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

AGENDA AND MATERIAL

COMMITTEE OF THE WHOLE MEETING

TUESDAY, FEBRUARY 14, 2017
7:00 P.M.

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

Know, Love, Serve
HYM
ONE FAMILY IN CHRIST
2016-2017

A. ROUTINE MATTERS

1.	Opening Prayer – Trustee Fera	-
2.	Roll Call	-
3.	Approval of the Agenda	-
4.	Declaration of Conflict of Interest	-
5.	Approval of Minutes of the Committee of the Whole Meeting of January 17, 2017	A5
6.	Consent Agenda Items	-
	6.1 Unapproved Minutes of the Policy Committee Meeting of January 31, 2017	A6.1
	6.2 Approval of Assessment, Evaluation, Reporting and Homework Policy (301.10)	A6.2
	6.3 Approval of Student Suspension – Safe Schools Policy (302.6.4)	A6.3
	6.4 Approval of Student Expulsion – Safe Schools Policy (302.6.5)	A6.4
	6.5 Staff Development Department Professional Development Opportunities	A6.5
	6.6 Capital Projects Update	A6.6
	6.7 In Camera Items F1 and F3	-

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1.	The Renewed Math Strategy: Transforming Practice	C1
2.	Elementary and Secondary School Year Calendars: 2017-2018	C2
3.	Initial Staff Report: Monsignor Clancy Catholic and St. Charles Catholic Elementary Schools' Modified Accommodation Review	C3
4.	Committee of the Whole System Priorities and Budget 2016-2017 Update	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 – January 31, 2017 D1.1
   - 1.2 Calendar of Events – February 2017 D1.2
   - 1.3 OCSTA Information – January 6, 13, 20, 27 and February 3, 2017 D1.3
   - 1.4 Bishops Gala – April 1, 2017 D1.4
   - 1.5 OCSTA Annual General Meeting & Conference – April 27-29, 2017 D1.5
   - 1.6 Board Committee Membership 2017 D1.6

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action -

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

TOPIC: **MINUTES OF THE COMMITTEE OF THE WHOLE MEETING OF JANUARY 17, 2017**

RECOMMENDATION

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

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE
COMMITTEE OF THE WHOLE MEETING

TUESDAY, JANUARY 17, 2016

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

The meeting was called to order at 7:10 p.m. by Vice-Chair Burtnik.

A. ROUTINE MATTERS

1. ***Opening Prayer***

Opening Prayer was led by Trustee Burtnik.

2. ***Roll Call***

Chair MacNeil noted that Trustee Charbonneau and Trustee Nieuwesteeg were asked to be excused from the January 17, 2017 Committee of the Whole Meeting.

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

The following staff were in attendance:

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

3. ***Approval of the Agenda***

Moved by Trustee Sicoli

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

CARRIED

4. ***Declaration of Conflict of Interest***

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

5. ***Approval of Minutes of the Committee of the Whole Meeting of December 6, 2016***

Moved by Trustee Vernal

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of December 6, 2016, as presented.

CARRIED

6. ***Consent Agenda Items***

6.1 ***Holy Childhood Walk 2017***

Presented for information.

6.2 ***Staff Development Department Professional Development Opportunities***

Presented for information.

6.3 ***Capital Projects Update***

Presented for information.

6.4 ***In Camera Items F.1 and F.3***

Chair MacNeil requested Item 6.1 be held. This item was moved to Committee and Staff Reports Section C 1a of the agenda.

Moved by Trustee Sicoli

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

Nil

C. COMMITTEE AND STAFF REPORTS

1. ***Saint Michael and Saint Paul Catholic High School Family of Schools Attendance Area Review Committee Report.***

In the absence of Trustee Nieuwesteeg, Chair of the Saint Michael and Saint Paul Catholic Elementary and Secondary Family of Schools Ad Hoc Attendance Area Review Committee, Frank Fera, Trustee and member of the Ad Hoc Committee provided an introduction to the Saint Michael and Saint Paul Catholic High School Family of Schools Attendance Area Review Committee report.

Ted Farrell, Superintendent of Education and Kathy Levinski, Administrator of Facilities Services presented the Saint Michael and Saint Paul Catholic High School Family of Schools Attendance Area Review Committee report.

Superintendent Farrell answered questions of Trustees.

Moved by Trustee Fera

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

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

   East: Commencing on the Niagara River to
   South: Corfield St. (and its projection) to Stanley Ave to the Welland River to
   West: Wilson Cres. (and its projection) to McLeod Rd to Dell Ave (including) (and its projection) to the power transmission lines to Drummond Rd to Culp St. to Franklin Ave (including)
   North: to Lundy's Lane (centreline) to Ferry Ave. (centreline) to the extension of Magdalen St. to the point of commencement on the Niagara River.

   To now be described as

   East: Commencing on the Niagara River to Corfield Street (and its projection) to Stanley Avenue (including), south to the Welland River,
   South: Welland River to the projection of Wilson Crescent,
   West: **Projection of Wilson Crescent north to Oldfield Road, Oldfield Road (including) to point where it meets Dorchester Road,** northeast along power transmission lines, north to projection of Wilson Crescent, north on Wilson Crescent (including) to McLeod Road (centreline) to Dell Avenue (including) and its projection to the power transmission lines to Drummond Road (including) to Culp Street west on Culp Street (including) to Franklin Avenue north on Franklin Avenue (including) to Lundy's Lane
   North: east on Lundy's Lane (centerline) to Ferry Avenue (centerline) and its projection to the point of commencement at Niagara River.

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

East: Commencing on Montrose Road (centreline) at Lundy's Lane (centreline) to
South: McLeod Road (centreline) to
West: Thorold Townline Road (centreline)
North: Lundy's Lane (centreline) to the point of commencement on Montrose Road

To now be described as:

East: **Commencing on Kalar Road at Catalina Street, east on Catalina Street (excluding) to Pitton Road, south on Pitton Road (excluding), to Ethel Street (excluding) to Sherri Avenue (excluding) to Alfred Street (excluding) to Charnwood Avenue, east along Charnwood Avenue (excluding) to south entrance and Montrose Road, Montrose Road to McLeod Road,**
South: McLeod Road (centerline) to Thorold Townline Road,
West: North on Thorold Townline Road (centerline) to Lundy's Lane, west on Lundy's Lane (centerline) to Garner Road, **south on Garner Road (centerline) to Forestview** Boulevard
North: **east on Forestview Boulevard (centerline) to St. Michael Avenue (excluding), north to Angie Drive, east along Angie Drive (excluding) and excluding Mildred Court, to Kalar Road, north on Kalar Road (excluding) to point of commencement at Catalina Street.**

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

East: Commencing on Glenholme Ave. (excluding – and its projection) to Lundy's Lane (centreline) to Franklin Ave (excluding) to Culp St. (excluding) to Drummond Rd (excluding) to the power transmission lines to Dell Ave. (excluding – and its projection) to McLeod (excluding) to Wilson Cres. (excluding – and its projection) to
South: the Welland River to
West: Thorold Townline Road (centreline) to
North: McLeod Road to Montrose to Lundy's Lane (centreline) to the hydro canal to Hwy 420 to the point of commencement on Glenholme Ave

To now be described as:

East: Commencing at Hwy 420 to Glenholme Avenue (excluding and its projection) to Lundy's Lane (centreline) to Franklin Avenue (excluding) to Culp Street (excluding) to Drummond Road (excluding) to the power transmission lines to Dell Avenue (excluding – and its projection) to McLeod Road (excluding) to Wilson Crescent (excluding – and its projection) **to power transmission lines and projection to Dorchester Road where it meets Oldfield Road, east along Oldfield Road (excluding)** to projection of Wilson Crescent, to Welland River
South: Welland River to Thorold Townline Road
West: Thorold Townline Road (centreline) north to McLeod Road (centreline), east to Montrose Road (centreline), **north to Charnwood Avenue, south entrance, west on Charnwood Avenue (including), north on Charnwood Avenue (including) to Alfred Street, west on Alfred Street (including) to Sherri Avenue, north on Sherri Avenue (including) to Ethel Street, west on Ethel Street (including), to Pitton Road, north on Pitton Road (including), to Catalina Street, west on Catalina Street (including) to**

Kalar Road, south on Kalar Road to Angie Drive (including) and including Mildred Court, to St. Michael Avenue (including), south to Forestview Blvd. (centreline) west to Garner Road (centreline), north on Garner Road (centreline) to Kalar Road (including)
North: East from Kalar Road on Lundy's Lane (centreline) to the hydro canal to point of commencement at Hwy 420.

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

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

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

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

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

CARRIED

(a) Consent Agenda Item A6.1

Chair MacNeil highlighted the achievement of the Holy Childhood Walk.

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

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

Director Crocco and Senior Administrative Council answered questions of Trustees.

2. *Design of System Priorities and Budget 2017-2018 Consultation and Collaboration Schedule*

Director Crocco presented the Design of System Priorities and Budget 2017-2018 Consultation and Collaboration Schedule report.

Moved by Trustee Fera

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

CARRIED

3. *Monthly Updates*

3.1 *Student Trustees' Update*

Kira Petriello and Nico Tripodi, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

3.2 *Senior Staff Good News Update*

Senior Staff highlights included:

Superintendent Lefebve

- On December 5, 2016 Deputy Minister of Education, Bruce Rodrigues along with Cathy Montreuil, ADM, attended a two hour presentation on effective mathematics strategies implemented at Saint Michael Catholic High School. The Provincial review of secondary schools and successes in Grade 9 applied mathematics recognized six high schools in Ontario as having sustained improvement in Grade 9 applied math. Two of those schools are Niagara Catholic secondary schools.

Director Crocco

- Father Tony Ricard, along with 40 high school students from New Orleans will be in Niagara following the Underground Railroad and, on Thursday, January 19, 2017 at 9:15 a.m., they will be spending time with students at Saint Michael Catholic High School. Director Crocco extended an invitation to Trustees to attend.

D. INFORMATION

1. *Trustee Information*

1.1 *Spotlight on Niagara Catholic – December 20, 2016*

Director Crocco highlighted the Spotlight on Niagara Catholic – December 20, 2016 issue for Trustees information.

1.2 *Calendar of Events – January 2017*

Director Crocco presented the January 2017 Calendar of Events for Trustees information.

Director Crocco extended an invitation to Trustees for the Annual Baby Day being held on January 18, 2017 at the Catholic Education Centre.

1.3 *Draft School Year Calendar 2017-2018*

Director Crocco presented the Draft School Year Calendar 2017-2018 for Trustee information.

Director Crocco announced that as per the revised Access to Board Premises Policy approved at the December Board meeting authorized Board access cards are available for Trustees and Student Trustees. Trustees who wish to receive an access card are asked to contact Scott Whitwell, Controller of Facilities Services.

E. OTHER BUSINESS

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

1.1 Director Crocco noted discussions continue on the design of the 2017-2018 System Priorities and Budget.

1.2 The second major component of the Boards Long Term Accommodation Plan 2016-2020 is to conduct an Accommodations Review of our two elementary schools in Thorold with a report on a recommended process for consideration at the February Committee of the Whole meeting.

1.3 Senior staff is currently in the process of conducting the System Priorities Mid-Year Achievement Report 2015-2016 and will be presenting at the January Board meeting as scheduled.

F. BUSINESS IN CAMERA

Moved by Trustee MacNeil
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 8:51 p.m. and reconvened at 10:40 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee MacNeil
THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of January 17, 2017.
CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Fera
THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on December 6, 2016, as presented.
CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Fera
THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on December 6, 2016, as presented.
CARRIED (Item F3)

Moved by Trustee Sicoli

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F5.2.2 of the In Camera Agenda.

CARRIED (Item F5.2.2)

H. ADJOURNMENT

Moved by Trustee Vernal

THAT the January 17, 2017 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 10:41 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **January 17, 2017.**

Approved on **February 14, 2017**.

_____	_____
Kathy Burtnik	John Crocco
Vice-Chair of the Board	Director of Education/Secretary -Treasurer

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

TOPIC: **UNAPPROVED MINUTES OF THE POLICY COMMITTEE MEETING OF JANUARY 31, 2017**

RECOMMENDATION

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

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE
POLICY COMMITTEE MEETING

TUESDAY, JANUARY 31, 2017

Minutes of the Policy Committee Meeting held on Tuesday, January 31, 2017 at 5:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 5:00 p.m. by Policy Committee Member Trustee Sicoli for Pat Vernal, Chair of the Policy Committee.

1. ***Opening Prayer***

The meeting was opened with a prayer by Trustee Burtnik

2. ***Attendance***

Moved by Trustee Burtnik

THAT the Policy Committee excuse Trustee Vernal from attending the Policy Meeting of January 31, 2017.

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

Student Trustees:

Kira Petriello

Staff:

John Crocco, Director of Education
Yolanda Baldasaro, Superintendent of Education
Frank Iannantuono, Superintendent of Education/Human Resources
Lee Ann Forsyth-Sells, Superintendent of Education

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

3. ***Approval of Agenda***

Moved by Trustee Burtnik
THAT the January 31, 2017, Policy Committee Agenda be approved, as presented.
APPROVED

4. ***Declaration of Conflict of Interest***

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

5. ***Minutes of the Policy Committee Meeting of November 22, 2016***

Moved by Trustee Burtnik
THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 22, 2016, as presented.
APPROVED

6. ***Policies***

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO FEBRUARY 14, 2017 COMMITTEE OF THE WHOLE MEETING

6.1 ***Accessibility Standards Policy (800.8)***

Yolanda Baldasaro, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Accessibility Standards Policy (800.8) following the vetting process.

Following discussion, the Policy Committee recommended the Accessibility Standards Policy be referred back to staff and brought back to the February 2017 Policy Committee Meeting.

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

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Assessment, Evaluation, Reporting and Homework Policy (301.10) following the vetting process.

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

POLICY STATEMENT

- Page 1 last paragraph to include *"the Kindergarten program expectations and the curricular expectations for Grades 1 to 12"*

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the February 14, 2017 Committee of the Whole Meeting to approve the revisions to the Assessment, Evaluation, Reporting and Homework Policy (301.10), as amended.

APPROVED

6.3 ***Student Suspension – Safe Schools Policy (302.6.4)***

Superintendent Forsyth-Sells, presented feedback received from the vetting process and highlighted amendments to the Student Suspension – Safe Schools Policy (302.6.4) 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 Burtnik

THAT the Policy Committee recommend to the February 14, 2017 Committee of the Whole Meeting to approve the revisions to the Student Suspension – Safe Schools Policy (302.6.4), as presented.

APPROVED

6.4 ***Student Expulsion – Safe Schools Policy (302.6.5)***

Superintendent Forsyth-Sells, presented feedback received from the vetting process and highlighted amendments to the Student Expulsion – Safe Schools Policy (302.6.5) 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 Burtnik

THAT the Policy Committee recommend to the February 14, 2017 Committee of the Whole Meeting to approve the revisions to the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

APPROVED

6.5 ***Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2)***

Frank Iannantuono, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Catholic Leadership; Principal & Vice-Principal Selection Policy (202.2) following the vetting process.

Following discussion, the Policy Committee recommended the Catholic Leadership: Principal & Vice-Principal Selection Policy be referred back to staff and brought back to the February 2017 Policy Committee Meeting.

POLICIES - PRIOR TO VETTING

6.6 ***Trustee Honorarium Policy (100.11)***

John Crocco, Director of Education, presented the Trustee Honorarium Policy (100.11).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Paragraph 5 – change "*annual December Board Meeting"* to "*annual Organizational Meeting of the Board"*.

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Trustee Honorarium Policy, be vetted from February 1, 2017 to March 9, 2017 with a recommended deadline for presentation to the Policy Committee in March, 2017, for consideration to the Committee of the Whole and Board in April, 2017.

INFORMATION

6.7 ***Policies Currently Being Vetted to February 15, 2017***

- Catholic School Councils Policy (800.1)

6.8 ***Policy and Guideline Review 2016-2017 Schedule***

Director Crocco presented the Policy and Guideline Review 2017-2017 Schedule.

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

February 28, 2017 – Start time to be determined and posted on the Board website and agenda cover sheet.

8. ***Adjournment***

The meeting adjourned at 6:48 p.m.

A6.2

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 14, 2017

PUBLIC SESSION

TITLE: **ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY NO. 301.10**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Assessment, Evaluation, Reporting and Homework Policy No. 301.10, as presented.

Prepared by:	Lee Ann Forsyth-Sells, Superintendent of Education
Presented by:	Policy Committee
Recommended by:	Policy Committee
Date:	February 14, 2017

Niagara Catholic District School Board

ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY

STATEMENT OF POLICY

300 – Schools/Students **Policy No 301.10**

Adopted Date: June 14, 2011 Latest Reviewed/Revised Date: May 28, 2013

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

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

- are fair, transparent, and equitable for all students;
- ~~support all students;~~
- are carefully planned to relate to the curriculum expectations and learning goals, the Ontario Catholic School Graduate Expectations, and, as much as possible, to the interests, learning styles and preferences, needs and experiences of each student so that all students can become self-directed, responsible, lifelong learners;
- are communicated clearly to students and parents/guardians at the beginning of the school year/course and at other appropriate points throughout the school year/course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set ~~of~~ specific goals, and plan next steps for their learning; and
- support students in developing the qualities and characteristics defined by the Ontario Catholic School Graduate Expectations. ~~*(Growing Success p.6)*~~

~~To ensure student success in assessment, evaluation, and reporting, practices will be rooted in the Ontario Catholic School Graduate Expectations so that all students can become self-directed, responsible, lifelong learners. The Board promotes a family-friendly homework approach to support the achievement of all students.~~

Principals, Vice-Principals, ~~teachers~~ educators, Board staff and parents/guardians share a collective responsibility and accountability for improving student achievement. ~~As a result of this collective responsibility,~~ All staff is responsible to gather, record, and share ~~provide as required by Principals,~~ evidence ~~to support~~ of assessment, evaluation and reporting information for each ~~regarding~~ student ~~achievement~~ as required by Principals. This information is based on curricular expectations, performance standards, and instruction, assessment and evaluation practices informed by the professional judgement of the educator to support improvement in learning, the achievement of Kindergarten to Grade 12 expectations, and Learning and Work Habits for students in Grades 1 to 12. ~~This information is used to guide students in focusing their learning efforts, setting and monitoring goals, and determining next steps in learning.~~

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

~~Assessment, evaluation and reporting in all Catholic schools in the Niagara Catholic District School Board will be based on the current "*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*" document as mandated by the Ministry of Education.~~

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

References

- ***Education Statues and Regulations of Ontario 2013 Edition: Operation of Schools-General R.R.O. 1990 Regulation 298***
- **Ministry of Education.** ***Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010***
- ***Ministry of Education, Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12***
- ***Ministry of Education Policy/Program Memorandum No. 155, "Diagnostic Assessment in Support of Student Learning" January 7, 2013***
- ***Ontario Catholic School Graduate Expectations: Institute for Catholic Education: Second Edition 2011***
- Ministry of Education, Achieving Excellence, A Renewed Vision for Education in Ontario, 2014
- *Ministry of Education, Equity and Inclusive Education Strategy, 2009*
- *Ministry of Education, The Individual Education Plan (IEP), A Resource Guide 2004*
- *Ministry of Education, The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools 2016*
- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016*

Niagara Catholic District School Board

ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students **Policy No 301.10**

Adopted Date: June 14, 2011 Latest Reviewed/Revised Date: May 28, 2013

DEFINITIONS ~~ASSESSMENT "for", "as" "of" Learning~~

Assessment

Assessment is the process of gathering information, from observations, conversations and student products ~~through a variety of means that includinge, but are not limited to formal/informal conversations, observations, discussions, questioning, conferences, learning tasks, or projects and student products~~ to demonstrate ~~that accurately reflects~~ how well a student is achieving the curriculum expectations and to improve student learning from Kindergarten to Grade 12 ~~in a subject or course~~.

Assessment for Learning

Assessment " for" Learning is ~~T~~the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by ~~teachers~~ educators to provide feedback and adjust instruction and by students to focus their learning. ~~Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002, in *Growing Success*, p. 144)~~

Assessment as Learning

Assessment "as" Learning is the process that ~~of developing and supporting student metacognition students being are~~ actively engages~~d~~ students in the~~is~~ assessment process to~~:~~ ~~that is, they~~ monitor~~ing~~ their own learning; usinge ~~assessment~~ feedback from ~~teachers~~ educators, self, and peers to determine next steps~~;~~ and set~~ting~~ ~~individual learning~~ goals for learning. ~~Assessment as learning requires students to have a clear understanding of learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41, in *Growing Success*, pp. 143–144)~~

Assessment of Learning

Assessment " of " Learning is the process of collecting and interpreting evidence of student learning for the purpose of summarizing learning at or near the end of a period of learning. ~~a given point in time.~~ ~~Teachers~~ Educators will use ~~to make~~ professional judgement ~~s~~ to indicate ~~about~~ the quality of student learning ~~on the~~ basi~~s~~ed on ~~of~~ established ~~learning goals and~~ success criteria, in order ~~and~~ to assign a value, mark or grade to represent that quality. The~~is~~ information ~~gathered may should be~~ is used to communicate the student's achievement to parents/guardians, ~~other teachers, and~~ students, Principals/Vice-Principals and other educators. ~~themselves, and others. It occurs at or near the end of a cycle of learning. (*Growing Success*, p. 144)~~

Cheating and Plagiarism

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

- Copying from another student or making information available to another student for the purpose of copying during a test/ examination/ quiz or for individual/ group assignments;
- Failing to follow instructions of the presiding teacher during an examination;

- Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else;
- Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

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

- Submitting an essay/ assignment written by someone else e.g. buying an essay online, downloading an essay from a free website, having someone else complete one's assignment or copying or using work done by another student (including homework);
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of the material, including books, magazines or print from all electronic sources (videos, podcasts, etc.);
- Not providing quotation marks for direct quotations – even if sources have been cited.

~~***Special Education and English Language Learners* (*ELL*)**~~

~~For students with special education needs and English language learners who may require accommodation but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations outlined in the student's Individual Education Plan (IEP). (*Growing Success*, p. 38)~~

~~***Professional Judgement***~~

~~Professional judgement is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment. It is a process whereby the data generated from student achievement are analysed and interpreted using the assessment, evaluation and reporting principles from "*Growing Success*" to make an informed decision about student achievement.~~

ASSESSMENT PRACTICES FOR EVALUATION OF STUDENT ACHIEVEMENT

To support effective assessment practices in the evaluation of student learning ~~achievement~~, and recognizing that the evaluation of student learning supports the determination of report card grades or marks and comments, and ~~achievement determination of a report card grade (Grades 1 to 12)~~ is the responsibility of the teacher, informed by professional judgement, the teacher in consultation with the Principal, ~~staff~~ will:

- collect and share ~~over time,~~ evidence of student learning and achievement over time, from ~~a minimum of three different~~ multiple sources that include *observations*, *conversations*, ~~(qualitative)~~ and *student products* ~~(quantitative)~~ ~~(e.g., tests/exams, demonstrations, projects, essays etc.);~~
- ensure that student self-assessment and/or peer-assessment is not used as a grade or mark; ~~are not included in the evaluation of student learning;~~
- consider all of the evidence ~~for all assessments assignments, tests, and examinations and other evidence~~ of student work, including observations, conversations and student products, that a student has completed or submitted along with, ~~the number of assessments assignments, tests and examinations and other~~ the evidence of student work that ~~were~~ was not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject or course;
- ensure that the report card information ~~grade~~ represents a student's achievement of overall curricular ~~um~~ expectations and ~~should reflect~~ the student's most consistent level of achievement, with special consideration given to more recent evidence; ~~and~~
- ~~ensure that both mathematical calculations and professional judgement will inform the determination of report card grades;~~
- ~~***Special Education and English Language Learners* (*ELL*)~~

- ensure that ~~F~~for students with special education needs and English language learners, who may require accommodation, but who do not require modified expectations, evaluation of achievement be based on the appropriate subject/grade/course curricular~~um~~ expectations; and that
- ~~F~~ for students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations outlined in the student's Individual Education Plan (IEP). ~~(*Growing Success*, p. 38)~~

ACADEMIC INTEGRITY

It is the responsibility of students to practice academic integrity in all aspects of their school work so that the marks they receive are a true reflection of their own achievement. Students must understand that ~~the tests/exams~~ assessments ~~they~~ completed and ~~the~~ assignments ~~they~~ submitted for evaluation must be their own work and that cheating and plagiarism will have consequences. ~~not be condoned. (*Growing Success*, p. 42)~~

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

~~***Assignments for Evaluation***~~

~~An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays.) To ensure equity for all students, assignments for evaluation and tests or exams should be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class. (*Growing Success*, p. 144)~~

~~***Cheating***~~

~~Cheating is the deliberate use, the attempted use, or the giving of unauthorized assistance, material, or study aids in any academic work. Examples of cheating include, but are not limited to, using a cheat sheet, altering a graded assessment, knowingly allowing another student to use one's test responses, and other forms as determined by the classroom teacher.~~

~~***Plagiarism***~~

~~Plagiarism is defined as, the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, p. 151)~~

~~Examples of plagiarism include, but are not limited to, not citing work, copying and pasting information from an electronic source without citations, and submitting work as the student's original work.~~

Prevention of Cheating and Plagiarism

~~In an attempt to prevent instances of cheating and plagiarism, and to develop students' research and literacy skills,~~ It is expected that school staff will develop and implement strategies to eliminate the incidents ~~ce~~ of cheating and plagiarism and will integrate these strategies into instruction in an atmosphere of trust and support.

~~***Detection and***~~ ***Reporting of Cheating and Plagiarism***

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

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

These methods may include; but are not limited to:

- teacher monitoring based on professional judgement and knowledge of an individual student's work, writing style etc.;
- conducting internet searches to identify possible sources of student work;
- collaboration between teachers, library technicians, Principals and Vice-Principals in tracing questionable information; and
- ~~the~~ use of third party plagiarism tracking software (if available).

Consequences for Cheating and Plagiarism

~~Students must understand that the tests and examinations they complete and the assignments they submit for evaluation must be their own work.~~

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

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

For students in grades 9 to 12, if a student is found to have intentionally cheated and/or plagiarized on a mid-term examination, or final examination, or any other assignment that is part of the thirty (30) per cent of the grade for final evaluation, ~~Final Culminating Task~~, the student will receive a mark of "0" on the~~se~~ evaluation ~~assessments~~ and ~~there will be no~~ an opportunity to ~~for a~~ rewrite will not be provided.

LATE AND MISSED ASSIGNMENTS

~~It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. (*Growing Success*, p. 43)~~

Effective Preventative Measures

Students must understand that there will be consequences for ~~not~~ incomplete ~~ing~~ assignments and/or for ~~evaluation or for~~ submitting ~~those~~ late assignments ~~late~~. ~~(*Growing Success*, p. 43)~~

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. ~~(*Growing Success*, p. 43)~~

These strategies may include; but are not limited to:

- asking the student to clarify the reason for not completing the assignment on time;
- helping students develop better time-management skills and work habits;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class/subject;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication through a variety of means with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;
- in secondary schools referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using guidance counselors, child and youth workers, chaplains and/or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;

- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services in cooperation with special education staff;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories and context of each student, their parents/guardians and their previous experiences within the school system; and/or
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so; and deducting marks for late assignments, up to and including the full value of the assignment. ~~(*Growing Success*, p. 43)~~

MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS

~~Therefore,~~ When effective preventative strategies have been implemented by the teacher to prevent and/or address late and/or missed assignments, a teacher may, in consultation with the student, parents/guardians and, Principals/Vice-Principals ~~may~~ deduct marks for late and/or missed assignments. ~~For mark deduction,~~ Teachers and Principals/Vice-Principals should ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement. ~~(*Growing Success*, p. 44)~~

~~Therefore, when effective preventative strategies have been implemented by the teacher to prevent and/or address late and missed assignments, a teacher may, in consultation with the student, parents/guardians and, Principals/Vice-Principals may deduct marks for late and/or missed assignments.~~

Grades 1 to 8

- In Grades 1 to 8 late and/or missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. ~~(*Growing Success*, p. 44)~~

Grades 9 to 12

- In Grades 9 to 10, late and/or missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.
- For Grades 9 and 10, mark deduction will be limited to two (2) per cent per day to a maximum of ten (10) per cent total deduction ~~in~~ according to the professional judgement of the teacher.
- For Grades 11 and 12, mark deduction will be limited to three (3) per cent per day to a maximum of fifteen (15) per cent ~~in~~ according to the professional judgement of the teacher.
- The expectation is that students will use their non-class time to complete late and missed assignments.
- Until an assignment has been submitted, the code "I" may be used in a mark book to indicate that an assignment is late or missed.

REPORTING ON STUDENT ACHIEVEMENT: KINDERGARTEN TO GRADE 12

~~Assignments for Evaluation~~

~~Evaluating entails the judging and interpreting of evidence of learning by the teacher in relation to the achievement of the curriculum expectations from Kindergarten to Grade 12.~~

Kindergarten

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

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

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

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

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

Grades 1 to 12
Student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum using letter grades for Grades 1 to 6 and percentage marks for Grades 7 to 12. ~~(*Growing Success*, p. 40)~~

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

- seventy (70) per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement;
- thirty (30) per cent of the grade will be based on a final evaluation administered at or toward the end of the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content as determined by the teacher following the guidelines for the subject area.
- ~~The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (*Growing Success*, p. 41~~

DETERMINING THE LOWER LIMIT OF MARKS BELOW 50 PER CENT

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

Grades 1 to 8
Teachers will use the code *"R"* (remediation required) to indicate when student achievement has fallen below level 1. *"R"* signals that additional learning is required before the student begins to achieve success in meeting the curricular ~~subject~~ expectations. Through consultation with parents/guardians, strategies to address the student's specific learning needs will be developed in order to support the student.

Grades 9 to 12
~~For Grades 9 to 12, t~~Teachers will ~~use~~ assign a percentage mark on report cards to indicate achievement below fifty (50) per cent, ranging from thirty (30) to forty-five (45) per cent, in the professional judgement of the teacher.

- For mid-term report cards a mark below thirty (30) per cent will not be recorded.
- For final report cards the actual final mark earned by the student will be recorded. ~~with no~~ A mark~~s issued~~ between forty-six (46) and forty-nine (49) per cent will not be issued.

