



*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 9, 2019  
7:00 P.M.**

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



### **A. ROUTINE MATTERS**

- |   |        |
|---|--------|
| 1. Opening Prayer – Trustee Turner  | -      |
| 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 5, 2019                 | A5     |
| 6. Consent Agenda Items   | -      |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of March 26, 2019                      | A6.1   |
| 6.2 Approval of Policies  | -      |
| 6.2.1 French Immersion/Admission of Elementary and Secondary Students Policy                  | A6.2.1 |
| 6.3 Naming Request – St. Gregory the Great Chapel at St. Augustine Catholic Elementary School | A6.3   |
| 6.4 Pre-Approval of Capital Works Project Tenders Estimated to Cost in Excess of \$500,000    | A6.4   |
| 6.5 Staff Development Department Professional Development Opportunities                       | A6.5   |
| 6.6 Capital Projects Progress Report Update   | A6.6   |
| 6.7 In Camera Items F1 & F3   | -      |

### **B. PRESENTATIONS**

### **C. COMMITTEE AND STAFF REPORTS**

- |  |    |
|--|----|
| 1. Committee of the Whole System Priorities and Budget 2018-2019 Update    | C1 |
| 2. Niagara Catholic School Library Information Centre Program and Services | C2 |
| 3. Alternative Programs in Niagara Catholic                                | C3 |
| 4. Accountability Financial Report 2018-2019 as of March 31, 2019          | C4 |
| 5. Monthly Updates   | -  |
| 5.1 Student Senate Update  | -  |
| 5.2 Senior Staff Good News Update  | -  |

## **D. INFORMATION**

- |  |      |
|--|------|
| 1. Trustee Information   |      |
| 1.1 Spotlight on Niagara Catholic – March 26, 2019   | D1.1 |
| 1.2 Calendar of Events – April 2019  | D1.2 |
| 1.3 OCSTA Memorandum – Ministry of Education Policy Reforms and OCSTA Positions                                    | D1.3 |
| 1.4 OCSTA Memorandum – Toronto Catholic District School Board Motion<br>Regarding the Ontario Autism Program (OAP) | D1.4 |
| 1.5 OCSTA Memorandum – Draft Regulation under Rowan’s Law (Concussion Safety)<br>Consultation                      | D1.5 |

## **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 9, 2019**

*PUBLIC SESSION*

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE  
MEETING OF MARCH 5, 2019**

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**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 5, 2019, as presented.



# MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

## TUESDAY, MARCH 5, 2019

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Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, March 5, 2019 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 7:10 p.m. by Vice-Chair Sicoli.

### A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Prince

2. Roll Call

Vice-Chair Sicoli noted that all Trustees and Student Trustees were in attendance.

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Frank Fera	✓			
Larry Huibers	✓			
Daniel Moody	✓			
Leanne Prince	✓			
Dino Sicoli	✓			
Paul Turner	✓			
<b>Student Trustees</b>				
Jade Bilodeau	✓			
Madison McKinney	✓			

The following staff were in attendance:

**John Crocco**, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Pat Rocca**, 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 Burtnik

**THAT** the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of March 5, 2019, as presented.

**CARRIED**

**4. Declaration of Conflict of Interest**

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

**5. Approval of Minutes of the Committee of the Whole Meeting of February 19, 2019**

Moved by Trustee Burkholder

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 19, 2019, as presented.

**CARRIED**

**6. Consent Agenda Items**

Trustee Sicoli requested Item 6.3 be held. This item was moved to Committee and Staff Reports Section C5 of the agenda.

**6.1 Unapproved Minutes of the Policy Committee Meeting of February 26, 2019**

**THAT** the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of February 26, 2019, as presented.

**6.2 Approval of Policies**

**6.2.1 Progressive Student Discipline – Safe Schools Policy (302.6.9)**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Progressive Student Discipline – Safe Schools Policy (302.6.9), as presented.

**6.2.2 Death Benefit Policy (201.5)**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Death Benefit Policy (201.5), as presented.

**6.2.3 Deferred Salary Plan (X/Y) Policy (201.10)**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Deferred Salary Plan (X/Y) Policy (201.10), as presented.

**6.2.4 Employee Leaves of Absence Policy (201.1)**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Employee Leaves of Absence Policy (201.1), as presented.

**6.3 Staff Development Department Professional Development Opportunities**

Moved to section C5

**6.4 Capital Projects Update**

Presented for information.

**6.5 In Camera Items F1 and F3**

Moved by Trustee Huibers

**THAT** the Committee of the Whole adopt consent agenda items.

**CARRIED**

**B. PRESENTATIONS**

**1. Speak Out 2019 Showcase Finalists**

Yolanda Baldasaro, Superintendent of Education, presented background information on Speak Out! 2019 Showcase and welcomed Speak Out Committee Co-Chairs, Lisa Incaviglia Principal at St. Joseph Catholic Elementary 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: Ciara Wood, Our Lady of Fatima Catholic Elementary School, Grimsby  
Topic: *Aung San Suu Kyi*

Team 2: Zia Amlani, Mary Ward Catholic Elementary School  
Topic: *Why We Shouldn't Waste Time on Complaining*

Team 3: Allyson Coholan, St. Philomena Catholic Elementary School  
Topic: *Poverty in Canada*

Vice-Chair Sicoli and Trustee Moody congratulated the students on their award winning speeches. Vice-Chair Sicoli, along with Chair Fera and Director Crocco presented the students with Niagara Catholic "Excellence in Academics" Pins.

**C. COMMITTEE AND STAFF REPORTS**

**1. Committee of the Whole System Priorities and Budget 2018-2019 Update**

Director Crocco and members of Senior Administrative Council presented Committee of the Whole System Priorities and Budget 2018-2019 Update.

Director Crocco answered questions of Trustees.

**2. Niagara Catholic Mental Health and Addictions**

Lee Ann Forsyth-Sells, Superintendent of Education presented background information on the Niagara Catholic Mental Health Supports and introduced Andrea Bozza, Mental Health Lead.

Ms. Bozza presented the Niagara Catholic Mental Health and Addictions report for Trustee information.

Ms. Bozza answered questions of Trustees.

**3. Accountability Financial Report 2018-2019**

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2018-2019

**4. Monthly Updates**

**4.1 Student Trustees' Update**

Jade Bilodeau and Madison McKinney, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

**4.2 Senior Staff Good News Update**

Senior Staff highlights included:

**Superintendent Rocca**

- Kimberly Saunders, a Grade 6 student of St. Gabriel Lalemant Catholic Elementary School won first prize for her poem on why she likes her inclusive classroom for Community Living Ontario's "Together We're Better" contest.
- Niagara Catholic schools will receive a donation of 1,500 playground balls from Mark's Work Warehouse through the Canadian Tire Jump Start Foundation.

**Trustee Moody**

- Appreciation was extended to Director Crocco and Superintendent Iannantuono on the immediate attention regarding a concern received from a parent.

**5. Consent Agenda Item A6.3 – Staff Development Department Professional Development Opportunities**

Superintendent Iannantuono and Controller Whitwell answered questions of Trustees.

Moved by Trustee Burtnik

**THAT** the Niagara Catholic District School Board extend the Committee of the Whole meeting.

**CARRIED**

**D. INFORMATION**

**1. Trustee Information**

**1.1 Spotlight on Niagara Catholic – February 26, 2019**

Director Crocco highlighted the Spotlight on Niagara Catholic – February 26, 2019 issue.

### **1.2 Calendar of Events – March 2019**

Director Crocco presented the March 2019 Calendar of Events for Trustees information.

### **1.3 March Break – March 11-15, 2019**

Director Crocco reminded Trustees that the week of March 11-15, 2019 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 March 15, 2019.

## **E. OTHER BUSINESS**

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

- 1.1 The Board continues to implement this year's System Priorities.
- 1.2 Consultation continues towards the designing of the System Priorities for the 2019-2020 school year.
- 1.3 An update will be provided in early April on the draft Joint-Use School Agreement with the District School board of Niagara.

## **F. BUSINESS IN CAMERA**

Moved by Trustee Prince

**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 9:35 p.m. and reconvened at 10:09 p.m.

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

Moved by Trustee Burkholder

**THAT** the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of March 5, 2019.

**CARRIED**

### **SECTION A: STUDENT TRUSTEES INCLUDED**

Moved by Trustee Huibers

**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 19, 2019, as presented.

**CARRIED (Item F1)**

### **SECTION B: STUDENT TRUSTEES EXCLUDED**

Moved by Trustee Huibers

**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 19, 2019, as presented.

**CARRIED (Item F3)**



## **H. ADJOURNMENT**

Moved by Trustee Moody

**THAT** the March 5, 2019 Committee of the Whole Meeting be adjourned.

**CARRIED**

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

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Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **March 5, 2019.**

Approved on **April 9, 2019.**

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Dino Sicoli  
Vice-Chair of the Board

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John Crocco  
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
APRIL 9, 2019**

*PUBLIC SESSION*

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE  
MEETING OF MARCH 26, 2019**

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**RECOMMENDATION**

**THAT** the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of March 26, 2019, as presented.



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, MARCH 26, 2019

Minutes of the Policy Committee Meeting held on Tuesday, March 26, 2019 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 Director Crocco, who chaired the meeting until the election of a Committee Chair.

### 1. Opening Prayer

The meeting was opened with a prayer by Trustee Huibers

### 2. Election of Chair of the Policy Committee 2019

Director Crocco asked for nominations for the position of Chair of the Policy Committee 2019. Trustee Fera nominated Trustee Huibers.

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

There were no further nominations forthcoming. Trustee Huibers was acclaimed to the position of Chair of the Policy Committee 2019.

Moved by Trustee Fera

**THAT** Trustee Huibers be elected to the position of Chair of the Policy Committee 2019.  
**APPROVED**

### 3. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Larry Huibers (Committee Chair)	✓			
Frank Fera	✓			
Leanne Prince	✓			

**Trustees:**

***Rhianon Burkholder***  
***Kathy Burtnik***

**Student Trustees:**

***Jade Bilodeau***  
***Madison McKinney***

**Staff:**

***John Crocco***, Director of Education  
***Yolanda Baldasaro***, Superintendent of Education  
***Lee Ann Forsyth-Sells***, Superintendent of Education  
***Pat Rocca***, Superintendent of Education  
***Frank Iannantuono***, Superintendent of Education/Human Resources  
***Scott Whitwell***, Controller of Facilities Services

***Anna Pisano***, Administrative Assistant, Corporate Services & Communications Department  
/Recording Secretary

**4. Approval of Agenda**

Director Crocco requested that Item 7.3 be moved to Item 7.1

Moved by Trustee Prince

**THAT** the March 26, 2019 Policy Committee Agenda be approved, as amended.

**AMENDED**

**5. Declaration of Conflict of Interest**

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

**6. Minutes of the Policy Committee Meeting of February 26, 2019**

Moved by Trustee Fera

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of February 26, 2019, as presented.

**APPROVED**

**7. Policies**

***ACTION REQUIRED***

**POLICIES - PRIOR TO VETTING**

**7.1 Community Use of Facilities Policy (800.2)**

Scott Whitwell, Controller of Facilities Services and Kathy Levinski, Administrators of Facilities Services, presented the Community Use of Facilities Policy (800.2).

The Policy Committee suggested the following amendments:

## **POLICY STATEMENT**

- No amendments

## **ADMINISTRATIVE PROCEDURES**

- Page 4, bullet 19 – add “*sensory rooms*”
- Page 4, bullet 23 – add “*Permit holders will be responsible for cost associated for additional cleaning.*”
- Page 7, bullet 1 – remove “*be a licensed bartender and/or*” and add “*Any individual serving alcohol must have a Smart Serve Certificate.*”
- Page 7, bullet 4 – remove “*handle nor*”

The Policy Committee requested that the Community Use of Facilities Policy (800.2) be vetted from March 27, 2019 to May 8, 2019, with a recommended deadline for presentation to the Policy Committee in May, for consideration to the Committee of the Whole and Board in June.

## **POLICIES - FOR RECOMMENDATION TO APRIL 9, 2019 COMMITTEE OF THE WHOLE MEETING**

### **7.2 Employee Hiring and Selection (Teachers) Policy (203.1)**

Frank Iannantuono, Superintendent of Education/Human Resources presented feedback received from the vetting process and highlighted recommended amendments to the Employee Hiring and Selection (Teachers) Policy (203.1) following the vetting process.

Following discussion, the Policy Committee recommended the Employee Hiring and Selection (Teachers) Policy be deferred to the April Policy Committee meeting.

### **7.3 French Immersion/Admission of Elementary and Secondary Students Policy**

Yolanda Baldasaro, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the French Immersion/Admission of Elementary and Secondary Students Policy following the vetting process.

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

## **POLICY STATEMENT**

- No amendment

## **ADMINISTRATIVE PROCEDURES**

- No amendment

Moved by Trustee Prince

**THAT** the Policy Committee recommend to the April 9, 2019 Committee of the Whole Meeting to approve the revisions to the French Immersion/Admission of Elementary and Secondary Students Policy, as presented.

**APPROVED**

## **POLICIES - PRIOR TO VETTING**

### **7.4 Religious Education Courses for Staff Policy (201.3)**

Superintendent Iannantuono, presented the Religious Education Courses for Staff Policy (201.3).

The Policy Committee suggested the following amendments:

#### **POLICY STATEMENT**

- Remove “*as required by the Collective Agreements*”

#### **ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Religious Education Courses for Staff Policy (201.3) be vetted from March 27, 2019 to May 8, 2019, with a recommended deadline for presentation to the Policy Committee in May, for consideration to the Committee of the Whole and Board in June.

### **7.5 Sun Safe Policy (NEW)**

Pat Rocca, Superintendent of Education, presented the Sun Safe Policy (NEW).

Following discussion, the Policy Committee requested the contents recommended be included within the Board’s Extreme Heat/Extreme Cold Weather Protocol and not as a policy.

### **7.6 Bullying Prevention & Intervention – Safe Schools Policy (302.6.8)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Bullying Prevention & Intervention – Safe Schools Policy (302.6.8).

The Policy Committee suggested the following amendments:

#### **POLICY STATEMENT**

- No amendments

#### **ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Bullying Prevention & Intervention – Safe Schools Policy (302.6.8) be vetted from March 27, 2019 to May 8, 2019, with a recommended deadline for presentation to the Policy Committee in May, for consideration to the Committee of the Whole and Board in June.

## ***INFORMATION***

### ***7.7 Policies Currently Being Vetted to April 11, 2019***

- Safe Schools Policy (302.6)
- Student Suspension – Safe Schools Policy (302.6.4)
- Student Expulsion – Safe Schools Policy (302.6.5)
- Financial Investment Policy (NEW)
- Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4)

### ***7.8 Policy and Guideline Review 2018-2019 Schedule***

Director Crocco presented the Policy and Guideline Review 2018-2019 Schedule.

## ***8. Date of Next Meeting***

April 9, 2019 – Start time to be determined and posted on the Board website and agenda cover.

