and French Immersion sites.

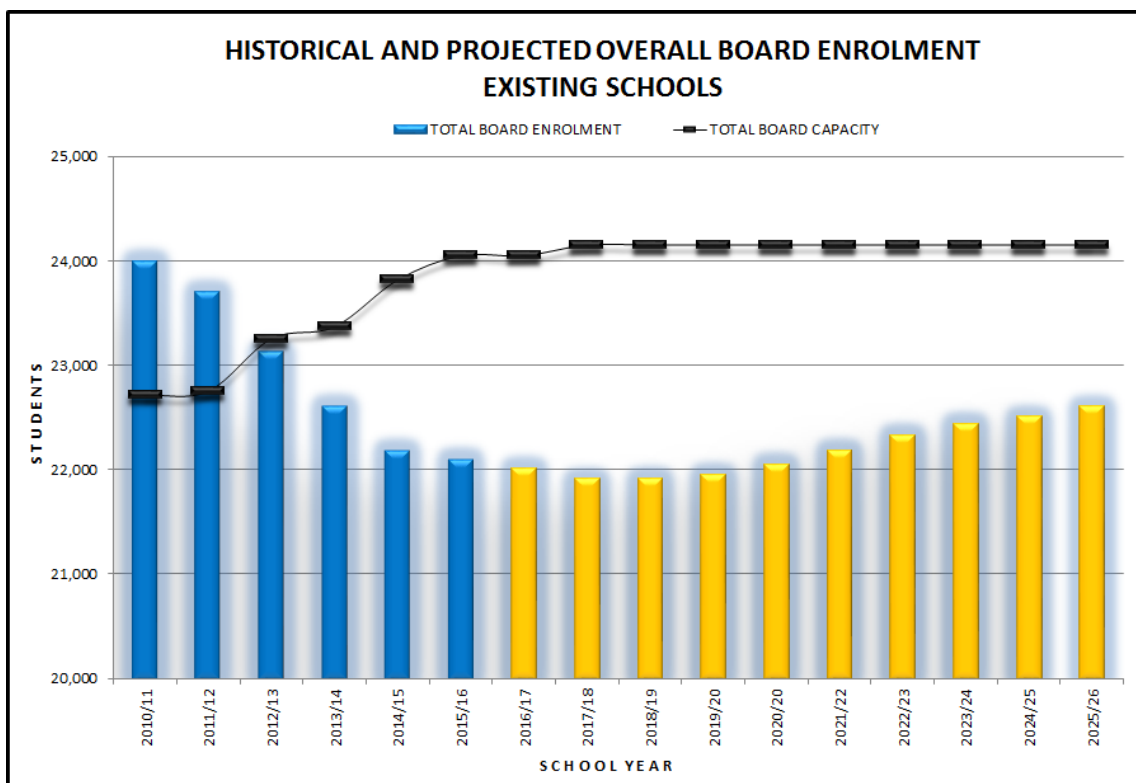
Phase Three presented a five-year plan of recommendations to address enrolment issues such as plans to pursue partnerships, and initiate attendance area and pupil accommodation reviews. The three phases were then consolidated into the Niagara Catholic Long Term Accommodation Plan 2016-2021 which is available on the Board website in the Accommodations tab. The intent is that the Board will review annually plans to address enrolment.

The Niagara Catholic Long Term Accommodation Plan 2016-2021 supports the Government of Ontario's School Board Efficiencies and Modernization Strategy (SEBM) and associate funding and incentives.

Annually, Grants for Student Needs and incentive funding, such as School Consolidation Capital Funding, support school boards as they make efficient use of school space.

3.2.1 Overall Board Enrolment

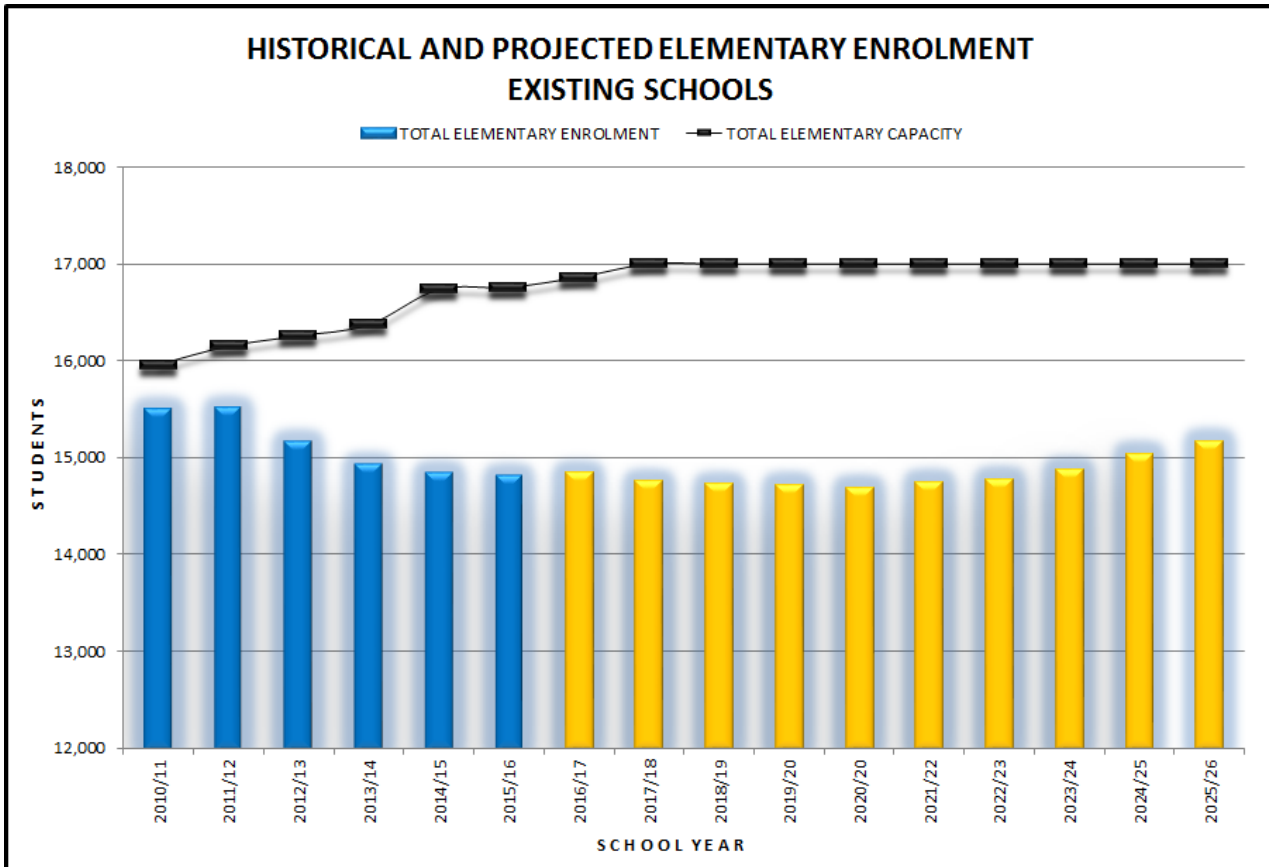
Historical and projected overall Board enrolment figures are provided below:



	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/20	2021/22	2022/23	2023/24	2024/25	2025/26
TOTAL ELEMENTARY ENROLMENT	15,496	15,511	15,171	14,931	14,837	14,810	14,846	14,766	14,743	14,749	14,729	14,816	14,880	14,994	15,178	15,348
ELEMENTARY ON THE GROUND CAPACITY	15,958	16,149	16,255	16,369	16,732	16,755	16,755	16,858	16,858	16,858	16,858	16,858	16,858	16,858	16,858	16,858
TOTAL SECONDARY ENROLMENT	8,516	8,199	7,974	7,686	7,360	7,302	7,171	7,149	7,176	7,211	7,328	7,376	7,458	7,450	7,335	7,259
SECONDARY ON THE GROUND CAPACITY	6,753	6,600	6,999	6,999	7,086	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296	7,296
TOTAL BOARD ENROLMENT	24,012	23,710	23,145	22,617	22,197	22,112	22,017	21,915	21,919	21,959	22,057	22,192	22,338	22,444	22,513	22,606
TOTAL BOARD CAPACITY	22,711	22,749	23,254	23,368	23,818	24,051	24,051	24,154	24,154	24,154	24,154	24,154	24,154	24,154	24,154	24,154

Enrolment has been declining across the Board since 2010. There are currently 2,034 vacant pupil spaces in the Board which is 9% of the On The Ground Capacity across both panels. Declining enrolment results in decreased per pupil funding and impacts all schools.

3.2.2 Elementary Enrolment



The Niagara Catholic District School Board currently has more than 1,909 surplus (unfunded) pupil spaces in the elementary panel. The Board's current 49 elementary schools provide programming for 14,846 pupils yet has the space to service 16,755 pupils. Of the Board's unfunded surplus pupil spaces, 94% are at the elementary level. The cost to operate these surplus pupil spaces are subsidized by the overall system and result not only in fewer educational resources being dedicated to pupils within these two schools but to pupils in the all other schools. The projected financial burden of declining enrolment is projected to increase over time.

3.2.3 Consideration of Planning Principles

The Planning Principles (Appendix D) articulated in the Long Term Accommodation Plan 2016-2021 guide the Board in its planning decisions to deal with enrolment. Students are to be educated in high quality facilities and there is to be equity of educational opportunities for all students. The current structure of the schools presents challenges unique to these two school communities that are not faced elsewhere in the Board from an equity of academic and social opportunities perspective.

The Planning Principles also identified that the preferred models of school organization are self-contained within the on- the- ground capacity of the school: Elementary: Kindergarten to Grade 8; and Secondary: Grades 9 to 12. Currently, Monsignor Clancy Catholic Elementary School and St. Charles Catholic

Elementary School are the only two elementary schools within the Niagara Catholic District School Board that do not follow this model. St. Charles Catholic Elementary School delivers programming for Kindergarten to Grade 3 and then all students move to Monsignor Clancy Catholic Elementary School for Grade 4 to Grade 8.

3.3 Community Planning and Partnership Consultation

The Board approved the Community Planning and Partnerships Policy No. 800.6 on February 23, 2016.

The following is as an excerpt from the Policy:

“The Niagara Catholic District School Board recognizes its responsibility to provide, operate and maintain school facilities as effectively and efficiently as possible, while 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.

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.”

In the fall of 2016, the position of Administrator of Alternative Programs and Community Partnerships was created, and filled, to support the implementation of the revised Partnerships Policy.

The Board website, niagaracatholic.ca, contains information for the community to access the possibility of partnerships with the Niagara Catholic District School Board. An expression of interest form is posted and available at <http://www.niagaracatholic.ca/wp-content/uploads/2013/08/Expression-of-Interest-Form.pdf>. Expressions of interest are received by the Community Outreach Coordinator and followed up.

In compliance with the Board’s Community Planning and Partnership Policy #800.6 and the Pupil Accommodation Review Policy #701.2 a letter was sent on November 10, 2016 to Lower and Upper Tier municipalities in addition to twenty-seven (27) organizations inviting them to participate in a public meeting at the Catholic Education Centre on November 30th, 2016. Notifications regarding this meeting were also placed in four local newspapers and invitations were also sent directly to thirty-nine (39) community organizations.

On November 30, 2016 the Board hosted its annual Community Planning and Partnerships Meeting. The meeting provided community partners information such as our Board’s profile, purpose of the meeting, discussion of our Community Planning and Partnerships Policy, our Long Term Accommodation Plan, an Expression of Interest Form for potential partnerships and schools eligible for partnerships. Organizations were requested to bring relevant planning information regarding their needs/plans to the meeting. The presentation of the meeting is posted on the Board website.

The meeting was well attended with twenty-six (26) people representing two municipalities, the Region of Niagara and nine community organizations. Board administrative staff presented an overview of the partnership parameters, an overview of the Board's Long Term Accommodation Plan, a review of the schools eligible for community partnerships and information on next steps of how groups can pursue potential partnerships with the Niagara Catholic District School Board.

As of the writing of this report no applications, comments, or inquiries have been received in response to the communication provided by the Board, from existing community partners or community use of school partners, with respect to Monsignor Clancy and St. Charles Catholic Elementary Schools.

3.4 Municipal Consultation

Staff from Niagara Catholic met with City of Thorold representatives from the Community Planning and Development Department in January 2017. The meeting was held to discuss the Initial Staff Report being prepared for the Board for an accommodation review involving St. Charles Catholic and Monsignor Clancy Catholic Elementary Schools.

The Director of Development and Engineering Services and the Senior Planner from the Planning Division of the City of Thorold, outlined the interests of the city in ensuring appropriate traffic strategies, adequate parking and municipal infrastructure for any proposed solution.

City staff provided an updated community development map and shared that even though the development has begun in the Thorold South area, it is progressing more slowly than originally anticipated and that the growth is expected to continue to be gradual in the near future.

During the meeting, the use of the existing tennis courts on the Monsignor Clancy Catholic Elementary School site was discussed. Individuals have, in the past, expressed interest in the ability to have access to the tennis courts at Monsignor Clancy Catholic Elementary School. To date, there have not been any mutually beneficial partnerships proposed.

4.0 PUPIL ACCOMMODATION REVIEW PROCESS

The Niagara Catholic Pupil Accommodation Review Policy #701.2 provides for two possible accommodation review processes to address accommodation pressures: 1) a Standard Pupil accommodation Review Process or 2) a Modified Accommodation Review Process.

The Policy permits, 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.

4.1 Rationale for Modified Pupil Accommodation Review Process

To qualify for consideration of the Modified Accommodation Review process, the schools under consideration must satisfy a *minimum* of two of the Modified Accommodation Review Process criteria. In

considering a potential consolidation of Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School *each of the four criteria* are satisfied. Evidence that the criteria has been met is provided in Items 4.1.1 to 4.1.4.

4.1.1 Enrolment

Criteria: 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.

Monsignor Clancy Catholic Elementary School meets this criteria as it is operating at 60% in 2016-2017 and is projected to continue be below 60% for the foreseeable future.

MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL												
	HISTORICAL 2014/ 2015	HISTORICAL 2015/ 2016	Year 1 2016/ 2017	Year 2 2017/ 2018	Year 3 2018/ 2019	Year 4 2019/ 2020	Year 5 2020/ 2021	Year 6 2021/ 2022	Year 7 2022/ 2023	Year 8 2023/ 2024	Year 9 2024/ 2025	Year 10 2025/ 2026
JK												
SK												
1												
2												
3												
4	69	58	57	76	58	65	55	70	63	62	64	65
5	76	69	58	62	78	60	67	57	72	63	64	65
6	74	81	66	63	64	80	63	70	60	73	65	66
7	75	78	82	71	65	66	83	66	73	60	74	67
8	69	74	78	86	72	67	68	85	68	72	62	76
Total	363	360	341	356	337	339	337	347	335	331	329	339
OTG	573	573	573	573	573	573	573	573	573	573	573	573
Utilization	63%	63%	60%	62%	59%	59%	59%	61%	58%	58%	57%	59%

St. Charles Catholic Elementary School is projected to fall to 66% utilization in 2017-2018 and will increase slightly over the projection until 2025-2026.

Changes to the total capacity at St. Charles Catholic Elementary School are a result of the renovations for Kindergarten and changes to the use of classrooms.

ST. CHARLES CATHOLIC ELEMENTARY SCHOOL												
	HISTORICAL 2014/ 2015	HISTORICAL 2015/ 2016	Year 1 2016/ 2017	Year 2 2017/ 2018	Year 3 2018/ 2019	Year 4 2019/ 2020	Year 5 2020/ 2021	Year 6 2021/ 2022	Year 7 2022/ 2023	Year 8 2023/ 2024	Year 9 2024/ 2025	Year 10 2025/ 2026
JK	47	46	56	52	53	55	58	60	63	63	65	67
SK	53	53	44	61	54	56	58	60	62	63	64	66
1	78	52	57	48	63	56	58	59	61	61	63	64
2	58	78	52	61	50	65	58	60	61	61	62	64
3	57	62	71	55	62	52	66	59	61	61	62	63
4												
5												
6												
7												
8												
Total	293	291	280	277	283	284	297	298	308	308	316	324
OTG	418	418	418	418	418	418	418	418	418	418	418	418
Utilization	70%	70%	67%	66%	68%	68%	71%	71%	74%	74%	76%	78%

Enrolment for St. Charles Catholic Elementary School is projected to increase slightly in the near future through to 2025. It should be noted that enrolment is projected to peak in 2025-2026 at 324, which barely

exceeds enrolment of 2013-2014 which was 323. Thus, the highest projected enrolment has St. Charles Catholic Elementary School at 78% of On-The-Ground Capacity or 22% unfunded pupil spaces.

4.1.2 Operating and Maintenance Costs

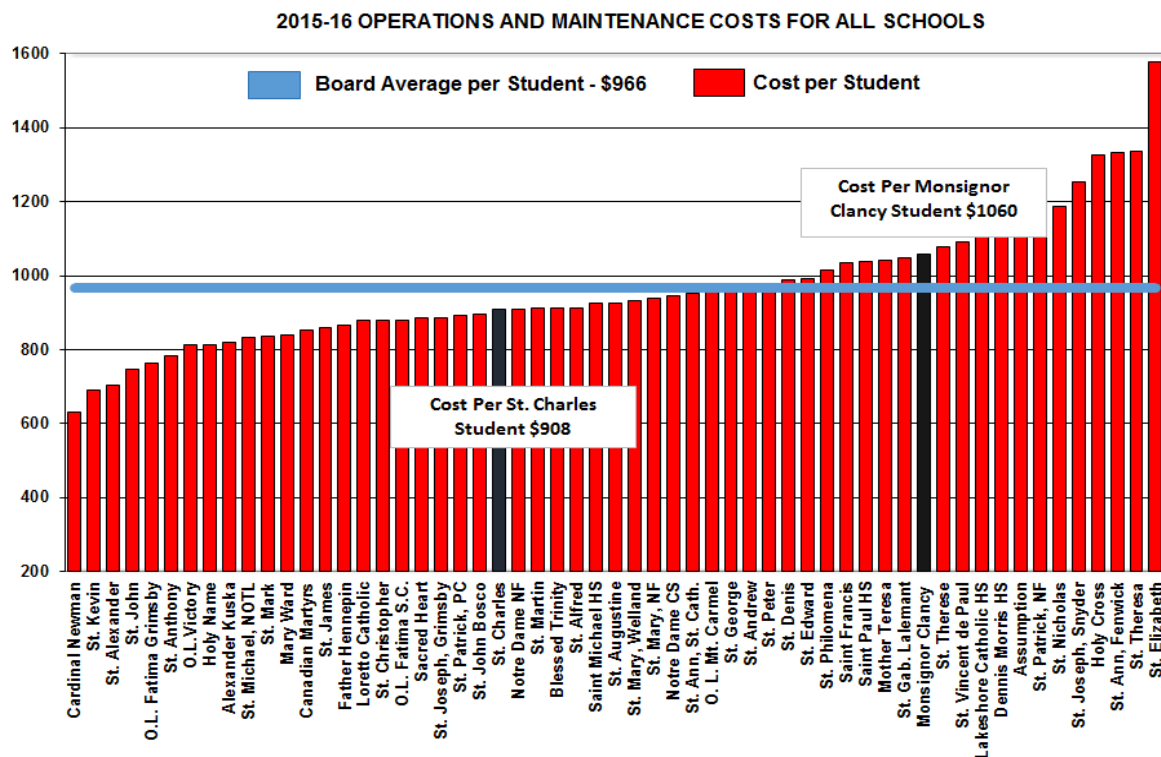
Criteria: A school facility that is physically not suitable to serve the school community and; where the school has a higher than average operating and maintenance costs.

The School Operations Report for Monsignor Clancy Catholic Elementary School reports the Total Expenditure for custodial and maintenance operations, utilities and administration to be \$385,183 for the 2015-2016 academic year. The per pupil cost for the year, based on the average daily enrolment of 364 pupils was \$1,060/pupil. Had the school been at its capacity of 573 the per cost would have been reduced to \$672/pupil or a reduction of \$388/pupil. As enrolment continues to fall, the per pupil operating cost per pupil at Monsignor Clancy Catholic Elementary School will rise.

The School Operations Report for St. Charles Catholic Elementary School reports the Total Expenditure for custodial and maintenance operations, utilities and administration to be \$264,158 for the 2015-2016 academic year. The per pupil cost for the year, based on the average daily enrolment of 291 pupils was \$908/pupil. Had the school been at its capacity of 418 the per pupil cost would have been reduced to \$632/pupil or a reduction of \$276/pupil.

	Monsignor Clancy Catholic Elementary School	St. Charles Catholic Elementary School
Custodial Operations	\$213,063	\$169,987
Maintenance Operations	\$46,042	\$26,999
Utilities	\$95,889	\$43,006
Administration	\$30,189	\$24,166
Total Operations Expenditure	\$385,183	\$264,158
Enrolment	363.5	291
Total Operations Expenditure/Pupil	\$1,060	\$908
On-The-Ground Capacity	573	418
Total Operations Expenditure/Pupil Space	\$672	\$632
Additional Operations Expenditure due to Underutilization	\$388	\$276

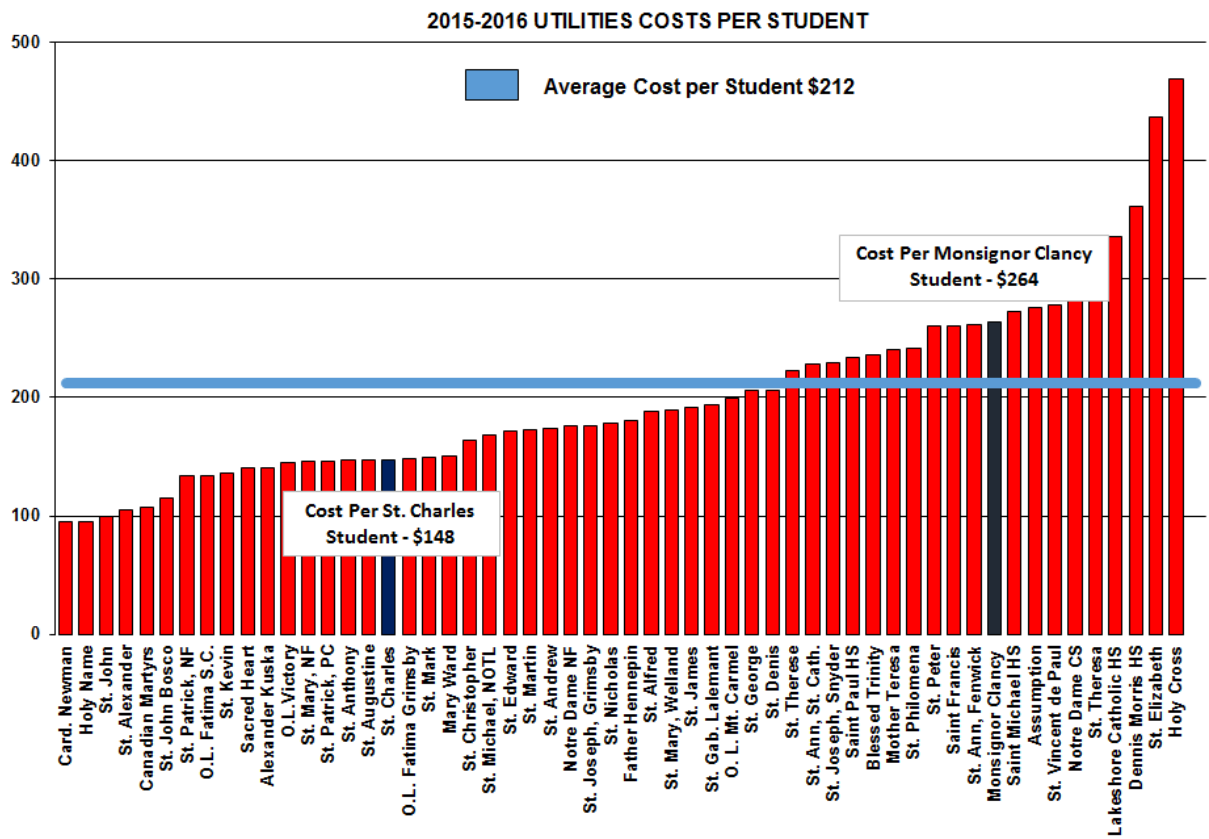
As enrolment continues to fall, the per pupil operating cost per pupil at Monsignor Clancy Catholic Elementary School will rise. The utilities costs at Monsignor Clancy Catholic Elementary School, \$264/per pupil are also \$52 higher than the Board's average cost per pupil of \$212 due to the school's lower enrolment.



The School Operations Report for Monsignor Clancy Catholic Elementary School reports the Total Utilities for electricity, heating and water/sewage to be \$95,889 for the 2015-2016 academic year. The per pupil cost for the year, based on the average daily enrolment of 364 pupils was \$264/pupil. Had the school been at its capacity of 573 the per pupil cost would have been reduced to \$167/pupil or a reduction of \$97/pupil. As enrolment continues to fall the per pupil utilities cost at Monsignor Clancy Catholic Elementary School will rise. The utilities costs at Monsignor Clancy Catholic Elementary School at \$264/per pupil are also \$52 higher than the Board's average cost per pupil of \$212 due to the school's low enrolment.

The School Operations Report for St. Charles Catholic Elementary School reports the Total Utilities for electricity, heating and water/sewage to be \$43,006 for the 2015-2016 academic year. The per pupil cost for the year, based on the average daily enrolment of 291 pupils was \$148/pupil. Had the school been at its capacity of 418 the per pupil cost would have been reduced to \$103/pupil or a reduction of \$45/pupil.

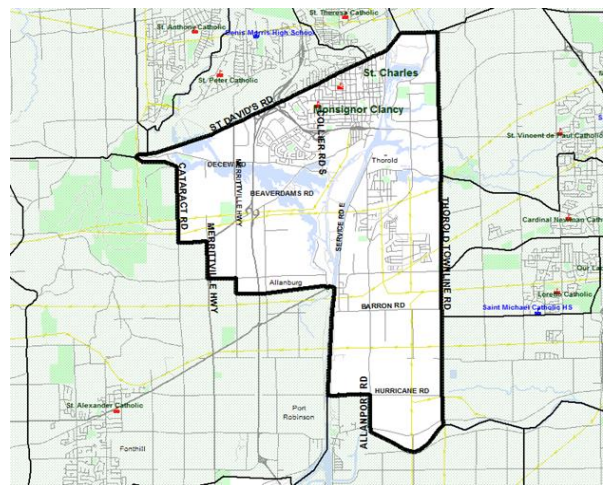
	Monsignor Clancy Catholic Elementary School	St. Charles Catholic Elementary School
Electricity	\$64,085	\$22,498
Gas Heating	\$25,528	\$17,794
Water and Sewage	\$6,276	\$2,714
Total Utilities Expenditure	\$95,889	\$43,006
Enrolment	363.5	291
Total Utilities Expenditure/Pupil	\$264	\$148
On-The-Ground Capacity	573	418
Total Utilities Expenditure/Pupil Space	\$167	\$103
Additional Utilities Expenditure due to Underutilization	\$97	\$45



The annual cost to the Board for the underutilized space at the two schools is \$333,793.

4.1.3 Distance to the Nearest Available Accommodation

Criteria: 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.



Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School are 1.1 km from each other and share the same boundary.

4.1.4 Relocation of Program

Criteria: 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).

Programming benefits emerge for the entire school community when primary students are in the same building as junior and intermediate students. The consolidation of St. Charles Catholic Elementary School with Monsignor Clancy Catholic Elementary School Catholic Elementary satisfies this criteria as 100% of the primary program at St. Charles Catholic Elementary School would be provided at Monsignor Clancy Catholic Elementary School.

Additionally, consolidation of the two schools will align the two communities with the remainder of the Niagara Catholic elementary schools in terms of grade structure and satisfy the Planning Principle in the Long Term Accommodation Plan 2016-2021 “that the preferred models of school organization are self-contained with the on-the-ground capacity of the school: Elementary: Kindergarten to Grade 8.”

Given that *each of the four of the criteria* for a Modified Accommodation Process is satisfied, the Modified Accommodation Process is recommended by staff and in accordance with the Niagara Catholic Pupil Accommodation Review Policy #701.2.

4.2 Communication

The Initial Staff Report, which includes the School Information Profiles (SIPs), will be made available to the public and posted on the Board's website, www.niagaracatholic.ca under Pupil Accommodation Review banner and also under the Accommodations tab. Additionally, a PDF of the report will be emailed to families where possible through the Board's SchoolConnect system and phone messages will be sent to families without email to refer them to the Board website.

An email account thoroldmpar@ncdsb.com will be created for feedback and a form for input provided on the Board website to provide the public the opportunity to easily provide input and feedback.

4.3 Proposed Timelines for a Modified Pupil Accommodation Review

If the Board approves a Modified Accommodation Review process, an Accommodation Area Review Committee does not need to be established and one Public Meeting must be held. The proposed timeline is in compliance with the Ministry of Education Pupil Accommodation Review Guidelines and Board Policy.

Proposed Timelines for a Modified Pupil Accommodation Review		
Date	Meeting	Expectation
February 14, 2017	Submission of Initial Staff Report to the Board (Committee of the Whole Meeting)	<ul style="list-style-type: none"> Initial Staff Report and School Information Profiles (SIPs) are presented to Board of Trustees with staff Accommodation Review Recommendation
February 28, 2017	Board Meeting	<ul style="list-style-type: none"> Approval by the Board to conduct Modified Pupil Accommodation Review
March 7, 2017	Notice of Initiation to public of Modified Accommodation Review Process	<ul style="list-style-type: none"> Notice of Initiation distributed within 5 business days of initiation of accommodation review (following approval at Board Meeting) Initial Staff Report and School Information Profiles will be made available to the public
March 28, 2017	Meeting of Catholic School Councils	<ul style="list-style-type: none"> Overview of process to Catholic School Councils
No later than April 4, 2017	Input to be received from single and upper-tier municipalities and community partners	<ul style="list-style-type: none"> A minimum of 10 business days prior to Public Meeting
April 20, 2017	Public Meeting held at Monsignor Clancy Catholic Elementary School	<ul style="list-style-type: none"> No sooner than 30 business days after Board approval to conduct modified ARC Review of Initial Staff Report Presentation of School Information Profile(s) Receive public input
May 10, 2017	Final Staff Report posted on the Board Website	<ul style="list-style-type: none"> To be posted a minimum of 10 business days prior to Board Meeting for public input through public delegations
May 29, 2017	Special Board Meeting for Public Input through delegations at Monsignor Clancy Catholic Elementary School	<ul style="list-style-type: none"> Notice of Board Meeting for Public Input through Delegations
June 13, 2017	Final Staff Report to Committee of the Whole	<ul style="list-style-type: none"> To Board of Trustees through Committee of the Whole including public input from Delegations
June 20, 2017	Board Meeting to decide accommodation	<ul style="list-style-type: none"> No earlier than 10 business days after public delegations Public to be notified of meeting in advance
June 27, 2017	Notice of decision on accommodation	<ul style="list-style-type: none"> Public to be notified of decision of Board of Trustees within 5 business days of decision

4.4 Role of the Board of Trustees

The Niagara Catholic Pupil Accommodation Review Policy #701.2 provides for Trustee engagement in the process in five ways:

1. Approving the Initiation of the Pupil Accommodation Review Process through the Initial Staff Report
2. Reviewing the Final Staff Report that includes the input from the public at the meeting (and provided electronically)
3. Receive public delegations
4. Review the Final Staff Report with the input from the Public Delegations
5. Making the final decision.