Students with Individual Education Plans and English Language Learners

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

THE MEANING AND USE OF "I" – GRADES 1 TO 10

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

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

For the report card, teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the student. ~~For example~~, T~~t~~eachers may find it appropriate to use "I" when evidence of a student's achievement is insufficient ~~because the student has enrolled in the school very recently or because there were issues~~ or there are extenuating circumstances beyond the student's control. ~~such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.~~

In Grades 9 and 10, a student who receives an "I" on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an "I" on their final report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program. (~~*Growing Success*, p. 42~~)

~~MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS~~

RELOCATED UNDER LATE AND MISSED ASSIGNMENTS

~~For mark deduction, teachers and Principals/Vice-Principals should ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement. (*Growing Success*, p. 44)~~

~~Therefore, when preventative strategies have been implemented a teacher may, in consultation with the student, parents/guardians and, Principals/Vice-Principals may deduct marks for late and/or missed assignments.~~

~~Grades 1 to 8~~

- ~~In Grades 1 to 8 late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. (*Growing Success*, p. 44)~~

~~Grades 9 to 12~~

- ~~In Grades 9 to 10, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.~~
- ~~For Grades 9 and 10, mark deduction will be limited to 2 per cent per day to a maximum of 10 per cent total deduction in the professional judgement of the teacher.~~
- ~~For Grades 11 and 12 mark deduction will be limited to 3 per cent per day to a maximum of 15 per cent in the professional judgement of the teacher.~~
- ~~The expectation is that students will use their non-class time to complete late and missed assignments.~~

- ~~Until an assignment has been submitted, the code "I" may be used in a mark book to indicate that an assignment is late or missed.~~

~~HOMEWORK~~

~~The Niagara Catholic District School Board promotes a family-friendly homework approach that aligns with the definition of homework from *Growing Success*, "Work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class. (*Growing Success*, p. 148) Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Homework, does not include assignments for evaluation which include, but are not limited to: Science Fair Projects, Heritage Fair, and speeches that should be completed whenever possible under the supervision of the teacher.~~

FAMILY-FRIENDLY HOMEWORK

The Niagara Catholic District School Board promotes a family-friendly approach to homework that supports the work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class. ~~Students will not be assigned H~~omework ~~for completion will not be assigned during Statutory/Board holidays/ Professional Activity Days/sacramental or school events as per the Board's school year calendar.~~

~~Students will not be given an assignment for completion prior to Statutory/Board holidays or Professional Activity Days, where it is expected that the assignment is to be submitted for evaluation within three (3) school days following Statutory/Board holidays or Professional Activity Days as per the Board's school year calendar~~.

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

A6.3

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 14, 2017

PUBLIC SESSION

TITLE: **STUDENT SUSPENSION POLICY NO. 302.6.4**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Suspension Policy No. 302.6.4, as presented.

Prepared by:	Lee Ann Forsyth-Sells, Superintendent of Education
Presented by:	Policy Committee
Recommended by:	Policy Committee
Date:	February 14, 2017

Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

STATEMENT OF POLICY

300 – Schools/Students **Policy No 302.6.4**

Adopted Date: June 26, 2001	Latest Reviewed/Revised Date: May 26, 2015

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

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

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

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

References

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

Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students **Policy No 302.6.4**

Adopted Date: June 26, 2001 Latest Reviewed/Revised Date: May 26, 2015

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

ACTIVITIES LEADING TO POSSIBLE SUSPENSION

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

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

ACTIVITIES LEADING TO SUSPENSION

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

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

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

VIOLENT INCIDENT

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

The term violent incident is defined as the occurrence of any one of the following, or the occurrence ~~s~~ of a combination of any of the following ~~are considered as violent incidents~~:

- possessing a weapon, including possessing a firearm
- ~~threats of serious physical injury~~
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery ~~and extortion~~
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated ~~violence~~ occurrences
- ~~vandalism causing extensive damage to Board property or property located on Board property~~

MITIGATING AND OTHER FACTORS

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

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

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

iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct.

10. other matters as the Principal considers appropriate.

CONFIRMATION OF SUSPENSION

When a student has been suspended, a Principal will:

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

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

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

The written notice of the suspension must include the following:

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

PRINCIPAL DETERMINATION OF NOTIFICATION

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

SCHOOL WORK

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

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

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

Where a Principal suspends a student for six (6) or more school days, the Principal will inform the student's parent/guardian and student or adult student about the Niagara Catholic Alternative Learning Fresh Start

Program for suspended students. Students who have been suspended for six (6) or more school days are strongly encouraged to participate in the Niagara Catholic Fresh Start Program.

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

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

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

This alternative program will strive to:

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

RE-ENTRY

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

APPEAL OF SUSPENSION

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

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

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

REVIEW OF SUSPENSION

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

1. advise the school Principal of the appeal and set a meeting date to review the appeal;

2. advise the student's parent/guardian or adult student that a review of the suspension will take place and will discuss any matter respecting the incident and/or appeal of the suspension;
3. hear and determine the appeal within fifteen (15) school days of receiving notice of intention to appeal, unless the parties agree on a later deadline;
4. review the suspension (reason, duration, any mitigating or other factors);
5. consult with the Principal regarding modification or expunging the suspension;
6. request a meeting with the student's parent/guardian or adult student and the Principal to narrow the issues and try to effect a settlement;
7. provide written notice of the review decision to the student's parent/guardian or adult student as follows:
    i. Confirm the suspension and the duration of the suspension.
    ii. Confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly.
    iii. Quash the suspension and order that the record of suspension be expunged, even if the suspension that is under appeal has already been served.
    iv. The decision of the Board on an appeal under this section is final.

APPEAL TO THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

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

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

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

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

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

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

SUSPENSION APPEAL BEFORE THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

The Disciplinary Hearing Committee will conduct the suspension appeals in accordance with the ***Suspension/Expulsion Hearing Rules,*** the Education Act and Board Policy:

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

REVIEW OF THE SUSPENSION PROCESS

It is expected that the Family of Schools' Superintendent will review the suspension statistics of each ~~of his/her~~ school~~s~~ with the Principal ~~of each school~~ on an annual ~~yearly~~ basis.

A6.4

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 14, 2017

PUBLIC SESSION

TITLE: **STUDENT EXPULSION POLICY NO. 302.6.5**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Student Expulsion Policy No. 302.6.5, as presented.

Prepared by:	Lee Ann Forsyth-Sells, Superintendent of Education
Presented by:	Policy Committee
Recommended by:	Policy Committee
Date:	February 14, 2017

Niagara Catholic District School Board

STUDENT EXPULSION POLICY

STATEMENT OF POLICY

300 – Schools/Students **Policy No 302.6.5**

Adopted Date: June 26, 2001	Latest Reviewed/Revised Date: May 26, 2015

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

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

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

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

References

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

Niagara Catholic District School Board

STUDENT EXPULSION POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students **Policy No 302.6.5**

Adopted Date: June 26, 2001 Latest Reviewed/Revised Date: May 26, 2015

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

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

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

VIOLENT INCIDENT

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

The term violent incident is defined as the occurrence of any one of the following, or the occurrence ~~s~~ of a combination of any of the following ~~are considered as violent incidents~~:

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

- extortion
- hate and/or bias-motivated ~~violence~~ occurrences
- ~~vandalism causing extensive damage to Board property or property located on Board property~~

MITIGATING AND OTHER FACTORS

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

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

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

SUSPENSION PENDING RECOMMENDATION FOR EXPULSION

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

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

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

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

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

of the program, the Principal of the Pope Francis Centre, or designate, will determine admittance into the program.

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

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

This alternative program will strive to:

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

EXPULSION NOT RECOMMENDED

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

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

EXPULSION RECOMMENDED TO THE BOARD

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

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

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

ii. the type of program for expelled students that might benefit the student, if the student is expelled from all schools of the Board.

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

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

SUPERINTENDENT OF EDUCATION: RESOURCE TO THE DISCIPLINE HEARING COMMITTEE

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

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

DISCIPLINARY HEARING COMMITTEE

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

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

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

Parties before the Disciplinary Hearing Committee will be:

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

DECISION OF THE DISCIPLINARY HEARING COMMITTEE

Upon completion of the hearing, the Committee shall decide:

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

APPEAL OF BOARD DECISION TO EXPEL

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

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

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

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

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

1. Within sixty (60) days of the Board's decision to expel the student. This date should be referenced in the letter of appeal.

2. The sixty (60) days must be extended if the Child and Family Services Review Board believes there are reasonable grounds. The expulsion appeal hearing must convene within thirty (30) days of receiving a request to appeal the Board's expulsion decision.

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

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

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

The Child and Family Services Review Board must make its decision, including the reasons for the decision, within ten (10) days of the completion of the expulsion hearing.

RE-ENTRY FOLLOWING AN EXPULSION

1. A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once the student has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The Board shall re-admit the student and inform the student in writing of the re-admission.

2. A student who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which the student was expelled.
    i. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
    ii. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;
    iii. The student will be required to sign a Declaration of Performance form provided by the Board; and
    iv. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

A6.5

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 14, 2017

PUBLIC SESSION

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

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

Prepared by:	Frank Iannantuono, Superintendent of Education Anthony Corapi, Coordinator of Staff Development
Presented by:	Frank Iannantuono, Superintendent of Education
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	February 14, 2017

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

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

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 February 14, 2017 through March 7, 2017.

Thursday, February 9, 2017 and Tuesday, February 28, 2017
Grade 9 Applied Math Learning Sessions (Catholic Education Centre)

- A series of learning sessions will be offered to continue the work in support of the provincial Renewed Mathematics Strategy and knowing and supporting our learners.
- **Session #1 Focus:**
  - Familiarize ourselves with the diagnostic assessment tools.
  - Plan for implementation and use of tools as assessment *for* learning.
  - Use evidence to inform instruction.
- **Session #2 Focus**
  - Use evidence to understand our learners.
  - Contribute to student/class profiles.
  - Plan for instruction based on evidence.

Wednesday, February 15, 2017
Gap Closing in Literacy (Catholic Education Centre) – Session #1 of 4

- As part of the Ministry of Education's ongoing commitment to supporting literacy achievement, special funding has been allocated to support **Gap Closing in Literacy** in Grades 7-12**.** This initiative will aim to foster more precise and targeted reading instruction in applied level courses within specific subject areas (2017 Dates: February 15, March 9, April 18 and May 18).
- The work will focus on using assessment to better inform our decision making around next steps for reading instruction, and learning about how technology and specific ministry resources, such as, the *Adolescent Literacy Guide*, can help support student learning. The learning will be approached with an understanding that the literacy challenges students encounter will be different in each discipline and will need to be differentiated accordingly.

Wednesday, February 15, 2017

Understanding needs of Deaf and Hard of Hearing Students Workshop – Secondary (Catholic Education Centre)

- Educational Resource Teachers (ERT's) and regular Classroom Teachers, who will be working with deaf or hard of hearing students in their schools during the second semester, are invited to attend the morning workshop from 8:30a.m. – 11:00a.m. on Wednesday, February 15, 2017 being held in the Father Burns csc Board Room at the Catholic Education Centre.
- Ron Foster, Resource Services-Outreach Programs Provincial Schools, together with a Niagara Catholic team of Teachers of the Deaf and Hard of Hearing will be presenting on: hearing loss / the audiogram FM systems in the classroom, academic and social implications of a student's hearing loss in the classroom, and strategies and accommodations that are necessary to meet the needs of students who are deaf or hard of hearing.

Friday, February 17, 2017

Professional Activity Day – Elementary & Secondary

- The primary venue for all elementary and secondary school staff is their home school, except for colleagues who will be identified as having to attend specific training. The day in both the elementary and secondary panels will focus on the Mathematics. All staff are required to participate in the school-based training sessions or other training as designated by the immediate supervisor on February 17. See specific employee group activities below.
- **Professional Development Topics for Elementary Panel**
  - Mathematical Mindsets Resources for Educators.
  - Early Mathematics Learning.
  - Developing Number and Operational Sense.
  - Assessment.
  - Financial Literacy.
  - Fractions.
  - Supporting the Needs of ALL Learners.
  - Home connections.
  - Développer la communication et le calcul mental dans une classe d'immersion française.
  - Links to a series of 90-minute archived webinars from the OTF (includes: Coding and Computational Thinking, financial literacy, Math for English Language Learners, Proportional Reasoning and Fractional Thinking, Problem Solving, Math in Play, Number Sense and Numeration, Nurturing Quality Thinking, Assessment through Observations and Conversations).
- **Professional Development Topics for Secondary Panel**
  - Knowing your learner: How do we help students meet their potential?
  - Making connections and reinforcing how we can develop literate and numerate citizens who embody the Catholic Graduate Expectations.
  - Determining where we see opportunities to make connections to mathematical thinking and habits of mind in all subject areas.
- **Library Technicians**
  - All Library Technicians will attend a full-day session at Heartland Forest (8215 Heartland Forest Road, Niagara Falls) in the Forestview Wing of the Nature Centre from 9:00 am (prompt) until 3:00 pm (includes working lunch on premises, provided).
  - Library Technicians, will experience a professional development workshop on the Truth and Reconciliation Commission Report. Through this experience, LTs will gain knowledge and understanding of Indigenous culture and history furthering the reconciliation effort in our communities.
- **Guidance Counsellors, Cooperative Education and Technological Education Teachers**
  - These teachers will report to the Niagara Launch Centre- (former Target Store, Seaway Mall - Welland) to participate in an Employer Exploration Day.

- Teachers have been pre-assigned to various companies/business throughout the region where they will tour and learn about what they do and the required skill sets that are needed. This activity is to educate and create an awareness for our teachers so they can better prepare our students and align the student learning with the employer needs.

- **Secondary Religion Teachers**
  - Secondary Religion departments will participate in a shared PowerPoint and Guiding Placemat in the afternoon from 12:30 p.m. – 2:30 p.m. to better understand the front matter of the revised document from the Institute for Catholic Education (ICE) and begin to understand the changes within the Religion curriculum. The session will be led by Religion Chairs who will be briefed on the materials in their upcoming council meeting. All materials needed for the session will be shared through a google drive link. Further discussions and planning for the rollout will continue in both Secondary RE Chair Council and in RE department meetings throughout Semester 2.

- **Child and Youth Workers**
  - All Child and Youth Workers (CYW) will attend a full-day training session at the Catholic Education Centre (Father Kenneth csc Burns Board Room) from 8:30 a.m. to 3:00 p.m.
- **Secondary School Secretaries**
  - Secretaries will attend either a morning (8:00–11:00) or afternoon (12:00-3:00) safeTALK training session at Denis Morris Catholic High School - Room # 221.

Thursday, March 2, 2017

New Teacher Induction Program – safeTALK and Mental Health

- Protégés and mentors will participate in a morning safeTALK training session and Mental Health presentation on the afternoon of March 2.

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

Prepared by:	Frank Iannantuono, Superintendent of Education Anthony Corapi, Coordinator of Staff Development
Presented by:	Frank Iannantuono, Superintendent of Education
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	February 14, 2017

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 14, 2017

PUBLIC SESSION

TITLE: **CAPITAL PROJECTS PROGRESS REPORT UPDATE**

The Capital Projects Progress Report Update is presented for information.

Prepared by:	Scott Whitwell, Controller of Facilities Services
Presented by:	Scott Whitwell, Controller of Facilities Services
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	February 14, 2017

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

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

CAPITAL PROJECTS PROGRESS REPORT UPDATE

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

NEW BUILD		
	Appendix A	St. Martin Catholic Elementary School
ADDITIONS		
	Appendix B	Our Lady of Fatima (G) Catholic Elementary School

The Capital Projects Progress Report Update is presented for information.

Prepared by:	Scott Whitwell, Controller of Facilities Services
Presented by:	Scott Whitwell, Controller of Facilities Services
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	February 14, 2017

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 14, 2017

APPENDIX A

ST. MARTIN CATHOLIC ELEMENTARY SCHOOL

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

Current Status: Storm sewer work is complete. Water service installation is complete. The electrical primary/secondary ductbanks have been installed. Roofing is nearing completion. Parking lot curbing and asphalt base coat is complete.

Project Information:

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

Project Funding:

Capital Priorities	9,910,289
	$9,910,289

Project Costs:

	Budget	Paid
Construction Contract	7,734,824	4,794,536
Fees & Disbursements	937,360	971,078
Furniture & Equipment	260,917	0
Other Project Costs	977,188	161,857
	$9,910,289	**$5,927,471**

Project Timelines:

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

Project Team:

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

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 14, 2017

APPENDIX B

OUR LADY OF FATIMA (G) CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a 6 classroom/3 child care room addition.

Current Status: Tender documents and drawings are being developed by architect and engineers.

Project Information:

New Area to be Constructed		sq. ft.
Pupil Places Added	138	students
New Facility Capacity	541	students

Project Funding:		**Project Costs:**	Budget	Paid
Capital Priorities	2,860,000	Construction Contract	0	0
Child Care	1,530,000	Fees & Disbursements	0	53,930
		Furniture & Equipment	0	0
		Other Project Costs	0	2,632
	$4,390,000		**$4,390,000**	**$56,562**

Project Timelines:	Scheduled Completion	Actual Completion
Funding Approval	November 9, 2015	November 9, 2015
Ministry Approval (space)		
Architect Selection	April 18, 2016	June 30, 2016
Design Development	August 2016	December 2016
Contract Documents	January 2017	February 2017
Tender & Approvals	February 2017	
Ministry Approval (cost)	March 2017	
Ground Breaking Date	March 2017	
Construction Start	March 2017	
Occupancy	December 2017	
Official Opening & Blessing	January 2018	

Project Team:

Architect	Svedas Architects Inc.
General Contractor	
Project Manager	Tunde Labbancz
Superintendent	Yolanda Baldasaro
Principal	Brian Palujanskas

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 14, 2017

PUBLIC SESSION

TITLE: **THE RENEWED MATH STRATEGY: TRANSFORMING PRACTICE**

The Renewed Math Strategy: Transforming Practice report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education
Laura Cronshaw, Co- K-12 Numeracy Coach
John Charette, Co- K-12 Numeracy Coach
Jeffery Martin, Secondary Numeracy Coach

Presented by: Mark Lefebvre, Superintendent of Education
Laura Cronshaw, Co- K-12 Numeracy Coach
John Charette, Co- K-12 Numeracy Coach
Jeffery Martin, Secondary Numeracy Coach

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

Date: February 14, 2017

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

THE RENEWED MATH STRATEGY: TRANSFORMING PRACTICE

BACKGROUND INFORMATION

"The Renewed Math Strategy (RMS) is an Early Years to Grade 12 strategy that will benefit from and mobilize the latest research and lessons learned regarding effective math learning, teaching and assessment. The strategy will provide new forms of support to all schools, increased support to some schools with greater needs in math achievement, and intensive support to a select group of schools with the greatest needs in math achievement."[1]

The four key objectives of the RMS are as follows:
1. Increased student achievement, well-being and engagement in mathematics.
2. Increased educator math knowledge and pedagogical expertise.
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement.
4. Increased parent engagement in their children's mathematics learning.

The Niagara Catholic District School Board is committed to improving student achievement in mathematics through an emphasis on instructional and assessment practices that will impact student learning. Ontario's Renewed Math Strategy highlights professional learning that allows educators to deepen their pedagogical content knowledge for teaching mathematics and develop a comprehensive program that is responsive to the needs of a range of learners. A variety of professional learning opportunities focus on understanding how children and adolescents learn mathematics and include in-classroom coaching support, focused learning sessions and joint Additional Qualifications courses with Brock University. Support for schools reinforces the elements of effective teaching and learning and helps teachers develop students' conceptual understanding of mathematics.

The Board focus for support in mathematics includes:
- Knowing and understanding your learner
- Using evidence to inform instructional decisions
- Ongoing professional learning that impacts practice

The Niagara Catholic Numeracy Team that supports mathematics educators includes:
Susan Ume, *Renewed Mathematics Strategy Coach*
Mary Vetere, *Numeracy Coach (Special Initiative Teacher- SIT)*
Jaime Rootes, *Numeracy Coach (SIT)*
Jeff Martin, *Renewed Mathematics Strategy Coach*
Ryan Desson, *K-12 Digital Learning Coach* supporting mathematics
John Charette, Co-*K-12 Numeracy Consultant*
Laura Cronshaw, Co- *K-12 Numeracy Consultant*
Christopher Moscato, *Principal Learning Lead*

Numeracy Team support of the Renewed Mathematics Strategy is predicated on the following conditions:

- Promoting the well-being of all students in the process of improving student achievement and well-being
- Adoption of a whole-school/department approach where leaders build capacity, mobilize knowledge, and build networks for learning within and across schools
- Focus on the needs of the student, curriculum, pedagogy and professional practice
- Networking between educators within and across schools
- Access to knowledgeable expertise
- Promotion of leadership for learning
- Monitoring for evidence of impact

A presentation detailing the Program Department's strategy for supporting the system will be made at the Committee of the Whole Meeting

Appendix A - A Renewed Math Strategy for Ontario. (2016). Retrieved January 30, 2017, from http://www.edu.gov.on.ca/eng/policyfunding/memos/april2016/min_math_strategy.html

Appendix B – PowerPoint
https://docs.google.com/presentation/d/1Rrs3ckzm__sFGYFztuPB2eb_i9h5pS3y8lYQ5q2B4iE/edit?pli=1#slide=id.g35f391192_00

The Renewed Math Strategy: Transforming Practice report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education
Laura Cronshaw, Co- K-12 Numeracy Coach
John Charette, Co- K-12 Numeracy Coach
Jeffery Martin, Secondary Numeracy Coach

Presented by: Mark Lefebvre, Superintendent of Education
Laura Cronshaw, Co- K-12 Numeracy Coach
John Charette, Co- K-12 Numeracy Coach
Jeffery Martin, Secondary Numeracy Coach

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

Date: February 14, 2017

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 14, 2017

PUBLIC SESSION

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

RECOMMENDATION

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

Prepared by: Frank Iannantuono, Superintendent of Education

Presented by: Frank Iannantuono, Superintendent of Education

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

Date: February 14, 2017

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

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

ELEMENTARY AND SECONDARY
SCHOOL YEAR CALENDARS: 2017-2018

BACKGROUND INFORMATION

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

For the 2017-2018 school year calendars, there are 194 possible school days between September 5, 2017 and June 29, 2017. Within this total, elementary and secondary schools must have a minimum of 194 school days of which seven (7) days must be designated as professional activity days. Secondary schools may have a maximum of ten (10) instructional days set as examination days. The remaining school days shall be instructional days.

CONSULTATION PROCESS

The 2017-2018 School Year Calendar Committee met on December 13, 2016 and February 7, 2017 to discuss and review the draft calendar and the consultation process.

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

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

The consultation process provided the elementary and secondary draft modified calendars to all Elementary and Secondary Principals, Vice-Principals, Catholic School Council Chairs, Niagara Catholic Parent Involvement Committee (NCPIC), Special Education Advisory Committee **(**SEAC), OECTA Elementary and Secondary Presidents, CUPE President and the Student Achievement Departments for feedback by January 27, 2017.

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

SUMMARY OF THE ATTACHED CALENDARS

Attached to this Committee of the Whole Report are the proposed Elementary and Secondary School Year Calendars for 2017-2018.

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

Professional Activity Days

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

Elementary Professional Activity Days

Friday, October 6, 2017:	Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans. Occupational Health & Safety Training. Kindergarten teachers/ECE teams: ½ PA day: Inquiry-based learning and pedagogical assessment documentation strategies for Kindergarten teacher/ECE teams. Grades 1-12 teachers: ½ PA day: Topic to be decided by board/federation PD committees and be aligned with ministry priorities, such as mathematics, inquiry-based/experiential learning and/or assessment documentation and/or equity.
Friday, November 17, 2017:	Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans. Implementing strategies to improve and/or to close the gaps in student achievement in numeracy.
Friday, January 19, 2018:	Report Card Writing Day: Performing assessments for, as and of learning.
Friday, February 16, 2018:	Developing Individual Education Plans (IEPs). Building educator literacy concerning student mental health needs, with a focus on developing educators' awareness of mental health issues. Implementing activities related to assistive technologies, differentiated instruction, Universal Design for Learning, and professional learning technologies.
Friday, May 18, 2018:	Faith Day: School-Based.
Friday, June 8, 2018:	Report Card Writing Day: Performing assessments for, as and of learning.
Friday, June 29, 2018:	Facilitating transitions for students who are entering school, changing grades or schools, or leaving school.

Secondary Professional Activity Days

Friday, October 6, 2017:	Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans.
Friday, November 17, 2017:	Student Achievement/Student Success: Developing and Implementing Board and School Improvement Plans.
	Implementing strategies to improve and/or to close the gaps in student achievement in numeracy.
	Implementing strategies to improve and/or to close the gaps in student achievement in numeracy.
Friday, February 2, 2018:	Student Achievement/Student Success: Performing assessments for, as and of learning.
	Developing Individual Education Plans (IEPs).
	Building educator literacy concerning student mental health needs, with a focus on developing educators' awareness of mental health issues.
	Implementing activities related to assistive technologies, differentiated instruction, Universal Design for Learning, and professional learning technologies.
Friday, February 16, 2018:	Developing Individual Education Plans (IEPs).
	Building educator literacy concerning student mental health needs, with a focus on developing educators' awareness of mental health issues.
	Implementing activities related to assistive technologies, differentiated instruction, Universal Design for Learning, and professional learning technologies.
Friday, May 18, 2018:	Faith Day: School-Based.
Friday, June 28, 2018:	Facilitating transitions for students who are entering school, changing grades or schools, or leaving school.
Friday, June 29, 2018:	Facilitating transitions for students who are entering school, changing grades or schools, or leaving school.

Secondary Examination Days

Semester 1 – Friday, January 26, 2018 to Thursday, February 1, 2018
Semester 2 – Thursday, June 21, 2018 to Wednesday, June 27, 2018

Board and Civic Holidays

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

To comply with the timelines outlined in *Regulation 304 - School Year Calendar*, school boards are required to submit Board approved ***regular*** school year calendars to the Ministry of Education by May 1, 2017 and Board approved ***modified*** school year calendars to the Ministry of Education by March 1, 2017.

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

RECOMMENDATION

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

Prepared by:	Frank Iannantuono, Superintendent of Education
Presented by:	Frank Iannantuono, Superintendent of Education
Recommended by:	John Crocco, Director of Education, Secretary/Treasurer
Date:	February 14, 2017

Close

1 of 2 ?

Ontario

Ministry of Education
Ministère de l'Éducation

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

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

Legend

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

Outline for Professional Activity Days Devoted to Provincial Education Priorities

Close

Outline for PA Days

Close

Ontario

Ministry of Education
Ministère de l'Éducation

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

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

Legend

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

Outline for Professional Activity Days Devoted to Provincial Education Priorities

Close

Outline for PA Days

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

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

RECOMMENDATION

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

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

Prepared by:	Ted Farrell, Superintendent of Education Kathy Levinski, Administrator of Facilities Services Giancarlo Vetrone, Superintendent of Business & Financial Services Scott Whitwell, Controller of Facilities Services
Presented by:	Ted Farrell, Superintendent of Education Kathy Levinski, Administrator of Facilities Services Giancarlo Vetrone, Superintendent of Business & Financial Services Scott Whitwell, Controller of Facilities Services
Recommended by:	John Crocco, Director of Education
Date:	February 14, 2017

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

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

BACKGROUND INFORMATION

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

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

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

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

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

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

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

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

History

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

> *Monsignor Clancy Catholic High School opened in 1989 in enlarged and renovated facilities of Monsignor Clancy Catholic Elementary School in Thorold.*
>
> *By the late eighties Holy Rosary Catholic Elementary School was in deteriorating physical condition and the cost of renovating it would approximate the cost of a new structure. In the late nineties another Catholic elementary school had opened in an expanding new subdivision in Thorold South. The school was housed in six portable classrooms, but it was necessary to close it because of a mould condition.*
>
> *In order to resolve the overall accommodation problems in Thorold, the Board decided to close both Holy Rosary School and Monsignor Clancy Catholic High School in June 1999. At the time there were only 386 secondary students in Monsignor Clancy. The school would revert to an elementary school.*
>
> *Therefore effective September 1, 1999, the 386 secondary students from Monsignor Clancy Catholic High School transferred to Denis Morris Catholic High School in St. Catharines. The 500 Junior Kindergarten to Grade 3 students from Holy Rosary Catholic School transferred to St. Charles Catholic School. The 521 Grades 4 to 8 students from St. Charles were transferred to Monsignor Clancy Catholic Elementary School.*

Present

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

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

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

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

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

PURPOSE OF INITIAL STAFF REPORT

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

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

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

SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

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

- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- One or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements; and
- The consolidation of the schools is in the best overall interest of the school system.