## ***9. Adjournment***

The meeting adjourned at 6:05 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
APRIL 9, 2019**

***PUBLIC SESSION***

**TOPIC: APPROVAL OF POLICIES  
FRENCH IMMERSION/ADMISSION OF ELEMENTARY AND  
SECONDARY STUDENTS POLICY**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the French Immersion/Admission of Elementary and Secondary Students Policy, as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Policy Committee  
Recommended by: Policy Committee  
Date: April 9, 2019



# RESCIND



Niagara Catholic District School Board

## *French Immersion Policy*

### STATEMENT OF POLICY

400—Educational Programs

Policy No 400.7

Adopted Date: February 23, 2016

Latest Reviewed/Revised Date: Nil

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

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

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

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

#### ***References:***

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



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

**Stakeholder Groups with Responsibilities under the French Immersion Administrative Procedures:**

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

## PROCEDURES

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

### **Rationale**

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

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

Participation in the FI program reflects the diversity of the student population. Appropriate accommodations are made for students, and special education support for formally identified students with special education needs, as outlined in the Board Special Education Plan, are available for students participating in the French Immersion Program.

### **Entry Point**

Niagara Catholic District School Board offers early immersion in which the expected entry point is ELKP or Grade 1. Under special circumstances, after consultation with parents and with the approval of the school Principal, the appropriate Family of Schools Superintendent and the Superintendent of Education,

# RESCIND

~~Program, a student may be allowed to enter the program at another point provided the students accumulated hours in the French Immersion Program qualifies them for successful graduation from this program.~~

## Attendance

~~French Immersion students are to attend the French Immersion site closest to their home address. Any out of boundary requests will follow the Board's Admission of Elementary and Secondary Students Policy, and the Student Transportation Policy.~~

## Registration Processes

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

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

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

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

## Transportation

~~All students enrolled in the French Immersion Program will be provided with transportation to their local Family of Schools designated French Immersion School site in accordance with the Board's Transportation of Students Policy #500.2. Designated Family of Schools French Immersion schools can be located at the following link: [www.niagaracatholic.ca](http://www.niagaracatholic.ca).~~

## EQAO Participation

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

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## Support for Instruction

### *Staff Development*

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

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

### *Resources*

The Board will provide the necessary human resources (administrative, teaching and support staff), material and information technology resources to deliver an effective program in French.

## Responsibilities

### *The Director of Education shall:*

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

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

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

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

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

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

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

### *Program Department Staff shall:*

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

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

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

# RESCIND

## Elementary Schools with French Immersion shall:

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

## *For late registrations:*

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

## *For delayed entry students:*

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

## Secondary Schools with French Immersion shall:

- ~~ensure the most appropriate Core French placement for students who graduate from the Grade 8 FI program but do not continue with FI in secondary school;~~

# RESCIND

- ensure that all required courses and a variety of other courses are available to students enrolled in the FI program in order to satisfy the requirements of the French Immersion Certificate upon graduation.

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

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

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

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

## ***French Immersion Students shall:***

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

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

# RESCIND

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

(Individual entry point dependant on location)

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

### Elementary French Immersion Programming

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

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

### Niagara Catholic Elementary French Immersion Programs

*French Instructional time* ————— *English Language Instructional time in shaded area*

<i>ELKP – Gr. 1</i>	<i>90% French Language 274 Minutes</i>	<i>Religion 10% 30 minutes</i>
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<i>Grade 2–3</i>	<i>80% French Language 243 Minutes</i>	<i>English Language Arts is introduced 20% 61 minutes</i>
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<i>Grade 4–5</i>	<i>75% French Language 228 Minutes</i>	<i>Additional subjects taught in English are introduced 25% 76 minutes</i>
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<i>Grade 6–8</i>	<i>50% French Language 152 minutes</i>	<i>50% English Language 152 minutes</i>
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# RESCIND

~~Subjects that *may* be taught in French are: French Language Arts, Religion, Math, Science and Technology, Social Studies (History & Geography in the Intermediate grades), Music, Visual Arts, Drama/Dance, Health and Physical Education.~~

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

## **French Immersion Secondary School Credits**

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

## **Secondary French Immersion Program**

~~Each secondary school will offer the following courses in French:~~

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

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





Niagara Catholic District School Board  
**ADMISSION OF ELEMENTARY AND  
SECONDARY STUDENTS POLICY**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic embraces the opportunities and challenges of providing a learning environment in which the teachings of Christ and the Catholic faith provide a distinctive Catholic education for all students within its jurisdiction.

The Board, in cooperation with the Bishop, Priests, Chaplaincy Leaders and the parent/guardian community, fosters the spiritual growth of all students enabling them to become responsible citizens, who give witness to Catholic social teachings by promoting peace, justice and sacredness of human life.

The purpose of this policy is to provide direction on the process for admission of students to the elementary and secondary schools of the Niagara Catholic District School Board.

Therefore, upon approval, any student within the Niagara Region, electing to attend a Niagara Catholic elementary or secondary school may attend with the understanding that they respect the environment and traditions of Catholic Education, and the expectations of the Niagara Catholic District School Board.

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

**References**

- [Aboriginal Affairs and Northern Development Canada](#)
- [Education Act \(Section 33 \(3\), 1997\)](#)
- [Immigration and Refugee Protection Act \(Canada\)](#)
- [International Exchange Student - Ontario \(ISE\)](#)
- [Ontario Catholic School Graduation Expectations](#)

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

- [Attendance Areas Policy \(301.3\)](#)
- [Code of Conduct Policy \(302.6.2\)](#)
- [Dress Code Secondary Uniform Policy \(302.6.6\)](#)
- [Elementary Standardized Dress Code Policy \(302.6.10\)](#)
- [Ontario Student Record Policy \(301.7\)](#)
- [Safe Schools Policy \(302.6\)](#)
- [Student Transportation Policy \(500.2\)](#)
- [Voluntary and Confidential \*\*Indigenous Students\*\* Self-Identification Policy for First Nation, Métis and Inuit Self-Identification Students Policy \(301.9\)](#)



Niagara Catholic District School Board  
**ADMISSION OF ELEMENTARY AND  
SECONDARY STUDENTS POLICY**  
ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

The provisions of the *Education Act*, along with other relevant legislation and Board policies, shall determine admission to elementary and secondary schools in the Niagara Catholic District School Board.

- i. Elementary and secondary students shall be admitted to the geographically designated home school.
- ii. The residential address of the parents/guardians of a student or adult student will determine the designated home school with proof of residency as required by the Principal.
- iii. The Principal/Vice-Principal, in consultation with the parents/guardians or adult student is responsible for placing the student in the most appropriate program.
- iv. Elementary and secondary students are expected to fully participate in required instructional classes including religious education, family life programs and faith life activities.
- v. Elementary and secondary students shall be granted transportation in accordance with the [Student Transportation Policy \(500.2\)](#).

## ELEMENTARY AND SECONDARY ADMISSION NON-CATHOLIC

### Elementary School Admission Non-Catholic

Parents/Guardians requesting to register a student in a Niagara Catholic elementary school, who is not eligible to direct their school support to the Catholic Board, it is expected that compliance with the Admission of Elementary and Secondary Students Policy be followed.

The admission of a non-Catholic ratepayer's student will require the recommendation from the school Principal/Vice-Principal in consultation with, and the approval of, the Family of Schools' Superintendent of Education.

Parents/Guardians have the responsibility to notify the school of changes regarding biographical information.

### Secondary School Admission Non-Catholic

Parents/Guardians or adult student requesting admission to a Niagara Catholic secondary school, and who is not eligible to direct their school support to the Catholic Board, shall make application to the Principal/Vice-Principal of the Catholic secondary school.

Principals/Vice-Principals will ensure that all students attending a Niagara Catholic secondary school will:

- i. successfully achieve a credit in Religious Education for every year of attendance, up to graduation (total of four (4) Religious Education Credits),
- ii. participate fully in the faith life activities of the Catholic secondary school, and
- iii. respect the environment and traditions of Catholic Education and the expectations of the Niagara Catholic District School Board.

## Elementary and Secondary Graduation Ceremonies

Students who qualify for graduation will be invited by the Principal to participate in faith-based elementary or secondary Catholic graduation ceremonies providing they meet all of the Ministry of Education, Board and school-based graduation expectations. The expectations include, but are not limited to, participation in religious education and faith life activities, being a student in good standing and fulfilling the Ontario Catholic School Graduate Expectations as endorsed by the Niagara Catholic District School Board.

## REQUIRED DOCUMENTATION: ELEMENTARY AND SECONDARY

### Responsibility of Parents/Guardians or adult student

It is the responsibility of the parents/guardians or adult student to complete the required Niagara Catholic District School Board Admission Forms (where applicable):

- [Elementary Student Registration Form - Appendix A](#)
- [Secondary Student Registration Form - Appendix B](#)
- [Consent for Release of Information - Appendix C](#)
- [Application for Direction of School Support – Appendix D](#)
- [Roman Catholic School Assessment Lease – Appendix E](#)
- [Request for Admission Form \(Non-Catholic/Out-of-Boundary\) – Appendix F](#)
- [Confirmation of Pupil Eligibility for English as a Second Language/Literacy Development Funding - Appendix G](#)
- [International Student Application Form – Appendix H](#)
- [Renewal International Student Application Form – Appendix I](#)
- Completion of the Niagara Region Public Health Confidential Student Immunization Form (provided by the school)

In addition, it is the responsibility of the parents/guardians or adult student to provide original documentation or a copy certified as original (where applicable) for the following:

- Proof of age: Birth Certificate, Statement of Live Birth or Passport
- A Roman or Eastern Rite Catholic Baptismal Certificate. If the student has not been baptized, the student may be admitted if one (1) parent can provide a Roman/Eastern Rite Baptismal Certificate. If necessary, a letter from a pastor certifying that the student or parent has been baptized in the Roman or Eastern Rite will be accepted in lieu of a Baptismal Certificate.
- ~~Ontario Health Card~~
- Immunization Record or Statement of Conscience or Religious Belief Affidavit
- Proof of Immigration Status
- Court Order
- International Student Letter of Confirmation

The Principal is to ensure that the Niagara Catholic Registration Checklist (internal use only) and copies of all relevant registration documents are placed in the student's OSR.

## ATTENDANCE AREA EXCEPTIONS

In accordance with the *Education Act*, the Niagara Catholic District School Board has established boundaries for student attendance.

If, parents/guardians request to register a student or where applicable adult student in a Niagara Catholic school other than their home school, it is expected that the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy are followed.

Approval for an Out-of-Boundary admission request will require a recommendation from the Principal/Vice-Principal in consultation with, and the approval of the Family of Schools' Superintendent of Education. Permission to attend will remain in effect for the duration of a student's attendance at the school, unless otherwise notified by the Principal of the school and approved by the Family of Schools' Superintendent of Education.

Transportation for an approved Out-of-Boundary admission request shall be the sole responsibility of the parents/guardians or where applicable adult student.

Approved attendance area exceptions are for the identified school boundaries at the time of the approval. Any changes which occur to the attendance area boundaries may require attendance area exceptions for those families currently registered to attend the school within the boundaries of their residence.

Parents/Guardians or adult students have the responsibility to notify the Principal/Vice-Principal of changes to their residency status and/or circumstances for the initial attendance area exception request.

Approval for Out-of-Boundary requests will not be granted into:

- Schools identified by Board motion
- Schools at or above on-the-ground capacity (no surplus space) unless there is available childcare.

Any exemptions to these specific exceptions will require the approval of the Principal, the Family of Schools' Superintendent of Education and Senior Administrative Council:

- Out-of-Boundary approval will be granted with admission into a Board approved academic program that is not offered at the student's home school.
- Unless otherwise approved, transportation for an Out-of-Boundary Board approved academic program that is not offered at the student's home school shall be the sole responsibility of the parents/guardians or adult student.

## FRENCH IMMERSION PROGRAM

The provision of Niagara Catholic's French Immersion programs is based on program viability, which may include, but is not limited to, factors such as enrolment, legislation, qualified staff, programming requirements, school space accommodations, and school site locations, which may change from time to time, in consultation with affected school communities.

The Director of Education and the Superintendent of Education, Program and Innovation will confirm the location of French Immersion Programs in the Board.

### Elementary French Immersion Program

#### **Entry Point**

The entry point for French Immersion Programs is Kindergarten or Grade 1. Upon the approval of the school Principal and the appropriate Family of Schools' Superintendent, a student may enter the program at another point provided the student's accumulated hours in the French Immersion Program qualifies the student for successful recognition in completing the requirements of this program.

#### **Attendance**

Students enrolled in the French Immersion Program are to attend the Family of Schools designated French Immersion school site based on their home address. Any Out-of-Boundary requests will follow the Attendance Area Exceptions process outlined in this Policy and the Student Transportation Policy.

## Registration

There are a limited number of spots available for students entering the French Immersion Program. Where necessary, registration waitlists will be developed for each Family of Schools designated French Immersion school site.

- **Sibling Pre-registration**

Siblings of current elementary French Immersion students ~~that~~ who are entering Kindergarten or Grade 1 are provided with the first opportunity to pre-register on-line for the French Immersion Programs at their designated Family of Schools site by December 15<sup>th</sup> of the year preceding the September enrolment in the French Immersion Program.

Siblings not pre-registered by the indicated date will then be required to follow the on-line open pre-registration process outlined below.

- **Open Pre-registration**

Open pre-registration for the French Immersion Program is on-line at a designated date and time posted on the Board website.

The pre-registration must be completed and submitted using the Board on-line ~~easyregister~~ registration portal during the indicated pre-registration window. It is the sole responsibility of the parent(s)/guardian(s) to ensure that they have registered their student at the correct French Immersion school site and grade.

Each pre-registration is dated and time stamped and rank ordered. The applicant will receive email notification confirming pre-registration of their student.

Admission will be determined by pre-registration ranking. The applicant will receive notification from their Family of Schools' French Immersion school site regarding the status of their student's pre-registration prior to the March Break of the current school year, i.e. admission into the French Immersion Program or placement on the waitlist. Successful applicants will be required to complete the registration process for their student by June 1<sup>st</sup> of the current school year.

## Transportation

Students enrolled in the French Immersion Program, where eligible, will be provided with transportation to their local Family of Schools designated French Immersion school site in accordance with the Board's Transportation of Students Policy.

## Secondary French Immersion Program

### Attendance

Designated Niagara Catholic secondary school sites will endeavour to offer credits in French, based on viability and enrolment, to enable a student to qualify for the French Immersion Certificate. Any out of boundary requests will follow the Attendance Area Exceptions process outlined in this Policy and the Student Transportation Policy.

### Program Requirements

All Niagara Catholic students are required to successfully complete 30 credits in order to complete the requirements for the Ontario Secondary School Graduation Diploma. Secondary school students must accumulate a minimum of ten (10) French Immersion credits to qualify for the French Immersion Certificate upon graduation.