In accordance with Board Policies, Trustees represent the interests of all constituents of Niagara Catholic and make decisions that are in the best interests of the entire Niagara Catholic District School Board. As such, Board Policy and the Ministry of Education Pupil Accommodation Review Guidelines indicates the Pupil Accommodation Review is a staff process with a recommendation for the consideration of the Board of Trustees. Trustees are, therefore, not required to attend community consultation meetings.

The final decision, however, regarding the future of a school or group of schools rests solely with the Board of Trustees.

4.5 Recommendation to the Board of Trustees

Having given consideration to the Ministry of Education Pupil Accommodation Review Guidelines and the Niagara Catholic Pupil Accommodation Review Policy #701.2 and data within the report, it is the recommendation of staff that the following recommendations be considered by the Board of Trustees:.

THAT the Niagara Catholic District School Board receive the Initial Staff Report - Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools - Modified Pupil Accommodation Review , as presented; and

THAT the Niagara Catholic District School Board initiate a Modified Pupil Accommodation Review for Monsignor Clancy Catholic Elementary and St. Charles Catholic Elementary Schools in accordance with the Pupil Accommodation Review Policy 701.2

5.0 THOROLD CATHOLIC ELEMENTARY SCHOOLS AREA OVERVIEW

The following section will outline the School Information Profiles and the other relevant data that were considered in the creation of possible options that were considered and arriving at a recommended option.

5.1 Accommodation Issue

The Board's Long Term Accommodation Plan demonstrated that in the City of Thorold that the Catholic elementary schools will continue to be well-below capacity due to decline in enrolment. Monsignor Clancy Catholic Elementary School will continue to experience a decline through to 2025-2026, at 59% of the on-the-ground capacity. St. Charles Catholic Elementary School is projected to see a slight increase in enrolment of 44 students by 2026. At that time the school will be 22% underutilized. The rationale for the recommendation to conduct a Pupil Accommodation Review is based on the surplus pupil spaces at each site.

In addition to addressing excess pupil space, programming improvements are possible.

5.2 School Information Profiles

A School Information Profile (SIP) 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: value to the student; and value to the Board.

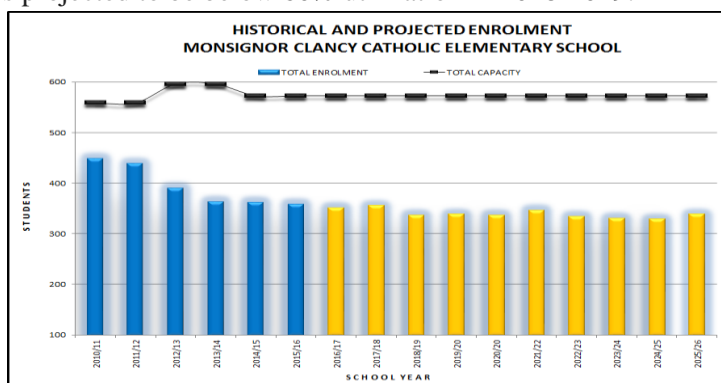
The Profiles were prepared at the same time for comparison purposes so that the community understands the context surrounding the decision to include the schools in the accommodation review.

The School Information Profiles are attached, Monsignor Clancy Catholic Elementary School (Appendix E) and St. Charles Catholic Elementary School (Appendix F).

5.3 Enrolment and Utilization

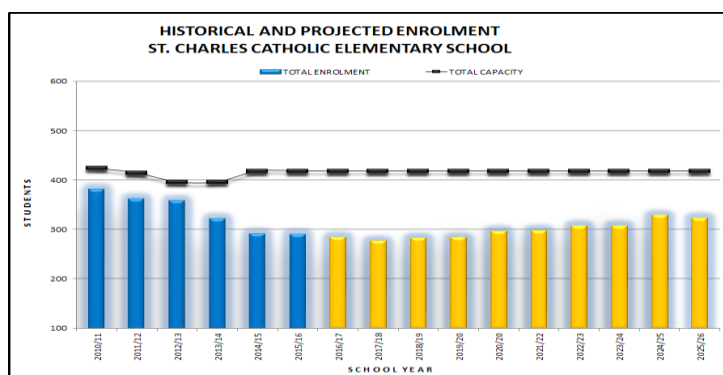
Between 2001-2002 and 2011-2012 elementary enrolment in the review area has declined by almost 25% which is more than triple the Board-wide decline in elementary enrolment of 7% over the same time period. This declining elementary enrolment trend has continued between 2011-2012 and 2014-2015, dropping by approximately 18%.

Monsignor Clancy Catholic Elementary School dipped below 65% utilization in 2013-2014, is operating currently at 60%, and is projected to be below 60% utilization in 2018-2019.



With currently 232 empty pupil spaces, there are 16 Niagara Catholic elementary schools that could be absorbed by Monsignor Clancy Catholic Elementary School and there would still be excess space. Throughout the projection, Monsignor Clancy Catholic Elementary School is expected to have a capacity below 60%.

St. Charles Catholic Elementary School is currently operating at 67% of capacity and is projected to increase slightly beginning in 2020-2021 and for the remainder of the Long Term Accommodation Plan. There currently are 138 surplus/unfunded pupil spaces available.



The two schools combined currently have 370 empty pupil spaces; greater than the enrolment of 32 elementary schools in Niagara Catholic.

5.4 Facility Condition Index and Renewal Needs

In an effort to ensure that Ontario schools are in good condition, the Ministry of Education releases Facility Condition Index (FCI) data. This reflects the link between schools that are in good repair and student achievement and well-being and is publicly available to parents on the Ministry of Education website, http://www.edu.gov.on.ca/eng/parents/renewal_data.html.

The Facility Condition Index is created by independent, third-party inspectors who view the essential structures and systems for each school building and the school interior. The results of these inspections are inputted into a Ministry database called VFA. The school assessment of the school results in an FCI which compares the current condition of the building to that at the time of construction. The FCI is not a comparison of one school relative to another.

By reviewing the findings from the school inspections for a five-year time frame, the Ministry can determine a school's repair and renewal costs. These costs are then compared against the cost of rebuilding that same school from the ground up. The lower the FCI the fewer repairs needed and less need to construct a new facility. As a benchmark, the Ministry generally uses an FCI of 65%, or higher, to classify a school as prohibitive to repair; that is, the Ministry would be more likely to replace a school than to repair/renovate when the FCI is higher than 65%.

The Ministry reports that the average age of schools in the province is 38 years old and that on average schools have an FCI of 27%. In comparison, the original portion of Monsignor Clancy Catholic Elementary School was constructed in 1964, 53 years old, and has an FCI of 34% and St. Charles Catholic Elementary School, originally constructed in 1953 is 64 years old with an FCI of 24%

The table below shows the overall estimated five-year renewal needs at each school.

School	Original Construction	Date of Additions	Projected 5 Year Renewal Needs	Replacement Value
Monsignor Clancy Catholic Elementary School	1964	1967, 1990	\$3,920,180.00	\$11,487,688
St. Charles Catholic Elementary School	1950	1953, 1956, 1989, 2000	\$2,055,880.00	\$8,620,105

The Ministry of Education published School Facility Condition data results in August 2016 for all school boards in Ontario.

5.5 Program Needs and Accessibility Standards

Educational programming for elementary schools has changed significantly over the past several years. Safe, properly sized and modern learning environments are critical to program delivery. Niagara Catholic District School Board has high quality facilities that meet Ministry of Education standards for instructional spaces such as classrooms and gymnasiums. Technological improvements will be required at the school to modernize the classrooms to deliver global competencies. Both Monsignor Clancy Catholic and St. Charles Catholic Elementary Schools have architectural, mechanical and/or electrical needs as shown in the five year renewal needs list in the School Information Profiles that would enhance the learning spaces.

Ontario's Accessibility Action Plan details that the all buildings in the province will be fully accessible by 2025, which includes all schools in Ontario. Information is included in School Information Profile that indicates recommended work to improve accessibility at each school. The sites are not fully accessible and the costs associated costs with making them accessible are not reflected in the Facility Condition Index calculation.

6.0 RECOMMENDED ACCOMMODATION OPTION

As required by Niagara Catholic Pupil Accommodation Policy #701.2 and the Ministry of Education Guidelines for Pupil Accommodation Reviews, staff is required to provide a recommended option as part of an open and transparent process.

6.1 Accommodation Plan

The preferred accommodation option for the Thorold Catholic Elementary School Modified Pupil Accommodation Review is to consolidate the two schools into the current Monsignor Clancy Catholic Elementary School facility. It is recommended that St. Charles Catholic Elementary School be closed and students directed to Monsignor Clancy Catholic Elementary School, which will need to be renovated to make it suitable for primary programming and to accommodate the larger student population.

The maximum site size for school of 600 to 700 elementary pupils is between 6 and 7 acres according to the Ministry of Education's Education Development Charge Guidelines. The current Monsignor Clancy Catholic Elementary School site, at 11.6 acres, is more than adequate to accommodate the combined population.

6.2 Accommodation Options Considered

Staff considered other options while considering the Planning Principles from the Niagara Catholic District School Board Long Term Accommodation Plan 2016-2021. (Appendix D)

	PLAN	DETAILS
Option 1	<ul style="list-style-type: none"> • Renovate and/or add to Monsignor Clancy Catholic Elementary School • Close St. Charles Catholic Elementary School and direct students attend Monsignor Clancy Catholic Elementary School 	<p>Monsignor Clancy Catholic Elementary School would require retrofitting and/or an addition in order to deliver Kindergarten programming. Other facility modifications will be required in order to accommodate the primary students. The Monsignor Clancy Catholic Elementary School site is more than adequate to accommodate both school communities and a child care centre (if supported by the Region and funded by the Ministry of Education). The estimated cost to retrofit the school is an estimated \$3,250,000. A renovation would provide the opportunity to ensure that accessibility requirements and technology upgrades are addressed.</p>
Option 2	<ul style="list-style-type: none"> • Build a new elementary school on the Monsignor Clancy Catholic Elementary School site • Close St. Charles Catholic Elementary School and direct students attend Monsignor Clancy Catholic Elementary School 	<p>The estimated Ministry of Education benchmark for new school construction for 663 students is approximately \$14 million - significantly more than a retrofit. The application to the Ministry of Education for funding is considered with all provincial needs and the funding available at the time.</p>

Option 3	<ul style="list-style-type: none"> ● Renovate and add to St. Charles Catholic Elementary School ● Close Monsignor Clancy Catholic Elementary School and direct students attend St. Charles 	The current site of 3.5 acres at St. Charles Catholic Elementary School is too small to accommodate the enrolment of a consolidated school. It also sits on a site that is 8.1 acres smaller than Monsignor Clancy Catholic Elementary School's site and is about 3 acres smaller than recommended for a consolidated school.
Option 4	<ul style="list-style-type: none"> ● Keep both schools open ● Renovate Monsignor Clancy Catholic Elementary School for kindergarten programming ● Adjust attendance area boundaries through an Attendance Area Review to increase the enrolment at St. Charles Catholic Elementary School ● Demolish excess space at Monsignor Clancy Catholic Elementary School. Both schools would have the Kindergarten to Grade 8 model. 	Demolition of part of Monsignor Clancy Catholic Elementary School would align the facility size to capacity. This option, while keeping families together then splits the two school communities creating potential staffing pressures and programming pressures due to the smaller school population.

6.3 Recommended Option

Having given due consideration to all data provided within this Initial Staff Report, Option 1 is the preferred recommendation of Staff.

It is recommended that Monsignor Clancy Catholic Elementary School be renovated, and potentially added to. St. Charles Catholic Elementary School would close and students attending the school would be directed to attend Monsignor Clancy Catholic Elementary School.

Monsignor Clancy Catholic Elementary School would require retrofitting and/or an addition in order to deliver Kindergarten programming. Other facility modifications will be required in order to accommodate the primary students. The Monsignor Clancy Catholic Elementary School site is more than adequate to accommodate both school communities and a child care centre (if supported by the Region and funded by the Ministry of Education). The estimated cost to retrofit the school is an estimated \$3,250,000. A renovation would provide the opportunity to ensure that accessibility requirements and technology upgrades are addressed.

6.4 Program Benefits

Combining the two schools addresses one of the Planning Principles articulated in the Long Term Accommodation Plan 2016-2021 which identifies a Kindergarten-Grade 8 model for elementary schools and facilitates improvements in programming.

The sense of belonging and contributing to a Catholic Learning Community can be instilled from the beginning of the student's ten year journey in one faith environment. Their sense of connectedness to

others and their contributions to one Catholic family is nurtured from the very start of their educational path until it is time for students to transition to a secondary setting.

The schools currently attend Mass and liturgies together through the work of Principals and Parish. Classes of odd grades go to Mass one day and even grades go the next, instead of each school having separate Masses. In a consolidated school, the planning for faith based activities, such as Mass, can be shared by grades and buddy classes. Primary students are then able to become active participants in the preparation through the help of their older grade buddies.

A Kindergarten to Grade 8 Catholic Learning Community can also be nurtured within one building by the families of the students. Parents are an integral part of their child's education and they also possess talents and expertise that can be shared within a larger context. For example, if a parent has a child(ren) that are only in Kindergarten to Grade 3, they are limited to the grades that they may volunteer, coach, and share expertise within. Families within a Kindergarten to Grade 8 community can feel welcomed and at ease to take part in events, celebrations and opportunities with students in other grades, beyond the grade of their own child(ren).

Continuity of programming in an effort to advance student achievement and well-being is a greater challenge with staff in different divisions located at different sites. Programming with primary and junior teachers is better facilitated with in a consolidated site. Having staff in the same building creates opportunities to learn from each other through professional dialogue across all divisions and implement common instructional methods and assessment and evaluation.

The continuity of pedagogy, expectations and to some extent activities is a challenge currently due to having two sites. There is a professional learning chasm that is naturally created by the current grade structures of the school. Primary teachers would benefit from daily exposure to junior/intermediate students and their teachers; likewise for the junior/intermediate teachers to primary students and their teachers. It is important professionally, for teachers, to understand where children start their educational career and how students develop.

At present, many teachers between the two schools have not had the professional benefit of working with children in an educational environment programming for Kindergarten to Grade 8. Unlike teachers in 47 other elementary schools in Niagara Catholic, this presents instructional challenges when implementing differentiated programs and modifications due to a more limited range of expertise within the building. For example, what does a Grade 2 expectation really look like and how is it most effectively demonstrated? This type of question is more difficult to answer for teachers currently at Monsignor Clancy Catholic Elementary School who do not have easy access to colleagues to dialogue with and to see examples of student work. Likewise, what does a Grade 6 math expectation look like and how should instruction progress? Research has proven the greater professional capacity of a student yields greater student achievement results.

Students in a primary school are removed from the realities of a Kindergarten-Grade 8 school. Their challenge when moving to Monsignor Clancy Catholic Elementary School is to become involved in a setting with the various activities offered appropriate for their grade. Some curriculum examples are Speak

Out and the Heritage Fair. In a Kindergarten-Grade 8 school, the primary students would have an opportunity to be an audience for various events held for junior and intermediate students. Vicarious experience builds confidence and motivation for real experience when age appropriate.

To compensate, under the leadership of the Principals, students from each of the schools have the opportunity to see students from the other site and participate in organized activities. These activities can only occur with extensive planning and not on short notice due to the school locations.

Having the Kindergarten classes within the same building as Grades 4-8 can be beneficial in moving the inquiry learning model forward to older grades. Junior and Intermediate teachers would benefit from witnessing first hand the inquiry based learning that is taking place in the younger grades. This collaborative environment would allow conversations to take place, as well as celebrate one another's achievements throughout the grades.

The current grade structure of the schools requires an additional transition unique to the students who attend St. Charles Catholic Elementary School. The students need to move school locations to begin Grade 4, which often leaves families with children in two different elementary schools. At a minimum, students who begin school at St. Charles Catholic Elementary School will attend their third school when they transition to Denis Morris Catholic High School. For all other students in elementary schools of Niagara Catholic the transition to Grade Four is within the same building.

School Based Teams exist in all Niagara Catholic elementary schools. Their purpose is support, from a school perspective to work as a team to be creative in dealing with student issues that require more intensive support than the classroom teacher can provide. The School Based Team at Monsignor Clancy Catholic Elementary School lacks an Early Years' representative, who is at St. Charles Catholic Elementary School. This primary representative is not there to offer insight or support for the students at Monsignor Clancy Catholic Elementary School. For students brought to School Based Team at Monsignor Clancy Catholic Elementary School students have no voice from their past and the history for how a student's needs were met.

Tracking of students identified by the formal Identification Placement Review Committee/and or those with Individual Education Plans is more effectively done in a traditional Kindergarten-8 school because teachers from various grades can contribute their ideas and effective strategies used since they may have familiarity with the student's needs and areas of growth/development.

A larger school population provides greater flexibility to the Principal to determine class organization and teacher assignments. With the current school structure, teachers do not have the opportunity to move between primary and the junior/intermediate classrooms without having to transfer schools.

By having students in the same building throughout their elementary years it will help them develop greater connection to their school and be more likely to demonstrate respect for the building.

Before and after school childcare currently is available at St. Charles Catholic Elementary School and not at Monsignor Clancy Catholic Elementary School.

6.5 Social Benefits

There are social benefits to having primary students exposed to older students who are role models who benefit from the leadership opportunity.

Due to the lack of older students at St. Charles Catholic Elementary School, in Grades 4-8, the primary students and teachers do not benefit from seeing the next steps of growth and development. Children are socialized within school communities. The maximum age for a student role model at St. Charles Catholic Elementary School currently is eight years old which increases the length of time for primary students to learn appropriate behaviours and routines due to the lack of older and more mature student role models.

The social emotional learning that is promoted in Kindergarten and Primary grades can be modelled and shared with educators beyond Grade Three. This collective approach from Kindergarten to Grade 8 can help support colleagues in providing consistency in delivering the tools needed for self regulation and well-being.

With the current school structure, it is not possible for any Grade 4/5 students who lack the social/emotional development and to play with younger students. A combined school provides these children with this opportunity.

Also, a consolidated school eliminates the additional transition at the end of Grade 3 as St. Charles Catholic Elementary School students leave to attend Monsignor Clancy Catholic Elementary School. This keeps families together while children attend elementary school and will reduce stress associated with the transition.

6.6 Co-Curricular Opportunities

With the school consolidation, the usual benefits of larger schools emerge such as increased co-curricular opportunities and other after school programs due to the greater number of school staff available. Combining the two schools, given existing Ministry class size ratios almost doubles the size of the staff available to offer co-curricular activities both at lunch and after-school.

6.7 Staff Impact

There will be minimal impact to the number of teaching staff required. Each of the schools currently operates within the Ministry ratios for class-size (Kindergarten - 26:1, Grades 1-3 - 20, Grades 4-8 - 24.5)

The school would continue to have a Principal and would qualify for a full time Vice-Principal. The combined population would qualify for two 35-hour secretaries, which would be beneficial particularly at the start and end of the day. Also, the office would be able to be covered by a secretary during the lunch time for parents/visitors.

There would also be opportunities for efficiencies with custodial staff contained within the same building.

6.8 School Boundaries

St. Charles and Monsignor Clancy Catholic Elementary Schools share the same attendance boundary for students. Consolidation of the two schools would not require any corresponding attendance area boundary changes to merge the school populations.

As the Thorold South area grows, students will attend the consolidated school on Collier Road. It is anticipated that once development becomes more rapid in that the area, it will be able to sustain its own school.

Both Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School belong to Our Lady of The Holy Rosary Catholic Church parish and work in partnership with the parish priest for school Masses and participation in the sacraments.

6.9 Transportation Benefits

Currently, students attending the two schools do not ride on the same bus at the same time. The reason for separate transportation is that St. Charles Catholic Elementary School bell times are 8:55 a.m. and 3:20 p.m. and Monsignor Clancy Catholic Elementary School bell times are 8:35 a.m. and 2:57 p.m. The current staggered bell times have permitted route tiering between the schools, including other area public schools to achieve maximum efficiencies.

Consolidating the schools means that routes within the school boundary do not need to duplicate the service area which saves route time and kilometres. In addition to this efficiency and potential for service improvement, consolidating the schools reduces the strain on families who have siblings attending both schools that are subject to two different eligibilities (walk distance policy application to one school vs two schools) or bus stop times.

In simulating the recommendation within this Initial Staff Report, Niagara Student Transportation Services would need to determine the ideal bell time for the consolidated school to present the most cost effective times for continued route tiering and to maintain efficiencies.

Consolidating the school population into Monsignor Clancy Catholic Elementary School would provide the opportunity for older students to support younger students in getting to and from the bus stops. There is also the opportunity for older students to support younger students while they are on the bus. As well, siblings who currently attend different schools would now be able to be together.

Consolidation of the two schools into one site reduces the number of students from St. Charles Catholic Elementary School eligible for transportation by 19 students.

	PRESENT								RECOMMENDATION																																																							
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A combined student population will have a greater impact on traffic at the Monsignor Clancy Catholic Elementary School site due to the greater number of cars used to drop off primary aged students. There will also be an increase in the demand for parking for staff and visitors.

6.10 Enrolment and Facility Utilization

Monsignor Clancy Catholic Elementary School has an on the ground capacity of 573 pupil spaces and would require renovations and/or addition to accommodate the projected enrolment increase from St. Charles Catholic Elementary School. The population of the consolidated school would result in a combined school that would be operating at capacity.

The current grade structure of the two schools will continue to have each of the schools with more than 30% of its available pupil spaces underutilized for the foreseeable future.

Combining the two schools reduces the number of unused pupil spaces by 370.

6.11 Transition Plan

Should the decision be made to consolidate the two school communities, a transition plan would be developed in consultation with the school Principals, Catholic School Councils, Family of Schools' Superintendent, parents/guardians and students representatives on the planning committee.

Currently, the two schools work closely together having combined Catholic School Council Meetings and activities at each school with students from the other school attending.

Part of the transition plan would include consideration of how to honour the histories of the school recommended for closure.

7.0 NEW CAPITAL INVESTMENTS REQUIRED

The grade structure at Monsignor Clancy Catholic Elementary School has never included primary programming. The school will require renovations to provide suitable Kindergarten classrooms, washrooms and associated defined play areas. An appropriate drop-off area for students (Kiss & Ride), parking lot upgrades to ensure suitable traffic flow for student safety and additional staff parking will also need to be provided. A Child Care operation/facility will also be considered in consultation with our Niagara Region partners.

The Monsignor Clancy School Information Profile includes an itemized list of upcoming five-year renewal needs for Monsignor Clancy and St. Charles Catholic Elementary Schools which comes from the Ontario Ministry of Education School Facility Condition Data, from August 2016. Renewal needs are part of regular maintenance to keep the school in good condition.

7.1 Sources of Capital Funding

School Consolidation Capital (SCC)

The Ministry of Education introduced the School Consolidation Capital (SCC) program, as one of the pillars of School Board Efficiencies and Modernization (SBEM), in 2014–2015 to further assist school

boards in managing their excess capacity and right-sizing their capital footprint. In 2015-2016, the Ministry of Education further broadened SBEM measures by phasing out top up funding and by no longer funding empty classroom spaces.

In the first year of this program, the Ministry funded 31 capital projects at a cost of approximately \$150 million. The Ministry reviewed board submissions for the second round of SCC funding in spring 2016. The SCC funding is being allocated on a business case basis for new schools, retrofits and additions that support the reduction of excess capacity.

School Condition Improvement (SCI) and School Renewal Grants (SRG)

For 2016–2017, \$500 million has been allocated to school boards through the School Condition Improvement (SCI) program to address the significant backlog in school renewal needs. SCI funding has been allocated to school boards, in proportion to the renewal needs assessed (for these facilities during the 2011–2015 cycle of the Ministry’s Condition Assessment Program.

Since 2015–2016, school boards are required to direct 80 percent of their SCI funds to address major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). The remaining 20 percent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (for example, utilities, parking and pavements).

The School Renewal allocation is provided annually through the Ministry of Education’s Grants for Student Needs (GSN) with enrolment being the primary driver of the allocation. The School Renewal Allocation addresses the costs of repairing and renovating schools.

Capital Priorities Grant (CPG)

The Ministry of Education continues its multi-year capital funding allocation designed to target board-identified capital needs.

The Capital Priorities program serves as the primary means for funding school capital projects required to address accommodation pressures, replace facilities in poor repair, and support the consolidation of underutilized facilities. Since the Capital Priorities program began in 2011, the Ministry has allocated over \$2.4 billion in capital funding to support 166 new school facilities and 156 additions/retrofits at existing schools.

Proceeds of Disposition (POD)

Property deemed as surplus to a Board can be sold at fair market value following the procedures outlined in Ontario Regulation 444/98. Restrictions on the use of POD from the sale of Board surplus properties are outlined in Ontario Regulation 193/10 as follows:

1. Repair or replacement of components within a school

2. For components, boards are to follow the expenditure requirements set out in the School Condition Improvement (SCI) policy. Through this policy, boards are to spend a minimum of 80% of their POD to target key building components and systems, with the remaining up to 20% addressing other locally identified renewal needs. Boards will not need to seek Ministry Approval to Proceed for school component repair or replacement using POD.
3. Boards will not be required to contribute POD to Capital Priority projects unless the board identifies POD as a source of funding for that project.
4. Boards can use POD to replace a school due to poor condition, but the Board must submit the project through the Ministry's Capital Priorities process.
5. Board's requesting to use POD for purposes that fall outside of the SCI expenditure requirements may request a Minister's exemption.

As the Board prepares its business case to the Ministry of Education to secure funding, all necessary work will be included to ensure the facility continues to be in excellent condition to receive all students.

7.2 Proposed Timelines for a Renovation/and or Addition to Monsignor Clancy Catholic Elementary School

Pupil Accommodation Review Process	February - June 2017
Capital Funding Application Process	Application at the Earliest Opportunity for School Consolidation Capital or Capital Priorities Grant
Pre-Construction - Design/Tender/Approval	Twelve Months
Renovation	Sixteen Months
Close Schools	June 2020 or earlier
School Occupancy	September 2020 or earlier

The proposed timelines are contingent on Board approval of this recommendation and the Ministry of Education approval of the business case submission for adequate funding.

7.3 Proposal for Accommodation if Funding Does Not Become Available

Staff is recommending that based on the programming benefits to combining the two schools that two business cases for funding be provided for approval to the Ministry of Education.

Should funding not become available, the status quo with the Board operating both Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School will continue until such time as it does.

8.0 SUMMARY

The Ministry of Education encourages school boards to make efficient use of their resources and in particular, school space, through the Provincial School Board Efficiencies and Modernization Strategy that was released in 2014-2015.

The strategy proposed improves educational opportunities for students and staff at the two schools while simultaneously improving operating efficiencies for the Niagara Catholic District School Board.

There is currently surplus space in each of the schools which will be addressed through the consolidation of Monsignor Clancy Catholic and St. Charles Catholic Elementary Schools. The community was consulted, unsuccessfully, in an effort to develop partnerships in accordance with the Community Planning and Partnerships Policy.

The operating costs savings of approximately \$265,000 annually of closing St. Charles Catholic Elementary School can be redirected to benefit all students in the Board, including those in the proposed consolidated school. The majority of the savings achieved are facility related, not due to any reduction in staffing to support the students.

If the option is approved by the Board, the Niagara Catholic District School Board will make application to the Ministry of Education for funding through both the Consolidation Funding and the Capital Priorities Funding. Upon funding, the transition planning would begin to consolidate the two school communities towards an opening of a Kindergarten to Grade 8 Monsignor Clancy Catholic Elementary School by September 2020.



MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE

March 2015

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PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board.

One aspect of a school 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 a school board identifies a school that is projected to have long-term excess space, a school board would typically 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 a school 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 school board's student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education's *Community Planning and Partnerships Guideline* (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. This version of the *Pupil Accommodation Review Guideline* (the "*Guideline*") builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future sale of the property. These sales are governed by provincial regulation. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-term asset of the school board due to a projected need for the facility in the

future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board's needs and considered for a future sale.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the *Guideline* is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This *Guideline* is effective upon release and replaces the previous *Guideline* of June 2009.

II. INTRODUCTION

Ontario's school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies.

III. GUIDING PRINCIPLES

The *Guideline* has been established to align with the Ministry of Education's vision and as such, focuses on student well-being; academic achievement; and school board financial viability/sustainability.

All school board pupil accommodation review policies should be designed to align with these guiding principles.

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this *Guideline* is intended as a **minimum** requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board's pupil accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be made available to the public as determined in the school board's policy, and posted on the school board's website.

The *Guideline* recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the *Community Planning and Partnerships Guideline*, school boards must 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.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards 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 of Trustees must contain one or more options to address the accommodation issue(s). Each option must have a 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 school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

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 school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- 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 also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board's policy,

and posted on the school board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);
- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.

Formation

The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

Terms of Reference

School boards will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the school board's education and accommodation objectives in undertaking the ARC and reflect the school board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board's pupil accommodation review policy.

VIII. SCHOOL INFORMATION PROFILE

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- Facility Profile:
 - School name and address.
 - Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
 - School attendance area (boundary) map.
 - Context map (or air photo) of the school indicating the existing land uses surrounding the school.
 - Planning map of the school with zoning, Official Plan or secondary plan land use designations.
 - Size of the school site (acres or hectares).
 - Building area (square feet or square metres).
 - Number of portable classrooms.
 - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
 - 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.).
 - Ten-year history of major facility improvements (item and cost).
 - Projected five-year facility renewal needs of school (item and cost).
 - Current Facility Condition Index (FCI) with a definition of what the index represents.
 - A measure of proximity of the students to their existing school, and the average distance to the school for students.
 - 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).
 - School utility costs (totals, per square foot, and per student).
 - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
 - 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).
 - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

- Instructional Profile:
 - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
 - Describe the course and program offerings at the school.
 - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
 - Current grade organization of the school (e.g., number of combined grades, etc.).
 - Number of out of area students.
 - Utilization factor/classroom usage.

- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.
- Other School Use Profile:
 - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
 - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
 - 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.
 - 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.
 - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
 - Description of the school's suitability for facility partnerships.

School boards may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board's ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

Following the Board of Trustees' approval to undertake a pupil accommodation review, school boards must invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the school board's initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting. School boards must provide

them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. School board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended option(s); and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

School board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees 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 Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's

initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.
- There must be a minimum period of 40 business days between the first and final public meetings.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, school boards may find it appropriate to undertake a modified pupil accommodation review process. The *Guideline* permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- distance to the nearest available accommodation;
- utilization rate of the facility;
- number of students enrolled at the school; or
- when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (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).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board's pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board's policy, and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website. The final staff report must include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees 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 Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XV. EXEMPTIONS

This *Guideline* applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- where a replacement school is to be built by the school 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 the school board's policy;
- when a lease for the school is terminated;
- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (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 a school 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 over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single 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 their coterminous school boards in the areas of the affected school(s) through the Director of Education, 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.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

XVI. 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.

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.

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.



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, 2016

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 providing the best Catholic education 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 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 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 Procedures in support of this policy.

References

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



Niagara Catholic District School Board

PUPIL ACCOMMODATION REVIEW POLICY

ADMINISTRATIVE PROCEDURES

700 – Building and Sites

Policy No. 701.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 23, 2016

BACKGROUND

The Pupil Accommodation Review Policy and Administrative Procedures 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 Procedures 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 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, supporting rationale as to any actions taken or not taken, 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 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 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 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 Accommodation Review Committee will act as the official conduit for information shared between the Board and the school communities. The 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 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 Accommodation Review Committee members do not need to achieve consensus regarding information provided to the Board.