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

Provincial Background

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

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

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

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

Niagara Catholic Long Term Accommodation Plan 2016-2021

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

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

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

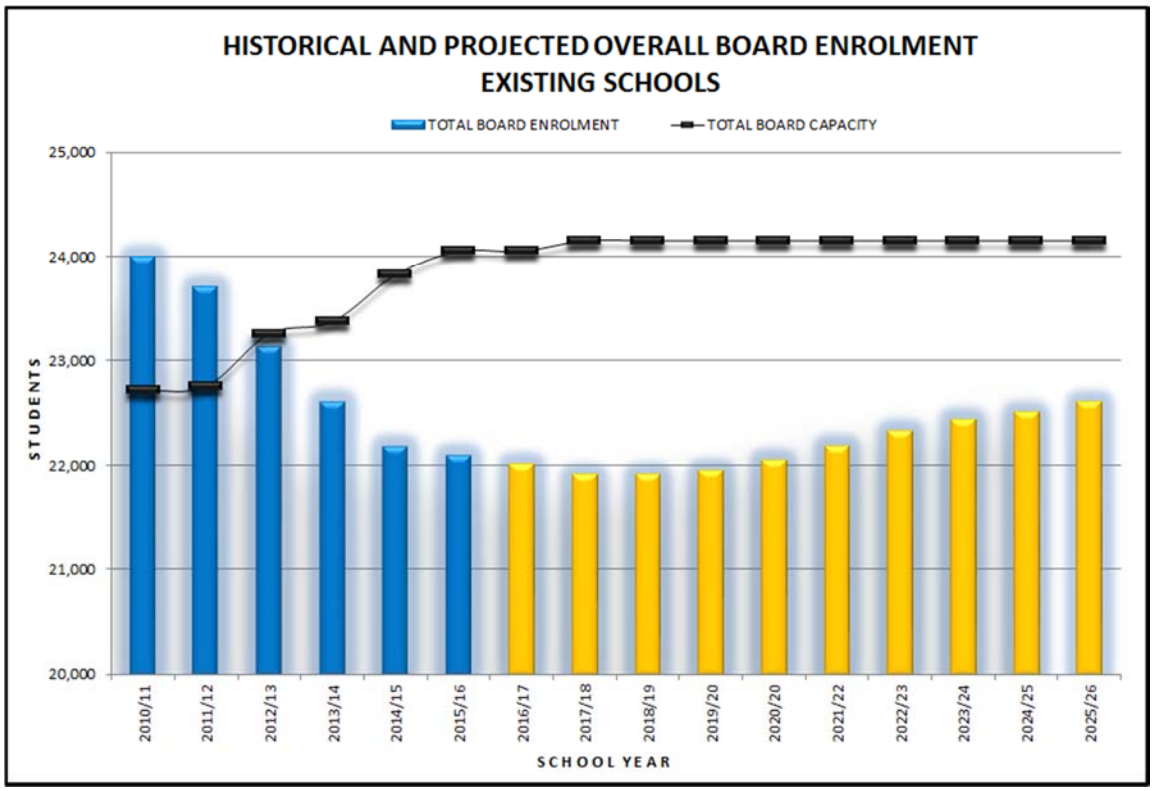
Phase Two presented school information and past/projected enrolment by Family of Schools and lower-tier municipality, and French Immersion sites.

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

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

Overall Board Enrolment

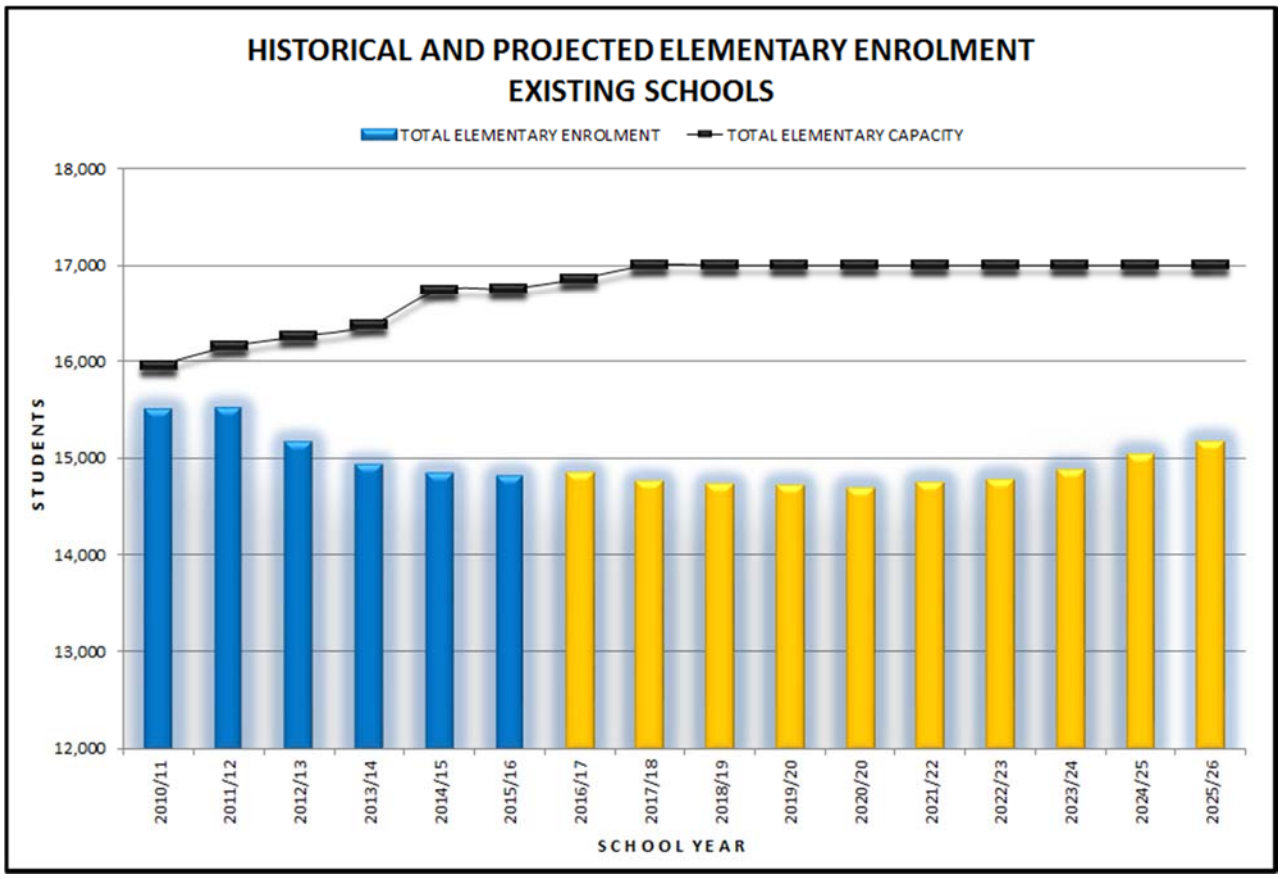
Historical and projected overall Board enrolment figures are provided below:



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

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

Elementary Enrolment



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

Consideration of Planning Principles

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

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

Community Planning and Partnership Consultation

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

The following is as an excerpt from the Policy:

> "The Niagara Catholic District School Board recognizes its responsibility to provide, operate and maintain school facilities as effectively and efficiently as possible, while providing the best education of students, as well as recognizing the value of Catholic schools in fostering a spirit of cooperation between the home, the school and the church. Offering space in schools to partners can also strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.
>
> Any partnership arrangements must be consistent with the Board's mandate to provide learning environments in which the Gospel values and teachings of the Catholic Church are central to its vision and mission."

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

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

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

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

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

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

Municipal Consultation

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

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

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

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

PUPIL ACCOMMODATION REVIEW PROCESS

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

The Policy permits, in certain circumstances where the potential pupil accommodation options available are deemed by the Board to be less complex, a modified pupil accommodation review process may be followed.

Rationale for Modified Pupil Accommodation Review Process

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

Enrolment

Criteria: A school with utilization rate of 65% or lower. Utilization will be determined by dividing *the school's enrolment by the on-the-ground capacity of the school building.*

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

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

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

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

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

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

Operating and Maintenance Costs

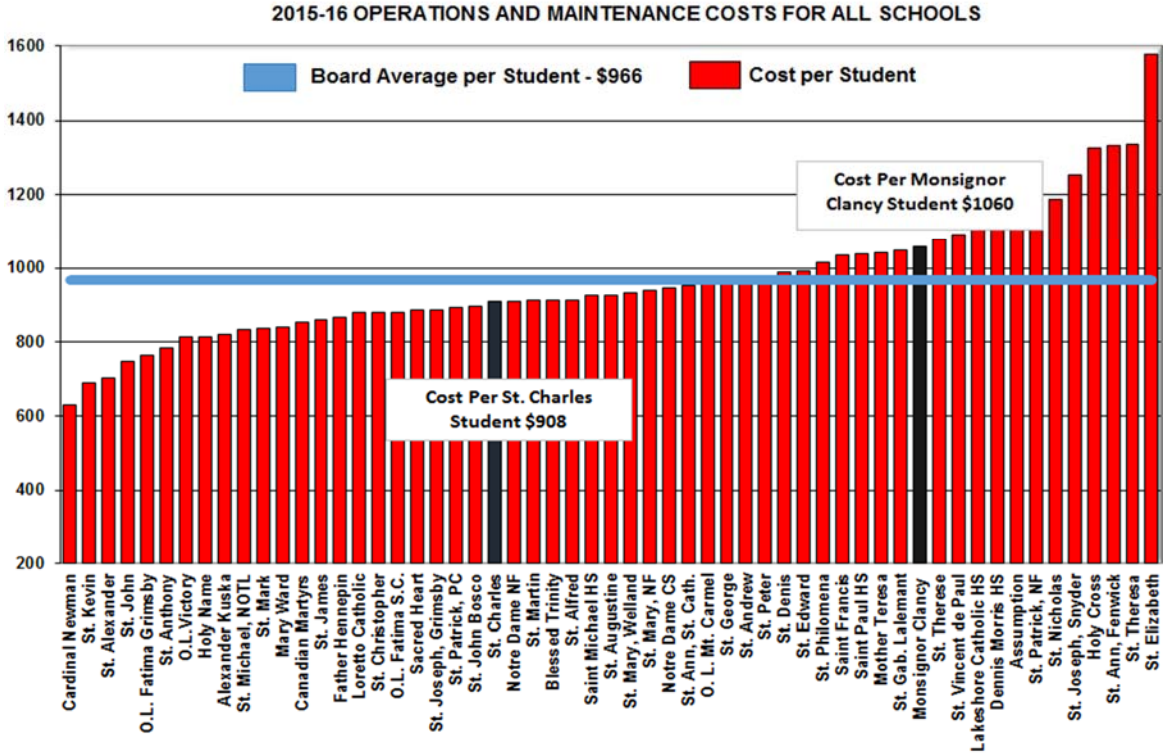
Criteria: A school facility that is physically not suitable to serve the school community and; where the school has a higher than average operating and maintenance costs.

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

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

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

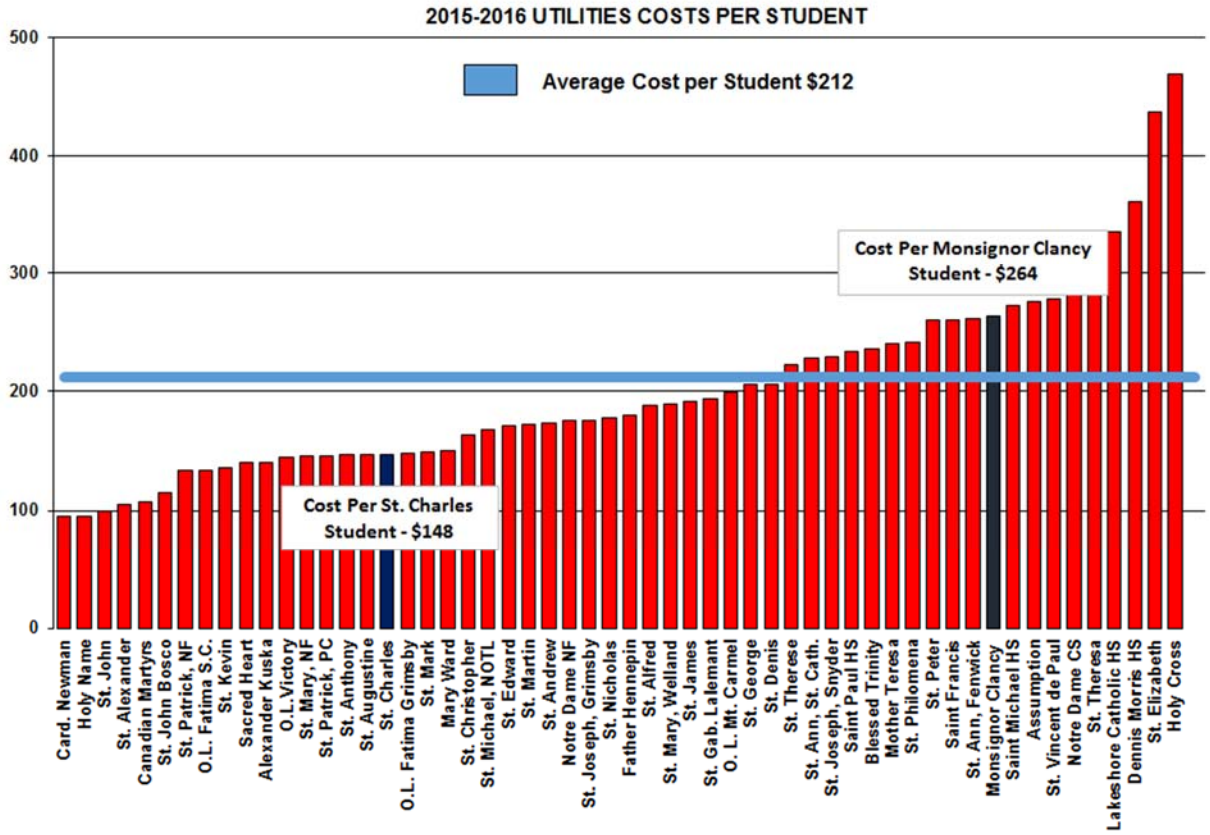
As enrolment continues to fall, the per pupil operating cost per pupil at Monsignor Clancy Catholic Elementary School will rise. The utilities costs at Monsignor Clancy Catholic Elementary School, $264/per pupil are also $52 higher than the Board's average cost per pupil of $212 due to the school's lower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



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

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

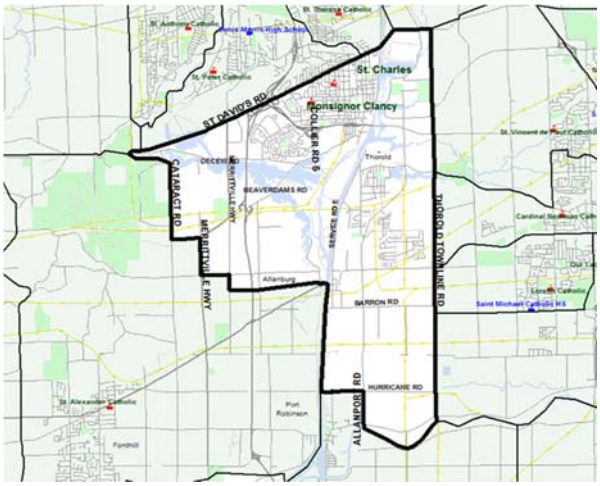
	Monsignor Clancy Catholic Elementary School	St. Charles Catholic Elementary School
Electricity	$64,085	$22,498
Gas Heating	$25,528	$17,794
Water and Sewage	$6,276	$2,714
Total Utilities Expenditure	**$95,889**	**$43,006**
Enrolment	363.5	291
Total Utilities Expenditure/Pupil	**$264**	**$148**
On-The-Ground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



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

Distance to the Nearest Available Accommodation

Criteria: *In the case of an elementary school review where the nearest available accommodation option is 10 kms or less from the school(s) under review.*



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

Relocation of Program

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

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

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

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

Communication

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

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

Proposed Timelines for a Modified Pupil Accommodation Review

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

Proposed Timelines for a Modified Pupil Accommodation Review		
Date	**Meeting**	**Expectation**
February 14, 2017	Submission of Initial Staff Report to the Board (Committee of the Whole Meeting)	• Initial Staff Report and School Information Profiles (SIPs) are presented to Board of Trustees with staff Accommodation Review Recommendation
February 28, 2017	Board Meeting	• Approval by the Board to conduct Modified Pupil Accommodation Review
March 7, 2017	Notice of Initiation to public of Modified Accommodation Review Process	• Notice of Initiation distributed within 5 business days of initiation of accommodation review (following approval at Board Meeting) • Initial Staff Report and School Information Profiles will be made available to the public
March 28, 2017	Meeting of Catholic School Councils	• Overview of process to Catholic School Councils
No later than April 4, 2017	Input to be received from single and upper-tier municipalities and community partners	• A minimum of 10 business days prior to Public Meeting
April 20, 2017	Public Meeting held at Monsignor Clancy Catholic Elementary School	• No sooner than 30 business days after Board approval to conduct modified ARC • Review of Initial Staff Report • Presentation of School Information Profile(s) • Receive public input
May 10, 2017	Final Staff Report posted on the Board Website	• To be posted a minimum of 10 business days prior to Board Meeting for public input through public delegations
May 29, 2017	Special Board Meeting for Public Input through delegations at Monsignor Clancy Catholic Elementary School	• Notice of Board Meeting for Public Input through Delegations
June 13, 2017	Final Staff Report to Committee of the Whole	• To Board of Trustees through Committee of the Whole including public input from Delegations
June 20, 2017	Board Meeting to decide accommodation	• No earlier than 10 business days after public delegations • Public to be notified of meeting in advance
June 27, 2017	Notice of decision on accommodation	• Public to be notified of decision of Board of Trustees within 5 business days of decision

Role of the Board of Trustees

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

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

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

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

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

Recommendation to the Board of Trustees

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

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

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

RECOMMENDATION

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

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

Prepared by:	Ted Farrell, Superintendent of Education Kathy Levinski, Administrator of Facilities Services Giancarlo Vetrone, Superintendent of Business & Financial Services Scott Whitwell, Controller of Facilities Services
Presented by:	Ted Farrell, Superintendent of Education Kathy Levinski, Administrator of Facilities Services Giancarlo Vetrone, Superintendent of Business & Financial Services Scott Whitwell, Controller of Facilities Services
Recommended by:	John Crocco, Director of Education
Date:	February 14, 2017

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Initial Staff Report

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

Modified Pupil Accommodation Review

Know, Love, Serve
HIM
ONE FAMILY IN CHRIST
2016-2017

Mission Statement

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

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APPENDICES

1.0 BACKGROUND INFORMATION

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

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

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

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

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

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

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

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

1.1 History

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

> *Monsignor Clancy Catholic High School opened in 1989 in enlarged and renovated facilities of Monsignor Clancy Catholic Elementary School in Thorold.*
>
> *By the late eighties Holy Rosary Catholic Elementary School was in deteriorating physical condition and the cost of renovating it would approximate the cost of a new structure. In the late nineties another Catholic elementary school had opened in an expanding new subdivision in Thorold South. The school was housed in six portable classrooms, but it was necessary to close it because of a mould condition.*
>
> *In order to resolve the overall accommodation problems in Thorold, the Board decided to close both Holy Rosary School and Monsignor Clancy Catholic High School in June 1999. At the time there were only 386 secondary students in Monsignor Clancy. The school would revert to an elementary school.*
>
> *Therefore effective September 1, 1999, the 386 secondary students from Monsignor Clancy Catholic High School transferred to Denis Morris Catholic High School in St. Catharines. The 500 Junior Kindergarten to Grade 3 students from Holy Rosary Catholic School transferred to St. Charles Catholic School. The 521 Grades 4 to 8 students from St. Charles were transferred to Monsignor Clancy Catholic Elementary School.*

1.2 Present

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

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

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

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

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

2.0 PURPOSE OF INITIAL STAFF REPORT

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

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

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

3.0 SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

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

- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- One or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements; and
- The consolidation of the schools is in the best overall interest of the school system.

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

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

3.1 Provincial Background

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

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

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

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

3.2 Niagara Catholic Long Term Accommodation Plan 2016-2021

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

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

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

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

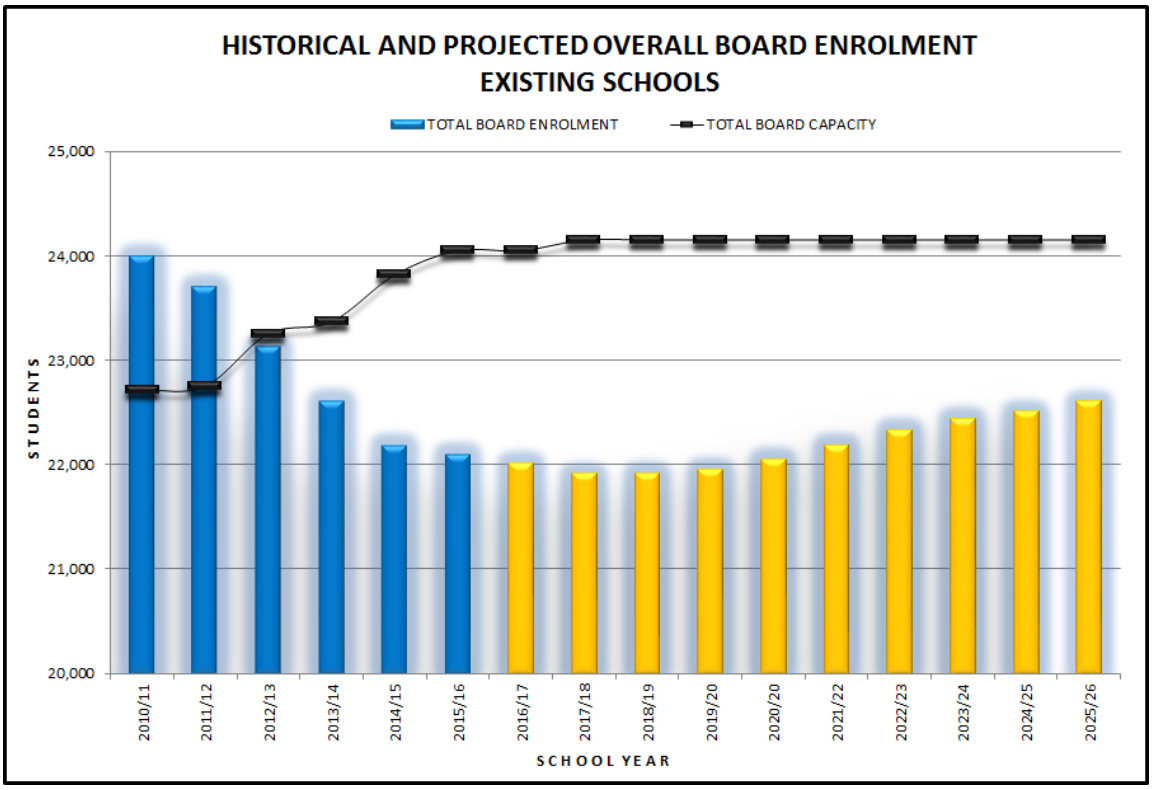
Phase Three presented a five-year plan of recommendations to address enrolment issues such as plans to pursue partnerships, and initiate attendance area and pupil accommodation reviews. The three phases were then consolidated into the Niagara Catholic Long Term Accommodation Plan 2016-2021 which is available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

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

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

3.2.1 Overall Board Enrolment

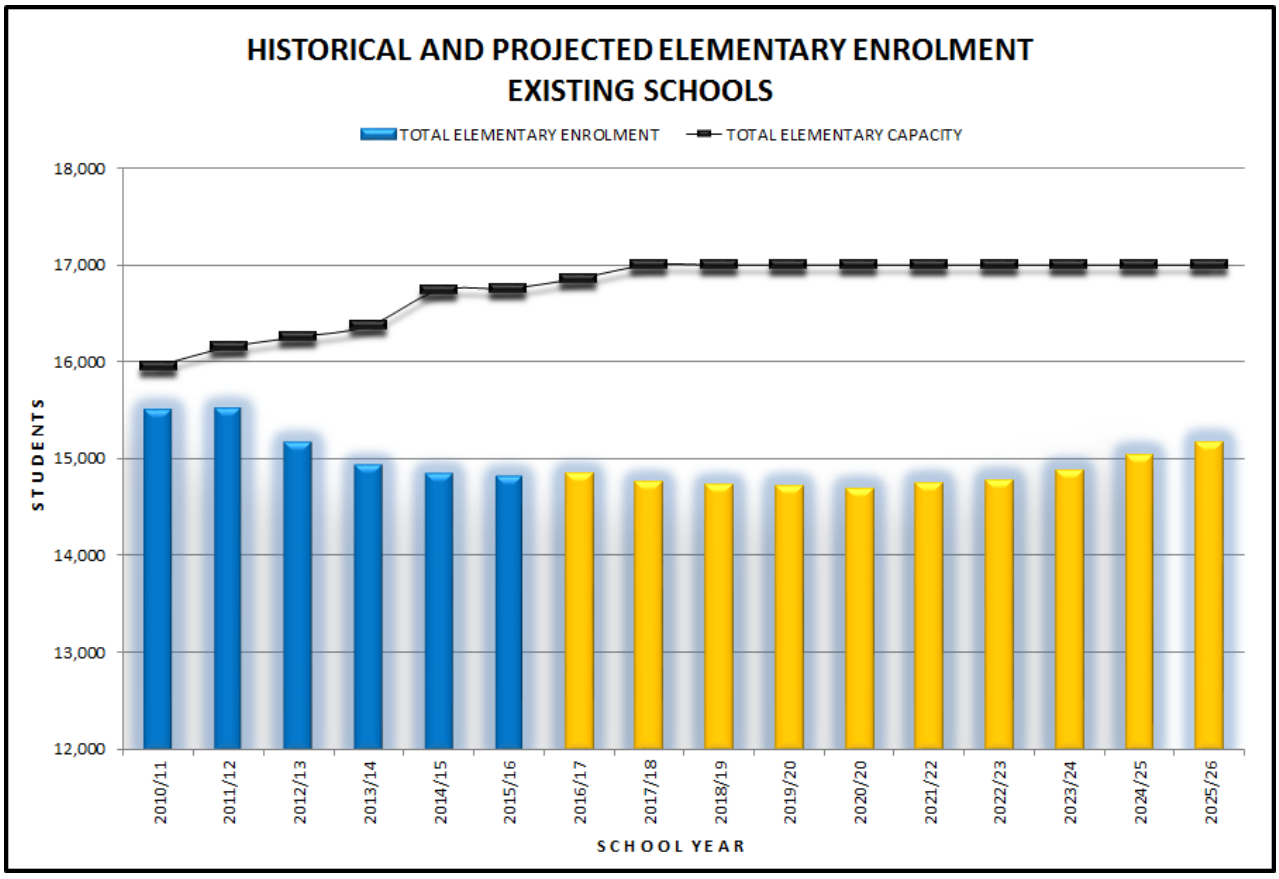
Historical and projected overall Board enrolment figures are provided below:



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

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

3.2.2 Elementary Enrolment



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

3.2.3 Consideration of Planning Principles

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

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

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

3.3 Community Planning and Partnership Consultation

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

The following is as an excerpt from the Policy:

> "The Niagara Catholic District School Board recognizes its responsibility to provide, operate and maintain school facilities as effectively and efficiently as possible, while providing the best education of students, as well as recognizing the value of Catholic schools in fostering a spirit of cooperation between the home, the school and the church. Offering space in schools to partners can also strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.
>
> Any partnership arrangements must be consistent with the Board's mandate to provide learning environments in which the Gospel values and teachings of the Catholic Church are central to its vision and mission."

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

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

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

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

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

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

3.4 Municipal Consultation

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

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

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

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

4.0 PUPIL ACCOMMODATION REVIEW PROCESS

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

The Policy permits, in certain circumstances where the potential pupil accommodation options available are deemed by the Board to be less complex, a modified pupil accommodation review process may be followed.

