



*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*

## **POLICY COMMITTEE MEETING**

**TUESDAY, NOVEMBER 25, 2014  
4:30 P.M.**

*HOLY CROSS COMMUNITY ROOM  
CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO*



- |  |   |
|--|---|
| 1. Opening Prayer  | - |
| 2. Attendance  | - |
| 3. Approval of Agenda                                      | - |
| 4. Declaration of Conflict of Interest                     | - |
| 5. Minutes of Policy Committee Meeting of October 28, 2014 | 5 |
| 6. Policies  |   |

Action Required

**POLICIES – FOR RECOMMENDATION TO DECEMBER 2, 2014 COMMITTEE OF THE WHOLE**

- |                             |     |
|-----------------------------|-----|
| 6.1 Concussion Policy (new) | 6.1 |
|-----------------------------|-----|

**POLICIES – PRIOR TO VETTING**

- |  |     |
|--|-----|
| 6.2 Educational Field Trips Policy (400.2)                               | 6.2 |
| 6.3 Employee Hiring and Selection Policy ( <del>Teachers</del> ) (203.1) | 6.3 |
| 6.4 Volunteer Driver Policy (302.4)                                      | 6.4 |
| 6.5 Volunteer Recognition Policy (800.4)                                 | 6.5 |

Information

6.6 Policies Currently Being Vetted

*Due date – January 8, 2015*

- Accessibility Customer Service Policy (800.8.1) -
  - Employee Workplace Harassment Policy (201.7) \* -
  - Employee Workplace Violence Policy (201.11) \* -
  - Occupational Health & Safety Policy (201.6) \* -
- \* Ministry of Labour Compliance Annual Review

- |  |     |
|--|-----|
| 6.7 Policy and Guideline Review 2014-2015 Schedule | 6.7 |
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- |                                |   |
|--------------------------------|---|
| 7. Date of Next Meeting        | - |
| • January 27, 2015 – 4:30 p.m. | - |
| 8. Adjournment                 | - |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 25, 2014**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
OCTOBER 28, 2014**

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**RECOMMENDATION**

**THAT** the Policy Committee approve the Minutes of the Policy Committee Meeting of October 28, 2014, as presented.



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, OCTOBER 28, 2014

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Minutes of the Policy Committee Meeting held on Tuesday, October 28, 2014 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:42 p.m. by Kathy Burtnik, Chair of the Board.

**1. Opening Prayer**

The meeting was opened with a prayer by Trustee Burkholder.

**2. Attendance**

Committee Members	Present	Absent	Excused
Rhianon Burkholder	✓		
Kathy Burtnik	✓		
Dino Sicoli (Committee Chair)	✓		

\* 4:55 p.m.

**Student Trustees:**

*Chloe Demizio*, Trustee  
*Jessica Di Pasquale*, Trustee

**Staff:**

*John Crocco*, Director of Education  
*Yolanda Baldasaro*, Superintendent of Education  
*Frank Iannantuono*, Superintendent of Education/Human Resources  
*Ted Farrell*, Superintendent of Education  
*Lee Ann Forsyth-Sells*, Superintendent of Education  
*Mark Lefebvre*, Superintendent of Education  
*Giancarlo Vetrone*, Superintendent of Business & Finance  
*Jennifer Brailey*, Manager of Corporate Services & Communications Department  
*Linda Marconi*, Executive Assistant, Director of Education /Recording Secretary

**3. Approval of Agenda**

Moved by Trustee Burkholder

**THAT** the October 28, 2014, Policy Committee Agenda be approved, as presented.

**Approved**

**4. Declaration of Conflict of Interest**

Nil

**5. Minutes of the Policy Committee Meeting of September 23, 2014**

Moved by Trustee Burkholder

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of September 23, 2014, as presented.

**Approved**

**POLICIES - PRIOR TO VETTING**

**6. Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO NOVEMBER COMMITTEE OF THE WHOLE MEETING**

**6.1 Accessibility Customer Service Policy (800.8.1)**

Yolanda Baldasaro, Superintendent of Education, presented the Accessibility Customer Service Policy (800.8.1).

The Policy Committee suggested no additional amendments.

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

- No amendment

The policy committee requested that the Accessibility Customer Service Policy (800.8.1) be vetted from November 6<sup>th</sup>, 2014 – January 13<sup>th</sup>, 2015 with a recommended deadline for presentation to the Policy Committee on January 27<sup>th</sup>, 2015 for consideration to the Committee of the Whole and Board in February 2015.

**Trustee Sicoli arrived at 4:55 p.m. and the Chair was handed back to Trustee Sicoli, Committee Chairperson.**

## **6.2 Employee Hiring and Selection Policy (203.1)**

Frank Iannantuono, Superintendent of Education/Human Resources, presented the Employee Hiring and Selection Policy (203.1).

Following discussion, the Policy Committee recommended the following amendments:

### **POLICY STATEMENT**

- Change 2<sup>nd</sup> last paragraph to read:  
*This Policy and accompanying Administrative Guidelines will clearly ~~define~~ defines and ~~clarify~~ clarifies the hiring criteria and selection ~~practices~~ process of all employee groups of the Niagara Catholic District School Board.*

### **ADMINISTRATIVE GUIDELINES**

- Pg. 2, Section B, vi and vii – remove the word “being”
- Include chart for pastoral reference for roster or list.
- Include “current” references under section A – bullets
- Pg. 4, 1<sup>st</sup> paragraph – remove “to fill vacancies in” and replace with “for”
- Pg. 5, #10 - Include statement regarding probationary period

Moved: Trustee Burtnik

Seconded: Trustee Burkholder

**RECOMMENDATION** that Employee Hiring and Selection Policy (203.1) be referred back to staff and brought back to the November Policy Committee Meeting.

**APPROVED**

## **6.3 Employee Workplace Harassment Policy (201.7)**

Superintendent Iannantuono presented the Employee Workplace Harassment Policy (201.7).

The Policy Committee suggested no additional amendments.

Following discussion, the Policy Committee recommended the following amendments:

### **POLICY STATEMENT**

- 4<sup>th</sup> paragraph - change the word “violence” to “harassment.”

### **ADMINISTRATIVE GUIDELINES**

- No amendment

The Policy Committee requested that the Employee Workplace Harassment Policy (201.7) be vetted from November 6<sup>th</sup>, 2014 – January 13<sup>th</sup>, 2015 with a recommended deadline for presentation to the Policy Committee on January 27<sup>th</sup>, 2015 for consideration to the Committee of the Whole and Board in February 2015.

**6.4 Employee Workplace Violence Policy (201.11)**

Superintendent Iannantuono presented the Employee Workplace Violence Policy (201.11).

The Policy Committee suggested no additional amendments.

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

- No amendment

The Policy Committee requested that the Employee Workplace Violence Policy (201.11) be vetted from November 6<sup>th</sup>, 2014 – January 13<sup>th</sup>, 2015 with a recommended deadline for presentation to the Policy Committee on January 27<sup>th</sup>, 2015 for consideration to the Committee of the Whole and Board in February 2015.

**6.5 Occupational Health & Safety Policy (201.6)**

Superintendent Iannantuono presented the Occupational Health & Safety Policy (201.6).

The Policy Committee suggested no additional amendments:

The Policy Committee requested that the Occupational Health & Safety Policy (201.6) be vetted from November 6<sup>th</sup>, 2014 – January 13<sup>th</sup>, 2015 with a recommended deadline for presentation to the Policy Committee on January 27<sup>th</sup>, 2015 for consideration to the Committee of the Whole and Board in February 2015.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommends that the Occupational Health & Safety Policy (201.6) be moved through the vetting process.

**APPROVED**

**INFORMATION**

**6.6 Policies Currently Being Vetted (Due date – November 14, 2014)**

- Concussions Policy (New)

**6.7 Policy and Guideline Review 2014-2015 Schedule**

Director Crocco presented the Policy and Guideline Review 2014 -2015 Schedule.

**7. Date of Next Meeting**

November 25, 2014 at 4:30 p.m.

**8. Adjournment**

The meeting adjourned at 5:40 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 25, 2014**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
CONCUSSION POLICY (NEW)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the revised Concussion Policy (new), as presented.

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Prepared by: Mark Lefebvre, Superintendent of Education  
Presented by: Mark Lefebvre, Superintendent of Education  
Recommended by: John Crocco, Director of Education Secretary/Treasurer  
Date: November 25, 2014



# CONCUSSION POLICY

## STATEMENT OF POLICY

Section: 300 – Schools/Students

No:

Adopted:

Revised:

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board (Board) recognizes the importance of the health, safety and overall well-being of its students and is committed to taking steps to reduce the risk of injury.

The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

**Concussion prevention and management requires the cooperation of all partners in the school community. To ensure the safety of students while they enjoy the many benefits of being active, parents/guardians, students, volunteers, staff, and school boards must all understand and fulfill their responsibilities. It is critical to a student's recovery that Return to Learn/Return to Physical Activity Plan be developed through a collaborative team approach led by the school principal.**

Increasing awareness of conditions to prevent and identify symptoms related to concussions will support the proper management of concussions, reducing increased risk. This Policy authorizes the creation of administrative procedures for implementation, which might include requirements described in Ministry of Education Policy/Program Memoranda, as matters of policy, and any such administrative procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or Ministry of Education materials all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy/Program Memoranda.

### REFERENCES:

*Education Act, R.S.O. 1990, c. E.2.*

*Ministry of Education, Policy/Program Memorandum 158, School Board Policies on Concussion*

*OPHEA Guidelines*

*Parachute Canada*





## CONCUSSION POLICY

### ADMINISTRATIVE GUIDELINES

Section: 300 –  
Schools/Students  
No:  
Adopted:  
Revised:

#### **Purpose**

The Niagara Catholic District School Board recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury. Concussion awareness, prevention, identification and management are a priority for the Board. The implementation of the Board's Concussion Policy and Administrative Guidelines is another important step in creating healthier schools in the [Niagara Catholic District School Board](#).

#### **Information**

A concussion:

- is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep)
- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness)
- cannot be seen on X-rays, standard CT scans or MRIs
- is a clinical diagnosis made by a medical doctor or nurse practitioner\*

\*It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible ~~on the same day~~.

Due to their developing brain and risk taking behavior, children and adolescents are more susceptible to concussion and take the longest to recover. Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reappear or worsen. It is equally important to help students as they "return to learn" in the classroom as it is to help them "return to physical activity". Without identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.

Research also suggests that a child or youth who suffers a second concussion before he or she is symptom free from the first concussion is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome – a rare condition that causes rapid and severe brain swelling and often catastrophic results, including death.

~~Concussion prevention and management requires the cooperation of all partners in the school community. To ensure the safety of students while they enjoy the many benefits of being active, parents/guardians, students, volunteers, staff, and school boards must all understand and fulfill their responsibilities. It is critical to a student's recovery that Return to Learn/Return to Physical Activity Plan be developed through a collaborative team approach led by the school principal.~~

[A Learn/Return to Physical Activity Plan requires a collaborative team approach lead by the school principal](#). This team should include the concussed student, his/her parents/guardians, school staff and volunteers who work with the student, and the medical doctor/nurse practitioner. Ongoing communication and monitoring by all members of the team is essential for the successful recovery of the student.

