



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

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, APRIL 12, 2016
7:00 P.M.**

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



A. ROUTINE MATTERS

1. Opening Prayer – Chair MacNeil -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of March 8, 2016 A5

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Policy Committee
 - 1.1 Unapproved Minutes of the Policy Committee Meeting of March 29, 2016 C1.1
 - 1.2 Policy and Guideline Review 2015-2016 Schedule C1.2
2. System Priorities and Budget 2015-2016 Update – April 2016 -
3. Elementary Itinerant Arts Curriculum Delivery & Support C3
4. Catholic Educational Congress 2016-2017 Update C4
5. Long Term Accommodations Plan – Phase 3 C5
6. Niagara Catholic System Priorities 2016-2017 C6
7. Staff Development Department Professional Development Opportunities C7
8. Monthly Updates
 - 8.1 Capital Projects Update C8.1
 - 8.2 Student Senate Update -
 - 8.3 Senior Staff Good News Update -

D. INFORMATION

- | | |
|---|------|
| 1. Trustee Information | |
| 1.1 Spotlight on Niagara Catholic – March 29, 2016 | D1.1 |
| 1.2 Calendar of Events – April 2016 | D1.2 |
| 1.3 OCSTA Spring Regional Meeting Questions | D1.3 |
| 1.4 CCSTA 2017 Planning Committee Meeting – April 23, 2016 | - |
| 1.5 Niagara Catholic Summer Camps 2016 | D1.5 |
| 1.6 Health and Physical Education Catholic Resources Update | D1.6 |

E. OTHER BUSINESS

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

F. BUSINESS IN CAMERA**G. REPORT ON THE IN CAMERA SESSION****H. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
APRIL 12, 2016**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF MARCH 8, 2016**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 8, 2016, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, MARCH 8, 2016

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, March 8, 2016 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:12 p.m. by Chairperson MacNeil, who chaired the March Committee of the Whole for Vice-Chair Burtnik.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Charbonneau.

2. Roll Call

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

The following staff were in attendance:

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

3. Approval of the Agenda

Moved by Trustee O'Leary

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of March 8, 2016 as presented.

CARRIED

4. Declaration of Conflict of Interest

Declaration of Conflict of Interest was declared by Trustee O'Leary with Items F4.2.1 and F4.2.2 and Trustee Fera with Items F4.1 and F4.3 of the In Camera Agenda. These trustees have family members who are teachers, or employees of the Board. They left the meeting during discussion of this item.

5. Approval of Minutes of the Committee of the Whole Meeting of February 9, 2016

Moved by Trustee Charbonneau

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 9, 2016, as presented.

CARRIED

B. PRESENTATIONS

1. Speak Out! Showcase 2016

Mark Lefebvre, Superintendent of Education, welcomed Speak Out Committee Co-Chairs, Lisa Incaviglia Vice-Principal at Our Lady of Fatima Catholic School, Grimsby and Christine Battagli Consultant for Research, Assessment, Evaluation and Reporting.

Lisa and Christine introduced the speakers who presented their award winning speeches to the Committee of the Whole.

Team 1: Milaina Wong, Mother Teresa Catholic Elementary School
Topic: *Cultural Diversity*

Team 2: Brianna Roussel, St. Mary Catholic Elementary School, NF
Topic: *Fear*

Team 3: Cora House, Our Lady of Victory Catholic Elementary School
Topic: *Celebrate Today*

Chairperson McNeil congratulated the students on their award winning speeches and along with Director Crocco presented them with Niagara Catholic "Excellence in Academics" Pins.

C. COMMITTEE AND STAFF REPORTS

1. Policy Committee

1.1 Unapproved Minutes of the Policy Committee Meeting of February 23, 2016

Moved by Trustee Sicoli

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of February 23, 2016, as presented.

CARRIED

1.2 Policy and Guideline Review 2015-2016 Schedule

Director Crocco presented the Policy and Guideline Review 2015-2016 Schedule for the information of Trustees and noted the policies currently being vetted in the system and policies scheduled for the March Policy Committee meeting including the 5 p.m. timed agenda item for Board By-Laws. Given that the Board By-Laws are the operational by-laws of the Board, all Trustees were encouraged to attend.

2. English as a Second Language (ESL) Delivery Model

Mark Lefebvre, Superintendent of Education introduced Randy Pruyn, Consultant – K-12 Literacy/ESL.

Mr. Pruyn presented the English as a Second Language (ESL) Delivery Model for information.

Mr. Pruyn introduced Rafael Argueta and Amal Abou-Kalam, settlement workers within Niagara Catholic. Rafaell and Amal presented their approach to integrating new families into our Niagara Catholic schools.

Mr. Pruyn answered questions of Trustees.

Chair MacNeil thanked Mr. Pruyn, Rafael and Amal for their presentation.

3. Long Term Accommodation Plan – Phase Two

Ted Farrell, Superintendent of Education and Scott Whitwell, Controller of Facilities Services presented the Long Term Accommodation Planning – Phase Two for Trustee information.

Superintendent Farrell and Controller Whitwell answered questions of Trustees.

Director Crocco pre-reviewed the Phase Three report and asked Trustees if they required any additional information on the Phase Two report to contact him prior to the April Committee of the Whole meeting.

4. Committee of the Whole System Priorities and Budget 2015-2016 Update – March 2016

Director Crocco and Senior Administrative Council provided an update on the Committee of the Whole System Priorities and Budget 2015-2016.

Director Crocco and Senior Administrative Council answered questions of Trustees.

5. Design of System Priorities and Budget 2016-2017 Update – March 2016

Director Crocco provided an update on the Design of System Priorities and Budget with a summary of the major themes submitted for consideration as System Priorities for 2016-2017.

Director Crocco answered questions of Trustees and invited Trustees to review the draft system priorities and the major themes in preparation for discussion at the April Committee of the Whole meeting.

6. Niagara Catholic Education Award of Distinction 2016

Director Crocco presented background information on the Niagara Catholic Education Award of Distinction 2016.

Frank Iannantuono, Superintendent of Education presented the Niagara Catholic Education Award of Distinction 2016 results. Superintendent Iannantuono announced that none of the nominations received met the criteria outlined in the Niagara Catholic Education Award of Distinction Policy and Guidelines.

Chair MacNeil and Trustee Nieuwesteeg expressed their gratitude and appreciation to the Niagara Catholic Education Award of Distinction Committee in upholding the prestige and honour of the award.

7. Staff Development Department Professional Development Opportunities - 2016

Frank Iannantuono, Superintendent of Education/Human Resources, presented the report on the Staff Development Department Professional Development Opportunities for information.

8. Monthly Updates

8.1 Capital Projects Update

Controller Whitwell presented the Capital Projects Update.

8.2 Student Trustees' Update

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

8.3 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Farrell

- Matt Vince, teacher at Denis Morris Catholic High School was awarded the St. Catharines Athlete of the Year award. Matt has won three NLL titles with the Rochester Knighthawks and two gold medals for Team Canada in indoor lacrosse.

Superintendent Lefebvre

- Superintendent Lefebvre presented the Saint Michael Catholic High School video that won first place at the 3rd Annual Student Inter-School Board Film Festival on Teen Suicide Awareness.

Director Crocco

- Congratulations to Student Trustee Michaela Bodis on being accepted into the prestigious Commerce Program at Queens University.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – February 23, 2016

Director Crocco highlighted the Spotlight on Niagara Catholic – February 23, 2016 issue for Trustees information.

1.2 Calendar of Events – March 2016

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

1.3 March Break 2016

Director Crocco reminded Trustees that the week of March 14 – 18, 2016 is March Break and that the Catholic Education Centre will follow summer hours and will be open Monday to Thursday from 8:30 a.m. to 4:00 p.m. and closed on Friday.

1.4 Holy Week 2016

Director Crocco reminded Trustees that the Board does not hold any evening meetings during Holy Week. The March Board meeting will be held on March 29, 2016 and the March Board meeting agendas will be posted on Thursday, March 24, 2016.

1.5 Bishops Gala 2016 – April 1, 2016

Director Crocco reminded Trustees of the Bishops Gala that will be held on April 1, 2016 at Club Roma and requested Trustees confirm their attendance with Anna Pisano, Administrative Assistant to Corporate Services & Communications.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1** Director Crocco informed the Board that in addition to the regular update reports on the 2015-2016 System Priorities and Budget along with the Design of the 2016-2017 System Priorities Budget, Phase Three of the Multi-Year Long Term Accommodations Plan is on schedule to be presented to the April Committee of the Whole meeting and the Facilities Partnership Plan is on schedule to be presented to the May Committee of the Whole.

F. BUSINESS IN CAMERA

Moved by Trustee O'Leary

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 9:48 p.m. and reconvened at 10:19 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee O'Leary

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of March 8, 2016.

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 February 9, 2016, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Sicoli

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on February 9, 2016, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee Charbonneau

THAT the March 8, 2016 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 10:20 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **March 8, 2016.**

Approved on **April 12, 2016.**

Fr. Paul MacNeil
Chairperson of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
APRIL 12, 2016**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF MARCH 29, 2016**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of March 29, 2016, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, MARCH 29, 2016

Minutes of the Policy Committee Meeting held on Tuesday, March 29, 2016 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by Policy Committee Member Trustee Sicoli for Pat Vernal, Chair of the Policy Committee, who joined the meeting electronically.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Sicoli

2. Attendance

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

Trustees:

Fr. Paul MacNeil

Student Trustees:

Michaela Bodis, Trustee

Aidan Harold, Trustee

Staff:

John Crocco, Director of Education

Yolanda Baldasaro, Superintendent of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Ted Farrell, Superintendent of Education

Anna Pisano, Administrative Assistant, Corporate Services & Communications Department

/Recording Secretary

3. Approval of Agenda

Moved by Trustee Burtnik

THAT the March 29, 2016, Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

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

5. Minutes of the Policy Committee Meeting of February 23, 2016

Moved by Trustee Vernal

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of February 23, 2016, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES – PRIOR TO VETTING

6.1 Religious Accommodation Policy (100.10.1)

Yolanda Baldasaro, Superintendent of Education, presented the Religious Accommodation Policy (100.10.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- Change “*guidelines*” to “*procedures*”
- Get verification from Legal Counsel as to whether the last paragraph under creed is contradictory to the first paragraph.