## NON-RESIDENT OF CANADA (VISA) STUDENT

The designated Superintendent of Education may approve the admission of a non-resident student in accordance with the Education Act. Such approval shall be reviewed annually.

- The student must obtain approval from the designated Superintendent of Education prior to admission into any school.
- The International Student Application form must be completed. Prior to admission into any school, a Visa student will be provided with a letter from the designated Superintendent of Education confirming attendance.
- A Visa student shall be charged the fee determined by the Board.

## RESIDENTS OF ONTARIO BUT OUTSIDE OF THE NIAGARA REGION

Parents/Guardians or adult students who reside in Ontario, but outside of the Niagara Region, may request to register a student in a Niagara Catholic District School Board school in compliance with the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy.

A student, whose legal residence is outside the jurisdiction of the Niagara Catholic District School Board, but within Ontario requesting admission to a school under the jurisdiction of the Board, may have fees paid by the resident Board. Such a request is to be accompanied by a statement from the resident Board indicating fees will be paid on behalf of the student. Where fees are not paid, approval must be obtained from the Director of Education and are reviewed on an annual basis.

## EXCHANGE STUDENTS

A student approved as an Exchange Student will participate in reciprocal, school-based programs, provided in co-operation with the Canadian School Authorities and the foreign exchange partners of the International Student Exchange-Ontario (ISE) in compliance with the Admission of Elementary and Secondary Students' Policy.

## STUDENTS WITH IMMIGRATION DOCUMENTS

A student identified as a: Non-Landed Immigrant, Permanent Resident, Refugee, Work Permit, or Diplomatic Status, will be admitted in accordance to the Ontario Education Statutes and Regulations, following Immigration Canada Laws and procedures, and in compliance with the Admission of Elementary and Secondary Students Policy.

A Principal/Vice-Principal who receives immigration documents from a student applying for admission will review the documents for eligibility and request completion of the Confirmation of Eligibility Form. The Principal/Vice-Principal will ensure that the information is completed according to the immigration documents provided.

## ABORIGINAL PEOPLES

~~A student identified as Aboriginal Peoples will be admitted in accordance with the Aboriginal Affairs and Northern Development Canada, the Ontario Education Statutes and Regulations, and in compliance with the Admission of Elementary and Secondary Students Policy.~~

## EXPELLED STUDENTS

An expelled student will be referred to the Family of Schools' Superintendent of Education, who in consultation with the Principal/Vice-Principal, parents/guardians, the student or where applicable adult student will determine an appropriate placement recommendation.

## EXTENUATING CIRCUMSTANCES

A request for school admission, which has extenuating, and/or compelling family circumstances, shall be submitted in writing to the Family of Schools' Superintendent of Education for consideration.

## ADMISSION APPEALS

Parents/guardians **or adult students** may appeal an admission decision in writing to the Family of Schools' Superintendent who will present the appeal to Senior Administrative Council. ~~The decision of Senior Administrative Council will be communicated to the parents/guardians by~~ **The Family of Schools' Superintendent of Education will communicate the decision of Senior Administrative Council to the parents/guardians or adult students.**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019**

***PUBLIC SESSION***

**TITLE: NAMING REQUEST – ST. GREGORY THE GREAT CHAPEL  
AT ST. AUGUSTINE CATHOLIC ELEMENTARY SCHOOL**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Naming Request – St. Gregory the Great Chapel at St. Augustine Catholic Elementary School, as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Jeff Moccia, Principal of St. Augustine Catholic Elementary School, Welland  
Krista Wood, Board Chaplaincy Leader

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

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

Date: April 9, 2019





## **REPORT TO THE COMMITTEE OF THE WHOLE APRIL 9, 2019**

### **NAMING REQUEST – ST. GREGORY THE GREAT CHAPEL AT ST. AUGUSTINE CATHOLIC ELEMENTARY SCHOOL**

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#### **BACKGROUND INFORMATION**

St. Augustine Catholic Elementary School was built in 1956 as part of the Welland County Separate School Board with Chairman Reverend James Noonan, Trustees Daniel Jason and Reno Cirocco. The school celebrated 50 years in 2006. St. Augustine Catholic Elementary School was the parish school of St. Augustine of Canterbury Catholic Church until its closing and final Mass on January 1<sup>st</sup>. 2017. The school is now a member of St. Mary Catholic Church and attends Mass with its partnering school, St. Mary Catholic Elementary School.

St. Augustine Catholic Elementary School underwent three additions in 1957, 1960 and 1963. As well, the school has undergone two major renovations. In 2003, the main office along with administration offices and staff room underwent renovations. Then, in 2010, a \$1.1-million dollar renovation saw the elimination of three portables and allowed all students to be within the newly renovated school with two kindergarten classrooms, breakfast area, and classroom and library information centre renovations. The renovation also included a realignment of the school's driveways, drop off area and parking lot.

In accordance with Board Policy 100.15, Naming of a Board Facility, Designated Area or Chapel,

All Chapels in the Niagara Catholic District School Board will be named after the Blessed Trinity, or a name for Christ, or a mystery of his life already accepted in the liturgy, or the name of the Holy Spirit, or a name for the Blessed Virgin Mary, or a name of a holy angel, or the name of a Saint, or the name of a blessed provided the Bishop has given permission.

1. All requests will be presented to the Family of Schools' Superintendent of Education for consideration.
2. If supported by the Family of Schools' Superintendent of Education, a recommendation will be made to the Director of Education for consideration.
3. The Director of Education will consult with the Bishop of the Diocese of St. Catharines for endorsement.
4. If supported by the Director of Education and endorsed by the Bishop of the Diocese of St. Catharines, the Director will present the recommendation to the Board of Trustees for consideration.
5. The Board of Trustees will approve the naming or renaming of a Chapel within a Board facility.
6. The name of the Chapel within a Board facility will be displayed with an appropriate interior sign or lettering.

## Recommendation

A recommendation has been made by the Family of Schools' Superintendent of Education, and Principal of St. Augustine Catholic Elementary School to the Director of Education – to name the chapel at St. Augustine Catholic Elementary School, Welland - St. Gregory the Great Chapel. The Director of Education has consulted with the Bishop of the Diocese of St. Catharines and received Bishop Bergie's endorsement of the recommended name for the chapel.

Known most commonly as Gregory the Great, the 64<sup>th</sup> Pope of the Catholic Church had simple and humble beginnings founding and living in a community of Benedictine monks in Rome in the late 6<sup>th</sup> century. This same community later welcomed Augustine who served as the Prior of the monastery before Pope Gregory, appointed him to lead a group of missionaries to evangelize in England.

Through his written correspondence, Pope Gregory continued to guide the work of Augustine – the first Archbishop of Canterbury – and the other Catholic missionaries as they ministered among the Anglo-Saxons in England. Gregory and Augustine continued to evangelize and serve the people of God until their deaths in the year 604, when both “The Great Pope,” and the “Apostle of England,” journeyed to their eternal home in Heaven.

The Church celebrates the feast of St. Augustine of Canterbury on May 27<sup>th</sup>, 2019, and in celebration of their patron's feast day, the staff of St. Augustine Catholic Elementary School are preparing to incorporate a learning session for all students about Pope Gregory the Great's influence on Augustine's life and ministry.

We are requesting the chapel at St. Augustine Catholic Elementary School be named St. Gregory the Great Chapel to honour and show our appreciation for Pope Gregory's faith in Augustine for mentoring and directing his personal faith journey. The St. Gregory the Great Chapel will be a space where the students, staff and wider school community of St. Augustine Catholic Elementary School can gather, reflect and celebrate their own faith journeys.

Attachment: St. Augustine Catholic Elementary School Letter

### RECOMMENDATION

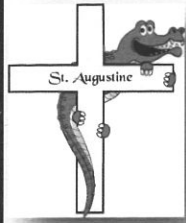
**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Naming Request –St. Gregory the Great Chapel at St. Augustine Catholic Elementary School, as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education  
Jeff Moccia, Principal of St. Augustine Catholic Elementary School, Welland  
Krista Wood, Board Chaplaincy Leader

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

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

Date: April 9, 2019



# St. Augustine Catholic Elementary School

300 Santone Ave. Welland, ON L3C 2J8 Phone: 905-734-4659 Email: st.augustine@ncdsb.com

Principal: Jeff Moccia

Superintendent: Yolanda Baldasaro

*"A community of achievers... spiritually, morally, intellectually and physically"*



Naming of St. Augustine Catholic Elementary School Chapel:

February 20th, 2019

The students, staff and Catholic School Council of St. Augustine Catholic Elementary School are requesting through the Director of Education, Superintendent of Schools, Father Raymond, Bishop Bergie and Trustees of the Niagara Catholic District School Board, that our school chapel be granted permission to use the name Pope Saint Gregory the Great Chapel. In consultation with staff, students and our Catholic School Council, we have decided the best fit for our community and meaningful name that best exemplifies our chapel, was the Pope Saint Gregory the Great Chapel. The reason for the choice was in the connection that Pope Gregory had with Augustine.

Pope Gregory appointed Augustine to lead 30 missionaries to evangelize England. Through this tough mission, Pope Gregory advised Augustine and mentored him. After only seven years in England, Augustine died but not before his great faith and role modelling led to the evangelization of many Anglo Saxons.

With this great connection to Augustine, we have decided the best way to show appreciation for Pope Gregory's faith in Augustine, his mentorship and desire to direct his faith journey, was to name our chapel in his honour. As a community, we want our students to be aware of the name choice and the connection so they can not only understand the choice in name but also speak to it as Catholics. For this reason, if granted permission, on the feast day of Saint Augustine (May 27th for our school), we are going to incorporate a learning session for all students and how influential on Saint Augustine's life, Pope Gregory was. We want them to know and understand the story of their relationship and why our chapel's name is so fitting. Most importantly, we want them to be able to articulate the reason for the name choice and demonstrate understanding of how Pope Gregory was a major influence in Saint Augustine's life.

It is our hope as a community, that the official blessing can take place prior to education week so that our planned Feast of Saint Augustine activities related to the chapel naming can take place within our newly named chapel.

Sincerely,

The Catholic School Community of Saint Augustine Catholic Elementary School.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019**

***PUBLIC SESSION***

**TITLE: PRE-APPROVAL OF CAPITAL WORKS PROJECT TENDERS  
ESTIMATED TO COST IN EXCESS OF \$500,000**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the tenders related to the 2018-2019 School Year for Capital Works Projects presented in this report.

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Prepared by: Mark Ferri, Administrator of Purchasing Services  
Giancarlo Vetrone, Superintendent of Business & Financial Services  
Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

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

Date: April 9, 2019



## **REPORT TO THE COMMITTEE OF THE WHOLE APRIL 9, 2019**

### **PRE-APPROVAL OF CAPITAL WORKS PROJECT TENDERS ESTIMATED TO COST IN EXCESS OF \$500,000**

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#### **BACKGROUND INFORMATION**

Work is underway to tender capital work projects whose construction value is estimated to be in excess of \$500,000. These projects are noted below:

1. St. Alexander Catholic Elementary School – Upgrade front entrance stairs, ramp, pillars and exterior wall.
2. St. Denis Catholic Elementary School – Upgrade front entrance, sidewalk, pillars, canopy, exterior wall and administrative office renovations.
3. St. Peter Catholic Elementary School – Upgrade front entrance sidewalk and canopy.
4. Notre Dame College School – Upgrade Music Room to add practice rooms, upgrade ventilation and improve acoustics.
5. Our Lady of Victory Catholic Elementary School – Upgrade ventilation and renovate eight classrooms.
6. Roofing – We are tendering several roofing projects again this year – we do not have any estimated to cost greater than \$500,000. However, we are requesting pre-approval for any roofing project at any individual school in the event that the tender is higher than \$500,000.

Pre-approval is being requested for these projects for efficiency and importantly, to avoid potential timing problems related to bringing individual reports/recommendations for CW/Board meetings in May or June. Sufficient time is needed related to preparing tenders, closing tenders, tender analysis and advising contractors, who want to know if they were successful on any given tenders since it can have an effect on their business, in as timely a manner as possible.

Ministry of Education funding is available for each of the above projects.

In accordance with the Board's Purchasing/Supply Chain Management Policy, it is the recommendation of the Director of Education, the Superintendent of Business & Financial Services and the Controller of Facilities Services, in consultation with the Administrator of Purchasing Services, that the subject recommendation be approved.

**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the tenders related to the 2018-2019 School Year for Capital Works Projects presented in this report.

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Prepared by:           Mark Ferri, Administrator of Purchasing Services  
                              Giancarlo Vetrone, Superintendent of Business & Financial Services  
                              Scott Whitwell, Controller of Facilities Services

Presented by:         Scott Whitwell, Controller of Facilities Services

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

Date:                    April 9, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019**

***PUBLIC SESSION***

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

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

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

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: April 9, 2019



## REPORT TO THE COMMITTEE OF THE WHOLE MEETING APRIL 9, 2019

### 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 9, 2019 through May 14, 2019.

#### **April and May 2019 – Various Dates**

*Elementary and Secondary Secretary Workshops (Catholic Education Centre)*

- See workshop schedule below:

DATE	ELEMENTARY SCHOOLS MARCH ONSIS SUBMISSION & FINANCE UPDATE	TIME
Tuesday, April 9	Monsignor Clancy, Our Lady of Fatima Gr (1), Our Lady of Victory, St Charles, St Edward, St George, St John (1), St Joseph FE, St Joseph GR, St Mark (1), St Martin, St Philomena, St Vincent de Paul	8:30 – 3:30
Wednesday, April 10	Loretto Catholic (1), Our Lady of Fatima SC, Notre Dame, Sacred Heart, St Alfred (1), St Ann SC, St Christopher, St Gabriel Lalemant, St Nicholas, St Peter, St Theresa	8:30 – 3:30
Monday, April 15	Alexander Kuska, Holy Name, St Alexander, St Andrew, St Ann F, St Augustine, St Elizabeth, St James, St John Bosco, St Kevin, St Mary W, St Patrick PC, St Therese	8:30 – 3:30
Tuesday, April 16	Assumption, Canadian Martyrs (1), Cardinal Newman (1), Father Hennepin, Mary Ward, Mother Teresa, Our Lady of Mount Carmel (1), St Anthony (1), St Denis, St Mary NF, St Michael, St Patrick NF,	8:30 – 3:30
DATE	SECONDARY SCHOOLS MARCH ONSIS SUBMISSION & FINANCE WORKSHOP	TIME
Thursday, April 11	Secretary Responsible for Ministry Reports & Guidance/Student Services Head	8:30 – 3:30
Friday, April 12	Secretary Responsible for Ministry Reports	8:30 – 3:30
Friday, May 3	Secretary Responsible for Finance – Finance and School Cash Online Workshop	8:30 – 3:30



**Tuesday, April 9, 2019***Educational Resource Teachers (ERT) Workshop – EQAO and Read& Write (Technology Centre)*

- The workshop is for ERTs whose schools have requested the Read&Write Google Chrome extension in the EQAO Student Data Collection (SDC) system for select students to complete the Primary and/or Junior EQAO Assessments. The workshop will provide training about the use of a Google Sheet to allow for control and sharing of EQAO assessments optimized for the Read&Write Google Chrome extension with selected students.