## Signs and Symptoms of a Concussion

The first step to managing a concussion is being able to recognize common signs and symptoms. A concussion should be suspected following a blow to the head, face or neck, or a blow to the body that transmits a force to the head. It is important to ~~observe for~~ recognize that **one** or more of the signs or symptoms of a concussion which may take hours or day to appear. Review Appendix C-2 for a list of common signs and symptoms and complete this form. [Appendix C5 \(Concussion Recognition Tool\)](#) ~~Concussion Recognition Tool~~ is a pocket sized tool that can also be used to identify a suspected concussion. ~~when access to Appendix C 2 is not convenient (e.g. on the field).~~ **Note:** ~~Appendix C 3 will still need to be completed~~ ~~If staff is not sure of the presence of one or more of these signs and symptoms of a possible concussion, Appendix C-2 should be given to the parent/guardian and student. If staff, in communication with the school principal, suspect head trauma or a concussion might be possible, the Appendix C-2 (Tool to Identify a Suspected Concussion) and Appendix C-3 (Documentation of Medical Exam) must be given to the parent/guardian and student.~~

Note:

- Signs and symptoms may be different for everyone
- Signs and symptoms can appear immediately after the injury or may take hours or days to emerge
- Concussion symptoms for younger students may not be as obvious compared to older students
- A student may be reluctant to report symptoms because of a fear that he/she will be removed from the activity, his/her status on a team or in a game could be jeopardized or academics could be impacted
- It may be difficult for students under 10, with special education needs, or students for whom English/French is not their first language, to communicate how they are feeling
- If student loses consciousness or signs or symptoms worsen, call 911

### NOTE:

- Cognitive or physical activities can cause student's symptoms to reappear
- Steps are not days-each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion and the student
- The signs and symptoms of a concussion often last for 7-10 days, but may last longer in children and adolescents
- Compared to older students, elementary school children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue, and other concussion symptoms
- If a student returns to activity while symptomatic, or before the brain has fully recovered, they are at an increased risk of sustaining another concussion with symptoms that can be prolonged and increased
- Principals, supervising staff, coaches and volunteers must be very aware of students asking to return to learn and return to play too early.
- Parents/guardians must report non-school related concussions
- Return to Learn/Return to Physical Activity steps must be followed regardless of where diagnosed concussion occurred

### Prevention:

Regardless of the steps taken to prevent injury, some students will continue to be injured. The severity of the injury can be mitigated by the following:

1. Awareness and education for coaches, volunteers, staff, parents and students to:
  - a) Recognize the symptoms of concussion;
  - b) Remove the student from play;
  - c) Refer the student to a medical doctor/nurse practitioner
  - d) Deliver curriculum based lessons on concussion awareness to students at specified grades
2. Wearing the sport specific protective equipment:
  - a) Equipment should fit properly;
  - b) Equipment should be well maintained;

- c) Equipment should be worn consistently and correctly;
  - d) Equipment should meet current safety standards;
  - e) Damaged or expired equipment should be replaced
3. Follow OPHEA sport specific safety guidelines and ~~enforce the~~ [our Niagara Catholic Fair Play Code of Conduct](#)
  4. Ensure all students receive instruction, understand and follow the sport/activity specific safety rules and skills prior to participation (e.g. eliminate all checks to the head and eliminate all hits from behind)
  5. Teach skills in proper progression (e.g. emphasize the principles of head-injury prevention, keeping the head up and avoiding collision)
  6. Outline the concussion risks associated with the activity/sport and demonstrate how they can be minimized e.g. teach proper sport techniques - correct tackling in football, effective positioning in soccer, how to avoid over-crowding when using the playground
  7. Students must follow their supervising staff/coach's/volunteer's safety instructions at all times
  8. Reinforce that it is extremely important not to return to learning or physical activity while still recovering from a concussion to avoid further risk of injury.
  9. Discourage parents/guardians/volunteers/teachers/coaches, school staff from pressuring recovering concussed students to play or learn before they are ready
  10. Parents need to reinforce with their child the importance of following the school's safety procedures
  11. Parents need to report concussion history on school medical form
  12. Provide reassurance, support and request/offer academic accommodations as needed

### **Procedures**

Immediate action must be taken by the individual (e.g. principal, teacher, coach) responsible for the student if the student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head. If in doubt, sit the student out and proceed with protocol.

Further to the Concussion Policy, the Board outlines the following roles and responsibilities:

### **Responsibilities**

Family of Schools Superintendents of Education will:

- Perform an annual review of the Concussion Policy and Administrative Guidelines to ensure the guidelines align with current best practice recommendations and, at a minimum, the OPHEA concussion guidelines.
- Create a Concussion Board Report (Student Concussion Appendix C-2, C-3, C-4), to be completed by school principals, to track student concussions and record staff concussion education.
- Review concussion board reports annually to ensure compliance with and effectiveness of the Administrative Guidelines.
- Ensure concussion education is made available to all school personnel and volunteers.
- Implement concussion awareness and education strategies for students and their parents/guardians.
- Provide support to schools and staff to ensure enforcement of Return to Learn and Return to Physical Activity Guidelines and the Board Concussion Policy and Administrative Guidelines.
- Ensure that all board staff, including volunteers, involved in physical activity and supervision (includes but not limited to: recess supervision, curricular, interschool, and intramural physical activity, before and after school care), are trained to recognize signs and symptoms of a suspected concussion and what immediate action to take.

- Ensure that information on the Concussion Policy and Administrative Guidelines is shared with the school community, including organizations that use the school facilities, such as community sports organizations and licensed child-care providers operating in schools of the Board where applicable.
- Ensure each elementary and secondary school implements the Return to Learn and Return to Physical Activity Plan (Appendix C2,C3,C4).Principals will:
- Abide by the Concussion Policy and Administrative Guidelines.
- Ensure staff, volunteers, parents/guardians, and students are aware of the Concussion Policy and Administrative Guidelines and understand their roles and responsibilities.
- Ensure the Concussion Policy and Administrative Guidelines is followed by all school staff (including occasional staff/support staff, recess supervisors), parents/guardians, students, and volunteers.
- Arrange for concussion in-servicing for staff and coaching volunteers, and repeat as necessary.
- Ensure the Concussion Recognition Tool is included in occasional teacher lesson plans and field trip folders.
- Share concussion information with students and their parents/guardians.
- Ensure lessons on Head Trauma/Concussion Awareness are delivered annually to all students.
- Ensure OPHEA safety guidelines are being followed.
- Work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success.
- Maintain up to date emergency contact and telephone numbers.
- Complete concussion Board report (OSBIE/Appendix I, Student Concussion) as each injury occurs or each term/semester.
- Attempt to obtain parental/guardian cooperation in reporting all non-school related concussions.
- Ensure concussion information is readily available to all school staff and volunteers.
- Ensure that all incidents are recorded, reported and filed as required by this Administrative Guideline, as appropriate, and with an OSBIE incident report form.
- For students who are experiencing difficulty in their learning environment as a result of a concussion, coordinate the development of an Individual Education Plan (IEP). See the revised OPHEA Strategies released by OPHEA for Return to Learn Strategies/Approaches.
- Approve any adjustments to the student’s schedule as required.
- Alert appropriate staff about students with a suspected or diagnosed concussion.
- Prior to student return to school, ensure completion and collection of the following documentation:
  - Documentation of Medical Examination Form (Appendix C- 3,C-4)
  - Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan (Appendix C-3)
- File above documents (Appendix C-3, C-4) in student’s OSR and provide copy to appropriate school staff.
- Once concussion is diagnosed, appoint primary staff member to act as the student’s liaison to ensure adequate communication and coordination of student’s needs.
- Ensure Parent/Guardian complete ‘Acknowledgement of Risk/Permission to Participate Form
- Ensure Parent/Guardian has been notified of any suspected concussion during the school day the incident occurred at the first reasonable opportunity.

Encouraging Parent/Guardian Cooperation:

If the Parent/Guardian refuses a physician consultation and/or refuses to adhere to the concussion admin procedure **the Principal will:**

- Discuss parental concerns (e.g. documentation fees) surrounding the process and attempt to address these concerns
- Provide rationale for the required steps of the Concussion Administrative Procedure
- Include parent/guardian and their child in every step of the recovery process
- Provide parents with concussion information to increase their awareness and knowledge
- Re-iterate the importance of obtaining an official diagnosis from trained physician
- Explain to parent/guardian if staff feels immediate medical attention is required that they are obligated to call 911 even on parent refusal
- Inform parent/guardian that school is obligated to follow the steps of the “Return to Learn” and “Return to Physical Activity” process

- Have parent sign off Appendix C4 Part A- Physical and Cognitive Home Rest; or, Appendix 4, Page 4- Return to Physical Activity with no Restrictions
- If unsuccessful in acquiring full parental cooperation seek support from Senior Administration

School Staff (Includes administration staff, teaching staff, support staff, coaches, volunteers, etc.) will:

- Understand and follow Concussion Policy and Administrative Guidelines.
- Attend and complete concussion training (e.g. staff meeting, online, workshop, read concussion package, etc.).
- Ensure that the Acknowledgement of Risk/Permission to Participate Appendix A distributed, completed and signed by parent prior to student participation in a sport.
- Ensure age-appropriate concussion education, including prevention, is included for all students participating in activities that could result in a concussion.
- Be able to recognize signs, symptoms and respond appropriately in the event of a concussion see Appendix A3: Concussion Guidelines-The Teachers/Coaches and Appendix C: Tool to Identify a Suspected Concussion Appendix C-2, C-3.
- Follow current OPHEA safety guidelines and implement risk management and injury prevention strategies.
- Make sure that occasional teaching staff are updated on concussed student's condition.

Parents/Guardians will:

- Review with your child the concussion information that is distributed through the school (e.g. learn signs and symptom of concussion (Appendix C-2).
- Reinforce concussion prevention strategies (e.g. Player Code of Conduct with your child.
- Understand and follow parents/guardian roles and responsibilities in the Administrative Guidelines.
- In the event of a suspected concussion, ensure child is assessed as soon as possible by physician/nurse practitioner, optimally on the same day.
- Cooperate with school to facilitate Return to Learn and Return to Physical Activity.
- Follow physician/nurse practitioner recommendations to promote recovery.
- Be responsible for the completion of all required documentation.
- Support your child's progress through recommended Return to Learn and Return to Physical Activity Guidelines.
- Collaborate with school to manage suspected or diagnosed concussions appropriately.
- Report any non-school related concussion or suspected concussion to the principal (Return to Learn/Return to Physical Activity guidelines will still apply)

Students will:

- Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum we have both curriculum councils creating lesson plans for head injury prevention and awareness.
- Immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school.
- Inform school staff if you experience any concussion related symptoms (immediate, delayed or reoccurring).
- Remain on school premises until parent/guardian arrives if concussion is suspected
- Communicate concerns and challenges during recovery process with staff concussion liaison, school staff, parents/guardians, and health care providers.
- Follow concussion management strategies as per medical doctor/nurse practitioner direction and Return to Learn/Return to Physical Activity Guidelines.

Physician and/or other health care professionals will:

- Assist in the development of an individualized Academic and Physical Concussion Management Plan.
- Monitor recovery process and modify concussion management plan as required.
- Complete required documentation (Appendix C-3).
- If symptoms persist beyond 10 days, referral may be made to brain injury specialist.