The Policy Committee requested that the Religious Accommodation Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

6.2 Naming of a Board Facility Policy (NEW)

John Crocco, Director of Education, presented the Naming of a Board Facility Policy (NEW).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- No amendments

The Policy Committee requested that the Naming of a Board Facility Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

6.3 Safe Arrival Policy (302.3)

Lee Ann Forsyth-Sells, Superintendent of Education and Ted Farrell, Superintendent of Education, presented the Safe Arrival Policy (302.3).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- Change “*guidelines*” to “*procedure*”
- Page 2 Bullet 6 add “*or Designate*”
- Add additional bullet to Responsibilities of Parents/Guardians

The Policy Committee requested that the Safe Arrival Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

6.4 Niagara Catholic Parent Involvement Committee & By-Laws Policy (800.7)

Superintendent Forsyth-Sells, presented the Niagara Catholic Parent Involvement Committee & By-Laws Policy (800.7).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- Change “*guidelines*” to “*procedure*”

The Policy Committee requested that the Niagara Catholic Parent Involvement Committee & By-Laws Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

6.5 Board By-Laws Policy (100.1)

Director Crocco presented the Board By-Laws Policy (100.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Page 3 move “*Niagara Catholic Parent Involvement Committee (NCPIC)*” to list of Statutory Committees
- Add “*Committee of the Whole*” for list of standing committees
- Page 4 paragraph 2 change “*one member*” to “*two members*”
- Reference Education Act
- Page 4 and 5 change “*act in the best interest of Catholic Education*” to “*act in the best interest of publicly funded Catholic Education*”
- Change all reference to gender to “*their*” or “*them*”
- Page 8 omit “*6. School Choir*”
- Page 9 bullet 9.i. add “*In the event of a change to the schedule of posted meetings the change will be publically communicated through the Boards communication process*”
- Page 10 remove “*Committee of the Whole*” from bullet iii
- Page 11 add “*and all it’s committees*” and “*a time is otherwise*” to bullet vi, change “*the last elected Vice-Chairperson will*” to “*the Chairperson will select a Trustee to*” from bullet vii, remove “*Committee of the Whole*” from bullet 11 paragraph 1
- Page 14 change “*ten (10)*” to “*fifteen (15)*” and remove “*with each questioner....*”
- Page 16 change “*the last elected Vice-Chairperson will*” to “*the Chairperson will select a Trustee to*” from paragraph one

The Policy Committee requested that the Board By-Laws Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

INFORMATION

6.6 Policies Currently Being Vetted to April 8, 2016 and April 11, 2016

- Access to Board Premises – Safe Schools Policy (302.6.3)
- Reimbursement of Travel Expenses Policy (201.4)
- Employee Workplace Harassment Policy (201.7)
- Employee Workplace Violence Policy (201.11)
- Occupational Health & Safety Policy (201.6)
- Establishment and Cyclical Review of Policies Policy (100.5)

6.7 Policy and Guideline Review 2015-2016 Schedule

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

7. Date of Next Meeting

April 26, 2016

8. Adjournment

The meeting adjourned at 6:55 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 12, 2016**

PUBLIC SESSION

TITLE: POLICY AND GUIDELINE REVIEW 2015-2016 SCHEDULE

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

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

Presented by: Policy Committee

Date: April 12, 2016



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2015 - JUNE 2016

Updated: March 29, 2016

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
2012	2014	201.16	Attendance Support Program	Sept. 2015
NEW		NEW	Asthma	Sept. 2015
2010	2010	800.6	Facility Partnerships	Oct. 2015
1998	2010	701.2	Pupil Accommodation Review	Oct. 2015
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Nov. 2015
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Nov. 2015
NEW		NEW	French Immersion	Nov. 2015
2012	2014	201.16	Attendance Support Program	Nov. 2015
NEW		NEW	Asthma	Nov. 2015
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	Jan. 2016
1998	2014	201.4	Reimbursement of Travel Expenses	Jan. 2016
2010	2010	800.6	Facility Partnerships	Jan. 2016
1998	2010	701.2	Pupil Accommodation Review	Jan. 2016
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Jan. 2016
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Jan. 2016
NEW		NEW	French Immersion	Jan. 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	Feb. 2016
2002	2015	201.7	Employee Workplace Harassment *	Feb. 2016
2002	2015	201.11	Employee Workplace Violence *	Feb. 2016
2002	2015	201.6	Occupational Health & Safety *	Feb. 2016
2010	2010	100.10.1	Religious Accommodation	March 2016
NEW		NEW	Naming of a Board Facility	March 2016
1997	2010	100.1	Board By-Laws	March 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	March 2016
1999	2010	302.3	Safe Arrival	March 2016
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	April 2016
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	April 2016
1998	2014	201.4	Reimbursement of Travel Expenses	April 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	April 2016
2002	2015	201.7	Employee Workplace Harassment *	April 2016
2002	2015	201.11	Employee Workplace Violence *	April 2016
2002	2015	201.6	Occupational Health & Safety *	April 2016
2010	2010	100.10.1	Religious Accommodation	May 2016
NEW		NEW	Naming of a Board Facility	May 2016
1999	2010	302.3	Safe Arrival	May 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	May 2016
1997	2010	100.1	Board By-Laws	May 2016
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	Sept. 2016
NEW		NEW	Anti-Spam	

SORTED BY CW/BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2012	2014	201.16	Attendance Support Program	Dec. 2015
NEW		NEW	Asthma	Dec. 2015
2010	2010	800.6	Facility Partnerships	Feb. 2016
1998	2010	701.2	Pupil Accommodation Review	Feb. 2016
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Feb. 2016
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Feb. 2016
NEW		NEW	French Immersion	Feb. 2016
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	May 2016
1998	2014	201.4	Reimbursement of Travel Expenses	May 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	May 2016
2002	2015	201.7	Employee Workplace Harassment *	May 2016
2002	2015	201.11	Employee Workplace Violence *	May 2016
2002	2015	201.6	Occupational Health & Safety *	May 2016
2010	2010	100.10.1	Religious Accommodation	June 2016
NEW		NEW	Naming of a Board Facility	June 2016
1999	2010	302.3	Safe Arrival	June 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	June 2016
1997	2010	100.1	Board By-Laws	June 2016
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	October 2016
NEW		NEW	Anti-Spam	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 12, 2016**

PUBLIC SESSION

**TITLE: ELEMENTARY ITINERANT ARTS CURRICULUM
DELIVERY AND SUPPORT**

The Elementary Itinerant Arts Curriculum Delivery and Support report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education
Teri Cristelli, Arts/Student Engagement Consultant

Presented by: Mark Lefebvre, Superintendent of Education
Teri Cristelli, Arts/Student Engagement Consultant

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

Date: April 12, 2016



REPORT TO THE COMMITTEE OF THE WHOLE APRIL 12, 2016

ELEMENTARY ITINERANT ARTS CURRICULUM DELIVERY AND SUPPORT

BACKGROUND INFORMATION

In keeping with the Provincial Discussion Table (PDT) agreement to utilize additional teacher planning and preparation time above the 2008 Collective Bargaining Agreement by offering students specialized Arts programming, all full-time ELKP to Grade 8 teachers began receiving this additional preparation time allotment for the current school year according to the parameters described in this report. Twenty-seven (27) periods of additional planning and preparation time are allotted to each teacher throughout the course of the school year.

The Itinerant Arts teachers, specializing in at least one Arts discipline, are responsible for covering classroom teacher preparation periods by delivering lessons to students in their area of expertise. The purpose of these lessons are to engage students in dynamic and creative studies that enable them to explore the creative process as outlined in *The Ontario Curriculum, Grades 1-8: The Arts, 2009*.

The 2015-2016 Itinerant Arts team includes:

<i>Teacher</i>	<i>Area of Expertise</i>
Maria Arlia	Dance
Erin Amadio	Dance/Drama
Jill Tham	Drama
Dianna Giammarco	Drama
Stephanie Iker	Drama
Julie Colavecchia-Wills	Drama
Julie Mangiacasale	Drama
Jordynn McIntosh	Music
Ashley Pietrangelo	Music
Kelly Bartok	Music
Lori Kirk Paraskevopoulos	Music
Holly O'Shea	Music
Chris Rome	Music
Andy Smith	Music
Marc Sottile	Music
Eileen Wilson	Music
Tim Marrie	Music
Guy Cayen	Music
Mary Jo Cairns	Music

Program Expansion and Improvements 2015-2016

Commencing in 2015-2016, in order to more effectively offer consistency in programming, all ELKP to Grade 4 classroom teachers began receiving planning and preparation time covered specifically by Drama or Dance-specialized teachers, and all Grades 5-8 classroom teachers began receiving their additional time covered by Music teachers. The rationale for this current approach is based on feedback from students, classroom teachers and Itinerant Arts teachers regarding the need for consistency to develop musical skills, and the necessity of specialized music teachers to teach the performance-related curriculum expectations for music, most notably in the higher junior and intermediate levels, as outlined in *The Ontario Curriculum, Grades 1-8: The Arts, 2009*.

Itinerant Arts teachers travel in teams of two: one Drama/Dance or Vocal Music teacher (primary) with one Instrumental Music teacher (junior/intermediate). The teachers divide their time at a given school into seven visits during the school year. During each visit, they present a set of lessons and assess student learning. At the end of each term, the classroom teacher is supplied with one mark and comment to be used toward the final subject grade, and the Ontario Curriculum expectation(s) covered during the time with the class. The mark provided by the Itinerant Arts teacher does not constitute the sole assessment piece for the Arts discipline.

To better assist these specialized music teachers in delivering engaging, creative and instrumental lessons, the system purchase of musical instruments was made at the beginning of the 2015-2016 school year to support their curriculum delivery needs. Soprano, alto and tenor recorders, ukuleles, bucket drums and guitars are now utilized by these skilled teachers in their classes to teach lessons on music performance and to enable the students to achieve the more complex expectations in the curriculum. (*i.e. Grade 7: C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods (e.g., perform selections from a method book, student compositions, instrumental scores, ensemble repertoire, African drum rhythms, choral repertoire, jazz charts, spirituals, steel band music)*)

New Online Complete Primary/Junior Music Program Support 2015-2016

In order to offer a complete K-8 music curriculum, classroom teachers have been encouraged to supplement their Itinerant Arts visits with a new music program, easily accessed through the board Google accounts, developed and made available by Teri Cristelli, Consultant for the Arts. Through this program, teachers, including those with no musical background, are able to deliver and assess the curriculum expectations for music. They are provided with weekly/bi-weekly recorded lessons, and accompanying Smartboard lesson programs, that teach the class songs, rhythm exercises, solfege (do-re-mi), echo singing and music appreciation. A highlight of this program is the emphasis on Catholic themes and religious music, as songs relate to the religious calendar year.

Program Improvements for 2016-2017 and Beyond

As the study of music and the arts is increasingly recognized as crucial to building students intellectual capacity, the value of its impact cannot be underestimated in the classroom. Not only can creativity be explored and discovered, but a music education is closely linked to cognitive functions such as brain and verbal-linguistic development, spatial reasoning, and complex problem solving in mathematics and science, in addition to the development of emotional intelligence, interpersonal skills, and self-expressions. As the Itinerant Arts program continues to evolve and improve to meet the needs of all students, it allows for a unique opportunity to truly nurture the development of the whole person within in our Catholic school system.

A visual presentation will be presented as part of this report.

The Elementary Itinerant Arts Curriculum Delivery and Support report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education
Teri Cristelli, Arts/Student Engagement Consultant

Presented by: Mark Lefebvre, Superintendent of Education
Teri Cristelli, Arts/Student Engagement Consultant

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

Date: April 12, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 12, 2016**

PUBLIC SESSION

TITLE: CATHOLIC EDUCATION CONGRESS 2016-2017 UPDATE

The Catholic Education Congress 2016-2017 report is presented for information.

Prepared by: Krista Wood, Board Chaplaincy Leader

Presented by: Krista Wood, Board Chaplaincy Leader

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

Date: April 12, 2016



REPORT TO THE COMMITTEE OF THE WHOLE APRIL 12, 2016

CATHOLIC EDUCATION CONGRESS 2016-2017 UPDATE

BACKGROUND INFORMATION

One of the two strategic directions within the Niagara Catholic District School Board's Vision 2020 Strategic Plan is to *Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education*. Following extensive consultation, planning and discussion with the various partners on the Board's Alliance Committee, a recommendation to design a plan to hold the first Catholic Education Congress commencing in the spring of 2016 and concluding in the spring of 2017 was approved. The events and initiatives of the Catholic Education Congress support the achievement of the Board's Vision 2020 Strategic Plan and the 2015-2016 System Priority to enhance the building of Catholic educational capacity by creating opportunities of dialogue and partnership to strengthen the triad relationship between family, school and Church in support of Catholic education. The Catholic Education Congress is endorsed by Bishop Bergie and the Board to further enhance and enrich the close partnership between the Diocese of St. Catharines, the Niagara Catholic District School Board, schools, parishes, homes and members of our Catholic community throughout Niagara.