**Tuesday, April 9, 2019***Math Learning Circle Session #2 – Notre Dame College Family of Schools (Alexander Kuska Catholic Elementary School)*

- In support of *Focusing on the Fundamentals of Mathematics* and our own Professional Learning Model for Building Capacity, educators will participate in the NCDSB Math Learning C.I.R.C.L.E (Continuous Improvement Realized through a Community of Learning for Educators) as a continuation of the professional learning sessions from the 2017-2018 school year.

**Wednesday, April 10, 2019***Rosary Lap Book Workshop – After-School (Catholic Education Centre)*

- Teachers of Grades 1- 4 are invited to attend a workshop, which will provide all supplies and a template necessary to complete a Rosary Lap Book. The Lap Book is a resource for students learning to pray the Rosary. It can be created in two different versions, one simpler version for younger students and one fuller version with all the prayers and mysteries included.
- Simpler Version Includes:
  - Cover
  - Rosary picture
  - The basic prayers needed such as Sign of the Cross, Hail Mary, Our Father, Glory Be, Apostles' Creed and Fatima Prayer.
- Complete Version also includes:
  - Prayers flipbook that includes all prayers needed for the Rosary
  - Mysteries of the Rosary flipbook
  - How to Pray the Rosary card

**Thursday, April 11, 2019***Mathematics Learning Sessions for Teachers of Locally Developed Math Courses (Catholic Education Centre)*

- This learning session will focus on responsive pedagogy to support a range of learners with fundamental math concepts and skills using a variety of available resources.
- Two representatives from each Secondary School will attend the learning session. Administrators are also welcome to attend.

**Thursday, April 11, 2019***Leadership Identification Program (Niagara Launch Centre)*

- LIP Candidates will participate in an evening session highlighted by presentations from Dr. Michael Salvatori (OCT) and Niagara Catholic Indigenous and Alternative Education.

**Tuesday, April 23, 2018***Final Session: New Teacher Induction Program (Holiday Inn Conference Centre)*

- Protégés and mentors will attend a full-day session lead by the Student Support Department.
- Supporting Students who are Blind/Low Vision and Deaf/Hard Hearing (Itinerant Teachers of the Deaf/Hard of Hearing & Blind/Low Vision)
- Supporting Students with Learning Disabilities (LD Profile, strategies, accommodations, available supports)
- Graduation certificates will be distributed to protégés

**Wednesday, April 24, 2019 and Thursday, April 25, 2019**

*Behaviour Management Systems (BMS) Training Session (Various Sites)*

- All Educational Resource Teachers, Learning Strategies Social Skills Class Teachers, Administrators and Student Support Staff will attend the annual BMS recertification training.

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 9, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019**

***PUBLIC SESSION***

**TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE**

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The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services  
Presented by: Scott Whitwell, Controller of Facilities Services  
Approved by: John Crocco, Director of Education/Secretary-Treasurer  
Date: April 9, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019  
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

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**BACKGROUND INFORMATION**

Individual progress reports for capital projects are presented as follows:

**IN PROGRESS**

Appendix A	Our Lady of Mount Carmel Catholic Elementary School – New Child Care
Appendix B	Monsignor Clancy Catholic Elementary School – Consolidated Monsignor Clancy/St. Charles Catholic Elementary School and New Child Care

The Capital Projects Progress Report Update is presented for information.

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Prepared by:	Scott Whitwell, Controller of Facilities Services
Presented by:	Scott Whitwell, Controller of Facilities Services
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	April 9, 2019



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
April 9, 2019**

**APPENDIX A**

**OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY SCHOOL**

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**Scope of Project:** Design and construction of 3 child care room addition.

**Current Status:** Approval to proceed to tender request has been submitted to the MOE.

**Project Information:**

New Area to be Constructed      5,317 sq. ft.  
Child Care Spaces Added            49 spaces



**Project Funding:**

Child Care	1,557,887
	<hr/>
	<b>\$1,557,887</b>

**Project Costs:**

	<u>Budget</u>	<u>Paid</u>
Construction Contract	TBD	0
Fees & Disbursements	TBD	\$81,135
Other Project Costs	TBD	\$10,756
	<hr/>	<hr/>
	<b>\$1,557,887</b>	<b>\$91,891</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 21, 2017	December 21, 2017
Ministry Approval (space)		
Architect Selection	July 17, 2018	
Design Development	January 2019	
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2019	
Official Opening & Blessing		

**Project Team:**

Architect	Venerino V.P. Panici Architect Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Pat Rocca
Principal	Domenic Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
APRIL 9, 2019**

**APPENDIX B**

**MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:** Design and construction of a consolidated Monsignor Clancy/St. Charles Catholic Elementary School and New Child Care.

**Current Status:** Awaiting design approval from MOE.

**Project Information:**

New Area to be Constructed	TBD	sq. ft.
Pupil Places Added	104	students
New Facility Capacity	677	students
Child Care Places Added	49	places



**Project Funding:**

Capital Priorities	3,482,495
Child Care	1,557,887
	<u>\$5,040,382</u>

**Project Costs:**

	Budget	Paid
Construction Contract	TBD	0
Fees & Disbursements	TBD	121,936
Other Project Costs	TBD	9,830
	<u>\$5,040,382</u>	<u>131,766</u>

**Project Timelines:**

	Scheduled Completion	Actual Completion
Funding Approval	March 13, 2018	March 13, 2018
Ministry Approval (space)		
Architect Selection	July 19, 2018	
Design Development	September 25, 2018	
Contract Documents	November 6, 2018	
Tender & Approvals	January 26, 2019	
Ministry Approval (cost)	April 29, 2019	
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2020	
Official Opening & Blessing		

**Project Team:**

Architect	Venerino V.P. Panici Architect Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Dan Trainor

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019**

***PUBLIC SESSION***

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND  
BUDGET 2018-2019 UPDATE**

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The Committee of the Whole System Priorities and Budget 2018-2019 update report is presented for information.

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

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

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

Date: April 9, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE  
APRIL 9, 2019**

**COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET  
2018-2019 UPDATE**

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**BACKGROUND INFORMATION**

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide a verbal update on the implementation of the annual Board approved System Priorities and Budget 2018-2019.

This monthly report information, will be provided through a visual presentation.

This monthly report will provide an opportunity for the continued engagement and dialogue with the Committee of the Whole on the status of the implementation of the annual System Priorities and Budget.

The Committee of the Whole System Priorities and Budget 2018-2019 update report is presented for information.

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

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

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

Date: April 9, 2019



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019**

***PUBLIC SESSION***

**TITLE: NIAGARA CATHOLIC SCHOOL LIBRARY INFORMATION  
CENTRE PROGRAM AND SERVICES**

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The Niagara Catholic School Library Information Centre Program and Services report is presented for information.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Karen Desjardins, Coordinator of Library Information Centres

Presented by: Yolanda Baldasaro, Superintendent of Education  
Karen Desjardins, Coordinator of Library Information Centres

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

Date: April 9, 2019



## REPORT TO THE COMMITTEE OF THE WHOLE APRIL 9, 2019

### NIAGARA CATHOLIC SCHOOL LIBRARY INFORMATION CENTRE PROGRAM AND SERVICES

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#### BACKGROUND INFORMATION

Niagara Catholic School Library Information Centres play an important role in supporting our students' educational journey from Kindergarten to Graduation. This role is referenced in Ontario Ministry of Education elementary and secondary curriculum documents. For example, the following excerpt is found in The Ontario Curriculum 2018 Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8:

*The school library program enables students to:*

- *develop a love of reading for learning and for pleasure;*
- *develop literacy and research skills using non-fiction materials;*
- *obtain access to programs, resources, and integrated technologies that support all curriculum areas;*
- *understand and value the role of public library systems as a resource for lifelong learning.*

The same wording is also found in secondary curriculum documents, such as the Ontario Curriculum 2015, Grades 11 and 12: Canadian and World Studies, with the addition of this bullet:

- *acquire an understanding of the richness and diversity of texts produced in Canada and around the world.*

In Niagara Catholic, library staff have an essential role in managing a shared learning space, working in collaboration with all other members of the school community. Our Library Information Centres are vibrant, safe, inclusive, flexible, learner-centred spaces for collaboration, inquiry, imagination and play that offer opportunities to expand and deepen learning as well as a gathering place for community.

To create a physical environment that supports the learning vision described above, recommended aspects of a library learning space may include:

- Flexible and adaptable plan designs to support resource collections, gathering and presentation space, and dedicated student activity areas;
- Infrastructure to support the use of a variety of technologies;
- Space for personal and group literacy engagement;
- Staff workspaces to support standard library practice and service;
- Balanced library schedules to meet both programming and service needs.

Our continuing vision endeavors to systematically redesign Niagara Catholic School Library programs and services to support student learning outcomes and pedagogical practices in response to our changing communities and technological advances. School libraries and library service will always continue to evolve in physical and virtual ways as they strive to meet the needs of the communities they serve. They will also continue to support the development of other literacies and global competency skills required to

respond to and achieve in an ever changing world. Feedback from stakeholders that utilize the school space have and will continue to support future planning and redesign.

Karen Desjardins, Coordinator of Library Information Centres will provide an overview of Niagara Catholic's library program and services at the Committee of the Whole meeting.

The Niagara Catholic School Library Information Centre Program and Services report is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education  
Karen Desjardins, Coordinator of Library Information Centres

Presented by: Yolanda Baldasaro, Superintendent of Education  
Karen Desjardins, Coordinator of Library Information Centres

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

Date: April 9, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019**

***PUBLIC SESSION***

**TITLE: ALTERNATIVE PROGRAMS IN NIAGARA CATHOLIC**

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The Alternative Programs in Niagara Catholic report is presented for information.

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Prepared by: Ted Farrell, Superintendent of Education  
Marco Magazzeni, Coordinator of Experiential Learning and Alternative  
Programming and Community Partnerships Lead

Presented by: Ted Farrell, Superintendent of Education  
Alternative Programs Staff

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

Date: April 9, 2019



## **REPORT TO THE COMMITTEE OF THE WHOLE APRIL 9, 2019**

### **ALTERNATIVE PROGRAMS IN NIAGARA CATHOLIC**

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#### **BACKGROUND INFORMATION**

The Niagara Catholic District School Board has a graduation rate from Grade 12 of 91.3% over four years. Most students in the Board are able to successfully complete their studies with the support of school staff, and their parents. There are a number of others who require additional support to successfully complete their studies. Some of this support comes outside of the traditional school model at alternative locations throughout the Board.

The Board currently offers a variety of alternative programs to meet student needs.

All students of the Board deserve the opportunity to be successful. These unique programs define who we are as a Catholic caring community. Our faith is lived out through our dedicated staff, partners and their families, supporting all students. Pope Francis challenges us that in order to be shepherds we must smell like sheep. We journey together with those most in need and walk with each other side by side.

#### **Pope Francis Centre, 8 Cross Street, Welland**

The Pope Francis Centre is an innovative learning centre that provides students from throughout the system with an alternative educational site. The Pope Francis Centre opened in 2015 with the motto: “*A Place Where all are Welcome*”. Staff at the Centre believe that all students learn differently. The site provides a unique environment for students to reach their personal and academic goals.

The Pope Francis Centre is staffed by an Intermediate/Senior qualified Niagara Catholic teacher and a Child and Youth Worker. A Social Worker also connects with students on Tuesday afternoons. Staff are responsible for delivering differentiated programs, support services, conducting parent conferences and liaising with elementary and secondary schools to ensure students transition successfully to, and from, the program.

The Pope Francis Centre serves elementary and secondary students from Grades 7-12.

There are a variety of reasons why students may attend the Pope Francis Centre:

1. The Board is required to offer students alternative programming when they are suspended to from school anywhere from 6 to 20 days.
2. Other students may attend due to attendance problems at their home school.
3. Students may be assigned to the Pope Francis Centre as part of a Supervised Alternative Learning Program.
4. Some students, families and home schools require short-term respite to rebuild relationships and develop fresh starts.

Admission to the Pope Francis Centre is through a referral from a school Principal/Vice-Principal. There are times when a community agency may refer a student directly. The student and parent are required to attend an in-take meeting with staff from the Pope Francis Centre.

Many of the students who attend the Centre experience academic success for the first time in years. Students attending may struggle with learning in a traditional school setting due to social/emotional issues. These needs are addressed and students are provided with the individualized support they require to be successful.

There are times when a student may be granted permission to attend the site when their behaviour at school is not improving and schools have exhausted intervention strategies.

The Pope Francis Centre is funded using a combination of funding from the Grants for Student Needs, Safe School and Student Success allocations.

<b>Pope Francis</b>	<b>Semester One</b>	<b>Semester Two</b>
Staffing	1 Secondary Teacher 1 Child and Youth Worker	1 Secondary Teacher 1 Child and Youth Worker
# of Students	74 Secondary 3 Elementary	42 Secondary 4 Elementary
Average Daily Attendance	28	25
Reason for Admission	Suspension: 20 Attendance: 14 Supervised Alternative Learning: 10 Young Parent: 15 Re-engaged: 15	Suspension: 7 Attendance: 5 Supervised Alternative Learning: 11 Young Parent: 4 Re-engaged: 15

### **Niagara LINK Program, Niagara College – School College Work Initiative (SCWI)**

Niagara LINK is a program designed for students are at risk of leaving school before graduation. Niagara LINK allows students to work towards earning secondary school courses while at the same time earning one Niagara College Dual Credit. A Dual Credit is one that counts both as a secondary school credit AND a College general elective credit. There is no tuition paid by the students to the College.

Dual Credit programs allow students, while they are still in secondary school, to take college courses that count towards their Ontario Secondary School Diploma (OSSD) and a college certificate, diploma or degree. Niagara Catholic students in Dual Credit programs are transported to Niagara College (Welland and Niagara-on-the-lake campuses) two or four afternoons a week to take a course with a college instructor. Students are exposed to all areas of academic and social campus life with access to campus resources. The program is an excellent way to transition to post-secondary as it provides high school support in a college environment.

Dual Credit prepares students to become independent learners and may re-engage students at risk of not graduating, and increases access to and participation in post-secondary education and career potential. The opportunity to earn a high-school credit within a college environment provides students with a glimpse of “life after high school” and gives them hope and inspires them to attend post-secondary.

The School to College to Work Initiative (SCWI) - is jointly funded by the Ministry of Education and the Ministry of Training, Colleges and Universities. On site classroom, furniture, internet and transportation costs and coordination costs are covered under this SCWI funding.