## Steps and Responsibilities in Suspected and Diagnosed Concussions

### INITIAL RESPONSE:

#### Unconscious Student (or when there was any loss of consciousness)

<b>Action</b>
1. Stop the activity immediately-assume concussion
2. Initiate school Emergency Action Plan and call 911. Assume neck injury. Only if trained, immobilize student. <u>DO NOT</u> move the student or remove athletic equipment unless breathing difficulty
3. Remain with student until emergency medical service arrives
4. Contact student's parent/guardian (or emergency contact) to inform of incident and that emergency medical services have been contacted
5. Monitor student and document any changes (physical, cognitive, emotional/behavioural).
6. If student regains consciousness, encourage student to remain calm and still. Do not administer medication (unless the student requires medication for other conditions (e.g. insulin))
7. Complete and sign Appendix C 2 Tool to Identify Suspected Concussion and, if present, provide duplicate copy to parent/guardian retaining a copy.
8. If present, provide the parent/guardian a copy of Appendix C-3 Documentation of Medical Examination and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school.
9. Complete Board injury report (Appendix I Student Concussion Diagnosis Report/OSBIE), inform principal of suspected concussion, and forward copy of the completed and signed Appendix C Tool to Identify a Suspected Concussion.
10. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day
11. Once diagnosis is made complete Documentation of Medical Examination Appendix C-3 and return completed and signed document to school principal prior to student's return to school.
12. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the suspected concussion
13. Indicate that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical examination to the school principal

#### Conscious Student

<b>Action</b>
1. Stop the activity immediately
2. Initiate school Emergency Action Plan
3. When safe to do so, remove student from current activity/game
4. Conduct an initial concussion assessment of the student using Appendix C-2 Tool to Identify a Suspected Concussion (or pocket CRT)

#### If Concussion Is Suspected-If in Doubt, Sit them Out

<b>Action</b>
1. Do not allow student to return to play in the activity, game or practice that day even if the student states she/he is feeling better
2. Contact the student's parent/guardian (or emergency contact) to inform them: <ul style="list-style-type: none"> <li>o Of the incident</li> <li>o That they need to come and pick up the student</li> <li>o That the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day</li> </ul>
3. Monitor and document any changes (i.e. physical, cognitive, emotional/behavioural) in the student. If signs or symptoms worsen, call 911
4. Complete, sign, and photocopy Appendix C:Tool to Identify a Suspected Concussion
5. Do not administer medication (unless student requires medication for other conditions-e.g. insulin)
6. Stay with student until his/her parent/guardian (or emergency contact) arrives.
7. Student must not leave the premises without parent/guardian supervision

8. Provide parent/guardian (emergency contact) signed copy of Appendix C Tool to Identify a Suspected Concussion, retaining a copy
9. Provide parent/guardian (or emergency contact) copy of Appendix D2 Documentation of Medical Examination and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school
10. Inform parent/guardian (or emergency contact) that the student must be examined by a medical doctor or nurse practitioner as soon as possible that day
11. Complete Board injury report (Appendix I Student Concussion Diagnosis Report/OSBIE), inform principal of suspected concussion, and forward copy of the completed and signed Appendix C-2 and C-3 Tool to Identify a Suspected Concussion.
12. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day
13. Complete Documentation of Medical Examination Appendix C-3 once diagnosis is made and return completed and signed document to school principal prior to student's return to school.
14. Inform all school staff (e.g. classroom teacher, SERT's, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the suspected concussion
15. Indicate that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical examination to the school principal

**If signs are NOT observed, symptoms are NOT reported AND student passes Quick Memory Function Assessment (Appendix C-2)**

Action
1. Recommended precautionary withdrawal of student from physical activity
2. Inform parent/guardian (or emergency contact) of the incident and provide signed copy of Appendix C Tool to Identify a Suspected Concussion, retaining a copy. Explain to parent/guardian (or emergency contact) that student should be monitored for 24-48 hours after the incident as concussion symptoms may take hours or days to emerge. If any signs or symptoms appear, the student needs to be examined by medical doctor or nurse practitioner as soon as possible on the same day and results shared with principal before return to school.
3. Inform Supervising School Staff/Volunteers if symptoms appear during learning or any activity
4. If symptoms appear proceed with Action items under "If a concussion is suspected"

**ONCE DIAGNOSIS IS MADE**

**If NO CONCUSSION is diagnosed student may resume regular learning and physical activity**

Action
1. Communicate diagnosis to school principal and return completed and signed Appendix C-3 Documentation of Medical Examination
2. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis
3. File any related written documentation of the incident and results of the medical examination (e.g. in the student's OSR)
4. Resume regular learning and physical activity

**IF CONCUSSION IS DIAGNOSED: Return to Learn/Return to Physical Activity (Note: Student must successfully complete return to learn steps before initiating return to physical activity steps)**

Action
1. Communicate diagnosis to school principal and return completed and signed Appendix C-3 Documentation for a Diagnosed Concussion. <b>Also report non-school related concussions.</b>
2. Provide parent/guardian Document for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan form Appendix C-4 and indicate that student must be symptom free or improved and form needs to be completed and signed before student can return to school. Ensure parent/guardian understands the plan, addressing their questions, concerns, and working with parent/guardian to overcome any barriers.



3. Complete Step 1-Return to Learn/Return to Physical Activity: Keep student home for cognitive rest (no school, no homework, no texting, no screen time) and physical rest (restricting recreational/leisure and competitive physical activities) until student is feeling better. Once symptoms start to improve, gradually increase mental activity (limit activities such as reading, texting, television, computer, and video games that require concentration and attention to 5-15 minutes). If moderate symptoms return, stop activity and allow student 30 minute break to resolve symptoms. If symptoms don't resolve, return to complete cognitive rest. Continue to gradually increase mental activity and monitor symptoms.
4. Continue cognitive and physical rest at home for at least 24-48 hours (or longer) until student's symptoms are improving or he/she is symptom free. Student should be able to complete 1-2 hours of mental activity (e.g. reading, homework) at home for one to two days before attempting return to school.
5. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis
6. Identify collaborative team (i.e. principal, concussed student, his/her parents/guardians, school staff and volunteers who work with the student, and the student's medical doctor/nurse practitioner) and designate a school staff member of the team as the concussion liaison to serve as the main point of contact for the student, the parent/guardians, or other school staff & volunteers who work with the student, and the medical doctor or nurse practitioner
7. Meet with collaborative team to review potential cognitive and emotional/behavioural difficulties student may experience, explain how these symptoms can impact learning and identify strategies/approaches to manage these symptoms. See Appendix B Return to Learn Strategies/Approaches
8. Ensure collaborative team understands the importance of not placing undue pressure on concussed student to rush through the return to learn/physical activity steps to avoid prolonged or increased symptoms. Return to learn should proceed slowly and gradually

### **Student's Symptoms are Improving**

<b>Action</b>
1. Complete, sign and forward Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled Step1-Return to Learn/Return to Physical Activity
2. Proceed to Step 2a-Return to Learn: Student returns to school. Develop and implement Individual Education Plan (IEP) for Return to Learn Strategies/Approaches) with slow and gradual increases in cognitive activity (both at home and at school). Absolutely no recreational/leisure and competitive physical activity.
3. Monitor the student's progress through the Return to Learn/Return to Physical Activity Plan. This may include identification of the student's symptoms and how he/she responds to various activities. Strategies may need to be developed or modified to meet the changing needs of the student
4. Follow individualized classroom strategies/approaches for return to learn plan until student is symptom free

### **Student is Symptom Free**

<b>Action</b>
1. Complete, sign and forward Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan Step 2a)
2. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, coaches, Concussion Liaison, and volunteers) who work with the student that student is symptom free and can return to regular learning activities without individualized classroom strategies and/or approaches. Student can proceed to Step 2-Return to Physical Activity see Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan.
3. Closely monitor student for the return of any concussion symptoms and/or deterioration of work habits and performance
4. Report any return of symptoms to supervising staff/volunteer



5. If symptoms return, stop activity and see Table below titled: Return of Symptoms. For more information see the last sections of Appendix C-4: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan.
6. Begin regular learning activities without individualized classroom strategies and/or approaches and initiate Step 2-Return to Physical Activity: individual light aerobic physical activity (e.g. walking, swimming or stationary cycling) only. Objective is to increase heart rate. Absolutely No participation in resistance/weight training, competition (including practices, scrimmages), participation with equipment or other students, drills, and body contact.
7. Complete and sign Appendix C-4 Documentation for a Diagnosed concussion-Return to Learn/Return to Physical Activity Plan Step 2-Return to Physical Activity if your child/ward is symptom free after participating in light aerobic physical activity and return to principal.
8. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, staff supervisors, recess supervisors, coaches, Concussion Liaison, and volunteers) who works with the student that he/she may proceed to Step 3-Return to Physical Activity. Provide supervising staff/coaches/volunteers Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan to record student progress through Step 3 and 4.
9. Continue with regular learning activities at school and begin Step 3: individual sport specific physical activity only (e.g. running drills in soccer, skating drills in hockey, shooting drills in basketball) to add movement. Absolutely No resistance/weight training, competition (including practices, scrimmages), body contact, head impact activities (e.g. heading a soccer ball) or other jarring motions (e.g. high speed stops, hitting a baseball with bat)
10. If symptom free, proceed to Step 4-Return to Physical Activity. Student may begin activities where there is no body contact (e.g. dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport-specific drills (e.g. passing drills in football and ice hockey) to increase exercise, coordination and cognitive load. Absolutely no activities that involve body contact, head impact (e.g. heading soccer ball) or jarring motions (e.g. high speed stops, hitting a baseball with a bat)
11. Record student's progress through Steps 3 and 4. Once student has completed Steps 3 and 4 and is symptom free, complete and sign Appendix C-4 Documentation for a Diagnosed concussion-Return to Learn/Return to Physical Activity Plan form section titled "Step 4-Return to Physical Activity". Communicate with parent/guardian that the student has successfully completed Steps 3 and 4 and return completed and signed form Appendix C-4 to parent/guardian to obtain medical doctor/nurse practitioner diagnosis and signature
12. Provide school principal with written documentation from a medical doctor or nurse practitioner (e.g. completed and signed Appendix C-4 -Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled "Medical Examination") that indicates the student is symptom free and able to return to full participation in physical activity
13. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches, Concussion Liaison, and volunteers) who work with the student that student may proceed to Step 5-Return to Physical Activity. File written documentation (e.g. completed and signed Appendix E-Documents for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled "Medical Examination") in student's OSR.
14. Continue with regular learning activities and begin Step 5: resume full participation in regular physical education/intramural/interscholar activities in non-contact sports and full training practices for contact sports. The objective is to restore confidence and assess functional skills by teacher/coach. Absolutely no competitions (e.g. games, meets, events) that involve body contact.
15. If student remains symptom free, proceed to Step 6: Return to full participation in contact sports with no restrictions

### Return of Symptoms

Action
1. Report any return of symptoms to supervising staff/volunteers
2. If signs of returned concussion symptoms and/or deterioration of work habits and performance occur, stop activity and contact student's parent/guardian (or emergency contact) and report to principal. Complete Board (Appendix I Student Concussion Diagnosis Report/OSBIE) report and forward to principal who will file in student record

3. Contact parent/guardian (or emergency contact) to inform of returned symptoms and need for medical examination on the same day. Provide Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan form and indicate that the last section titled “Return of Symptoms” must be completed, signed and returned before student can return to school.
4. Have student examined by a medical doctor/nurse practitioner as soon as possible on the same day
5. Complete, sign and forward Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled “Return of Symptoms” to principal
6. Follow medical doctor/nurse practitioner’s treatment
7. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches), Concussion Liaison, and volunteers who work with the student that student has experienced return of symptoms and which step of the Return to Learn/Return to Physical Activity to proceed from.

### **Other Sources of Concussion Information**

The following web links and organizations have information, videos and interactive games for parents, teachers and students on concussion recognition, prevention and management. Some organizations such as Bikes Boards and Blades will make school visits targeting Grade 2/3 students at no cost.

### **General Concussion Information**

[Parachute Canada](#)

[Centre for Disease Control: Traumatic Brain Injury](#)

<http://www.concussionsontario.org>

<http://www.cdc.gov/concussion/sports/prevention.html>

### **ELearning Modules**

[Coaches Association of Ontario](#)

[Parachute](#)

### **Online Videos**

[Dr. Mike Evans: Concussions 101](#)

<http://brain101orcasinc.com/1000/> (OREGON CENTER FOR APPLIED SCIENCES, INC.)