Congress Subcommittee

In the spring of 2015 an Alliance subcommittee was established to facilitate the planning and implementation of the Catholic Education Congress. Members of the Congress Subcommittee are:

Krista Wood	Board Chaplaincy Leader & Subcommittee Chair
Kathy Burtnik	Vice-Chair of the Board
Blaine MacDougall	Elementary Principal
Joseph Zaroda	Secondary Principal
Edith Kawai	Elementary Teacher
Sharon Dickson	Diocese of St. Catharines Catholic Women's League
Shonna Daly	Chair of the Niagara Catholic Parent Involvement Committee
Terri Pauco	Religion & Family Life Consultant
Fr. Richard Kowalchuk	Pastor of Our Lady Star of the Sea Roman Catholic Church
Shelley Tamas	President of the Diocesan Catholic Women's League
Anna Racine	Chair of the Niagara Catholic Special Education Advisory Committee and member of the Niagara Catholic Parent Involvement Committee
Josie Rocca	Niagara Catholic Parent Involvement Committee
Marion Battersby	Niagara Catholic Parent Involvement Committee
Mary Byers	Educational Assistant and member of the Niagara Catholic Parent Involvement Committee
Maria Gonzalez	Accounts Payable Clerk, Catholic Education Centre
Chris Kouroushis	Parent and Catholic School Council Member

One Family In Christ: Embracing Catholic Education Congress

Rooted in the Board's theological theme of "One Family in Christ: Know Him, Love Him, Serve Him," the Catholic Education Congress will focus on embracing Catholic education by creating opportunities for learning and dialogue to enhance our Catholic education partnership between school, family and parish in the Diocese of St. Catharines.

The first of the three-tier plan is currently being implemented. Promotional materials for the events have been sent to all the parishes in the Diocese, schools and board sites and all Alliance Committee partner organizations for publication. Individual invitations, electronic calls through the Board's Communication System and messaging through the Board's social media network will be sent to students, staff, families, parishioners and our partners throughout the year long Congress.

Tier 1- Gathering Community (Catholic Education Week 2016)

6:30 - 8:30 p.m.

Monday, April 25, 2016 - Blessed Trinity Secondary School
Tuesday, May 3, 2016 - Denis Morris Catholic High School
Wednesday, May 4, 2016 - Lakeshore Catholic High School
Thursday, May 5, 2016 - Saint Michael Catholic High School

Fr. Tom Rosica, CEO of Salt & Light Television, will facilitate the four identical events focusing on "Strengthening the commitment of School, Family, and Church in support of Catholic education."

Following his presentation, student (Grades 7 to 12) and adult participant will be invited into break-out groups to discuss how we can continue to support Catholic education through the partnership of school, family and Church.

A Childcare program facilitated by Niagara Catholic staff will be available for students up to Grade 6.

Input, recommendations and commentary from each of the break-out groups will be collated and shared with all Niagara Catholic and Diocese of St. Catharines staff along with all Alliance Committee partner organizations for consideration during the local Tier 2 implementation. A copy of the invitation for the Tier 1 - Gathering Community (Catholic Education Week 2016) has been included as Appendix A to this report.

Tier 2- Moving Forward, Building Community (Spring, Fall and Winter 2016-2017)

Having established a foundation for greater dialogue between the Triad, local Triad Committees within each school-parish-family or within a Family of Schools will be established to consider feedback on the Tier 1 presentations and to develop local plans to build community and strengthen the local Triad. Local Triad Committee members will, at a minimum, include students, staff, parents, clergy as well as parishioners and community partners. Local committees will be encouraged to design sustainable ways to make lasting connections that will continue to support and strengthen Catholic education throughout the Diocese of St. Catharines. Summary reports from each local Triad Committee will be sent to the Congress Subcommittee for collation in preparation for the Celebrating Community gathering and Mass during Catholic Education Week in 2017.

Tier 3 – Celebrating Community (Spring 2017)

A one day gathering, open to all students, staff, clergy, parishioners, families, partners and friends of Catholic education and the Diocese will be held at the Scotiabank Centre in Niagara Falls. The agenda for the day will be to celebrate and share the ideas, recommendations and partnerships formed throughout the past year and to provide input into a draft plan to further inspire and strengthen the Triad relationship, our faith and Catholic education within the Diocese of St. Catharines and the Niagara Catholic District School Board. The day long gathering will conclude with a Mass celebrated by Bishop Bergie, concelebrated by Parish Priests and supported by students, staff and families from across Niagara Catholic.

Following each Tier event and as the plans for the Catholic Education Congress 2016-2017 continue to be developed by the Alliance Committee, further information reports will be presented to the Committee of the Whole.

Appendix A – Tier 1 - Gathering Community

The Catholic Education Congress 2016-2017 report is presented for information.

Prepared by: Krista Wood, Board Chaplaincy Leader

Presented by: Krista Wood, Board Chaplaincy Leader

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

Date: April 12, 2016



The Niagara Catholic District School Board
in partnership with the
Diocese of St. Catharines
presents...



One Family in Christ Embracing Catholic Education Congress

Students, Staff, Family,
Parishioners and Clergy

All are welcome!

Facilitator

Fr. Tom Rosica

CEO of Salt & Light Television



An evening of learning and dialogue to enhance our Catholic education partnership
between school, family, and parish in the Diocese of St. Catharines.

Locations and times:



Monday, April 25, 2016
Blessed Trinity Catholic Secondary School
145 Livingston Ave. Grimsby
6:30 - 8:30pm



Wednesday, May 4, 2016
Lakeshore Catholic High School
150 Janet St, Port Colborne
6:30 - 8:30pm



Tuesday, May 3, 2016
Denis Morris Catholic High School
40 Glen Morris Drive, St. Catharines
6:30 - 8:30pm



Thursday, May 5, 2016
Saint Michael Catholic High School
8699 McLeod Road., Niagara Falls
6:30 - 8:30pm

RSVP: bit.ly/congressRSVP FREE Childcare is Available

For more information contact Krista Wood, Board Chaplaincy Leader
Email: krista.wood@ncdsb.com or call 905.735.0240 x124



Supported by the Niagara Catholic Parent Involvement Committee
and our partners in Catholic Education

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 12, 2016**

PUBLIC SESSION

TITLE: LONG TERM ACCOMMODATION PLAN – PHASE THREE

RECOMMENDATION

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the Long Term Accommodation Plan – Phase Three, as presented.

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

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

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

Date: April 12, 2016



REPORT TO THE COMMITTEE OF THE WHOLE APRIL 12, 2016

LONG TERM ACCOMMODATION PLAN - PHASE THREE

BACKGROUND INFORMATION

At the February 9th, 2016 Committee of the Whole Meeting, the Committee of the Whole received Phase One of the Long Term Accommodation Plan for its consideration. The Phase One report provided a summary and update on the status of previous Board motions on accommodations and recommended planning principles the Board would follow in designing the Long Term Accommodation Plan. At the February 23rd, 2016 Board Meeting, the Board approved Phase One - Long Term Accommodation Planning Principles.

At the March 8th, 2016 Committee of the Whole Meeting, the Committee of the Whole received Phase Two of the Long Term Accommodation Plan for its consideration. The Phase Two report provided enrolment data for individual schools and consolidated enrolment data for each Families of Schools and each of the lower-tier municipalities in the Region of Niagara. At the March 29th, 2016 Board Meeting, the Board received the Committee of the Whole information report on Phase Two of the Long Term Accommodations Plan. At the March 29th, 2016 In-Camera Board Meeting, Section A, the Board discussed the staffing and property implications associated with the data provided in the Long Term Accommodation Plan – Phase 2 report.

Updated Ministry Guidelines

The capital assets of school boards need to be managed effectively and dedicated appropriately to achieve the Board's two Strategic Directions with its Vision 2020 Strategic Plan to *Build Strong Catholic Identity to Nurture the Distinction of Catholic Education and Advance Student Achievement for All*. Guidelines issued by the Ministry of Education in March 2015, support school boards in designing Long Term Accommodation Plans.

Board Policies

At the February 23rd, 2016 Board Meeting, the Niagara Catholic District School Board approved the Pupil Accommodation Review Policy and the Community Planning and Partnerships Policy to support accommodation reviews that may impact school utilization. These two Board Policies also support the development of a Long Term Accommodation Plan.

Outstanding Board Approved Motions and Senior Staff Follow-up

The information provided below provides the historical and current status of the Board motions along with a statement of an associated update.

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

Approved: April 23, 2013

Update: March 8, 2016 - Monitoring continues

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

February 9th, 2016 Update

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

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

Approved: April 23, 2013

Update: March 8, 2016 - In June 2014 the Director of Education wrote a letter, on behalf of the Board, to the Director of Education of Conseil scolaire de district catholique Centre-Sud to pursue a joint capital submission. Niagara Catholic's Director of Education has spoken with the Director of Education for Conseil scolaire de district catholique Centre-Sud on multiple occasions regarding a joint capital submission. While we await a formal reply from Conseil scolaire de district catholique Centre-Sud, recent information indicates that no joint capital submission will be made within the 2016-2017 school year.

French Immersion

One of the recommendations that came from the consultation process for Vision 2020, the Board's Multi-year Strategic Plan, was for the Board to implement French Immersion. The Program will be fully implemented, ELKP to Grade 8, in designated elementary sites by September 2020. The program will then impact the secondary schools between 2021-2025.

The program began operating in September 2013 at five Niagara Catholic elementary schools:

- ELKP and Grade 1 at five (5) sites located at St. Mark Catholic Elementary School, Beamsville, for the Blessed Trinity Family of schools;
- Notre Dame Catholic Elementary School, Niagara Falls, for the Saint Paul Family of Schools;
- Our Lady of Mount Carmel Catholic Elementary School, Niagara Falls for the Saint Michael Family of Schools;
- Our Lady of Fatima Catholic Elementary School, St. Catharines for the Saint Francis, Denis Morris and Holy Cross Family of Schools;
- Holy Name, Welland for the Notre Dame College Family of Schools.

The French Immersion Program impacts the use of school facilities and is a consideration for the Long Term Accommodation Plan. As the program matures, consideration must be given to the ability of the existing sites to absorb the additional enrolment and the need to potentially move to new locations.

The Intensive French Program may also impact the use of schools as students seek this program outside of their home school.

Planning Principles

The following Long Term Accommodation Planning Principles were approved at the February 23rd, 2016 Board meeting:

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

Current Enrolment

As of Thursday, March 31st, 2016 our Board enrolment for elementary and secondary school students is 21,986 students, comprised of 14,845 in the elementary panel and 7,141 in secondary.

The overall utilization rate of our schools is 92%: 89% elementary and 98% secondary.

Recommended Strategies

The Board's Vision 2020 Strategic Plan recognizes that our Catholic schools are an integral part of vibrant and healthy communities. The Niagara Catholic District School Board is committed to ensuring that students are educated in the highest quality Catholic schools. The Board is further committed to maximizing the use of its facilities through pupil enrolment and engaging community partners.