4.1 Rationale for Modified Pupil Accommodation Review Process

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

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

4.1.1 Enrolment

Criteria: *A school with utilization rate of 65% or lower. Utilization will be determined by dividing the school's enrolment by the on-the-ground capacity of the school building.*

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

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

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

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

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

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

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

4.1.2 Operating and Maintenance Costs

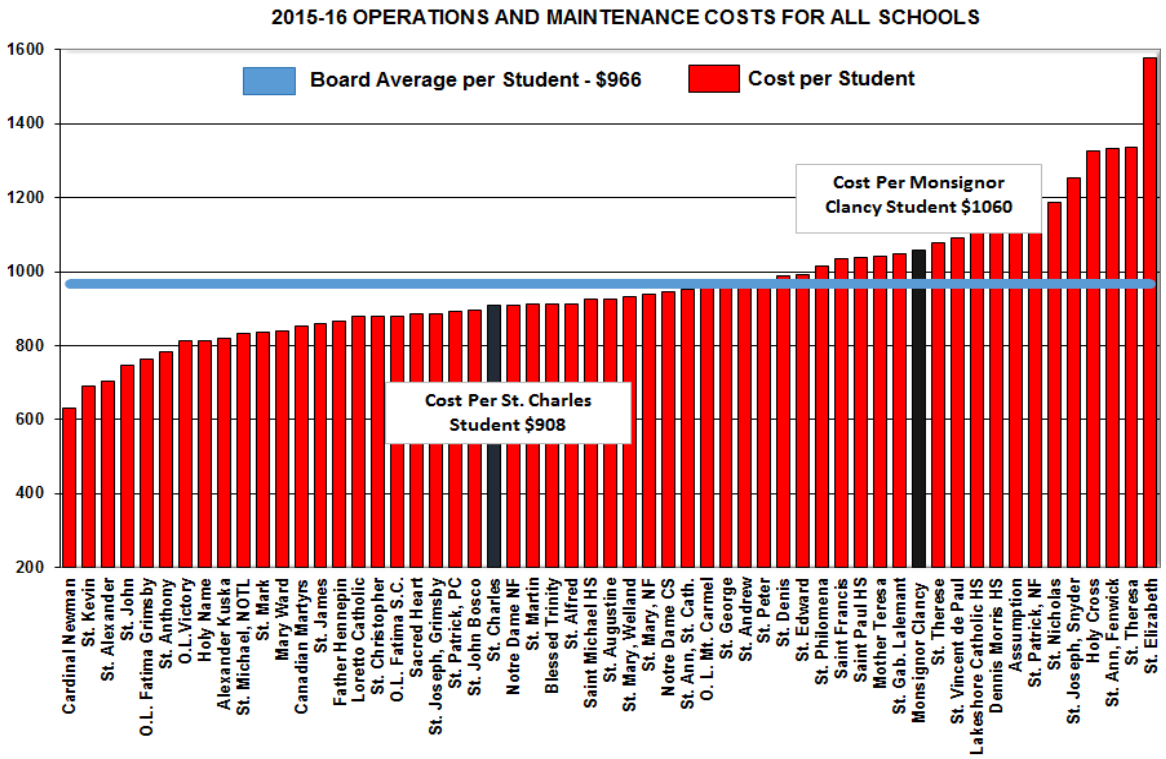
Criteria: *A school facility that is physically not suitable to serve the school community and; where the school has a higher than average operating and maintenance costs.*

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

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

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

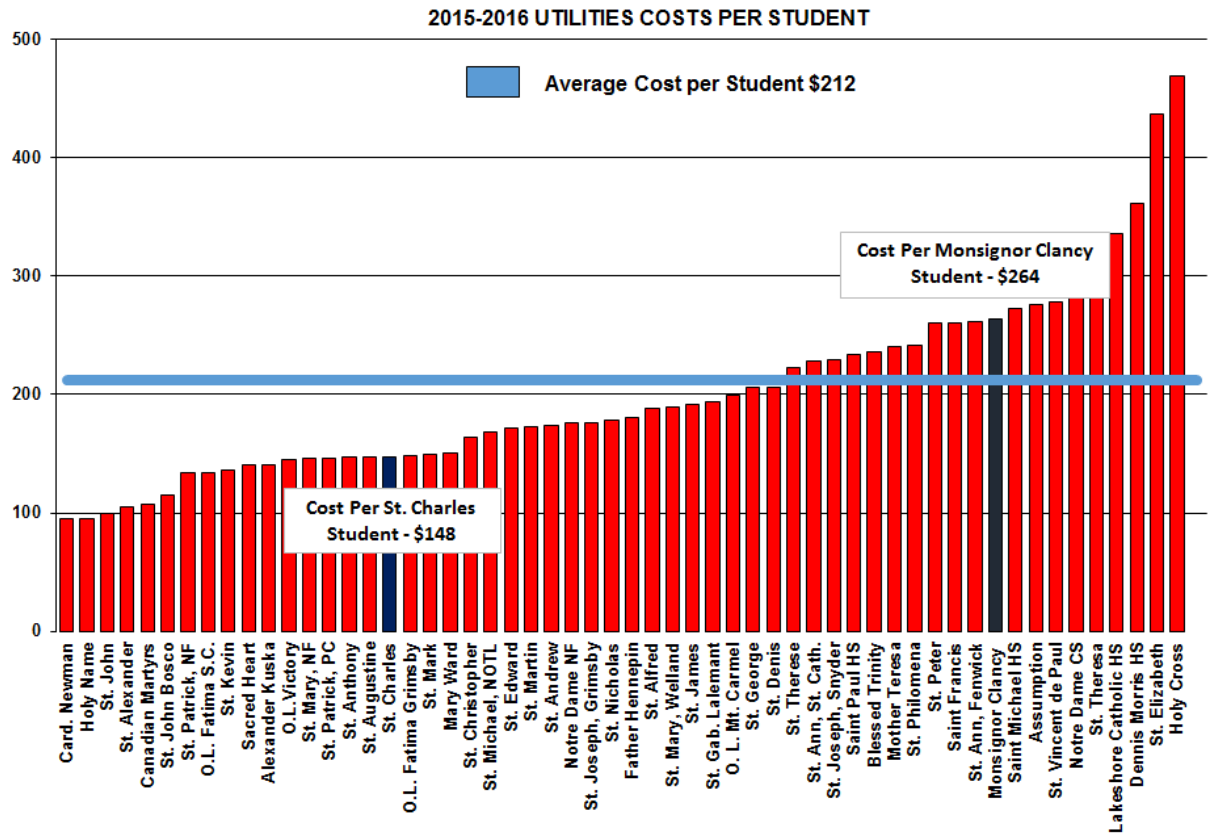
As enrolment continues to fall, the per pupil operating cost per pupil at Monsignor Clancy Catholic Elementary School will rise. The utilities costs at Monsignor Clancy Catholic Elementary School, $264/per pupil are also $52 higher than the Board's average cost per pupil of $212 due to the school's lower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



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

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

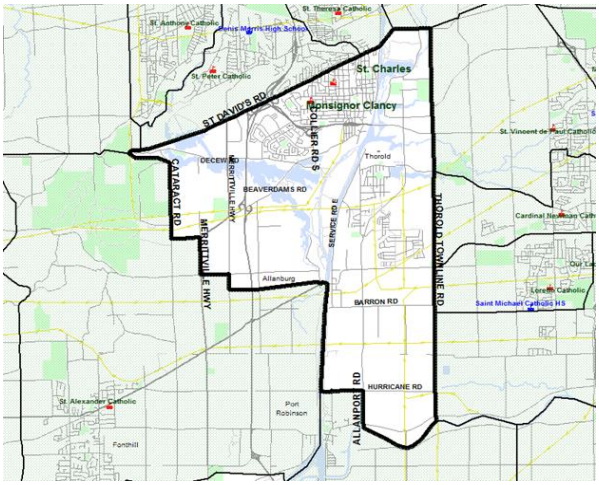
	Monsignor Clancy Catholic Elementary School	St. Charles Catholic Elementary School
Electricity	$64,085	$22,498
Gas Heating	$25,528	$17,794
Water and Sewage	$6,276	$2,714
Total Utilities Expenditure	**$95,889**	**$43,006**
Enrolment	363.5	291
Total Utilities Expenditure/Pupil	**$264**	**$148**
On-The-Ground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



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

4.1.3 Distance to the Nearest Available Accommodation

Criteria: *In the case of an elementary school review where the nearest available accommodation option is 10 kms or less from the school(s) under review.*



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

4.1.4 Relocation of Program

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

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

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

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

4.2 Communication

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

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

4.3 Proposed Timelines for a Modified Pupil Accommodation Review

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

Proposed Timelines for a Modified Pupil Accommodation Review		
Date	**Meeting**	**Expectation**
February 14, 2017	Submission of Initial Staff Report to the Board (Committee of the Whole Meeting)	• Initial Staff Report and School Information Profiles (SIPs) are presented to Board of Trustees with staff Accommodation Review Recommendation
February 28, 2017	Board Meeting	• Approval by the Board to conduct Modified Pupil Accommodation Review
March 7, 2017	Notice of Initiation to public of Modified Accommodation Review Process	• Notice of Initiation distributed within 5 business days of initiation of accommodation review (following approval at Board Meeting) • Initial Staff Report and School Information Profiles will be made available to the public
March 28, 2017	Meeting of Catholic School Councils	• Overview of process to Catholic School Councils
No later than April 4, 2017	Input to be received from single and upper-tier municipalities and community partners	• A minimum of 10 business days prior to Public Meeting
April 20, 2017	Public Meeting held at Monsignor Clancy Catholic Elementary School	• No sooner than 30 business days after Board approval to conduct modified ARC • Review of Initial Staff Report • Presentation of School Information Profile(s) • Receive public input
May 10, 2017	Final Staff Report posted on the Board Website	• To be posted a minimum of 10 business days prior to Board Meeting for public input through public delegations
May 29, 2017	Special Board Meeting for Public Input through delegations at Monsignor Clancy Catholic Elementary School	• Notice of Board Meeting for Public Input through Delegations
June 13, 2017	Final Staff Report to Committee of the Whole	• To Board of Trustees through Committee of the Whole including public input from Delegations
June 20, 2017	Board Meeting to decide accommodation	• No earlier than 10 business days after public delegations • Public to be notified of meeting in advance
June 27, 2017	Notice of decision on accommodation	• Public to be notified of decision of Board of Trustees within 5 business days of decision

4.4 Role of the Board of Trustees

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

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

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

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

4.5 Recommendation to the Board of Trustees

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

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

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

5.0 THOROLD CATHOLIC ELEMENTARY SCHOOLS AREA OVERVIEW

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

5.1 Accommodation Issue

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

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

5.2 School Information Profiles

A School Information Profile (SIP) provides an understanding and familiarity with the facilities under review. A facility, instructional and other school use profile will constitute the SIP. The SIP will include data for each of the following two considerations about the school(s) under review: value to the student; and value to the Board.

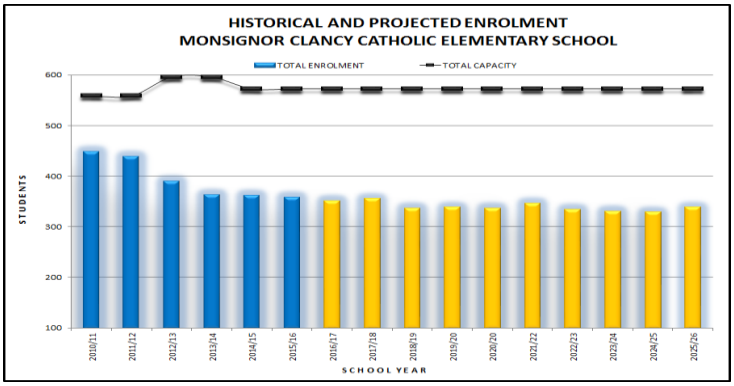
The Profiles were prepared at the same time for comparison purposes so that the community understands the context surrounding the decision to include the schools in the accommodation review.

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

5.3 Enrolment and Utilization

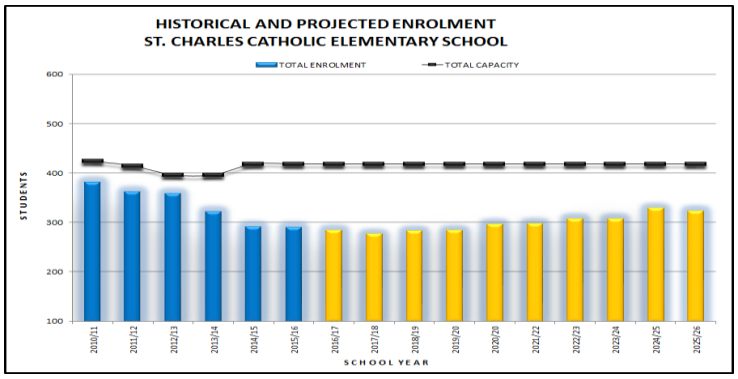
Between 2001-2002 and 2011-2012 elementary enrolment in the review area has declined by almost 25% which is more than triple the Board- wide decline in elementary enrolment of 7% over the same time period. This declining elementary enrolment trend has continued between 2011-2012 and 2014-2015, dropping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

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



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

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



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

5.4 Facility Condition Index and Renewal Needs

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

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

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

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

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

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

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

5.5 Program Needs and Accessibility Standards

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

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

6.0 RECOMMENDED ACCOMMODATION OPTION

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

6.1 Accommodation Plan

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

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

6.2 Accommodation Options Considered

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

	PLAN	DETAILS
Option 1	● Renovate and/or add to Monsignor Clancy Catholic Elementary School ● Close St. Charles Catholic Elementary School and direct students attend Monsignor Clancy Catholic Elementary School	Monsignor Clancy Catholic Elementary School would require retrofitting and/or an addition in order to deliver Kindergarten programming. Other facility modifications will be required in order to accommodate the primary students. The Monsignor Clancy Catholic Elementary School site is more than adequate to accommodate both school communities and a child care centre (if supported by the Region and funded by the Ministry of Education). The estimated cost to retrofit the school is an estimated $3,250,000. A renovation would provide the opportunity to ensure that accessibility requirements and technology upgrades are addressed.
Option 2	● Build a new elementary school on the Monsignor Clancy Catholic Elementary School site ● Close St. Charles Catholic Elementary School and direct students attend Monsignor Clancy Catholic Elementary School	The estimated Ministry of Education benchmark for new school construction for 663 students is approximately $14 million - significantly more than a retrofit. The application to the Ministry of Education for funding is considered with all provincial needs and the funding available at the time.

Option 3	● Renovate and add to St. Charles Catholic Elementary School ● Close Monsignor Clancy Catholic Elementary School and direct students attend St. Charles	The current site of 3.5 acres at St. Charles Catholic Elementary School is too small to accommodate the enrolment of a consolidated school. It also sits on a site that is 8.1 acres smaller than Monsignor Clancy Catholic Elementary School's site and is about 3 acres smaller than recommended for a consolidated school.
Option 4	● Keep both schools open ● Renovate Monsignor Clancy Catholic Elementary School for kindergarten programming ● Adjust attendance area boundaries through an Attendance Area Review to increase the enrolment at St. Charles Catholic Elementary School ● Demolish excess space at Monsignor Clancy Catholic Elementary School. Both schools would have the Kindergarten to Grade 8 model.	Demolition of part of Monsignor Clancy Catholic Elementary School would align the facility size to capacity. This option, while keeping families together then splits the two school communities creating potential staffing pressures and programming pressures due to the smaller school population.

6.3 Recommended Option

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

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

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

6.4 Program Benefits

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6.5 Social Benefits

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

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

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

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

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

6.6 Co-Curricular Opportunities

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

6.7 Staff Impact

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

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

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

6.8 School Boundaries

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

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

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

6.9 Transportation Benefits

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

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

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

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

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

	PRESENT	RECOMMENDATION
Description	St. Charles Catholic Elementary School with bell times of 8:55 & 3:20	Consolidate all students at Monsignor Clancy Catholic Elementary School with bell times of 8:35 & 2:57
Eligibility	Eligibility: # of Students Walkers: 55 Bussed: 208 Out of Boundary: 22 Total: 285	Eligibility: # of Students Walkers: 74 Bussed: 189 Out of Boundary: 22 Total: 285
Ride Times	Time Range: 0 - 10 min; 11 - 20 min; 21 - 30 min; 31 - 40 min; 41 - 50 min; 51 - 60 min; > 60 min Percentage: 39.8; 42.9; 15.9; 1.4; 0; 0; 0 Accumulated %: 39.8; 82.7; 98.6; 100; 100; 100; 100 Minimum Ride Time – 1 minutes Maximum Ride Time – 40 minutes Average Ride Time – 13 minutes	Time Range: 0 - 10 min; 11 - 20 min; 21 - 30 min; 31 - 40 min; 41 - 50 min; 51 - 60 min; > 60 min Percentage: 65.8; 29.5; 2.1; 2.6; 0; 0; 0 Accumulated %: 65.8; 95.3; 97.4; 100; 100; 100; 100 Minimum Ride Time – 2 minutes Maximum Ride Time – 31 minutes Average Ride Time – 10 minutes

	PRESENT	RECOMMENDATION
Description	Monsignor Clancy Catholic Elementary School with bell times of 8:35 & 2:57	Consolidate all students at Monsignor Clancy Catholic Elementary School with bell times of 8:35 & 2:57
Eligibility	Eligibility: # of Students Walkers: 114 Bussed: 217 Out of Boundary: 21 Total: 352	Eligibility: # of Students Walkers: 114 Bussed: 217 Out of Boundary: 21 Total: 352
Ride Times	Time Range: 0 - 10 min; 11 - 20 min; 21 - 30 min; 31 - 40 min; 41 - 50 min; 51 - 60 min; > 60 min Percentage: 69.2; 23.6; 6.4; 0.8; 0; 0; 0 Accumulated %: 69.2; 92.8; 99.2; 100; 100; 100; 100 Minimum Ride Time – 2 minutes Maximum Ride Time – 36 minutes Average Ride Time – 10 minutes	Time Range: 0 - 10 min; 11 - 20 min; 21 - 30 min; 31 - 40 min; 41 - 50 min; 51 - 60 min; > 60 min Percentage: 64.4; 31.4; 3; 1.2; 0; 0; 0 Accumulated %: 64.4; 95.8; 98.8; 100; 100; 100; 100 Minimum Ride Time – 2 minutes Maximum Ride Time – 37 minutes Average Ride Time – 10 minutes

	PRESENT	RECOMMENDATION
Notes		No additional buses needed to transport students into one school. Addition of 19 students walking to school. Families with children presently at both St. Charles Catholic Elementary School and Monsignor Clancy Catholic Elementary School will be riding together. Average Ride Times decrease by 3 minutes for present St. Charles Catholic Elementary School students. Average Ride Times remain the same for present Monsignor Clancy Catholic Elementary School students. Cost savings are primarily due to less overall kilometers run by the buses.

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

6.10 Enrolment and Facility Utilization

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

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

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

6.11 Transition Plan

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

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

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

7.0 NEW CAPITAL INVESTMENTS REQUIRED

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

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

7.1 Sources of Capital Funding

<u>School Consolidation Capital (SCC)</u>

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

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

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

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

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

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

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

Capital Priorities Grant (CPG)

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

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

Proceeds of Disposition (POD)

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

1. Repair or replacement of components within a school

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

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

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

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

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

7.3 Proposal for Accommodation if Funding Does Not Become Available

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

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

8.0 SUMMARY

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

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

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

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

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

MINISTRY OF EDUCATION

PUPIL ACCOMMODATION REVIEW GUIDELINE

March 2015

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PREAMBLE

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

One aspect of a school board's capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

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

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

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

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

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

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

I. PURPOSE

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

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

II. INTRODUCTION

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

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

III. GUIDING PRINCIPLES

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

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

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

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

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

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

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

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

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

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

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed

by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

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

VI. ESTABLISHING AN ACCOMMODATION REVIEW

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

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain one or more options to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option if more than one option is presented. The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the initial staff report must address the following:

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

Each recommended option must also include a timeline for implementation.

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

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

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

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

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

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

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

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

Membership

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

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

Formation

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

Terms of Reference

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

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

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

Meetings of the Accommodation Review Committee

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

VIII. SCHOOL INFORMATION PROFILE

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

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

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

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

- Facility Profile:
  - School name and address.
  - Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
  - School attendance area (boundary) map.
  - Context map (or air photo) of the school indicating the existing land uses surrounding the school.
  - Planning map of the school with zoning, Official Plan or secondary plan land use designations.
  - Size of the school site (acres or hectares).
  - Building area (square feet or square metres).
  - Number of portable classrooms.
  - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
  - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
  - Ten-year history of major facility improvements (item and cost).
  - Projected five-year facility renewal needs of school (item and cost).
  - Current Facility Condition Index (FCI) with a definition of what the index represents.
  - A measure of proximity of the students to their existing school, and the average distance to the school for students.
  - Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
  - School utility costs (totals, per square foot, and per student).
  - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
  - Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
  - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

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

- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.

- Other School Use Profile:
  - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
  - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
  - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
  - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
  - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
  - Description of the school's suitability for facility partnerships.

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

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

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

IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

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

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

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

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

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

X. PUBLIC MEETINGS

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

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

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

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

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

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

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

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

Delegations to the Board of Trustees Meeting

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

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

Decision of the Board of Trustees

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

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

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

XII. TRANSITION PLANNING

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

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

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

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

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

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

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

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

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

- distance to the nearest available accommodation;
- utilization rate of the facility;
- number of students enrolled at the school; or

- when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this

calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

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

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

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

Implementing the Modified Accommodation Review Process

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

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

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

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

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

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

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

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

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

Timelines for the Modified Accommodation Review Process

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

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

XV. EXEMPTIONS

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

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;

- when a lease for the school is terminated;

- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);

- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;

- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or

- where there are no students enrolled at the school at any time throughout the school year.

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

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

XVI. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

Niagara Catholic District School Board

PUPIL ACCOMMODATION REVIEW POLICY

STATEMENT OF POLICY

700 – Building and Sites **Policy No. 701.2**

Adopted Date: April 28, 1998 Latest Reviewed/Revised Date: February 23, 2016

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic is committed to providing the best educational facilities that advance student achievement for all and build strong Catholic identity and community.

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

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

The Board acknowledges that the consolidation or closure of schools may be required to meet the above objectives. The Board is committed to providing student accommodation in a responsible and organized manner considering reasonable and just alternatives.
The Director of Education shall present an Initial Staff Report to the Board to review a school or schools for potential consolidation or closure. The Board may establish an Accommodation Review Committee (ARC) and provide the Terms of Reference or proceed to the Modified Accommodation Review Process.
The Board shall consider consolidation or closure of a school(s) following the submission of the Final Staff Report which will contain feedback from an Accommodation Review Committee and/or a community consultation section. The Niagara Catholic District School Board has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report or to approve a different outcome. The final decision regarding the future of a school or group of schools rests solely with the Board of Trustees.
The Director of Education will issue Administrative Procedures in support of this policy.

References

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

Niagara Catholic District School Board

PUPIL ACCOMMODATION REVIEW POLICY

ADMINISTRATIVE PROCEDURES

700 – Building and Sites **Policy No. 701.2**

Adopted Date: April 28, 1998 Latest Reviewed/Revised Date: February 23, 2016

BACKGROUND

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

CONTEXT

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

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

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

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

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

PLANNING PRIOR TO AN ACCOMMODATION REVIEW

The Niagara Catholic District School Board will undertake long-term capital and accommodation planning informed by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning

opportunities for the effective use of excess space in all area schools. The planning will take into account opportunities for partnerships with other school boards and appropriate organizations that are financially sustainable, safe for students and staff, and are consistent with the core values and Mission of the Board.

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

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

ESTABLISHING AN ACCOMMODATION REVIEW

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

Initial Staff Report

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

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

- Summary of accommodation issue(s) for the school(s) under review;
- Where students would be accommodated;
- If proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- Identify any program changes as a result of the proposed option;
- How student transportation would be affected if changes take place;
- If new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund the capital investment and a proposal on how students would be accommodated if funding does not become available;

- Any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must include a timeline for implementation.

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

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

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

NOTICE OF INITIATION OF AN ACCOMMODATION REVIEW

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

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

Notice of Initiation shall be given as follows:

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

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

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

ESTABLISHING AN ACCOMMODATION REVIEW COMMITTEE

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

Role of the Accommodation Review Committee

The Board will establish an Accommodation Review Committee (ARC) that represents the school(s) under review. The Accommodation Review Committee will act as the official conduit for information shared between the Board and the school communities. The Accommodation Review Committee may comment on the Initial Staff Report and may, throughout the pupil accommodation review process, seek

clarification of the Initial Staff Report. The Accommodation Review Committee may provide accommodation options other than those in the Initial Staff Report; however, it must include supporting rationale for any option.

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

Membership of the Accommodation Review Committee

The Accommodation Review Committee will consist of the following persons:

1. A Superintendent of Education, or designate, who shall:
   a. Coordinate appointments to the Accommodation Review Committee;
   b. Ensure that staff resources are available to the Accommodation Review Committee to provide support;
   c. Interpret and ensure compliance with the Pupil Accommodation Review Policy;
   d. Ensure meeting records are kept;
   e. Ensure attendance registers are maintained for all meetings, and;
   f. Facilitate all Accommodation Review Committee meetings.

2. From each school:
- a parent/guardian representative chosen by their respective school communities;
- a student representative to represent the views of the student body;

3. A Priest or representative from each parish associated with the school(s);
4. Principals from each of the schools under review to;
   - act as a resource;
   - coordinate appointment of parent/guardian and student representative;
   - ensure notices are posted in school communications and on the school website;
   - arrange for space for Accommodation Review Committee meetings;
   - arrange and coordinate school staff input; and
   - respond to day to day inquires about the accommodation review.
5. Controller of Facilities Services, or designate, to act as a resource and compile feedback from the pupil accommodation review process;
6. Any other individual as deemed necessary by the Board.

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

Terms of Reference

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

1. The Accommodation Review Committee's Mandate:
   - The mandate of the Accommodation Review Committee will refer to the Board's education and accommodation objectives in undertaking the Accommodation Review Committee and reflect the Board's strategy for supporting student achievement and well-being while nurturing the distinctiveness of Catholic education.
2. The Roles and Responsibilities of the Accommodation Review Committee:
   - The Accommodation Review Committee is to act as the official conduit for information between the Board and school communities and the Accommodation Review Committee will:
     - will review the Initial Staff Report and other information presented by staff;
     - provide feedback on the Initial Staff Report;
     - provide other accommodation options with supporting rationale if desired.
3. The Procedure of the Accommodation Review Committee s:
   - The Accommodation Review Committee shall hold a minimum of two working meetings.

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

Meetings of the Accommodation Review Committee

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

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

Orientation Session

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

School Information Profile (SIP)

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

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

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

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

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

Facility Profile:

1. School name and address.
2. Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
3. School attendance area (boundary) map.
4. Context map (or air photo) of the school indicating the existing land uses surrounding the school.
5. Planning map of the school with zoning, Official Plan or secondary plan land use designations
6. Size of school (acres or hectares).
7. Building area (square feet or square metres).
8. Number of portable classrooms.
9. Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.).
10. Area of hard surfaced outdoor play area and/or green space, the number of play fields and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis, etc.).
11. Ten-year history of major facility improvements (item and cost).
12. Projected five-year facility renewal needs of school (item and cost).
13. Current Facility Condition Index (FCI) with a definition of what the index represents.

14. A measure of proximity of the students to their existing school, and the average distance to the school for students.
15. Percentage of students that are and are not eligible for transportation under the school board policy and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
16. School utility costs (totals, per square foot, and per student).
17. Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
18. Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free).
19. On-the-ground (OTG) capacity and surplus/shortage of pupil places.

Instructional Profile:

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

Other School Use Profile:

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

Public Meetings

The Board will hold two public meetings to secure broader community consultation on the recommended option(s) contained in the Initial Staff Report. The Board may hold additional public meetings, if considered appropriate. Board staff will organize and facilitate the public meetings. For greater certainty, the public meetings will not be meetings of the Board of Trustees. Members of the Accommodation Review Committee may attend the public meetings held by the Board in accordance with this policy. If the members of the Accommodation Review Committee do not attend such public meetings, the meetings will proceed nonetheless.

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

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

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

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

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

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

Final Staff Report

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

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

Delegations to the Board

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

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

Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the Final Staff Report.

Decision of the Board

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

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

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

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

TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS (Appendix B)

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

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

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

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

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

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

MODIFIED ACCOMMODATION REVIEW PROCESS

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

- Enrolment:
  - An elementary school with an enrolment of less than 125 students for the current year and which is projected to remain below 125 for the next two years.
  - A secondary school with an enrolment of less than 300 students for the current year and which is projected to remain below 300 for the next two years.
  - A school with utilization rate of 65% or lower. Utilization will be determined by dividing the school's enrolment by the on-the-ground capacity of the school building.
- A school facility that is physically not suitable to serve the school community and;
  - Where retrofitting may involve major capital investment or
  - Where the Facility Condition Index (FCI) deems the school prohibitive to repair; or
  - Where the school has a higher than average operating and maintenance costs.
- Distance to the nearest available accommodation:
  - In the case of an elementary school review where the nearest available accommodation option is 10 kms or less from the school(s) under review; and
  - In the case of a secondary school review where the nearest available accommodation option is 20 km or less from the school(s) under review.
- When the Board is planning the relocation (in any school year or over a number of school years) of a program in which the projected enrolment constitutes more than or equal to 50% of the school's enrolment (calculation based on enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years).

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

1. The Initial Staff Report must provide the rationale for exempting the school(s) from the standard accommodation review process;
2. No Accommodation Review Committee is required to be established; and,

3. A minimum of one public meeting must be held.

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

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

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

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

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

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

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

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

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

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

TRANSITION PLANNING PROCESS

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

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

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

EXEMPTIONS FROM APPLICATION OF ACCOMMODATION REVIEW PROCESS

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

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

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

ADMINISTRATIVE REVIEW OF THE ACCOMMODATION REVIEW PROCESS

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

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Appendix A

ACCOMMODATION REVIEW COMMITTEE
TERMS OF REFERENCE TEMPLATE

1. Name of School or Group of Schools

2. Mandate

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

3. Committee Members

Roles and Responsibilities

4. Procedures

5. Meetings

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

STANDARD PUPIL ACCOMMODATION REVIEW PROCESS

MEETING DATES AND EXPECTATION SUMMARY

Meeting	Expectation	Date	Time
Submission of Initial Staff Report to the Board	✓ Board to consider initiation of a pupil accommodation review		
Approval by Board to Conduct a Pupil Accommodation Review	✓ Notice of Initiation of Accommodation Review Process within 5 business days of initiation of pupil accommodation review		
ARC Orientation Session	✓ Presentation of ARC Terms of Reference ✓ Committee Member Roles/Responsibilities/Expectations ✓ Review of ARC Mandate ✓ Review of Initial Staff Report ✓ Presentation and review of School Information Profile(s)		
[t] First ARC Working Meeting	✓ Tour of School(s) ✓ Discussion of tour(s) ✓ Feedback on Initial Staff Report ✓ Preparation for Public Meeting Presentation		
First Public Meeting	✓ No earlier than 30 business days following Board approval for a pupil accommodation review ✓ Overview of ARC Orientation Meeting and tour(s) ✓ Review of Initial Staff Report ✓ Presentation of School Information Profile(s) ✓ Receive public input		
Second ARC Working Meeting	✓ Review Feedback from First Public Meeting ✓ Provide input for Final Staff Report ✓ Second Public Meeting preparation		
Input from lower and upper-tier municipalities and community partners on Initial Staff Report	✓ To be received a minimum of 10 business days prior to Final Public Meeting		
Final Public Meeting	✓ No earlier than 40 business days from the First Public Meeting ✓ Review ARC Process to date ✓ Presentation of community and committee feedback ✓ Receive Public input ✓ Discuss ARC Timelines		
Third ARC Working Meeting	✓ Consider Feedback from Second Public Meeting ✓ Finalize input for Final Staff Report to Trustees		
Preparation of Final Staff Report	✓ In a timely manner		

Final Staff Report	✓ Available no earlier than 10 business days following the Final Public Meeting and no earlier than 10 business days prior to Board meeting for public delegations		
Board Meeting for Public Input through delegations	✓ As scheduled by the Board ✓ Notice of Board Meeting based on timelines outlined in Board By-Laws		
Final Staff Report including input from Public Delegations at Board Meeting to Committee of the Whole	✓ date to be determined by Board		
Board Meeting to decide accommodation	✓ No earlier than 10 business days after the Board meeting for public input through delegations ✓ Notice of Board Meeting to decide accommodation provided in advance ✓ Accommodation decision to be approved by Board		
Notice of decision on accommodation	✓ Public to be notified within 5 business days of decision by Board of Trustees		

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MODIFIED PUPIL ACCOMMODATION REVIEW PROCESS

MEETING DATES AND EXPECTATION SUMMARY

Meeting	Expectation	Date	Time
Submission of Initial Staff Report to the Board	✓ Board to consider initiation of a modified accommodation review		
Notice of Initiation to public of Modified Accommodation Review Process	✓ Within 5 business days of initiation of Modified Accommodation Review Process ✓ Initial Staff Report and School Information Profile will be made available to the public		
Input from lower and upper-tier municipalities and community partners	✓ To be received a minimum of 10 business days prior to Public Meeting		
Public Meeting	✓ No earlier than 30 business days after Board approval to conduct modified pupil accommodation review process ✓ Review of Initial Staff Report ✓ Presentation of School Information Profile(s) ✓ Receive public input		
Final Staff Report	✓ Final Staff Report to be posted a minimum of 10 business days prior to Board Meeting for public input through public delegations		
Board Meeting for Public Input through delegations	✓ As scheduled by the Board ✓ Notice of Board Meeting for Public Input through Delegations		
Final Staff Report including public input from delegations presented to Committee of the Whole	✓ To Board of Trustees t through Committee of the Whole		
Board Meeting to decide accommodation	✓ No earlier than 10 business days after public delegations ✓ Public to be notified of meeting in advance		
Notice of decision on accommodation	✓ Public to be notified of decision of Board of Trustees within 5 business days of decision		

Niagara Catholic District School Board

COMMUNITY PLANNING & PARTNERSHIPS POLICY

STATEMENT OF POLICY

800 – Schools and Community Councils **Policy No. 800.6**

Adopted Date: May 25, 2010 Latest Reviewed/Revised Date: February 23, 2016

In keeping with its Mission, Vision and Values, Niagara Catholic District School Board is committed to working with community partners who support Catholic education to make the best use of its facilities. The Niagara Catholic District School Board recognizes its responsibility to provide, operate and maintain school facilities as effectively and efficiently as possible, while providing the best education of students, as well as recognizing the value of Catholic schools in fostering a spirit of cooperation between the home, the school and the church. Offering space in schools to partners can also strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.