### **Concussion Research**

[Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012](#)

### **OPHEA Safety Guidelines**

[Ontario Physical Education Safety Guidelines](#)

### **Concussion Tools**

[Concussion Recognition Tool](#)

[Sport Concussion Assessment Tool](#)

[Child Sport Concussion Assessment Tool](#)

[Concussion App](#)

### **Student Education**

[Dr. Mike Evans: Concussions 101](#)

[Brain Day](#)

[Hamilton Brain Injury Association: Bikes, Blades and Boards Education Program](#) [info@hbia.ca](mailto:info@hbia.ca)

905-538-5251

[Coaching Association of Ontario](#)

Video: Head Games [www.slice.com](http://www.slice.com)

## Conclusion:

Despite prevention strategies listed above, head injuries will still occur. **Niagara Catholic District School Board** staff and volunteers who are involved in intramural or inter-school athletics or any part of the health and physical education curriculum will not be held personally liable in a civil proceeding for an act or omission if the person acts reasonably in the circumstances and in good faith.

## Appendices

APPENDIX C-2 - Tool to Identify Suspected Concussion

APPENDIX C-3 - Documentation of Medical Examination

APPENDIX C-4 - Documentation for a Diagnosed Concussion-Return to Learn/Physical Activity

## References

Parachute Canada (Formerly Think First) - <http://parachutecanada.org/activeandsafe/>

- <http://www.youtube.com/parachutecanada>

- <http://www.parachutecanada.org/active-and-safe/items/roles-and-responsibilites-of-educators>

- <http://www.parachutecanada.org/active-and-safe/items/roles-and-responsibilites-of-coaches-and-officials>

- <http://www.cces.ca/files/pdfs/CCES-Active&Safe-Pledge-E.pdf>

OPHEA Safety Guidelines, 2012 and 2013, Elementary and Secondary - <http://www.safety.ophea.net>  
[http://safety.ophea.net/sites/safety.ophea.net/files/docs/appendices/S\\_C/EN\\_S\\_C\\_Generic%20Section\\_12.pdf](http://safety.ophea.net/sites/safety.ophea.net/files/docs/appendices/S_C/EN_S_C_Generic%20Section_12.pdf)

Canchild Sponsored by McMaster University and McMaster Children's Hospital -

[http://canchild.ca/en/ourresearch/mild\\_traumatic\\_brain\\_injury\\_concussion\\_education.asp#NEW](http://canchild.ca/en/ourresearch/mild_traumatic_brain_injury_concussion_education.asp#NEW)

Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012: <http://www.sportsconcussion.com/pdf/Consensus-Statement-Concussion-Sports-4th.pdf>

Sport Concussion Assessment Tool - 3rd edition for use by medical professionals only

<http://www.sportsconcussion.com/pdf/SCAT3-pfh.pdf>

Sport Concussion Assessment Tool for children ages 5 to12 years for use by medical professionals only

<http://www.sportsconcussion.com/pdf/SCAT3-Child.pdf>

Pocket Concussion Recognition Tool 2013 <http://www.sportsconcussion.com/pdf/PFH-Pocket-Card.png>

<http://www.chop.edu/service/concussion-care-for-kids/home.html>

Center for Disease Control and Prevention: Returning to School after a Concussion: A fact Sheet for School Professionals [www.cdc.gov/concussion](http://www.cdc.gov/concussion)

<http://www.hockeycanada.ca/en-ca/news/2012-nr-130-en>

[www.ontario.ca/concussions](http://www.ontario.ca/concussions)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 25, 2014**

**TITLE: POLICIES – PRIOR TO VETTING  
EDUCATIONAL FIELD TRIPS POLICY (400.2)**


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Prepared by: Mark Lefebvre, Superintendent of Education  
Presented by: Mark Lefebvre, Superintendent of Education  
Recommended by: John Crocco, Director of Education Secretary/Treasurer  
Date: November 25, 2014

	<b>EDUCATIONAL FIELD TRIPS POLICY</b>	
	<b>STATEMENT OF POLICY</b>	
Section:	400 – Educational Programs	
No:	400.2	
Adopted:	May 26, 1998	
Revised:	March 19, 2013	

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes the educational value for students and staff to participate in educationally based field trip experiences. The Board encourages educational field trips as part of an enriching Catholic educational program for all students, and supports the participation of students and staff in educational activities and programs off school premises.

All Niagara Catholic educational field trips must have a direct and enhancing relationship with the curriculum of the classroom. This includes local, regional and provincial field trips, as well as those of an extended nature to other parts of Canada and to other parts of the world.

The Board recognizes that most educational field trips bear a cost for participation. If there is a direct cost to the student, participation is strictly voluntary and arrangements will be made for the education of those students not participating.

It is expected that all educational field trips involves preparatory, follow-up and assessment activities. Where an Education Field Trip occurs on a Day of Obligation, the Principal is to ensure that an appropriate liturgy, including Eucharist, is conducted for all students, staff and supervisors.

Individuals who are employed by the Niagara Catholic District School Board and appointed by the Principal as a chaperone to meet the supervision requirements of the Board can participate and accompany students on Board approved educational field trips.

Individuals, who are not employed by the Niagara Catholic District School Board, and are requested by the Principal to serve as a chaperone/volunteer to meet the supervision requirements of the Board, will require prior to being appointed as a chaperone/volunteer, an acceptable Vulnerable Sector Background Check from the Niagara Regional Police Services or another police service, approval from the Family of Schools' Superintendent of Education and the school Principal.

Only registered students, appointed employees and approved chaperones/volunteers of the Niagara Catholic District School Board can participate in educational field trips.

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

*References:*

- [Canadian Standards Association \(CSA\)](#)
- [Education Statutes and Regulations of Ontario](#)
- [Ontario Physical and Health Education Association \(OPHEA\)](#)
- [Ontario School Boards Insurance Exchange \(OSBIE\):Risk Management Advisory](#)
- [Niagara Catholic – Volunteer Drivers Policy \(302.4\)](#)
- [Niagara Catholic - Volunteers in Catholic Schools Policy \(800.9\) \(Safe Schools Policy\)](#)

	<p style="text-align: center;"><b>EDUCATIONAL FIELD TRIPS POLICY</b></p> <p style="text-align: center;">ADMINISTRATIVE GUIDELINES</p>	Section:	400 – Educational Programs
		No:	400.2
		Adopted:	May 26, 1998
		Revised:	March 19, 2013

## PART I - DEFINITIONS AND EXPECTATIONS

### **A. EDUCATIONAL FIELD TRIPS**

Educational Field Trip is an all-encompassing phrase which may include neighbourhood studies; visits to buildings and sites of historical interest; visits to museums, galleries, factories, zoos and farms, sport events, theaters, Parish Church; overnight visits to field centres and campgrounds; and travel in Canada and abroad.

All Education Field Trips must be supervised by an employee of the Board, unless otherwise approved by the Family of Schools' Superintendent of Education and the Principal.

Educational Field Trips are:

- Any school supervised activity beyond the school property.
- Trips that directly enhance specific curriculum expectations designed to improve student knowledge.
- Based on Social Justice objectives that are classified as educational field trips since social justice expectations are provided in all subject based curricula within Niagara Catholic.
- Linked to specific subject curriculum expectations designed for students to achieve a credit or credits as part of their trip outside the Province of Ontario are classified as educational field trips and designated as extended overnight field trips.
- For registered students, appointed employees and approved chaperones/volunteers of the Niagara Catholic District School Board.

### **B. EXPECTATIONS**

The following are required expectations of all educational field trips:

- Enhances the spiritual, esthetic, cultural, intellectual, athletic or social experiences of students.
- Made available to every student at every grade level; exceptions respecting individual students may be made at the discretion of the school Principal.
- Extension of the classroom and school with all expectations enforced.
- Begin the moment the students leave the school property.
- Regular school attendance with appropriate programming is expected for those students not participating in the Educational Field Trips.

### **C. EDUCATIONAL GOALS**

The following broad objectives should be considered by a teacher planning Educational Field Trips:

- Trips that directly enhance specific curriculum expectations designed to improve student knowledge.
- Experiential learning for students and staff at a particular event or location.
- Where reasonable and practical, educational field trips shall be in the Niagara Region and surrounding area where appropriate program experiences can be realized.
- The experience should have educational value in proportion to the time spent traveling, the time spent on the activity, and the cost to each student.

## PART II - CATEGORIES

Educational Field Trips within Niagara Catholic are defined as:

- Day Field Trips
- Extended Day Field Trips
- Overnight Field Trips
- Extended Overnight Field Trips
- Continuing Education Credit Programs
- Exchanges or
- Excursions

To determine the type of educational field trip and approvals required, the following criteria are provided.

1. *Day Field Trips (Day)*

A field trip which occurs within the hours of classes of a school.

2. *Extended Day Field Trips (Day trips)*

A field trip which extends beyond regular school hours, but does not include an overnight stay.

A field trip in which students are driven to and/or picked up by parents/guardians at the school.

3. *Overnight Field Trip (One to three nights)*

A field trip that normally requires students to be lodged for one, two or three nights.

Overnight Field Trips of more than one night's duration shall be limited to one per class per school year, and shall be restricted to students of Grade 6 and up (Grades 5/6 combination excepted).

4. *Extended Overnight Field Trip (Four or more nights or flight ticket of \$600.00 or more)*

Any school/board sponsored and supervised activity, on scheduled instructional days, beyond the school property that requires four or more nights lodgings, or requiring an individual flight ticket of \$600.00 or more.

(An Extended Overnight Field Trip which involves more than one school will follow the same procedures and will require the approval of the Principal of all affected schools at the time of submission to the Committee). (See Section C)

5. *Continuing Education Credit Programs*

Credit courses organized during the school year or during the summer require approval from the Principal of Continuing Education, the Superintendent of Education responsible for Continuing Education and the Director of Education.

6. *Exchanges*

School-to-School exchanges are available for all elementary and secondary students in Niagara Catholic. Applications must be made by the school Principal to the Family of Schools' Superintendent of Education and include detailed plans and financial expenditures regarding the educational, cultural and linguistic aspects of a school-to-school exchange. Principals are to ensure that there is a formalized reciprocal agreement between participating schools. School-to-school exchanges can take place at any time during the calendar year. School-to-School exchanges require the approval of the Principal, Family of Schools' Superintendent of Education, Extended Overnight

Field Trip, Exchange and Excursion Committee and the Director of Education prior to any authorization to participate.

Student Exchanges may be planned for elementary or secondary school students by parents/guardians. Prior to any commitment, parents/guardians are to discuss the student exchange request with the Principal for approval. In considering the request, Principals are to ensure that there is a formalized reciprocal agreement with the student exchange company for an exchange to take place in a mutually agreed upon school year prior to submission to the Extended Overnight Field Trip, Exchange and Excursion Approval Committee.

7. *Excursion*

An excursion is a trip that enhances specific subject curriculum expectations to enrich a students overall Catholic education.

An excursion is a trip that is planned and arranged for secondary school students that would be held during the year when the students are not normally expected to be attending classes and that may not adhere to all guidelines and procedures relating to Educational Field Trips. Approval will not normally be granted for excursions that require the students and/or staff to be away from school on a regularly scheduled instructional school day.