Niagara Link	Semester One	Semester Two
Staffing	1 Secondary Teacher 0.5 Educational Assistant	1 Secondary Teacher 0.5 Educational Assistant
# of Students	21	21
Average Daily Attendance	16	15
Participating Schools	Denis Morris – 3 Holy Cross – 2 Notre Dame College – 15 Saint Michael – 1	Denis Morris – 4 Notre Dame College – 13 Saint Michael – 3 Saint Paul -1

The Link Teacher is funded through Student Success. As well, the Board received per pupil funding through the School College Work Initiative.

### **Supervised Alternative Learning (SAL)**

Students are legally required to attend school to the age of eighteen, unless they graduate from high school.

Supervised Alternative Learning (SAL) is used to engage students, between 14-17 years of age, who are at risk of not graduating. Many of these students are not attending school regularly for a variety of reasons, including mental health and/or physical concerns. The goal of the SAL is to re-engage students to work towards their secondary school diploma and graduate with their peers.

Participation in the SAL program allows school boards to receive full-time funding for students who are not attending school full-time. Students are monitored by a kind, caring adult while on a SAL and are encouraged to return to their home school at the earliest opportunity. These adults are in many cases Success Teachers from the student's home school.

Students are required to attend an entry meeting with the Board's SAL Committee, school staff and their parents/guardians.

Some students may be timetabled to access the Pope Francis Centre as part of their programming. Other elements of a SAL may include co-operative education, employment and counseling. In addition to the academic portion, there are a number of other supports provided to students participating in a SAL such as access to CASON (Community Addiction Services of Niagara), Ontario Works, Post-Secondary institutions, Employment Ontario, John Howard Society, RAFT, and Niagara Catholic's Social Workers.

Students under a SAL will maintain regular contact through their Home School Success Team so that there continues to be a connection.

<b>Supervised Alternative Learning</b>	<b>Semester One</b>	<b>Semester Two</b>
Staffing	1 Stay In School Coordinator	1 Stay In School Coordinator
# of Students	121	155
Affected Schools	Blessed Trinity – 5 Denis Morris – 10 Holy Cross – 15 Lakeshore Catholic – 15 Notre Dame College – 28 Saint Michael – 18 Saint Paul – 8 Soaring Eagles/Re-engagement – 22	Blessed Trinity – 5 Denis Morris – 10 Holy Cross – 18 Lakeshore Catholic – 18 Notre Dame College – 64* Saint Francis – 4 Saint Michael – 24 Saint Paul – 12 *Includes Soaring Eagles and Re-Engaged Students

The SAL program operates using GSN funding.

### **Saint Kateri Tekakwitha Centre**

In recent years, through the advocacy of our indigenous community via the Indigenous Education Advisory Committee (IEAC), the Niagara Catholic District School Board and Niagara Regional Native Centre began working together to address disengaged indigenous students throughout our community. Together, we embarked on a journey to provide elementary, secondary and adult students from the indigenous community an opportunity to ultimately complete their Ontario Secondary School Diploma, in an alternative learning setting. Niagara Catholic understands that all students learn differently and that some students require an alternative environment to achieve personal and academic goals.

Together in partnership with Niagara Peninsula Conservation Authority, we can provide this learning environment at Saint Kateri Tekakwitha Centre located in the former Village of St. John's. The Centre is made up of 20 beautiful rolling acres with facilities that are home to classroom space as well as our Outdoor Education Program in partnership with Brock University. An important facet of this learning environment is land based learning, which is an integral part of the elementary and secondary program. Since we started the Soaring Eagles program over 21 students have successfully graduated with an Ontario Secondary School Diploma.

In January of 2017, students identified their program as Soaring Eagles signifying the great strength and courage of the eagle and that all have the potential to achieve their dreams.

Students participating in these programs are identified as highly disengaged from school and have not been attending traditional school settings for extended periods of time.

The elementary classes at St. Kateri are currently attached to Monsignor Clancy Catholic Elementary School and at secondary to Notre Dame College School.

<b>Saint Kateri</b>	<b>Semester One</b>	<b>Semester Two</b>
Staffing	1 Secondary Teacher 1 Elementary Teacher 2 Educational Assistants 1 Resource Worker contracted by Niagara Regional Native Centre	1 Secondary Teacher 1 Elementary Teacher 2 Educational Assistants 1 Resource Worker contracted by Niagara Regional Native Centre
# of Students	21 Secondary 15 Elementary	21 Secondary 15 Elementary
Affected Schools	All students are attached to Notre Dame College School in Secondary and St. Charles and Monsignor Clancy in Elementary	All students are attached to Notre Dame College School in Secondary and St. Charles and Monsignor Clancy in Elementary

### **Community Outreach Program**

The Niagara Catholic District School Board established a Community Outreach Teacher in the Fall of 2016. Together with the assistance of a Stay-In-School Coordinator, several students have been provided various options in order to complete their OSSD. Both the teacher and Coordinator reach out to community partners and agencies and engage students of all needs and all points of their life who need assistance. Regular presentations are made at agencies such as Elisha House, Job Gym, Project Share, John Howard Society and RAFT Niagara to name a few. This program allows students who have exhausted all secondary programming a chance to achieve success, post secondary and employment opportunities.



A close working relationship has been established with Ontario Works to re-engage students back to school.

<b>Community Outreach Program</b>	<b>Semester One</b>	<b>Semester Two</b>
Staffing	1 Secondary Teacher 1 Attendance Councillor	1 Secondary Teacher 1 Attendance Councillor
# of Students	109	127
Reason for Admission	Early Leavers & Highly disengaged students	Early Leavers & Highly disengaged students
Affected Schools	Several students have not participated in any education program for several years. All students are attached to Notre Dame College.	Several students have not participated in any education program for several years. All students are attached to Notre Dame College.

### **Young Parent Support**

The Young Parent Support Program is for young mothers/fathers, or mothers-to-be, working to earn high school credits in a safe and nurturing alternative learning environment. With the added responsibility of caring for their child, these students experience unique challenges due to their parenting responsibilities. They have the opportunity to bring their child to school. Parents are provided with opportunity to complete the requirements for an Ontario Secondary School Diploma and their school's Catholic School Graduation Diploma.

The Young Parent Support Program provides an environment conducive to learning while caring for their child, within the same setting. Young parents are also offered Outreach Programs to learn parenting skills and strategies for a healthy lifestyle.

The intake process begins by either a home school referral, reengagement and/or community referral.

The Niagara Catholic District School Board has partnered with Strive Niagara to offer daycare services at three locations. Children can be cared for at Blessed Mother Teresa House in Welland, STRIVE Niagara in Welland or the Branscombe Early Learning & Family Centre in Niagara Falls. These locations provide a warm, caring and loving atmosphere for young parents and their children.

<b>Young Parent Support</b>	<b>Semester One</b>	<b>Semester Two</b>
Staffing	1 Part-time Teacher Partnership with STRIVE Niagara	1 Part-time Teacher Partnership with STRIVE Niagara
# of Students	19	19
Affected Schools	All schools have the opportunity to access Young Parent Support	All schools have the opportunity to access Young Parent Support

The cost of the teacher is funded through the Board Consultant Line of the Board Budget.

### **Children Youth In Care**

The Children Youth in Care Program at Niagara Catholic District School Board provides additional support to students in Secondary Schools who are identified as a Child in Extended Society Care. A floating partial teacher is assigned and provides academic support to students in secondary school and helps them navigate transition to post-secondary. The teacher meets students in their school or off site.

Niagara Catholic, in partnership with Family & Children Services Niagara as well as out of Region Children's Aid Societies, work together closely to monitor the progress of each student. Several

opportunities are planned annually through Learning Like Champions Committee Financial Literacy and OSAP Application Session, Grade 8 Transition Events – Next Adventure, College and University sessions, Post-Secondary Campus tours. This committee is made up of representatives of various post-secondary institutions and local agencies. Events are planned throughout the year to expose students to things they might otherwise experience.

<b>Children Youth in Care</b>	<b>Semester One</b>	<b>Semester Two</b>
Staffing	1 Part-time Teacher	1 Part-time Teacher
# of Students	32	31
Affected Schools	Students attend various schools throughout Niagara Catholic	Students attend various schools throughout Niagara Catholic

The cost of the teacher is funded through the Board Consultant Line of the Board Budget.

### **Care and/or Treatment, Corrections and Custody (CTCC) programs**

Youth Resources Niagara’s David S. Horne Supportive Reintegration Housing Residence provides accommodation, educational and social programs and supports for justice involved male youth ages 16-18 who are experiencing or at risk of homelessness. This population also typically suffers from an absence of role modelling/mentorship of family/others in coping and managing their many needs.

Niagara Catholic provides a teacher for the program. Students who participate in this program become students of the Board. Following completion of the program the students return to their home school which in the majority of cases is not Niagara Catholic.

Funding for the salary of the teacher is provided through a grant from the Ministry of Education – Special Education/Success for All branch.

A short presentation on the Alternative Programs in Niagara Catholic, including a video, will be included as part of this report to the Committee of the Whole.

The Alternative Programs in Niagara Catholic report is presented for information.

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Prepared by: Ted Farrell, Superintendent of Education  
 Marco Magazzeni, Coordinator of Experiential Learning and Alternative Programming and Community Partnerships Lead

Presented by: Ted Farrell, Superintendent of Education  
 Alternative Programs Staff

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

Date: April 9, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
APRIL 9, 2019**

***PUBLIC SESSION***

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2018-2019 AS OF  
MARCH 31, 2019**

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The Accountability Financial Report 2018-2019 as of March 31, 2019 is presented for information.

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

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

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

Date: April 9, 2019



## **REPORT TO THE COMMITTEE OF THE WHOLE APRIL 9, 2019**

### **ACCOUNTABILITY FINANCIAL REPORT 2018-2019 AS OF MARCH 31, 2019**

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#### **BACKGROUND INFORMATION**

##### **Operational Update**

2018-2019 Fiscal Year as at March 31, 2019

Broader Public Sector (BPS) Interim Measures Announcement

##### Purpose:

The government is centralizing Ontario Public Service and broader public sector purchasing and supply chains.

The BPS Interim Measures (Measures) apply to the following organizations:

- Hospitals;
- School Boards;
- Universities;
- Colleges of applied arts and technology and post-secondary institutions;
- Children's Aid Societies and
- Shared Services Organizations

As announced on March 18, the government is moving forward with delivering on its platform commitment to centralize procurement. A key part of preparing for a more centralized system will come through a series of Interim Measures that became effective on March 18. Both the Ontario Public Service (e.g. ministries), and select BPS organizations, are covered by these measures. The Interim Measures are designed to support consistency in procurement-related decisions and collection of data during the transition to a centralized procurement model. These measures will also allow us to act on savings opportunities as they arise. External advisors will support this work and assist in building a new system.

## What Types of Procurements are In-Scope?

- Procurements above \$25,000 initiated after March 18 are in-scope, except for procurements that:
  - Are related to construction; and/or
  - Are for goods acquired solely for the purpose of resale.

For all in-scope procurements:

- Use an existing applicable Vendor of Record (VOR) arrangement, including OEM, where possible and appropriate; and,
- Ensure all new contracts have a term not exceeding two years, including any extensions.

Mandatory compliance with the BPS Interim Measures is required where there is existing legislative authority for the funding ministry to provide direction to the BPS organization.

## Proportions of Enrolment for Purposes of Education Act, Subsection 238(2) and 257.8(3)

Released March 29, 2019

Niagara Catholic continues to remain the smallest differential between English Public and English Catholic Boards in Ontario.

Year	English Public	English Catholic	French Public	French Catholic
2014	59.485%	37.079%	0.768%	2.668%
2015	59.506%	36.861%	0.822%	2.811%
2016	59.658%	36.840%	0.909%	2.593%
2017	59.735%	36.511%	1.004%	2.750%
2018	59.640%	36.423%	1.050%	2.857%
2019	60.111%	36.089%	0.861%	2.940%

## Grants for Student Needs Funding Update

Funding Source	Date of Expiration	Amount	Impacted
Local Priority Funds	August 31, 2019	\$2,392,350	Teachers, Principals, EAs, Other CUPE Staff
Cost Adjustment Allocation	August 31, 2019	\$238,638	Education worker benchmarks
HR Transition Supplement	August 31, 2019	\$111,212	Human Resources
Classroom Loading Factor	N/A	Unknown*	School Facilities

The current classroom loading factor is approximately \$88.68 per square footage. This amount may be impacted by the reduced number of classrooms at our schools.

## Operations

The inclement weather during the latter portion of the winter months has resulted in a total of approximately \$1.4M in snow plow and salting expenses for all Niagara Catholic sites. This is a decrease over the 2018-2019 fiscal year, but over our current year budget of approximately \$200,000.

Illness

We continue to closely monitor attendance for all staff. The trending data of illnesses and associated replacement costs associated with specific staff is important to management to ensure our estimates are aligned with usage. Our year-over-year replacement costs have increased by approximately \$250,000. This trending is expected to continue and result in approximately \$500,000 more costs in our replacement. This increase is both attributed to an increase in occurrences, increase in replacement, and grid movement for staff.

The data below does not reflect replacement percentages as of March 31<sup>st</sup>.

	<b>YTD 2016</b>	<b>YTD 2017</b>	<b>YTD 2018</b>
Elementary Panel Staff	10,440	11,207	11,913
Secondary Panel Staff	4,061	5,251	4,991
Total Panels	14,501	16,458	16,904
Percentage Change Year-over-Year	n/a	13.49%	2.70%

The Accountability Financial Report 2018-2019 – As of March 31, 2019 report is presented for information.

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

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

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

Date: April 9, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
APRIL 9, 2019**

*PUBLIC SESSION*

**TOPIC: TRUSTEE INFORMATION  
SPOTLIGHT ON NIAGARA CATHOLIC – MARCH 26, 2019**

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**March 26, 2019**

### **Trustees Approved Policies**

Trustees approved four policies during the March 26 Board Meeting.

*Progressive Student Discipline - Safe Schools Policy (302.6.9), Death Benefit Policy (201.5), Deferred Salary Plan (X/Y) Policy (201.10) and Employee Leaves of Absence Policy (201.1)* will be considered by the Board are available on the Board website for the public to view.

### **Niagara Catholic Award of Distinction**

William (Bill) Amadio, a long-time trustee in the Welland County Roman Catholic Separate School Board, and a Director on the Niagara Foundation for Catholic Education's Board of Trustees, and Patrick (Pat) Hudak, founding principal of Lakeshore Catholic High School in Port Colborne, as the 2019 recipients of the Niagara Catholic Education Award of Distinction.

Pat had a long career in education in south Niagara before he was appointed principal of the new Lakeshore Catholic High School in Port Colborne in 1988. Although both he and his wife worked in the public board, their children attended Catholic elementary and secondary school. Lakeshore Catholic High School was his passion, and Pat often travelled down Highway 3 more than once a day to be a part of what was happening at the school, so he could establish a thriving Lakeshore Catholic community. Turing to his biblical hero Micah, Pat established the school's mission statement *Think Clearly, Feel Deeply, Act Wisely*, which remains in place today. Long after retirement, Pat continues to influence young Catholic educators, and to impact the climate of Catholic education in Niagara.