Membership of the Accommodation Review Committee

The Accommodation Review Committee will consist of the following persons:

1. A Superintendent of Education, or designate, who shall:
 - 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 representative 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 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 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

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

1. The Accommodation Review Committee's Mandate:
 - The mandate of the Accommodation Review Committee will refer to the Board's education and accommodation objectives in undertaking the 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 Accommodation Review Committee:
 - The Accommodation Review Committee is to act as the official conduit for information between the Board and school communities and the 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 Accommodation Review Committee s:
 - The Accommodation Review Committee shall hold a minimum of two working meetings.

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

Meetings of the Accommodation Review Committee

The 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 process through consultation with municipalities local to the affected school(s), public meetings and public delegations.

Orientation Session

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

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

The Accommodation Review Committee may request clarification about information provided in the School Information Profile but it is not the role of the 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.
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. ELKP to Grade 6, 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 Accommodation Review Committee may attend the public meetings held by the Board in accordance with this policy. If the members of the 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 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 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 the 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, within five business days of the Board's decision. The decision 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 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 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 Public 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 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. 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.

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.



**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



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

STANDARD PUPIL ACCOMMODATION REVIEW PROCESS

MEETING DATES AND EXPECTATION SUMMARY

Meeting	Expectation	Date	Time
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	✓ Notice of Initiation of Accommodation Review Process within 5 business days of initiation of pupil accommodation review		
ARC Orientation Session	<ul style="list-style-type: none"> ✓ Presentation of ARC Terms of Reference ✓ Committee Member Roles/Responsibilities/Expectations ✓ Review of ARC Mandate ✓ Review of Initial Staff Report ✓ Presentation and review of School Information Profile(s) 		
¹ First ARC Working Meeting	<ul style="list-style-type: none"> ✓ Tour of School(s) ✓ Discussion of tour(s) ✓ Feedback on Initial Staff Report ✓ Preparation for Public Meeting Presentation 		
First Public Meeting	<ul style="list-style-type: none"> ✓ No earlier than 30 business days following Board approval for a pupil accommodation review ✓ Overview of ARC Orientation Meeting and tour(s) ✓ Review of Initial Staff Report ✓ Presentation of School Information Profile(s) ✓ Receive public input 		
Second ARC Working Meeting	<ul style="list-style-type: none"> ✓ Review Feedback from First Public Meeting ✓ Provide input for Final Staff Report ✓ Second Public Meeting preparation 		
Input from lower and upper-tier municipalities and community partners on Initial Staff Report	✓ To be received a minimum of 10 business days prior to Final Public Meeting		
Final Public Meeting	<ul style="list-style-type: none"> ✓ No earlier than 40 business days from the First Public Meeting ✓ Review ARC Process to date ✓ Presentation of community and committee feedback ✓ Receive Public input ✓ Discuss ARC Timelines 		
Third ARC Working Meeting	<ul style="list-style-type: none"> ✓ Consider Feedback from Second Public Meeting ✓ Finalize input for Final Staff Report to Trustees 		
Preparation of Final Staff Report	✓ In a timely manner		

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



MODIFIED PUPIL ACCOMMODATION REVIEW PROCESS

MEETING DATES AND EXPECTATION SUMMARY

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



Niagara Catholic District School Board

COMMUNITY PLANNING & PARTNERSHIPS POLICY

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.6

Adopted Date: May 25, 2010

Latest Reviewed/Revised Date: February 23, 2016

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

The Niagara Catholic District School Board recognizes its responsibility to provide, operate and maintain school facilities as effectively and efficiently as possible, while 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.

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 share facilities with community partners that enhance Catholic Education and the partnership between the home, school, 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, or may co-build a new school or addition with such partners.

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

References

- [*Ministry of Education – Community Planning and Partnerships Guideline \(March 2015\)*](#)
- [*Ontario Regulation 444/98 – Disposition of Surplus Real Property*](#)
- *Niagara Catholic District School Board Policies/Procedures*
 - [*Attendance Areas Policy \(301.3\)*](#)
 - [*Pupil Accommodation Review Policy \(701.2\)*](#)



COMMUNITY PLANNING & PARTNERSHIPS POLICY

ADMINISTRATIVE PROCEDURES

BACKGROUND

The *Community Planning & Partnerships Policy and Administrative Procedures* implements the Community Planning and Partnerships Guideline released by the Ministry of Education in March 2015. A copy of the Policy and Procedures as well as a list of available space and/or co-building opportunities are posted on the Niagara Catholic District School Board website and available, through the 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 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 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 health and safety of students and staff must be protected;
- The partnership must be appropriate for school setting; and
- 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 Facilities Services or designate will post information on the website, under the Facilities tab, regarding its intention to build new schools and to undertake significant renovations, as well as information regarding unused space, in open and operating 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.

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. 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.

Public Meeting

The Controller of Facilities Services or designate will coordinate a public meeting at least once per year to discuss potential community partnership opportunities. 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 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 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) 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. .

Partnership agreements cannot be finalized until the Board and the partner(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 will not be compromised;
- Pupil accommodation 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.

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; and
- Other clauses as deemed applicable.

Planning Principles

The following Long Term Accommodation Planning Principles will guide the long term planning of the Niagara Catholic District School Board:

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 and 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 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.

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.



Niagara Catholic District School Board School Information Profile Monsignor Clancy Catholic Elementary School

FACILITY PROFILE

School Address: 41 Collier Road South, Thorold

School Attendance Area Map (attached)

Two Planning Maps (attached)

Air Photo of Monsignor Clancy Catholic Elementary School and surrounding area (attached)

Year of Construction	1964
Year of Addition(s)	1967, 1990
On the Ground Capacity	573
Utilization	60%
Site (Acres)	11.60
Site (Hectares)	4.65
Building Area (sq. ft.)	70,322
Building Area (sq. m.)	6,533

Classrooms: 23	Library Resource Rooms: 1	Staff Rooms: 1
Kindergarten Rooms: 0	Computer Labs: 0	Child Care Rooms: 0
Special Education Rooms: 1	Science Rooms: 0	Other Instructional Spaces: 2
Resource Rooms: 1	Gymnasium: 1 double gym	(music, art room)
Other: Cafeteria, Chapel, Catholic Resource Centre, Theatre, Robotics Room		No. of Portables: 0

Floor Plans - first and second floor (attached)

Area of Green Space: 270,072 sq. ft. / 25,090 sq. m.

Area of Hard Surface: 53,389 sq. ft. / 4,960 sq. m. (including tennis courts—22,307 sq. ft. /2072 sq. m.)

No. of Play Fields: 2 soccer fields

Outdoor Facilities: tennis courts (currently unusable)

Site Plan (attached)

Parish: Our Lady of the Holy Rosary Church
21 Queen St S, Thorold

Proximity to School (km): .68 miles / 1.09 km

10 YEAR FACILITY IMPROVEMENT SUMMARY

Budget Year	Description	Net Cost
2006-2007	Card access system	\$ 7,182.74
2006-2007	Communications upgrade	\$ 532.15
2006-2007	Condenser renewal	\$ 735.50
2006-2007	Upgrade door	\$ 363.02
2006-2007	Flooring replacement	\$ 5,041.20
2006-2007	Renovations to Life Skills room 136	\$ 5,455.75
2006-2007	Renovations to science room 135	\$ 14,318.97
2006-2007	Repaint washrooms & stalls & hallways	\$ 9,511.17
2006-2007	Roof replacement 10,435 square feet	\$ 18,756.17
2006-2007	Ventilation system -design	\$ 19,781.13
2006-2007	Video surveillance system	\$ 19,394.85
2006-2007	Window Replacement	\$ 48,779.64
2007-2008	GPS Clock System	\$ 7,599.37
2007-2008	Gym Floor Refinish	\$ 3,016.83
2007-2008	Paint rooms 126,146,144,112, 113 lockers, hallways	\$ 3,044.35
2007-2008	Paint cafeteria servery	\$ 1,168.40
2007-2008	Re-keying	\$ 9,687.68
2007-2008	Special needs room refurbish	\$ 7,849.62
2007-2008	Ventilation system new- stage one	\$ 915,939.97
2008-2009	Compressor in kitchen replacement	\$ 1,491.79
2008-2009	Flagpole - Install new	\$ 1,535.18
2008-2009	Gym Floor Refinish	\$ 2,723.90
2008-2009	Ventilation system phase 2	\$ 19,556.11
2009-2010	Replace flooring in main office	\$ 8,129.89
2009-2010	Hot water tank replacement	\$ 1,023.28
2009-2010	Occupancy lighting control system installation	\$ 8,183.48
2009-2010	Replace metal stairs	\$ 4,045.71
2010-2011	Window Replacement	\$ 81,866.12
2010-2011	Replace window shades	\$ 4,520.97
2011-2012	BAS Controller Replacement	\$ 21,628.30
2012-2013	Roof Replacement - Partial	\$ 251,146.07
2012-2013	Window Replacement - partial	\$ 47,609.93
2013-2014	Boiler plant (East) upgrade PRT	\$ 110,976.41
2013-2014	Interior renovations and HVAC upgrade	\$ 117,103.33
2013-2014	Sign Replacement	\$ 4,229.42
2013-2014	Roof Replacement - Partial	\$ 12,613.18
2014-2015	Upgrade 3 PTR boilers	\$ 62,748.86
2014-2015	Interior renovations & HVAC upgrade to administration area	\$ 45,266.84
2015-2016	Interior alterations to old Cyberquest space	\$ 104,275.12
	Grand Total	\$ 2,008,831.41

Facility Condition Index

Facility Condition Index (FCI) Description: FCI is determined by the ratio between the 5-year renewal needs and the replacement value of the school. A higher FCI indicates a higher cost to repair the facility.

FCI: 34%

PROJECTED 5 YEAR RENEWAL NEEDS

Event	Element	Net Cost	*
.Study [B101001 Structural Frame - Original Building & Addition 1]	B101001 Structural Frame - Original Building & Addition 1	\$ 10,300	
.Study [G30 Site Civil/Mechanical Utilities - Site]	G30 Site Civil/Mechanical Utilities - Site	\$ 10,300	
Major Repair [B101001 Structural Frame - Original Building & Addition 1]	B101001 Structural Frame - Original Building & Addition 1	\$ 122,570	
Major Repair [B2010 Exterior Walls - Original Building, Addition 1 & 2]	B2010 Exterior Walls - Original Building, Addition 1 & 2	\$ 81,370	
Replacement [D304003 Heating/Chilling water distribution systems - Original Building]	D304003 Heating/Chilling water distribution systems - Original Building	\$ 360,500	
Replacement [B2030 Exterior Doors - Original Building & Addition 1]	B2030 Exterior Doors - Original Building & Addition 1	\$ 83,430	
Replacement [B3010 Roof Coverings - Addition 1 - section C-7789 sq. ft.]	B3010 Roof Coverings - Addition 1 - section C-7789 sq. ft.	\$ 152,440	
Replacement [B3010 Roof Coverings - Addition 2 - section 1-4947 sq. ft.]	B3010 Roof Coverings - Addition 2 - section 1-4947 sq. ft.	\$ 96,820	*
Replacement [B3010 Roof Coverings - Addition 2 - section 2-18258 sq. ft.]	B3010 Roof Coverings - Addition 2 - section 2-18258 sq. ft.	\$ 357,410	*
Replacement [B3010 Roof Coverings - Addition 2 - section 3-3049 sq. ft.]	B3010 Roof Coverings - Addition 2 - section 3-3049 sq. ft.	\$ 59,740	*
Replacement [B3010 Roof Coverings - Addition 2 - section 4-4088 sq. ft.]	B3010 Roof Coverings - Addition 2 - section 4-4088 sq. ft.	\$ 80,340	
Replacement [B3010 Roof Coverings - Addition 2 - section 5-1307 sq. ft.]	B3010 Roof Coverings - Addition 2 - section 5-1307 sq. ft.	\$ 25,750	*
Replacement [C1020 Interior Doors - Original Building & Addition 1]	C1020 Interior Doors - Original Building & Addition 1	\$ 150,380	
Replacement [C1020 Interior Doors - Hardware - Original Building & Addition 1]	C1020 Interior Doors - Hardware - Original Building & Addition 1	\$ 45,320	
Replacement [C1030 Fittings - Original Building & Addition 1]	C1030 Fittings - Millwork - Original Building & Addition 1	\$ 166,860	
Replacement [C201001 Interior Stair Construction - Original Building]	C201001 Interior Stair Construction - Original Building	\$ 10,300	
Replacement [C3010 Wall Finishes - Paint Wall Covering - Original Building, Addition 1 & 2]	C3010 Wall Finishes - Paint Wall Covering - Original Building, Addition 1 & 2	\$ 255,440	
Replacement [C3020 Floor Finishes - Addition 2]	C3020 Floor Finishes - Carpeting - Addition 2	\$ 25,750	
Replacement [C3020 Floor Finishes - Vinyl Floor Tiles - Original Building, Addition 1 & 2]	C3020 Floor Finishes - Vinyl Floor Tiles - Original Building, Addition 1 & 2	\$ 27,810	

Event	Element	Net Cost	*
Replacement [C3030 Ceiling Finishes - Suspended Acoustic Tiles - Original Building Addition 1 & 2]	C3030 Ceiling Finishes - Suspended Acoustic Tiles - Original Building Addition 1 & 2	\$122,570	
Replacement [D1010 Elevators & Lifts - Addition 1]	D1010 Elevators & Lifts - Addition 1	\$ 46,350.	
Replacement [D2010 Plumbing Fixtures - Addition 1]	D2010 Plumbing Fixtures - Addition 1	\$ 51,500	
Replacement [D2010 Plumbing Fixtures - Original Building]	D2010 Plumbing Fixtures - Original Building	\$ 41,200	
Replacement [D2020 Domestic Water Distribution - Original Building]	D2020 Domestic Water Distribution - Original Building	\$206,000	
Replacement [D301002 Gas Supply System - Addition 1]	D301002 Gas Supply System - Addition 1	\$ 103,000	*
Replacement [D304007 Exhaust Systems - Original Building]	D304007 Exhaust Systems - Original Building	\$24,720	
Replacement [G2030 Pedestrian Paving - Concrete]	G2030 Pedestrian Paving - Concrete	\$46,350	
Replacement [G204001 Fencing & Gates - Site]	G204001 Fencing & Gates - Site	\$75,190	
Replacement [G204007 Playing Fields - Site]	G204007 Playing Fields - Paved - Site	\$ 96,820	
Replacement [G30 Site Civil/Mechanical Utilities - Site]	G30 Site Civil/Mechanical Utilities - Site	\$647,870	
Study [D2020 Domestic Water Distribution - Original Building]	D2020 Domestic Water Distribution - Original Building	\$ 10,300	
Study [D304003 Heating/Chilling water distribution systems - Original Building]	D304003 Heating/Chilling water distribution systems - Original Building	\$ 10,300	
Replacement [D304008 Air Handling Units - Addition 1]	D304008 Air Handling Units - Addition 1	\$154,500	
Replacement [C1030 Fittings - Washroom Partition - Entire Building]	C1030 Fittings - Washroom Partition - Entire Building	\$ 21,630	
Replacement [D502002 Lighting Equipment - Addition 1]	D502002 Lighting Equipment - Addition 1	\$ 25,750	
Replacement [D302002 Hot Water Boilers - Original Building]	D302002 Hot Water Boilers - Original Building	\$ 103,000	
Replacement [B2020 Exterior Windows - Original Building]	B2020 Exterior Windows - Original Building	\$ 10,300	
*Completed	TOTAL	\$ 3,920,180	

UTILITY COSTS *

Utility Cost Total: \$95,889

Utility Costs: \$1.36 sq. ft. / \$14.68 sq. m.

Utility Cost per Student: \$264

*based on complete 2015-2016 data

ACCESSIBILITY MEASURES

Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier free)

Monsignor Clancy Catholic Elementary School has no accessible washroom on the first or second floor.

ACCESSIBILITY NEEDS	ESTIMATED COST
Courtyard bus drop off front entrance doors - fit with power door operators and adjust door threshold	\$ 4,500.00
Main Office – counter modifications and door clearance or operator installation	\$ 4,500.00
Cafeteria door – requires clearance or operator installed	\$ 3,000.00
Library counter modification and door clearance or operator installed	\$ 3,000.00
Existing ground floor corridor ramps require handrail pair installed, floor elevation in two locations	\$ 1,200.00
Classroom door widths and/or door lever handle upgrades	\$ 75,000.00
School stage requires lift installation	\$ 50,000.00
Change rooms require accommodation for barrier free or separate change room created	\$ 50,000.00
Upgrades to existing barrier free washrooms and/or add new universal washroom on both floor levels	\$ 30,000.00
Auditorium requires barrier free allocation and power door operator	\$ 5,000.00
Chapel requires door operator and wheel chair designated spaces	\$ 3,000.00
Total Accessibility Needs	\$ 229,200.00

No. of Parking Spaces: 110 spaces including 2 accessible spaces

Adequacy of Bus/Car Access & Egress:

The space for bus loading and unloading is adequate at Monsignor Clancy Catholic Elementary School.

All six (6) large buses, one small bus, one wheelchair accessible bus and two cars fit into the loading zone on the school site located off of Sullivan Avenue.

TRANSPORTATION INFORMATION

Average Student Distant to School (km):	2.64 km
% Students Eligible for Transportation:	61.7%
Longest Bus Route Time (minutes):	31 - 40 minutes (2 students)
Shortest Bus Route Time (minutes):	0 – 10 minutes (165 students)
Average Bus Route Time (minutes):	10 minutes

INSTRUCTIONAL PROFILE

No. of Teaching Staff:	15 Classroom Teachers
No. of Itinerant Staff:	2 Arts Coaches travel to Monsignor Clancy to deliver Arts Programming for 79 school days 0.5 Education Resource Teacher shared with St. Charles Catholic Elementary 0.5 Prep & Planning Teacher
No. of Administrative Staff:	1 Principal
No. of Support Staff:	1.5 Educational Resource Teachers (.5 Itinerant) 2 French as a Second Language Teachers
No. of Non-Teaching Staff:	3.25 caretakers, 1 secretary
Available Programs:	Students begin elementary school at St. Charles Catholic Elementary School, from Kindergarten to Grade 3, and then come to Monsignor Clancy. Elementary Programming continues to be based on Ontario Curriculum from Grade 4 to Grade 8

Grade Configuration: Grade 4 to Grade 8

No. of Students Out-of-Catchment: 21 **No. of Students Attending Elsewhere:** 26

Grade Organization:

- 2 Grade 4 - 24/24 Students
- 1 Grade 4/5 Split - 9/9 students
- 2 Grade 5 - 24/25 students
- 3 Grade 6 - 23/22/21 students
- 3 Grade 7 - 29/25/28 students
- 3 Grade 8 - 26/28/24 students
- 1 Learning Strategies Class (Grades 4 - 8) - 8 students

Extracurricular Activities: Junior/Senior Cross-Country, Track and Field, Soccer, Basketball, Volleyball, Dance team, Scrabble, Chess, Intramural indoor hockey for Grade 7/8
Relaxation Station is a classroom dedicated for indoor recess student created clubs and activities

Specialized Service Offerings: One Learning Strategies Class available to students throughout the Board for students from Grade 4-8 that currently has 8 students

Historical and Projected Enrolment Summary by Grade												
	HISTORICAL 2014/ 2015	HISTORICAL 2015/ 2016	Year 1 2016/ 2017	Year 2 2017/ 2018	Year 3 2018/ 2019	Year 4 2019/ 2020	Year 5 2020/ 2021	Year 6 2021/ 2022	Year 7 2022/ 2023	Year 8 2023/ 2024	Year 9 2024/ 2025	Year 10 2025/ 2026
JK												
SK												
1												
2												
3												
4	69	58	57	76	58	65	55	70	63	62	64	65
5	76	69	58	62	78	60	67	57	72	63	64	65
6	74	81	66	63	64	80	63	70	60	73	65	66
7	75	78	82	71	65	66	83	66	73	60	74	67
8	69	74	78	86	72	67	68	85	68	72	62	76
Total	363	360	341	356	337	339	337	347	335	331	329	339
Capacity	573	573	573	573	573	573	573	573	573	573	573	573
Utilization	63%	63%	60%	62%	59%	59%	59%	61%	58%	58%	57%	59%

OTHER SCHOOL USE PROFILE

Description of Suitability for Facility Partnerships:

On November 30, 2016 our Board hosted its annual Community Planning and Partnerships meeting. The meeting provided community partners information such as our Board’s profile, purpose of the meeting, discussion of our Community Planning and Partnerships Policy, our Long Term Accommodation Plan, Expression of Interest Form for potential partnerships and schools eligible for partnerships. Organizations were requested to bring relevant planning information regarding their needs/plans to the meeting.

A number of schools eligible for a partnership(s) were presented at the meeting. The PowerPoint presentation shown at the meeting was also posted on the Board’s website.

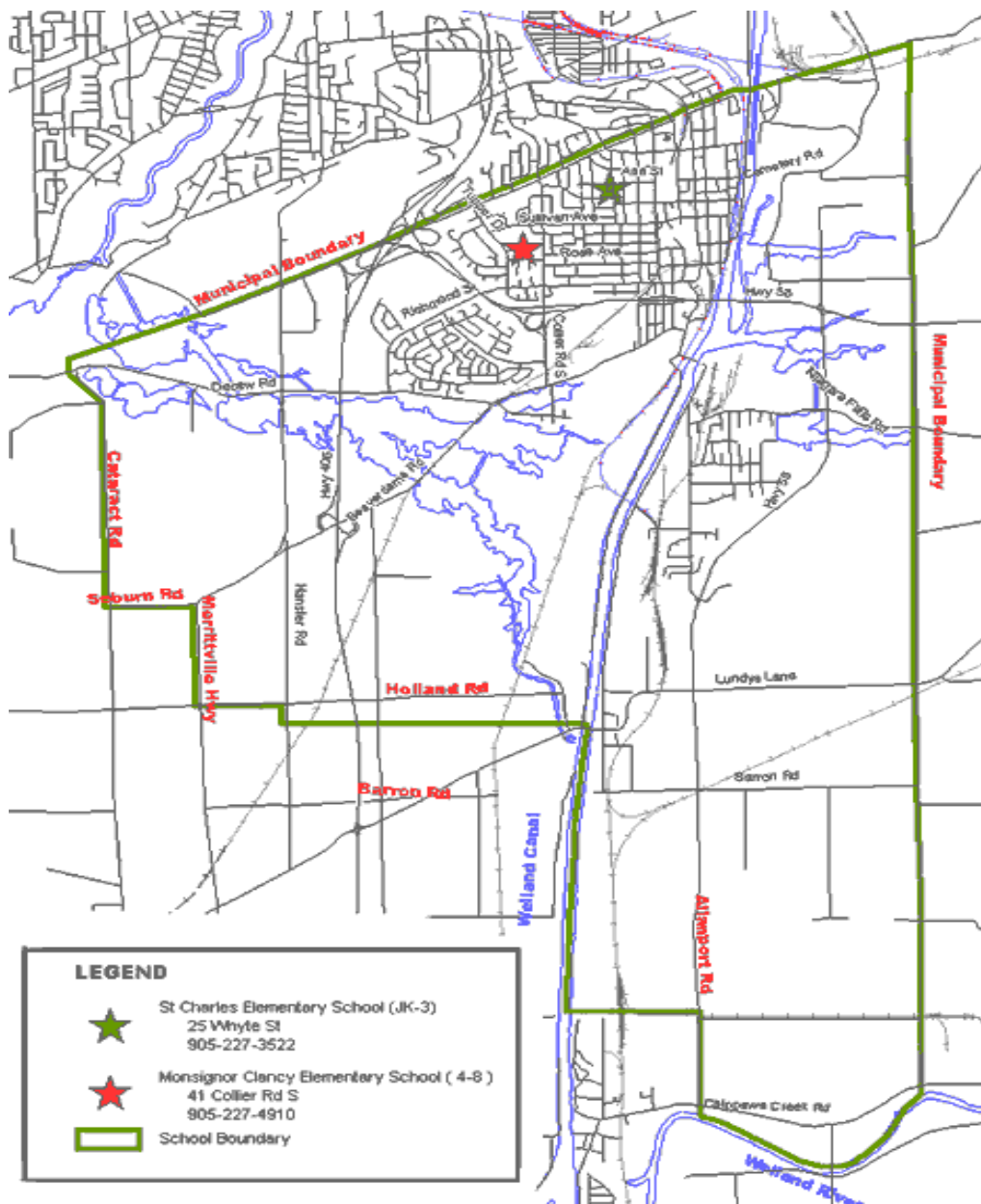
Notifications regarding this meeting were placed in local newspapers and invitations were also sent directly to a number of organizations.

To date no partnership proposals have been submitted to the Board subsequent to the above meeting for neither St. Charles nor Monsignor Clancy Catholic Elementary Schools.

PARTNERSHIP OVERVIEW	
Current non-School programs or services: Catholic Resource Centre Revenue: \$0.00 Cost Recovery: No	Current Facility Partnerships: Niagara Nutrition Partners Revenue: \$0.00 Cost Recovery: N/A
Community Use of School: 5405 permitted hours in 2015-2016 Revenue: \$8,866 Cost Recovery: No	Before and After School Programs: No Revenue: \$0.00 Cost Recovery: No
Current Leases: No Revenue: \$0.00 Cost Recovery: No	

Monsignor Clancy & St. Charles Catholic Elementary Schools

- East: Commencing on the City Boundary (Thorold & Niagara Falls – Thorold Townline Rd – centerline) to
- South: and its projection) to the Welland Canal to a line halfway between Holland Rd and Barron Rd to
- West: Hansler Rd to Merrittville Hwy to Seburn Rd (and its projection) to the township lot line between lots 86 and 87 and lots 63 and 64 to
- North: the City Boundary (Thorold & St Catharines – St Davids Rd and Townline Rd – centerlines) to the point of commencement on the City Boundary (between Thorold and Niagara Falls)



CITY OF THOROLD









Official Plan

SCHEDULE 'A-1'

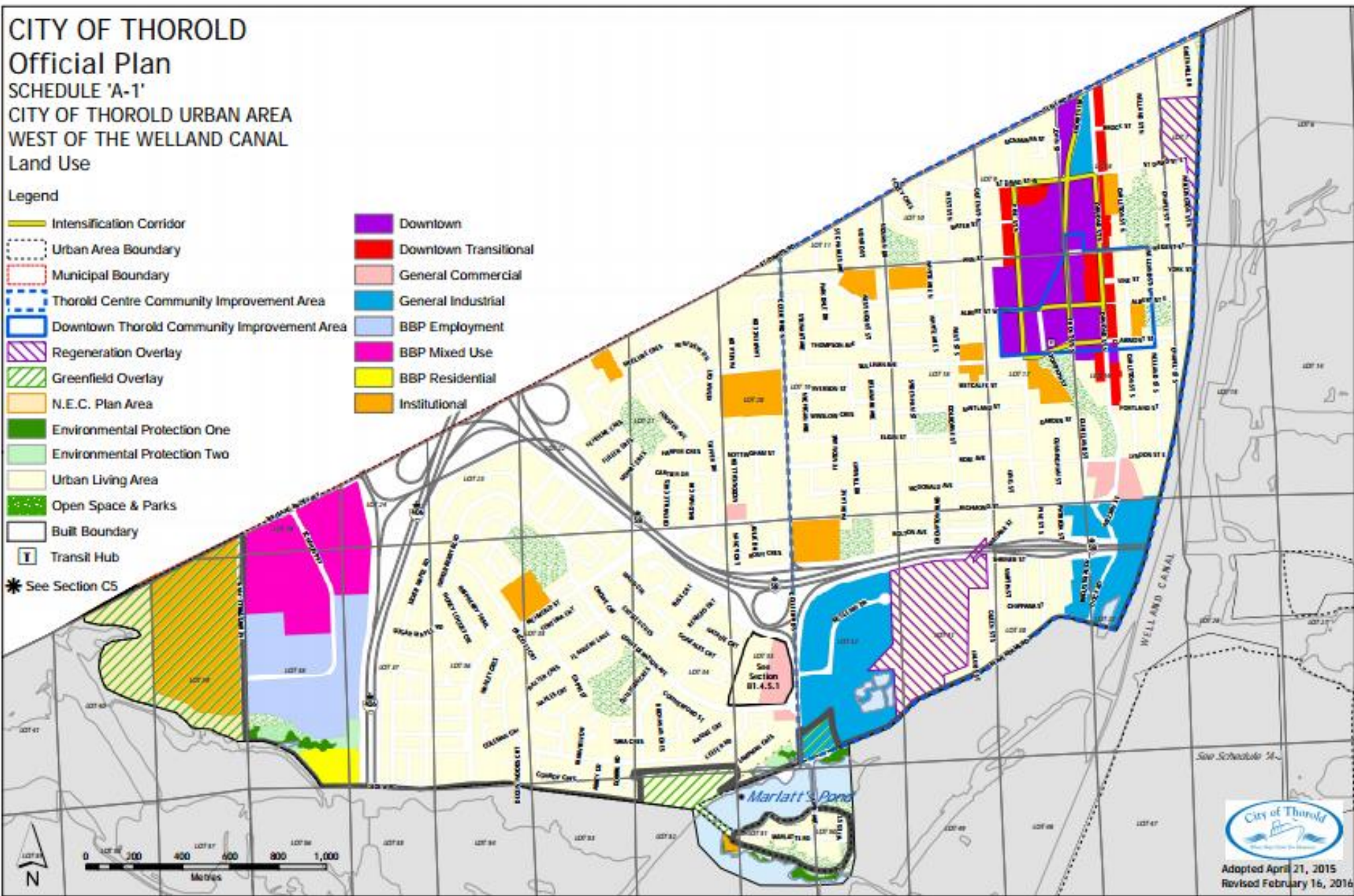
CITY OF THOROLD URBAN AREA WEST OF THE WELLAND CANAL

Land Use

Legend

-  Intensification Corridor
-  Urban Area Boundary
-  Municipal Boundary
-  Thorold Centre Community Improvement Area
-  Downtown Thorold Community Improvement Area
-  Regeneration Overlay
-  Greenfield Overlay
-  N.E.C. Plan Area
-  Environmental Protection One
-  Environmental Protection Two
-  Urban Living Area
-  Open Space & Parks
-  Built Boundary
-  Transit Hub
-  * See Section C5

-  Downtown
-  Downtown Transitional
-  General Commercial
-  General Industrial
-  BBP Employment
-  BBP Mixed Use
-  BBP Residential
-  Institutional