8. *Extended Overnight Field Trip, Exchange and Excursion Approval Committee*

The Committee is composed of:

- 1 Superintendent of Education
- 1 Elementary School Principal
- 1 Secondary School Principal
- 1 Secondary School Vice-Principal
- 1 Program Department Consultant

**PART III - FINANCING EDUCATIONAL FIELD TRIPS**

1. If there is a direct cost to the student(s), participation is voluntary and arrangements must be made for the education of the student(s) not participating.
2. Principals should take steps to ensure that all students have an equal opportunity to participate in a planned trip (excluding excursions). This may include partial or complete financial subsidy for some students.
3. Principals are to ensure that the actual cost to the student is kept at a reasonable level, taking into consideration that some students may have limited financial resources.
4. It is the responsibility of the Principal to ensure that the fairest prices for transportation, accommodation and all other expenditures are obtained and that all transactions are carried out according to procedures and guidelines of the Board.
5. For all overnight field trips and excursions, Principals must submit three (3) written proposals from travel companies along with a Principal recommendation of the best value for students. The proposals and Principal recommendation are to be attached to either the Request for Overnight Field Trip or Request for Extended Overnight Field Trip form.



6. Central Funding for Out-of-Classroom Activities

The Board may allocate funds as determined by the annual budgeting process, which may be available to the Principals for the purpose of providing out-of-classroom activities.

**PART IV - APPROVALS**

**Applicable Forms**

- [Airline/Tour Company/Insurance Checklist](#)
- [Request for Co-instructional Participation Form](#)
- [Request for Credit Program Overnight Field Trip, Extended Overnight Field Trip Exchange and Excursion Cover Sheet](#)
- [Request for Educational Field Trip Transportation Form](#)
- [Request for Extended Overnight Field Trip Form](#)
- [Request for Overnight Field Trip, Extended Overnight Field Trip, Exchange and Excursion Cover Sheet](#)
- [Request for Overnight Field Trip Form](#)
- [Request to Transport Student Consent Form](#)
- [Volunteer Drivers - Authorization to Transport Students](#)

Parents/guardians whose children may be involved in an approved Overnight Field Trip, Exchange or Excursion shall be invited to a meeting where the trip proposal will be explained in detail and their support of the proposed trip solicited. A written consent form will be completed and signed by a parent/guardian granting approval for the child to participate in the proposed trip.

1. Principals may approve:

- trips within walking distance of a school;
- half-day or full day trips;
- extended school day trips, but not continuing overnight.
- All Overnight Field Trips (one to three nights lodging), including athletic and academic tournaments and competitions.

Information regarding Overnight Field Trips shall be sent to the respective Family of Schools' Superintendent of Education at least four weeks prior to arrangements for the trip being completed. ([Request for Overnight Field Trip, Extended Overnight Field Trip and Excursion Cover Sheet](#))

2. Approvals of the Principal, Family of Schools' Superintendent of Education, Extended Overnight Field Trip, Exchange and Excursion Approval Committee and Senior Administrative Council are required for:

- all Extended Overnight Field Trips;
- all Excursions;
- any other trip not covered by these Guidelines and Procedures.

Requests for approval of Extended Overnight Field Trips, Exchanges and Excursions shall be submitted by the Principal to the respective Family of Schools' Superintendent of Education for consideration. If approved, the requests are forwarded to the Extended Overnight Field Trip and Excursion Approval Committee at least six (6) months prior to the planned activity. Exceptions to the timelines can be made at the discretion of the respective Family of Schools' Superintendent in consultation with Senior Administrative Council.

Submissions to the Extended Overnight Field Trip, Exchange and Excursion Approval Committee must be made prior to the first Fridays in June, October and February.

All requests shall include:

- A completed applicable Field Trip Request Form
- [\*Request for Overnight Field Trip, Extended Overnight Field Trip and Excursion Cover Sheet\*](#)
- [\*Airline/Tour Company/Insurance Checklist\*](#)
- A copy of proposed itinerary.
- Additional written information that will assist the committee in its consideration of the request.

3. To ensure extended overnight field trips and excursions meet the full intent of the Educational Field Trip Policy, only Extended Overnight Field Trip and Excursion Committee approved trips and/or excursions are to be proposed to students and parents/guardians for participation. No extended overnight field trips and/or excursions are to be presented to students or parents/guardians without the signed approval of the Superintendent of Education who is the Chair of the Extended Overnight Field Trip, Exchange and Excursion Approval Committee.
4. Any Field Trip/Excursion may be cancelled at any time by a Principal and/or Family of Schools' Superintendent of Education, if required.
5. Prior to approving all travel requests by staff, Principals are to clearly understand the answers to the following questions as they apply to individual trip applications.

All Principals are to:

- record the answers and file responses at the school;
- submit the responses with the application form to the Family of Schools' Superintendent of Education if the trip is required to have Superintendent of Education approval;
- instruct the tour supplier to forward a letter outlining their understanding of the Terms and Conditions prior to any finalization/approval of the trip. (fax copy of [\*Airline/Tour Company/Insurance Checklist\*](#) to agent if required)
- When applicable, determine the exact date and time period each policy is in effect and the length of time it remains in effect. (i.e. cancellation of trip without penalty must be made by - date and time; cancellation with fifty-percent refund must be made by - date and time; cancellation done in writing individually or by the entire group signing a letter etc.)
- A copy of the [\*Airline/Tour Company/Insurance Checklist\*](#) is to be submitted with the Checklist for Extended Overnight Field Trip Form approval to the "Extended Overnight Field Trip, Exchange and Excursion Approval Committee".

6. All approved trips by the Extended Overnight Field Trip, Exchange and Excursion Committee will be reported to the Senior Administrative Council for consideration. Only educational field trips approved by Senior Administrative Council will be reported to the Board of Trustees for information. Following notification of the Board, Principals will be informed that submitted trips have been approved by Senior Administrative Council and the Board has been informed of the trip and can proceed in notifying staff of the approval.
7. If not approved, the Committee will forward to the Principal of the school requesting permission for the trip, a summary of the rationale.
8. Where approval has not been granted, the Principal may re-submit a proposal to the Family of Schools' Superintendent of Education with the required revisions.
9. An unapproved trip is one, which has not followed the process outlined to receive official approval or is one, which has followed process, but has been denied. Neither the school nor the Board will sponsor, promote or participate in the planning of any unapproved trip.
10. Teachers are deemed in law to be in a position of authority over students by virtue of their positions as teachers. Therefore, teachers shall not become involved in any unapproved field trips with students. As well as facing disciplinary procedures, teachers involved in non-approved field trips surrender their legal claim to the Board's liability insurance coverage and to Worker's Compensation protections.

11. Only individuals approved to chaperone or supervise a field trip are eligible to participate in any aspect of the educational field trip. For clarity, individuals who are not approved as chaperones, supervisors or volunteers cannot be included in travel arrangements, travel with or accompany the students and staff on the field trip.
12. Students or staff who request to leave the group on an approved field trip, such as to meet a family member, must submit a request, in writing, to the Principal prior to the departure of the field trip. The Principal will determine if arrangements can be made to assist with the request providing it does not interfere with the travel arrangements of the group. If approval is granted by the Principal, it is permitted with the condition that:
  - the Board is not responsible for the safety of the student or staff member when away from the group; and,
  - a staff member, chaperone or supervisor must meet with a designated family member prior to a student's departure and upon return to the group
  - the student or staff member must report to the chaperone/supervisor upon their return; and,
  - any delay in meeting with the group at the designated time and location is not the responsibility of the Board and will not adversely affect the travel arrangements of the group; and,
  - students or staff who miss returning to the group will incur any costs for the delay or will be solely responsible for alternate transportation arrangements to either meet the group at a designated location or to return home.

## **PART V - PARENT/GUARDIAN NOTIFICATION**

When planning a school educational field trip, excursions or exchanges, the Principal, or designate, shall contact the Special Education Department for input regarding any special accommodations required pertaining to any exceptional student or students with special needs participating in the field trip.

1. Trips within walking distance or trips as part of curriculum expectations:
  - A signed parental application form is recommended but not required for a day trip beyond school property where the students will be traveling on foot or is part of non-optional program or Board expectations of students. (i.e. day retreats, Church liturgies, graduation practices, graduation celebrations)
  - Teachers are required to obtain Principal approval and indicate to the Principal the destination and approximate return time.

Although specific notification and application are not necessary for such trips, it is essential that parents be made aware of the fact that such trips may take place throughout the school year as part of the total school curriculum or Board expectations. It is mandatory that such awareness be created by means of information letters and/or newsletters throughout the school year.

2. Letter to Parents/Guardians

For all other school trips, written permission/consent from the parent /guardian will be obtained. The supervising teacher shall, prior to obtaining consent of parents or guardians, inform parents or guardians of trip details. (The signed documentation of all trips shall be retained for the current school year until the successful completion of that trip).

These details shall include program rationale; dates; departure, return time and pick up arrangements; cost; method of transportation; and, destination;

This letter will be signed by both the supervising teacher and the Principal.

Parent/guardian requests should be phrased as follows:

*I, (parent's/guardian's name) consent that (student's name) participate in the trip to (destination).*

*If a non-refundable deposit/payment is required from the parent, the form signed by the parent shall include this statement. "A non-refundable deposit/payment of \$ AMOUNT is required for this trip."*

*The parent/guardian acknowledges that neither the Board nor any employee bears liability for the deposit/payment once paid if the child is unable to attend.*

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Date of Signature*

### 3. Emergency Planning

- An itinerary of each trip must be available in the school office in order that the Principal may contact the supervising teacher in charge of the group if an emergency arises.
- Provision shall be made by the Principal/teacher that someone at the school site be available to be contacted should an emergency arise at any time during the trip or if a return is delayed. Parents are to be contacted as soon as possible.
- The supervising teacher/teacher designate has the right to change the itinerary of the trip if, at his/her discretion, an emergency or dangerous situation arises, or as the situation warrants. Any change to the itinerary must be communicated to the Principal, and as determined by the Principal based on the nature of the change of itinerary, communicated with parents/guardians of students on the field trip.
- If students are billeted in homes, then the host family must have information which will allow them to contact the teacher in charge at any time.

### 4. List of Participants

When a group of students leaves the school on an approved trip, a list of all students and staff in the group in each vehicle must be prepared, one copy of which will be left in the school office, and another copy to accompany the group.

## **PART VI - SAFETY REQUIREMENTS**

1. The supervising teacher shall obtain relevant medical information about each student and also authorization to procure medical attention in the event of an emergency.
2. Parent/Guardians should be made aware that this medical information may be required for the health and safety of the students and that the information provided will be held in confidence. The teacher must then ensure that medical information is kept confidential.
3. Before any out-of-school program, the teacher must instruct the students in appropriate behaviour and safety procedures as well as any inherent dangers of the activity. The teacher(s) must show that the students have been carefully prepared and that the activity is appropriate to the age and physical/motor maturity of the participants.
4. For pupils who require medication, the routine parental consent form is to be completed and an adequate supply of medicine is to be secured.
5. Where there is instruction in High Care (e.g. water activities, skiing, etc.) activities, the instructor(s) must be certified personnel, and additional supervision must be provided by appropriate teaching personnel.

6. Water Safety

Water safety requires close and direct supervision at all times. Teachers must inform parents when the trip will include planned water activities.

7. Swimming and Water Activities including Rowing

Notwithstanding Year End Field Trips, recreation swimming is prohibited unless it is an integral part of the program. With the exception of Board sanctioned co-instructional rowing programs, and regattas, when students are in public or private pools, or natural bodies of water, the Principal shall designate, as adults in charge of the water safety, only individuals who have a valid and current lifeguarding certificate: Red Cross Safety: Bronze Cross - minimum qualifications.

*Ratios: 1:10 natural bodies of water  
1:20 private pool*

In Public Pools, the appropriate Public Health By-Laws will prevail.