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

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

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

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

References

- ***Ministry of Education – Community Planning and Partnerships Guideline (March 2015)***
- ***Ontario Regulation 444/98 – Disposition of Surplus Real Property***

- ***Niagara Catholic District School Board Policies/Procedures***
  - ***Attendance Areas Policy (301.3)***
  - ***Pupil Accommodation Review Policy (701.2)***

Niagara Catholic District School Board

COMMUNITY PLANNING & PARTNERSHIPS POLICY

ADMINISTRATIVE PROCEDURES

800 – Schools and Community Councils **Policy No. 800.6**

Adopted Date: May 25, 2010 Latest Reviewed/Revised Date: February 23, 2016

BACKGROUND

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

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

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

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

FACILITY PARTNERSHIPS AND BOARD PLANNING

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

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

The Board will share planning information with potential community partners in a timely manner to allow external entities sufficient time to respond to presented opportunities. These opportunities may include participation in a facility partnership or contribution to land-use or green space/park plans. The Board will include information related to the Community Planning and Partnerships Policy and discussions with community organizations in School Information Profiles when the Board is undertaking accommodation review processes.

SUITABILITY OF FACILITY PARTNERSHIPS

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

- The use of facilities is consistent with the Board Mission, Vision and Values;
- The use of facilities is in compliance with the Education Act and Board policy;
- The health and safety of students and staff must be protected;
- The partnership must be appropriate for school setting; and
- The partnership must not compromise student achievement.

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

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

NOTIFICATION PROCESS

Facilities

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

Facilities – Surplus Space

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

Facilities – Non-Surplus Space

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

1. The Controller of Facilities Services will create a notification list of Potential Partners who will be notified when key information regarding community planning or facility partnerships is changed or updated. The notification list will address the following requirements:
    - Entities listed in Ontario Regulation 444/98 – Disposition of Surplus Real Property, and will include:
        - All applicable levels of municipal government (upper, lower tiers)
        - Consolidated Municipal Service Manager(s)
        - Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres
        - Child care operators or government-funded organizations, if requested
        - Other entities as determined by Board staff

2. The Board will provide information about the available space to the entities on the notification list including size, location, facility amenities and required renovations, if needed.

3. Entities may then express their interest in using the space. Senior Administrative Council will evaluate the expressions of interest to select partner(s) based on the Community Planning and Partnerships Policy. The Board may enter into a license or joint use agreement. Approval from the Minister of Education may be required depending on the provision under the Education Act allowing the transaction.

Public Meeting

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

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

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

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

CO-BUILDING WITH COMMUNITY PARTNERS

When considering building a new school or undertaking a significant addition or renovation, the Controller of Facilities Services will inform Potential Partners on the notification list one (1) to three (3) years prior to the potential construction start date. The notification must be supported by a Board resolution. An identified source of funding or Ministry approval is not required at this point. Senior Administrative Council will receive and evaluate expressions of interest to select partner(s) based on its Community Planning and Partnership Policy.
The Board has the authority to co-build schools with other entities and to enter into a variety of facility partnerships through license or joint use agreement as outline in paragraph 44 of subsection 171(1), paragraph 4 of subsection 171.1(2) and sections 183, 194 and 196 of the Education Act, although Education Act required Minister approval in some circumstances. .

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

SHARING UNUSED EXISTING SPACE WITH COMMUNITY PARTNERS

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

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

PARTNERSHIP AGREEMENTS

The Board should not incur additional costs to support facility partnerships. On a cost-recovery basis, the fees charged to partners should cover the operations, administrative and capital cost to the Board of the space occupied by the partner.
In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space. Construction is required to be within Ministry funding and space benchmarks for the Board portion of the facility.

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

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

Planning Principles

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

1. Ensure viable and sustainable Catholic schools and programs for all students:

    I. that students are accommodated in safe, healthy and appropriate facilities that support the highest quality Catholic education to meet their needs, while advancing student achievement and well-being and nurturing the distinctiveness of Catholic education in local communities.

    II. that schools should be of a sufficient size to support equity of educational opportunities for all students from a resource perspective, including technology, to ensure effective and efficient stewardship of Board resources from fiscal and environmental perspectives.

    III. that schools should be of a sufficient size to support equity of educational opportunities for all students from a resource perspective, including technology, to ensure effective and efficient stewardship of Board resources from fiscal and environmental perspectives.

2. Minimize the use of temporary accommodation/ facilities to address short, medium and long term enrolment pressures:

    i. that the use of portables be minimized in terms of number and duration.

    ii. that the preferred models of school organization are self-contained within the on- the- ground capacity of the school: Elementary: ELKP to Grade 8; and Secondary: Grades 9 to 12.

    iii. that new programs support the Board's Vision and be fiscally responsible.

    iv. that boundary changes may be required to ensure a viable distribution of pupils across school communities as per the Attendance Areas Policy, 301.3.

    v. that the Pupil Accommodation Review Policy, 701.2 will be used to guide the process for arriving at accommodation decisions.

    vi. that when addressing enrolment pressures, current projections and planning techniques will be used to make decisions.

    vii. that all capital projects are 100% dependent on approval and funding from the Ministry of Education.

3. The Long Term Accommodation Plan will be in compliance with legislation such as the *Accessibility for Ontarians with Disabilities Act,* and will consider Daily Physical Activity, Child Care Centres with Before and After School Programs available at the school, the locations of Child Care Centres, Community Partnerships, and the community use of schools.

4. The Long Term Accommodation Plan will promote facility partnerships to market schools as a community resource within the Region, municipalities and not for profit agencies.

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

FACILITY PROFILE

School Address: 41 Collier Road South, Thorold

School Attendance Area Map (attached)

Two Planning Maps (attached)

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

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

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

Floor Plans - first and second floor (attached)

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

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

No. of Play Fields: 2 soccer fields

Outdoor Facilities: tennis courts (currently unusable)

Site Plan (attached)

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

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

10 YEAR FACILITY IMPROVEMENT SUMMARY

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

Facility Condition Index

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

FCI: 34%

PROJECTED 5 YEAR RENEWAL NEEDS

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

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

UTILITY COSTS *

Utility Cost Total: $95,889

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

Utility Cost per Student: $264

*based on complete 2015-2016 data

ACCESSIBILITY MEASURES

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

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

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

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

Adequacy of Bus/Car Access & Egress:

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

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

TRANSPORTATION INFORMATION

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

INSTRUCTIONAL PROFILE

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

Grade Configuration:	Grade 4 to Grade 8
No. of Students Out-of-Catchment: 21	**No. of Students Attending Elsewhere:** 26
Grade Organization:	2 Grade 4 - 24/24 Students 1 Grade 4/5 Split - 9/9 students 2 Grade 5 - 24/25 students 3 Grade 6 - 23/22/21 students 3 Grade 7 - 29/25/28 students 3 Grade 8 - 26/28/24 students 1 Learning Strategies Class (Grades 4 - 8) - 8 students
Extracurricular Activities:	Junior/Senior Cross-Country, Track and Field, Soccer, Basketball, Volleyball, Dance team, Scrabble, Chess, Intramural indoor hockey for Grade 7/8 Relaxation Station is a classroom dedicated for indoor recess student created clubs and activities
Specialized Service Offerings:	One Learning Strategies Class available to students throughout the Board for students from Grade 4-8 that currently has 8 students

Historical and Projected Enrolment
Summary by Grade

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

OTHER SCHOOL USE PROFILE

Description of Suitability for Facility Partnerships:

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

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

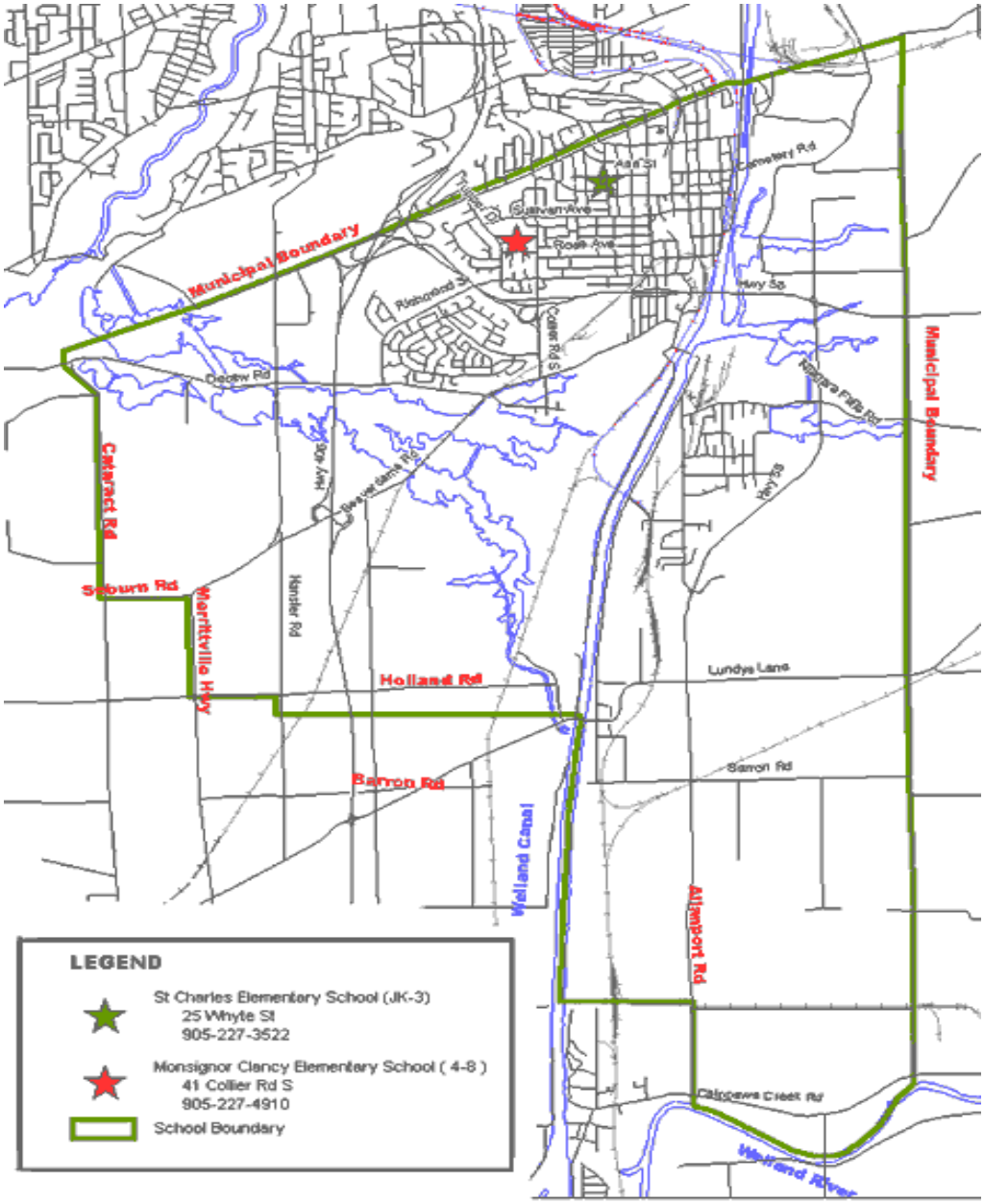
Notifications regarding this meeting were placed in local newspapers and invitations were also sent directly to a number of organizations.

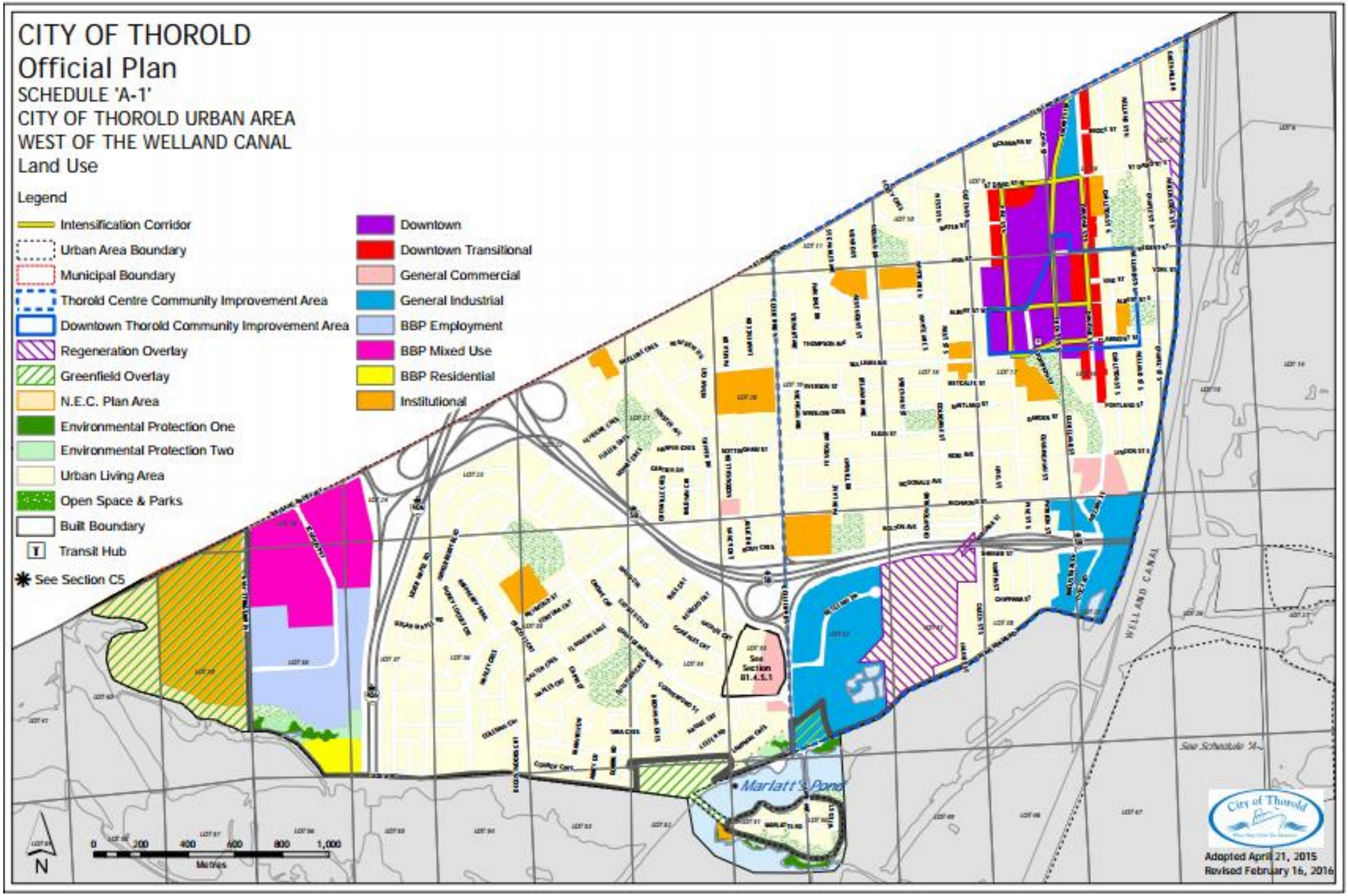
To date no partnership proposals have been submitted to the Board subsequent to the above meeting for neither St. Charles nor Monsignor Clancy Catholic Elementary Schools.

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

Monsignor Clancy & St. Charles Catholic Elementary Schools

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




CITY OF THOROLD
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SCHEDULE 'A-1'
CITY OF THOROLD URBAN AREA
WEST OF THE WELLAND CANAL
Land Use
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Marlatt's Pond
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WELLAND CANAL
0 200 400 600 800 1,000
Metres
N
City of Thorold
Adopted April 21, 2015
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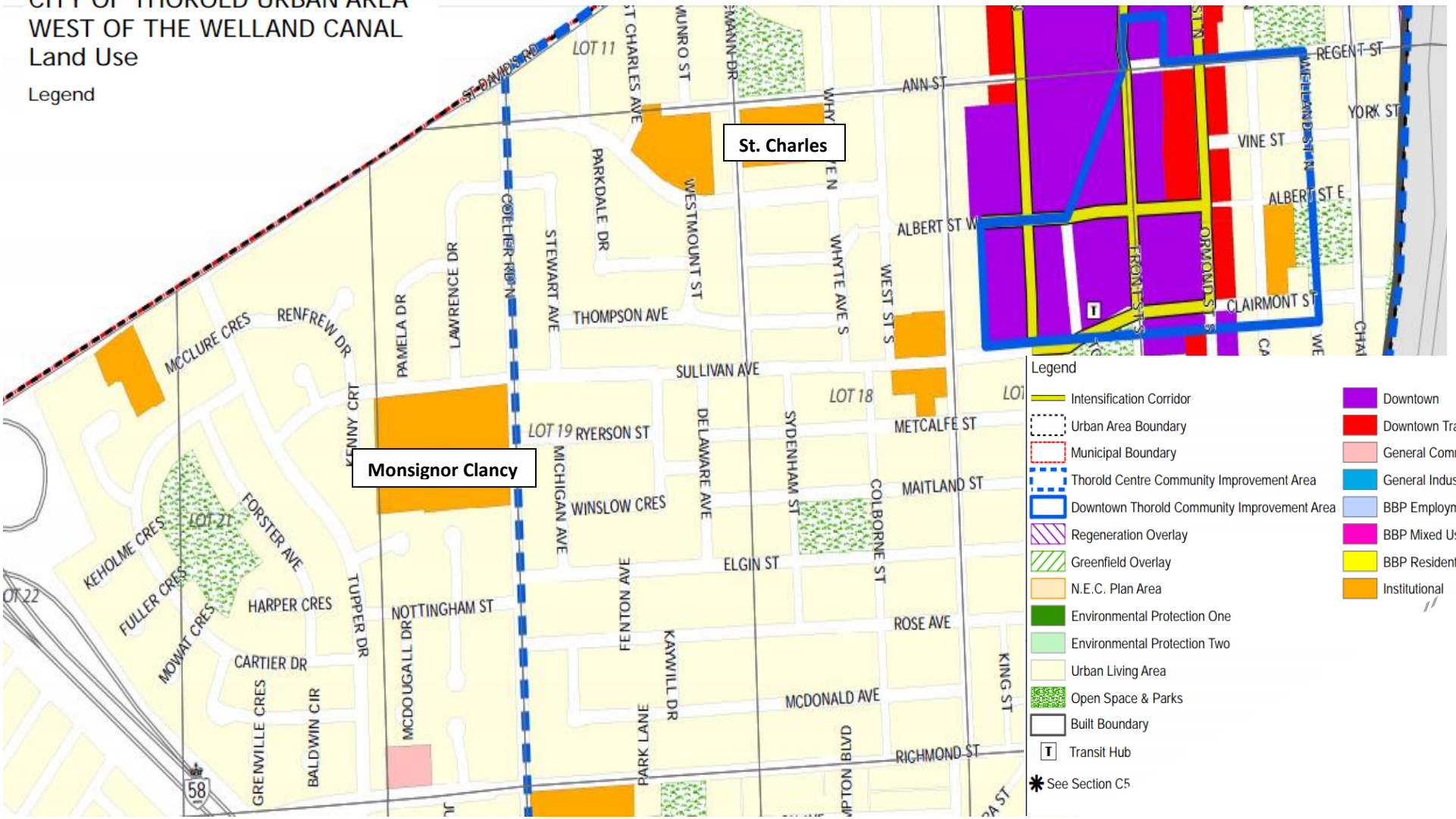


Monsignor Clancy Catholic Elementary School

Legend

Streets Labels

0.3 0 0.13 0.3 Kilometers

N

Notes

41 Collier Road,
Thorold, Ontario

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

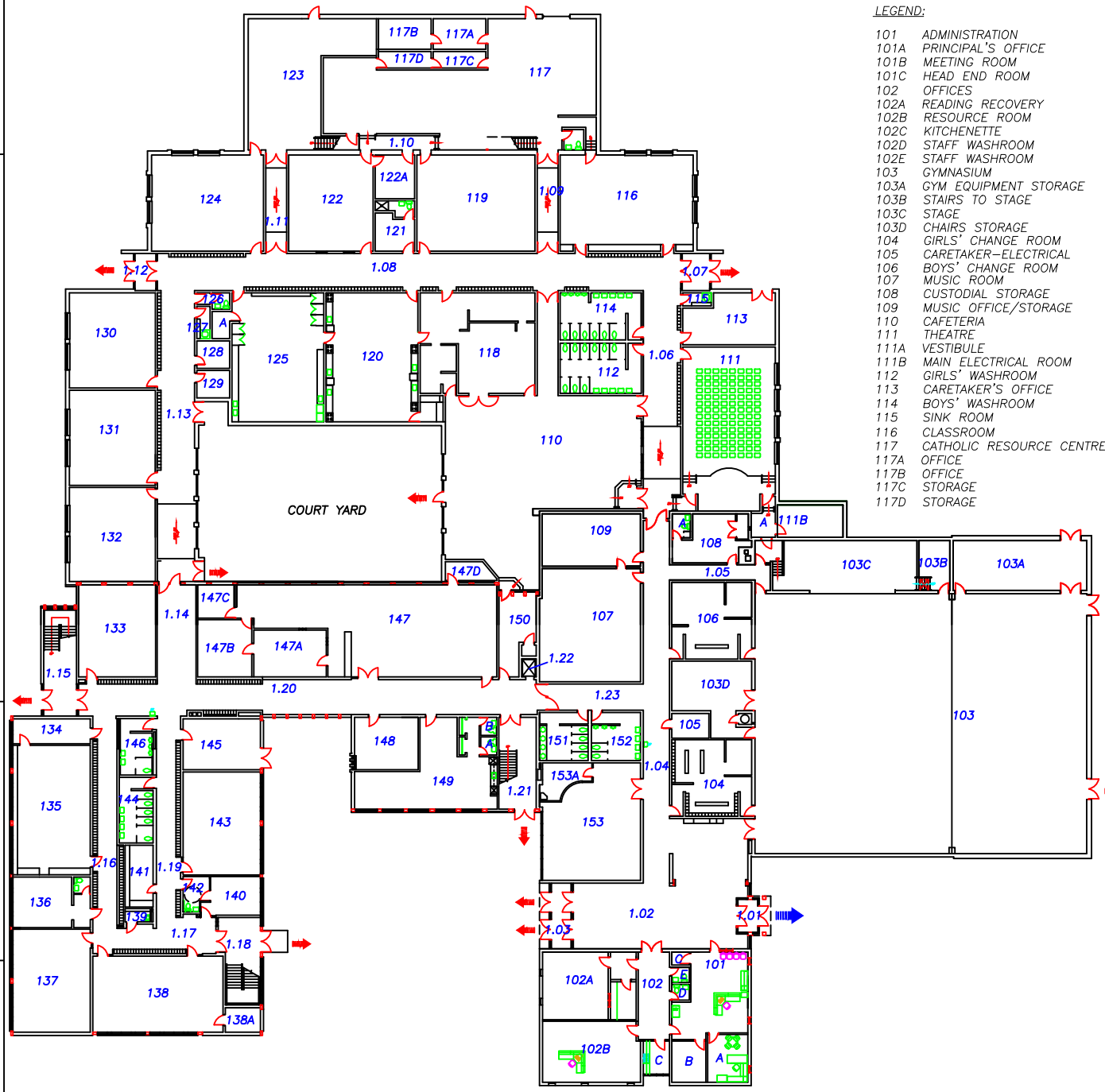
FIRM NAME AND ADDRESS
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240

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

DWG.NO. 139gf
REVISION SEPTEMBER 2016
SHEET TITLE GROUND FLOOR PLAN
DATE JUNE 1997
SCALE NTS
DRAWN BY T. LABBANCZ

GENERAL NOTES

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



LEGEND:

101	ADMINISTRATION
101A	PRINCIPAL'S OFFICE
101B	MEETING ROOM
101C	HEAD END ROOM
102	OFFICES
102A	READING RECOVERY
102B	RESOURCE ROOM
102C	KITCHENETTE
102D	STAFF WASHROOM
102E	STAFF WASHROOM
103	GYMNASIUM
103A	GYM EQUIPMENT STORAGE
103B	STAIRS TO STAGE
103C	STAGE
103D	CHAIRS STORAGE
104	GIRLS' CHANGE ROOM
105	CARETAKER–ELECTRICAL
106	BOYS' CHANGE ROOM
107	MUSIC ROOM
108	CUSTODIAL STORAGE
109	MUSIC OFFICE/STORAGE
110	CAFETERIA
111	THEATRE
111A	VESTIBULE
111B	MAIN ELECTRICAL ROOM
112	GIRLS' WASHROOM
113	CARETAKER'S OFFICE
114	BOYS' WASHROOM
115	SINK ROOM
116	CLASSROOM
117	CATHOLIC RESOURCE CENTRE
117A	OFFICE
117B	OFFICE
117C	STORAGE
117D	STORAGE
118	KITCHEN
119	CLASSROOM
120	CLASSROOM
121	SENSORY ROOM
122	CLASSROOM
122A	SERVER ROOM
123	TECHNOLOGY LAB
124	CLASSROOM
125	CLASSROOM
125A	STORAGE
126	STAFF WASHROOM
127	SINK ROOM
128	OFFICE–CQT
129	OFFICE–GRADE 8
130	CLASSROOM
131	CLASSROOM
132	CLASSROOM
133	CLASSROOM
134	SCIENCE STORAGE
135	CLASSROOM
136	LIFE SKILLS ROOM
137	CLASSROOM
138	CLASSROOM
139	CUSTODIAN
140	OFFICE
141	MECHANICAL ROOM
142	ACCESSIBLE WASHROOM
143	CLASSROOM
144	GIRLS' WASHROOM
145	FURNACE ROOM
146	BOYS' WASHROOM
147	LIBRARY/COMPUTERS
147A	LIBRARY OFFICE
147B	LIBRARY WORK ROOM
147C	HEAD END ROOM
147D	STORAGE
148	FRENCH OFFICE
149	STAFF ROOM
149A	STAFF WASHROOM
149B	STAFF WASHROOM
150	PHOTOCOPY ROOM
151	GIRLS' WASHROOM
152	BOYS' WASHROOM
153	CHAPEL
153A	CHAPEL STORAGE ROOM

1.01	MAIN VESTIBULE
1.02	LOBBY
1.03	VESTIBULE
1.04	CORRIDOR
1.05	CORRIDOR
1.06	CORRIDOR
1.07	VESTIBULE
1.08	CORRIDOR
1.09	CORRIDOR
1.10	CORRIDOR
1.11	CORRIDOR
1.12	VESTIBULE
1.13	CORRIDOR
1.14	CORRIDOR
1.15	STAIRWELL
1.16	CORRIDOR
1.17	CORRIDOR
1.18	STAIRWELL
1.19	CORRIDOR
1.20	CORRIDOR
1.21	STAIRWELL
1.22	ELEVATOR
1.23	CORRIDOR

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

FIRM NAME AND ADDRESS
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240

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

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

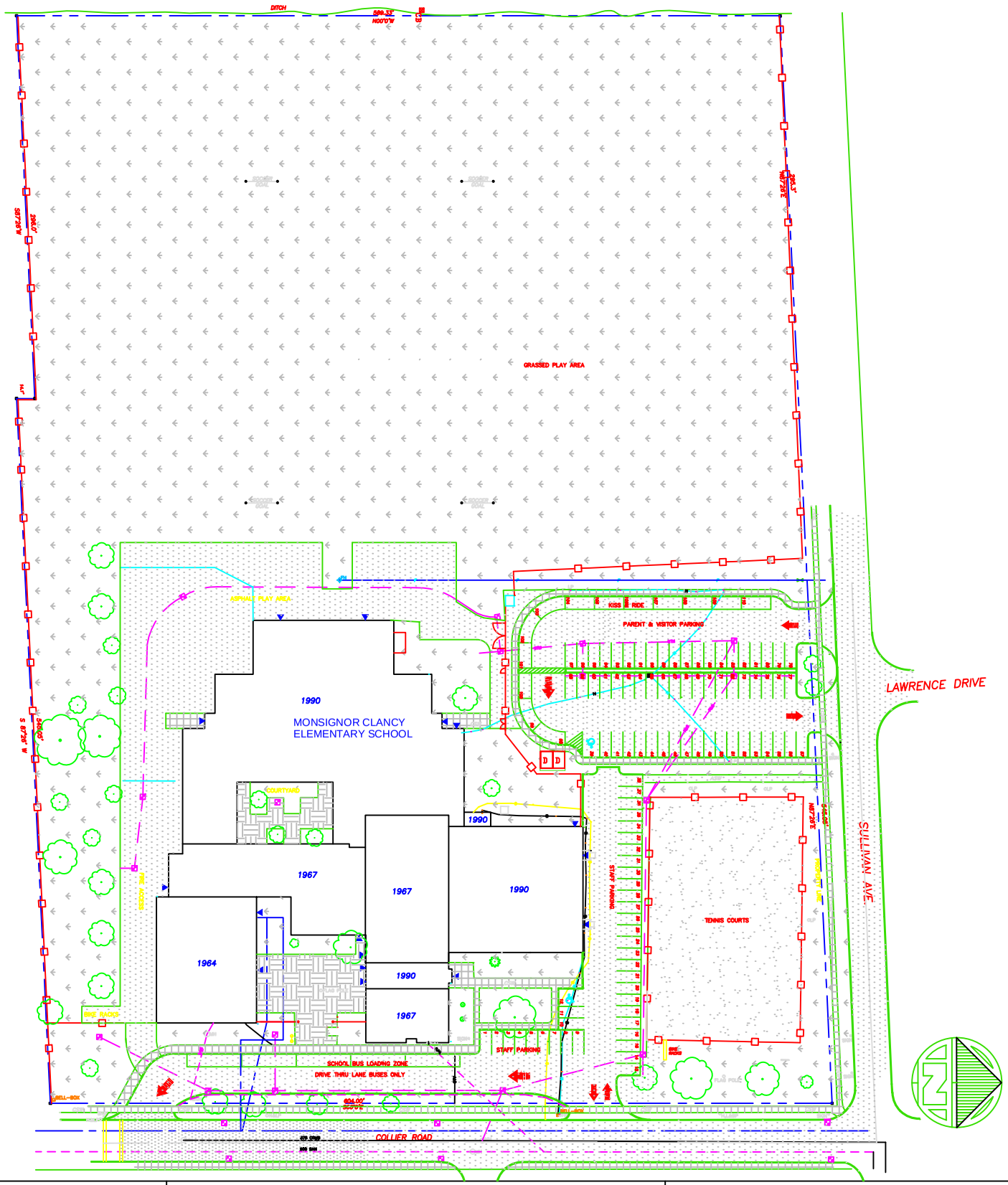
GENERAL NOTES

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

LEGEND:

201	PHYSIOTHERAPY/PHOTOCOPY
202	ACCESSIBLE WASHROOM
203	CLASSROOM
203A	SINK ROOM
203B	STORAGE
204	CLASSROOM
205	CLASSROOM
206	STORAGE ROOM
207	CLASSROOM
208	CLASSROOM
209	CLASSROOM
210	CLASSROOM
211	CLASSROOM
212	CLASSROOM
212A	STORAGE ROOM
213	CARETAKER
214	CLASSROOM
215	MECHANICAL ROOM
216	STORAGE
217	BOYS' WASHROOM
218	CLASSROOM
219	GIRLS' WASHROOM
220	STORAGE
221	STORAGE
222	MECHANICAL ROOM

2.01	STAIRWELL
2.02	CORRIDOR
2.03	STAIRWELL
2.04	CORRIDOR
2.05	CORRIDOR
2.06	STAIRWELL
2.07	CORRIDOR



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

FIRM NAME AND ADDRESS

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240

PROJECT NAME AND ADDRESS

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

DWG.NO.	REVISION	SHEET TITLE
139sp	SEPTEMBER 2016	SITE PLAN

DATE	SCALE	DRAWN BY
JUNE 1997	NTS	T. LABBANCZ

GENERAL NOTES

SCHOOL AND PROPERTY

ADDITIONS:

1964	1377 SQ.M.
1967	2583 SQ.M.
1990	2573 SQ.M.