See Schedule 14



Adopted April 21, 2015
Revised February 16, 2016

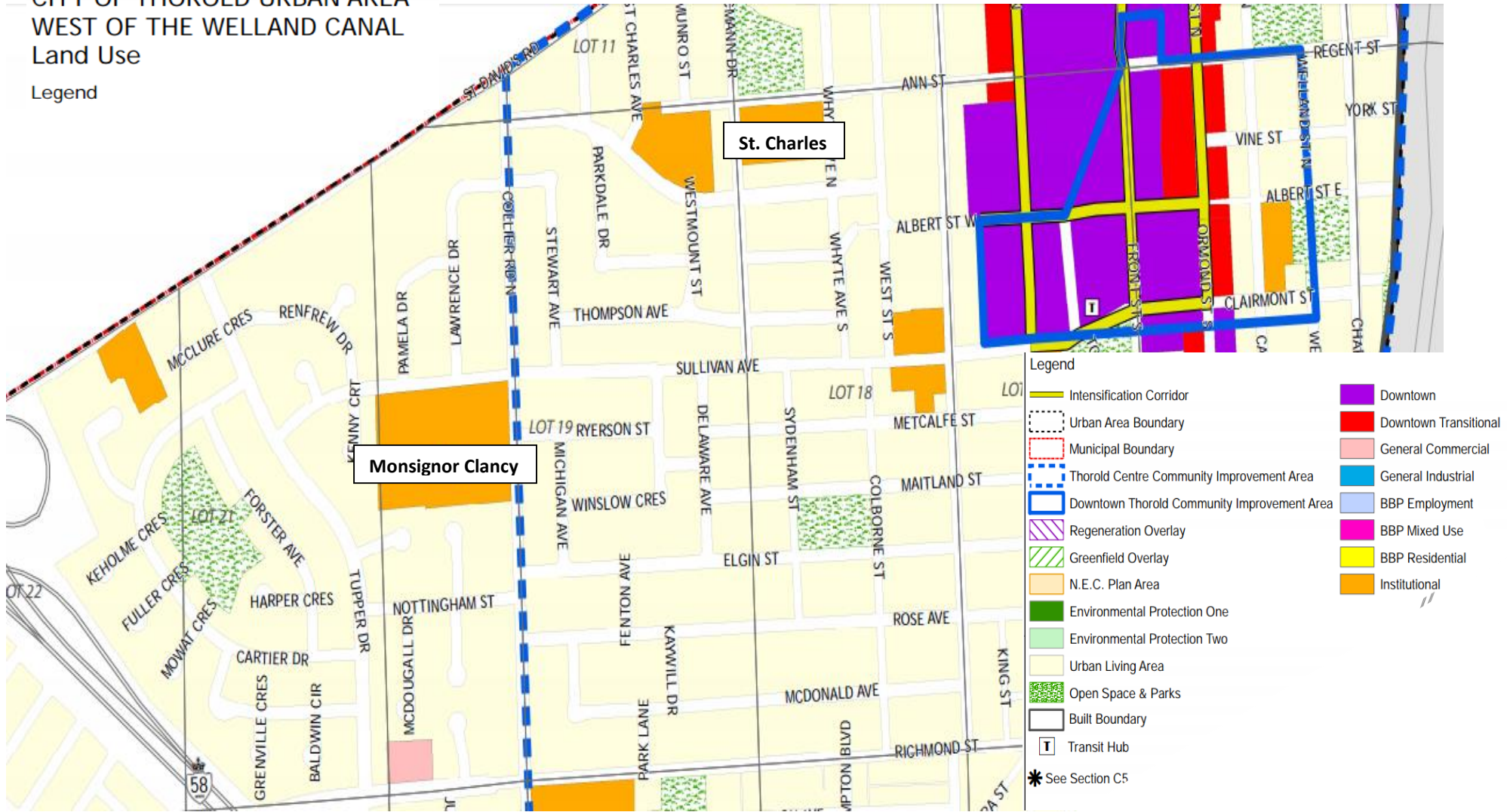
CITY OF THOROLD

Official Plan

SCHEDULE 'A-1'

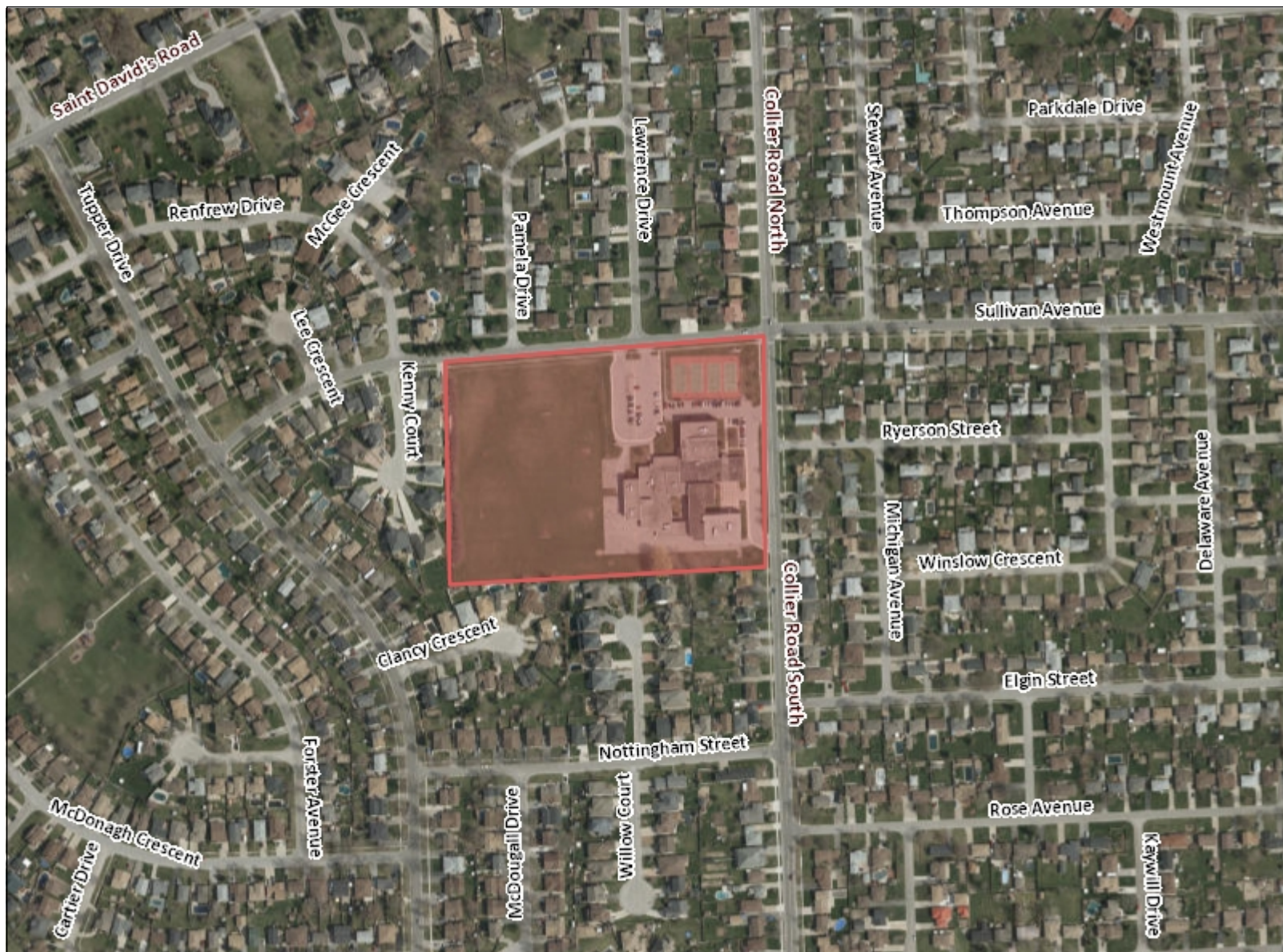
CITY OF THOROLD URBAN AREA WEST OF THE WELLAND CANAL Land Use

Legend



- Legend
- Intensification Corridor
 - Urban Area Boundary
 - Municipal Boundary
 - Thorold Centre Community Improvement Area
 - Downtown Thorold Community Improvement Area
 - Regeneration Overlay
 - Greenfield Overlay
 - N.E.C. Plan Area
 - Environmental Protection One
 - Environmental Protection Two
 - Urban Living Area
 - Open Space & Parks
 - Built Boundary
 - T Transit Hub
 - * See Section C5
 - Downtown
 - Downtown Transitional
 - General Commercial
 - General Industrial
 - BBP Employment
 - BBP Mixed Use
 - BBP Residential
 - Institutional

Monsignor Clancy Catholic Elementary School



Legend

Streets Labels

0.3 0 0.13 0.3 Kilometers

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Notes

41 Collier Road,
Thorold, Ontario



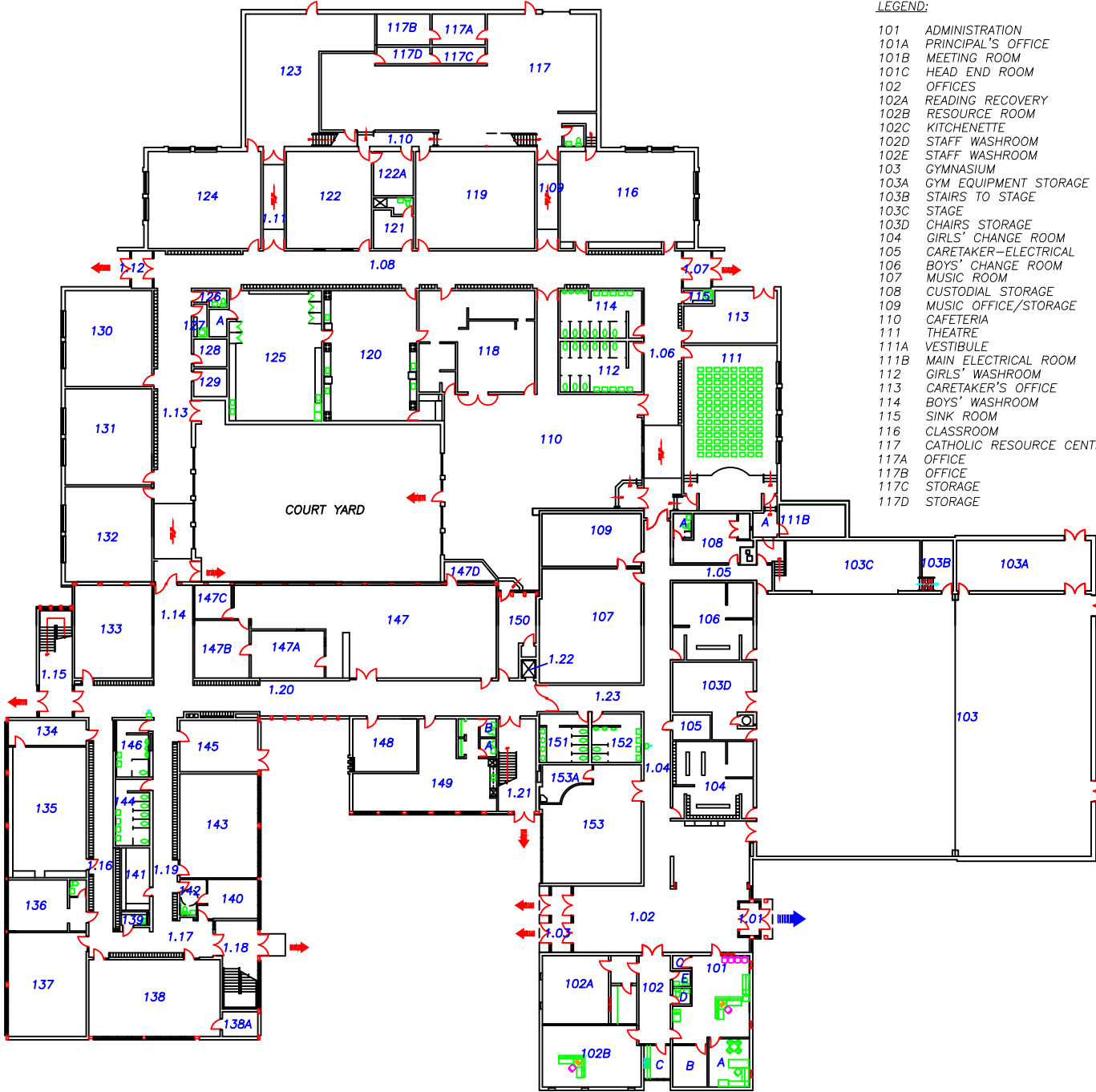
NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

FIRM NAME AND ADDRESS
 NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
 427 RICE ROAD, WIELAND, ONTARIO, L3C 7G1, (905) 735-0240

GENERAL NOTES
 TOTAL SCHOOL AREA 6533 SQ.M.
 PROPERTY AVERAGE 46500 SQ.M.

PROJECT NAME AND ADDRESS
 MONSIGNOR CLANCY ELEMENTARY SCHOOL
 41 COLLIER RD S, THOROLD, ON, L2V 3S9

DWG. NO. 1399f
 REVISION SEPTEMBER 2016
 DATE JUNE 1997
 SCALE NTS
 SHEET TITLE GROUND FLOOR PLAN
 DRAWN BY T. LABBANZ



LEGEND:

- | | |
|------------------------------|--------------------------|
| 101 ADMINISTRATION | 118 KITCHEN |
| 101A PRINCIPAL'S OFFICE | 119 CLASSROOM |
| 101B MEETING ROOM | 120 CLASSROOM |
| 101C HEAD END ROOM | 121 SENSORY ROOM |
| 102 OFFICES | 122 CLASSROOM |
| 102A READING RECOVERY | 122A SERVER ROOM |
| 102B RESOURCE ROOM | 123 TECHNOLOGY LAB |
| 102C KITCHENETTE | 124 CLASSROOM |
| 102D STAFF WASHROOM | 125 CLASSROOM |
| 102E STAFF WASHROOM | 125A STORAGE |
| 103 GYMNASIUM | 126 STAFF WASHROOM |
| 103A GYM EQUIPMENT STORAGE | 127 SINK ROOM |
| 103B STAIRS TO STAGE | 128 OFFICE-COT |
| 103C STAGE | 129 OFFICE-GRADE 8 |
| 103D CHAIRS STORAGE | 130 CLASSROOM |
| 104 GIRLS' CHANGE ROOM | 131 CLASSROOM |
| 105 CARETAKER-ELECTRICAL | 132 CLASSROOM |
| 106 BOYS' CHANGE ROOM | 133 CLASSROOM |
| 107 MUSIC ROOM | 134 SCIENCE STORAGE |
| 108 CUSTODIAL STORAGE | 135 CLASSROOM |
| 109 MUSIC OFFICE/STORAGE | 136 LIFE SKILLS ROOM |
| 110 CAFETERIA | 137 CLASSROOM |
| 111 THEATRE | 138 CLASSROOM |
| 111A VESTIBULE | 139 CUSTODIAN |
| 111B MAIN ELECTRICAL ROOM | 140 OFFICE |
| 112 GIRLS' WASHROOM | 141 MECHANICAL ROOM |
| 113 CARETAKER'S OFFICE | 142 ACCESSIBLE WASHROOM |
| 114 BOYS' WASHROOM | 143 CLASSROOM |
| 115 SINK ROOM | 144 GIRLS' WASHROOM |
| 116 CLASSROOM | 145 FURNACE ROOM |
| 117 CATHOLIC RESOURCE CENTRE | 146 BOYS' WASHROOM |
| 117A OFFICE | 147 LIBRARY/COMPUTERS |
| 117B OFFICE | 147A LIBRARY OFFICE |
| 117C STORAGE | 147B LIBRARY WORK ROOM |
| 117D STORAGE | 147C HEAD END ROOM |
| | 147D STORAGE |
| | 148 FRENCH OFFICE |
| | 149 STAFF ROOM |
| | 149A STAFF WASHROOM |
| | 149B STAFF WASHROOM |
| | 150 PHOTOCOPY ROOM |
| | 151 GIRLS' WASHROOM |
| | 152 BOYS' WASHROOM |
| | 153 CHAPEL |
| | 153A CHAPEL STORAGE ROOM |
-
- | |
|---------------------|
| 1.01 MAIN VESTIBULE |
| 1.02 LOBBY |
| 1.03 VESTIBULE |
| 1.04 CORRIDOR |
| 1.05 CORRIDOR |
| 1.06 CORRIDOR |
| 1.07 VESTIBULE |
| 1.08 CORRIDOR |
| 1.09 CORRIDOR |
| 1.10 CORRIDOR |
| 1.11 CORRIDOR |
| 1.12 VESTIBULE |
| 1.13 CORRIDOR |
| 1.14 CORRIDOR |
| 1.15 STAIRWELL |
| 1.16 CORRIDOR |
| 1.17 CORRIDOR |
| 1.18 STAIRWELL |
| 1.19 CORRIDOR |
| 1.20 CORRIDOR |
| 1.21 STAIRWELL |
| 1.22 ELEVATOR |
| 1.23 CORRIDOR |





NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

FIRM NAME AND ADDRESS

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
427 RICE ROAD, WELAND, ONTARIO, L3C 7C1, (905) 735-0240

PROJECT NAME AND ADDRESS

MONSIGNOR CLANCY ELEMENTARY SCHOOL
41 COLLIER RD S, THOROLD, ON, L2V 3S9

GENERAL NOTES

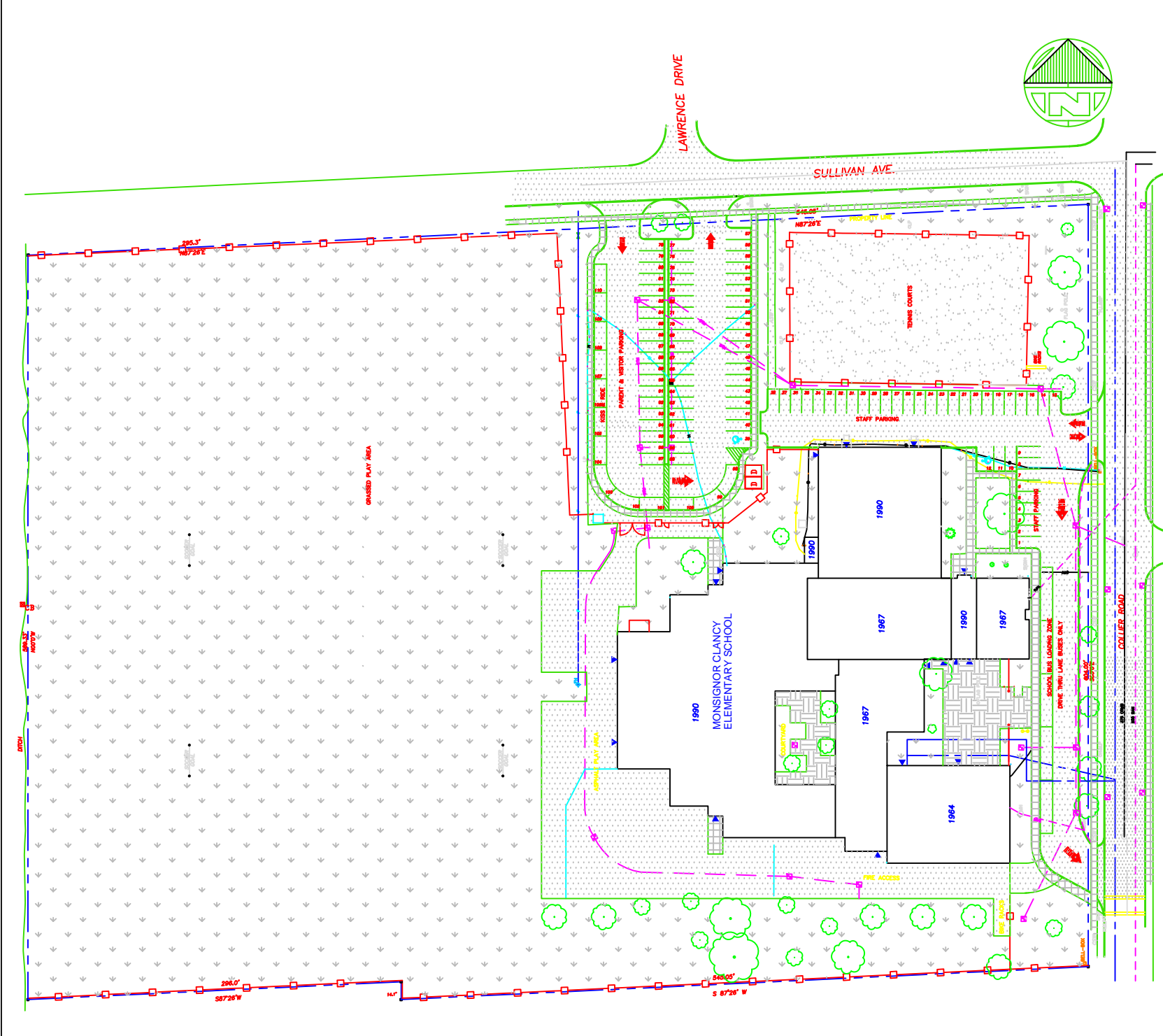
TOTAL SCHOOL AREA 6533 SQ.M.
PROPERTY ACREAGE 46500 SQ.M.




DWG. NO.	REVISION	SHEET TITLE
139sf	SEPTEMBER 2016	SECOND FLOOR PLAN
DATE	SCALE	DRAWN BY
JUNE 1997	NTS	T. LABBANZ



- LEGEND:**
- 201 PHYSIOTHERAPY/PHOTOCOPY
 - 202 ACCESSIBLE WASHROOM
 - 203 CLASSROOM
 - 203A SINK ROOM
 - 203B STORAGE
 - 204 CLASSROOM
 - 205 CLASSROOM
 - 206 STORAGE ROOM
 - 207 CLASSROOM
 - 208 CLASSROOM
 - 209 CLASSROOM
 - 210 CLASSROOM
 - 211 CLASSROOM
 - 212 CLASSROOM
 - 212A STORAGE ROOM
 - 213 CARETAKER
 - 214 CLASSROOM
 - 215 MECHANICAL ROOM
 - 216 STORAGE
 - 217 BOYS' WASHROOM
 - 218 CLASSROOM
 - 219 GIRLS' WASHROOM
 - 220 STORAGE
 - 221 STORAGE
 - 222 MECHANICAL ROOM
-
- 2.01 STAIRWELL
 - 2.02 CORRIDOR
 - 2.03 STAIRWELL
 - 2.04 CORRIDOR
 - 2.05 CORRIDOR
 - 2.06 STAIRWELL
 - 2.07 CORRIDOR



 NIAGARA CATHOLIC DISTRICT SCHOOL BOARD	FIRM NAME AND ADDRESS NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240		GENERAL NOTES SCHOOL AND PROPERTY ADDITIONS:	
	PROJECT NAME AND ADDRESS MONSIGNOR CLANCY ELEMENTARY SCHOOL 41 COLLIER RD S, THOROLD, ON, L2V 3S9		1964 1967 1990	1377 SQ.M. 2583 SQ.M. 2573 SQ.M.
DWG.NO. 139sp	REVISION SEPTEMBER 2016	SHEET TITLE SITE PLAN	TOTAL SCHOOL AREA TOTAL PROPERTY ACREAGE	
DATE JUNE 1997	SCALE NTS	DRAWN BY T. LABBANZCZ	6533 SQ.M. 46500 SQ.M.	



Niagara Catholic District School Board School Information Profile St. Charles Catholic Elementary School

FACILITY PROFILE

School Address: 25 Whyte Street, Thorold

School Attendance Area Map (attached)

Two Planning Maps (attached)

Air Photo of St. Charles Catholic Elementary School and surrounding area (attached)

Year of Construction	1950
Year of Addition(s)	1953, 1956, 1989, 2000
On the Ground Capacity	418
Utilization	67%
Site (Acres)	3.5
Site (Hectares)	1.42
Building Area (sq. ft.)	38,525
Building Area (sq. m.)	3,690

Classrooms: 11

Library Resource Rooms: 1 **Staff Rooms:** 1

Kindergarten Rooms: 6

Computer Labs: 0

Child Care Rooms: 0

Special Education Rooms: 1

Science Rooms: 0

Other Instructional Spaces: 0

Resource Rooms: 0

Gymnasium: 1 single gym

No. of Portables: 0

Other: ERT/Book room

Floor Plans (attached)

Area of Green Space: 44,034 sq. ft. / 4,091 sq. m.

Area of Hard Surface: 22,460 sq. ft. / 2,087 sq. m.

No. of Play Fields: 1 playfield

Outdoor Facilities: playground equipment

Site Plan (attached)

Parish: Our Lady of the Holy Rosary Church
21 Queen St S, Thorold

Proximity to School (km): .34 miles / 0.55 km

10 YEAR FACILITY IMPROVEMENT SUMMARY

Budget Year	Description	Net Cost
2006-2007	Washroom renovation phase one	\$ 55,460
2006-2007	Water line replacement	\$ 21,264
2006-2007	Card access system	\$ 9,006
2006-2007	Washroom renovation - office and staff	\$ 11,735
2006-2007	Electrical repairs	\$ 120
2006-2007	Boiler system upgrade	\$ 362
2006-2007	Washroom renovation phase two	\$ 61,149
2006-2007	Air conditioner in room 116 - install	\$ 3,557
2007-2008	Quiet room 127 provide and room 129 withdrawal	\$ 24,234
2007-2008	Shades (roller shades) in rooms 132 and 133 - provide	\$ 2,363
2007-2008	Washroom renovation - completion	\$ 2,420
2007-2008	Card access	\$ 213
2007-2008	Surveillance system for portables - provide	\$ 1,046
2007-2008	GPS Clock System	\$ 7,599
2008-2009	Washroom (accessible washroom) renovation	\$ 8,978
2008-2009	Blinds for room 108- provide	\$ 1,544
2009-2010	Security panel - upgrade	\$ 5,805
2009-2010	Occupancy lighting control systems - Provide	\$ 3,273
2009-2010	Boilers - replace	\$ 32,208
2009-2010	Parking - provide new kiss and ride lane and additional parking spaces	\$ 6,036
2009-2010	Portable on site - relocate	\$ 17,332
2010-2011	Boilers - replace	\$ 1,027
2010-2011	Parking - provide new kiss and ride lane and additional parking spaces	\$ 88,032
2010-2011	Portable on site - relocate	\$ 2,515
2010-2011	Window shades - replace	\$ 4,111
2010-2011	Sanitary Sewer - Replace	\$ 9,173
2011-2012	Expansion - FDK - 6 Classroom Expansion	\$ 1,187,569
2011-2012	Light - Gymnasium lighting - replace	\$ 10,217
2011-2012	Light fixture replacement during FDK construction.	\$ 15,000
2012-2013	Expansion - FDK - 6 Classroom Expansion	\$ 54,582
2012-2013	Roof replacement - Partial	\$ 12,498
2013-2014	Roof replacement - Partial	\$ 2,554
	Grand Total	\$ 1,662,982

Facility Condition Index (FCI) Description: FCI is determined by the ratio between the 5-year renewal needs and the replacement value of the school. A higher FCI indicates a higher cost to repair the facility. **FCI: 24%**

PROJECTED 5 YEAR RENEWAL NEEDS

Event	Element	2011-2015 Cost
Replacement [D2020 Domestic Water Distribution - Domestic Water Heaters]	D2020 Domestic Water Distribution - Domestic Water Heaters	\$20,600
Replacement [D2020 Domestic Water Distribution - 1950 Original 1953 & 1956 Addition - Plumbing Piping Systems]	D2020 Domestic Water Distribution - 1950 Original 1953 & 1956 Addition - Plumbing Piping Systems	\$108,150
Replacement [D304003 Heating/Chilling water distribution systems - 1950 Original, 1953 & 1956 Addition]	D304003 Heating/Chilling water distribution systems - 1950 Original, 1953 & 1956 Addition	\$309,000
Replacement [D304007 Exhaust Systems - Entire Building except 2000 Addition]	D304007 Exhaust Systems - Entire Building except 2000 Addition	\$ 18,025
Replacement [D3050 Terminal & Package Units - Entire Building except 2000 Addition]	D3050 Terminal & Package Units - Entire Building except 2000 Addition	\$442,900
Replacement [D3060 Controls & Instrumentation - Entire Building except 2000 Addition]	D3060 Controls & Instrumentation - Entire Building except 2000 Addition	\$ 257,500
Replacement [D501002 Secondary - 1950 Original, 1953 & 1956 Addition]	D501002 Secondary - 1950 Original, 1953 & 1956 Addition	\$ 72,100
Replacement [D502001 Branch Wiring - Original Building]	D502001 Branch Wiring - 1950 Original, 1953 & 1956 Addition	\$267,800
Replacement [D502002 Lighting Equipment - Entire Building except 2000 Addition]	D502002 Lighting Equipment - Entire Building except 2000 Addition	\$ 32,445
Replacement B2010 Exterior Walls - All Sections - Exterior Paint	B2010 Exterior Walls - All Sections - Exterior Paint	\$ 25,750
Replacement B2030 Exterior Doors - Section 1950, 1953, 1956 and 1989 - Doors and Hardware	B2030 Exterior Doors - Section 1950, 1953, 1956 and 1989 - Doors and Hardware	\$ 37,080
Replacement B3010 Roof Coverings - Section A	B3010 Roof Coverings - Section A	\$ 100,940
Replacement B3010 Roof Coverings - Section F	B3010 Roof Coverings - Section F	\$65,920
Replacement C1020 Interior Doors - 1956 Addition - Doors and Hardware	C1020 Interior Doors - 1956 Addition - Doors and Hardware	\$40,170
Replacement C1030 Fittings - 1956 Addition - Millwork	C1030 Fittings - 1956 Addition - Millwork	\$ 61,800
Replacement C3010 Wall Finishes - 1956 and 1989 Sections - Paint Wallcovering	C3010 Wall Finishes - 1956 and 1989 Sections - Paint Wallcovering	\$ 92,700
Replacement C3020 Floor Finishes - 1953 and 2000 Addition - Carpeting	C3020 Floor Finishes - 1953 and 2000 Addition - Carpeting	\$ 20,600
Replacement C3030 Ceiling Finishes - 1956 Addition - Acoustic Tile Ceiling	C3030 Ceiling Finishes - 1956 Addition - Acoustic Tile Ceiling	\$ 61,800
Study [D2020 Domestic Water Distribution - 1950 Original 1953 & 1956 Addition - Plumbing Piping Systems]	D2020 Domestic Water Distribution - 1950 Original 1953 & 1956 Addition - Plumbing Piping Systems	\$10,300
Study [D502001 Branch Wiring - 1950 Original, 1953 & 1956 Addition]	D502001 Branch Wiring - 1950 Original, 1953 & 1956 Addition	\$10,300
TOTAL		\$ 2,055,880

UTILITY COSTS *

Utility Cost Total: \$43,006

Utility Costs: \$1.09 sq. ft. / \$11.65 sq. m.

Utility Cost per Student: \$148

*based on complete 2015-2016 data

ACCESSIBILITY MEASURES

Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier free)

St. Charles Catholic Elementary School has no identified accessibility issues at this time.

ACCESSIBILITY NEEDS	ESTIMATED COST
Main office requires counter upgrades and operator	4,500
Library requires counter upgrades and operator	4,500
Stage requires lift installation	50,000
Drinking fountain modifications	30,000
Classroom door widths and/or door lever handle upgrades	75,000
Total Accessibility Needs	\$ 164,000

No. of Parking Spaces: 52 spaces including 1 accessible spaces

Adequacy of Bus/Car Access & Egress:

The space for bus loading and unloading is adequate at St. Charles Catholic Elementary School.

The five (5) large buses and one small bus load and unload student in the bus loading zone located on Whyte Avenue, in front of the school.

The loading zone length fits four (4) large buses. In the morning, buses arrive with enough stagger between them to never require any buses to wait outside of the loading zone to unload.

In the afternoon, one large bus and one small bus wait until two buses have left the school before entering the loading zone.

The school's practice of loading one bus at a time so buses waiting for space in the loading zones are not delayed because of the lack of space.

The wheelchair accessible vehicle loads and unloads on the site off of Whyte Avenue using the school's handicap accessible parking and school access.

Cars load and unload students in the school parking lot off of Ann Street.