8. Year End Field Trips

Field trips that include water parks, public beaches, private pools, etc. are at the discretion of the Principal providing all safety and supervision guidelines are adhered to. O.P.H.E.A. Safety Services Package at [ophea.net](http://ophea.net)

9. Non-Commercial/Recreational and Co-Instructional Boating

- Boating trips are generally to be organized only for secondary school students. Principals must obtain the prior approval of the Family of Schools' Superintendent of Education to plan a non-commercial/recreational boating trip. (See O.P.H.E.A. Safety Guidelines.)

*Ratios: 1:8 on a trip  
1:10 water activities in a confined area with a clear overall view  
and reasonable distance to craft*

- With the exception of Board sanctioned co-instructional rowing programs, and regattas, all students must wear a properly fastened M.O.T. approved life jacket or personal flotation device when in a boat or canoe.
- Instruction in boating, sailing and canoeing must be supervised by suitably qualified teachers or adults.
- It is the responsibility of the trip supervisor to ascertain that instructors in these activities are qualified according to current regulations.
- All students and adult supervisors must acquire at least minimum competency levels as determined by the qualified instructors before participating in a boating excursion.
- Prior to any boating, canoeing or rowing program, the swimming ability of each student must be ascertained. To be considered a swimmer the student must demonstrate to qualified personnel, (the skills outlined in the O.P.H.E.A. Safety Services Package) that he/she is able to:
  - Swim 100 metres;
  - Tread water for 5 minutes;
  - H.E.L.P. and huddle with P.F.D. on for 5 minutes
  - (H.E.L.P. = Heat Escape Lessening Position)
  - (P.F.D. = Personal Flotation Device)
- Field trips involving commercial ship, ferry or other boat cruises are not prohibited by this policy.

See O.P.H.E.A. Safety Services Package

10. Downhill Skiing/Snowboarding Trips or Co-Instructional Activities

Downhill Skiing/Snowboarding Trips are permitted only for Grade 4 to Grade 12 students. Principals are to ensure that adequate supervision is in place and that qualified instructors are available to provide the necessary training and instruction (See O.P.H.E.A. Safety Guidelines).

All students participating in a school sponsored ski/snowboarding trip will be required to provide and wear a Canadian Standards Association (CSA) properly fitted, snow sport certified ski helmet indicating the helmet is approved as a ski helmet specifically designed for skiing or snowboarding. (i.e. ASTM, CE, SNELL)

It is recommended that all staff and chaperones participating in a school-sponsored ski/snowboarding trip provide and wear a Canadian Standards Association (CSA) ski helmet indicating the helmet is approved as a ski helmet specifically designed for skiing or snowboarding.

For these activities, all equipment must be provided or rented by the participant.

Principals will ensure that prior to boarding a bus to depart on a ski trip or co-instructional activity, all students prove to the staff supervisor that (a) they are in possession of an approved ski helmet for their individual use or (b) show written proof that they have reserved an approved ski helmet at the ski resort.

Staff supervisors will record on a trip/activity list of participating students that the student is in possession of an approved ski helmet to wear at all times while skiing/snowboarding.

Students who are not in compliance with this requirement will be prohibited from participating in optional ski trips/co-instructional activities.

Parent/guardian approval letters for participation in ski/snowboarding trips or co-instructional activities will include the following acknowledgements signed by parents/guardians;

- that students will be skiing/boarding on their own, parents/guardians are to impress upon their child to follow all safety rules including wearing a properly certified and fitted ski/boarding helmet at all times while skiing/boarding
- that parents/guardians will provide their child with all certified safety equipment for the activity
- that skiing/boarding is a high-risk sport and students are accountable for their own safety
- that student consequences are in place for non-compliance which could include a revoking of a ski/boarding pass for the remainder of the season
- that the school nor the Board is responsible for any accident.

11. Procedures in Cases of Student Injury or Illness

- In the event of serious injury or illness to the student, the person nearest to the incident shall begin appropriate emergency action: ensure breathing, the stoppage of blood flow, ensure the injured student's comfort. This will include immediately notifying a person qualified in first aid. If the in-charge person is not present, this person shall be notified immediately and proper procedures initiated.
- The in-charge person shall establish and follow an emergency action plan.
- If the class is to be away from school for an extended period of time (overnight), the person in charge shall collect in advance the Health Card number for each student and a blanket approval for permission to seek medical attention is required.
- All teachers are encouraged to undergo training in first aid and C.P.R.

12. Additional Coverage

All Niagara Catholic District School Board students are encouraged to purchase the Accident Insurance Policy offered by the school board each September.

13. Health Insurance Out of Province



Because of the high cost of health services in other countries, parents must submit proof of an out-of-province health insurance policy which will cover children on a school tour out of the province.

14. If, as a result of discipline/safety concerns, a student is required to be sent home by the supervising teacher during an educational field trip, the school and or Board is not responsible for any cost incurred in transporting a student home. These students may be required to discontinue their journey and such persons shall not be entitled to a refund.

It is the responsibility of the student(s), parent(s) or guardian(s) to provide, or arrange for supervision of a student who is sent home by the supervisor in charge. All costs to provide for such supervision is incurred by the parent/guardian.

**PART VII – SUPERVISION**

1. Out-of-classroom programs are to be under the supervision of at least one teacher or, in unique situations, any Board employee or designate approved by the Principal. Where more than one person participates in out-of-classroom activities, the Principal shall designate one as the “in-charge” person. Principals shall ensure that all precautions for the safety, comfort and supervision of participating students are taken.
2. For most trips outside Canada or the continental United States, a minimum of ten (10) participating students are required for an overseas trip to be approved. Exceptions may be approved for participation in international co-instructional activities or events.
3. All trips outside Canada or the continental United States require a minimum of two (2) supervisors/chaperones recommended by the Principal, and approved by the Family of Schools’ Superintendent of Education.
4. The following minimum adult-to-student ratios are required. As soon as the number of students increases by one over the ratio, another supervisor **must** be added.

School Trips:

	<i>JK-K</i>	<i>Grade 1 to 6</i>	<i>Grade 7 &amp; 8</i>	<i>Grade 9 to 12</i>
Walking Tours – One Day Trips	1:10	1:10	1:15	1:20
One Day Trips	1:10	1:10	1:15	1:20
Overnight Trips	N/A	N/A	1:10	1:15
Overnight Trips Outside Canada or the continental United States	N/A	N/A	1:10	1:14+1 additional supervisor

- The ratios for Walking Tours and One Day Trips may be modified at the discretion of the Principal to accommodate such events as sacramental preparation, liturgies, or the spontaneity of the teachable moment.
  - To accommodate the possibility of medical emergencies, at least two adults should accompany students for all overnight trips or arrangements made for students to join other school communities.
5. Principals shall ensure that a sufficient number of supervisors/chaperones accompany the students in order that the visit or field trip will be a safe and valid educational experience. Some circumstances will require additional instructional staff than others in order that the students obtain the maximum benefit from their excursion.
  6. Employees of the Niagara Catholic District School Board can participate and accompany students on approved education field trips, as appointed by the Principal, to act as a chaperone to meet supervision requirements.

7. Individuals who are not employed by the Niagara Catholic District School Board and are requested by the Principal to serve as a chaperone/volunteer to meet the supervision requirements will require to produce, prior to being appointed as a chaperone/volunteer, a negative Criminal Background Check from the Niagara Regional Police Services, approval from the Family of Schools' Superintendent of Education and the school Principal.
8. At a minimum, Vulnerable Sector checks will be required of all volunteers participating in overnight field trips which are approved by the school Principal and/or Senior Administrative Council.
9. Principals are required to make approved chaperones/volunteers aware of their insurance coverage under this policy. Names of all staff and chaperone/volunteer supervisors must be recorded in order to protect them from liability for which the Board carries a liability policy to a limit of \$20,000,000.00.
10. In determining supervision requirements, Principals shall ensure that;
  - the number of supervisors/chaperones comply with the adult-to-student ratios as indicated in Point Four (#4)
  - all staff beyond those organizing the overnight field trip or excursion are notified of the opportunity to supervise or chaperone the trip.
  - supervisors/chaperones maybe parent volunteers approved by the Principal to act as official school chaperones.
  - the selection of additional supervisors/chaperones will be recommended by the Principal after consultation with the Family of Schools' Superintendent of Education.
11. If a program includes students of both genders, and extends overnight, then supervisors/chaperones of both genders must accompany the trip. Under exceptional circumstances, the Family of School's Superintendent of Education may waive this provision, and parents/guardians will be notified of this documented exception, and a notation will be made on file.
12. Supervisors/chaperones that comply with this Board Policy and Guidelines participate free of charge. The costs associated with compliance will be recovered either through a combination of complimentary tickets and/or a surcharge to students.
13. Notwithstanding Point Eleven (#11), supervisors/chaperones approved by the Principal, after consultation with the Family of Schools' Superintendent of Education, may elect to participate in a trip by making a financial contribution to the cost of the trip equal to the amount paid by individual students. For example, trips that focus on Social Justice experiential learning.
14. All complimentary tickets provided by a travel company will be used to reduce the cost of travel of the number of supervisors/chaperones as required by these Administrative Guidelines. Additional complimentary travel tickets provided will be used to defray the cost of the students participating in the program.
15. Notwithstanding Point Thirteen (#13), additional supervisors/chaperones may receive financial assistance up to 25% of the cost of the trip.

The amount of financial assistance provided to additional supervisors is calculated by a combination of additional complimentary tickets and student surcharge.

*For example:*

36 participating students generates 6 complimentary tickets.

Based on these guidelines, 36 students require three (3) supervisors who travel free.

Therefore there are three (3) complimentary tickets remaining.



The Principal would inform staff that three (3) complimentary travel spaces are available with financial assistance up to 25% of the cost of the trip. The difference of the three (3) complimentary tickets would be used to defray the cost paid by students participating in the program.

16. For trips that do not involve complimentary tickets based on the number of students traveling, all approved chaperones/supervisors above the Board supervision ratio of 14.1 or 15.1, excluding the first two staff members supervising overseas trips, will be required to pay the same travel cost as each student.

## **PART VIII - TRANSPORTATION**

### 1. General Considerations

- While the Board does not recommend using private passenger vehicles to transport students to a school related activity, all staff members (administrators/teachers/support staff) or volunteer drivers must complete the [Volunteer Drivers - Authorization to Transport Students Form](#) and have authorization from the school Principal.
- In the event that privately owned automobiles are used in the transportation of students, only fully-graduated licensed drivers authorized by the Principal shall be permitted to transport the pupils.
- A passenger list containing the name of the driver and the names of each student in the vehicle must be made, with one copy provided to the driver of the vehicle, and one copy retained at the school. Only the students on the passenger list are permitted in the designated vehicle.
- All parents/guardians of the students transported by volunteer drivers must be informed of the transportation arrangements and liability by providing a signed letter consenting to their son/daughter being transported by the approved volunteer driver. (Reference: [Request to Transport Student Consent Form](#))
- When a school activity is completed, Principals will ensure that prior to the event, a student provides written permission from their parent/guardian to allow them to:
  - return to the school with the volunteer driver;
  - receive a ride home from another parent as identified on the permission letter; or
  - receive a ride home from an identified parent/guardian.
- The Board cannot by law provide the automobile insurance for individuals and vehicles not owned by the Board. Principals are to ensure that persons using their own vehicles to transport students for extracurricular activities have a minimum auto insurance limit of \$1 million in the event of an accident. A vehicle shall not be used to transport in excess of six passengers unless licensed under the Highway Traffic Act as a bus and the driver is licensed appropriately.
- Persons transporting students in private motor vehicles should be sure that their Automobile Public Liability Insurance coverage is valid and current and meets the Board's requirements. The Board, however, maintains an Excess Liability Insurance Policy, which covers all employees and volunteers who are transporting students within Canada and Continental United States on behalf of the Board to a combined limit of \$20,000,000.00. This policy comes into effect if a judgment arises against that employee or volunteer resulting from use of his vehicle and is in excess of the limit carried by the individual on his/her personal policy.
- It is expected that all parents/guardians of students being transported in Private Motor Vehicles have O.P.C.F. 44 Coverage with their own Insurance Policy.
- When a school group is staying in a remote area, teachers are advised to have a vehicle available for emergency transport of students, in the event of medical emergency, to the nearest appropriate Medical Facility.
- Where staff or parent volunteers provide transportation, a seat belt must be provided for each student and no reimbursement shall be provided.