The strategies suggested within this Phase 3 of the Long Term Accommodation Plan provide the Board with recommended directions related to the use of schools, in alignment with the Mission, Vision and Values of the Board. The Long Term Accommodation Plan – Phase 1, 2 and 3 continue to be made public as part of our transparent process.

Taking into consideration the approval of the Long Term Accommodation Principles – Phase One as approved at the February 2016 Board Meeting and the data presented in the Long Term Accommodations Plan – Phase Two which was received at the March 2016 Board Meeting, the Director of Education and Senior Administrative Council presents the following recommendations for the consideration of the April 2016 Committee of the Whole Meeting for recommendation to the Board.

The recommendations are presented in a flexible, three-fold approach with an annual Board review of the current needs originally outlined in the long term accommodation plan which will address accommodation issues. The annual review by the Board will provide regular opportunities for the Board to address new accommodation issues.

The recommendations are presented by Family of Schools, with an overall Board summary. Within each recommendation, the successful implementation of one strategy may precipitate the initiation of a linked and subsequent strategy. For example, a successful Pupil Accommodation Review may trigger an application to the Ministry for renovations to existing schools or new school construction which then may require an Attendance Area Review to balance enrolment between neighbouring schools.

Partnerships are identified specifically as a strategy to deal with schools where there are surplus space that should be addressed. Should the pursuit of partnerships be unsuccessful the Board will need to consider other accommodation alternatives. The list of schools identified is not exhaustive and the Board will pursue partnerships for all schools with excess space where partnerships are viable.

Family of Schools

Blessed Trinity Catholic Secondary School Family of Schools

The Blessed Trinity Family of Schools will experience growth for several years to come. The priority in this area is to address the growth at the elementary level through the construction of a new school.

The French Immersion program is adding additional pressure at St. Mark Catholic Elementary School which can be addressed with a move of the program to St. John Catholic Elementary School in near future. An addition may be required at Blessed Trinity Catholic Secondary School to address growth. In the interim, enrolment pressures will be addressed through temporary accommodation.

Denis Morris Catholic High School Family of Schools

The Denis Morris Family of Schools is experiencing a variety of enrolment issues. St. Charles Catholic and Monsignor Clancy Catholic Elementary Schools are currently underutilized and are projected to be underutilized for the foreseeable future. They also do not align with the planning principle of the preferred organization for elementary schools, ELKP-Grade 8. There is an opportunity to address both of these issues through a Pupil Accommodation Review.

In addition, there is enrolment pressure at St. Christopher Catholic Elementary School while St. Theresa Catholic Elementary School and St. Nicholas Catholic Elementary School are projected to be underutilized. A Pupil Accommodation Review encompassing the three schools provides an opportunity to address the over-utilization at St. Christopher, facility issues at St. Nicholas and the open-concept learning space at St. Theresa.

Holy Cross Catholic Secondary School Family of Schools

The Holy Cross Family of Schools is experiencing under-utilization at Assumption Catholic Elementary School. Altering the current French Immersion structure at Our Lady of Fatima Catholic Elementary School from a dual-track school to a single-track French Immersion school and the addition of the students currently attending Our Lady of Fatima as part of the English-speaking program will help to address Assumption's underutilization. An Attendance Area Review may be needed in the longer term to deal with accommodation issues at Assumption Catholic Elementary School, Canadian Martyrs Catholic Elementary School, St. James, St. Denis and St. Michael Catholic Elementary School.

Lakeshore Catholic High School Family of Schools

The Lakeshore Catholic Family of Schools is experiencing underutilization at its two smallest associate schools, St. Elizabeth and St. Joseph Catholic Elementary Schools. Dealing with these schools pose pressures due to their location. In the short term, partnerships may address underutilization. If partnerships do not address the issues in the short term it may be necessary to pursue Pupil Accommodation Reviews.

Notre Dame College School Family of Schools

The Notre Dame College Family of Schools is currently experiencing under-utilization at several elementary schools. The under-utilization is most severe at St. Mary Catholic and St. Andrew Catholic Elementary Schools. In addition, St. Augustine Catholic Elementary School is currently under-utilized and is projected to be so for the foreseeable future. A Pupil Accommodation Review encompassing these three schools in the short term will address under-utilization and improve the school facility for the students.

The French Immersion program should be moved by 2017-2018 school year from Holy Name Catholic Elementary School, which is projected to be over-utilized to Alexander Kuska Catholic Elementary School, which is under-utilized. This move addresses the current enrolment issues at both schools.

St. Kevin Catholic Elementary School would benefit from the presence of partnerships in the school.

Saint Francis Catholic Secondary School Family of Schools

The Saint Francis Catholic Family of Schools will be experiencing under-utilization at St. Denis and St. James Catholic Elementary Schools. An Attendance Area Review may be needed in the longer term to deal with accommodation issues at Holy Cross Catholic Family of Schools which could also include St. James Catholic Elementary School and St. Denis Catholic Elementary School.

Saint Michael Catholic High School Family of Schools

The Saint Michael Catholic Family of Schools is currently experiencing the greatest enrolment pressure at Loretto Catholic Elementary School. The Board has a site available for the construction of a new school near Imagine Estates which is located south of McLeod Road. The barrier for application for successful funding for the construction of a new school is the under-utilization currently at Our Lady of Mount Carmel Catholic Elementary School. Until Our Lady of Mount Carmel Catholic is at capacity, the Board will not receive Ministry of Education capital funding for a new school near Imagine Estates.

An Attendance Area Review should be conducted in 2016-2017, encompassing Our Lady of Mount Carmel Catholic Elementary School, Father Hennepin Catholic Elementary School and Loretto Catholic Elementary School, to adjust attendance boundaries to address the vacant pupil spaces at Our Lady of Mount Carmel Catholic Elementary School.

In addition to the Attendance Area Review, the French Immersion program at Notre Dame Catholic Elementary School should be moved in the near future to another elementary school within Niagara Falls.

Successful implementation of these two strategies should create the conditions to use EDC funding in the medium term to apply for the construction of a new school.

Saint Paul Catholic High School Family of Schools

The Saint Paul Catholic Family of Schools is experiencing under-utilization in two schools which should be addressed.

St. Vincent de Paul Catholic Elementary School, which is a relatively new school should be marketed for partnerships to address underutilization. As well, in the medium term, an attendance area review that includes Cardinal Newman Catholic Elementary School can address the over-utilization at Cardinal Newman Catholic and help to address the vacant pupil spaces at St. Vincent de Paul Catholic Elementary School.

St. Patrick Catholic Elementary School, which is an aging facility and one in which the Board rents gym space for student program needs to be addressed. Limited land space forces the Board to consider broader alternatives. A Pupil Accommodation Review should be considered in the long term encompassing St. Mary and St. Gabriel Lalemant Catholic Elementary Schools that are also under-utilized.

Under-utilization at Mary Ward Catholic Elementary School should also be addressed by pursuing additional partnerships to the current Ontario Early Years Centre which is currently within the school.

Secondary Schools

At the secondary level, there are currently three Catholic secondary schools in St. Catharines and an outstanding Board motion for a report to be provided to the Board by 2018. It is recommended that a Pupil Accommodation Review be pursued in the 2017-2018 school year to address the variety of accommodations challenges which exist within the three Catholic secondary schools in St. Catharines.

Long Term Accommodations Plan - Phase Three Charts

A summary of the above recommendations is presented in the following long term charts. The charts represent short, medium and long range recommendations as part of the Board's Long Term Accommodations Plan.

The following definitions within the charts are provided for clarity of purpose:

Attendance Area Review

The Board establishes Attendance Areas for each of its schools within its jurisdiction to ensure that facilities are used effectively and that Catholic programs and services are provided to students. There may need to be changes to school attendance areas, from time to time, to accommodate the changing demographics of the Region and as schools open or close.

An Attendance Area Review is the name of the process undertaken to alter the existing boundary of a school or group of schools. The Attendance Areas Policy, 301.3, outlines the process to be followed, which includes public consultation, when impacting existing students.

An Ad-Hoc Attendance Area Review Committee carries out the attendance area review process. An Ad-Hoc Attendance Area Review Committee is a Board committee with Board approved Terms of Reference. It provides recommendation(s) to the Committee of the Whole for its consideration to recommend to the Board for approval.

Pupil Accommodation Review

Pupil Accommodation Reviews follow the Pupil Accommodation Review Policy 701.2 which incorporates public consultation and input from the community when the Board is considering the consolidation or closure of schools due to accommodation issues. Such accommodation issues may arise from enrolment pressures, excess surplus space, building condition concerns, program changes or changing demographics.

An Accommodation Review Committee is a Board committee that is provided with Board approved Terms of Reference. The Accommodation Review Committee provides recommendation(s) to the Committee of the Whole for its consideration to recommend to the Board for approval.

LONG TERM ACCOMMODATION PLAN - PHASE THREE

FAMILY OF SCHOOLS/SECONDARY SCHOOLS

FAMILY OF SCHOOLS	SHORT TERM 2016-2018	MEDIUM TERM 2018-2020	LONG TERM 2020-2021 +
Blessed Trinity	St. Mark, St. John 2017-2018 (French Immersion Program Relocation)	New Grimsby/Lincoln Elementary School	
Denis Morris	Monsignor Clancy, St. Charles 2016-2017 (Pupil Accommodation Review)	St. Nicholas, St. Christopher, St. Theresa (Pupil Accommodation Review)	
Holy Cross		Our Lady of Fatima, Assumption (French Immersion Program Relocation)	Assumption, Canadian Martyrs, St. James, St. Denis, St. Michael (Attendance Area Review)
Lakeshore Catholic	St. Elizabeth and St. Joseph Snyder (Partnerships)		
Notre Dame College	St. Mary, St. Andrew, St. Augustine 2017-2018 (Pupil Accommodation Review)		
	Holy Name, Alexander Kuska 2017-2018 (French Immersion Program Relocation)		
	St. Kevin (Partnerships)		
Saint Francis			Assumption, Canadian Martyrs, St. James, St. Denis, St. Michael (Attendance Area Review)
Saint Michael	Father Hennepin, Loretto Catholic, Our Lady of Mount Carmel 2016-2017 (Attendance Area Review)	New South Niagara Falls Elementary school	
	Notre Dame , Our Lady of Mount Carmel 2017-2018 (French Immersion Program Relocation)		
Saint Paul	Mary Ward and St. Vincent de Paul (Partnerships)	St. Vincent de Paul, Cardinal Newman (Attendance Area Review)	St. Patrick, St. Gabriel Lalemant, St. Mary (Pupil Accommodation Review)
SECONDARY SCHOOLS	SHORT TERM 2016-2018	MEDIUM TERM 2018-2020	LONG TERM 2020-2021 +
		Denis Morris, Holy Cross, Saint Francis (Pupil Accommodation Review)	Blessed Trinity (Addition)
			Introduction of French Immersion to secondary schools

LONG TERM ACCOMMODATION PLAN – PHASE THREE

STRATEGY

STRATEGY	SHORT TERM	MEDIUM TERM	LONG TERM
Pupil Accommodation Review	Monsignor Clancy, St. Charles (2016-2017)	Denis Morris Holy Cross, Saint Francis	St. Patrick, St. Gabriel Lalemant, St. Mary
	St. Mary, St. Andrew, St. Augustine (2017-2018)	St. Nicholas, St. Christopher, St. Theresa	
Attendance Area Review	Father Hennepin, Loretto Catholic, Our Lady of Mount Carmel (2016-2017)	St. Vincent de Paul Cardinal Newman	Assumption, Canadian Martyrs, St. James, St. Denis, St. Michael (Attendance Area Review)
Capital Construction		Grimsby/Lincoln Elementary School	Blessed Trinity
		South Niagara Falls Elementary School	
Partnerships	St. Nicholas		
	St. Elizabeth		
	St. Joseph, Snyder		
	St. Kevin		
	Mary Ward		
	St. Vincent de Paul		
French Immersion Program Relocation	St. Mark, St. John	Our Lady of Fatima, Assumption	
	Holy Name, Alexander Kuska		
	Notre Dame, Our Lady of Mount Carmel		
French Immersion Program Introduction	St. Michael		Secondary Schools

Next Steps - Long Term Accommodation Plan – 2016-2021

A finalized Long Term Accommodation Plan – 2016-2021 will be presented at the May 10th, 2016 Committee of the Whole Meeting which will include information previously provided in Phases One, Two and Three. It will also include information related to the Niagara Region due to its effect on enrolment.