TRANSPORTATION INFORMATION

Average Student Distant to School (km):	3.24 km
% Students Eligible for Transportation:	73%
Longest Bus Route Time (minutes):	31 - 40 minutes (3 students)
Shortest Bus Route Time (minutes):	0 – 10 minutes (90 students)
Average Bus Route Time (minutes):	13 minutes

INSTRUCTIONAL PROFILE

No. of Teaching Staff:	14 Classroom Teachers
No. of Itinerant Staff:	1 Arts Coach travels to St. Charles to deliver Arts Programming for 67 school days .5 Prep & Planning Teacher .5 Resource Teacher – shared with Monsignor Clancy
No. of Administrative Staff:	1 Principal, .86 Secretary
No. of Support Staff:	4 Early Childhood Educators 1.5 Educational Resource Teachers (.5 Itinerant) 1.67 French as a Second Language Teachers
No. of Non-Teaching Staff:	2.5 caretakers

Available Programs: Elementary Programming offered as based on Ontario Curriculum from Kindergarten to Grade 3 students then attend Monsignor Clancy Catholic Elementary School to finish elementary (Grade 4 to Grade 8)

Grade Configuration: Kindergarten to Grade 3

No. of Students Out-of-Catchment: 22 **No. of Students Attending Elsewhere:** 14

Grade Organization:
 4 ELKP – 24/26/26/24 students
 3 Grade 1 – 20/18/19 students
 2 Grade 2 – 21/22 students
 1 Grade 2/3 Split – 9/11 students
 3 Grade 3 – 19/20/20 students
 1 Learning Strategies Class (Grades 1-3) - 6 students

Extracurricular Activities: Intramurals during lunch, Chess, Dance Team, ECO Team, Parade Involvement, Yearbook, Play Day, Talent Show, Track and Field, Kids Helping Kids

Specialized Service Offerings: One Learning Strategies Class available to students throughout the Board for students from Grades 1 - 3 that currently has 6 students

Historical and Projected Enrolment Summary by Grade												
	HISTORICAL 2014/ 2015	HISTORICAL 2015/ 2016	Year 1 2016/ 2017	Year 2 2017/ 2018	Year 3 2018/ 2019	Year 4 2019/ 2020	Year 5 2020/ 2021	Year 6 2021/ 2022	Year 7 2022/ 2023	Year 8 2023/ 2024	Year 9 2024/ 2025	Year 10 2025/ 2026
JK	47	46	56	52	53	55	58	60	63	63	65	67
SK	53	53	44	61	54	56	58	60	62	63	64	66
1	78	52	57	48	63	56	58	59	61	61	63	64
2	58	78	52	61	50	65	58	60	61	61	62	64
3	57	62	71	55	62	52	66	59	61	61	62	63
Total	293	291	280	277	283	284	297	298	308	308	316	324
Capacity	418	418	418	418	418	418	418	418	418	418	418	418
Utilization	70%	70%	67%	66%	68%	68%	71%	71%	74%	74%	76%	78%

OTHER SCHOOL USE PROFILE

Description of Suitability for Facility Partnerships:

On November 30, 2016 our Board hosted its annual Community Planning and Partnerships meeting. The meeting provided community partners information such as our Board’s profile, purpose of the meeting, discussion of our Community Planning and Partnerships Policy, our Long Term Accommodation Plan, Expression of Interest Form for potential partnerships and schools eligible for partnerships. Organizations were requested to bring relevant planning information regarding their needs/plans to the meeting.

A number of schools eligible for a partnership(s) were presented at the meeting. The PowerPoint presentation shown at the meeting was also posted on the Board’s website.

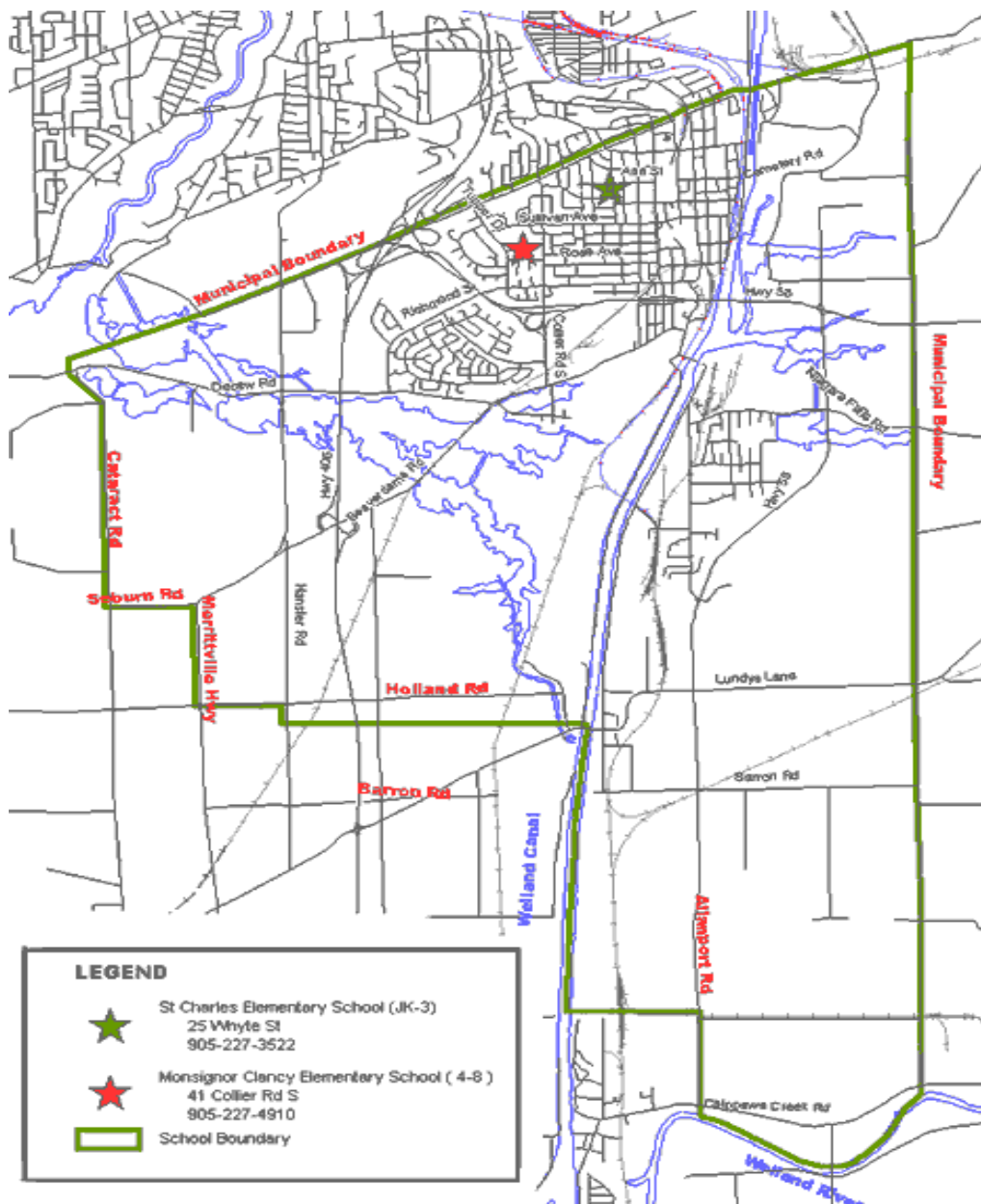
Notifications regarding this meeting were placed in local newspapers and invitations were also sent directly to a number of organizations.

To date no partnership proposals have been submitted to the Board subsequent to the above meeting for neither St. Charles nor Monsignor Clancy Catholic Elementary Schools.

PARTNERSHIP OVERVIEW	
<p>Current non-School programs or services: Revenue: \$0.00 Cost Recovery: No</p>	<p>Current Facility Partnerships: Niagara Nutrition Partners Revenue: \$0.00 Cost Recovery: N/A</p>
<p>Community Use of School: 3138 permitted hours in 2015-2016 (including childcare) Revenue: \$5,258 (including childcare) Cost Recovery: No</p>	<p>Before and After School Programs: Yes Revenue: \$4,467 Cost Recovery: No</p>
<p>Current Leases: No Revenue: \$0.00 Cost Recovery: No</p>	

Monsignor Clancy & St. Charles Catholic Elementary Schools

- East: Commencing on the City Boundary (Thorold & Niagara Falls – Thorold Townline Rd – centerline) to
- South: and its projection) to the Welland Canal to a line halfway between Holland Rd and Barron Rd to
- West: Hansler Rd to Merrittville Hwy to Seburn Rd (and its projection) to the township lot line between lots 86 and 87 and lots 63 and 64 to
- North: the City Boundary (Thorold & St Catharines – St Davids Rd and Townline Rd – centerlines) to the point of commencement on the City Boundary (between Thorold and Niagara Falls)



CITY OF THOROLD









Official Plan

SCHEDULE 'A-1'

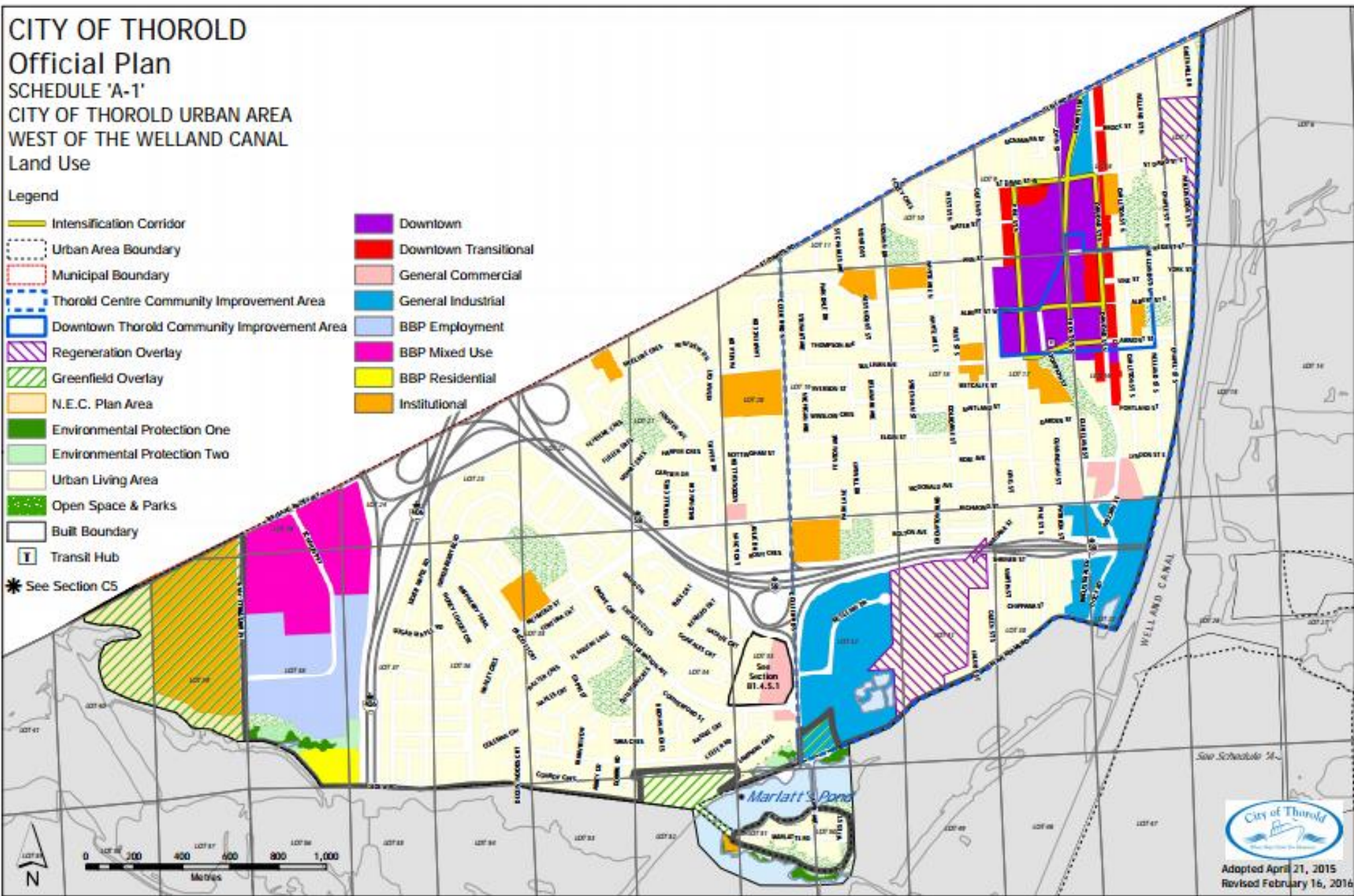
CITY OF THOROLD URBAN AREA WEST OF THE WELLAND CANAL

Land Use

Legend

-  Intensification Corridor
-  Urban Area Boundary
-  Municipal Boundary
-  Thorold Centre Community Improvement Area
-  Downtown Thorold Community Improvement Area
-  Regeneration Overlay
-  Greenfield Overlay
-  N.E.C. Plan Area
-  Environmental Protection One
-  Environmental Protection Two
-  Urban Living Area
-  Open Space & Parks
-  Built Boundary
-  Transit Hub
-  * See Section C5

-  Downtown
-  Downtown Transitional
-  General Commercial
-  General Industrial
-  BBP Employment
-  BBP Mixed Use
-  BBP Residential
-  Institutional



See Schedule 14



Adopted April 21, 2015
Revised February 16, 2016

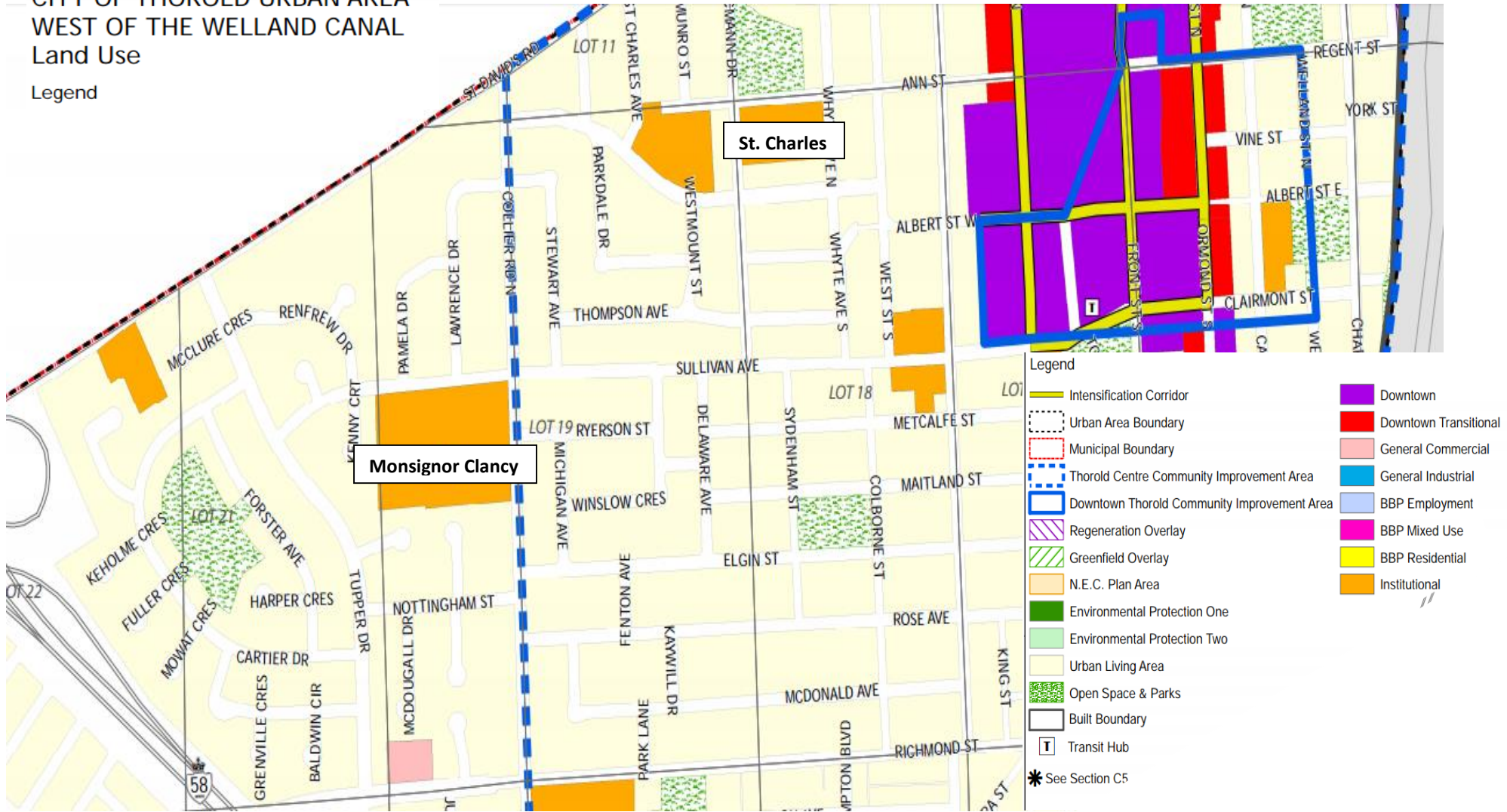
CITY OF THOROLD

Official Plan

SCHEDULE 'A-1'

CITY OF THOROLD URBAN AREA WEST OF THE WELLAND CANAL Land Use

Legend



St. Charles Catholic Elementary School



Legend

Streets Labels

0.1 0 0.06 0.1 Kilometers

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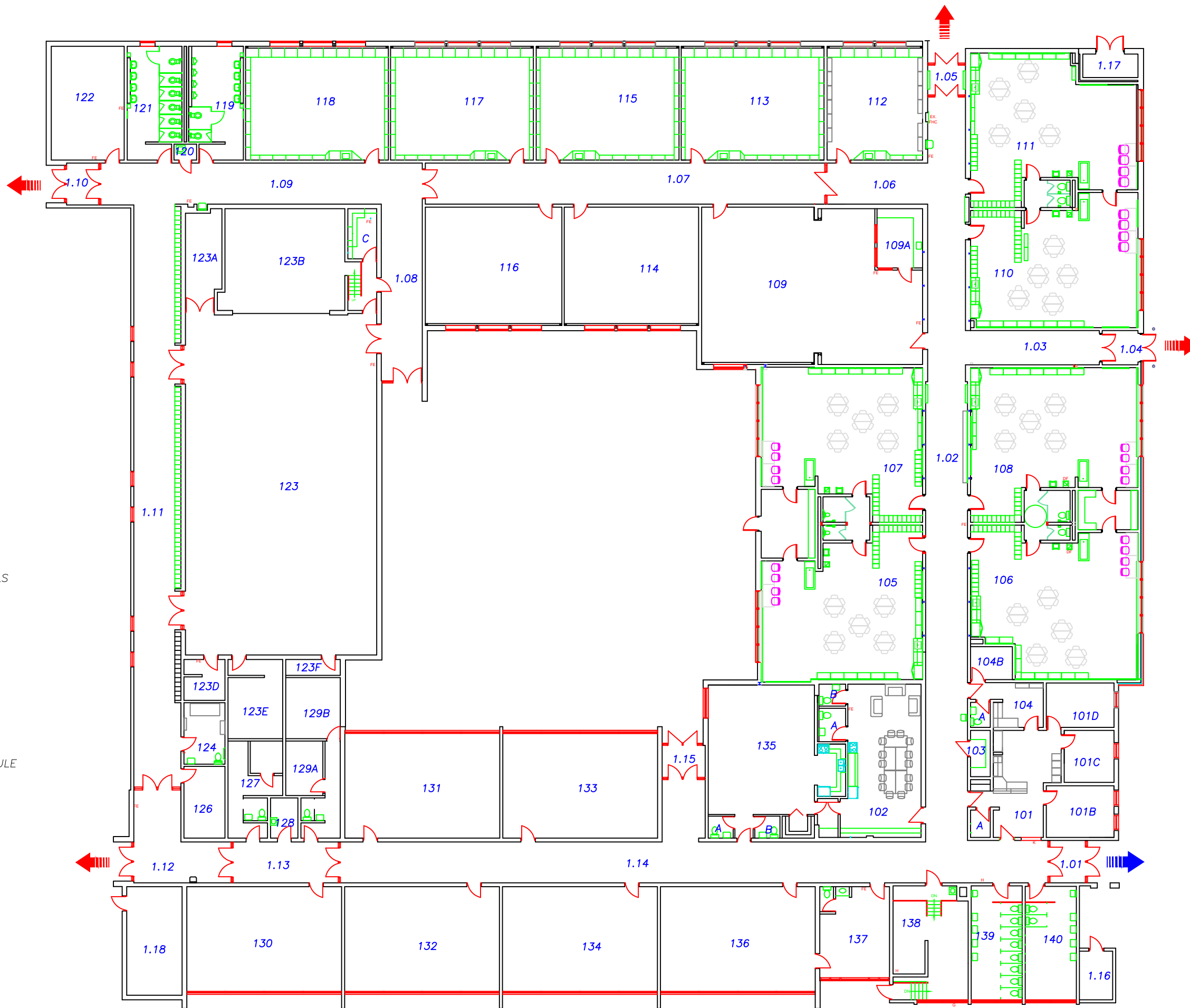
Notes

25 Whyte Avenue.
Thorold, Ontario

LEGEND:

- 101 ADMINISTRATION
- 101A STAFF WASHROOM
- 101B PRINCIPAL'S OFFICE
- 101C SEMINAR ROOM
- 101D VICE-PRINCIPAL'S OFFICE
- 102 STAFF LOUNGE
- 102A WASHROOM
- 102B WASHROOM
- 103 STORAGE
- 104 FRENCH OFFICE
- 104A STAFF WASHROOM
- 104B SERVER ROOM
- 105 KINDERGARTEN
- 106 KINDERGARTEN
- 107 KINDERGARTEN
- 108 KINDERGARTEN
- 109 LIBRARY/COMPUTERS
- 109A LIBRARY OFFICE
- 110 KINDERGARTEN
- 111 KINDERGARTEN
- 112 ERT/BOOK ROOM
- 113 CLASSROOM
- 114 CLASSROOM
- 115 CLASSROOM
- 116 CLASSROOM
- 117 CLASSROOM
- 118 CLASSROOM
- 119 BOYS' WASHROOM
- 120 JANITOR
- 121 GIRLS' WASHROOM
- 122 FURNACE ROOM
- 123 GYMNASIUM
- 123A GYM STORAGE
- 123B STAGE
- 123C KITCHEN
- 123D CARETAKER
- 123E SNOOZLEN
- 124 ACCESSIBLE WASHROOM
- 126 CHILD/YOUTH WORKER
- 127 CALMING ROOM
- 128 CARETAKER
- 129A E.A. WORKROOM
- 129B READING RECOVERY
- 130 CLASSROOM-SOCIAL SKILLS
- 131 CLASSROOM
- 132 CLASSROOM
- 133 CLASSROOM
- 134 CLASSROOM
- 135 KINDERGARTEN
- 135A JK WASHROOM
- 135B JK WASHROOM
- 136 CLASSROOM
- 137 STAFF WORK ROOM
- 138 FURNACE ROOM
- 139 GIRLS' WASHROOM
- 140 BOYS' WASHROOM

- 1.01 MAIN ENTRANCE/VESTIBULE
- 1.02 CORRIDOR
- 1.03 CORRIDOR
- 1.04 VESTIBULE
- 1.05 VESTIBULE
- 1.06 CORRIDOR
- 1.07 CORRIDOR
- 1.08 CORRIDOR
- 1.09 CORRIDOR
- 1.10 VESTIBULE
- 1.11 CORRIDOR
- 1.12 CORRIDOR
- 1.13 CORRIDOR
- 1.14 CORRIDOR
- 1.15 VESTIBULE
- 1.16 EXT. STORAGE
- 1.17 EXT. STORAGE
- 1.18 EXT. STORAGE



GENERAL NOTES

TOTAL SCHOOL AREA 3690 SQ.M.
PROPERTY ACREAGE 14164 SQ.M.


FIRM NAME AND ADDRESS
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
427 RICE ROAD, WELAND, ONTARIO, L3C 7C1, (905) 735-0240

PROJECT NAME AND ADDRESS
ST CHARLES ELEMENTARY SCHOOL
25 WHYTE ST, THOROLD, ON, L2V 2T4

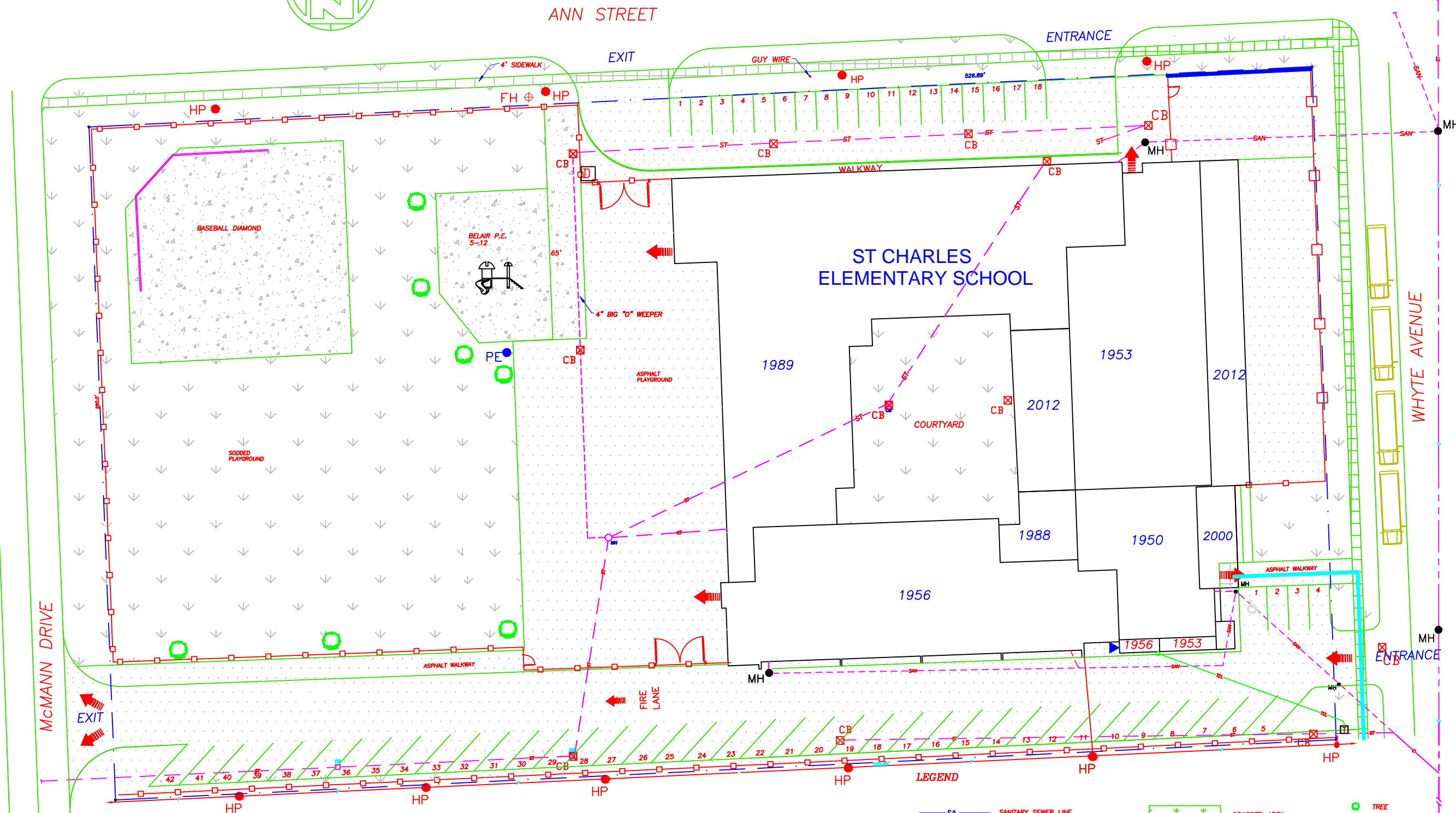
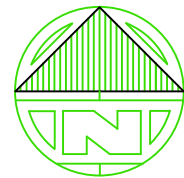
DWG. NO.	REVISION	SHEET TITLE	SCALE	DRAWN BY
141gf	NOVEMBER 2015	GROUND FLOOR PLAN	NTS	T. LABBANCZ
DATE	JUNE 1997			



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD



NORTH



LEGEND

- | | | | | | |
|--------------------|----------------------------|---------------------|--------------|---------------------------|--------------|
| SA | SANITARY SEWER LINE | [Green dashed line] | GRASSED AREA | [Green circle] | TREE |
| ST | STORM SEWER LINE | [Blue dashed line] | PAVED AREA | [Red circle] | HYDRO POLE |
| T | TELEPHONE SERVICE LINE | [Red dashed line] | CONCRETE | [Black circle] | MANHOLE |
| H | PRIMARY HYDRO SERVICE LINE | [Blue solid line] | | [Red circle with cross] | FIRE HYDRANT |
| C | COLDWATER SERVICE LINE | [Red solid line] | | [Red square with cross] | CATCH BASIN |
| G | GAS LINE | [Blue dashed line] | | [Black square with cross] | TRANSFORMER |
| [Red dashed line] | PROPERTY LINE | | | [Black square] | DUMPSTER |
| [Red solid line] | FENCE | | | | |
| [Green solid line] | PAVING | | | | |

GENERAL NOTES

SCHOOL AND PROPERTY ADDITIONS:

1950	1953	1956	1989	2000; 2012
649 SQ.M.	319 SQ.M.	780 SQ.M.	1612 SQ.M.	51; 279 SQ.M.
				3690 SQ.M.
				14164 SQ.M.

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240

ST CHARLES ELEMENTARY SCHOOL
25 WHYTE ST, THOROLD, ON, L2V 2T4

DATE: JULY 1999 SCALE: NTS DRAWN BY: T. LABBANZ

REVISION: JUNE 2015 SHEET TITLE: SITE PLAN

DWG. NO. 141sp

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

**TITLE: APPROVED MINUTES OF THE SPECIAL EDUCATION
ADVISORY COMMITTEE (SEAC) MEETING OF
JANUARY 11, 2017**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of January 11, 2017, as presented for information.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING WEDNESDAY, JANUARY 11, 2017

Minutes of the Meeting of the Special Education Advisory Committee, held on Wednesday, January 11, 2017, at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:00 p.m. by Superintendent Baldasaro.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Superintendent Baldasaro.

2. Roll Call

Members	Affiliations	Present	Excused	Absent
Anna Racine	The Tourette Syndrome Association of Ontario	✓		
Rob Lavorato	Down Syndrome Caring Parents (Niagara)	✓		
Sarah Farrell	Learning Disabilities Association – Niagara	✓		
Bill Helmeczi	Pathstone Mental Health	✓		
Andrew Howcroft	Community Living Welland Pelham	✓		
Karen Murphy	Autism Ontario Niagara Region	✓		
Dorothy Harvey	Niagara Children’s Centre		✓	
Rita Smith	Community Living Port Colborne/Wainfleet	✓		
Trustees				
Pat Vernal		✓		
Maurice Charbonneau		✓		
Student Senate Representative				
Sarah Milinkovich		✓		

The following staff were in attendance:

Yolanda Baldasaro, Superintendent of Education; **Jim Di Gioia**, Coordinator – Special Education; **Denice Robertson**, Principal, Secondary; **Lisa Selman**, Principal, Elementary; **Tina DiFrancesco**, Recording Secretary

Introductions

Superintendent Baldasaro introduced the following new members of the Niagara Catholic Special Education Advisory Committee; Karen Murphy, Autism Ontario Niagara Region, and Rita Smith, Community Living Port Colborne/Wainfleet. Dorothy Harvey, Niagara Children's Centre will be in attendance as a new member at the February meeting.

3. Election of Chairperson

Moved by Rob Lavorato

THAT Anna Racine be nominated for the position of Chairperson of the Special Education Advisory Committee.