## 2. Rental Vehicles

- Vehicles may be rented for student transportation to school board events.
- Vehicle rental is limited to 30 days or less. Rented vehicle use is for approved school board business only.
- Employees who rent vehicles in Ontario under their own name may be exposing their own insurance policies to a claim for any damage or injury which occurs while the vehicle is in their custody or control. The school board has purchased the OPCF 27 endorsement, in the event of a third party liability loss, the fleet policy is the primary coverage, therefore removing the exposure to an employee's personal policy, and transferring to the board's fleet policy. To avoid personal liability, the rental contract must clearly show the Niagara Catholic District School Board as the "renter." For example, Renter: Niagara Catholic District School Board, Name of School, Name of Teacher
- When vehicles are rented to transport students the Deductible Waiver or Collision Damage Coverage from the rental agency must be purchased. Without this coverage in place, when a vehicle is rented for board purposes, the primary liability coverage comes from the personal policy of the driver, whether it be an employee or a volunteer.
- In the event of an accident, contact the car rental agency immediately.

## 3. Air Travel

- Air Travel shall be arranged through properly licensed travel agencies or airlines.
- Students, staff, chaperones and supervisors must purchase cancellation insurance.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 25, 2014**

**TITLE: POLICIES – PRIOR TO VETTING  
EMPLOYEE HIRING AND SELECTION POLICY (TEACHERS)  
(203.1)**

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources  
Recommended by: John Crocco, Director of Education Secretary/Treasurer  
Date: November 25, 2014

	<p style="text-align: center;"><b>EMPLOYEE HIRING AND SELECTION POLICY (TEACHERS)</b></p> <p style="text-align: center;">STATEMENT OF POLICY</p>	Section:	200 – Human Resources
		No:	203.1
		Adopted:	June 12, 2012
		Revised/	NIL
		Reviewed:	

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board believes that the realization of the goals of Catholic education, founded on faith, inspired by the Gospel, and committed to service requires leadership at all levels. The Niagara Catholic District School Board recognizes that our school community exists primarily to foster and exemplify Catholic values centred on the person of Jesus Christ.

The Niagara Catholic District School Board will hire exemplary and qualified employees to meet the needs of the system. In hiring teachers, preferential consideration will be given to qualified Roman Catholic applicants in accordance with the Education Statutes and Regulations of Ontario, the Ontario Human Rights Code, Section 24(1), and the Constitution Act, 1982.

As well, an Occasional Teacher shall have a pastoral reference as required by the Board at the time of application and shall be required to update the pastoral reference every two (2) years thereafter.

~~In its hiring of exemplary and qualified teachers employees, to meet the needs of the system, the Niagara Catholic District School Board will give preferential consideration by virtue of the availability of qualified candidates, to qualified Roman Catholic applicants in accordance with the Education Act and Regulations, the Ontario Human Rights Code, Section 24(1) (a), and the historical right under the Constitution Act, 1982 and the Education Statutes and Regulations.~~

~~The purpose of this policy is to recognize the inherent dignity and worth of every person, and to provide for equal rights and opportunities without discrimination for all qualified employees and applicants for employment with the Niagara Catholic District School Board, in accordance with the Ontario Human Rights Code. All employees employed by the Board will have an understanding of and a genuine commitment to the Board's mission, vision and values and expected to respect and to support the Catholic philosophy of the Board and its schools.~~

### **Conflict of Interest**


The Board shall ensure that no individual will be involved in any part of the **selection** process of hiring if it is self-declared and/or deemed to be a Conflict of Interest.

This policy and accompanying Administrative Guidelines ~~will~~ clearly defines and clarifies the hiring **criteria** and selection ~~practices~~ of **processes for all** employee groups of the Niagara Catholic District School Board.

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

### *References:*

- [\*Education Statutes and Regulations of Ontario\*](#)
- [\*Ontario Human Rights Code\*](#)
- [\*Niagara Catholic - Equity and Inclusive Education Policy \(100.10\)\*](#)
- [\*Accessibility Standards Policy, 800.0\*](#)
- [\*Constitution Act, 1982\*](#)

	<p style="text-align: center;"><b>EMPLOYEE HIRING AND SELECTION POLICY (TEACHERS)</b></p> <p style="text-align: center;">ADMINISTRATIVE GUIDELINES</p>	Section:	200 – Human Resources
		No:	203.1
		Adopted:	June 12, 2012
		Revised:	NIL

### **Administrative Guidelines for Teacher Positions**

The Niagara Catholic District School Board is committed to hiring exemplary and qualified teachers. ~~The Hiring Policy specifically addresses the selection of teacher candidates for a teaching positions within the Niagara Catholic District School Board.~~ All qualified applicants have the opportunity to apply for positions. **The Niagara Catholic District School Board will not discriminate in its hiring and promotion practices on the basis that the qualified applicant is related to a current or former employee.** Applications and documentation of ~~all teacher candidates and employees of the Niagara Catholic District School Board~~ will be maintained in a confidential filing system in the Human Resources Department. Criteria and qualifications for positions ~~will be~~ **have been** established in a fair and objective manner. ~~This criterion is outlined in the Administrative Guidelines as set out below.~~

#### **Conflict of Interest**

~~If it is a~~ self-declared and/or ~~a~~ deemed Conflict of Interest **occurs** regarding any individual submitting their name for **any** position with Niagara Catholic, **the** Conflict of Interest will be declared to either the Superintendent of Education - Human Resources **Services** or to the Director of Education **or in the case of the Director of Education to the Chair of the Board**, who will ensure that the individual declaring the conflict of interest is not involved in any facet of the **selection process** of hiring.

#### **Selection Procedures for new Hires to the Occasional List**

~~Occasional Teacher Roster is comprised of those occasional teachers who have been newly hired to the Niagara Catholic District School Board as occasional teachers.~~

~~The Occasional Teacher List is comprised of those Occasional Teachers having a minimum of ten (10) working months seniority and having worked a minimum of 20 days on the Occasional Roster in that period from the most recent date of hire. The occasional teachers on the Occasional Teacher List must have been interviewed and selected by senior staff.~~

#### **A: Selection of Candidates**

Individuals, applying for available teaching positions with the Niagara Catholic District School Board, unless exempted as per a Letter of Permission, are required to **provide evidence of:**

- ~~be a~~ Catholic **background and** faith commitment
- ~~submit~~ a pastoral reference
- ~~submit~~ a faith reference portfolio
- ~~be in~~ 'Good Standing' with the Ontario College of Teachers
- ~~meet all~~ requirements set out in Teacher Application Package (Apply to Education).
- ~~submit~~ practice teaching reports and final evaluations
- ~~submit~~ **current references as stipulated in the specific posting**
- ~~meet all~~ qualifications as required by regulations
- ~~submit~~ related experience
- ~~submit~~ **original or certified copies of** undergraduate transcripts and/or graduate Faculty of Education transcripts
- **vulnerable sector check**

**Vulnerable Sector Check**

A vulnerable sector background check (dated within the last year) shall be a condition of employment and shall be used to determine whether candidates have a record of offences which would render them unsuitable for employment. The candidate shall be directed to the appropriate Police Department who will be responsible for the processing of the vulnerable sector background check. The fee charged for this service shall be the responsibility of the candidate.

**B: Interview and Selection Procedures for Individual Placement on the Occasional Teacher List and/or Teacher Roster**

**Selection of Candidates**

- i. The Human Resources Services Department will review the required documentation and organize interviews for teacher candidates which will be conducted during specified dates as determined by the Superintendent of Human Resources.
- ii. The interviews are to be conducted by a panel consisting of a minimum ~~three (3)~~ two (2) Principals and/or Vice-Principals, including at least one (1) Principal as appointed selected by the Superintendent of Human Resources.
- iii. All candidates for a given particular position will be asked the same questions.
- ~~iv.~~ The Human Resources Services Department will screen and process the recommendations of the Interview Panel and validate whether the candidate has met all the requirements for a teaching position in the Niagara Catholic District School Board. ~~including satisfactory references, Vulnerable Sector Checks, pastoral references, and other requirements as requested.~~
- v. The Human Resources Services Department will notify successful individuals for placement on the Occasional Teacher List and/or Roster.
- vi. All candidates being interviewed for the Occasional Roster will be debriefed on the strengths and weaknesses of the interview by staff as appointed by the Human Resources Services Department.
- vii. Upon request, candidates being interviewed for the Occasional List will be debriefed on the strengths and weaknesses of the interview by staff as appointed by the Human Resources Services Department.

**Interview and Selection Procedures for Permanent Teachers**

**~~Selection Procedures for New Hires to Permanent Contract Positions~~**

Hiring of teachers will be determined by the system needs of the Niagara Catholic District School Board and will be in accordance with the Education Act, Regulations, Board Policy or Guideline and the "Collective Agreement."

It is a requirement of the Niagara Catholic District School Board that, as a condition of Employment, a teacher will have completed at least Part I of the OCSTA/OECTA course in Religious Education or its equivalent within two (2) years of employment.

Candidates being selected for permanent contract **teaching positions** will be based on the following process:

1. Individuals applying for available teaching positions with the Niagara Catholic District School Board, unless exempted as per a Letter of Permission, are required to **provide evidence of:**
  - **Catholic background and faith commitment**
  - **a pastoral reference as required by the Board**
  - **a faith reference portfolio**
  - **'Good Standing' with the Ontario College of Teachers**
  - **current references as stipulated in the specific posting**
  - **qualifications as required by the Board and/or regulations**
  - **a valid vulnerable sector check on file with the Board**
2. The teacher candidate will be interviewed at the board level by a ~~team~~ **committee** consisting of the Superintendent of Human Resources, and/or a designate, and a minimum of three (3) Principals as determined by the Superintendent of Human Resources.
3. Candidates will be considered for System Level Interviews based on:
  - i. Any relevant legislation
  - ii. Pastoral reference and Faith Reference Portfolio
  - iii. ~~Initial System Level Interview Results (for occasional position)~~
  - iv. Qualifications (i.e. Additional Qualification Courses)
  - v. Specific areas of specialization
  - vi. Experience with Niagara Catholic and other related experience
  - vii. Principal Recommendation
4. Senior Administrative Council will be informed of the **committee** recommendations for hiring of teachers based on the scoring of teacher candidates as outlined in Section 2 as well as the results of the Final System Level Interview.
5. The Director of Education will approve hiring for permanent teacher positions to the Niagara Catholic District School Board.
6. **The Director of Education, through the Superintendent of Human Resources will submit the In-Camera Staffing Report to the Board for information.**
7. ~~The Human Resources Department~~ **The Superintendent of Human Resources** will be responsible for ~~all offers for~~ **the communication and confirmation** of the teaching positions ~~as well as the specific assignment~~ with the Board.
8. Upon request, ~~the Human Resources Department~~ **Services** will arrange to ~~will~~ debrief those individuals on the strengths and weaknesses of their interview.
9. The Superintendent of Human Resources will notify the teacher ~~recruits~~ **candidates** in writing of their permanent status and any necessary requirements.