Bill and Pat will receive their awards at the Niagara Foundation for Catholic Education Annual Benefit Gala at Club Roma on March 30.

Read the full media release [here](#), and the biographies [here](#).

### **Follow us!**

If you're not following us on social media, you're missing out on all of the important news and events coming from the Board. Join us on [Facebook](#), [Twitter](#) and [Instagram](#) today.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
APRIL 9, 2019**

*PUBLIC SESSION*

**TOPIC: TRUSTEE INFORMATION  
CALENDAR OF EVENTS APRIL 2019**

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# APRIL 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>1</b>	<b>2</b>	<b>3</b> SEAC Meeting	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b> Volunteer Breakfast	<b>9</b> SAL Meeting CW Meeting	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>14</b> Palm Sunday	<b>15</b>	<b>16</b>	<b>17</b> Holy Week	<b>18</b> Holy Thursday	<b>19</b> Good Friday	<b>20</b>
<b>21</b> Easter Sunday	<b>22</b> Easter Monday	<b>23</b> Policy Committee Board Meeting	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>30</b>				

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
APRIL 9, 2019**

*PUBLIC SESSION*

**TOPIC: TRUSTEE INFORMATION  
OCSTA MEMORANDUM – MINISTRY OF EDUCATION  
POLICY REFORMS AND OCSTA POSITIONS**

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Ontario Catholic School  
Trustees' Association

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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

## MEMORANDUM

March 27, 2019

**TO:** Chairpersons and Directors of Education  
- All Catholic District School Boards

**FROM:** Stephen Andrews, Director of Legislative and Political Affairs

**SUBJECT:** **Ministry of Education Policy Reforms and OCSTA Positions**

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As you know on Friday March 15, 2019, the Ministry of Education announced its intention to make changes to education policy involving class size, hiring practices, curriculum, cell phones, EQAO and parts of the Grants for Student Needs. This memorandum outlines these education policy reforms and compares them with recent submissions from OCSTA on behalf of Catholic School Boards.

### **BROADBAND TECHNOLOGY**

The Ministry indicates that all Ontario students and educators will have access to reliable, fast, secure and affordable internet services at school at a speed of one megabit per-second for every student in all regions of the province. The project will be completed by 2021-22, and will include all boards, schools and students.

**OCSTA Position:** OCSTA has advocated for increased broadband access in its Finance Briefs in 2016, 2017 and 2018 for rural and remote schools.

- That the Minister of Education consult with OCSTA to ensure appropriate funding and resources are made available to fully implement Broadband Modernization.

### **E-LEARNING**

Starting in 2020-21, the government will centralize the delivery of all e-learning courses across Ontario. Secondary students will take a minimum of four e-learning credits out of the 30 credits needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is

equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes will be phased in, starting in 2020-21.

**OCSTA Position:** Although no previous formal position, OCSTA has serious concerns with regard to the announced intention to introduce mandatory, centrally controlled e-learning courses. OCSTA will be expressing to the Ministry of Education its concerns with regard to Catholic School Board autonomy, labour relations and quality of learning experiences for students.

## CELL PHONES IN THE CLASSROOM

The Provincial Code of Conduct will be updated to prohibit cellphone use in schools during instructional time, as of September 2019. Use of cellphones during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator.
- For health and medical purposes.
- To support students with special education needs.

**OCSTA Position:** OCSTA recommended in its submission to the 2018 consultation that school boards and schools have the autonomy and flexibility to determine their own policies in respect of cell phone use in schools.

- Allow teachers and local school authorities to establish smart phone policies that reflect their instructional needs.

## EQAO

The government intends to work with the Education Quality and Accountability Office (EQAO) to modernize the agency and its processes, while using data to build better assessment and evaluation models that have a greater focus on equity.

**OCSTA Position:** OCSTA recommended in its submission to the 2018 consultation that EQAO be modernized along the following dimensions:

- Establish specific guidelines that reflect the appropriate accommodations and modifications to the testing environment for students with special needs and learning disabilities. This could include the use of universal design principles.
- Modify the EQAO assessments to make them more culturally relevant, bias free and relevant for our diverse student population;
- Develop new large scale assessments that evaluate student achievement in both new and modified elements of the curriculum;

- Reform the EQAO to provide education sector stakeholders with reports and information on the appropriate use of large scale assessment data on student achievement.

## CLASS SIZE

The proposed changes for 2019-20 are as follows:

- Kindergarten - no changes to the class size caps.
- Primary (grades 1 to 3) - primary class size caps remain in place. There are no proposed changes to either the caps or the average class size requirements.
- Intermediate (grades 4 to 8) - all school boards would be required to maintain a board-wide average class size of 24.5 or less, while the funded average class size would be minimally increased from 23.84 to 24.5.
- Secondary (grades 9 to 12) - average class size requirements adjusted from 22 to 28. School boards would be required to maintain a board-wide average class size of 28 or less and the funded average class size would be increased to 28 to support this change. In addition, school operations funding would be adjusted accordingly.
- The proposed changes in class size would be phased in, with attrition protection.

**OCSTA Position:** OCSTA made a submission to the government's consultation on class size, hiring and full day kindergarten in early 2019. We recommended the following regarding class size:

- Determination of class size should be based on system averages and not hard caps; this would provide school boards with much needed flexibility in allocating scarce educational resources. Such flexibility would allow school boards the ability to distribute resources where they have the greatest impact on students, optimizing the focus on student well-being. It would also reduce the requirement to create and reorganize classes after the beginning of the school year, minimizing student and staff, disruption.

## HIRING PRACTICES

The government intends to improve teacher mobility, while increasing transparency, fairness, consistency and accountability in teacher hiring across all school boards. The government has indicated that Principals should be empowered to hire teachers based on merit and fit for the role.

**OCSTA Position:** OCSTA made detailed recommendations on O. Reg 274 as part of the consultation mentioned above. We expressed challenges in a number of areas and recognized that Hiring Practices were as well subject to Central Collective Bargaining.

## STUDENT TRANSPORTATION FUNDING

The Ministry indicated that it intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario. In the b-memo from the Deputy Minister on March 15, she indicated that funding would increase by 4% over the current allocation.

**OCSTA Position:** OCSTA has consistently advocated for a review and increase in student transportation funding. We have made detailed recommendations as part of the previous government's consultation process on student transportation funding. OCSTA recommended that the formula be restructured to reflect the local needs and requirements of students.

## GSN ADJUSTMENTS

The government announced a number of changes to a number of grants that OCSTA has not taken a position on in the context of formal policy submissions. Some of GSN adjustments were the subject to collective agreement negotiations and beyond the scope of this memorandum. Through our Annual Finance Brief and numerous meetings, OCSTA has strongly advocated for adequate, flexible and equitable funding.

The GSN adjustments include:

- Local Priorities Fund
- Human Resources transition supplement
- Classroom loading factors adjustment (to reflect the recently announced changes to class size).

For further information please contact Stephen Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca)



Stephen Andrews

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
APRIL 9, 2019**

***PUBLIC SESSION***

**TOPIC: TRUSTEE INFORMATION  
OCSTA MEMORANDUM – TORONTO CATHOLIC DISTRICT  
SCHOOL BOARD MOTION REGARDING THE ONTARIO  
AUTISM PROGRAM (OAP)**

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Trustees' Association

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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

March 28, 2019

## MEMORANDUM

**TO:** Chairpersons and Directors of Education

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** **Toronto Catholic District School Board Motion regarding the Ontario Autism Program (OAP)**

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On March 20<sup>th</sup> OCSTA sent letters to both the Ministers of Education and Children, Community and Social Services communicating OCSTA's concerns regarding the impact on education to result from the government's plans to change the Ontario Autism Program (OAP). OCSTA communicated the importance of delaying implementation of the program until there is certainty that boards will have the resources necessary to equip schools as required to meet the needs of every student in the classroom.

At a Special Board meeting on March 18, 2019, the Toronto Catholic District School Board (TCDSB) approved the attached motion regarding the Ontario Autism Program (OAP) and has asked that it be shared with all our member Boards.

Attachment

## **Toronto Catholic District School Board Motion – Special Board Meeting of March 18, 2019**

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*The TCDSB is committed to ensuring that all our students receive the supports they need to reach their full potential.*

At a Special Board meeting on March 18, 2019, a motion was brought forward and approved by the Board of Trustees. Please see the below motion for your reference and distribution.

***Whereas** the Provincial Government has recently introduced changes to the Autism Plan in Ontario; and*

***Whereas** this change to the province's autism program will come into effect April 1st and is expected to bring more high-needs children into classrooms full-time; and*

***Whereas** Education Minister Lisa Thompson has announced that the government will subsidize an additional qualification course for teachers on supporting students with autism and that cannot happen until the next school year; and*

***Whereas** the recent Ministry of Education announcement indicated additional funding for the remaining months in the 2018-19 school year; and*

***Whereas** this funding applies to new students with Autism Spectrum Disorder (ASD) entering the Toronto Catholic District School Board (TCDSB) for the first time; and*

***Whereas** students currently enrolled with TCDSB on a part-time basis and transitioning to full-time will not generate additional funding; and*

***Whereas** the announcement confirms that the province will not be increasing funding for students transitioning from part time to full time; and*

***Whereas** many children currently attend school on a modified schedule, and parents have said cuts in funding will leave them with little choice but to send their children to school more frequently, or full-time; and*

***Whereas** given the ambiguity about the funding formula and the absence of details normally appearing in a Ministry B-Memorandum; and*

***Whereas** the GSN impact is based on funding formula assumptions and estimates regarding the number of potential NEW students entering TCDSB schools during the months of April, May and June 2019; and*

***Whereas** the funding is not nearly sufficient to provide all of the additional resources students need; and*

*Whereas as per the 2018-19 Revised Budget Estimates, Special Education Programs & Services totals as follows:*

*Revenues \$137.7M*

*Expenses \$159.6M*

*Expenses in excess of Revenues is \$21.9M; and*

*Whereas the TCDSB has identified 1,789 Special Education Need Students (based on predominant exceptionality) with Autism this school year; and*

*Whereas as of April 1st, the school year is 70% completed and an additional influx of students will cause confusion for existing students, new students, families and school communities; and*

*Whereas the proposed funding to help with the transition of students with autism into the school setting does not extend beyond this school year; and*

*Whereas school Boards, principals, teachers and support staff will face huge challenges with the arrival of students on April 1st especially since teachers and front line staff cannot perform the roles of professional therapists; and*

*Whereas school Boards will not have supports or resources in place for April 1st to allow for the transition of students from therapy to school*

*Therefore be it resolved that the Toronto Catholic District School Board request that the Provincial Government delay changes to the Autism Plan in Ontario until the new school year in order to accommodate and transition the entrance of students into the education system; and Further be it resolved that the Provincial Government be requested to fully fund additional supports for new and partial students entering the school system as a result of changes to the Autism Plan in Ontario; and*

*Further be it resolved that OCSTA be requested to distribute this motion to all member Boards; and*

*Further be it resolved that TCDSB send this motion to all school Boards across the province for endorsement.*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
APRIL 9, 2019**

***PUBLIC SESSION***

**TOPIC: TRUSTEE INFORMATION  
OCSTA MEMORANDUM – DRAFT REGULATION UNDER  
ROWAN’S LAY (CONCUSSION SAFETY) CONSULTATION**

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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

April 4, 2019

**MEMORANDUM**

**TO:** Chairpersons and Directors of Education  
- All Catholic District School Boards

**FROM:** Beverley Eckensweiler, President

**SUBJECT: Draft Regulation under Rowan's Law (Concussion Safety) Consultation**

---

As you recall, on March 7, 2018, the government enacted new legislation, Rowan's Law (Concussion Safety), 2018, ("Rowan's Law") as well as amendments to the *Education Act*. The goal of Rowan's Law is to increase awareness and minimize the risk of concussion. The Act establishes mandatory requirements for:

- Annual review of Concussion Awareness Resources by athletes, coaches, and parents/guardians before registering or serving within a sport organization;
- Sport organizations to establish Removal-from-Sport and Return-to-Sport protocols, to ensure that an athlete is immediately removed from the sport if they are suspected of having sustained a concussion;
- A Concussion Code of Conduct that would set out rules of behaviour to minimize concussions while playing sport;
- When Rowan's Law received Royal Assent on March 7, 2018, the one section that was proclaimed was an annual "Rowan's Law Day". The first Rowan's Law Day was celebrated on September 26, 2018.

The Ministry of Tourism, Culture and Sport is now seeking your input through a Consultation Paper on the proposed regulation under Rowan's Law. The proposed regulation is intended to provide details and clarity about the requirements set out in the legislation.

For further information on the regulation posting, the draft regulation and Consultation Paper please see the attached link:

<https://www.ontariocanada.com/registry/view.do?postingId=28286&language=en>

### **Next Steps and Deadline for Input**

OCSTA will review its previous submission (July, 2018) and potential regulations related to regulations under Rowan's Law and draft a further response to the draft regulation. **Comments are due on April 19, 2019.**

We would encourage boards to forward any concerns or issues in respect of the draft regulation to Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

**Caution: This consultation draft is intended to facilitate dialogue concerning its contents. Should the decision be made to proceed with the proposal, the comments received during consultation will be considered during the final preparation of the regulation. The content, structure, form and wording of the consultation draft is subject to change as a result of the consultation process and as a result of review, editing and correction by the Office of Legislative Counsel.**

## ***Rowan's Law (Concussion Safety), 2018***

# **Regulatory Registry Consultation Draft Feedback Form**

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### **Purpose of this Consultation**

On March 7, 2018, Ontario enacted *Rowan's Law (Concussion Safety), 2018*<sup>1</sup> (hereafter referred to as *Rowan's Law*), as well as amendments to the *Education Act*. The intent of these provisions is to protect amateur athletes, including students, by improving concussion safety on the field and at school.

The requirements set out in *Rowan's Law* were informed by a report from an expert Advisory Committee that was tasked with providing recommendations about measures to increase awareness and improve prevention, detection and management of concussions in amateur sport. The *Rowan's Law* Advisory Committee was created in the name of Rowan Stringer, a 17-year-old high school student who died as a result of concussions she suffered while playing rugby. The Committee's report *Creating Rowan's Law: Report of the Rowan's Law Advisory Committee* was tabled in the Ontario Legislature in September, 2017.

The Ontario government is now seeking your feedback through this consultation draft, on the proposed draft regulation under *Rowan's Law*. The proposed draft regulation is intended to provide details and provide clarity about the requirements set out in the legislation.

Amendments to the *Education Act* give the Minister of Education authority to require school boards to comply with policies and guidelines about concussions involving students. The Ministry of Education already has a policy that expects all school boards, school authorities and provincial and demonstration schools to have concussion policies

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<sup>1</sup> Only Section 5 of the Act has been proclaimed into force.

in place: Policy and Program Memorandum (PPM 158). The passage of amendments to the *Education Act* means that PPM 158 will be updated to ensure consistency with the requirements in *Rowan's Law (Concussion Safety), 2018*. The revised PPM 158 will then be re-issued by the Minister of Education as a mandatory requirement for school boards, school authorities and provincial and demonstration schools.