Superintendent Baldasaro asked Anna Racine if she wished to stand for the position of Chairperson of the Special Education Advisory Committee. Anna Racine accepted the nomination.

Superintendent Baldasaro asked if there were any more nominations.

There were no further nominations forthcoming.

Anna Racine was acclaimed as the Chairperson of the Special Education Advisory Committee.

Superintendent Baldasaro turned over the Chairship of the Special Education Advisory Committee to Chairperson Racine.

Election of Vice-Chairperson

Moved by Andrew Howcroft

THAT Rob Lavorato be nominated for the position of Vice-Chairperson of the Special Education Advisory Committee.

Chair Racine asked Rob Lavorato if he wished to stand for the position of Vice-Chairperson of the Special Education Advisory Committee. Rob Lavorato accepted the nomination.

There were no further nominations forthcoming.

Rob Lavorato was acclaimed as the Vice-Chairperson of the Special Education Advisory Committee.

4. Approval of the Agenda

Moved by Trustee Vernal

Seconded by Andrew Howcroft

THAT the Special Education Advisory Committee approve the Agenda of the Special Education Advisory Committee Meeting of January 11, 2017.

CARRIED

5. Disclosure of Interest

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

6. Approval of Minutes of the Special Education Advisory Committee Meeting of December 7, 2016

Moved by Sarah Farrell

Seconded by Andrew Howcroft

THAT the Special Education Advisory Committee approve the Minutes of the Special Education Advisory Committee Meeting of December 7, 2016 as presented.

CARRIED

B. PRESENTATIONS

1. Special Education Organizational Chart

Superintendent Baldasaro and Jim Di Gioia, Special Education Coordinator presented information about the Special Education Team Model. Staff spoke about the alignment to the *Niagara Catholic Mission Statement, Ministry Goals, Board Strategic Directions and the Definition of Inclusion*. The *Philosophy for the Provision of Special Education Services, Guiding Principles of Special Education, Problem Solving Model for Service Delivery* as well as the composition of the Special Education department and the roles/responsibilities of each of the positions within the department were described.

C. VISIONING

1. Goals and Vision for 2016-2017

1.1 Goals for the 2016-2017 School Year

Chair Racine reviewed the current status of the goals for this school year with the SEAC members. Superintendent Baldasaro suggested forming a subcommittee for the upcoming review of the Special Education Plan. More information to follow at the February meeting.

D. BUSINESS ARISING FROM THE MINUTES OF THE MEETING OF DECEMBER 7, 2016

1. **Learner Advocacy**
2. **Parent Outreach**
3. **Program and Service Recommendations**
4. **Special Education Budget**
5. **Annual Review, Special Education Plan**
6. **Other Related Items**
7. **Policy Review**
 - 7.1 ***Assessment, Evaluation, Reporting and Homework Policy (301.10)***
Catholic Leadership Principal and Vice-Principal Selection Policy (202.2)
Student Suspension Policy (302.6.4)
Student Expulsion Policy (302.6.5)

A discussion was held regarding these policies. Feedback is to be submitted to jennifer.pellegrini@ncdsb.com by January 13, 2017.

The following policies were presented for review.

Accessibility Standards Policy (800.8)

Feedback is to be submitted to jennifer.pellegrini@ncdsb.com by January 20, 2017.

Catholic School Councils Policy (800.1)

Feedback is to be submitted to jennifer.pellegrini@ncdsb.com by February 17, 2017.

Trustee Vernal explained the process of policy review and the reason for the review, whether it be a cyclical review or change in legislation. A suggestion was made to provide the reason for the review for policies being vetted.

Chair Racine reminded the SEAC members that individual feedback is welcome and also that comments can be made on behalf of the SEAC as a group.

E. SEAC REPORT

1. Review and Approval of SEAC Insert for Catholic School Council Agenda

- Principals will be sent information to include in their Catholic School Council agenda about the SEAC goal to increase the committee's membership, the announcement of new members and a list of all SEAC members and their associations.

2. Review and Approval of SEAC Insert for School Newsletters

- Principals will be sent information to include in their school newsletter about the SEAC goal to increase the committee's membership, the announcement of new members and a list of all SEAC members and their associations.

F. AGENCY REPORTS

1. Down Syndrome Caring Parents (Niagara) – Rob Lavorato

- A Financial Advisor will be coming to speak about Registered Disability Savings Plans (RDSPs).

2. The Tourette Syndrome Association of Ontario – Anna Racine

- Nil Report

3. Learning Disabilities Association (Niagara) – Sarah Farrell

- We are accepting applications for our winter literacy programs until January 16th. Spots have been filling up quickly.
- We are still recruiting volunteers for our upcoming winter programs, particularly in *Welland, Beamsville, Port Colborne, Fort Erie*. This is a great opportunity for those seeking experience teaching and working with children. More information can be found on our website at www.LDANiagara.org under "Get Involved".
- Our B.E.S.T. program was featured in The St. Catharines Standard on December 28th. The well written article can be found here: <http://www.stcatharinesstandard.ca/2016/12/06/kids-with-learning-disability-learn-mindfulness>. The winter session is looking full but we will be offering 2 sites this spring.

4. Pathstone Mental Health – Bill Helmeczi

- Nil Report

5. Community Living Welland Pelham – Andrew Howcroft

- See the below article from Al Condeluci regarding, "The Disease of Social Isolation"

April 26, 2016 (Al Condeluci)

“One of the most celebrated books on social capital is "Bowling Alone," by Robert Putnam that was released in 2000. I remember reading this book and being taken by the powerful overview of social capital (relationships in our lives) and all the good things these do for us. Putnam explored all the key studies and reviews and made a compelling case.

But one passage in the book caused me to pause and do something I don't normally do when I am reading an academic text - go to the references and sources used to make the point. ***Putnam stated that as many people in the United States die from social isolation, than from all smoke related diseases and illnesses annually.*** This statement seemed unbelievable, so I retreated to the sources and was amazed.

Then as I reflected more on the topic and it made sense. Certainly we know that when people are isolated, or disconnected they are at more risk. We hear PSA's on the radio and TV asking us to check in on elderly neighbors, especially in extreme heat or cold weather, to see if they are ok. And we can all remember back to that horrific terror attack on the US on 9/11, and the powerful notions that we all felt - that we wanted to just go home and see if those we love were safe. This experience, as visceral as it was, is another bit of evidence of how powerful social capital is in keeping us safe.

Now, it seems that public health groups are beginning to understand this notion. I was at a meeting the other day when the speaker referred to the "disease of social isolation." It seems that as we think about the risks of life, the simple framework of relationships go a long way. If we can have campaigns to have people stop smoking, or to eat healthier, we should also have campaigns that look to reduce social isolation.

And this is where you and I come in. Those of us fortunate enough to have developed those life altering relationships must broaden our thinking and actions to see that others, and especially those at risk of social isolation, have opportunities to engage. All of us can help in stamping out the disease of social isolation!”

6. **Autism Ontario Niagara Region – Karen Murphy**

- Monday, April 3rd – *Raise the Flag* event to celebrate World Autism Awareness Day
- March Break Reimbursement Fund – deadline to register is January 20
- Winter programs - the deadline to apply is January 17
- Adult Social Club is happening for all 18+
- Parents and Tots program – new program for toddler/pre-school children. For more information visit <http://www.autismontario.com/niagara>

7. **Niagara Children’s Centre – Dorothy Harvey**

- Nil Report

8. **Community Living Port Colborne/Wainfleet – Rita Smith**

- Youth programs are happening.

G. STAFF REPORTS

1. Lisa Selman – Principal, Elementary

Happening in Elementary Schools

- Smooth transition back to school
- January – checkpoints for reading and math levels are happening
- Integrating new students who are transitioning
- Continuing our collaboration with our community partners
- Gearing up for Family Literacy day on January 27th

2. Denice Robertson – Principal, Secondary

Happening in Secondary Schools

- Grade 9 EQAO Math is taking place in January and students on an IEP get specific accommodations as per guide.
- The end of semester one is approaching soon. Students are busy preparing for their final exams and/or culminating assignments for their courses. Conversations are taking place between Special Education staff, teachers and students regarding exams. We are reviewing good study habits with students.
- Preparation for the OSSLT is in full force. The Special Education Department is working closely with the Success and English Departments. Students who will require additional preparation have been identified and information has gone home to parents to inform them as such.
- Individual transition meetings with the elementary schools have begun. These early meetings with Educational Resource Teachers and parents are key to students' successful integration into high school. Addressing questions and concerns about programming and accommodations early helps to alleviate the unknowns and therefore the anxiety that often comes with the transition.

Saint Paul

- Saint Paul has a student who is doing a wonderful job at his co-op placement (Pet Valu); all students continue to do great things in their respective classes, such as Photography and Horticulture Studies.
- Our Saint Paul Special Education class participated in the Special Olympics Basketball Qualifiers at Brock University in November. After going 3-0, we have just found out that we have qualified for the Provincial Qualifiers in June to be held at Brock University.

Blessed Trinity

- We are excited to once again send a unified team to the Special Olympics soccer tournament on February 21.
- The Special Education team will host an Open House in January where our community partners will have an opportunity to meet with current and incoming students and parents. Our goal is to ensure that everyone is connected and aware of the support and services that are available to them.

Saint Francis

- Next semester, we have students from our Special Education Class registered for the APC Culinary and Horticulture classes. Additionally, we have at least one student from the Special Education Class registered for a Co-op placement. All of these students are excited about these new opportunities in this new year!
- Our Special Education Classroom students and staff continue to prepare nutritious meals and snacks for our daily Breakfast Program and our P3 after-school program.

Holy Cross

- The Special Education Class is celebrating the New Year by reaching out to new friends. We have become recent pen-pals with a group of students from St. Thomas Aquinas Secondary school in Brampton. We are busily preparing our letters, profiles and some Holy Cross mementos to send along to our new acquaintances. We are learning that we have much in common and much to learn from one another, and that opportunities for friendship are everywhere.

Saint Michael

- Saint Michael is hosting a Special Education Valentine's Semi Formal on February 14th for all students in Niagara Catholic's Special Education classes.
- We are continuing with our TAY (Transitional Aged Youth) meetings for students with Developmental Disabilities.
- Some of our Special Class Education students who are in the Horticulture Program are heading to Toronto this Wednesday for a Horticulture Fair and Exhibit. Some of the work done by our students will be showcased at the Fair.
- Second Semester IEPs will be developed in February with our hope to send them home before March Break. Parents are always encouraged to be a part of the IEP development process.

Denis Morris

- Denis Morris continues to encourage student participation through a variety of activities and opportunities.
- The Special Education Class will be preparing for the Special Olympics Events planned throughout the spring. The first event is soccer, so students will begin practicing soccer and team development skills such as communication, teamwork and sportsmanship. On the Ball generously donated shin pads for the kids.
- ABA files were developed for the math department for the students who will be taking applied math next semester. The teachers have been contacted and have worked in conjunction with the ERTs to develop insightful analysis.
- The Special Education department reviewed students' schedules for second semester. As much as possible, to ensure the highest rate of success for our students, we attempted to balance schedules.

3. Yolanda Baldasaro – Superintendent of Education

- Online registration for the French Immersion program is on **January 9, 2017**. The deadline to register is **Friday, February 10th, 2017 at 4:00 p.m.**
- Special Olympics School Championships are being held in Niagara on **June 12 – 14, 2017**.
- Elementary PA Day - **January 20, 2017**.

4. **Jim Di Gioia – Coordinator Special Education**

- Nil Report

H. TRUSTEE REPORTS

1. **Pat Vernal – Trustee**

- Working on the budget for 2017-2018.

2. **Maurice Charbonneau – Trustee**

- Nil Report

I. STUDENT REPORT

1. **Sarah Milinkovich– Student Senate Representative**

- Nil Report

J. NCPIC REPORT

- The NCPIC January meeting is happening next week.
- ProGrant planning is underway.

K. ALLIANCE COMMITTEE REPORT

- Nil Report

L. NEW BUSINESS

1. **Learner Advocacy**

2. **Parent Outreach**

3. **Program and Service Recommendation**

4. **Special Education Budget**

5. **Annual Review, Special Education Plan**

6. Other Related Items

6.1 2017-2018 School year Calendar

Superintendent Baldasaro presented the proposed 2017-2018 School Year Calendar for review. Any comments can be submitted to *Jennifer Pellegrini by January 27, 2017.*

6.2 Award of Distinction

Deadline for submission is February 24, 2017. The award will be presented at the 14th Annual Bishop's Gala being held on Saturday, April 1, 2017.

6.3 Distinguished Alumni Award

Deadline for submission is February 17, 2017.

7. Policy Review

M. CORRESPONDENCE

N. QUESTION PERIOD

O. NOTICES OF MOTION

P. AGENDA ITEMS – DISCUSSION FOR FUTURE MEETINGS

1. Special Education Plan (Sub-Committee) – February
2. Multi-Year Accessibility Plan Presentation - February

Q. INFORMATION ITEMS

1. SEAC Meeting - March 8th – The Director of Education and Superintendent of Finance will be in attendance for the consultation process for the development and feedback of System Priorities and budget process.

R. NEXT MEETING:

Wednesday, February 1, 2017 at 7:00p.m. at the Catholic Education Centre

S. ADJOURNMENT

Moved by Andrew Howcroft

Seconded by Rob Lavorato

THAT the January 11, 2017 meeting of the Special Education Advisory Committee be adjourned.

CARRIED

This meeting was adjourned at 8:45p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

**TITLE: SCHOOL EXCELLENCE PROGRAM
ST. CHARLES CATHOLIC ELEMENTARY SCHOOL**

The School Excellence Program report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

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

Date: February 28, 2017



SCHOOL EXCELLENCE PROGRAM
ST. CHARLES CATHOLIC ELEMENTARY SCHOOL

Contact Info

25 Whyte Ave.
Thorold, ON
L2V 2T4
Ph: 905.227.3522
Fx: 905.227.2952

[Contact](#)

Grades

ELKP – 3

Enrolment

285 as of September 2016

Principal

Susy Walsh

Superintendent

Ted Farrell

Catholic School Council

Co-Chair: Angela Coleman

Co-Chair: Cassandra

Rouillard

Parish

[Holy Rosary](#)



St. Charles School was built on a three-acre tract of land donated by the Charles Urlocker family in January of 1951. The building consisted of five rooms, containing Grades 5 to 8. The founding principal was Sr. Francis Hayes. Since then there have been three expansions to accommodate the needs of the community and the growing student population. In September of 1999, the configuration of the school was changed to accommodate Junior Kindergarten to Grade 3 pupils.

St. Charles Catholic Elementary School is a part of the [Denis Morris Catholic High School](#) Family of Schools.

We at St. Charles, have created an “Edu-Sphere” where our students, fueled by words and numbers, take their first steps to reaching their maximum potential.

- School Mission Statement -

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

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

Date: February 28, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC SUMMER CAMP 2017

The Niagara Catholic Summer Camp 2017 report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education
Jennifer Pirosko, Coordinator of Student Success

Presented by: Mark Lefebvre, Superintendent of Education
Jennifer Pirosko, Coordinator of Student Success

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

Date: February 28, 2017



REPORT TO THE BOARD FEBRUARY 28, 2017

NIAGARA CATHOLIC SUMMER CAMP 2017

BACKGROUND INFORMATION

The Niagara Catholic Summer Camp Program 2017 is an *integrated* summer program that consists of a Summer Learning Program for identified students with high literacy and numeracy needs, and a General Summer Camp. The Summer Camp Program involves all students participating in a variety of activities themed around life skills, pathways planning, active living and general interests infused with lessons in literacy and numeracy.

Summer Camp is presented in modules (see Appendix 1 and 2) that include: Home Sweet Home, Master Chef, Nuts and Bolts, On the Move and Robotics. There are YMCA General Camp Activities (St. Catharines site only) and Links for Greener Learning Environment Activities rotating at all sites.

SITES

Summer Camp will operate in six sites across the Niagara Region:

1. Fort Erie - Our Lady of Victory Catholic Elementary School
2. Grimsby - Blessed Trinity Catholic Secondary School
3. Niagara Falls - Saint Michael Catholic Secondary School
4. Port Colborne - Lakeshore Catholic Secondary School
5. St. Catharines - Holy Cross Catholic Secondary School
6. Welland - Notre Dame College School/ St. Kevin Catholic Elementary School

Niagara Catholic is utilizing our secondary schools as camp sites to encourage familiarity with our family of schools secondary schools and to promote/ ease the transition to Niagara Catholic secondary schools.

Two camp groups will be at each site. There will be on alternate half day programs- 9am-12pm and 1pm-4:00 pm. Group 1 will host a maximum of 24 students entering into Grades 3-5 in 2017-20, and will require one teacher per site. Group 2 will host a maximum of 24 students entering into Grades 6-8 in 2017-20, and will require two senior student camp leaders per site.

REGISTRATION

PHASE 1

Registration for Summer camp will occur in two phases. Phase 1 will be for the Ministry funded **Summer Learning Program** (Appendix A). This camp is open to Principal recommended Niagara Catholic students entering Grades 3-8 in September 2017. Principals are to give registration forms (see Appendix 3) directly to students (fully subsidized). Forms are to be returned to schools directly. Students must register by Friday, March 10th (last day before March Break) to occupy spots on a first come, first served basis.

The Summer Learning Program Camp will run three consecutive weeks- from July 24th to August 11th 2017 with a mandatory 45 hours of literacy/ numeracy instruction through 3 hours, half-days, five times per week, for 3 weeks. Students will receive a mandatory Standardized Test for the Assessment of Reading (STAR) to qualify for Ministry funding for this Program. Students missing more than 3 consecutive days of this Program will be deregistered (Ministry funding guidelines).

Grades 3- 6 Summer Camp will be funded through this Summer Learning Program. Students in Grades 7- 8 will be funded through P3 Literacy/ Numeracy Funding.

Identified Schools for Subsidized Summer Learning Camp Placements:

- o Fort Erie - Our Lady of Victory (10 spots), St. George (10 spots)
- o Grimsby - St. Martin (10 spots), St. Joseph (10 spots)
- o Niagara Falls - Saint Patrick (5 spots), Father Hennepin (5 spots), St. Gabriel (5 spots), St. Mary (5 spots)
- o Port Colborne - St. Therese (10 spots), Saint John Bosco (10)
- o St. Catharines - St. Alfred (5), St. Christopher (5), St. Nicholas (5), St. Denis (5)
- o Welland - St. Mary (8), St. Andrew (6), St. Augustine (6)

There will be bus pickups/ drop-offs will be provided at each of the above elementary school site and will travel to and from the secondary school camp location each day.

PHASE 2

Phase 2 will be for general campers (Appendix B). General camp is open to **all** Niagara Catholic students entering Grades 3-8 in September 2017. Registration forms (see Appendix 4) can be accessed online (PayPal) or in schools (cash). Registration opens Monday, March 27th and open spaces are subject to the number of subsidized summer learning program campers who were pre- registered at each site. School returned forms are to be time stamped by the secretary on a first come, first served basis.

General camp has weekly and multi-week options. There are 5 weeks in total available from July 10th to August 11th at \$175 per week (No Niagara Region Subsidies are available for any Niagara Catholic Camps).

ADDITIONAL INFORMATION

- An advertising flyer for **General Camp** (see Appendix 2) will be given to each elementary student currently in Grades 2-7
- An on-line registration link on niagaracatholic.ca with a PDF flyer and online registration will be set up
- Camp teachers and camp leaders will supervise lunch from 12-1pm daily.
- Students will bring lunches - snacks will be provided (weekly fruit drop-offs)
- All campers receive a refillable water bottle

Appendix A – Summer Learning Program 2017

Appendix B – General Campers 2017

The Niagara Catholic Summer Camp 2017 is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education
Jennifer Pirosko, Coordinator of Student Success

Presented by: Mark Lefebvre, Superintendent of Education
Jennifer Pirosko, Coordinator of Student Success

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

Date: February 28, 2017

SUMMER CAMP 2017

Summer
Learning
Program



FEATURING • active living • home sweet home • life skills • master chef • motive power • nuts and bolts construction • pathway development • robotics • YMCA Niagara Programming 

**MUST REGISTER BY MARCH 10th to
secure your spot**

OPEN TO

Principal recommended
Niagara Catholic students
entering Grades 3-8 in
September 2017

FULL DAY

9am-4pm

WEEK OFFERINGS

**Campers must complete
the three week
consecutive block:**

July 24th-28th

July 31st- August 4th

August 8th- 11th

COST

**No cost– First come,
first served**

**Campers will be
deregistered if absent
for more than three
consecutive days**

ALL REGIONS

Camps available in:

**Fort Erie– Our Lady of Victory
Catholic Elementary School**

**Grimsby– Blessed Trinity
Catholic Secondary School**

**Niagara Falls– Saint Michael
Catholic High School**

**Port Colborne– Lakeshore
Catholic High School**

**St. Catharines– Holy Cross
Catholic Secondary School**

**Welland– Notre Dame
College School**

Campers will participate in a variety of modules themed around life skills, pathways planning, active living and general interests • All INFUSED with lessons in literacy and numeracy •

MODULE 1: HOME SWEET HOME

Develop skills you need to be handy around the house. Learn how to read and follow instructions, algorithms, general assembly, fixing and maintenance, home budgeting, sewing and crafts.

MODULE 2: MASTER CHEF

Have fun creating nutritious and popular meals and snacks with emphasis on reading instructions, measurement, ratio, proportions and counting. Learn about local produce, nutrition, health and wellness, gardening and safe food practices.

MODULE 3: NUTS AND BOLTS

Learn woodworking and tool basics. Design and build large and small projects, read blueprints/ diagrams with emphasis on measurement, scale, angles and calculation. Build confidence and motor skills with the use of hand and small power tools.

MODULE 4: ON THE MOVE

Learn about common and alternative transportation and energy sources while focusing on mileage, consumption and power. Calculate numbers regarding travel and distance and utilize maps and guides to “travel” Canada and the world.

MODULE 5: ROBOTICS

Explore VEX and build a robot. Sharpen your science, technology, engineering and math skills working both independently and as a group on simple machines, motion, sensors and computer programming.

**MUST REGISTER BY MARCH 10th to
secure your spot**



**IN PARTNERSHIP
WITH**



YMCA NIAGARA

“We believe that camp is a great place for campers to learn new skills, make positive choices, make friends, become leaders and create memories for a lifetime. Campers will participate in outdoor activities including cooperative games, sports drills and scavenger hunts to name a few.”



LINKS FOR GREENER LEARNING

“We educate students about their natural environment, its importance and how to play a part in its protection and preservation. We challenge students to get involved in green initiatives and become environmental ambassadors.”



SUMMER CAMP 2017

SUMMER LEARNING PROGRAM

REGISTRATION FORM

*Students MUST be recommended by school Principal for access to subsidized camp

**This form must be returned to your home school

Principal to complete:

Student recommended: _____ OEN: _____

Recommending Principal: _____ Signature: _____

Parent/ Guardian to complete:

Student Information

Student Legal First Name:

Student Legal Last Name:

Date of Birth: _____ , _____

Month Day Year

Age on first day of Camp: _____ Gender: _____

Student will be entering Grade _____ in September 2017 (Must be entering Grades 3-8 in September 2017 to be eligible for Camp)

Street Address: _____

City: _____ Postal Code: _____

Parent/ Guardian Name: _____

Phone: (Home) _____ (Cell) _____

Parent/ Guardian Email Address: _____

Emergency Contact

Emergency Contact Name: _____

Emergency Contact Phone: (Home) _____ (Cell) _____

School Information

Home School: _____

Home School Principal: _____

Please describe any accommodations/ special circumstances/ allergies your child will need support with. Be specific:

(Please note that this opportunity is not funded to provide Educational Assistants)

Camp Registration

Home Location Requested (Only choose one) (X)	City	School Site
	Fort Erie	Our Lady of Victory Catholic Elementary School
	Grimsby	Blessed Trinity Catholic Secondary School
	Niagara Falls	Saint Michael Catholic High School
	Port Colborne	Lakeshore Catholic High School
	St. Catharines	Holy Cross Catholic Secondary School
	Welland	Notre Dame College School

3 Mandatory Weeks for Summer Learning Program	Week Number	Duration *Students must attend all weeks below- missing 3 consecutive days will lead to deregistration	Cost
X	1	July 24 th - July 28 th	No cost- Subsidized through Ontario Summer Learning Program
X	2	July 31 st - August 4 th	
X	3	August 8 th - August 11 th *Four day week due to Statutory Holiday	

(All camp enrollment subject to caps)

Authorization and Consent to Participate and Photograph

“I grant my son/ daughter permission to participate in Niagara Catholic Summer Camps 2017. This activity/program may present various elements of risk and situations of liability may occur without any fault on either the part of the Niagara Catholic District School Board, its employees or agents. Therefore I hereby release Niagara Catholic District School Board, its employees or agents from any such liability. I certify that my child is physically and mentally capable of participating in the program for which they have requested registration. I have outlined any outstanding accommodations or concerns in the Registration Form above. In case of emergency, I grant Niagara Catholic Summer Camp officials authority to act on my behalf. I give Niagara Catholic District School Board permission to use or publish photographs/ video which may contain images of my child, for the purpose of program promotion.”

Parent/ Guardian Signature: _____ Date: _____

SUMMER CAMP 2017



FEATURING • active living • home sweet home • life skills • master chef • motive power • nuts and bolts construction • pathway development • robotics •
YMCA Niagara Programming 

REGISTRATION OPENS MARCH 27th
Register online at NiagaraCatholic.ca

OPEN TO ALL

Niagara Catholic students entering Grades 3-8 in September 2017

FULL DAY

9am-4pm

WEEK OFFERINGS

July 10th-14th

July 17th-21st

July 24th-28th

July 31st- August 4th

August 8th- 11th

COST

\$175 per week

First come, first served
(Regional Subsidy not applicable)

ALL REGIONS

Camps available in:

Fort Erie– Our Lady of Victory Catholic Elementary School

Grimsby– Blessed Trinity Catholic Secondary School

Niagara Falls– Saint Michael Catholic High School

Port Colborne– Lakeshore Catholic High School

St. Catharines– Holy Cross Catholic Secondary School

Welland– Notre Dame College School

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Learn woodworking and tool basics. Design and build large and small projects, read blueprints/ diagrams with emphasis on measurement, scale, angles and calculation. Build confidence and motor skills with the use of hand and small power tools.

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Learn about common and alternative transportation and energy sources while focusing on mileage, consumption and power. Calculate numbers regarding travel and distance and utilize maps and guides to “travel” Canada and the world.

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Explore VEX and build a robot. Sharpen your science, technology, engineering and math skills working both independently and as a group on simple machines, motion, sensors and computer programming.

REGISTRATION OPENS MARCH 27th

Register online at NiagaraCatholic.ca



IN PARTNERSHIP WITH



YMCA NIAGARA

“We believe that camp is a great place for campers to learn new skills, make positive choices, make friends, become leaders and create memories for a lifetime. Campers will participate in outdoor activities including cooperative games, sports drills and scavenger hunts to name a few.”



LINKS FOR GREENER LEARNING

“We educate students about their natural environment, its importance and how to play a part in its protection and preservation. We challenge students to get involved in green initiatives and become environmental ambassadors.”





SUMMER CAMP 2017

REGISTRATION FORM

*This form with payment must be returned to your home school

Student Information

Student Legal First Name:

Student Legal Last Name:

Date of Birth: _____ , _____
Month Day Year

Age on first day of Camp: _____ Gender: _____

Student will be entering Grade _____ in September 2017 (must be entering Grades 3-8 to be eligible for Camp)

Street Address: _____

City: _____ Postal Code: _____

Parent/ Guardian Name: _____

Phone: (Home) _____ (Cell) _____

Parent/ Guardian Email Address: _____

Emergency Contact

Emergency Contact Name: _____

Emergency Contact Phone: (Home) _____ (Cell) _____

School Information

Home School: _____

Home School Principal: _____

Please describe any accommodations/ special circumstances/ allergies your child will need support with. Be specific:

(Please note that this opportunity is not funded to provide Educational Assistants)

Camp Registration

Home Location Requested (Only choose one) (X)	City	School Site
	Fort Erie	Our Lady of Victory Catholic Elementary School
	Grimsby	Blessed Trinity Catholic Secondary School
	Niagara Falls	Saint Michael Catholic High School
	Port Colborne	Lakeshore Catholic High School
	St. Catharines	Holy Cross Catholic Secondary School
	Welland	Notre Dame College School

Week(s) Requested (X)	Week Number	Duration	Cost
	1	July 10 th - July 14 th	\$175.00
	2	July 17 th - July 21 st	\$175.00
	3	July 24 th - July 28 th	\$175.00
	4	July 31 st - August 4 th	\$175.00
	5	August 8 th - August 11 th *Four day week due to Statutory Holiday	\$140.00*

Total Payment: \$ _____

Paid by: Cash _____ Cheque _____ (Payable to Niagara Catholic District School Board)

Authorization and Consent to Participate and Photograph

“I grant my son/ daughter permission to participate in Niagara Catholic Summer Camps 2017. This activity/program may present various elements of risk and situations of liability may occur without any fault on either the part of the Niagara Catholic District School Board, its employees or agents. Therefore I hereby release Niagara Catholic District School Board, its employees or agents from any such liability. I certify that my child is physically and mentally capable of participating in the program for which they have requested registration. I have outlined any outstanding accommodations or concerns in the Registration Form above. In case of emergency, I grant Niagara Catholic Summer Camp officials authority to act on my behalf. I give Niagara Catholic District School Board permission to use or publish photographs/ video which may contain images of my child, for the purpose of program promotion.”

Parent/ Guardian Signature: _____ Date: _____

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
FEBRUARY 28, 2017**

PUBLIC SESSION

TITLE: FINANCIAL REPORT 2016-2017 AS AT JANUARY 31, 2017

The Financial Report 2016-2017 as at January 31, 2017 is presented for information.

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

Presented by: Giancarlo Vetrone, Superintendent of Business and financial Services

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

Date: February 28, 2017



REPORT TO THE BOARD FEBRUARY 28, 2017

FINANCIAL REPORT 2016-2017 AS AT JANUARY 31, 2017

BACKGROUND INFORMATION

Financial Report 2016-2017 is presented in Appendix A

Also attached;

Appendix B – Financial Report as at January 31, 2017

Appendix C – Sick Days Comparison Year to Date January 31, 2017

The Financial Report 2016-2017 as at January 31, 2017 report is presented for information.

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

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

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

Date: February 28, 2017



FINANCIAL REPORT

JANUARY 2016-2017

The Education Technology Services department has invested approximately \$500,000 as part of their continued commitment to the 2016-2017 Technology Blue Print Plan. This financial investment will allow Niagara Catholic District School Board to continue its Blue Print strategy to expand cloud technology and improve on our network infrastructure. A delay in OECTA's transition to the Provincial ELHT for Niagara Catholic staff has been postponed to late spring of 2017. The anticipated savings from this strategy was recognized provincially and our revised estimates base funding was reduced by approximately \$700,000. A reconciliation of this loss revenue between Niagara Catholic District School Board and Ministry of Education will be completed at year-end. This strategy will allow for greater stability in our extended health benefit costs moving forward. The local negotiations with OECTA E continues to put pressure on our legal fees budget with approximately \$160,000 additional dollars spent in legal professional fees as of January 31, 2017. Legal fees are expected to exceed the 2016-2017 earmarked budget by approximately \$200,000 for 2016-2017 due to local negotiations.

To achieve our commitment for a balanced budget for 2016-2017, Senior Administrative Council and its central office Administrators continue to monitor the pressures that have in prior years impacted the financial results of Niagara Catholic.