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

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

FACILITY PROFILE

School Address: 25 Whyte Street, Thorold

School Attendance Area Map (attached)

Two Planning Maps (attached)

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

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

Classrooms: 11	**Library Resource Rooms:** 1	**Staff Rooms:** 1
Kindergarten Rooms: 6	**Computer Labs:** 0	**Child Care Rooms:** 0
Special Education Rooms: 1	**Science Rooms:** 0	**Other Instructional Spaces:** 0
Resource Rooms: 0	**Gymnasium:** 1 single gym	**No. of Portables:** 0
Other: ERT/Book room		

Floor Plans (attached)

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

Area of Hard Surface: 22,460 sq. ft. / 2,087 sq. m.

No. of Play Fields: 1 playfield

Outdoor Facilities: playground equipment

Site Plan (attached)

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

Proximity to School (km): .34 miles / 0.55 km

10 YEAR FACILITY IMPROVEMENT SUMMARY

Budget Year	Description	Net Cost
2006-2007	Washroom renovation phase one	$ 55,460
2006-2007	Water line replacement	$ 21,264
2006-2007	Card access system	$ 9,006
2006-2007	Washroom renovation - office and staff	$ 11,735
2006-2007	Electrical repairs	$ 120
2006-2007	Boiler system upgrade	$ 362
2006-2007	Washroom renovation phase two	$ 61,149
2006-2007	Air conditioner in room 116 - install	$ 3,557
2007-2008	Quiet room 127 provide and room 129 withdrawal	$ 24,234
2007-2008	Shades (roller shades) in rooms 132 and 133 - provide	$ 2,363
2007-2008	Washroom renovation - completion	$ 2,420
2007-2008	Card access	$ 213
2007-2008	Surveillance system for portables - provide	$ 1,046
2007-2008	GPS Clock System	$ 7,599
2008-2009	Washroom (accessible washroom) renovation	$ 8,978
2008-2009	Blinds for room 108- provide	$ 1,544
2009-2010	Security panel - upgrade	$ 5,805
2009-2010	Occupancy lighting control systems - Provide	$ 3,273
2009-2010	Boilers - replace	$ 32,208
2009-2010	Parking - provide new kiss and ride lane and additional parking spaces	$ 6,036
2009-2010	Portable on site - relocate	$ 17,332
2010-2011	Boilers - replace	$ 1,027
2010-2011	Parking - provide new kiss and ride lane and additional parking spaces	$ 88,032
2010-2011	Portable on site - relocate	$ 2,515
2010-2011	Window shades - replace	$ 4,111
2010-2011	Sanitary Sewer - Replace	$ 9,173
2011-2012	Expansion - FDK - 6 Classroom Expansion	$ 1,187,569
2011-2012	Light - Gymnasium lighting - replace	$ 10,217
2011-2012	Light fixture replacement during FDK construction.	$ 15,000
2012-2013	Expansion - FDK - 6 Classroom Expansion	$ 54,582
2012-2013	Roof replacement - Partial	$ 12,498
2013-2014	Roof replacement - Partial	$ 2,554
	Grand Total	**$ 1,662,982**

Facility Condition Index (FCI) Description: FCI is determined by the ratio between the 5-year renewal needs and the replacement value of the school. A higher FCI indicates a higher cost to repair the facility. **FCI:** 24%

PROJECTED 5 YEAR RENEWAL NEEDS

Event	Element	2011-2015 Cost
Replacement [D2020 Domestic Water Distribution - Domestic Water Heaters]	D2020 Domestic Water Distribution - Domestic Water Heaters	$20,600
Replacement [D2020 Domestic Water Distribution - 1950 Original 1953 & 1956 Addition - Plumbing Piping Systems]	D2020 Domestic Water Distribution - 1950 Original 1953 & 1956 Addition - Plumbing Piping Systems	$108,150
Replacement [D304003 Heating/Chilling water distribution systems - 1950 Original, 1953 & 1956 Addition]	D304003 Heating/Chilling water distribution systems - 1950 Original, 1953 & 1956 Addition	$309,000
Replacement [D304007 Exhaust Systems - Entire Building except 2000 Addition]	D304007 Exhaust Systems - Entire Building except 2000 Addition	$ 18,025
Replacement [D3050 Terminal & Package Units - Entire Building except 2000 Addition]	D3050 Terminal & Package Units - Entire Building except 2000 Addition	$442,900
Replacement [D3060 Controls & Instrumentation - Entire Building except 2000 Addition]	D3060 Controls & Instrumentation - Entire Building except 2000 Addition	$ 257,500
Replacement [D501002 Secondary - 1950 Original, 1953 & 1956 Addition]	D501002 Secondary - 1950 Original, 1953 & 1956 Addition	$ 72,100
Replacement [D502001 Branch Wiring - Original Building]	D502001 Branch Wiring - 1950 Original, 1953 & 1956 Addition	$267,800
Replacement [D502002 Lighting Equipment - Entire Building except 2000 Addition]	D502002 Lighting Equipment - Entire Building except 2000 Addition	$ 32,445
Replacement B2010 Exterior Walls - All Sections - Exterior Paint	B2010 Exterior Walls - All Sections - Exterior Paint	$ 25,750
Replacement B2030 Exterior Doors - Section 1950, 1953, 1956 and 1989 - Doors and Hardware	B2030 Exterior Doors - Section 1950, 1953, 1956 and 1989 - Doors and Hardware	$ 37,080
Replacement B3010 Roof Coverings - Section A	B3010 Roof Coverings - Section A	$ 100,940
Replacement B3010 Roof Coverings - Section F	B3010 Roof Coverings - Section F	$65,920
Replacement C1020 Interior Doors - 1956 Addition - Doors and Hardware	C1020 Interior Doors - 1956 Addition - Doors and Hardware	$40,170
Replacement C1030 Fittings - 1956 Addition - Millwork	C1030 Fittings - 1956 Addition - Millwork	$ 61,800
Replacement C3010 Wall Finishes - 1956 and 1989 Sections - Paint Wallcovering	C3010 Wall Finishes - 1956 and 1989 Sections - Paint Wallcovering	$ 92,700
Replacement C3020 Floor Finishes - 1953 and 2000 Addition - Carpeting	C3020 Floor Finishes - 1953 and 2000 Addition - Carpeting	$ 20,600
Replacement C3030 Ceiling Finishes - 1956 Addition - Acoustic Tile Ceiling	C3030 Ceiling Finishes - 1956 Addition - Acoustic Tile Ceiling	$ 61,800
Study [D2020 Domestic Water Distribution - 1950 Original 1953 & 1956 Addition - Plumbing Piping Systems]	D2020 Domestic Water Distribution - 1950 Original 1953 & 1956 Addition - Plumbing Piping Systems	$10,300
Study [D502001 Branch Wiring - 1950 Original, 1953 & 1956 Addition]	D502001 Branch Wiring - 1950 Original, 1953 & 1956 Addition	$10,300
	TOTAL	**$ 2,055,880**

UTILITY COSTS *

Utility Cost Total: $43,006 **Utility Costs:** $1.09 sq. ft. / $11.65 sq. m.

Utility Cost per Student: $148

*based on complete 2015-2016 data

ACCESSIBILITY MEASURES

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

St. Charles Catholic Elementary School has no identified accessibility issues at this time.

ACCESSIBILITY NEEDS	ESTIMATED COST
Main office requires counter upgrades and operator	4,500
Library requires counter upgrades and operator	4,500
Stage requires lift installation	50,000
Drinking fountain modifications	30,000
Classroom door widths and/or door lever handle upgrades	75,000
Total Accessibility Needs	**$ 164,000**

No. of Parking Spaces: 52 spaces including 1 accessible spaces

Adequacy of Bus/Car Access & Egress:

The space for bus loading and unloading is adequate at St. Charles Catholic Elementary School.

The five (5) large buses and one small bus load and unload student in the bus loading zone located on Whyte Avenue, in front of the school.

The loading zone length fits four (4) large buses. In the morning, buses arrive with enough stagger between them to never require any buses to wait outside of the loading zone to unload.

In the afternoon, one large bus and one small bus wait until two buses have left the school before entering the loading zone.

The school's practice of loading one bus at a time so buses waiting for space in the loading zones are not delayed because of the lack of space.

The wheelchair accessible vehicle loads and unloads on the site off of Whyte Avenue using the school's handicap accessible parking and school access.

Cars load and unload students in the school parking lot off of Ann Street.

TRANSPORTATION INFORMATION

Average Student Distant to School (km):	3.24 km
% Students Eligible for Transportation:	73%
Longest Bus Route Time (minutes):	31 - 40 minutes (3 students)
Shortest Bus Route Time (minutes):	0 – 10 minutes (90 students)
Average Bus Route Time (minutes):	13 minutes

INSTRUCTIONAL PROFILE

No. of Teaching Staff:	14 Classroom Teachers
No. of Itinerant Staff:	1 Arts Coach travels to St. Charles to deliver Arts Programming for 67 school days .5 Prep & Planning Teacher .5 Resource Teacher – shared with Monsignor Clancy
No. of Administrative Staff:	1 Principal, .86 Secretary
No. of Support Staff:	4 Early Childhood Educators 1.5 Educational Resource Teachers (.5 Itinerant) 1.67 French as a Second Language Teachers
No. of Non-Teaching Staff:	2.5 caretakers

Available Programs:	Elementary Programming offered as based on Ontario Curriculum from Kindergarten to Grade 3 students then attend Monsignor Clancy Catholic Elementary School to finish elementary (Grade 4 to Grade 8)
Grade Configuration:	Kindergarten to Grade 3
No. of Students Out-of-Catchment: 22	**No. of Students Attending Elsewhere:** 14
Grade Organization:	4 ELKP – 24/26/26/24 students 3 Grade 1 – 20/18/19 students 2 Grade 2 – 21/22 students 1 Grade 2/3 Split – 9/11 students 3 Grade 3 – 19/20/20 students 1 Learning Strategies Class (Grades 1-3) - 6 students
Extracurricular Activities:	Intramurals during lunch, Chess, Dance Team, ECO Team, Parade Involvement, Yearbook, Play Day, Talent Show, Track and Field, Kids Helping Kids
Specialized Service Offerings:	One Learning Strategies Class available to students throughout the Board for students from Grades 1 - 3 that currently has 6 students

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

OTHER SCHOOL USE PROFILE

Description of Suitability for Facility Partnerships:

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

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

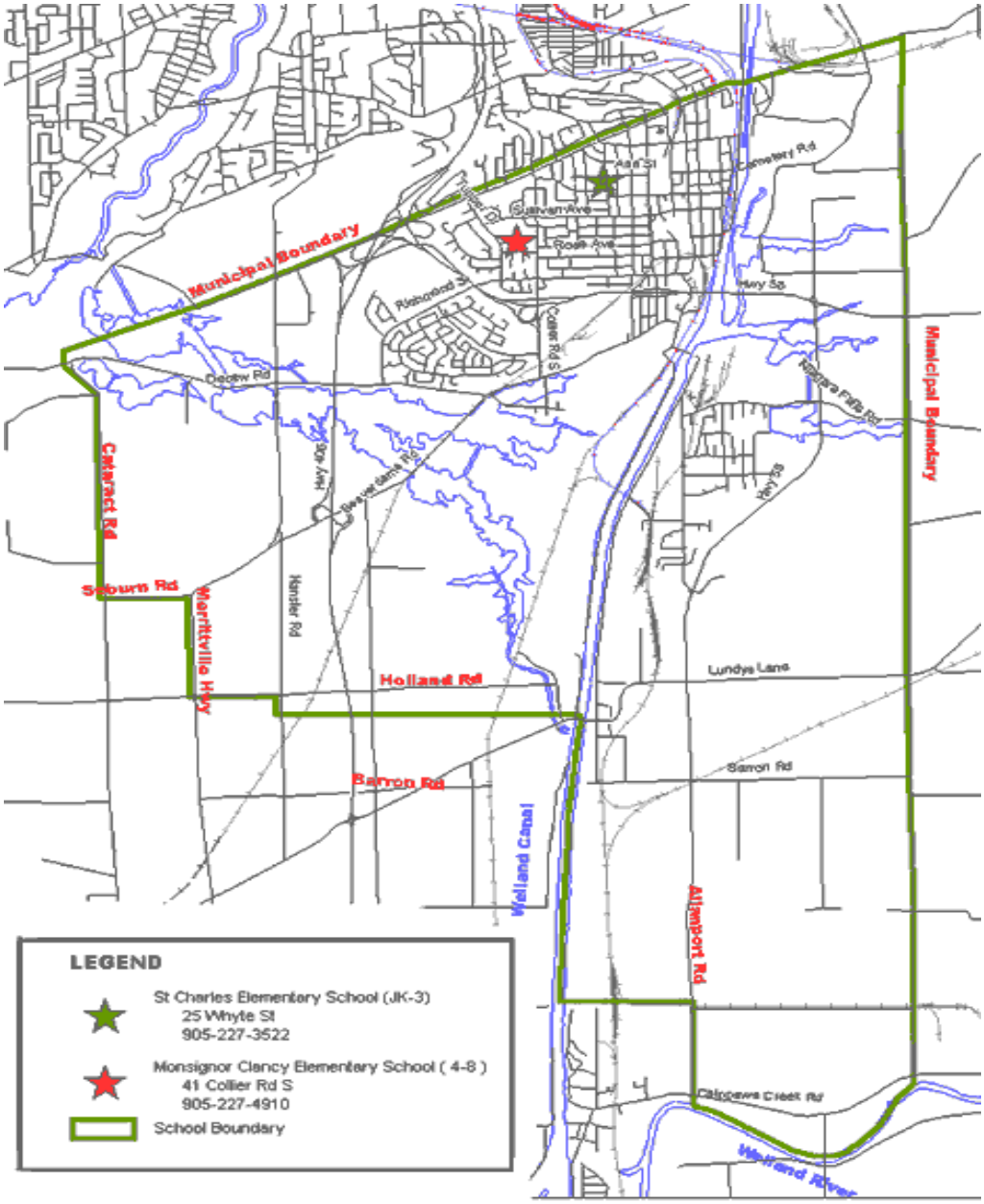
Notifications regarding this meeting were placed in local newspapers and invitations were also sent directly to a number of organizations.

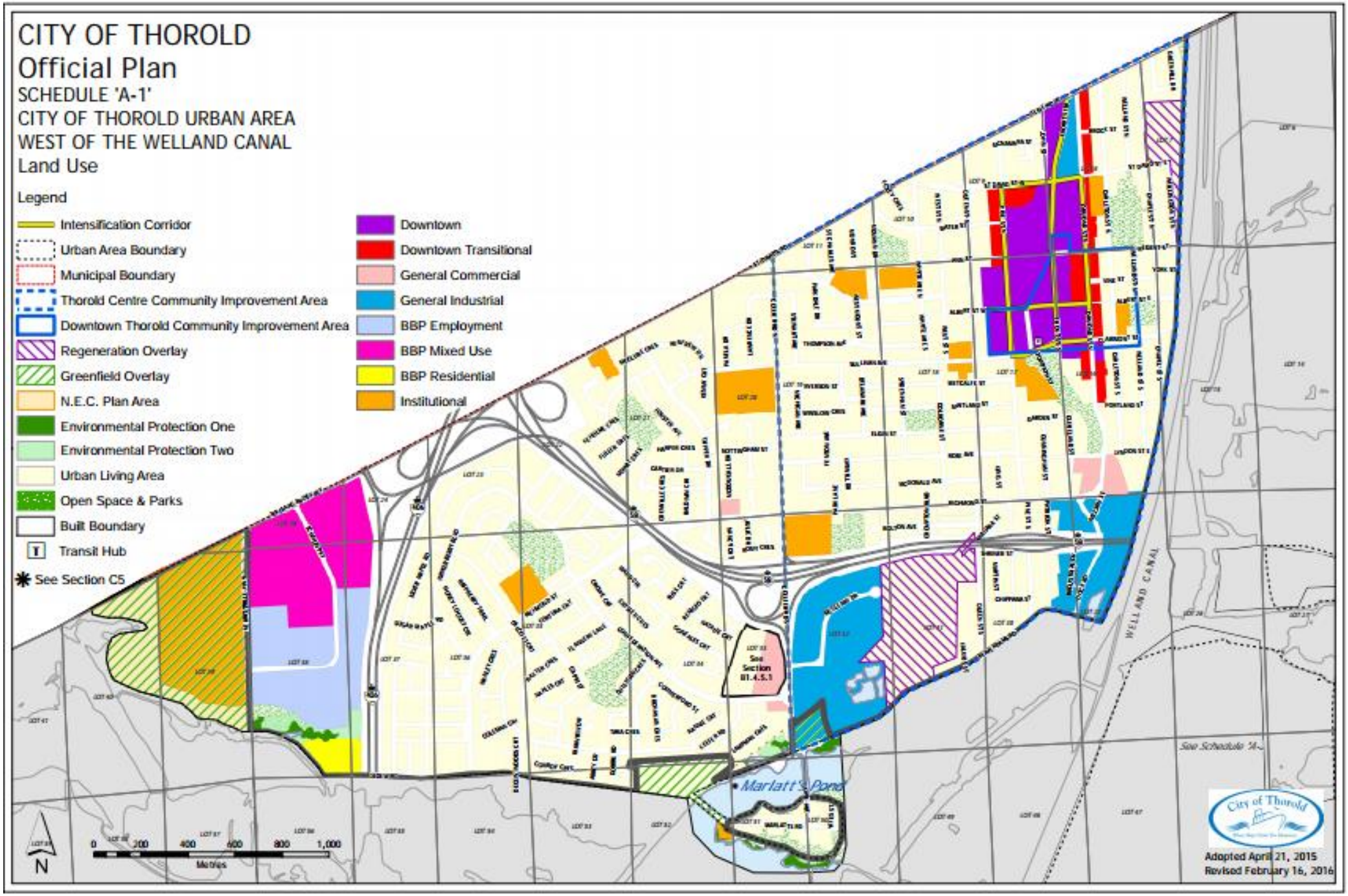
To date no partnership proposals have been submitted to the Board subsequent to the above meeting for neither St. Charles nor Monsignor Clancy Catholic Elementary Schools.

PARTNERSHIP OVERVIEW	
Current non-School programs or services: **Revenue:** $0.00 **Cost Recovery:** No	**Current Facility Partnerships: Niagara Nutrition Partners** **Revenue:** $0.00 **Cost Recovery:** N/A
Community Use of School: 3138 permitted hours in 2015-2016 (including childcare) **Revenue:** $5,258 (including childcare) **Cost Recovery:** No	**Before and After School Programs:** Yes **Revenue:** $4,467 **Cost Recovery:** No
Current Leases: No **Revenue:** $0.00 **Cost Recovery:** No	

Monsignor Clancy & St. Charles Catholic Elementary Schools

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

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Metres
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City of Thorold
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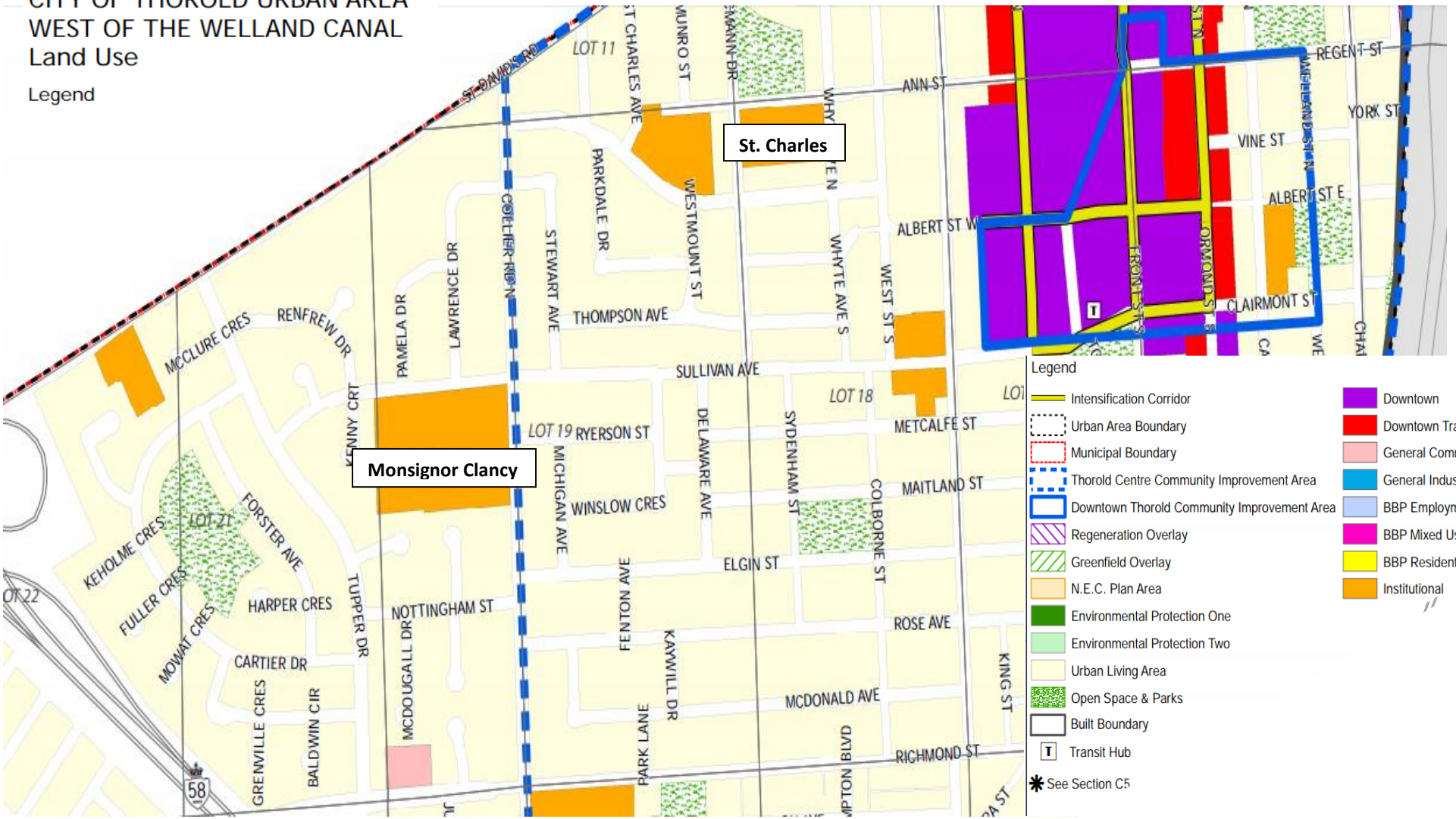

St. Charles Catholic Elementary School

Legend

Streets Labels

0.1 0 0.06 0.1 Kilometers

N

Notes

25 Whyte Avenue.
Thorold, Ontario

LEGEND:

101	ADMINISTRATION
101A	STAFF WASHROOM
101B	PRINCIPAL'S OFFICE
101C	SEMINAR ROOM
101D	VICE-PRINCIPAL'S OFFICE
102	STAFF LOUNGE
102A	WASHROOM
102B	WASHROOM
103	STORAGE
104	FRENCH OFFICE
104A	STAFF WASHROOM
104B	SERVER ROOM
105	KINDERGARTEN
106	KINDERGARTEN
107	KINDERGARTEN
108	KINDERGARTEN
109	LIBRARY/COMPUTERS
109A	LIBRARY OFFICE
110	KINDERGARTEN
111	KINDERGARTEN
112	ERT/BOOK ROOM
113	CLASSROOM
114	CLASSROOM
115	CLASSROOM
116	CLASSROOM
117	CLASSROOM
118	CLASSROOM
119	BOYS' WASHROOM
120	JANITOR
121	GIRLS' WASHROOM
122	FURNACE ROOM
123	GYMNASIUM
123A	GYM STORAGE
123B	STAGE
123C	KITCHEN
123D	CARETAKER
123E	SNOOZLEN
124	ACCESSIBLE WASHROOM
126	CHILD/YOUTH WORKER
127	CALMING ROOM
128	CARETAKER
129A	E.A. WORKROOM
129B	READING RECOVERY
130	CLASSROOM-SOCIAL SKILLS
131	CLASSROOM
132	CLASSROOM
133	CLASSROOM
134	CLASSROOM
135	KINDERGARTEN
135A	JK WASHROOM
135B	JK WASHROOM
136	CLASSROOM
137	STAFF WORK ROOM
138	FURNACE ROOM
139	GIRLS' WASHROOM
140	BOYS' WASHROOM

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1.02	CORRIDOR
1.03	CORRIDOR
1.04	VESTIBULE
1.05	VESTIBULE
1.06	CORRIDOR
1.07	CORRIDOR
1.08	CORRIDOR
1.09	CORRIDOR
1.10	VESTIBULE
1.11	CORRIDOR
1.12	CORRIDOR
1.13	CORRIDOR
1.14	CORRIDOR
1.15	VESTIBULE
1.16	EXT. STORAGE
1.17	EXT. STORAGE
1.18	EXT. STORAGE

NORTH

GENERAL NOTES

TOTAL SCHOOL AREA 3690 SQ.M.
PROPERTY ACREAGE 14164 SQ.M.

FIRM NAME AND ADDRESS
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240

PROJECT NAME AND ADDRESS
ST CHARLES ELEMENTARY SCHOOL
25 WHYTE ST, THOROLD, ON, L2V 2T4

DWG.NO. 141gf	REVISION NOVEMBER 2015	SHEET TITLE GROUND FLOOR PLAN	DRAWN BY T. LABBANCZ
DATE JUNE 1997		SCALE NTS	

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

ANN STREET

EXIT

ENTRANCE

4' SIDEWALK

GUY WIRE

526.89'

WALKWAY

ST CHARLES
ELEMENTARY SCHOOL

1989

1953

2012

1988

1950

2000

1956

1956

1953

2012

COURTYARD

ASPHALT PLAYGROUND

BASEBALL DIAMOND

SODDED PLAYGROUND

BELAIR P.E. 5-12

65'

4" BIG "O" WEEPER

ASPHALT WALKWAY

ASPHALT WALKWAY

WHYTE AVENUE

McMANN DRIVE

EXIT

FIRE LANE

ENTRANCE

HP

FH

CB

MH

PE

SAN

ST

SW

GENERAL NOTES

SCHOOL AND PROPERTY

ADDITIONS:	
1950	649 SQ.M.
1953	319 SQ.M.
1956	780 SQ.M.
1989	1612 SQ.M.
2000; 2012	51; 279 SQ.M.
TOTAL SCHOOL AREA	3690 SQ.M.
TOTAL PROPERTY ACREAGE	14164 SQ.M.

LEGEND

SA	SANITARY SEWER LINE
ST	STORM SEWER LINE
T	TELEPHONE SERVICE LINE
H	PRIMARY HYDRO SERVICE LINE
W	COLDWATER SERVICE LINE
G	GAS LINE
	PROPERTY LINE
	FENCE
	PAVING
	GRASSED AREA
	PAVED AREA
	CONCRETE
	TREE
HP	HYDRO POLE
MH	MANHOLE
FH	FIRE HYDRANT
CB	CATCH BASIN
	TRANSFORMER
	DUMPSTER

FIRM NAME AND ADDRESS
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1, (905) 735-0240

PROJECT NAME AND ADDRESS
ST CHARLES ELEMENTARY SCHOOL
25 WHYTE ST, THOROLD, ON, L2V 2T4

SHEET TITLE: SITE PLAN

DWG.NO. 141sp

REVISION: JUNE 2015

SCALE: NTS

DATE: JULY 1999

DRAWN BY: T. LABBANCZ

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 14, 2017

PUBLIC SESSION

TITLE: **COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET 2016-2017 UPDATE**

The Committee of the Whole System Priorities and Budget 2016-2017 update report is presented for information.