Because PPM 158 will be updated and re-issued to ensure consistency with *Rowan's Law*, this consultation draft is also intended to seek feedback from school boards, school authorities and provincial and demonstration schools on the *Rowan's Law* regulation proposal.

## Your Feedback is Important

All input is welcomed and appreciated. The feedback will be used to confirm the direction set out in the proposed regulation. This may involve disclosing some or all comments or materials, or summaries to other interested parties during and after the consultation. Personal details such as your name and contact information will not be disclosed by the ministry without your consent, unless required by law. The collection, use, and disclosure of information is subject to the *Freedom of Information and Protection of Privacy Act*.

If for any reason you feel your feedback should not be shared with other parties, or if you have any questions about this consultation, please email the Ministry of Tourism, Culture, and Sport at [Sport@Ontario.ca](mailto:Sport@Ontario.ca)

### **You can review the proposed contents of the draft regulation in several ways:**

1. You can review this Consultation Draft which provides a plain language overview of the contents of the proposed draft regulation. The information contained in this Consultation Draft is presented in a "question and answer" format and does not necessarily follow the chronology of the draft regulation; and/or
2. You can review the proposed wording of the proposed draft regulation which can be accessed separately, through the regulatory registry website.

For either method, to obtain a complete picture of how the *Rowan's Law (Concussion Safety), 2018* legislative requirements intersect with the proposed draft regulation, you are encouraged to refer to the legislation throughout your review of the proposed draft regulation. The *Rowan's Law* legislation, can be accessed through the regulatory registry website.



**You can provide input in several ways:**

1. Provide comments on the Consultation Draft and/or proposed draft regulation at the bottom of the regulatory registry page by clicking the link titled “Comment on this proposal via email”.
2. Email your comment(s) on the Consultation Draft and/or proposed draft regulation by completing the respective feedback section(s) of the Consultation Draft and submitting it to [sport@ontario.ca](mailto:sport@ontario.ca) with “Consultation under Rowan’s Law” as the subject line.
3. Mail your comment(s) on the Consultation Draft and/or proposed draft regulation by completing the respective feedback section(s) of the Consultation Draft, printing it, and submitting it to:

ATTN:

*Rowan’s Law* Consultation

Sport, Recreation and Community Programs Division

Ministry of Tourism, Culture and Sport

777 Bay Street, 18<sup>th</sup> Floor

Toronto, ON, M7A 1S5

Note: This Consultation Draft provides a plain language overview of the contents of the proposed draft regulation. The information contained within it is presented in a “question and answer” format and does not necessarily follow the chronology of the proposed draft regulation.

**We look forward to receiving your input no later than April 18, 2019**

## Overview of the Act

*Rowan's Law* includes an annual concussion awareness day (*Rowan's Law Day*), and establishes mandatory requirements for amateur competitive sport organizations to ensure:

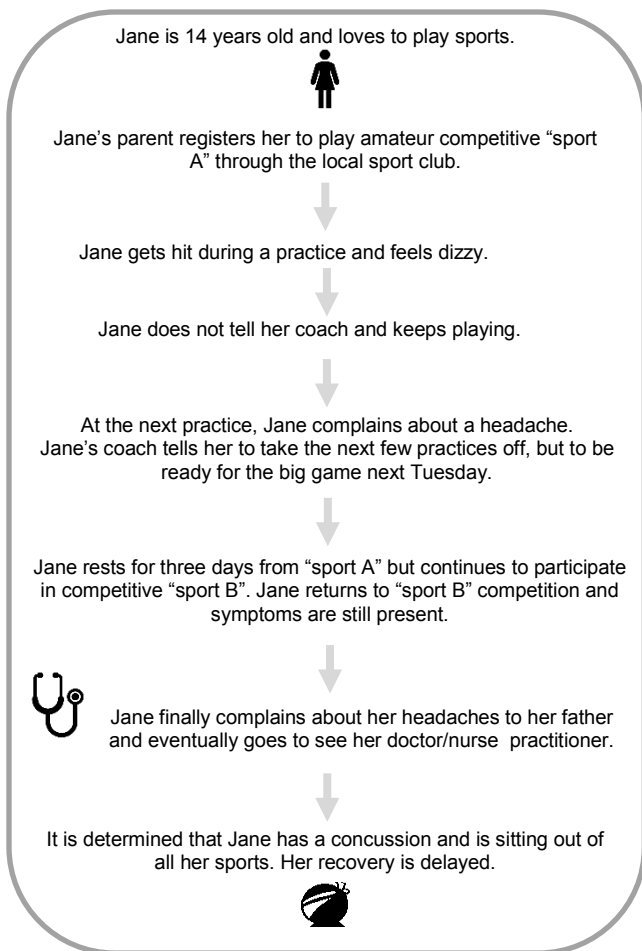
- Annual review of concussion awareness resources by athletes, coaches, and parents/guardians of athletes under 18 years of age;
- Establishment of removal-from-sport and return-to-sport protocols, so that athletes are immediately removed from sport if they are suspected of having sustained a concussion; and
- Establishment of concussion codes of conduct that will set out rules of behavior to minimize concussions while playing sport.

Amendments to the *Education Act* give the Minister of Education authority to require school boards to comply with policies and guidelines consistent with *Rowan's Law* requirements about concussions involving students.

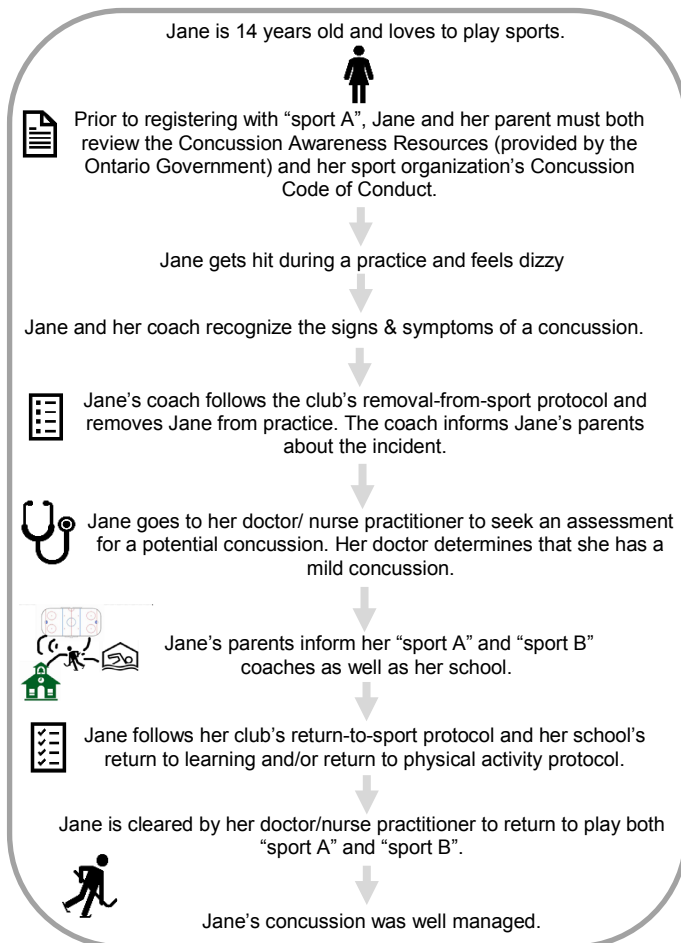
The goal of *Rowan's Law*, and amendments to the *Education Act*, is to increase awareness on the field, at school, in communities and in our homes and minimize the risk of concussion, so that all children and youth can participate safely in amateur sport.

The diagrams below are intended to demonstrate a typical scenario within a sport organization before and after *Rowan's Law* and proposed regulation under *Rowan's Law* take effect.

### Current state:



### After Rowan's Law Comes into Effect:



# Your Feedback on the Proposed Draft Regulation under Rowan's Law

## About You or Your Organization

*(please check the appropriate box)*

I am responding in my primary role as a/or on behalf of:

- Not-for-Profit Sport Organization
- For-Profit Sport Organization
- Athlete
- Coach
- Official
- Parent/guardian of an Athlete
- Postsecondary Institution
- Municipal staff or municipal association representative
- Health Care Provider
- Provincially funded school board, school authority, provincial and demonstration school
- Other \_\_\_\_\_

## SECTION A: Consultation Draft - A Plain Language Overview

### Overview

1. **Scope**
2. **Concussion Awareness Resources**
3. **Concussion Code of Conduct**
4. **Removal-from-Sport & Return to Sport Protocols**
5. **Manner of Implementation of Regulation**

### 1. Scope

There are several sections in the draft regulation that clarify the scope of sport organizations that would be required to comply with the Act based on the type of amateur competitive sports and activities the organization delivers, as well as ages of athletes registered. This means that a sport organization under the Act could include for-profit or not-for-profit entities, municipalities, Universities, Colleges of Applied Arts and Technology or other Post-Secondary Institutions if they meet the specific criteria outlined in the regulation. Questions 1-7 describe the intent of those sections of the regulation.

#### **Q.1 What types of coaches would be required to comply with the Act?**

Any reference to "coach" in the Act would apply to any type of sport organization coach, including a head coach or an assistant coach.

#### **Q. 2 Would a sport organization be subject to the provisions of the Act for all of the sport programs it offers?**

The proposed regulation would clarify that sport organizations would only be required to comply with the obligations under the Act for activities that meet ALL of the criteria outlined in Qs 3, 4 and 5 for (i.e., types of sports, nature of sport activities and ages of athletes) and are not excluded activities.

**Q. 3 What specific types of amateur competitive sports would be subject to the provisions of the Act?**

The proposed regulation includes a list of 63 higher-risk sports (including parasport equivalents, if applicable) that would be considered amateur competitive sports under the Act (“amateur competitive sport(s)”). The 63 sports are listed in Table 1- Amateur Competitive Sports List. Sport organizations that offer programs involving these sports would be required to comply with the Act in relation to activities that are covered by the Act.

Table 1 - Amateur Competitive Sports List

1. Alpine Skiing	23. Goalball	45. Ski Jumping
2. Artistic Swimming	24. Grappling	46. Snowboarding
3. Track & Field	25. Gymnastics	47. Soccer
4. Ball Hockey	26. Handball	48. Softball
5. Baseball	27. Ice Hockey	49. Special Olympic
6. Basketball	28. Jiu-Jitsu	Floor Hockey
7. Biathlon	29. Judo	50. Speedskating
8. BMX Freestyle	30. Karate	51. Sport Climbing
9. Bobsleigh	31. Kickboxing	52. Squash
10. Boxing	32. Lacrosse	53. Surfing
11. Broomball	33. Luge	54. Swimming
12. Canoe & Kayak	34. Marathon Swimming	55. Taekwondo
13. Cricket	35. Modern Pentathlon	56. Triathlon
14. Cross Country	36. Muaythai	57. Volleyball
Skiing	37. Pankration	58. Water Polo
15. Curling	38. Racquetball	59. Water Ski &
16. Cycling	39. Ringette	Wakeboarding
17. Diving	40. Rowing	60. Wheelchair
18. Equestrian	41. Rugby	Basketball
19. Field Hockey	42. Sailing	61. Wheelchair Rugby
20. Figure Skating	43. Skateboarding	62. Wrestling
21. Football	44. Skeleton	63. Wushu
22. Freestyle Skiing		

**Q. 4 What types of activities would be subject to the provisions of the Act, and which would be exempted?**

The proposed regulation clarifies that sport organizations would be subject to the Act when carrying out the following activities:

- training athletes; and/or
- conducting practices among athletes; and/or
- organizing or holding one or more tournaments, contests or other competitions among athletes.

The intent is to exclude activities that focus on fundamental movement or sport skills, as well as sport activities that are more informal in nature. As such, the proposed regulation clarifies that a sport organization would not be subject to the Act for any of the following activities:

- those which focus primarily on the development of fundamental movement or sport skills and that are not focused on competition; or
- those which satisfy all the following criteria:
  - athletes of various skill, or experience or ages ordinarily play/practice together;
  - do not involve coaches/officials;
  - composition of members may change between games; and
  - do not involve keeping track of individual or team standings between games or practices.

#### **Q. 5 What ages of athletes would be impacted by the Act?**

The proposed regulation clarifies that a sport organization with at least one amateur athlete under 26 years of age would be required to comply with *Rowan's Law*. The proposed regulation further clarifies that:

- sport organizations must register athletes under 26 years of age unless the athlete and their parent/guardian (if the athlete is under 18 years of age) have confirmed that they reviewed the government issued concussion awareness resources and their sport organization's concussion code of conduct within 12 months before the registration;
- sport organizations would not be required to receive confirmation of review of concussion awareness resources and the concussion code of conduct from athletes who are 26 years of age or older, when they are registered in the same activities as those athletes under 26 years of age;
- sport organizations must meet removal and return-to-sport protocol requirements when they have registered at least one athlete under 26 years of age in an amateur competitive sport and activity covered by the Act. Protocols would then apply to all athletes (irrespective of age) registered in that activity.

Note: A University, College of Applied Arts and Technology or other Post-Secondary Institution would be exempt from this age provision, and must comply with the provisions of the Act for any age of amateur athletes in respect of amateur competitive sport and activities that are subject to the Act.

#### **Q. 6 How would the proposed regulation address the following scenario: A sport organization is not required to comply with the requirements under the Act because all of its registered athletes are 26 years of age or older. Subsequently, an athlete under the age of 26 initiates registration with that organization.**

The proposed regulation describes a special rule for this circumstance. The rule would require the sport organization to comply with the Act when they initiate registration of the athlete under the age of 26. This includes, at the time of registration, that the sport organization would be required to ensure that the athlete under the age of 26 satisfies the requirements for registration (confirmation of review

of both the concussion awareness resource and the sport organization's concussion code of conduct), and the sport organization would be required to have removal and return-to-sport protocols in place for all athletes. The sport organization would not be required to ensure that athletes 26 years of age or older satisfy the concussion awareness resource or concussion code of conduct requirements.

**Q. 7 Does the draft regulation include any special rules for athletes, parents/guardians, coaches and officials who are not ordinarily residents in Ontario and participate in a sport competition organized by an Ontario sport organization? Does the draft regulation include any special rules for an out of province sport organization that organizes a competition in Ontario?**

The proposed regulation clarifies that:

- a. athletes (and parents/guardians of athletes under 18 years of age) who are not ordinarily residents in Ontario would not have to confirm review of concussion awareness resources or codes of conduct when they register for an Ontario amateur competitive sport competition;
- b. coaches not ordinarily residents in Ontario would not have to confirm review of concussion awareness resources or codes of conduct when they serve in that capacity with a sport organization holding an Ontario amateur competitive sport competition;
- c. officials not ordinarily residents in Ontario would not have to confirm review of concussion awareness resources when they serve in that capacity with a sport organization holding an Ontario amateur competitive sport competition.