A visual presentation will be presented as part of this report to the Committee of the Whole Meeting.

RECOMMENDATION

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the Long Term Accommodation Plan – Phase Three, as presented.

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

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

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

Date: April 12, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 12, 2016**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC SYSTEM PRIORITIES 2016-2017

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of the Niagara Catholic System Priorities 2016-2017, as presented.

Prepared by: Senior Administrative Council

Presented by: Senior Administrative Council

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

Date: April 12, 2016



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 12, 2016

NIAGARA CATHOLIC SYSTEM PRIORITIES 2016-2017

BACKGROUND INFORMATION

Commencing at the January 12th, 2016 Committee of the Whole Meeting, the Director of Education, the Superintendent of Business and Financial Services and members of Senior Administrative Council commenced monthly information reports to the Committee of the Whole Meetings on the Design of the System Priorities and Annual Board Budget 2016-2017 for ongoing discussion, input and recommendations.

The monthly information reports provided opportunities for the Director of Education and Senior Administrative Council to engage in dialogue with the Committee of the Whole towards the design and consideration of a recommendation for the approval of the System Priorities 2016-2017 at the April 12th, 2016 Committee of the Whole Meeting. Simultaneously, Senior Administrative Council continues to build the 2016-2017 Budget to achieve the System Priorities 2016-2017 and meet all of the legislated requirements of the *Education Act* and the Ministry of Education Grants for Student Needs (GSN) funding allocations.

At the May 10th, 2016 Committee of the Whole Meeting, the Director of Education, the Superintendent of Business and Financial Services and Senior Administrative Council will present a balanced Board Budget 2016-2017 for the consideration of the Committee of the Whole Meeting towards a recommendation for approval at the May 24th, 2016 Board Meeting.

As noted in each monthly report to the Committee of the Whole, the annual System Priorities and balanced annual Board Budget will be in alignment with the Board's Vision 2020 Strategic Plan, Mission, Vision and Values, the two Niagara Catholic Strategic Directions and the four current goals of the Ministry of Education's *Achieving Excellence: A Renewed Vision for Education in Ontario*.

The Director of Education, the Superintendent of Business and Financial Services and Senior Administrative Council continue to be committed to two fundamental principles in preparing the 2016-2017 System Priorities and balanced Board Budget. The two principles are:

- a) A commitment to providing Catholic educational excellence through approved programs and services for all students.
- b) A commitment to achieving the Board's Vision 2020 Strategic Plan and Annual System Priorities through balanced and sustainable annual budgets.

In preparing the recommendations for the 2016-2017 System Priorities and balanced Board Budget for the consideration of the Committee of the Whole and Board, the Director of Education, Superintendent of Business and Financial Services and Senior Administrative Council continually monitor and review a variety of Niagara data and information. The data includes city demographics, economic and employment statistics and trends; current and projected enrolment in elementary, secondary and continuing education schools; provincial educational directions; provincial Grants for Student Needs (GSN), Educational Funding Other (EPO) grants and capital funding of district school boards.

System Priorities and Annual Budget 2016-2017 Consultation & Decision Making Process

As part of the design, consultation and decision making process, the Director of Education, the Superintendent of Business and Financial Services and members of Senior Administrative Council engaged, updated and informed, through reports, the January, February, March and April 2016 Committee of the Whole Meetings.

In addition to the continued dialogue with the Committee of the Whole, the Director of Education and Senior Administrative Council engaged in continuous discussions with the following leadership groups, committees, councils and educational partners for input and recommendations in the design of the System Priorities and balanced Board Budget 2016-2017 for the consideration of the April and May 2016 Committee of the Whole and Board.

The Consultation and Decision Making Process towards finalizing the System Priorities and the balanced Board Budget for 2016-2017 included the following:

Continuous consultation, discussion and recommendations from:

- ❖ Senior Administrative Council
- ❖ Trustees at Committee of the Whole Meetings
- ❖ Principals at Director's Meetings
- ❖ Family of Schools Meetings
- ❖ Secondary Principals Meetings
- ❖ Academic Council
- ❖ Elementary and Secondary Curriculum Councils
- ❖ Secondary Management Council Meetings
- ❖ School and Catholic Education Centre Staff Meetings

Presentations and an invitation to provide recommendations were made to:

- ❖ Student Senates - Elementary and Secondary
- ❖ Catholic School Councils
- ❖ Special Education Advisory Council (SEAC)
- ❖ Niagara Catholic Parent Involvement Committee (NCPIC)
- ❖ Niagara Catholic Alliance Committee (NCAC)
- ❖ OECTA - Niagara Elementary Unit President
- ❖ OECTA - Niagara Secondary Unit President
- ❖ CUPE 1317 President

Submission Timelines to the Committee of the Whole Meetings

- System Priorities 2016-2017 recommendations to April 2016 Committee of the Whole Meeting
- Balanced Budget 2016-2017 recommendations to May 2016 Committee of the Whole Meeting

System Priorities 2016-2017

Rooted in achieving the expectations and outcomes of the Board approved Niagara Catholic Vision 2020 Strategic Plan, the Ministry of Education *Achieving Excellence* document and building on the 2015-2016 System Priorities, the Enabling Strategies of the System Priorities provide focused system priority initiatives for 2016-2017 to achieve the Board's two Strategic Directions within its Vision 2020 Strategic Plan.

At the April 12th, 2016 Committee of the Whole Meeting, Senior Administrative Council will provide background information on each System Priority and the plan to operationalize each System Priority 2016-2017 connected to a balanced Board Budget 2016-2017 within the funding provided in the 2016-2017 Grants for Student Needs. (Appendix A)

Once approved by the Board, a copy of the Niagara Catholic System Priorities 2016-2017 will be provided to all Principals, Vice-Principals, Managers, Bishop Bergie and the Diocese of St. Catharines, the Special Education Advisory Council, Catholic School Councils, the Niagara Catholic Parent Involvement Committee and the Alliance Committee. A poster size copy of the 2016-2017 System Priorities will be placed in a public location in all schools, Board sites and the Catholic Education Centre for review by students, staff, parents and guests to Niagara Catholic. A copy will also be placed on the Board, My Niagara Catholic, My Niagara Catholic Alumni and My Niagara Catholic Trustee websites.

As we began in September 2015, throughout 2016-2017, Senior Administrative Council will continue to provide updates at each Committee of the Whole Meetings with reports on the implementation of various initiatives in achieving the System Priorities 2016-2017.

As has been provided annually since 2010, a Mid-Year Progress Review of the System Priorities 2016-2017 will be presented at the January 2017 Board Meeting. A Niagara Catholic System Priorities 2016-2017 Achievement Report will be presented at the September 2017 Board Meeting.

Given full consideration of all input and recommendations provided through the extensive consultation process, the Niagara Catholic System Priorities 2016-2017 are presented to the Committee of the Whole for its consideration, discussion and approval. (Appendix B)

A visual presentation will be presented as part of this report.

Appendix A – OCSTA 2016-2017 Grants for Student Needs Announcements

Appendix B – Niagara Catholic System Priorities 2016-2017

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of the Niagara Catholic System Priorities 2016-2017, as presented.

Prepared by: Senior Administrative Council

Presented by: Senior Administrative Council

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

Date: April 12, 2016



Ontario Catholic School
Trustees' Association

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Kathy Burtnik, *President*
Bob Schreder, *Vice President*
Nick Milanetti, *Executive Director*

March 29, 2016

MEMORANDUM

TO: Chairpersons and Directors of Education

FROM: Wally Easton, Policy Advisor - Finance

SUBJECT: 2016-17 Grants for Student Needs Announcements

On March 24, 2016 the Ministry of Education issued Ministry Memorandum 2016:B6. This memorandum provides highlights of the 2016-17 Grants for Student Needs (GSN). The GSN for 2016-17 is estimated at \$22.9 billion which is an increase of \$300 million from the previous year. Highlights are as follows:

Funding to reflect the central labour agreements:

- increase in salary benchmarks for teaching and non-teaching staff of 1.25 percent for the entire 2016-17 school year
- reduction for projected savings from the Earned Leave plans, which apply to teachers represented by the Ontario English Catholic Teachers' Association (OECTA) or l'Association des enseignantes et des enseignants franco-ontariens (AEFO). A reconciliation will occur at the end of the year and savings not realized will be reimbursed to boards.
- changes to how employee benefits are funded through the GSN in 2016–17 will be made once the 2014–15 benefit costs are determined through the data collection and validation process that is currently underway
- one-time funding will be provided through the 2015–16 GSN for the early payout of retirement gratuities.

Also related to the central labour agreements the 2015-16 (Current year) GSN is being amended as follows:

- Funding for the one percent lump sum payment will be provided through a table amount in the GSN
- The Teacher Qualifications and Experience Allocation and the Early Childhood Educator Qualifications and Experience Allocation will recognize the restoration of grid movement retroactive to September 1, 2015
- Reduction for projected savings from the Earned Leave plans, which apply to teachers represented by the Ontario English Catholic Teachers' Association (OECTA) or l'Association des enseignantes et des enseignants franco-ontariens (AEFO). A reconciliation will occur at the end of the year and savings not realized will be reimbursed to boards.

Other funding:

- an investment of \$1.2M in the per-pupil allocation of the First Nation, Métis, and Inuit Education Supplement to ensure that all boards receive a base amount of funding. This will give all boards resources to establish a position at a supervisory officer level that is dedicated to supporting implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework.
- funding of \$6M to support Board Action Plans on First Nation, Métis and Inuit Education will be transferred to the GSN from Education Programs – Other (EPO).
- as a point of clarification, it should be noted that Junior Kindergarten and Kindergarten pupils are eligible to generate funding from the Native Languages Allocation for elementary pupils, provided that the programs in which the pupils are enrolled meet the requirements for average daily length of program.
- updates to the per pupil allocation in the First Nation, Métis, and Inuit Education Supplement and two components of the Language Grant based on the 2011 census data will be phased in over three-years.
- the Student Transportation Grant will be increased by 2 percent.
- the Ministry will again provide a 2 percent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (natural gas, facility insurance, and other costs)
- increase of 3.5 percent for electricity costs.