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:	February 14, 2017

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET 2016-2017 UPDATE

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 2016-2017.

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

This monthly report will provide an opportunity for 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 2016-2017 update report is presented for information.

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:	February 14, 2017

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

TOPIC: **TRUSTEE INFORMATION**
SPOTLIGHT ON NIAGARA CATHOLIC – JANUARY 31, 2017

Spotlight on

Niagara Catholic

Nurturing Souls & Building Minds

January 31, 2017

Board, Police Sign Protocol

During the January 31 Board Meeting, Niagara Catholic Director of Education John Crocco and Niagara Regional Police Services Chief Jeff McGuire signed an updated protocol which governs the way in which schools and police deal with a number of matters, from student behaviour to critical incidents in schools and the community. Joining Director Crocco and Chief McGuire in above photo, from left, are School Resources Officers Const. David Maryniuk and Const. David Thiessen; Niagara Regional Police Constable D. Therrien, Father Paul MacNeil, Chair of the Board and Superintendent of Education Lee Ann Forsyth-Sells. Thank you to Wayne Campbell from The Tribune for his story on our partnership with Niagara Regional Police.

Shining the Spotlight on Sacred Heart Catholic Elementary School

Each month, Niagara Catholic shines the spotlight on one school within the system during the Board meeting. On January 31, it was Sacred Heart Catholic Elementary School's turn, and Principal Irene Ricci was joined by Catholic School Council Chair Nancy Gauthier (second from left in the photo at right), Grade 5 Intensive French student Carson Gauthier and Grade 8 student Thia Harker, Sacred Heart's Student Senator, and teacher Sean Burke to share the excitement about Chippawa's community Catholic school.

During the presentation, they shared many great stories about the Sacred Heart Catholic school community. They spoke about their close connection to Sacred Heart Parish, and Father Paul McDonald, who is a frequent visitor to the school. Principal Ricci spoke about the staff's ongoing commitment to Catholic educational excellence, focusing especially on literacy and on Digital Discipleship.

They spoke about the school climate of Sacred Heart Catholic Elementary School, and the many ways in which students and staff come together to help others in need, including participating in the Holy Childhood Walk, Kids Helping Kids and collecting items for the Sacred Heart Parish food bank.

Thia spoke about the ways in which the community comes together each year, including special events and fundraisers, such as purchasing goats for a small village in Kenya last year.

Carson spoke about the Intensive French program, and how much he and his classmates have enjoyed learning French this way.

Mrs. Gauthier spoke about the many ways in which staff at Sacred Heart strive to make a difference in the education, health and wellness of students. She cited programs like the school's ECO team, the PALS playground program, the You're the Chef program and the Fair Play League as ways in which students are provided with leadership and experiential opportunities throughout the day.

Mr. Burke spoke about the importance of student voice, and the SpeakUp projects designed to enhance student engagement. The SpeakUp project at Sacred Heart is called Healthy Minds, Healthy Lives. The message is intended to encourage students and staff to unwind and focus on having a healthy mind, and the goal is to create and foster a place for student learning that is safe, inclusive and responsive to the needs of all students.

Niagara Falls Attendance Area Review Approved by Trustees

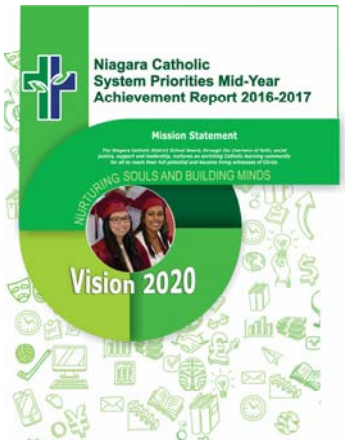
During the January 31, 2017 Board Meeting, Trustees approved a recommendation by the Committee of the Whole to change attendance boundaries for Loretto Catholic Elementary School, Father Hennepin Catholic Elementary School and Our Lady of Mount Carmel Catholic Elementary School.

Beginning in September 2016, Niagara Catholic embarked on an Attendance Area Review for the Saint Michael and Saint Paul Catholic High Schools families of schools. This review focused on a review of boundaries for Loretto Catholic Elementary School, Father Hennepin Catholic Elementary School and Our Lady of Mount Carmel Catholic Elementary School.

As part of the Board's open and transparent process, five committee meetings and four public meetings took place between October 19 and December 14, 2016. The final report was presented to Trustees during the January 17, 2017 Committee of the Whole Meeting. The recommendation was approved by the Board at the January 31, 2017 Board Meeting.

View the complete report in the January 17, 2017 Committee of the Whole Agenda.

2016-2017 System Priorities Mid-Year Achievement Report



The System Priorities and their associated enabling strategies chart the course for Niagara Catholic to fulfil the objectives of the Board's Vision 2020 Strategic Plan.

The System Priorities are developed by the Board in partnership with Senior Staff in the spring. The Board approves the System Priorities for implementation the following academic year. Each January Senior Administrative Council presents a mid-year update to review progress. That report was presented during the January 31, 2017 Board Meeting.

The 2016-2017 Mid-Year System Priorities Progress Report is available online.

Stay up to date with our Good News!

Have you checked out the Good News section of the Board website lately? If not, you're missing some great stories and photos about our students. Be sure to check it out often to keep up to date on the fantastic things happening in our schools and across the system. Be sure to check out Mary Ward Catholic Elementary School's video about the

school, which one third-place in the Ontario Catholic School Trustees' Association annual video competition, and the video from our Baby Day celebration, provided by Cogeco. There's also some great stories on the In the News section of our website, accessible through the home page. Don't forget our monthly Director's Video is also available on the main page of this website.

Follow us!

To ensure you stay connected with Niagara Catholic news and events, please be sure to like us on Facebook and follow us on Twitter and Instagram, and check our website often for updates and breaking news. It's the best way to stay in the know.

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

TOPIC: **TRUSTEE INFORMATION**
CALENDAR OF EVENTS FEBRUARY 2017

FEBRUARY 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	1 SEAC Meeting	2	3 Secondary P.A. Day	4
5	6	7	8	9	10	11
12	13	14 SAL Meeting CW Meeting	15 Kids Helping Kids Week	16	17 Elementary and Secondary P.A. Day	18
19	20 Family Day	21	22	23	24	25
26	27	28 Policy Committee Board Meeting				

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

TOPIC: **TRUSTEE INFORMATION**
OCSTA INFORMATION – JANUARY 6, 13, 20, 27 AND FEBRUARY 3, 2017

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

enterprisecanada.com/ontario-legislative-highlights-january-6/

January 6, 2017

WEEKLY ROUNDUP

EMPTY FEELING – As 2017 gets underway, Queen's Park is once again in by-election mode thanks to the surprise announcement just before Christmas that **David Orazietti**, the Liberal cabinet minister who held the Sault Ste. Marie riding since 2003, was quitting politics as of New Year's Eve. Empty seats have been a near constant in recent years; this time the full slate of Ontario MPPs lasted barely a month. Premier **Kathleen Wynne** has until the end of June to call the by-election, and will likely wait awhile – a winter campaign in The Soo not being anybody's idea of a good time. But a mini-cabinet shuffle will probably come sooner, at least to ease the burden on Labour Minister **Kevin Flynn**, who has taken on Orazietti's Community Safety and Correctional Services portfolio.

OIL BE DARNED – The beginning of the new year also brought with it the Liberals' new cap-and-trade tax, which will impact gasoline and home heating as part of a broader effort to reduce carbon emissions and fight climate change. Unfortunately for Wynne, the tax went into effect at the same time as global oil prices are on the rise, meaning the cost at the pump was already going up, and the worry in the Liberal camp is that motorists will attribute the entire price jump to Liberal policies. This exacerbates the already-troublesome issue of soaring energy costs, which are widely seen, inside and outside Liberal circles, as their Achilles' Heel in the run-up to the 2018 general election. Whether they can come up with solutions is the big question – or they're going to need a spirited campaign to convince voters that the *other* parties don't have answers either.

DON'T ASK, DON'T TOLL – Another thorny issue on Wynne's agenda for January – and likely beyond – is the ongoing debate over tolls on Toronto's Don Valley Parkway and Gardiner Expressway. When Toronto Mayor **John Tory** came out in favour of tolls, and most of City Council backed him, Wynne was quoted as saying the province (whose regulatory approval is required) wouldn't stand in the way. But now, perhaps under pressure from suburban caucus members fearing a motorist backlash, she's hedging her bets. In a CBC interview over the holidays, Wynne wasn't quite as enthusiastic about green-lighting tolls. "I respect the work of council and the mayor," Wynne told CBC, but suggested details will need to be taken into consideration from a provincial perspective when the actual proposal comes forward. "We need to look at the timing, we need to look at when this would start, how big the tolls would be and all of that, and look at what options people will have."

SUN SET – As they try to win back the hearts of voters – more than 85% of whom, according to recent polls, don't approve of Wynne – the Liberals are no doubt relieved that one of their harshest media critics will no longer have a pulpit. Long-time Sun Media columnist **Christina Blizzard** – who in nearly 20 years at Queen's Park annoyed more than a few Liberals, and even some in other parties, with her less-than-subtle, categorical jeers – has packed up her

typewriter. But others in the Sun family are apparently happy to take up the charge, led by former Ombudsman and PC by-election candidate **André Marin**. Marin, who built a reputation for bombastic rhetoric, is taking it to new heights in his regular Postmedia column, such as his vitriolic take on Orazietti's resignation, predicting other Liberal MPPs will follow suit. "They won't tell you it's got something to do with Wynne hovering at 15% approval rating in the polls. It'll be because they miss their kids, no doubt," he wrote, calling Orazietti's rationale "the usual, clichéd and platitudinal reason of rejoining his family," and scoffing at Orazietti's statement about the sacrifice of missing family milestones: "Get me a violin so I can play a sad song." Marin called for aspiring MPPs to be compelled to file an understanding with the Integrity Commissioner, "that they have consulted their family, that they are seeking public office, and that the duties are onerous, time consuming and demanding. And absent unique circumstances, they will fulfill their full term."

FOR THE RECORD

> *"Who would have thought that a kid that couldn't speak is now leading a political party, where my job is to speak all day?"*

- PC Leader **Patrick Brown**, starting to reveal some personal details about his life, admitting he overcame a serious stutter as a child.

> *"We'll enter the new year with a beleaguered governing party facing the prospect of having its dirty laundry aired in courtrooms; a right-wing opposition party with warring factions under an inexperienced leader; and a left-wing opposition party still figuring out how to get votes without selling its soul."*

- *Ottawa Citizen* columnist **Brian Platt**, neatly summing up the challenges of Ontario politics as 2017 gets underway.

> *"It will be an important year for Wynne, as it will be her last opportunity to improve her re-election chances before the campaign. Those chances are currently slim: her approval rating has been under 20 per cent in seven consecutive polls dating back to September, numbers worse than **Dalton McGuinty** had before he threw in the towel as premier."*

- CBC News correspondent **Éric Grenier**, naming Premier **Kathleen Wynne** as one of five provincial politicians to watch in 2017.

RUMOURS & RUMBLINGS

EXTENDED STAY

Wynne is surely sick of it by now, but it doesn't look like speculation about her future at the Liberal helm will abate, at least in the first part of 2017. Despite her repeated insistence she will lead the Liberals into the 2018 election, rumours continue to swirl that she will step down – or be forced to – this year. To be fair, much of this talk appears to be emanating from the Tories, who naturally love the narrative of a Premier under internal siege. Nonetheless, chatter is getting louder that Wynne could be pressured to quit if poll numbers don't improve by the spring. Liberals sources say poppycock to that, arguing that basic logistics don't support the premise. They point out that there is

only one more Ontario Liberal Party AGM – a necessary venue for a leadership coup to happen – before the election, and it would take at least six months of planning to stage a leadership contest. Further, they opine that 2017 poll numbers are a moot point, confident that Wynne will get her mojo back in time for the 2018 campaign, when it really counts.

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

enterprisecanada.com/ontario-legislative-highlights-january-13/

January 13, 2017

Updated wall charts listing MPP responsibilities and key government contacts are now available. Click here to download:

MPP Chart

Government Contact Chart

WEEKLY ROUNDUP

EXECUTIVE DECISIONS – It wasn't an earth-shaking cabinet shuffle, but Premier **Kathleen Wynne** did make some intriguing changes to her executive council this week. Nobody was promoted from the backbenches, but three MPPs – all, notably, women – are now full-fledged ministers, having ditched their "Associate Minister" and "Minister without Portfolio" titles. This was facilitated by bumping up Women's Issues and Seniors Affairs to full ministries. **Indira Naidoo-Harris** will helm Women's Issues, while also keeping responsibility for Early Years and Child Care (which she previously had as Associate Minister of Education). **Dipika Damerla** takes on Seniors Affairs, basically keeping her previous responsibility, but now as a stand-alone ministry. **Tracey MacCharles** becomes Minister of Government and Consumer Services, while maintaining responsibility for Accessibility (which she too had before, along with Women's Issues, but again without portfolio.) MacCharles replaces **Marie-France Lalonde**, who moves to fill the vacancy at Community Safety and Correctional Services, while keeping responsibility for Francophone Affairs. One other change sees **Jeff Leal** add responsibility for Small Business to his Agriculture, Food and Rural Affairs portfolio. Although there are more roles, the size of the cabinet is actually smaller than it was before, now comprising 29 ministers.

IT'S ACADEMIC – Wynne's cabinet remix was necessitated by the departure of **David Orazietti**, who didn't take long to find a new gig. Just a few weeks after resigning from cabinet and stepping down as MPP for Sault Ste. Marie, Orazietti was named Dean of Aviation, Trades and Technology, Natural Environment and Business at Sault College. A former teacher, Orazietti insists he didn't have the job confirmed before he left Queen's Park. "No, it's something that was reached or agreed to after I had resigned," he told the *Sault Star*. "I wanted to be here, at home, with my family, and be spending more time in Sault Ste. Marie, which was the reason I resigned. This is an opportunity that does fit very well and I'm very much looking forward to it." Now that he's in a position that requires some political neutrality, Orazietti will have to be careful about how much he participates in the by-election to replace him – which Wynne has until late June to call. But presumably the Liberals will want to tap into his riding

organization as they try to hang on to the seat he held for nearly 13 years.

UNHEALTHY RELATIONSHIP – Wynne probably doesn't have much in common with actress **Jane Fonda**, but they are united at the moment in feeling let down by Prime Minister **Justin Trudeau**. Fonda took a broad swipe at Trudeau, feeling he reneged on pledges agreed to at the 2015 climate change summit in Paris – which Wynne also attended. "We all thought, well, cool guy. What a disappointment," Fonda scoffed, then hit on a couple of themes close to Wynne's heart. "[He talked] so beautifully about needing to meet the requirements of the climate treaty … and respect and hold to the treaties with the Indigenous people and so forth, you know, such a heroic stance he took there. And yet he has betrayed every one of the things that he committed to in Paris." Wynne didn't respond to Fonda's tirade, but she's got her own issues with the Trudeau government. In the first sign of real tension between the Liberal cousins, Wynne is escalating her demands for more health care funding from the feds. She was on the defensive after the province's Financial Accountability Office released a report this week suggesting Wynne's government won't be able to limit spending growth on health care – a key factor in promises to balance the provincial budget – unless it makes significant cuts in services. Cue the Opposition: "They're playing a dangerous game here with the health-care system. They're playing a bit of Russian Roulette hoping that they make it to the next election," snarled NDP MPP **John Vanthof**; PC Health Critic **Jeff Yurek** chimed in that Wynne "is attempting to balance the budget on the backs of patients and our health-care providers. Patients are already suffering." Wynne deflected the challenges toward Ottawa, noting that although three Atlantic provinces have made deals with the feds to accept annual increases in health care transfers of 3.9%, "there are 10 premiers and 10 ministries across the country that have said this is not adequate, it is not possible for us to meet the needs of the people in our provinces and territories without having additional funding." Wynne continues to press for a 5.2% annual boost.

ANTI-SOCIAL– Nominating candidates for the June 2018 provincial election is proving to be more of a headache for PC Leader **Patrick Brown** than he would have liked. The growing rift between the social conservative wing of the party and Brown's stated desire to present a more middle-of-the-road, mainstream face have clashed spectacularly in several nomination races across the province. Many current caucus members have already been through the nomination process – getting acclaimed an unheard-of 18 months ahead of the election to avoid any internal (read: SoCon) challenges. This all started when 19-year-old upstart **Sam Oosterhoff** staged a stunning upset of party stalwarts in the Niagara West-Glanbrook by-election. Since then, the party has reportedly disqualified at least five would-be candidates. Some, like **Jay Tysick** in Carleton, have not gone quietly. He has been openly critical of chosen candidate **Goldie Ghamari** and the process, quoted extensively in the social conservative LifeSite News, to the point of a libel suit being threatened. In Glengarry-Prescott-Russell, local councillor **Amanda Simard** was acclaimed to the candidacy after businessman **Derek Duval** was nixed by the party. (It is perhaps more than a coincidence that the chosen candidates are women — one a visible minority — as the party tries to break its old stereotypes.) And if that isn't enough, former Mississauga MP **Bob Dechert**, who was in the federal Tory caucus alongside Brown, angrily pulled out of the race in Mississauga Erin-Mills, demanding an investigation. "I have lost confidence in the integrity of the party's nomination process," Dechert wrote in a letter to the party, citing concerns about allowing "out of riding candidates" who have "worked with the Liberals" and the practice of signing up "instant members" to stack the vote. However, sources say that out of 2,000 memberships sold in this nomination contest, Dechert's people had managed to move a total of around 80 — so it may well be the real reason he dropped out is that he had no chance of winning.

ALL IN ORDER – A couple of names familiar to Queen's Parkers were announced as Order of Canada appointees this week. Former Ontario Lieutenant-Governor **David Onley** made the list, as did Harris-Eves era cabinet minister **Janet Ecker**, who was recognized for her contributions to provincial politics and to Canada's financial services industry. "I look at the list of nominees this year and in previous years, it's pretty impressive," Ecker told local media. "I'm excited, but I'm quite humble. Those are phenomenal people they have on the list."

FOR THE RECORD

> *"Obviously during the campaign President Trump talked about various issues related to NAFTA and TPP and that will take a lot of focus of Minister Duguid's time."*

- Newly-named Small Business Minister **Jeff Leal** (who also keeps his Agriculture portfolio), admitting that the election of **Donald Trump** in the U.S. is one of the reasons Small Business has been separated from Economic Development.

> *"I'm not costing you a penny right now, but if I give up and go in the welfare line, then you'll be looking after me. I don't know why they would try to put people in a position where they can't afford to keep going because they're going to have to carry them anyway."*

- Amherstberg resident **Libby Keenan**, who posted online an open letter to Premier **Kathleen Wynne** complaining about the spike in hydro rates that has put her "one car repair or one mechanical breakdown" away from having to close down the equestrian business she operates.

> *"The lesson is we shouldn't be fooled by good-looking Liberals."*

- Hollywood star and prominent activist **Jane Fonda**, slamming Prime Minister **Justin Trudeau** while in Edmonton to protest oil pipelines approved by Trudeau's government. (No, it's not directly related to Ontario politics, but it was such a good quote we couldn't resist putting it in *Ontario Legislative Highlights*.)

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

enterprisecanada.com/ontario-legislative-highlights-january-20/

January 20, 2017

Updated wall charts listing MPP responsibilities (including revised NDP critic duties) and key government contacts are now available. Click here to download:

MPP Chart

Government Contact Chart

WEEKLY ROUNDUP

PAT ANSWERS – Ontario's next provincial election is a year-and-a-half away, but don't kid yourself – the campaign has already started. Case in point is a trio of digital ads launched by the PCs, aiming to "introduce" Leader **Patrick Brown** to voters. Although they look folksy, even such relatively low key and inexpensive videos require a concerted effort – there was no doubt much discussion around the messaging and tone, as well as production values that come across as professional without feeling too slick. Only time will tell whether they accomplish what they are supposed to, but the Tories are counting on the direct-to-voter connection to create a persona for Brown – to "define" him, in political parlance – before the Liberals do. PC campaign chair **Walied Soliman** was blunt about the strategy. "We know that the Liberals are going to unleash a campaign of unprecedented ferocity against Patrick," Soliman told the *Toronto Star*. "The only path to re-election for them involves waging a highly negative, misleading and personal campaign against Patrick. We all know it's coming and we are pre-empting it and we are ready for it." The three digital ads all feature Brown, shirt sleeves rolled up, speaking directly to the camera. One starts with the mother of an autistic child lauding Brown for his advocacy, the second is entirely Brown, against a blank backdrop, railing against soaring hydro rates, and the third, by far the most personal, opens with a close-up of his mouth as he talks about overcoming a stutter as a child. Reviews have been mostly positive, but as always in political parties there is some dissent and not everyone buys into the strategy. "What's the brand exactly? That our guy is a stutter survivor? The problem is it shows how little we have to work with. He's 38 years old, not married, no kids and has only ever been a politician," scoffed one Tory quoted by the *Star* – anonymously, for obvious reasons.

KEEP ME POSTED – Another sign that Queen's Park is shifting into full campaign mode is the escalating effort to engage with "real people." Amherstburg horse farmer **Libby Keenan** starred in that role this week, as she stopped by for a private visit with Premier **Kathleen Wynne**. The meeting was spurred by the open letter Keenan posted on Facebook last week, lamenting her struggles to stay afloat amid crippling hydro costs. It went viral, prompting Wynne to call Keenan personally. (Insiders say that kind of direct outreach was Wynne's style before she got

engulfed by the minutiae of being Premier – and she is evidently trying to get back outside the political bubble.) That 40-minute chat led to an invitation to meet in person, and Keenan took the offer. Although Wynne is due to be in Windsor next month, Keenan wanted to meet sooner so she borrowed a car and drove to Toronto. Emerging from Wednesday's face-to-face, Keenan seemed satisfied with Wynne's reassurances that something will be done to ease the hydro strain, while Liberal operatives quickly spread the word that reducing electricity costs will be the centrepiece of the provincial budget this spring.

LEFT SIDE – When the Legislature resumes a month from now, the NDP will have a new-look shadow cabinet, as party leader **Andrea Horwath** shuffled her caucus critic portfolios just before Christmas. The most notable changes have **John Vanthof** taking on Finance and Treasury Board, on top of his role as Agriculture, Food and Rural Affairs Critic, and **Peggy Sattler** now the NDP's watchdog for Education. Also interesting are the extraneous titles added to some critic portfolios, presumably to indicate NDP priorities: **Jennifer French** is Critic for "Youth Engagement"; **France Gélinas** adds "Pharmacare" to her Health monitoring; **Cindy Forster** is still Critic for Labour, but for her it's "Labour, Fairness and Work," **Lisa Gretzky** is not just Critic for ComSoc, but also for "Homelessness"; and **Cheri DiNovo** keeps her three critic portfolios of "GTA Issues," "Urban Transit" and "LGBTQ Issues" – none of which has a corresponding government ministry. Over in the PC caucus, meanwhile, Brown is expected to shuffle his shadow cabinet before the House reconvenes. His two newest MPPs, **Raymond Cho** and **Sam Oosterhoof** – both elected in 2016 by-elections – don't have any critic duties. Neither does **Jack MacLaren**, still serving penance for bad behaviour last spring.

IT AIN'T SO, JOE – Here's a name that won't be joining Patrick Brown's caucus anytime soon: **Joe Oliver**. The former federal Finance Minister lost his bid for the provincial PC nomination in York Centre – the riding held for eons by Liberal **Monte Kwinter**, Ontario's oldest-ever MPP who is reportedly ailing and may not run again, creating an opening the Tories think they can capitalize on. Oliver lost the nomination to local lawyer and activist **Roman Baber**, and sources say this is no social conservative coup – Baber simply outworked Oliver to secure the needed support. It's a similar storyline to that of ex-MP **Bob Dechert**, another of Brown's former Parliament Hill caucus mates, who pulled out of the Mississauga-Erin Mills PC nomination amid reports he was trailing badly. Meanwhile, another potential high-profile candidate has also come off the board, for different reasons. **Glen Gretzky**, brother of hockey legend **Wayne Gretzky** – an ally of Brown who publicly endorsed his leadership bid – was said to be mulling a run for the PC nomination in Brantford-Brant (currently held by Speaker and Liberal MPP **Dave Levac**). A Gretzky on the ballot in Brantford, the family's hometown, would be formidable, but word is Glen has decided to take a pass, at least partly because of illnesses in the family.

IT'LL GROW ON YOU – How maddening it must be for Wynne's Liberals that Ontario keeps generating positive economic numbers, but their own polling numbers stay anemic. After monthly employment figures showed the province's jobless rate at 6.4% – continuing a streak of being below the national average for more than a year and a half – the latest good economic data was a report of 0.7% growth in the third quarter (July – September) of last year. That's up from 0.2% in the second quarter, and better than many other jurisdictions, thanks largely to a low Canadian dollar improving Ontario exports. Although they don't seem to be getting much PR value out of it, the growing economy has a more practical importance for Wynne's Liberals, in that the added tax revenue is a crucial factor in their vow to balance the budget before the 2018 election.

NORTH WIND – While province-wide economic figures may be on the upswing, things are less rosy in the North, a state of affairs that continues to give political hope to the upstart Northern Ontario Party. NOP Leader **Trevor Holliday** is taking steps to give his party legitimacy, hosting a series of public meetings starting later this month in various northern locales. He's already learned the art of the visually relevant backdrop, announcing the tour in front of the Atlantic Power Corporation plant in North Bay – which, as of last week, is slated to shutter its doors. "The closing down of more Northern industries shows the lack of care or concern for the well-being of Northerners and the future generations," Holliday intoned, tarring the three major parties for a collective "lack of concern or a private member's bill to reform, redevelop or even have Northern Ontario protected."

FOR THE RECORD

> *"It will be up to the government of Ontario to ensure that you are not penalized, folks like you. I am trusting they will do that responsibly and not penalize you further."*

- Prime Minister **Justin Trudeau**, on his cross-country town hall tour, pointing the finger squarely at Queen's Park for managing energy costs in the wake of federal carbon pricing policies.

> *"They just demonized it up and down – made it impossible to even have the conversation. They turned it into a really dirty word and that had the effect of shutting down the whole discussion even before it began which, of course, led to a lot of really bad decision making."*

- University of Guelph economics professor **Ross McKitrick**, co-author of a Fraser Institute study concluding that the Liberal policy of closing coal-fired electricity plants did little to improve Ontario's air quality.

> *"It's really no surprise to see the right-wing Fraser Institute and well-known climate change skeptic Ross McKitrick argue against reducing greenhouse gas emissions. But the overwhelming consensus is clear … that the closure of coal plants in Ontario has resulted in significant reductions in air pollution and improved the lives of Ontarians."*

- **Dan Moulton**, a spokesman for Energy Minister **Glenn Thibeault**, arguing that the Fraser Institute report is so much hot air.

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

enterprisecanada.com/ontario-legislative-highlights-january-27/

January 27, 2017

WEEKLY ROUNDUP

I TOLL YA SO – "He'll get the money, we'll get the blame." That, from an unnamed Liberal MPP quoted in the *Toronto Star*, neatly sums up the impetus behind the pending announcement that the province will kibosh proposed road tolls championed by Toronto Mayor **John Tory**. Premier **Kathleen Wynne** is scheduled to officially nix the idea of tolls on the heavily-travelled Don Valley Parkway and Gardiner Expressway – approved by Toronto City Council but requiring provincial support – this morning. Instead, she is expected to pledge hundreds of millions of dollars in funding to pay for the transit improvements Tory wanted the tolls to bankroll. Tory is due to speak to the media later today, and his performance will be dissected for clues as to whether this decision creates a rift in his up-until-now good relationship with Wynne, as well as how it affects his relationship with PC Leader **Patrick Brown**, who openly opposed the tolling plan. From a political perspective, Tory was taking less of a risk than Wynne: His re-election requires only getting votes from 416ers in Toronto, while Wynne's Liberals need to also woo the 905 suburbanites surrounding the city, who make up a large segment of motorists using the DVP and Gardiner. The above quote, notably, is from a Liberal MPP from the 905. Word is Wynne faced a near-revolt at recent caucus and cabinet meetings, forcing the U-turn on supporting tolls.

TRUMPED UP – Week One of **Donald Trump**'s U.S. presidency saw him continue to utterly dominate conversation – in the news and commentary, on social media, in boardrooms, at water-coolers, and yes, in the halls of Queen's Park. Events stateside have practical implications for Ontario, to the point that Premier Wynne felt compelled to address Trump's protectionist stance during a tour of Ontario colleges and universities, diverting from her promotion of free tuition and other Liberal post-secondary goodies. "We are obviously paying very close attention to what's happening south of the border," Wynne commented during a stop at Kitchener's Conestoga College. "Ontario's economy is really integrated into the American economy … but it works both ways." Beyond the economic repercussions, though, it's the philosophical/political impacts of the Trump phenomenon that is weighing heavily on Queen's Park minds – what with an election looming in less than 18 months. Among the considerations to ponder:

- Will Trump's antics – the media baiting, the over-the-top rhetoric, the gleeful political incorrectness – send Ontarians scurrying for the comfort of the familiar? Or is the seam of anti-establishment resentment that propelled Trump to the White House lurking in the Ontario electorate?

- This is especially daunting for Brown, whose Tories have long struggled to find balance between the moderate and the radical. But it's also a conundrum for Wynne, who has to decide whether to keep bashing Trump, which could exacerbate economic tensions and potentially backfire if enough Ontario voters secretly like where he's going. And can NDP Leader **Andrea Horwath** find a place in the discourse, maybe even looking to arch-Democrat **Bernie Saunders** for inspiration?
- Last Saturday's Women's March obviously struck a nerve in Ontario – with busloads of demonstrators going to Washington while tens of thousands participated in their own larger-than-expected protest at Queen's Park. Presumably this sentiment would favour Wynne, but the question is whether it can overcome concerns around hydro rates and other issues that have ravaged her popularity.
- "Alternative facts," the phrase coined by a Trump adviser, sent a chill through political strategists. If it turns out that a majority of voters do not indeed care for fact-checking – as long as a stated opinion reinforces their own – the rules of engagement are now very different. Election campaigns have always walked a fine line between truth and propaganda, and that line is suddenly very blurry.
- Many are wondering how long Trump can keep dwarfing all other issues. But it has been pointed out that the **Rob Ford** circus, a similarly all-consuming media frenzy, continued the entire time he was Mayor of Toronto – albeit without the global, finger-on-the-button implications.