- Fringe benefit costs associated with health benefit costs for both permanent employees and those on long-term disability.
- Replacement costs for all staff associated with sick time is projected to be approximate \$500,000 more than 2015-2016 fiscal year.
- The legal fees associated with local negotiations, grievances, and arbitrations from CUPE and OECTA.
- Additional legal support needed through the Elementary Bargaining Unit's legal strike position.
- The mild winter has continued to offset some of these pressures above.

Looking Forward

2016-2017



An estimated increase of 7.5% for our current benefit package was built into 2016-2017.

Provincial Benefit Trust for the OECTA S bargaining unit is expected to commence in the late spring.

Provincial Benefit Trust for the OECTA E bargaining unit is expected to commence pending local ratification.

The 2016-2017 classroom size regulation is in full Ministry compliance.

Education Technology Services department are beginning the planning to move staff to St. Thomas Centre in 2016-2017. The Board is awaiting approval for a portion of Proceed of Disposition of Land to net against the cost of the relocation.

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
FINANCIAL REPORT
JANUARY 31, 2017



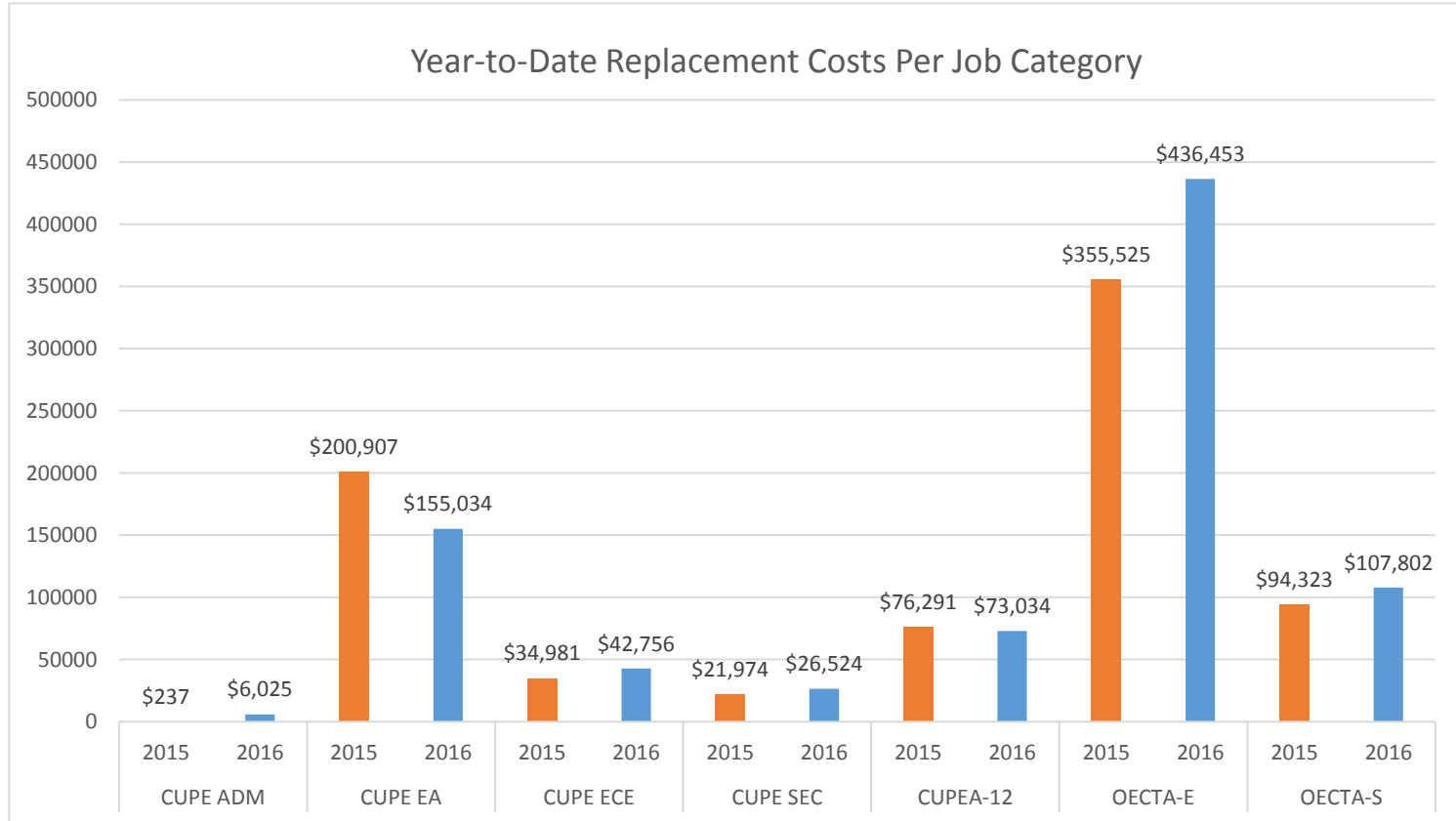
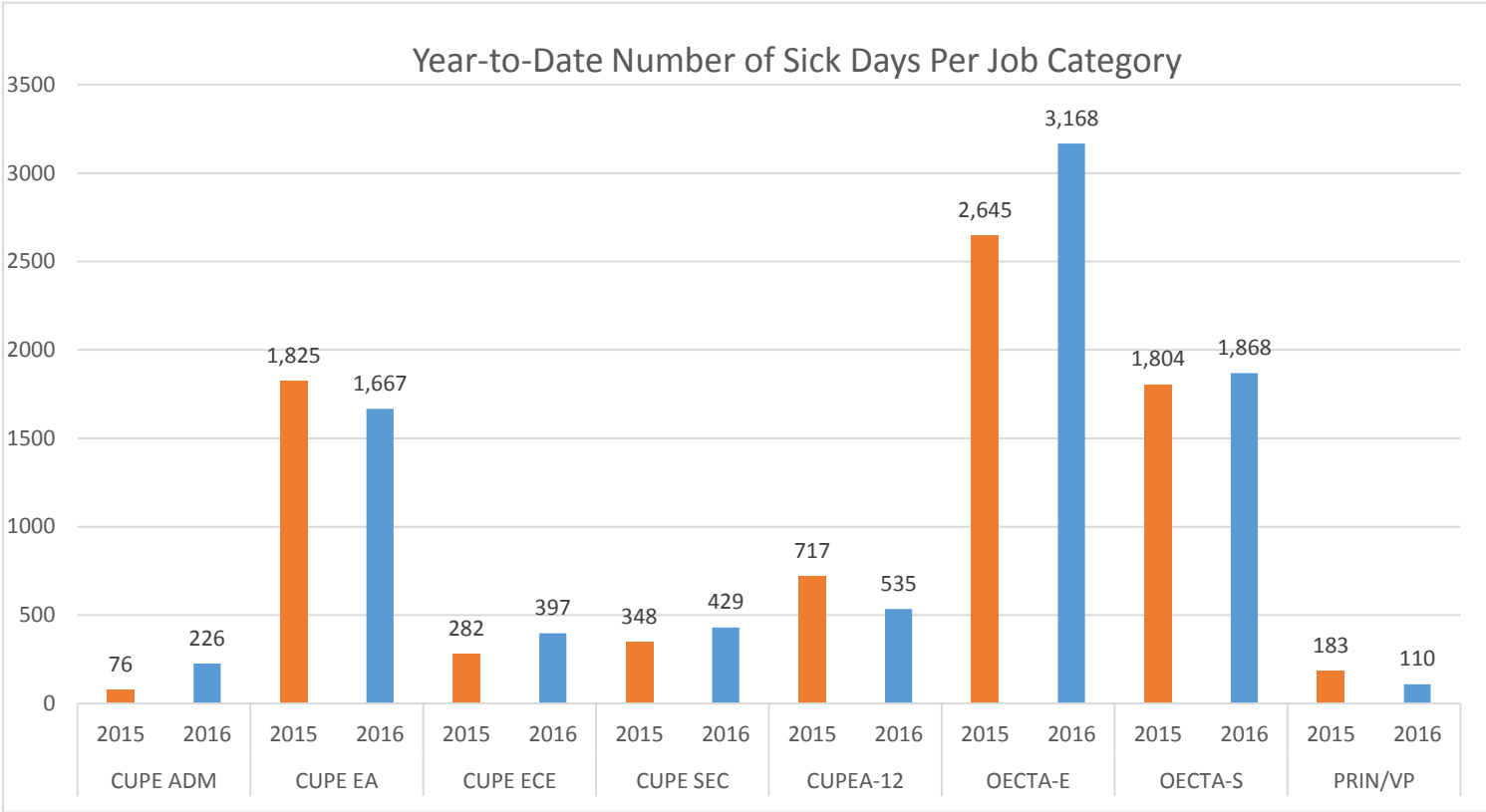
Appendix B

REPORTING RESULTS:

	2015-2016	2016-2017	%	2016-2017	2016-2017	2016-2017
	LY YTD JAN	YTD JAN	CHANGE	FORECAST	REV ESTIMATES	VARIANCE
In thousands of dollars ('000)						
INSTRUCTIONAL						
Principals & Vice Principals	4,324	4,056	-6.2%	10,785	10,709	(76)
Classroom Teachers	54,545	54,743	0.4%	134,127	134,246	119
Occasional Teachers	1,585	1,741	9.8%	4,581	4,300	(281)
E.As & E.C.Es	9,942	10,019	0.8%	21,642	21,672	30
Professional Development	37	290	683.8%	966	948	(18)
Textbook & Supplies	2,605	3,166	21.5%	6,124	6,244	120
Classroom Computers	565	271	-52.0%	1,824	1,424	(400)
Library & Guidance	2,009	2,069	3.0%	4,214	4,330	116
Paraprofessionals	2,737	3,060	11.8%	6,251	6,210	(41)
Secretarial School Office	2,418	2,319	-4.1%	4,681	4,751	70
Teacher Coordinators & Consultants	625	654	4.6%	2,645	2,500	(145)
Continuing Education	1,899	1,772	-6.7%	4,924	4,915	(9)
INSTRUCTIONAL SUBTOTAL	\$83,291	\$84,160	1.0%	\$202,764	\$202,249	(\$515)
NON INSTRUCTIONAL						
Administration	3,644	3,702	1.6%	8,132	8,160	28
Transportation	4,456	4,163	-6.6%	9,583	9,554	(29)
School Operations & Maintenance	8,267	8,667	4.8%	21,553	22,069	516
TOTAL EXPENDITURES	\$99,658	\$100,692	1.0%	\$242,032	\$242,032	\$0

AVERAGE DAILY ENROLMENT

	2015-2016	2016-2017	2016-2017	2016-2017	
	ACTUALS	ESTIMATES	ACTUALS	REVISED	CHG %
ELEMENTARY					
JK - 3	7103	6,962	7,039	7,021	-0.9%
GR4 - GR8	7708	7,706	7,699	7,699	-0.1%
TOTAL ELEMENTARY	14,811	14,668	14,738	14,720	-0.5%
SECONDARY < 21					
PUPILS OF THE BOARD	7,164	6,812	7,035	6,939	-1.8%
OTHER PUPILS	40	40	40	40	0.0%
TOTAL SECONDARY	7,204	6,852	7,075	6,979	-1.8%
TOTAL ENROLMENT	22,015	21,520	21,813	21,699	-0.9%



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
*FEBRUARY 28, 2017***

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – FEBRUARY 14, 2017**



February 14, 2017

Committee of the Whole Approves Policies

During the February 14 Committee of the Whole Meeting, Trustees recommended three policies be sent to the Board for approval.

Assessment, Evaluation and Homework Policy (301.10), Student Suspension Policy – Safe Schools Policy (302.6.4) and Student Expulsion Policy – Safe Schools Policy (302.6.5) will be considered by the Board at the February 28 Board Meeting.

Capital Projects Progress Update

Each month during the Committee of the Whole Meeting, Trustees are presented with an overview of capital projects in progress throughout the System.

Construction is near completion at St. Martin Catholic Elementary School in Smithville. The storm sewer work is complete, and water service has been installed. The electrical ducts are installed and roofing is nearing completion. The parking lot curbing and asphalt base coat is also in place. Students and staff are expected to make the move to the new \$10-million St. Martin Catholic Elementary School this spring. A blessing and dedication will take place later this year.

Tender documents and drawings are being developed by Svedas Architects Inc. and engineers for a nine-room addition to Our Lady of Fatima Catholic Elementary School in Grimsby. The \$4.4-million project to add six classrooms and three child care rooms will provide room for an additional 138 students. The project is scheduled to be completed by December 2017, and an Official Blessing and Opening is scheduled for January 2018.

Renewed Math Strategy Shared with Trustees



Niagara Catholic is committed to improving student achievement in mathematics, through an emphasis on instructional and assessment practices that will impact student learning. Ontario's Renewed Math Strategy highlights professional learning that allows teachers to deepen their content knowledge for

teaching mathematics, and develop a comprehensive program which responds to the diverse learning styles and needs of students. A variety of professional learning opportunities focus on understanding on how children and adolescents learn mathematics, and include in-class coaching support, focused on learning sessions and joint Additional Qualification courses through Brock University.

The eight members of the Niagara Catholic Numeracy Team focus on promoting the well-being of students in the process of achieving student achievement; the adoption of a school or department-wide approach, where leaders build capacity, mobilize knowledge and build networks for learning within schools and across schools; the needs of the student, curriculum, learning and professional practice, networking between colleagues within schools and the System; providing access to knowledgeable expertise; promoting leadership for learning and monitoring results.

The Board focus for mathematics includes: Knowing and understanding your learner; using evidence to inform instructional decisions; and ongoing professional learning that impacts practice.

Elementary School Year Calendar 2017-2018

Niagara Catholic Trustees have recommended that the Board approve Niagara Catholic's proposed 2017-2018 School Year Calendar.

The draft calendar was presented to Trustees during the February 14 Committee of the Whole Meeting. If approved by the Board, the calendar will be sent to the Ministry of Education for final approval.

Highlights of the draft 2017-2018 School Year Calendar include:

First day of School:

September 5, 2017

Christmas Break:

Monday, December 25, 2017 to Friday, January 8, 2018

March Break:

March 12-16, 2018

Good Friday and Easter Monday:

Friday, March 30 and Monday, April 2, 2018

Elementary Professional Activity Days:

October 6 and November 17, 2017; January 19, February 16, May 18, June 8 and June 29 2018.

Secondary Professional Activity Days:

October 6 and November 17, 2017

February 2, February 16, May 18, June 28 and June 29, 2018.

Secondary school examinations:

First semester: January 26-February 1, 2018

Second semester: June 21-June 27, 2018

Once approved, a draft version of Niagara Catholic's 2017-2018 School Year Calendar will be posted on this website, updated with the final version, once it is approved by the Ministry of Education.

St. Charles and Monsignor Clancy Catholic Elementary Schools Modified Pupil Accommodation Review

In keeping with the provincial trend, student enrollment is declining in schools across Niagara Catholic. This equates to a decline in funding, making it crucial for the Board to look at all possible ways to find efficiencies, including closing and consolidating schools.

The most recent school consolidations took place in 2014, when St. Thomas More Catholic Elementary School was closed and consolidated with Our Lady of Mount Carmel Catholic Elementary School (with which it shared a property), and when Michael J.

Brennan Catholic Elementary School closed and students were a renovated St. James Catholic Elementary School.

Niagara Catholic is currently in the early stages of an open and transparent process to provide the Board with background information regarding accommodation issues rising from current/projected enrolment versus capacity at both schools, and a recommended accommodation option to address issues at Monsignor Clancy and St. Charles Catholic Elementary Schools.

The complete report is available in section C3 of the [February 14 Committee of the Whole Agenda](#).

Stay up to date with our Good News!

Have you checked out the [Good News](#) section of the Board website lately? If not, you're missing some great stories and photos about our students. Be sure to check it out often to keep up to date on the fantastic things happening in our schools and across the system. There's also some great stories on the In the News section of our website, accessible through the [home page](#). Don't forget our monthly Director's Video is also available on the main page of this website.

Follow us!

To ensure you stay connected with Niagara Catholic news and events, please be sure to like us on [Facebook](#) and follow us on [Twitter](#) and [Instagram](#), and check our website often for updates and breaking news. It's the best way to stay in the know.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
*FEBRUARY 28, 2017***

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS – MARCH 2017**

MARCH 2017



Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Ash Wednesday	2 Culinary Arts Tech Challenge Niagara College	3	4
5	6	7 SAL Meeting CW Meeting	8 Tech Skills Challenge Scotiabank Centre SEAC Meeting	9	10	11
12	13	14	15	16	17	18
Have a safe and enjoyable March Break!						
19	20	21	22	23 NCPIC Meeting	24	25
26	27	28 Policy Meeting Board Meeting				

**4TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
*FEBRUARY 28, 2017***

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA INFORMATION – FEBRUARY 10, 17, AND 24, 2017**

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

 enterprisecanada.com/ontario-legislative-highlights-february-10/

February 10, 2017

Updated wall charts listing MPP responsibilities (including revised PC critic duties) and key government contacts are now available. [Click here to download:](#)

[MPP Chart](#)

[Government Contact Chart](#)

WEEKLY ROUNDUP

TRYING THEIR PATIENTS – What appears to be an unavoidable escalation of hostilities in the health-care sector took another ominous turn this week, as the entire executive of the Ontario Medical Association resigned en masse. Although they survived a recent non-confidence vote, more than half of the association’s governing council wanted them out (a two-thirds majority was needed for the motion to pass), leaving them as lame ducks. Now, it’s entirely possible the void will be filled by the militant faction of doctors who think the OMA has been too limp in its fight for a contract with the government, and who have openly talked about job action – i.e., taking steps that would directly impact patient care – to force the government’s hand. As if the situation wasn’t politically volatile enough, former NDP Premier and ex-federal Liberal Leader **Bob Rae** chimed in. Angered by a CBC interview in which Dr. **Nadia Alam**, who has been spearheading the effort to overthrow the OMA executive, positioned their fight as about improving health-care services, Rae tweeted, “OMA is a union fighting for higher incomes for docs. Period.” He backed that up with a media interview, asserting, “She’s not asking for money for health care, but for members. That’s fine, but don’t dress it up as something it isn’t.” Health Minister **Eric Hoskins**, for his part, has stayed away from such invective. He has studiously avoided commenting on the OMA tumult, sticking to platitudes like, “I invite the OMA, without any preconditions on either side, to work with us towards and agreement for the physician services budget.” But even that was not as innocuous as it might seem. Given that the disgruntled docs have insisted on binding arbitration as table stakes for a return to negotiations, Hoskins’ “no preconditions” proviso was a loaded statement.

TOLL STORY – Premier **Kathleen Wynne** continues to feel the fallout from her recent decision to kibosh the City of Toronto’s plan to toll major expressways. Some in her party are applauding the move as crucial to preserving suburban votes, but critics worry she has opened a can of worms by raising the ire of municipalities who have long resented being under the province’s thumb. (Some pundits also see a strategic pitfall, inasmuch as Wynne’s reversal on tolls effectively hamstring her in criticizing flip-flops from the other party leaders.) Meanwhile, ever-shrewd Toronto Mayor **John Tory** is looking to leverage his very public umbrage about tolls into concessions on other issues. In addition to recent discussions about the need for a cash infusion on social housing, Tory has added

extra daycare funding to his demands. He wrote a letter to Wynne this week volleying her own rationale for nixing tolls – affordability for consumers – back at her. “Given your recent comments and concerns about affordability for Ontario residents, I want to draw to your attention the child care affordability crisis unfolding in Toronto and the need for Queen’s Park to address the issue,” he wrote. Tory also repeated his stance that his relationship with Wynne has irrevocably changed, asserting, “I firmly believe that when it comes to issues like child care and housing, it can no longer be business as usual because the status quo leaves Toronto taxpayers footing the bills that the province should be paying.”

EVERYBODY’S A CRITIC – Shuffling of caucus decks is now complete, with PC Leader **Patrick Brown** having rejigged his shadow cabinet for the upcoming spring session of the Legislature. Brown found places for newcomers **Raymond Cho** (Citizenship and Immigration, City of Toronto Issues) and **Sam Oosterhoff** (Digital Government and Associate Critic for Research, Innovation and Science – an interesting choice given Oosterhoff’s social conservative, home-schooling background). Brown also reinstated **Jack MacLaren**, who had his critic duties stripped for questionable behaviour last year, but is back in the fold as Critic for Natural Resources and Forestry. As always, extra portfolios not corresponding with government ministries provide a window into the Opposition’s political priorities. Deputy Leader **Steve Clark** is now Critic for “Ethics and Accountability,” a sign that Brown will continue to make hay about perceived government scandals. Cho’s “City of Toronto Issues” and **Lisa MacLeod’s** “City of Ottawa Issues” portfolios suggest Brown wants a concerted effort to woo urban voters in the province’s two largest municipalities. And the addition of “Horse Racing” to **Randy Pettapiece’s** files (along with Tourism, Culture and Sport) indicates the Tories plan to exploit the ongoing rural discontent over the LIBs’ treatment of the horseracing industry. In a couple of cases, extra words in critic titles also point to philosophical leanings, with **John Yakabuski** responsible for Labour *and Training*, and **Gila Martow** taking on Children, Youth *and Families*.

HALF TIME – True majority mandates – support from more than half of the electorate – are the stuff of political dreams, and it may well turn out to be just a dream for Brown. But at least one poll has him at that magical line, with a recent Campaign Research survey pegging exactly 50% of Ontario voters choosing the Tories as their preference, compared to the Liberals at a distant 28% and the NDP even further back with just 15% support. Individually, the poll found Brown as the top choice for making the best premier (28%), with “none of the above” in second (25%), NDP Leader **Andrea Horwath** at 24% and Wynne way behind at 16%. Bear in mind that Campaign Research was co-founded by former Ontario PC Party President **Richard Ciano** and lists **Nick Kouvalis**, another unabashed Tory, as a Principal, so it clearly has Conservative roots. But the polling methodology is considered sound and is consistent with other polls showing Brown with a substantial lead. The Liberals, of course, are doing their own polling, and word is their numbers show a much tighter race. Even if that’s true, however, the LIBs are unlikely to say so publicly. Strategically, they’re better off if the Tories believe an election victory is a slam dunk.

PLATFORM AND FUNCTION – Just how Brown’s Tories feel about their election chances will be apparent in late November, when they gather for a policy conference in Toronto. The November 25-26 conference will take place at the Toronto Congress Centre, described in Brown’s announcement to supporters as “on the border of Mississauga and Toronto” – a nod to the suburban demographic crucial to his election hopes. This will be the culmination of a province-wide policy development process currently underway, and will flow into the party platform. At least, that’s the idea. It’s not clear whether the conference will directly set the platform, or if Brown and his senior campaign team will cherry-pick the policies they want. He has repeatedly pledged a grassroots approach, renouncing past campaigns that saw platform decisions dictated by a central cabal. But devotion to the grassroots also has its drawbacks, and he will need checks in place to keep potentially damaging planks from making the cut – especially if radical SoCons rally enough support to get their wish list into the mix. Polls could also have an impact on the platform strategy. If the Tories still have a big lead six months before the writ-drop, there will be a strong temptation to play it safe, policy-wise, rather than risk alienating voters leaning their way with anything too bold.

CHIEF IMPORT – In still more news from the Brown camp, he’s in the market for a new Chief of Staff, with **Nick Pappalardo** resigning as of today. Pappalardo is reportedly leaving for family reasons, including a need to run the family business because of illnesses. Naturally, the Liberals are whispering that his departure is a sign of

internal discontent in Brown's office, but insiders categorically dismiss such conspiracy theories. Papallardo has said he will continue to work with the party as a volunteer.

FOR THE RECORD

"The system is broken. You have to understand that cities' budgets aren't designed to build large infrastructure, transit projects ... Why is it that we can't control our own destiny and we can't raise the revenue we need to better run, better manage, and invest in our city?"

- Mississauga Mayor **Bonnie Crombie**, during an Empire Club panel discussion titled, 'For Whom the Road Tolls,' pointing to the provincial decision to nix tolls on Toronto expressways as symptomatic of a bigger problem of municipalities lacking the autonomy to fund their own priorities.

"The Opposition were all over us on this issue and didn't want us to make these investments ... Frankly, it's time our government got a little bit of credit for some of the challenging decisions we've taken on and the bold decisions we've made to make this happen."

- Economic Development Minister **Brad Duguid**, gloating over the success of the MaRS innovation hub now that the building is full. During the 2014 election, the Tories and NDP ridiculed the Liberals' bail-out of the then-two-thirds empty space as a boondoggle.

"London-area kids are just as deserving as Toronto kids when it comes to receiving publicly funded educational programming."

- NDP MPP **Teresa Armstrong** (London-Fanshawe), miffed that TVO is shutting down eight transmitters across the province, leaving only Toronto with over-the-air broadcasts, although the publicly funded network insists 99% of Ontarians will still have access through cable, satellite and online.

@140 CHARACTERS

Former Sun Media columnist **Christina Blizzard**, retired from journalism but still bashing the Liberals – in this case after a recent ice storm caused power blackouts.



Christina Blizzard ✓
@chrizblizz

 Follow

Lights out Vic Park & Danforth. I blame
[@Kathleen_Wynne](#), but think of the money I'm
saving. #DarkTO

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

 enterprisecanada.com/ontario-legislative-highlights-february-17/

February 17, 2017

WEEKLY ROUNDUP

GET WELL – **Michael Gravelle** is universally liked around Queen’s Park, so the wave of well wishes that came his way this week were genuine, after he announced he is temporarily stepping aside from cabinet to deal with depression. Gravelle explained on Facebook that he has been “struggling with a feeling of uneasiness,” for a while. “It has become clear to me that it will take some time, effort, treatment and understanding to properly address this illness.” Gravelle is no stranger to health battles, having fought cancer five years ago. His affability and professionalism earned him plenty of support back then, and again now. As Premier **Kathleen Wynne** noted, “Everyone at Queen’s Park will have him in their thoughts and will be rooting for him.” Wynne praised Gravelle’s decision – “It takes great courage to speak publicly about mental health challenges,” she said in a statement. “I want to wish Michael Gravelle a speedy and complete recovery” – and assigned **Bill Mauro** to take on Gravelle’s Northern Development and Mines portfolio in addition to his own Natural Resources and Forestry ministry. Gravelle assured constituents in his Thunder Bay–Superior North riding that his office staff will continue to take care of local issues, but he himself will stay on the sidelines. “While I appreciate the importance of talking openly about mental health, in the very near term I hope it is understandable that I would like to maintain my privacy,” he wrote.

ORDER HERE – For the rest of the province’s MPPs, it’s back to parliamentary business next Tuesday. Following the Family Day holiday Monday (Thank You, **Dalton McGuinty** – this mid-February break is one part of his legacy most Ontarians think fondly of), the House resumes for its spring sitting. When last they assembled, before Christmas, there were eight outstanding government bills on the Order Paper (see [Status of Government Bills](#)), as well as several dozen private member’s bills. New legislation introduced over the coming months will have an extra layer of meaning, as it points to priorities and planks for the 2018 election – which will be exactly one year away when the spring session ends on June 1.

SURPLUSES AND MINUSES – Winning a battle against a non-partisan watchdog might turn out to be a Pyrrhic victory, but that’s where the Liberals find themselves right now. They were irate when Auditor General **Bonnie Lysyk** ruled that surpluses from government-sponsored pension plans can’t be counted as assets – which would have made the provincial deficit much higher than reported and threatened the balanced budget central to the LIBs’ re-election hopes. So Wynne hired an independent panel of accounting experts, who reported this week that they agree the surpluses should in fact be considered assets. Even if Lysyk acquiesces to the expert panel, the Liberals surely won’t gloat about it, because she still carries a lot of clout. But the feud does raise some uneasy questions about government oversight authorities. With former Ombudsman **André Marin** – who himself had a much-publicized run-in with the government then subsequently ran for the Tories – now writing a Postmedia column that

regularly tears a strip off the Liberals, along with Lysyk's credibility taking a hit, their once-untouchable offices are facing some previously unheard-of scrutiny. As *Toronto Star* columnist **Martin Regg Cohn** put it, "An auditor general can enjoy godlike legitimacy in Canada. But independence isn't infallibility — not when the numbers don't add up."

HAIL TO THE (NEW) CHIEF – PC Leader **Patrick Brown** didn't wait long to land on a new Chief of Staff, naming **Alykhan Velshi** to run his office less than a week after **Nick Pappalardo** resigned for family reasons. Velshi is well known in Conservative political circles, as co-founder of Ethical Oil and a former senior advisor to Prime Minister **Stephen Harper** and federal cabinet minister **Jason Kenney**. Insiders say one of Brown and Velshi's immediate priorities is shoring up relations with former PC Leader and now Toronto Mayor **John Tory**. Cracks in that relationship were evident when Brown publicly opposed Tory's push for tolls on Toronto expressways. But when Wynne officially scotched the tolling plan, Brown's team saw an opening to repair the rift. His Deputy Chief of Staff and a senior policy advisor both attended Tory's speech to the Empire Club this week. However, at the same time, former Toronto Councillor and noted Brown ally **Doug Ford** was again making noises about running against Tory for the mayoralty, exacerbating the complex web of allegiances and feuds Brown will have to navigate.

SCARBERIAN TIGER – This week's municipal by-election in Scarborough – necessitated by **Raymond Cho's** ascendency to provincial MPP – had some intriguing ramifications for Queen's Park. Primarily, it gives hope to New Democrats, who haven't had much to cheer about in recent years, as their candidate won in a landslide. Although civic elections are technically non-partisan, candidates are known to have parties behind them, as was the case with the NDP-backed **Neethan Shan**. Shan was the NDP candidate in last year's *provincial* by-election, finishing third, but was victorious at the city level on Monday, garnering more than 45% of the votes. That was way ahead of third-place finisher **Hratch Aynedjian**, who had been Cho's executive assistant when he was a city councillor. It's something of a tradition for staff to run when their boss moves on, and often it works. But not for Aynedjian, who not only had PC support but Liberal credentials as well, having worked on campaigns for Liberal cabinet minister **Brad Duguid** and others.

THE NEW BLACK – One of the first orders of business when the House fires up next week will be to celebrate Black History Month – the first time February has had that official designation in Ontario. It's been recognized federally for 20 years, but was only proclaimed in the province last year. Amid the ongoing controversy around the Black Lives Matter movement, this is seen as a priority issue for Wynne's Liberals – hence the creation of the Anti-Racism Secretariat, overseen by Children and Youth Services Minister **Michael Coteau**. In addition to speeches in the House, a reception will be held at Queen's Park, seen as a must-attend event by many politicians.

RUMOURS AND RUMBLINGS

IS THAT A FACT?

Talking points distributed to the faithful (or at least those signed up as supporters) often provide a window into a party's strategic thinking. Right now it appears the Liberals are very much thinking about the "alternative facts" universe created by the U.S. presidential campaign. Calculating that Ontario voters will be repelled by the frenzy of misinformation and "fake news" that has overwhelmed political discourse stateside, the LIBs have launched a series of missives headlined "Facts Still Matter." Mostly they take aim at Brown, dissecting every sentence of his speeches and offering counterpoints. (Some might call those "alternative facts," but never mind.) A sampling: "*He said*: 'We want to make sure that historic infrastructure 130 billion is actually spent on infrastructure not spent simply on, on promises, on press releases.' *Fact*: Cost of the new GO station in Richmond Hill: \$22 million, cost of the press release announcing it was open: \$0, cost of catching Patrick Brown making up facts: priceless." It's not just Brown in the Liberal fact-checking sights. They've also branched out into similar vetting services for a speech by PC Finance Critic **Vic Fedeli** and an op-ed column by NDP Leader **Andrea Horwath**. Surely it won't be long before the others parties follow suit, creating an "are-too-are-not" melee that could make the U.S. campaign look professorial.