- accountability measures previously announced:
 - i. as announced in 2015, the Ministry will begin to take action to ensure compliance with the Full-day Kindergarten (FDK) and Primary (grades 1 to 3) provisions of the Class Size regulation (O. Reg. 132/12)
 - ii. in 2015 the Ministry informed boards of its intent to review board compliance with the enveloping provisions of the School Board Administration and Governance Grant. The Ministry recognizes that, as a result of collective bargaining, boards may face extraordinary costs in 2015–16. The review of compliance is therefore deferred to 2016–17.

Several existing Ministry programs will be transferred into the GSN in 2016–17 as follows:

- funding for library staff, projected to be \$10M in 2016–17, supports the hiring of teacher-librarians and/or library technicians to support the learning of elementary school students
- funding for the Managing Information for Student Achievement (MISA) Local Capacity initiative, projected to be \$3.2M in 2016–17, supports school boards to build capacity to better manage information to inform board decisions, school administration, and classroom practice
- funding for Outdoor Education, \$17M in 2016–17, provides elementary and secondary students with learning experiences in the outdoors
- funding for Technology Enabled Learning and Teaching Contacts, \$7.6M in 2016–17, provides boards with one Technology Enabled Learning and Teaching contact per school board.

As a reminder, the following funding model reforms began in prior years will continue to be implemented:

- 2016–17 is the second year of a three-year phase-in of School Board Efficiencies and Modernization (SBEM) measures, introduced in 2015–16
- In 2014-15 the Ministry began the four-year implementation of a new funding model for what will now be called the Differentiated Special Education Needs Amount (DSENA) Allocation (formerly High Needs Amount)
- In 2014–15 the Ministry began phasing in a new allocation method for the School Board Administration and Governance Grant and 2016–17 is the third year of the four-year phase-in.

Capital funding:

The Ministry intends to make amendments to the regulation 444/98 Disposition of Surplus Real Property as follows:

- double the current surplus property circulation period from 90 days to 180 days
- expand the list of public entities to receive notification of surplus property disposition
- have all board-to-board sales be at fair market value
- introduce a maximum rate a school board can charge for leasing a school to another board
- clarify that private education providers are not eligible to lease surplus property unless the property has first been circulated to listed public entities

In 2014-15 the Ministry introduced the School Consolidation Capital (SCC) program as part of the School Board Efficiencies & Modernization program and the Ministry is currently reviewing board submissions for the second round of SCC funding and expects to announce funding approvals in spring 2016.

In 2016-17, \$500M will be allocated to school boards through the School Condition Improvement (SCI) program to address the significant backlog in school renewal needs.

2016-17 School Year Education Programs – Other (EPO) Funding

To facilitate school boards' budget planning for the 2016-17 school year, the Ministry confirms that \$104.1 million (\$214.1 million in 2015-16) of EPO funding will be allocated to school boards and school authorities to support ministry priorities. Within this amount:

- \$79.4 million will be announced shortly.
- \$24.7 million to be confirmed later in the year.

In the coming weeks, the ministry will outline the details of the Renewed Mathematics Strategy – a roadmap that leverages all of the knowledge and evidence that contributes to our collective understanding of the improvement process. An EPO B-Memo specifically on mathematics will be released in the coming weeks and will outline the Strategy's funding model, its assumptions and the specific allocations for each district school board.

The 2016-17 GSN Technical Paper, board by board estimates, and other information regarding funding for 2016-17 is available on the Ministry of Education website.

If you have any questions please feel free to contact me at 416-932-9460 or email: weaston@ocsta.on.ca.



**NIAGARA CATHOLIC
SYSTEM PRIORITIES 2016-2017**

To continue to achieve excellence, ensure equity, promote well-being and enhance public confidence in publically funded Catholic education through the delivery of innovative and supportive programs and services for students and staff rooted in the Board's Mission, Vision and Values.

STRATEGIC DIRECTIONS

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

Advance Student Achievement for All

ENABLING STRATEGIES

Provide Supports for Success

- Continue to deliver Catholic programs, supports and services to build strong Catholic identity and community, to advance student achievement and to promote positive well-being and relationships
- Improve student achievement in mathematics and create pathways for success for all students
- Develop and implement a plan to imbed global competencies and experiential learning in elementary and secondary programs
- Expand social justice opportunities, global citizenship and international education experiences

Enhance Technology for Optimal Learning

- Implement the 2016-2017 phase of the Technology Blueprint 2016-2020
- Relocate the network infrastructure of Educational Technology Services

Building Partnerships and Schools as Hubs

- Enrich the engagement of student voice and leadership
- Enhance Catholic educational capacity through the Catholic Education Congress with schools, parishes and homes in Niagara Catholic and the Diocese of St. Catharines
- Expand, develop and implement community hub programs, services and facilities partnerships within school communities

Strengthen Human Resource Practices and Develop Transformational Leadership

- Design and deliver a comprehensive multi-year Professional Development plan
- Promote effective communication, process and leadership in decision making to nurture the distinctiveness of Catholic education and advance student achievement for all
- Develop a differentiated coaching and mentoring model for aspiring leaders

Create Equity and Accessibility of Resources

- Design evidence informed decision making with key performance indicators to align with board and school improvement plans, system priorities and annual budgets

Ensure Responsible Fiscal and Operational Management

- Maintain financial stability through a balanced budget for 2016-2017
- Select and implement a functional and user friendly Accounting Software Platform

Address Changing Demographics

- Implement the 2016-2018 phase of the Long Term Board Accommodations Plan

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 12, 2016**

PUBLIC SESSION

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

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: April 12, 2016



REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 12, 2016

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

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

The following is a listing of activities occurring during the period April 12, 2016 through May 10, 2016.

Wednesday April 13th, 2016

After-School Workshop: Writing Effective IEP's (Various Sites)

- In an effort to strengthen capacity throughout Niagara Catholic for writing effective Individual Education Plans (IEPs), the following workshop has been created for teaching staff and administrators.
- Other dates for workshop: April 5, April 14, April 19, and April 28.
- The workshop will be delivered by central level Special Education staff and is designed to address:
 - o Determining Baselines
 - o Establishing Annual Goals
 - o Writing Specific Expectations
 - o Writing & Evaluating Alternative Expectations
 - o Transition Planning

Friday, April 15th, 2016

Professional Activity Day (Elementary and Secondary panels)

- The primary venue for all elementary and secondary school staff is their home school, except for colleagues who will be identified in this memo as having to attend specific training. The day in both the elementary and secondary panels will focus on Health and Safety Training, WHMIS and Creating Pathways to Success.

Wednesday, April 20th, 2016

After-school Workshop: The Inquiry Play Based Learning Environment: How to inspire invitations to learning with intentional provocations (CEC)

- Explore ways to transform your learning environment to cultivate a culture of inquiry with thoughtful and intentional provocations that will help inspire invitations to learning. This workshop will offer ideas on how our image of the child can guide us when using loose parts and ways to foster rich literacy and mathematical opportunities naturally through play.

Thursday, April 21st, 2106

Behaviour Management Systems (BMS) Refresher for Administration (Various Sites)

- Niagara Catholic Special Education staff will be providing mandatory Refresher Behaviour Management System (BMS) training (3 hours) for all Principals and Vice-Principals during the afternoon of April 21, 2016, 1:00 p.m. - 4:00 p.m. after the Director's Meeting.

Friday, April 22nd, 2016

The Zones of Regulation Focus Group Session (CEC)

- The Zones of Regulation program offers a framework to simplify how students think about and manage feelings and states, is a tool to help students regulate their emotions and sensory needs, and offers strategies to address lagging skills in executive functioning and social cognition.
- ELKP teachers and all Child and Youth Workers (CYWs) have participated in training for The Zones of Regulation Program and each school has received at least one copy of the text resource to support implementation. Since October 2015, ELKP teachers have been invited to participate in pre-implementation and tracking questionnaires. A post-implementation tracking questionnaire will be sent via email to only those ELKP teachers who have completed the pre-implementation tracking questionnaire. Analysis of the evidence collected is intended to inform next steps in the implementation of the Program.

Monday, May 9th, 2016

Building innovative Leadership (CEC)

- All Elementary Vice-Principals are requested to participate in a session to explore innovation in education. The purpose of this session is to build capacity in system leaders, specifically all Elementary Vice-Principals and select Student Achievement staff.
- This session will support Elementary Vice-Principals by providing an opportunity to consider innovative practices as leaders in the school and classroom. This session is being funded through local and regional MISA funds, based on approval of the application for funding submitted by Lisa Incaviglia, Vice-Principal of Our Lady of Fatima Catholic Elementary School in Grimsby.
- This session requires active participation and discussion from participants as it will be organized as an "open space" event. This is a self-organizing practice of inner discipline and collective activity which releases the inherent creativity and leadership in people. By inviting people to take responsibility for what they care about, "open space" establishes a marketplace of inquiry, reflection and learning, bringing out the best in both individuals and the whole.
- To inspire thinking about innovation in education, all Elementary Vice-Principals and select Student Achievement staff will receive a copy of Tony Wagner's book, "Most Likely to Succeed."

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: April 12, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
APRIL 12, 2016**

PUBLIC SESSION

TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: April 12, 2016



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
APRIL 12, 2016
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

NEW BUILD

Appendix A

St. Martin Catholic Elementary School

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: April 12, 2016



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
APRIL 12, 2016**

APPENDIX A

ST. MARTIN CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

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

Current Status: Construction began in December 2015. Footing excavation and construction of foundation walls are complete. Site service work is in progress.

Project Information:

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



Project Funding:

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

Project Costs:

	<u>Budget</u>	<u>Paid</u>
Construction Contract	7,734,824	505,125
Fees & Disbursements	937,360	785,519
Furniture & Equipment	260,917	0
Other Project Costs	977,188	161,857
	<u>\$9,910,289</u>	<u>\$1,452,501</u>

Project Timelines:

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

Project Team:

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
APRIL 12, 2016**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – MARCH 29, 2016**



March 29, 2016

Spotlight Shines on St. Elizabeth Catholic Elementary School



Sarah Habjan, right, a Grade 7 student at St. Elizabeth Catholic Elementary School in Wainfleet, shares what makes the St. Elizabeth community such a great Catholic school community. She is joined by St. Elizabeth Principal Clare Tofano.

Trustees Approve Multi-Year Grass Cutting Tender

During the March 29 Board Meeting, Trustees approved a multi-year grass-cutting tender for our schools and sites in Niagara. Four companies have been selected to provide the services: HS&M Landscape (North Niagara Falls); Paramount Landscaping (South Niagara Falls, Stevensville, Crystal Beach, Ridgeway and Fort Erie); Snips Landscaping (Welland, Thorold and Port Colborne) and Steele's Landscaping (St. Catharines and Lincoln).

Details are available in the March 29 Board Meeting [Agenda](#).

One Family in Christ: Embracing Catholic Education Congress

This spring, Niagara Catholic and the Diocese of St. Catharines will host a Catholic education congress about Catholic education in Niagara and in Ontario. Father Tom Rosica, CEO of Salt + Light Television, will be the facilitator for four meetings between April 25 and May 5. Students, staff, parents, parishioners and members of the clergy are invited to participate in these sessions, which will take place at the locations listed below. This is a great way to talk about the many strengths of Catholic education, and to share ways in which you would like to see us strengthen the triad of home, school and parish. Register online at bit.ly/congressRSVP. Free child care will be available at each session for those who need it.

The Niagara Catholic District School Board in partnership with the Diocese of St. Catharines presents...