KEVIN CAN'T WAIT – Trump's spectre certainly hung over this week's unprecedented Facebook exchange between Wynne and federal Conservative leadership candidate **Kevin O'Leary**. It clearly didn't happen on a whim, as the parallels between O'Leary and Trump – rich businessman, TV personality, brash right-winger – gave Wynne an obvious target for anti-Trump (read: anti-Brown) positioning on this side of the border. Wynne posted an open letter to O'Leary – knowing it would quickly grab attention – challenging his assertions about Michigan auto sector investments. "I know that responding to you with such facts runs the risk of missing the point. On American game shows and reality TV, no one expects their words to be taken literally — or even seriously," Wynne wrote, in an undisguised comparison to Trump. "But for the millions of working families in Ontario who rely upon the auto sector to put bread on their table, I thought it was worth pointing out that your statements have been quite incorrect." She also took shots at his ideology ("Your policies so far suggest that serving society's most well-off should be the sole role of government") and a lighter-hearted jab at his *Dragon's Den* celebrity ("I want to welcome you to politics … I mean that sincerely. I respect anyone who is willing to enter the den.") Wynne's letter was followed by similar missives from Economic Development Minister **Brad Duguid** and Energy Minister **Glenn Thibeault**. O'Leary, for his part, didn't miss the opportunity to swing back. "You and your policies have all but bankrupted a province that was once an economic powerhouse in Canada. If you were the CEO of one of my companies I would have fired you long ago," he posted, and challenged Wynne to call a snap election (notwithstanding that Ontario has a fixed election date – see "alternative facts," above). "If you really think you are doing a good job, then prove it, and call an election tomorrow," he chided. "Unfortunately, we both know you won't do that though when you are sitting with a 16% approval rating in the polls."

LINE-UP TO THE RIGHT – As Brown continues to put together his slate of candidates – a process that has been marked by some controversy – he no longer has to worry about a threat to one of his incumbent caucus members. **Lisa MacLeod** was formally nominated in Nepean last weekend, after **Riven Zhang**, a self-described "prominent member of the Ottawa Chinese community and an accomplished businessman" withdrew from the race. Zhang publicly announced his support for **Merrilee Fullerton** as the PC candidate in Kanata-Carleton, and used the same statement to declare, "After considering his own candidacy for the Ontario PC Party in the neighboring Nepean riding, Mr. Zhang decided to join Ontario PC Leader Patrick Brown's team as a senior advisor." It is reportedly not a paid position, and insiders say Zhang was "persuaded" to withdraw by senior Ottawa Tories. Meanwhile, other ridings continue to see robust PC nomination battles. In Brant, for example, not only is the party's nomination being contested for the first time since the 1950s, there are at least *six* wannabe PC candidates. Across the province, even in ridings where the Tories are seen as longshots, the level of interest in PC slots is unusually high (especially this far ahead of an election) – reflecting perceptions, at least in Tory ranks, that Wynne's Liberals

are finished.

FOR THE RECORD

> *"New families don't want to go to communities where there won't be a school anymore and then it snowballs – first you lose the school, then you lose the families, then you lose the grocery story, then you lose the pharmacy and then you don't have a community anymore. It is happening throughout my community – there are beautiful homes with four and five bedrooms that nobody wants."*

- Nickel Belt NDP MPP **France Gélinas**, echoing an Association of Municipalities of Ontario warning that closing rural schools – under consideration in some parts of the province because of declining enrollment – has ramifications far beyond education.

> *"This isn't restricted to me or my colleagues, it's happening across the country. I don't read them all because it's just too toxic, but I read enough of them to know it's not who we are as Ontarians."*

- Premier **Kathleen Wynne**, in a CBC story with a headline about Wynne being "bombarded on social media by homophobic, sexist abuse." The story includes screen shots of some nasty posts, as well as examples of particularly offensive comments screened out by the Premier's staff.

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

enterprisecanada.com/ontario-legislative-highlights-february-3/

February 3, 2017

WEEKLY ROUNDUP

THAT'S RICH – Executive compensation is always a touchy subject, even more so as income inequality takes hold as a major social issue of our time. And still more so when taxpayers are footing the bill and governments are preaching austerity to resolve fiscal shortfalls. Such is the minefield the Ontario Liberals find themselves in as a five-year salary freeze on public sector management is due to be lifted at the end of March. Significant raises for executives, such as top management at Ontario Power Generation, puts the Liberals in the uncomfortable position of defending hikes for people already seen to be making good coin, at least from the average worker's perspective. Treasury Board President **Liz Sandals** found out just how hard it is to make that case when she was asked how commuters might feel about OPG chief executive **Jeffrey Lyash** potentially getting $3.8 million. "Most of the people sitting on the GO train probably don't have high-level nuclear qualifications or the business qualifications to run a multi-billion-dollar corporation," Sandals surmised. "The talent is exceptional to be in those exceptional positions." Cue PC Leader **Patrick Brown**, who lashed out at the remarks as "condescending (and) disparaging." All of this forced Premier **Kathleen Wynne** to try and put a lid on the controversy, suggesting she won't allow "unreasonably high" raises. "Agencies must strike the right balance," she asserted. "They need to keep and attract great talent, with the right expertise, while ensuring that salaries are fair and appropriate … In cases where employers fail to comply, we would refuse salary increases."

AWKWARD AND UPWARD – After Toronto Mayor **John Tory**'s rant last Friday about Wynne nixing the city's plans for road tolls – "It is time that we stop being treated, and I stop being treated, as a little boy going up to Queen's Park in short pants," Tory huffed – he couldn't exactly be warm and fuzzy three days later. But neither could he avoid a face-to-face meeting, with their regular monthly meeting looming on the public schedule. That went ahead on Monday, but with one symbolically glaring twist: Rather than their usual joint news conference afterward, they met with the media separately. Tory wasn't shy about why he hightailed it out of the Legislature for the comfort of City Hall, explaining he felt it was "better to stand here and talk to you myself and to avoid the potential awkwardness of getting into a lot of this kind of stuff … with the two of us standing there." While their previously cozy relationship has clearly taken a hit, both were careful to position the dispute as more of a spat than a full-blown political divorce. Tory explained that he was "just trying to say it couldn't be business as usual" amid "lingering doubts" about Toronto's autonomy, but added he was encouraged by Wynne's apparent support on social housing issues. As for Wynne, she took a sunnier view. "A strong relationship can go through periods of disagreement or issues of disagreement and come out on the other side even stronger, so that's how I see the relationship with the City of Toronto," Wynne offered. "I don't think this is about a broken relationship. I know it's not." Meanwhile, her

cabinet was all smiles this week, publicly praising the decision to kill tolls – adding credence to reports of an internal revolt forcing Wynne to withdraw her support for Tory's plan.

MEDIC ALERT – One relationship that certainly *is* broken is in Ontario's doctor community. Locked in a years-long battle with the province over a new contract, internecine fighting within the Ontario Medical Association is creating huge rifts – which may or may not be advantageous to Queen's Park. A special meeting of the OMA's governing council last Sunday had the worst possible outcome from an internal perspective. A motion to oust the organization's executive failed to get the two-thirds support it needed, but did garner more than half the votes, leaving nobody satisfied. All of this infighting has cleared a path for the Ministry of Health – in the absence of a formal contract – to basically impose its will, which is only adding to physicians' frustration. Health Minister **Eric Hoskins** has become Public Enemy No. 1 for many docs, and leaders of the splinter factions are openly talking about "job action" to force him to budge. So far there have been no specifics about what that action might entail, but if patient care starts to be affected, the public relations war – which so far Hoskins and the Ministry seem to be winning, or at least playing to a draw – would dramatically escalate.

STAY IN SCHOOL – Job action by teachers, which is always a nightmare for governments, appears to be much less of a threat. Most of Ontario's education sector unions have now agreed to two-year contract extensions, taking them through August 2019 – which, significantly, is beyond next year's provincial election. Assuming the union representing high school teachers, which is still at the bargaining table, reaches a similar agreement, the Liberals can claim a major victory. Not only can they point to labour peace in schools as a key accomplishment, they can also potentially tap into the formidable on-the-ground resources teachers can offer when they're on-side.

SOO LOOKOUT – Two of the three main players in the pending Sault Ste. Marie by-election are now in place, with the NDP nominating local City Councillor **Joe Krmpotich** as the party's candidate. More so than in other recent by-elections, New Democrats believe they have a real shot at winning, having held the riding between 1985 and 2003. It was also a Progressive Conservative bastion for decades prior to that, so the Tories are also gearing up for a spirited run. Their candidate has been in place since November, when lawyer **Ross Romano**, also a City Councillor was nominated – before anyone knew there would be a by-election, necessitated by the Christmas-time resignation of Liberal cabinet minister **David Orazietti**. At the moment, though, there is no official by-election campaign for Krmpotich and Romano to run in, and there won't be until the third major slot is filled. Premier Wynne has until the end of June to call the by-election, and will obviously wait until her Liberals have chosen a candidate before setting the date.

ANTI-SOCIAL – As has become the norm, U.S. President **Donald Trump** was an unavoidable presence in Ontario politics again this week. But while the Liberals and NDP are free to openly attack his policies – which they did, vociferously decrying his ban on immigrants from seven mostly-Muslim countries – PC Leader Brown is having to manage some backlash. Trump sympathizers in Ontario would presumably gravitate toward the Tories, and Brown will accept their votes, but he most assuredly does not want them setting his agenda. Much to his chagrin, that appears to be a motive for some ostensible supporters, such as the heckler at a party rally in Stittsville wearing a "Make Ontario Great Again" hat – a blatant riff on Trump's "Make America Great Again" slogan. **Guy Annable**, who proudly described himself as an "angry white man," repeatedly interrupted Carleton PC candidate **Goldie Ghamari** by yelling social conservative rhetoric, then defended his stance by asserting, "Somebody's got to keep the conservative in this party." Annable wasn't alone in sideswiping Brown at the event. **Jay Tysick**, whose nomination bid was vetoed by the party, and a few others made a show of ripping up their PC membership cards at the meeting. Even Brown's condemnation of the Trump travel ban, in the form of a Twitter post supporting refugees coming to Ontario, was met with barbs from the extreme right, castigating him for being too mushy. On the other hand, given that polls continue to show him with a commanding lead, Brown's ongoing rift with the SoCon fringe might actually be helping him – handing him opportunities to reinforce the moderate image he wants to project.

FOR THE RECORD

> *"The PCs would rather have Homer Simpson running our nuclear power plants than the best and the brightest technical operators in the world."*

- **Dan Moulton**, spokesman for Energy Minister **Glenn Thibeault**, defending plans to increase salaries at Ontario Power Generation, as a five-year pay freeze for non-union public sector management is lifted. The Ontario Tories have vowed to review public sector executive salaries if they're elected next year.

> *"Any leader who doesn't listen to those voices, doesn't listen to the team … isn't actually leading."*

- Premier **Kathleen Wynne**, admitting that pressure from her caucus and cabinet – particularly from the 905 area – was a factor in her decision to thwart tolls on Toronto expressways.

> *"Premier Wynne thought tolls were a great idea, until she saw her poll numbers. She's desperately bleeding support across the province, so now it's polls before tolls."*

- PC MPP **Raymond Cho**, one of many Tories – who opposed the tolls right from the get-go – castigating Wynne for the reversal.

> *"Like millions of our American neighbours, we believe that a ban against individuals based on religion, race, or country of origin must never be tolerated by Canada. President Trump's actions are disastrous for innocent people and put the lives of thousands of vulnerable refugees at risk."*

- NDP Leader **Andrea Horwath**, in an open letter to the Premier, calling for Ontario to be declared a "sanctuary province," guaranteeing that public services will be available to all residents regardless of immigration status.

> *"First responders and jurors are the bookends of the justice system, and the law is the glue that binds it all together. I'm really proud of being a juror. I'm proud of the role that I played in delivering justice that day, but it did take a toll on me and my family, and does still to this day."*

- Former juror **Mark Farrant**, who served on the jury of a first degree murder trial and suffered PTSD as a result of the experience, praising a new government initiative to offer free counselling to jurors who sit through particularly graphic trials and coroner's inquests.

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

TOPIC: **TRUSTEE INFORMATION**
BISHOPS GALA – APRIL 1, 2017

The Niagara Foundation for Catholic Education's

Annual Bishop's Gala

Most Reverend Gerard Bergie, D.D., Bishop of St. Catharines

Supporting scholarships and students in need

Saturday, April 1, 2017

Club Roma 125 Vansickle Road, St. Catharines, ON

5:30 p.m. Antipasto Bar and Cocktail Reception • 7:00 p.m. Dinner
Cash Bar • 2 bottles of wine per table • 2 drink tickets per person

Silent Auction

Music by The Madhatters

Niagara Catholic Education Award of Distinction

Tickets can be purchased online at www.NiagaraCatholic.ca or by cheque (form below)

Single ticket $80 • Table of 10 $750 (Purchase of a ticket includes 2 drink tickets)

Payment Options

PayPal | cheque

MasterCard VISA American Express Discover

Tickets must be purchased by March 25, 2017

Send your ticket order form and cheque to:
Sherry Morena, Coordinator of Information Management
Niagara Catholic District School Board, 427 Rice Rd., Welland, ON L3C 7C1
Cheques payable to: Niagara Foundation for Catholic Education
Note: $30 Tax receipt available upon request

Name _____ Phone _____

Address _____ # of Tickets _____ Payment $ _____

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

TOPIC: **TRUSTEE INFORMATION**
OCSTA ANNUAL GENERAL MEETING & CONFERENCE – APRIL 27-29, 2017

Ontario Catholic School
Trustees' Association

OUR VOICE ~ OUR MESSAGE ~ OUR FUTURE

87th Annual General Meeting & Conference

APRIL 27 ~ 29, 2017

International Plaza Hotel & Conference Centre
655 Dixon Rd, Toronto, ON M9W 1J3

Co-Hosted by the York Catholic District School Board

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Dates to Remember	
January 20, 2017 12:00 pm (EST)	**Deadline for *Trustee Award of Merit* nominations.**
January 20, 2017 12:00 pm (EST)	**Deadline for *Student Trustee Alumnus Award* nominations.**
January 31, 2017 12:00 pm (EST)	**Deadline for receipt of Annual General Meeting Resolutions from Boards.**
March 17, 2017	**Deadline for Early Bird registration discount.** **Full payment must be received in the OCSTA office by this date in order to receive the discounted rate. No exceptions.**
March 24, 2017	**Cancellation deadline for full refund of registration fees.** **See "Cancellations" for more information regarding refunds.**
April 7, 2017	**Cancellation deadline for full refund of purchased Annual Dinner Ticket(s).**
April 7, 2017	**Deadline for booking rooms at the International Plaza Hotel within the discounted OCSTA block.** **See "Important Hotel Policies" for information regarding fees and cancellation penalties.**
April 7, 2017 9:00 am (EST)	**Deadline for Nominations:** **OCSTA Regional Director - Regions 1, 2, 3, 4, 5, 9, 10 & 11.**
April 26, 2017 9:00 am (EST)	**Deadline for receipt of Proxy Forms at the OCSTA office.**
April 28, 2017 9:00 am (EST)	**All proxy badges must be collected from the OCSTA Registration Desk.** **Proxies not collected by the deadline will be deemed invalid.**

Delegate Registration Information

Conference Registration Fees

Early Bird Fee (until March 17, 2017)
$665.57 ($589.00 + $76.57 HST)
Full payment must be received in the OCSTA office by this date in order to receive the discounted rate. No exceptions. Please allow sufficient time for your payment to be processed by your accounting department and delivered to OCSTA.

Regular Fee (after March 17, 2017)
$733.37 ($649.00 + $84.37 HST)

Student Trustee Fee
$395.50 ($350.00 + $45.50 HST)

Additional Annual Dinner Ticket
$101.70 ($90.00 + $11.70 HST) – *includes gratuities*

Delegate registration fees include admission to all sessions, receptions and meals, including breakfasts, lunch and the Annual Dinner.

Registration

For on-line registration, please click here.

Please make cheques payable to

OCSTA
Attn: Camille Martin
1804 – 20 Eglinton Avenue West
Box 2064
Toronto, ON M4R 1K8

Note: There is no cost for attending the business session only. However, meals are not provided and individuals must register before **April 14, 2017.** Requests for a reduction in fees for partial attendance will not be accepted.

Business Sessions consist of:

- Nominations report (if required)
- President's address
- Introduction of and address by candidates (if required)
- Presentation of Audited Financial Statements
- Resolutions session(s)
- Report of the returning officer re: election(s) (if required)

Name Badges

Name badges are required for admission to all AGM & Conference functions. Delegates are asked to wear their name badges at all times.

Conference Package & Event App

OCSTA will once again be using a mobile application or "app" for our event. The event app can be viewed on any device with an internet connection. There will not be a printed program. **Information and instructions for downloading the app can be found on page 5.**

The conference package will be distributed to delegates at the event and will contain:

- Resolutions package
- Copy of auditor's report
- Other material as appropriate.

Cancellations

Registration Fees:

Up to March 24, 2017 – full refund

March 25 to March 30, 2017 – 25% of the registration fee will be charged.

March 31 to April 7, 2017 – 50% of the registration fee will be charged.

After April 7, 2017 – no refund, under any circumstances will be issued – substitutions are welcomed.

Additional Annual Dinner Ticket:

A full refund will be issued for cancellations received by **April 7, 2017**. After that date, no refunds will be issued, but substitutions are welcomed.

All cancellations must be submitted in writing to Camille Martin at cmartin@ocsta.on.ca.

Ministry of Education Support for Student Trustee Participation

Please note that the Ministry of Education will once again be providing financial support to help offset the registration, travel and accommodation costs associated with student trustee registrations.

Hotel & Meals

Hotel Reservations and Room Rates

The International Plaza Hotel & Conference Centre has set aside a block of rooms for delegates and guests attending the OCSTA 2017 AGM & Conference, starting at the discounted rate of $142 + applicable taxes.

If anyone wishes to extend their time in the area, the above nightly rates will also apply to pre- and post-event dates and will be based on availability.

In order to ensure that all delegates are accommodated, please reserve only the rooms that your board actually needs. Those booking rooms should already be registered for the AGM & Conference.

Boards are asked to make room reservations directly with the hotel by clicking here or by calling 416-244-1711 or 1-800-668-3656. When booking, be sure to identify yourself as an OCSTA delegate (Group Code: OCS_001) to secure the group discount rate.

The deadline date for booking rooms is April 7, 2017. After this date, rooms will be released to the public and offered only through general availability.

IMPORTANT HOTEL POLICIES:

- **Booking**
  - *A valid credit card is required at the time of booking to guarantee individual reservations.*
- **Late check-out and early departure fees**
  - *Early departure fee (check-out prior to the original departure date) = $50.00.*
  - *Late departure fee (check-out between 12:00 pm – 3:00 pm) = $50.00.*
  - *Late departure fee (check-out between 3:00 pm – 7:00 pm) = $89.00.*
- ***Cancellation***
  - *Guests may cancel their reservation by 6:00 pm on day of arrival without penalty*
  -
  - *If cancellations are made after 6:00 pm day of arrival, guest will forfeit one night room and tax.*
- **Check-in: 3:00 pm**
- **Check-out: 12:00 pm**

Meals & Receptions

Our Conference receptions provide wonderful opportunities to meet other trustees and colleagues from across the province. There will be three receptions held during the conference.

The registration fee for delegates covers the cost of all meals offered during the OCSTA AGM & Conference.

The following is a summary of the receptions and meals planned for OCSTA's AGM & Conference.

NOTE: Times listed below are subject to change.

April 27

- **Meet & Greet** *(5:30 pm – 7:00 pm)*
  Heavy hors d'oeuvres, cash bar
- **Opening Reception** *(8:30 pm – 9:30 pm)*
  Cash bar

April 28

- ***Delegate Breakfast*** *(7:30 am – 8:30 am)*
- ***Delegate Lunch*** *(12:45 pm – 1:45 pm)*
- ***Annual Dinner Reception*** *(7:00 pm)*
- ***Annual Dinner*** *(7:30 pm)*

April 29

- ***Delegate Breakfast*** *(7:45 am – 8:45 am)*

If you have any special dietary needs (not preferences), please notify Margaret Binns, OCSTA Director of Administrative Services, at mbinns@ocsta.on.ca by no later than April 7, 2017.

Eucharistic Celebration

The Eucharistic Celebration will be held at 5:30 pm on Friday, April 28, 2017, at Transfiguration of Our Lord RC Church, 45 Ludstone Drive, Etobicoke, ON M9R 2J2.

Business Sessions

Nominations

Nominations are open for the position of OCSTA Regional Director in Regions 1,2,3,4,5,9,10 & 11.

A nomination form is available here. Additional forms may be reproduced locally as required.

The deadline date for nominations is **9:00 am (EST) on April 7, 2017.**

A list of all nominations received in the OCSTA office by **April 7, 2017** will be distributed to all member boards no later than **April 10, 2017**.

If, however**,** no nominations for any of the positions are received at the Corporation Head Office within the time so limited, nominations shall remain open until but not later than two hours and fifteen minutes prior to the time fixed in the Notice of Meeting for the call to order of the first business session at the Annual Meeting.

Voters' List

All trustees are deemed to be Trustee Members of the Association and are eligible to vote.

Your AGM & Conference badge must be worn at all times as it identifies your eligibility to vote.

Proxy Votes

Trustee Members who cannot attend the Annual Meeting may appoint a proxy to vote on their behalf. We have outlined below some rules governing the appointment of proxies.

NOTE: No appointment as proxy shall entitle any individual to vote at any meeting of the Members unless the appointment:

a. is in writing in the appropriate form set out herein;
b. has been completed in all respects;
c. has been witnessed by a Roman Catholic who has attained the age of eighteen years and who has completed the Declaration of Witness;
d. has been delivered to the Head Office of the Corporation no later than 48 hours, excluding Saturdays and Holidays, before the meeting of the Members is scheduled to commence; and
e. the individual has registered as proxy with the Registration Desk no later than 9:00 am on the day the meeting of the Members is to commence.

A proxy form is available here. Additional forms may be reproduced locally as required.

The deadline date for receipt of Proxy Forms in the OCSTA office is 9:00 am (EST), April 26, 2017.

Should you have any questions, please contact Jane Ponte at jponte@ocsta.on.ca or call the OCSTA office at 416-932-9460, ext. 223.

Resolutions

The resolutions process provides member boards with the opportunity to bring important issues that have provincial implications to the attention of all trustees in the province. Guidelines for preparing resolutions are available here. The deadline date for receipt of resolutions in the OCSTA office is 12:00 pm EST, January 31, 2017.

Generally, voting at business sessions will be by a show of hands. Delegates carrying proxies must have and show a valid proxy badge. In the event that a recorded vote is needed, ballots will be distributed.

Award Nominations

Trustee Award of Merit

Click here to link to the memo and nomination form. Deadline: January 20, 2017, 12:00 pm EST.

Student Trustee Alumnus Award

Click here to link to the memo and nomination form. Deadline: January 20, 2017, 12:00 pm EST.

Suggested Spousal Activities

The International Plaza Hotel & Conference Centre offers such amenities as a pool, gift shop, spa, Starbucks, and several restaurants. Nearby attractions include shopping centres such as Woodbine and Cloverdale, and restaurants such as The Keg Steakhouse & Bar, Mitaka Japanese Cuisine, and Graffiti's Italian Eatery.

Visit Downtown Toronto, where you will find shows, restaurants, sporting events, etc. A complimentary hotel shuttle will take you to Pearson International Airport, where you can board the UP (Union-Pearson) Express – please visit their website for more information.

Download Your Guide to the AGM & Conference!

Once again, OCSTA is excited to be offering to all attendees the digital **EventMobi Guide** to the AGM & Conference.

The event app allows convenient, 24-hour access information about sessions, speakers, hotel reservations, conference registration, and much more!

Here's how it works:

- Download the event app on any device that has an internet browser: (smartphone, tablet, laptop, desktop computer, etc.).
- Follow your device's instructions to add the app icon to your home screen.
- On the home page of the event app, click (or tap) images for the following features:
    - **Registration** (links to a conference registration form)
    - **Hotel Reservations** (links to the hotel reservation webpage)
    - **Agenda**
        - Session times, locations, and descriptions
        - Create your own calendar of sessions and events
    - **Speakers** (photos, bios)
    - **Attendees**
        - Create and personalize your profile and see those of other attendees
        - Text-message other attendees
    - **Sponsors** (see who's sponsoring our event, with links to websites)

  Scroll down if you don't see all of these images on your screen.
- If you prefer, click or tap "Menu" to get these and other options in list format.

How to Access our Mobile Event Guide:

- Go to http://eventmobi.com/ocsta2017agm/ on your browser to instantly access your mobile event guide.

Please note that there will not be a printed program at the AGM & Conference.

Download your event app today and explore!

Ontario Catholic School Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

January 26, 2017

MEMORANDUM

TO: All Catholic School Trustees, Directors of Education and Senior Business Officials

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **OCSTA/OCSBOA Business Seminar – Registration**

The annual OCSTA/OCSBOA Business Seminar is scheduled for Thursday, April 27, 2017 at the International Plaza Hotel & Conference Centre (655 Dixon Rd., Toronto ON M9W 1J3).

Please click here to register on-line. To access the Preliminary Program, please click here.

Please submit payment by **April 17, 2017** to:

Attention: Connie Araujo-De Melo
OCSTA
1804-20 Eglinton Avenue West
Box 2064
Toronto, ON M4R 1K8

Cancellations

The deadline date for full refund of seminar registration fees, due to cancellation, is April 3, 2017. A 50% administrative charge will apply to each cancelled registration received after April 3, 2017 and before April 14, 2017.

No refund, under any circumstances, will be available for cancellations received after April 14, 2017, however, substitutions will be accepted. Confirmed registrants who do not attend the event are responsible for the full registration fee.

All cancellations must be submitted to Connie Araujo-De Melo by email at cdemelo@ocsta.on.ca or by fax 416-932-9459 within the timelines.

Ontario Catholic School Trustees' Association

2017 OCSTA/OCSBOA BUSINESS SEMINAR

Thursday, April 27, 2017, 9:00 am – 3:30 pm
International Plaza Hotel & Conference Centre
Plaza BC

Preliminary Program

8:00 am	**Registration**
9:00 am	**Welcome & Opening Remarks** *Patrick Daly, President, OCSTA* *Paul DeCock, President, OCSBOA*
9:15 am	**Ministry of Education Presentation: Internal Audit Process and Audit Committees** This session will cover audit committee-related topics identified through a survey of trustees. Regional internal audit managers will provide a short presentation on each topic, with each presentation followed by an activity and/or group discussion. Participants will have an opportunity to network, sharing success stories and lessons learned. The session is being developed for trustee members of audit committees, as well as those who want to learn more about school board audit committees.
10:45 am	**Break**
11:00 am	**Continuation of Ministry of Education Presentation**
12:00 pm	**Lunch** Plaza A
1:00 pm	**OMERS Presentation** Robert Lavigne Managing Director, Economic Research OMERS Capital Markets
2:00 pm	**Panel Discussion – Closing of Schools** **Moderator:** Bill Gartland, Director of Education Catholic District School Board of Eastern Ontario **Panelists:** *Kathy LeFort, Vice Chair, Durham CDSB* *Dolores M. Barbini, Partner* *Hicks Morley Hamilton Stewart Storie LLP* *Dan Del Bianco, Superintendent of Planning and Operations* *Dufferin-Peel CDSB (TBC)* *Questions to the Panel*

3:00 pm	**John Sabo** President and CEO, Ontario Education Collaborative Marketplace (OECM) This session will provide an update and overview of the OECM—a purchasing consortium for all education sectors including colleges and universities.
3:30 pm	**Closing Remarks**

TO: **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**
COMMITTEE OF THE WHOLE
FEBRUARY 14, 2017

PUBLIC SESSION

TOPIC: **TRUSTEE INFORMATION**
BOARD COMMITTEE MEMBERSHIP 2017

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

2017 BOARD COMMITTEE MEMBERSHIP FORM

Members to the Committees are appointed by the Chairperson of the Board in consultation with the Vice-Chairperson of the Board.

STATUTORY COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2017 MEMBERSHIP
Audit Committee *O. Reg. 361/10, s. 7 (1). The term of office of a member of the audit committee who is a board member shall be determined by the board but shall not exceed four years.*	*3 Trustees required*	Kathy Burtnik Fr. Paul MacNeil Pat Vernal
Niagara Catholic Parent Involvement Committee *(N.C.P.I.C.)*	*2 Trustees required*	Kathy Burtnik Dino Sicoli
Special Education Advisory Committee *(S.E.A.C.)*	*2 Trustees required*	Maurice Charbonneau Pat Vernal
Supervised Alternative Learning Committee *(S.A.L. Committee)*	*2 Trustees required*	Frank Fera Ted O'Leary

STANDING COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2017 MEMBERSHIP
Disciplinary Hearing Committee *NOTE: All Trustees serve as alternates for this Committee only*	*3 Trustees required*	Maurice Charbonneau Frank Fera Ted O'Leary
Policy Committee	*3 Trustees required*	Kathy Burtnik Dino Sicoli Pat Vernal

AD HOC COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2017 MEMBERSHIP
Blessed Trinity Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee	*3 Trustees required*	Fr. Paul MacNeil Dino Sicoli Pat Vernal
Denis Morris, Holy Cross, and Saint Francis Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee	*3 Trustees required*	Kathy Burtnik Maurice Charbonneau Pat Vernal
Lakeshore Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee	*3 Trustees required*	Kathy Burtnik Ted O'Leary Dino Sicoli
Notre Dame College Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee	*3 Trustees required*	Fr. Paul MacNeil Ted O'Leary Dino Sicoli
Saint Michael and Saint Paul Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee	*3 Trustees required*	Kathy Burtnik Frank Fera Ed Nieuwesteeg

OTHER LIAISON COMMITTEES	TRUSTEE MEMBERSHIP MANDATED	2017 MEMBERSHIP
Staff Wellness Committee	*1 Trustee required*	Dino Sicoli Maurice Charbonneau (Alternate)