However, the removal and return-to-sport protocols for the Ontario amateur competitive sport competition would apply in the context of competition and therefore would apply to all participants including the individuals referenced in bullets a-c.

The proposed regulation clarifies that an out of province sport organization (i.e., a corporation that is not incorporated in Ontario), that holds a competition in Ontario does not have to comply with concussion awareness and code of conduct requirements under the Act. However, the out of province sport organization would be required to establish and comply with the requirements for the removal and return-to-sport protocols under the Act.

**Q. 8 Does the draft regulation define elementary/secondary schools and private schools as sport organizations subject to *Rowan's Law*?**

The proposed regulation provides that a school and a private school within the meaning under the *Education Act* is not a sport organization.

**Do you have any comments about the intent of the sections of the proposed regulation that clarify the scope of *Rowan's Law* (Questions 1-8)?**

*(insert comments)*

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## 2. Concussion Awareness Resources

There are several sections in the draft regulation that clarify the requirements in the Act related to the review of concussion awareness resources (which will be made available by the government). Questions 8-14 summarize the intent of these sections.

**Q. 9 Aside from athletes, parents/guardians and coaches, would any other individuals be required to review concussion awareness resources on an annual basis?**

The proposed regulation would specify that individuals identified as “designate(s)” under a sport organization’s removal/return-to-sport protocol, as well as officials, such as umpires, referees or judges, who preside over the field of play, would be required to review concussion awareness resources.

**Q. 10 How would the proposed regulation address the following scenario: A sport organization requires only initial registration by an individual and does not require subsequent re-registration for a sport activity in order for the individual to continue to participate in the activity. In this instance, would the sport organization have obligations to confirm review of the concussion awareness resources on an annual basis?**

The proposed regulation would require sport organizations that do not require re-registration for a sport activity to receive confirmation of review of concussion awareness resources from the individual in every subsequent year on or before the anniversary of the date of the individual’s most recent registration.

**Q. 11 When must coaches and officials confirm to their sport organization that they have reviewed the concussion awareness resources?**

The proposed regulation specifies that sport organizations may permit a coach or official to serve in that position in a calendar year only if they confirm, in the same calendar year, but before the first time they serve as coach or official, that they have reviewed concussion awareness resources within the last 12 months.

**Q.12 Does the proposed regulation include any transitional provisions (for the first year only) that would allow coaches and officials to continue to serve with a sport organization for a limited period of time, without having to review concussion awareness resources?**

The proposed regulation provides a grace period of up to two months for coaches and officials to confirm their review of concussion awareness resources after the law comes into effect.

**Q.13 Would a coach or official be required to review the concussion awareness resources if he/she serves a sport organization who undertakes amateur competitive sport and activities covered under the Act, but whose athletes are 26 years of age or older?**

The proposed regulation clarifies that coaches and officials working exclusively with individuals 26 years of age or older are not required to review concussion awareness resources.

**Q. 14 How would individuals confirm review of concussion awareness resources with their sport organization?**

The proposed regulation specifies that individuals (athletes, parents/guardians of athletes under age 18, coaches, designate(s) and officials), may confirm their review of the concussion awareness resources with their sport organization either in writing or electronically.

**Do you have any comments about the intent of the sections of the proposed regulation that relate to concussion awareness resources (Questions 9-14)?**

*(insert comments)*

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**3. Concussion Code of Conduct**

Some of the sections of the draft regulation serve to clarify requirements in the Act related to Concussion Codes of Conduct. The government will make a sample Concussion Code of Conduct template available for adaptation by sport organizations to support implementation. Questions 15-22 summarize the intent of these sections.

**Q. 15 What are the minimum content requirements for a Concussion Code of Conduct?**

Table 2 – Minimum Requirements for a Concussion Code of Conduct, sets out the minimum requirements for a concussion code of conduct as proposed in the draft regulation. The proposed regulation also clarifies that a sport organization must ensure that every individual listed in Column 3 – “Individuals Required to Make the Commitment or Give the Acknowledgement”, is required to make a commitment or give acknowledgement about the items listed in Column 2 – “Description of Commitment or Acknowledgement”.

Table 2 – Minimum Requirements for a Concussion Code of Conduct

Column 1 - Item	Column 2 - Description of Commitment or Acknowledgement	Column 3 - Individuals Required to make the Commitment or Give the Acknowledgement
1.	Commitment to fair play and respect for all	Athletes, parents and guardians of athletes who are under 18 years of age, and coaches
2.	Commitment to concussion recognition and reporting, including self-reporting of possible concussion and reporting to a designated person when an individual suspects that another individual may have sustained a concussion	Athletes, parents and guardians of athletes who are under 18 years of age, and coaches
3.	Commitment to supporting the return-to-sport process	Athletes, parents and guardians of athletes who are under 18 years of age, and coaches
4.	Commitment to sharing any pertinent information regarding incidents of a removal from sport with the athlete’s school and any other sport organization with which the athlete has registered	Athletes, parents and guardians of athletes who are under 18 years of age
5.	Commitment to providing opportunities before and after each training, practice and competition to enable athletes to discuss potential issues related to concussions	Coaches
6.	Commitment to zero-tolerance for prohibited play that is considered high-risk for causing concussions	Athletes, parents and guardians of athletes who are under 18 years of age, and coaches
7.	Acknowledgement of mandatory expulsion from competition for violating zero-tolerance for prohibited play that is considered high-risk for causing concussions	Athletes, parents and guardians of athletes who are under 18 years of age, and coaches



8.	Acknowledgement of escalating consequences for those who repeatedly violate the concussion code of conduct	Athletes, parents and guardians of athletes who are under 18 years of age, and coaches
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**Q. 16 Are there circumstances set out in the draft regulation that would allow a sport organization to be exempted from any of the requirements set out in the table in Q. 15?**

The draft regulation specifies that sport organizations that have not already adopted a rule on the following matters, would not be required to include the respective provision(s) in their Concussion Code of Conduct:

- zero-tolerance for prohibited play (Table 2, “Description of Commitment or Acknowledgment”, item 6); and/or
- acknowledgement of mandatory expulsion from competition (Table 2, “Description of Commitment or Acknowledgment”, item 7); and/or
- acknowledgement of escalating consequences (Table 2, “Description of Commitment or Acknowledgment”, item 8).

**Q. 17 Does the draft regulation specify requirements for sport organizations to review and update their Concussion Codes of Conduct?**

The proposed regulation specifies that sport organizations would be required to review their concussion codes of conduct at least annually and update them as soon as reasonably possible to ensure they continue to meet the minimum content requirements outlined in the regulation.

**Q. 18 How would the proposed regulation address the following scenario: A sport organization requires only initial registration by an individual and does not require subsequent re-registration for a sport activity in order for the individual to continue to participate in the activity. In this instance, would a sport organization have obligations to confirm review of the concussion code of conduct on an annual basis?**

The proposed regulation would require sport organizations that do not require re-registration for a sport activity to receive confirmation of review of the concussion code of conduct from the individual in every subsequent year on or before the anniversary of the date of the individual’s most recent registration.

**Q. 19 When must coaches confirm to their sport organization that they have reviewed their concussion code of conduct?**

The proposed regulation specifies that sport organizations may permit a coach to serve in that position in a calendar year only if they confirm, in the same calendar year, but before the first time they serve as coach, that they have reviewed the sport organization’s concussion code of conduct within the last 12 months.

**Q. 20 Does the proposed regulation include any transitional provisions (for the first year only) that would allow coaches to continue to serve with a sport organization for a limited period of time, without reviewing the concussion code of conduct?**

The proposed regulation provides a grace period of up to two months for coaches to confirm their review of concussion code of conduct after the law comes into effect.

**Q. 21 Would a coach be required to review the concussion code of conduct if he/she serves a sport organization whose athletes are all 26 years of age or older?**

The proposed regulation clarifies that coaches working exclusively with individuals 26 years of age or older are not required to review the sport organization's concussion code of conduct

**Q. 22 How will individuals confirm their review of Concussion Codes of Conduct with their sport organization?**

The proposed regulation specifies that individuals (athletes, parents/guardians of athletes under age 18 and coaches), may confirm their review of a Concussion Code of Conduct with their sport organization either in writing or electronically.

**Q. 23 Which Concussion Code of Conduct would apply in circumstances where sport organizations competing in a sport competition have different codes of conduct?**

The proposed regulation clarifies that when an athlete or coach attends a competition held by another sport organization, the concussion code of conduct of the sport organization organizing/holding the competition would apply.

**Do you have any comments about the intent of the sections of the proposed regulation that relate to concussion codes of conduct (Questions 15-23)?**

*(insert comments)*

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**4. Removal-from-Sport & Return-to-Sport Protocols**

There are several sections in the draft regulation that clarify the requirements in the Act related to Removal-from-Sport and Return-to-Sport protocols. The government will make sample Removal-from-Sport and Return-to-Sport protocol templates available for adaptation by sport organizations to support implementation. Questions 24-29 summarize the intent of these sections.

**Q. 24 What are the minimum content components required in a Removal-from-Sport Protocol?**

The following are the minimum requirements for a removal-from-sport protocol proposed in the draft regulation:

- Designate(s) must remove an athlete from further training, practice or competition if the sport organization becomes aware that the athlete has sustained, or is suspected of sustaining a concussion, whether or not the concussion was sustained or suspected of having been sustained during an activity with the sport organization;
- If an athlete is suspected of having sustained a concussion, designate(s) must immediately call 9-1-1, if in their opinion, doing so is necessary;
- Sport organization must document incidents of removal from sport;
- Designate(s) must advise the athlete, or the parent/guardian of an athlete

under 18 years of age, that the athlete is required to undergo a medical assessment by a physician or Registered Nurse in the Extended Class (nurse practitioner) before the athlete will be permitted to return to training, practice or competition as per the return-to-sport protocol; and

- Designate(s) must provide a copy of the sport organization's removal-from-sport and return-to-sport protocols to the athlete or the parent/guardian of an athlete under 18 years of age, when the athlete has been removed-from-sport.

**Q. 25 What are the minimum content components required in a Return-to-Sport Protocol?**

The following are the minimum requirements for a return-to-sport protocol proposed in the draft regulation:

- An athlete may return to training, practice or competition if the athlete provides confirmation to the designated person(s) that they have:
  - undergone an assessment by a physician or Registered Nurse in the Extended Class (nurse practitioner), and
  - have not been diagnosed as having a concussion, and
  - have been cleared to return to training, practice or competition by the physician or Registered Nurse in the Extended Class (nurse practitioner);
- Athletes with diagnosed concussions must follow the graduated return-to-sport steps that are set out in the protocol;
- The graduated return-to-sport steps may set out activities specific to the sport as well as the intended outcomes of the activities that the athlete must successfully complete before moving on to the next step;
- Athletes who have been removed from sport must not be permitted to participate in unrestricted practice or training, or competition unless they provide confirmation of medical clearance by a physician or Registered Nurse in the Extended Class (nurse practitioner) to designated person(s);
- Athletes who have been removed from sport may not return to graduated stepwise training, practice or competition unless the athlete, or the athlete's parent/guardian (for athletes under 18 years of age), has shared the assessment or recommendations they have received from the physician or Registered Nurse in the Extended Class (nurse practitioner), if any, with the designate(s);
- Designate(s) must inform athletes or the athlete's parent/guardian (for athletes under 18 years of age) of the importance of disclosing the concussion diagnosis to any other sport organization with which the athlete is registered, or the school that the athlete attends; and
- Requirement for sport organization to document an athlete's progression through return-to-sport until confirmation of medical clearance has been received by the designate.

**Q. 26 Does the proposed regulation clarify if a designate may rely on the information received from athletes or parents/guardians of athletes, in carrying out their responsibilities under the return-to-sport protocol?**

The proposed regulation clarifies that a designated person may rely on the information received from an athlete, or an athlete's parent/guardian (if athlete is under 18 years of age), in carrying out the designated person's responsibilities under their sport organization's return-to-sport protocol.

**Q. 27 Are there specific rules for sport organizations to follow related to personal information collected in carrying out a removal-from-sport protocol and a return-to-sport protocol?**

The proposed regulation specifies the following rules for sport organizations:

- Limit the collection, use and disclosure of personal information to that which is reasonably necessary for the purposes of the protocols;
- Limit access to the personal information to only those individuals who require it for the purpose of fulfilling their duties under the Act;
- Retain, disclose and dispose of personal information in a secure manner; and
- Create a retention policy for personal information.

**Q. 28 Does the draft regulation require sport organizations to provide their removal and return-to-sport protocols to specific types of individuals?**

The proposed regulation would require sport organizations to make the protocols available to designate(s) and athletes removed from training, practice or competition or the athlete's parent/guardian (if athlete is under 18 years of age).

**Q. 29 Which Removal-from-Sport/Return-to-Sport protocols would apply in circumstances where the sport organizations competing in a sport competition have different protocols?**

The proposed regulation clarifies that where an athlete attends a competition held by another sport organization, the protocols of the sport organization organizing/holding the competition would apply.

**Do you have any comments about the intent of the proposed regulation related to Removal-from-Sport and Return-to-Sport protocols?**

*(insert comments)*

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**If you are a health care practitioner or from the health care sector, do you have any comments (as well as evidence) about any of the role(s) presented within the removal and return-to-sport protocols as proposed in the draft regulation?**

*(insert comments)*

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## 5. Manner of Implementation of Regulation

The government is planning a phased implementation of the Act<sup>2</sup> and regulation. It is proposed that the parts of the Act and associated sections of the regulation related to Concussion Awareness Resources and Concussion Codes of Conduct would come into effect in Spring/Summer 2019. It is proposed that the parts of the Act and associated sections of the regulation related to the Removal-from-Sport and Return-to-Sport Protocols would come into effect in Spring/Summer 2020.

Phasing the Act and regulation would provide sport organizations with additional time to fully comply with the full requirements of the Act and regulation. This phased approach would not preclude sport organizations from implementing all of the provisions of the Act and regulation in Spring/Summer 2019.

Similarly, sections related to Concussion Awareness Resources and Concussion Codes of Conduct in the updated PPM 158 for school boards, school authorities and provincial and demonstration schools are intended to come into effect in Winter 2020 and sections related to the Removal-from-Physical Activity and Return-to-Learning/Physical Activity Protocols are intended to come into effect in Fall 2020. The intention would be to re-issue the fully updated PPM 158 in Fall 2019. This proposed phased approach for the provincially funded elementary and secondary sector would not preclude school boards, school authorities and provincial and demonstration schools from implementing all of the updated sections of PPM158 prior to Fall 2020.

**Do you have any comments about this phased approach?**

*(insert comments)*

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## SECTION B: Proposed Draft Regulation

**Do you have any comments about the proposed draft regulation?**

*(insert comments)*

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<sup>2</sup> Only Section 5 of the Act has been proclaimed into force.