*One Family in Christ
Embracing Catholic
Education Congress*

Students, Staff, Family, Parishioners and Clergy
All are welcome!

Facilitator
Fr. Tom Rosica

Date	Time	Location
April 25, 2016	6:30 - 8:30pm	Blessed Trinity
May 3, 2016	6:30 - 8:30pm	St. Michael's
May 4, 2016	6:30 - 8:30pm	St. John's
May 5, 2016	6:30 - 8:30pm	St. Michael's

Catch Up With Our Good News!

If you haven't checked out our [Good News](#) section in a while, be sure to take a look at some of the great stories we've had to share, and view photos from our Technology Skills Competition.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
*APRIL 12, 2016***

PUBLIC SESSION

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



APRIL 2016



Sun	Mon	Tue	Wed	Thu	Fri 1 Bishop's Gala	Sat 2
3	4	5	6 SEAC Meeting	7	8	9
10	11 Volunteer Appreciation Breakfast	12 SAL Meeting CW Meeting	13	14	15	16
17	18	19	20	21	22 Earth Day	23
24	25 Catholic Education Congress 6:30 p.m. Blessed Trinity Catholic Secondary School	26 Policy Committee Meeting Board Meeting	27	28	29	30

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
*APRIL 12, 2016***

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA SPRING REGIONAL MEETING QUESTIONS**



Ontario Catholic School
Trustees' Association

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Kathy Burtnik, *President*
Bob Schreder, *Vice President*
Nick Milanetti, *Executive Director*

March 15, 2016

TO: Chairs, Vice Chairs and Directors of Education
- All Catholic District School Boards

FROM: Sharon McMillan, Director of Communications

SUBJECT: OCSTA Spring Regional Meeting Questions

In response to requests from trustees, OCSTA's Spring Regional Meetings will incorporate locally driven discussion questions into each of the 1.5 hour Regional Meeting sessions. To facilitate this, CDSB Chairs are asked to discuss with their respective boards, the top two questions or issues that are considered current priorities.

Once those questions or issues have been identified, we kindly ask that they be forwarded to OCSTA – attention Ashlee Cabral (acabral@ocsta.on.ca) – no later than **Friday, April 15, 2016**.

OCSTA's Spring Regional Meetings will once again be held as part of the AGM & Conference. These concurrent sessions are scheduled to take place on Friday, April 29, 2016 from 2:00 – 3:30 p.m. at the Blue Mountain Resort.

Your assistance in this matter is greatly appreciated.

**5TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
*APRIL 12, 2016***

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
NIAGARA CATHOLIC SUMMER CAMPS 2016**

SUMMER CAMPS 2016



FEATURING • athletic development •
construction • cooking • crafts •
leadership • robotics • sports camps

REGISTER BY JUNE 15TH, 2016 AT
NIAGARACATHOLIC.CA

Nurturing Souls and Building Minds

OPEN TO ALL

STUDENTS GRADE -6
AS OF JUNE 30th, 2016

FULL DAY

8:30 a.m. - 4:30 p.m.

WEEK OR MONTH OFFERINGS

July 11th - 15th, 2016

July 18th - 22nd, 2016

July 25th - 29th, 2016

August 2nd - 5th, 2016

August 8th - 12th, 2016

COST

\$180 per week

\$175 per week if registering
multiple children/multiple weeks

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

Denis Morris Catholic High School

Welland

Notre Dame College School



ART & CRAFTS

Bring out your creativity! Unique and popular Pinterest creations, painting projects and more.

BROCK BADGERS SPORTS

Master your athletic skills and play a wide range of sports.

LEADERSHIP

Gain confidence and insight into what you can do to make your dreams a reality.

MASTER CHEF

Have fun creating nutritious and popular dishes. Learn about local produce, gardening and safe food practices.

NO LIMIT PERFORMANCE

Basketball and athletic performance enhancement.

NUTS & BOLTS CONSTRUCTION

Learn woodworking and tool basics. Design and build large and small projects.

ROBOTICS

Explore VEX and build a robot! Sharpen your math, science and technology skills.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD



PARTNERS

BROCK BADGERS SPORTS CAMP

“Engage in fun, age appropriate activities that promote sportsmanship, fair play and skill development. Make friends, play, participate and master skills. We aim for our athletes to gain exposure to a variety of new and familiar sports, develop skills and have fun!”



NO LIMIT PERFORMANCE

“We develop fundamentally strong athletes by teaching solid training methods through professional, knowledgeable and positive coaching, while implementing the importance of good character and moral values.”



REGISTER BY JUNE 15TH, 2016 AT
NIAGARACATHOLIC.CA

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
*APRIL 12, 2016***

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
HEALTH AND PHYSICAL EDUCATION CATHOLIC
RESOURCES UPDATE**

A Guide to Explaining Family Life Education and the Supplementary *Fully Alive* Resources



Key Messages

- The Catholic education community, under the guidance of the Catholic Bishops of Ontario, collaborated to develop resources that will support our Catholic teachers as they work to meet the needs of students in Catholic schools across the province.
- These resources will ensure that the revised Health & Physical Education curriculum, delivered as part of the Family Life program in Catholic classrooms, is consistent with Church teachings and our faith tradition.
- From our perspective, our Catholic schools will continue to do what we've always done, which is offer a holistic curriculum that is shaped by a Catholic world view.
- The partnership between Home, School, and Parish is the foundation of a Catholic education. Each partner plays a distinctive yet complementary role, and no place is this more evident than in the areas that are introduced and explored in Family Life Education.

Role of Parents

- Parents and guardians are the primary educators of their children.
- The role of parents in the teaching of family life issues is crucial and both parish and school work with parents to support them in this important undertaking.

Role of Parish

- Pastors provide spiritual direction, support and guidance to the members of the Catholic community. Bishops have teaching authority over matters of faith and morals for the Catholic faithful.
- The Catholic Bishops of Ontario published the 'Guidelines for Family Life Education' in 1978 to affirm and support Catholic parents in the important role of raising their children according to the faith.
- In 1989 the Bishops developed a Family Life program because they believe that Family Life Education should be an important part of the Religious Education program offered in Catholic schools.

Role of Catholic Schools

- Catholic schools follow the curriculum set by the Ministry of Education, but curriculum is taught in a way that reflects a Catholic world view.
- Catholic schools work with our parents and our parishes to ensure that the Gospel message of Jesus is lived in our school communities and shared with our students.
- Working in partnership with both parents and parish, the role of Catholic schools is complementary but distinct. Our core responsibility, for which we are publicly funded, is to educate, while guided by the moral teaching and faith tradition of the Catholic Church.

Frequently Asked Questions – Family Life Education and Revisions to Provincial Health & Physical Education Curriculum (2015)

Q. When was the revised HPE Curriculum released?

The Ministry of Education (the Ministry) released the revised curriculum for Health and Physical Education, Grades 1-8 and 9-12 in February, 2015.

Q. Why was it necessary to revise the HPE Curriculum?

The government reviews all curriculum on a cyclical basis to ensure that they remain current, relevant, and age-appropriate for all students. The health and physical education curriculum was last fully updated in 1999. The revised curriculum is based on current research and advice from recognized experts in the areas of public health, mental health, sexual health, physical education and kinesiology.

Q. Does the Catholic system have a separate health curriculum?

No. There is one Ontario curriculum for both the public and Catholic systems. Teachers in the Catholic system are required to teach all of the same learning expectations as the public system but do so through the lens of the Catholic faith, according to Catholic teachings. In Ontario Catholic elementary schools, all expectations of the Human Development and Sexual Health topic of the Healthy Living strand of the HPE Curriculum are met through the existing *Fully Alive* program and supplemental program materials.

Q. How will what is taught in Catholic schools differ from what is taught in public schools?

For more than 30 years, all Catholic schools in Ontario have successfully provided a family life curriculum within a Catholic framework under the guidance of the Catholic Bishops of Ontario through the *Fully Alive* program. Catholic Family Life Education is closely associated with Religious Education. In Ontario's publicly funded Catholic schools, it accounts for 20% of the Religious Education program, and is usually taught once a week.

Catholic schools have a responsibility to teach all curriculum set out by the Ministry of Education in education policy, including the revised Health and Physical Education curriculum, but have always done so in a manner that conveys, respects and models our Catholic values to our students.

Q. Can you tell me more about Family Life Education?

In Catholic elementary schools, Family Life Education is presented through the lens of *Fully Alive*. The program goal is to pass on a distinctively Catholic view of human life, sexuality, marriage and family. *Fully Alive* complements the efforts of families and supports what parents are doing at home. The entire program, from Grade 1 through Grade 8, is designed to encourage children to become the people God wants them to be – to be fully alive. The first edition of *Fully Alive* was published between 1988 and 1992, and an updated edition was published between 2008-2012. It has evolved into an integral part of Catholic elementary education, used by all Catholic school boards in the province of Ontario, as well as Catholic schools in the western provinces.

Q. Can the revised HPE Curriculum really be presented from a Catholic perspective?

Yes. The pre-existing *Fully Alive* program already addressed over 90% of the specific expectations now included in the Human Development and Sexual Health strand of the HPE Curriculum. At the request of the Bishops, the Institute for Catholic Education (ICE) and other Catholic education partners have developed supplementary materials to enable educators in Catholic schools to implement the updated curriculum in the context of Catholic values. The project was coordinated by the Institute for Catholic Education, and drew together a team of experienced Catholic educators from across the province. The resources have been carefully designed to ensure that they are developmentally appropriate to the age and maturity of students, reviewed by both educators and moral theologians. The Ministry acknowledges that curriculum in Catholic schools is adapted to reflect a Catholic world view and models and respects Catholic values, while addressing the content and learning expectations prescribed by the Ministry of Education.

Q. Have these resources been approved for use in Catholic Schools?

Yes. The resources have been deemed to be appropriate for use in Catholic schools by the Education Commission of the Assembly of Catholic Bishops of Ontario.

Q. When will the revised HPE Curriculum be taught? How will I know?

The new resources are designed to be integrated into all five themes of the *Fully Alive* program, but most often the lessons incorporating the Human Development and Sexual Health content of the HPE curriculum have been included in Theme Three of *Fully Alive*, “Created Sexual: Male and Female”, which is usually taught in the second term.

Teachers will begin to use the new resource material in the Spring of 2016 as they continue with the progression of lessons within the *Fully Alive* program. Supplementary materials for lessons already taught this year will be used next school year.

Teachers will continue to send home a letter to parents for each theme of the *Fully Alive* program before each section so that parents will be aware of the specific content being taught in the classroom. The letters also point parents to additional resources to help them participate in the program by providing suggestions that they might choose to use at home with their children.

“I have heard things about the revised HPE Curriculum that concern me. What exactly is included in the revised curriculum, and how is it addressed with these new resources?”

More Frequently Asked Questions – Content Specific

Q. Children in Grade 1 are too young to learn the correct names for body parts (including genitalia). Why is this information included in the revised curriculum in Grade 1? Will a Grade 1 child be shown graphic pictures when learning about body parts?

The Ministry of Education is responsible for developing curriculum policy, which identifies what students learn in each grade and subject. Sexual health experts recommend presenting information related to human development and sexual health in the same way as all health topics, as a normal, natural part of overall healthy development. Young children need to know the correct anatomical names of body parts in order to communicate clearly and get help if needed, in cases of abuse, illness or injury. In Catholic elementary schools, all expectations of the Human Development and Sexual Health topic of the Healthy Living strand of the HPE Curriculum are met through the *Fully Alive* program.