FOR THE RECORD

"I know such acknowledgement and the money which must accompany it aren't popular outside the city but Ontario's golden goose must be nurtured, not ignored if Ontario as a whole is to prosper."

- Toronto Mayor **John Tory**, during an Empire Club speech, arguing that resentment of Toronto shouldn't impact on Queen's Park decisions about funding for the city. Later in the week Tory bemoaned the "prehistoric handcuffs" that prevent municipalities from making decisions without approval from senior levels of government.

"Because I was considered stylish, with these colourful turbans and well-cut suits and showing myself as a confident person, I could use that as a tool to talk about things like unfairness, injustice, poverty, and inequality in the public sphere ... A beard and a turban sometimes conjure up negative associations, but, if you see someone with a lime-coloured, bright orange or pink turban, it disarms people's stereotypical notions of this image and it disarms people from those stereotypes."

- NDP Deputy Leader **Jagmeet Singh**, recently profiled by GQ. The feature noted, "rumour has it that Singh will soon make the jump into federal politics and run for leadership of the left-wing New Democratic Party of Canada," but while Singh admits he's considering it, he insists he hasn't decided yet.

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

 enterprisecanada.com/ontario-legislative-highlights-february-24/

February 24, 2017

WEEKLY ROUNDUP

LIVES IN THE BALANCE – Whenever pollsters ask what issues most influence voting decisions, the economy and fiscal management are almost always at or near the top. We shall see if this is indeed a key factor in what happens in the 2018 Ontario election; as of right now Premier **Kathleen Wynne**'s Liberals would seem to have the economic wind at their back. That's what the numbers suggest, with steady job growth for the better part of two years and the provincial budget on the verge of being balanced. Given voters' appetite for economic prudence – and well aware that failing in this regard is a sure ticket to Opposition status – Finance Minister **Charles Sousa** was emphatic again this week that Ontario will be in the black come this spring's budget. In releasing the province's third-quarter finances, Sousa noted that the deficit for the current fiscal year is down to \$1.9 billion – a healthy improvement over the \$4.3 billion shortfall projected last spring – thanks to GDP growth of 0.7%. Sousa gushed that Ontario's growth rate outpaced the rest of Canada and all G7 countries, but he was careful not to sound too Pollyannaish. "At the same time, people's experiences of this growth are uneven, and too many are not feeling better off," Sousa cautioned. Naturally, the Opposition parties amplified that theme – their electoral hopes at least partly resting on voters *not* buying the Liberals' good stewardship narrative. "The real deficit is there and it's baked in," sniped PC Finance Critic **Vic Fedeli**, decrying an "artificial balance" achieved only through one-time cash infusions like the sale of Hydro One.

THE WINTER OF OUR DISCONNECT – Even if the LIBs can convince voters they're got the province's finances in hand, they are on much shakier ground when it comes to electricity costs – and that's the issue the Opposition parties are counting on to really drive votes. It dominated Question Period as the House resumed this week, with PC Leader **Patrick Brown** and NDP Leader **Andrea Horwath** taking turns bashing the Liberals for double-digit increases on most hydro bills. (Interestingly, Wynne chose to field most of the questions herself, only occasionally deferring to Energy Minister **Glenn Thibeault**.) A new line of attack also opened up, as both Opposition parties raged about utility companies disconnecting electricity and gas to consumers who are behind on their payments, even in the freezing cold. Legislation effectively banning that practice has been tabled, but as part of a much larger omnibus bill that is slowly working its way through the legislative process. Even though all three parties agreed on the need to ensure nobody gets cut off right now, of course there was much dispute over who would get credit for the policy. PC MPP **Todd Smith** got the ball rolling with a private member's bill, the cleverly titled *Stopping Electricity Disconnections in the Winter Act*, which unanimously passed First Reading but was stymied when Smith tried to get it through Second and Third Readings immediately. The next day, Thibeault – who had previously said he'd prefer utilities to agree voluntarily – introduced government legislation. It passed quickly with no debate – in the House. Outside, both Opposition parties blasted the Liberals for not acting sooner. "We had virtually the exact same thing in

the legislature yesterday morning, but if the Liberals needed to put their own stamp on it, then God bless,” Horwath needed, while Brown offered a more pointed, “Unfortunately, this comes after far too many families and seniors were forced to suffer in the cold without power because the Wynne Liberals dragged their feet and played political games.”

OFF TO THE RACISM – Brown astutely dodged a potentially damaging issue for himself, when he said he would unequivocally endorse an anti-Islamophobia motion up for debate this week. Ottawa-Vanier Liberal **Nathalie Des Rosiers** tabled the motion before Christmas, and the Liberals were quite happy to expedite it in light of controversy over a similar motion in Ottawa. (Ostensibly the provincial motion was given more urgency in the wake of the shooting at a Quebec City mosque, but the political subtext added some extra oomph.) Several Conservative MPs have opposed the federal motion, arguing that the Islamophobia reference should be taken out and the motion broadened to a more general anti-racism message. Brown, sensing the trap laid for him, made it clear he has no problem with the I-word. “I think it’s pretty straightforward to condemn any form of hate,” Brown told reporters Tuesday morning. “In terms of Islamophobia, it is real.” Des Rosiers’ motion passed unanimously.

QUIRK OF FATE – Whatever success Brown may be having in presenting a more moderate face for his party, his internal tribulations aren’t over. It looks like he’s going to be forced to choose sides as his newest caucus member, teenager **Sam Oosterhoff**, faces a challenge for the nomination to run in 2018. And not just any challenge – Niagara Regional Councillor and Ontario PC Party Vice-President **Tony Quirk** has announced plans to face-off against Oosterhoff in the newly created riding of Niagara West (which is being split off from Oosterhoff’s current seat of Niagara West-Glanbrook). Quirk lost the nomination to Oosterhoff in last fall’s by-election to replace former party leader **Tim Hudak**, but then buried the hatchet and co-chaired Oosterhoff’s by-election campaign. Now he’s apparently dug up the hatchet, portraying Oosterhoff as too inexperienced. “Sam comes from a very insular group within the riding, he has no elected experience,” Quirk told the *Toronto Star’s QP Briefing*. “He hasn’t really seen the rest of the world, he hasn’t really seen the other sides of issues. So he approaches things with the blind faith of a child, and that’s the problem that you have to take into account when you are someone who attends church – faith is important, blind faith is dangerous.” Both Quirk and Oosterhoff describe themselves as Social Conservatives, so it’s not an ideological fight. But it sure got personal in a hurry, with Oosterhoff firing back, “You should be careful to throw stones when you’re in a glass cage. It’s easy for someone to say that you shouldn’t be in cabinet, but when you can’t even win a nomination, then I wouldn’t be speaking so loudly and so boldly.”

IN THE HOUSE

See [Status of Government Bills](#)

- Education Minister **Mitzie Hunter** introduced Bill 92, the *School Boards Collective Bargaining Amendment Act*, to enhance the two-tiered model for collective bargaining in the education sector. Evidently the model is working, at least at the provincial level. The Ontario Secondary School Teachers’ Federation tentatively agreed to a two-year contract extension this week. If that deal and similar extensions for other education sector unions are ratified, the prospect of contentious education negotiations will be off the table until after the next election.
- Energy Minister **Glenn Thibeault** introduced Bill 95, the *Protecting Vulnerable Energy Consumers Act*, to prohibit utility companies from disconnecting gas or power from homes during the winter. With all-party support it quickly passed Third Reading and received Royal Assent.
- Women’s Issues Minister **Indira Nadoo-Harris** introduced Bill 96, the *Anti-Human Trafficking Act*, to increase protection for survivors and those at risk of human trafficking, including allowing individuals to apply for restraining orders and making it easier for survivors to get compensation from those who trafficked them.
- Speaker **Dave Levac** acknowledged that PC MPP **Julia Munro** is now the longest-serving female MPP in the history of the Ontario Legislature. First elected in June 1995, Munro is at 21 years, eight months and 18 days, and counting.

- The Legislature’s new Sergeant-at-Arms is also female – the first to hold that post. In formally welcoming **Jacquelyn Gordon** on Tuesday, Levac quipped, “I would respectfully remind the members and suggest to the members that you wont mess with her any more than you would have messed with Dennis.” **Dennis Clark** retired as Sergeant-at-Arms after 19 years. Gordon previously spent 34 years with the Halton Regional Police Service.
- It was fitting that Gordon and Munro were acknowledged Tuesday, coinciding with delegates from Equal Voice’s “Daughters of the Vote” program meeting at Queen’s Park.

FOR THE RECORD

“Wynne is continuing to channel Donald Trump and swat down all dissent. She is simply not respecting any limits on her power. Instead of listening to the people’s watchdogs, she only pays attention to her wealthy friends, bankers like Ed Clark and the investors who are getting rich off of privatization.”

- OPSEU President “**Smokey**” **Thomas**, in his *Toronto Sun* column, taking his anti-Liberal rhetoric to new heights – likening Premier **Kathleen Wynne** to U.S. President **Donald Trump** is a first – as he sides squarely with the Auditor General in the accounting dispute over public sector pension surpluses. Thomas then went even further, warning, “If nobody stands up to Wynne, I’m afraid her next move could be to actually steal our pension money, giving her more cash for overpaid consultants and Sunshine List executives.”

“The OPSEU pension plan, which is jointly sponsored by OPSEU and the province, clearly states that no amount of the surplus shall be paid out of the plan to either sponsor. Simply put, the province does not have the ability to make any withdrawals from the plan. I trust that you are reassured by this news.”

- Treasury Board President **Liz Sandals**, in an open memo to Thomas politely, if somewhat sarcastically, clarifying the rules around pension surpluses.

**4TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
*FEBRUARY 28, 2017***

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CCSTA 2017 AGM – JUNE 1-3, 2017**



(<https://ccsta-accec-conference.ca/en>)

GROWING TOGETHER IN THE VINEYARD OF CHRIST

Annual General Meeting and Convention, June 1-3 2017 in Niagara Falls, ON



2017 CCSTA CONVENTION - PROGRAM

Thursday, June 1, 2017 – Marriott on the Falls

10 am to 10 pm	Registration for delegate	2 nd floor - Mezzanine
7:00 to 7:30 pm	Opening Ceremony and Liturgy	Oakes Ballroom
7:30 - 8:30 pm	Keynote Speaker – Fr Jim Mulligan “Politics and Promoting Catholic Education”	Oakes Ballroom
8:30 to 10 pm	Reception and a Wine Taste Off – Ontario vs British Columbia and local Craft Beer tasting.	Marriott Great Room - Lobby
10 pm to Midnight	Hospitality Suite – Hosted by 2017 Committee	TBA

Friday, June 2, 2017 – Marriott on the Falls

7:30 to 8:30 am	Buffet Breakfast	Oakes Ballroom
8:00 am to 10:00 pm	Registration and Information Table	2 nd floor - Mezzanine
8:45 to 9:00 am	Morning Liturgy Service	Oakes Ballroom
9:15 to 10:15 am	Welcome and Greetings: Keynote Speaker – Archbishop Paul-André Durocher	Oakes Ballroom
9:15 to 3 pm	Spousal/Companion Tour	Bus departs
10:15 to 10:30 am	Refreshment Break & Exhibits	Oakes Ballroom
10:30-11:30 am	Workshops Bloc A – Best Practices/Challenges	Various Rooms
11:45 pm	Luncheon hosted by 2018 Convention Committee	Milestone Restaurant
1:00-1:15pm	CICSB Presentation for CCSTA 2018 Conference	Oakes Ballroom
1:15 – 2:30pm	Workshop Bloc B – Panel Discussion: “200 years later – Right of Catholic Schools Sec 93 – Profile of catholic education.	Oakes Ballroom
2:30 pm	Refreshment Break s & Exhibits	Oakes Foyer
3:00 – 4:00	Workshops Bloc C – Best Practices/Challenges	Various Rooms
3:00 – 4:00	Workshop for Francophones	TBA

6:15 to 9:30 pm	Bus Departure for off-site event – dinner and show --- <u>OH CANADA EH!</u>	Oh Canada Eh!
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10 pm – Midnight	Hospitality Suite – Hosted by 2018 Committee	TBA
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Saturday, June 3, 2017 – Marriott on the Falls

7:30–8:30 am	Buffet Breakfast	Oakes Ballroom
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8:30 to 9 am	Morning Liturgy Service	Oakes Ballroom
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9am -10:00 am	Keynote Speaker - Cardinal Collins: “Building a new future – Harvesting your vineyard”	Oakes Ballroom
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10:00 to 10:15 am	Refreshment Break	Oakes Foyer
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10:15 am - Noon	CCSTA Annual general meeting	Oakes Ballroom
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12 – 4pm	FREE TIME – Various tours	
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4:30 pm	Bus departure for Church – off-site	Our Lady of Scapular
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5:00 pm to 6:00 pm	Eucharistic Mass – Our Lady of Scapular	Niagara Falls
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6:15 pm	President’s Reception (by invitation only)	
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6:15 pm	Gala Reception for Delegates	Oakes Foyer
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7:00 pm	Gala Dinner & Banquet with Higgins Award	Oakes Ballroom
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10:00 pm	Hospitality Suite – Hosted by 2017 Committee	TBA
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KEYNOTE SPEAKERS



(<https://ccsta-accec-conference.ca/en>)

Home (<https://ccsta-accec-conference.ca/en>) / All Speakers (<https://ccsta-accec-conference.ca/en/keynotes/>) / Msgr. Paul-André Durocher



MSGR. PAUL-ANDRÉ DUROCHER

The Most Rev. Paul-André Durocher was born on May 28, 1954, in Windsor, Ontario, the eldest of Maurice Durocher and Lucille Duplantie's seven children.

His family moved to Timmins, where he completed his elementary and secondary studies. He went on to study music at the University of Western Ontario, earning his Bachelor of Musical Arts in 1977. He entered the Saint Paul University Seminary, where he obtained two degrees in theology: a Bachelor's degree in 1981 and a Master's in 1985. He also completed a Bachelor of Education at the University of Ottawa in 1980.

He was ordained to the priesthood for the Diocese of Timmins on July 2, 1982, and obtained his Civil Licenciante in Canon Law from the Université de Strasbourg in France in 1992. During a sabbatical year in 1996, he completed his Licentiate of Sacred Theology at the Pontifical Gregorian University in Rome.

During his years of service in the Diocese of Timmins, he taught high school, developed teaching tools for religious education, served as parish priest, priest moderator and priest administrator in various parishes, directed the diocesan youth ministry and the liturgy office. He also coordinated the diocese's chancery and pastoral services.

His episcopal consecration took place on March 14, 1997, and he was appointed Auxiliary Bishop of Sault Sainte Marie. Residing in Sudbury, his focus was on pastoral care for parishes in the French sector of the diocese and the aboriginal communities of Georgian Bay. He was a member of the education and social affairs commissions of the Assembly of Catholic Bishops of Ontario (ACBO) and the liaison bishop for its office of French Catholic education, OPÉCO. He was also a member of the Commission for Liturgy—French sector—of the Canadian Conference of Catholic Bishops (CCCCB).

He was appointed Bishop of Alexandria-Cornwall on April 26, 2002, and was installed on June 17, 2002. He served as president of the ACBO's Education Commission for six years and of the CCCB's Commission for Theology for two. He was a CCCB delegate to the Synod of Bishops on the Eucharist in 2005.

Pope Benedict XVI appointed him Archbishop of Gatineau on October 12, 2011. A week later, he was elected Vice-President of the Canadian Conference of Catholic Bishops. On November 30 of that year, he was officially installed as Archbishop of Gatineau.

Msgr. Durocher was elected President of the Canadian Conference of Catholic Bishops in September 2013 and, in that capacity, participated in the Synod of Bishops on the Family in October 2014. He became a member of the Pontifical Council for Culture in March 2014.

MY SESSIONS

[View full schedule >](https://ccsta-accec-conference.ca/en/schedule/) (<https://ccsta-accec-conference.ca/en/schedule/>)

June 2, 2017

Keynote Speaker B – Archbishop Paul-André Durocher (<https://ccsta-accec-conference.ca/en/sessions/keynote-speaker-mgr-paul-andre-durocher/>)

🕒 9:00 am - 10:15 am

📍 Oakes Ballroom

[View full schedule >](https://ccsta-accec-conference.ca/en/schedule/) (<https://ccsta-accec-conference.ca/en/schedule/>)



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CARDINAL THOMAS COLLINS

His Eminence Thomas Cardinal Collins was born and raised in Guelph, Ontario. He is the only son and the youngest of three siblings.

In 1969 he obtained a Bachelor of Arts (in English) from St. Jerome College in Waterloo. In 1973 he obtained two degrees, a Master of Arts (in English) from the University of Western Ontario and a Bachelor of Theology from St. Peter's Seminary in London, Ontario. That same year he was ordained to the priesthood on 5 May 1973 in the Cathedral of Christ the King, Hamilton, by the Most Reverend Paul Reding.

While studying in Rome, specializing in Sacred Scripture with special focus on the Book of Revelation, he received his Licentiate in Sacred Scripture from the Pontifical Bible Institute in 1978 and a Doctorate in Theology from the Gregorian University in 1986.

After holding various academic appointments, he was named Coadjutor Bishop of Saint- Paul, Alberta, on 25 March 1997, and became Bishop of Saint-Paul on 30 June 1997. Two years later, on 18 February 1999, he was named Coadjutor Archbishop of Edmonton, and installed as Archbishop of Edmonton on 13 September 1999. In 2001 he was named Apostolic Administrator of Saint-Paul, and served as Archbishop of Edmonton and Apostolic Administrator of Saint-Paul until he was named Archbishop of Toronto on 16 December 2006. He was installed as Archbishop of Toronto on 30 January 2007.

On 6 January 2012, Pope Benedict XVI announced that Archbishop Collins would be elevated to the College of Cardinals. He was created Cardinal on 18 February 2012 during the Consistory in Rome. Thomas Cardinal Collins is the fourth Cardinal in the history of the Archdiocese of Toronto and the 16th in the history of Canada.

Cardinal Collins has been a member of the Canadian Conference of Catholic Bishops (CCCBC) since being ordained Bishop on 14 May 1997. As Archbishop of Toronto he is an *ex officio* member of the CCCBC Permanent Council, Chancellor of the University of St. Michael's College, Toronto, and Chancellor of the Pontifical Institute of Mediaeval Studies, also in Toronto. He is the Chair of the Board of Governors of St. Augustine's Seminary, and Chair of the Board of Directors of Redemptoris Mater Missionary Seminary, both of which are also in Toronto. In 2008, he was elected President of the Assembly of Catholic Bishops of Ontario.

Cardinal Collins has served as a member of the Pontifical Council for Social Communications, as well as being named by the Holy Father as a member of the 2010 Special Assembly of the Synod of Bishops for the Middle East. He has assisted the Holy Father as an Apostolic Visitor in Ireland and is the Delegate of the Congregation of the Doctrine of the Faith for *Anglicanorum Coetibus*. He also serves on a committee of the International Commission on English in the Liturgy that assists in preparing English-language translations of liturgical texts.

MY SESSIONS

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June 3, 2017

Keynote Speaker - Cardinal Thomas Collins (<https://ccsta-accec-conference.ca/en/sessions/keynote-speaker-yves-levesque-bilingual/>)

🕒 9:00 am - 10:10 am

📍 Oakes Ballroom

[View full schedule >](https://ccsta-accec-conference.ca/en/schedule/) (https://ccsta-accec-conference.ca/en/schedule/)



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[NEXT >](https://ccsta-accec-conference.ca/en/speakers/rev-j-mulligan-csc/) (HTTPS://CCSTA-ACCEC-CONFERENCE.CA/EN/SPEAKERS/REV-J-MULLIGAN-CSC/)

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REV. J. MULLIGAN, CSC

Father James T. Mulligan is a member of the English Canadian Holy Cross Fathers. Father Mulligan is from Welland, Ontario. He studied at the University of Notre Dame in Indiana, (Philosophy) and at the Gregorian University in Rome (Theology). He was ordained to the priesthood in 1968. Father Mulligan has a *Matrîse* in Catechetics from the Institut Catholique in Paris and a Doctor of Ministry from the University of Toronto. His ministry as a Holy Cross Father has largely focused on Catholic education. He taught religious education at the secondary level for twenty five years and has extensive background in working in faith formation with teachers in Ontario's Catholic school system.

Father Mulligan has written five books on Catholic education, all published by Novalis: *Evangelization and the Catholic High School* – 1990; *Formation for Evangelization* – 1994; *Catholic Education: The Future Is Now*, 1999; *Catholic Education: Ensuring a Future*, 2005 and *A Pastor's*

Journal – Catholic Parishes and Schools Working Together, 2015.

He has collaborated on a number of Catholic education endeavours in Ontario and has lectured on Catholic education and evangelization in British Columbia, Alberta, Saskatchewan and Newfoundland.

From December 2000 to September 2004, Father Mulligan served on the General Administration of the Congregation of Holy Cross in Rome where he had responsibility for the education and social justice portfolios for his congregation. From November 2004 to December 2013, Father Mulligan has served as Pastor of St. Kevin's Parish, Welland, ON. In January 2014, Father Mulligan continued his ministry at St. Kevin's as Associate Pastor.

In January 2010, Father Mulligan received the Niagara Catholic District School Board *Catholic Educator Award of Distinction* for his many contributions to the Catholic education project in Niagara and beyond. In June 2010, Father Mulligan was made a *Fellow of St. Mary's University College* in Calgary Alberta, for his singular contribution to the formation of student teachers and the ongoing formation of Catholic educators for Catholic separate schools.

MY SESSIONS

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June 1, 2017

Keynote – Politics and Promoting Catholic Education (<https://ccsta-accec-conference.ca/en/sessions/keynote-speaker/>)

🕒 7:30 pm - 8:30 pm

📍 Oakes Ballroom

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SISTER MARIE-PAUL ROSS

In 2000, Sister Marie-Paul Ross became the first nun in the world to earn a customized doctorate from a francophone university. Her tailor-made doctorate in clinical sexology was also the first of its kind awarded by Université Laval. Her thesis developed and validated a holistic health and sexology therapy model, demonstrating its relevance and effectiveness.

Marie-Paul Ross volunteered with CECI (Canadian Centre for International Studies and Cooperation) as a sexologist and nurse. For more than 20 years, she worked in the “third world”, primarily Latin America. In 2003, she founded the Institut de Développement Intégral in Quebec City, an interdisciplinary institute that helps people learn how to self-treat their disorders and experience healing and renewal by activating their life potential. In March 2016, she joined the Maison de la Santé de Cocagne in Acadian New Brunswick as a holistic health practitioner.

She has worked in 26 countries in Western Europe (Spain, France, Portugal and Italy), South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay and Peru), Central America (Costa Rica, Guatemala, Nicaragua and Honduras), the West Indies (Puerto Rico, Dominican Republic, Haiti and Cuba), North America (Canada, United States and Mexico) and Africa (Malawi and Zambia).

Her interest in sexology was kindled early in her nursing career, and she decided to further her education by enrolling in a human sexuality certificate program and then an individualized undergraduate degree in sexology. She went on to earn a master’s degree in counselling (clinical sexology) and a tailor-made doctorate in clinical sexology with a specialization in sexoanalysis.

Marie-Paul Ross is knowledgeable, direct and clear. The media often seek her expert opinion on current issues. Her focus on improving health in general led her to investigate the connection between health problems and sexuality. Her mission is to develop simple, effective, scientifically proven tools and widely accessible training programs.

She is passionate about helping people be well. She demystifies sexual issues and understands that, no matter the causes and effects of human suffering, the important thing is to heal.

Marie-Paul Ross’s awards and honours:

2015: Ordre Painchaud from the Collège Saint-Anne-de-la-Pocatière's Fondation Bouchard, awarded in La Pocatière. **2014:** Medal of the National Assembly of Quebec, awarded by Pascal Bérubé, MNA for Matane-Matapédia, in Sainte-Luce. International Friendship Award (outstanding individual), Marco & Alberto Ippolito international program and the Italian national teachers federation (FNISM) in collaboration with the Italian ministry of public education, awarded at the Teatro Comunale Francesco Cilea de Reggio di Calabria in Italy. **2013:** Diamond Jubilee Medal awarded by Anne-Marie Day, NDP MP, in Québec City. **2011:** Université Laval distinguished alumni award (Gloire de l'Escolle medal) in Québec City. Prix Florence for health promotion from the Ordre des infirmiers et infirmières du Québec (OIIQ) [Quebec college of nurses] awarded in Montréal. **2009:** Nominated for a Center for International Studies and Cooperation (CECI) gender equality tribute award during its 50th anniversary celebration in Montreal. YWCA woman of distinction award (health), awarded in Québec City. **1999:** Université Laval foundation doctoral bursary (\$11,500), Québec City. **1998:** Brothers of the Christian Schools of Québec bursary (\$1,000). Université Laval foundation doctoral bursary (\$11,500), Québec City. **1997:** Université Laval foundation doctoral bursary (\$11,500), Québec City. **1994:** CECI's award of excellence for research in international cooperation (\$5,000), Montréal. **1991:** NIKKEI award of excellence for a scientific presentation (trophy and \$500) during the Sixth Cultural Congress in Peru.

Marie-Paul Ross is a skilled professional, but she is also, above all, a wise and caring woman who is willing to push boundaries to help her fellow human beings. Her achievements show us that we can overcome all of the obstacles life throws at us.

Marie-Paul Ross, Ph. D., has written six books, five of them best-sellers:

Pour une sexualité épanouie : un modèle d'intervention globale en sexologie, le MIGS [Achieving healthy sexuality: a holistic sexological therapy model] Éditions Fides, 2009.

Traverser l'épreuve : comment activer notre potentiel de vie [Overcoming obstacles: how to activate your life potential] Éditions Fides, 2010.

Je voudrais vous parler d'amour... et de sexe [Let's talk about love...and sex] Éditions Michel Lafon, September 2011, a best-seller in Québec and France.

La sexualité des jeunes – Petit manuel pour les parents [Adolescent sexuality: a guide for parents] Éditions Fides, a guide for parents who want to have authentic, informed, healthy conversations with their children about sex.

Published in October 2013, her autobiography, *La vie est plus forte que la mort* [Life is stronger than death] recounts the trials and tribulations of her life.

Her latest book, *La Chaloupe vide, rencontres inespérées du vécu humain*, [The empty rowboat: unexpected encounters with the human condition] was published in 2015 by Le Dauphin Blanc.

MY SESSIONS

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June 2, 2017

French Block C – Soeur Marie-Paul Ross (<https://ccsta-accec-conference.ca/en/sessions/french-block-c-soeur-marie-paul-ross/>)

🕒 3:00 pm - 4:00 pm

📍 3rd Floor

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TOURS

SPOUSAL / COMPANION TOUR

Niagara-On-The-Lake
Friday June 2, 2017
Departure from hotel at 9:15 am

THE OUTLET COLLECTION OF NIAGARA



As Canada's largest open-air outlet shopping centre, this is just not any outlet mall! It features retail experiences you won't find anywhere else in Canada including:

- The first Bass Pro Shops Outpost concept store in Canada
- The first Pandora Outlet in Canada
- The first Chico's Outlet in Canada
- The first Michael Hill Outlet in Canada
- The first White House Black Market Outlet in Canada
- The first Rudsak Outlet in Canada
- One of the first Saks Fifth Avenue OFF 5TH in Canada
- And much more!

As the premiere Niagara outlet mall, it's no wonder many people put it on top of their Niagara activities list!

TRIUS WINERY TOUR



Trius Winery is a Niagara winemaking pioneer. For more than 30 years, they have been crafting fine VQA wines from premium grapes grown in the four appellations of Niagara-on-the-Lake. Nestled between the Niagara escarpment and Lake Ontario, they have made their home in a wine growing region that provides the diversity to grow a number of varieties in unique growing conditions.

The winery provides both a wine and culinary journey like no other. A visit to Trius Winery is an unrushed sensory experience, a time out that lets you taste, feel and discover. **Wine** and **menus** are inspired by the seasonal evolution of the vines, and the local produce that grows beside them.

<http://triuswines.com/>

SATURDAY ACTIVITIES

Saturday June 3, 2017
Departure from hotel at 12:00 pm

VINELAND ESTATES WINERY



This tour includes lunch with a paying bar in the Carriage House, wine tasting and tour.

Open all year, Vineland Estates Winery is not only the home of fine wine and cuisine, but an unmatched touring facility and wine country destination. At this picturesque venue, extensive vineyards on the bench of the Niagara Escarpment provide the stunning backdrop to a unique cluster of carefully restored historic buildings.

NIAGARA-ON-THE-LAKE



This tour includes transportation only. You will have 3 hours to walk around this beautiful town, have lunch on a patio and time to shop.

Stroll back through history and enjoy world class theatre, fine dining, shopping, our estate wineries, farm markets and historical sites.

Niagara-on-the-Lake, often called the loveliest town in Ontario, has a long and distinguished history. Site of the old Neutral Indian village of Onghiarra, it was settled at the close of the American Revolution by Loyalists coming to Upper Canada, many of whom had been members of the much feared Butler's Rangers based during the American Revolution at Fort Niagara, then under British control.

In 1781 the British Government purchased land from the Mississaugas; a strip of land 6 miles wide along the western bank of the Niagara River for "300 suits of clothing". By 1782, 16 families had become established and had cleared 236 acres. In 1791 part of the military reserve at the mouth of the river was chosen as the future townsite. In 1792, Newark – as it was named by Governor Simcoe, became the first capital of the newly-created colony of Upper Canada, and the legislature met here for five sessions, until Lieutenant-Governor John Graves Simcoe moved the capital to York. By 1796, 70 new homes were built, and the town continued to prosper as the economic, administrative and judicial centre for the Niagara Peninsula. The physical appearance of the town, with the exception of the powder magazine at Fort George was virtually erased by the burning of the town by the Americans during the war of 1812.

Rebuilt, Niagara became an active commercial centre, with a busy shipping and ship-building industry, as well as many shops and warehouses. The beautiful old homes lining the tree-shaded streets attest to the prosperity of its citizens.

TODAY, over two hundred years after its founding, Niagara-on-the-Lake hums with a different kind of traffic. Its many attractions include historic sites – Fort George and the Historical Society Museum, the Shaw Festival with its three theatres, the marina, our heritage business district for

REGISTER NOW!

Please select your conference ticket and any additional options, including activity tickets and spousal/companion tickets. Click "Register Now" to proceed with the registration.

Early Bird Special: Register by March 31st to save \$75. Late registration fee is \$675

If you have any questions or difficulties while registering, please email us at contact@ccsta-accec-conference.ca

	Price	Qty
Conference Ticket - Early Bird	\$600.00 (CAD)	0 ▼
Administrators Workshop	\$75.00 (CAD)	0 ▼
Saturday Activity - Niagara-on-the-lake	\$10.00 (CAD)	0 ▼
Saturday Activity - Vineland Estate Winery	\$50.00 (CAD)	0 ▼
Spouse/Companion Ticket - Thursday night - Wine & Cheese	\$40.00 (CAD)	0 ▼
Spouse/Companion Ticket - Friday night - Oh Canada Eh	\$55.00 (CAD)	0 ▼
Spouse/Companion Ticket - Saturday Night - Gala Diner	\$90.00 (CAD)	0 ▼
Spouse/Companion Ticket - Breakfast Ticket for Friday	\$30.00 (CAD)	0 ▼
Spouse/Companion Ticket - Breakfast Ticket for Saturday	\$30.00 (CAD)	0 ▼

REGISTER NOW