Family Life Education in Catholic schools includes the understanding that to be human is to be sexual. Sexuality, expressed in our maleness and femaleness, is an essential component of personhood. For this reason, education in sexuality is education in the whole person. In Catholic elementary schools, the “Created Sexual: Male and Female” strand of the *Fully Alive* program presents, in a developmentally appropriate way, what it means to be created sexual. In Grade 1, for example, students learn that God made boys and girls physically different and learn the correct names for genitalia. Though students learn the correct terms for body parts in Grade 1, there are no graphic pictures in the *Fully Alive* program.

Q. Why does the curriculum address same-sex relationships?

The Ontario government is committed to equity and inclusive education. The curriculum is designed to reflect the diversity of Canada. Through the Health and Physical Education curriculum, students learn to understand themselves, treat others with respect and to celebrate inclusivity.

In Catholic schools, the expectations of the Religion and Family Life Education curricula in both elementary and secondary schools provide educators with the opportunity to address a number of key issues related to equity, antidiscrimination, and inclusion – including gender identity, gender expression and sexual orientation. In the *Fully Alive* program, students explore the Christian belief that all humans are created in the image of God and that God knows and loves each person. They are a very special creation. Because of this, students must respect and value themselves and others. The program allows students to not only explore what makes them unique, but also what makes them alike. All humans share a common origin and, therefore, a common nature. The program explores our shared humanity. Students learn that God created them to live in relationship with others and to respond to others with love. Students understand that treating others with equity, dignity, and respect is a necessity as they strive to lead fully human lives.

Q. How does the curriculum help students learn about diversity?

In Grade 3, students are learning to describe how visible and invisible differences make each person unique, and identify ways of showing respect for differences in others.

In Catholic elementary schools, students learn about visible and invisible similarities and differences in the *Fully Alive* program. Here students learn that each person is God's unique creation. Our variety of interests, characteristics and experiences enrich each other's lives. Identifying what we share in common and respecting the way we differ helps us to understand each other.

Students in Grade 6 will learn about the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others. The resources also propose appropriate ways of responding to and changing assumptions and stereotypes.

In Ontario Catholic elementary schools, supplemental *Fully Alive* materials have been developed for Grade 6 to introduce the terms homosexuality, homophobia, and gender expression within the context of assumptions and stereotypes in the existing Grade 6 program. Homosexuality is presented in Theme Three of the existing *Fully Alive* program in Grades 7 and 8. Gender Identity is addressed in the Grade 8 program. Each topic presents the moral teachings of the Church with respect to human sexuality and sexual morality clearly and faithfully, in language appropriate to the students' age and level of maturity.

All revised curriculum policy documents include a section on equity and inclusive education which provides guidance to educators on how this relates to the particular subject or discipline. The principles of equity and inclusive education are also embedded throughout the curriculum in the learning expectations, teacher prompts and examples. It is important that all students see themselves reflected in their learning at school. Fostering safe, inclusive and accepting schools for all students is a continuous process grounded in raising awareness, building understanding, and respecting and valuing the full range of our diversity.

Q. Does the new curriculum teach students about dating?

The HPE curriculum promotes the development of skills for positive and healthy relationships during changing times in children's lives. Peer relationships are addressed in Grade 4 because they become more important for students in junior grades. Students continue to develop their self-awareness and awareness of others and learn how to interact responsibly and respectfully both in person and online. It is important for students to understand the changes they are experiencing. Students in Grade 4 learn to describe the physical changes that occur at puberty and the emotional and social impacts that may begin to result from these changes.

In Ontario elementary schools, all expectations of the Human Development and Sexual Health topic of the Healthy Living strand of the HPE Curriculum are met through the *Fully Alive* program. A Catholic understanding of what it means to live in relationship is explored each year in Theme Two of the program. Feelings and attitudes related to sexual attraction and intimacy are explored developmentally each year, commencing in Grade 4, within Theme Three of the program.

Q. At what age do students learn about masturbation? Why is this topic included?

In Ontario Catholic elementary schools, students are introduced to the term masturbation in the Grade 7 and 8 *Fully Alive* program when learning about changes in puberty, including sexual attraction and feelings. Students learn it is natural to be curious about the body and its new sensations. It is also necessary to develop habits of self-discipline. As people mature they grow in their understanding that sexuality is relational, not solitary.

Q. Does the curriculum teach about love, or is it only about the act of sex?

The HPE Curriculum identifies and presents knowledge and skills that help students develop and maintain healthy relationships. The language relating to healthy relationships is intentionally inclusive, so that what students learn in this area can be applied to all of their relationships, with friends and peers, family members, and, as they get older, with potential romantic interests or a partner/husband/wife in the future. In Grades 9 and 10 students learn about skills for healthy relationships, including intimate relationships. They also learn to consider a broad range of factors when making decisions around sexual activity and intimacy, such as personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others.

In Catholic schools, the Family Life Education curriculum teaches a distinctively Catholic view of human life, sexuality, marriage, and family. Students learn that humans are called to image and reflect the love of God by creating, protecting, and sustaining life; explore the ways in which human sexuality is a gift from God, a fundamental dimension of human identity, and intended for life and love; and reflect upon, respond to, and analyze the ways in which human sexuality, as it is related to identity, is personally relevant in their lives.

Q. How is consent addressed in the curriculum?

From an early age, children start learning and negotiating what they can and cannot do within their families, at school and in the community. As children grow, their skills and knowledge about consent need to grow too. These skills help them handle different situations and relationships that can sometimes be complicated. The HPE curriculum helps children and youth understand what consent means and learn the skills they need to stand up for themselves, and have respect for themselves and others. The concept of sexual consent is not introduced until students are older but learning foundational skills, such as developing healthy respect for themselves and others, begins at a young age.

In Catholic schools, students learn about healthy relationships and effective communication in the context of a Catholic understanding of what it means to live in relationship. Supplemental materials have been developed for Catholic schools that explicitly connect an understanding of consent with an understanding of the virtue of chastity, the importance of fidelity and the responsibilities that accompany living in relationship with others.

Q. Is abstinence education a part of the revised HPE Curriculum?

Yes. In developmentally appropriate ways, the HPE curriculum includes learning about the physical, emotional, social, and psychological factors that can impact decision-making and sexual health and communicating with one's partner about decisions to engage in, delay, or abstain from, different forms of sexual activity.

In Catholic schools, abstinence is associated with the virtue of chastity. Students learn that chastity calls them to treat their bodies and the bodies of others with the respect and dignity they deserve as temples of the Holy Spirit. It calls them to abstain from all sexually intimate acts outside of marriage, including those that may not involve intercourse but are part of giving themselves bodily to another person in a way that should be reserved for the intimacy of marriage. Just as there are degrees of intimacy in different types of relationships, students learn there are degrees of physical intimacy and they must use their wisdom in moral decision making, the teachings of the Church, and prayer to guide them in understanding when an act of physical intimacy is a misuse of the gift of their sexuality, even if it does

not involve intercourse.

Q. Are students taught about contraception and sexually transmitted infections?

The HPE curriculum includes information about preventing unintended pregnancy and STIs, including HIV, by means such as delaying first intercourse and other sexual activities until a person is older, abstaining from sex and using condoms consistently if and when a person becomes sexually active.

In Catholic elementary schools, all expectations of the Human Development and Sexual Health topic of the Healthy Living strand of the HPE Curriculum are met through the *Fully Alive* program. Barriers to conception and the prevention of STIs, including physical barriers (condoms) and chemical barriers (oral contraceptives) are presented in Grade 8. STIs are taught in Grades 7 and 8 of the program. These topics have been part of the Family Life curriculum for many years. The moral teachings of the Church with respect to human sexuality and sexual morality are presented clearly, and faithfully, in language appropriate to the students' age and level of maturity.

Q. How is the role of Parents respected within this curriculum?

Both the HPE Curriculum and the Family Life Education curriculum recognize the crucial role of parents in educating their children. Parents and families are responsible for sharing their values, morals, cultural and religious beliefs with their children.

Catholic schools share in the task of preparing children, as they grow towards maturity, to relate the Catholic faith to their particular culture and to live that faith in practice. Discernment is an important aspect of our faith tradition. The expectations in the revised HPE curriculum offer a unique opportunity for parents and schools to help students grow in their ability to make good choices, discerning truth and ultimately making moral decisions that reflect their values, cultural and religious beliefs. By providing students with the Catholic perspective, our schools can help them to listen to God's word and make choices in light of their faith.

Communication between home, school and community is valued and a critical part of supporting student learning in all curriculum areas, and most especially so in the area of Family Life Education. In Catholic elementary schools, teachers regularly send home parent letters prior to beginning a new strand of the family life education program to inform parents of the upcoming material that their children will be learning so that parents can actively participate in these important conversations. Parents may also become familiar with the Family Life Education curriculum by accessing the Online Family Resource of the Assembly of Catholic Bishops of Ontario. The Online Family Resource for *Fully Alive* supports and encourages parents in their special role as the first teachers of their children, and provides parents with an overview of the curriculum as well as detailed descriptions of the content of each of the family life education strands, Grades 1 to 8, including Theme Three, Created Sexual: Male and Female.

Q. How will teachers use these resources?

In the HPE curriculum, teacher prompts and examples are provided to clarify the specific curriculum expectations for student learning. Examples and prompts do not set out requirements for student learning; they are optional. As in all Ministry curriculum documents, examples and prompts are provided to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation, or to assist teachers to anticipate possible questions from students. Much of the controversy about the revised HPE curriculum has been focused on teacher prompts and examples, rather than on the specific learning expectations themselves.

In Ontario Catholic elementary schools, all expectations of the Human Development and Sexual Health topic of the Healthy Living strand of the HPE Curriculum are met through the *Fully Alive* program. The *Fully Alive* program includes extensive teacher resources to guide their lessons, including appropriate teacher prompts, examples and questions. Where necessary to fully address the revised HPE learning expectations, the Institute for Catholic Education (ICE) has provided supplementary resources that include appropriate teacher prompts and examples that reflect Catholic values and teachings. Teachers will defer to the approved program and supplemental resources to fulfill the expectations of this topic of the HPE curriculum.

Q. Can a child be exempted from Family Life Education?

Family Life Education is an important part of the Religious Education program, and an integral part of the Catholic school curriculum in Ontario. Its focus on the dignity of the person offers students a Christian vision of who we are and how we are meant to live. For this reason, all students are expected to participate in the full program. While not encouraged, the option to remove a child from specific lessons within the *Fully Alive* program has always been available to parents. However, it is the hope and intent that all students experience the curriculum fully. Each school board ultimately determines its policy and practice regarding student exemption from the Family Life program.

For this reason, communication between home and school is particularly crucial. As the primary teachers of their children in all areas of faith and morals, including sexuality, parents need to be informed about the content of the program. The letters sent home at the start of each new theme in the *Fully Alive* program is recognition of the primacy of the parents' role as well as the sensitivity of the information about sexuality at this point in the program. The letters provide parents with the opportunity to know exactly what information is included and to discuss the content with their children at home before it is presented in class.

Parents are encouraged to maintain a healthy dialogue with teachers and principals as the Family Life curriculum is presented to students. Information about the Family Life Curriculum, Grades 1-8 (2012) can be found at <http://iceont.ca> (Institute for Catholic Education). Information about the *Fully Alive* Program can be found at <http://acbo.on.ca/fully-alive/>.