## **Administrative Guidelines for other positions with the exception of Teaching and Administrative Staff**

The Niagara Catholic District School Board recognizes that in order to fulfill its Catholic mission, vision and values, it must hire on the basis of qualifications and experience. The Board will ensure that a fair selection process for staff positions is conducted based on qualifications, experience, merit and where appropriate, Catholicity. It is an expectation that Board staff who are non-Catholic will respect and fully support the Mission, Vision and Values of the Niagara Catholic District School Board.

Criteria and qualifications for positions will be established in a fair and objective manner. Recruitment for positions will ensure that all qualified applicants have the opportunity to apply. Applications and documentation of all candidates and employees of the Niagara Catholic District School Board will be maintained in a confidential filing system in the Human Resources Department.

If a self-declared and/or a deemed Conflict of Interest occurs regarding any individual submitting their name for any position with Niagara Catholic, the Conflict of Interest will be declared to either the Superintendent of Education - Human Resources Services or to the Director of Education or in the case of the Director of Education to the Chair of the Board, who will ensure that the individual declaring the conflict of interest is not involved in any facet of the selection process of hiring.

1. The Superintendent of Human Resources will ensure that the recruitment and selection procedures are administered in accordance with the requirements of the appropriate collective agreements, or the terms and conditions of employment for the non- union group. Where this policy is in conflict with a current collective agreement negotiated between the Board and any of its employee associations or unions, the collective agreement will prevail.
2. Human Resources Services will coordinate the posting of internal and external advertisements.
3. Human Resources Services, in consultation with the appropriate Superintendent of Education and Appropriate Supervisor will establish an Interview Committee.
4. The Interview Committee shall consist of the appropriate Superintendent of Education and the Supervisor of the position and at least one other member of Human Resources Services.
5. All candidates for a given position will be asked the same questions.
6. The Interview Committee will interview the selected candidates and provide a recommendation to the appropriate Superintendent of Education and/or Controller of Facilities Services.
7. Human Resource Services will screen and process the recommendations of the Interview Committee and validate whether the candidate has met all the requirements for the position in the Niagara Catholic District School Board.
8. A vulnerable sector background check (dated within the last year) shall be a condition of employment and shall be used to determine whether candidates have a record of offences which would render them unsuitable for employment. The candidate shall be directed to the appropriate Police Department who will be responsible for the processing of the vulnerable sector background check. The fee charged for this service shall be the responsibility of the candidate.
9. The Superintendent of Education and/or Controller of Facilities Services will approve the appropriate recommendation.



10. The Director of Education will approve hiring for permanent staff contingent upon successful completion of a probationary period with the Niagara Catholic District School Board.
11. Human Resource Services will notify the successful candidate in writing of their hire to the position and any necessary requirements for the position.
12. The Director of Education, through the Superintendent of Human Resources Services will submit the In-Camera Staffing Report to the Board for information.
13. Upon request, Human Resources Services will debrief those individuals on the strengths and weaknesses of their interview.
14. These Administrative Guidelines shall not be applied retroactively to alter or disrupt any current work assignments.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 25, 2014**

**TITLE: POLICIES – PRIOR TO VETTING  
VOLUNTEER DRIVER POLICY (302.4)**

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Prepared by: Mark Lefebvre, Superintendent of Education  
Presented by: Mark Lefebvre, Superintendent of Education  
Recommended by: John Crocco, Director of Education Secretary/Treasurer  
Date: November 25, 2014

	<b>VOLUNTEER DRIVERS POLICY</b>  STATEMENT OF POLICY	<table><tr><td>Section:</td><td>300 – Schools/Students</td></tr><tr><td>No:</td><td>302.4</td></tr><tr><td>Adopted:</td><td>February 27, 2001</td></tr><tr><td>Revised:</td><td>June 16, 2009</td></tr></table>	Section:	300 – Schools/Students	No:	302.4	Adopted:	February 27, 2001	Revised:	June 16, 2009
Section:	300 – Schools/Students									
No:	302.4									
Adopted:	February 27, 2001									
Revised:	June 16, 2009									

The Niagara Catholic District School Board generally provides Board-approved transportation to students attending school-approved activities. However, it is acknowledged that, on occasion, upon student/parent request, it is necessary to transport students in private vehicles.

In such instances, it is understood that any volunteer driver transporting students to school-approved activities in private vehicles have completed the Volunteer Driver-Authorization to Transport Students form and have been approved by the school Principal.

The Director of Education will establish Administrative Guidelines for the implementation of the Policy.

*Reference:*

- [\*\*OPHEA: Ontario Safety Guidelines\*\*](#)
- [\*\*OSBIE: Board Insurance Carrier\*\*](#)
- [\*\*Ontario School Boards Insurance Exchange \(OSBIE\):Risk Management Advisory\*\*](#)
- [\*\*Niagara Catholic – Educational Field Trips Policy \(400.2\)\*\*](#)

	<b>VOLUNTEER DRIVERS POLICY</b>  <b>ADMINISTRATIVE GUIDELINES</b>	Section:	300 – Schools/Students
		No:	302.4
		Adopted:	February 27, 2001
		Revised:	June 16, 2009

The Niagara Catholic District School Board does not endorse students driving other students to school-approved activities. The following procedures have been established for the purpose of providing consistent directives relative to the transportation of students in private vehicles. It is understood that the procedures apply to all volunteer drivers, including staff.

When transportation is by private vehicle, the Principal/designate shall advise those volunteers requesting to transport students of the following;

1. Volunteer Drivers must have the minimum qualification to drive: the volunteer drivers must be fully licensed; having obtained a class "G" license - successfully completed a Level 2 - G2 Exit Test.
2. Persons transporting students in privately owned automobiles should be sure their Public Liability Insurance coverage is valid and current and meets the Board's requirement for non-owned auto insurance coverage. The Board, however, maintains the Excess Liability Insurance Policy, which covers all employees and volunteers who transport students within Canada and the Continental United States on behalf of the Board to a limit of \$20,000,000. This policy comes into effect if a judgment arises against that employee or volunteer resulting from use of his /her vehicle and is in excess of the limit carried by the individual on his/her personal policy.
3. The Volunteer Drivers-Authorization to Transport Students must be fully completed and returned to the school and submitted to school Principal.
4. Parents of students transported to school-approved events by school-approved volunteer drivers must be informed of this and sign the Transport Student Consent Form which lists dates, activity, destination, departure/return times and the name of volunteer driver.
5. A passenger list for each vehicle will be provided to the main office prior to departure. A second list will be kept by the teacher in charge.
6. A vehicle shall not be used to transport in excess of six passengers and a seat belt must be provided for each student.
7. ~~No reimbursement shall be provided.~~
7. **Rental Vehicles**
  - Vehicles may be rented for student transportation to school board events.
  - Vehicle rental is limited to 30 days or less. Rented vehicle use is for approved school board business only.
  - Employees who rent vehicles in Ontario under their own name may be exposing their own insurance policies to a claim for any damage or injury which occurs while the vehicle is in their custody or control. The school board has purchased the OPCF 27 endorsement, in the event of a third party liability loss, the fleet policy is the primary coverage, therefore removing the exposure to an employee's personal policy, and transferring to the board's fleet policy.
  - To avoid personal liability, the rental contract must clearly show the Niagara Catholic District School Board as the "renter." For example, Renter: Niagara Catholic District School Board, Name of School, Name of Teacher
    - When vehicles are rented to transport students the Deductible Waiver or Collision Damage Coverage from the rental agency must be purchased. Without this coverage in place, when a vehicle is rented for board purposes, the primary liability coverage comes from the personal policy of the driver, whether it be an employee or a volunteer.
    - In the event of an accident, contact the car rental agency immediately.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 25, 2014**

**TITLE: POLICIES – PRIOR TO VETTING  
VOLUNTEER RECOGNITION POLICY (800.4)**

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Prepared by: John Crocco, Director of Education Secretary/Treasurer  
Presented by: John Crocco, Director of Education Secretary/Treasurer  
Date: November 25, 2014

	<b>VOLUNTEER RECOGNITION POLICY</b>  STATEMENT OF POLICY	Section:	800 – School and Community Councils
		No:	800.4
		Adopted:	April 24, 2007
		Revised:	April 1, 2008

In keeping with the Mission, Vision and Values, the Niagara Catholic District School Board recognizes and values the positive contribution that individuals make while volunteering in our Catholic school communities, committees and organizations. Their valued increases learning opportunities for our students and assists staff in the wide range of activities they provide for our students.

~~A volunteer is an individual who, with the approval of the Principal and/or board staff, agrees to undertake, without pay, designated task which supports the learning and/or the improvement of student welfare within a classroom, a school or in a system wide setting. The volunteer being recognized is an individual who has made a meaningful contribution at the time of his/her nomination.~~ With approval from the authorized administrator, Niagara Catholic volunteers undertake, without pay, assigned tasks that support and enhance the mission, vision and values of the Board.

Annually, administrators will be invited to select volunteers to be recognized at a celebration hosted by the Board. Volunteers will be recognized for making a positive, meaningful and significant contribution to a school and/or the Board. Through their spirit of volunteerism, they help in building a strong Catholic identity and community that nurtures the distinctiveness of Catholic education and advances student achievement.

~~Through this policy the Board celebrates the meaningful involvement of our volunteers in the improvement of student achievement. This policy builds on the recognition which is bestowed upon the volunteers at the school level. To this end, the Niagara Catholic District Board shall recognize, on an annual basis, individuals who have made a significant contribution in support of the Board's mission statement.~~

The Director of Education will ~~shall~~ issue Administrative Guidelines for the implementation of this Policy. ~~in support of the Volunteer Recognition Policy.~~

~~(The Volunteer recognition program takes effect, September 2007)~~

**References:**

Volunteering in Catholic Schools Policy – 800.9

	<b>VOLUNTEER RECOGNITION POLICY</b>  ADMINISTRATIVE GUIDELINES	Section:  No:  Adopted: Revised:	800 – School and Community Relations  800.4  April 1, 2008
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1. **Annually**, ~~Each year~~ the Director of Education or designate will invite **administrators** ~~principals~~ to submit the names of volunteers ~~in their school community~~ to be recognized for their contributions **at an event hosted by the Niagara Catholic District School Board**. ~~The recognition will be planned to be on an annual basis and it shall be organized at a centralized location.~~
2. ~~Principals~~ **Administrators** will complete the Volunteer Recognition Form (**Appendix A**) when submitting the name(s) of volunteers being recognized. ~~The names of volunteers being submitted are at the discretion of the principal. The principal can nominate a volunteer on more than one occasion.~~
3. **Administrators can nominate the same volunteer(s) annually.**
4. ~~Administrators~~ **Principals** are encouraged to consult with staff, **the Chair of the Catholic School council, committee or organization** ~~Catholic School Council members and members of the school community~~ when **selecting the name(s) of the volunteer for the annual recognition**. ~~submitting names of volunteers.~~
5. **When possible, Ordinarily, the annual this Niagara Catholic Volunteer Recognition Celebration** ~~recognition~~ will occur during National Volunteer Appreciation Week. ~~which is celebrated nationally during mid April.~~
6. **Volunteers recognized at the annual Niagara Catholic Volunteer Recognition Celebration will be acknowledged through the Board website and social media communications.** ~~The Niagara Catholic District School Board will also acknowledge the work of the volunteers publicly through an advertisement in the local newspapers and the Board's website.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 11, 2014**

**TITLE: POLICY AND GUIDELINE REVIEW 2014-2015 SCHEDULE**

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The Policy and Guideline Review 2014-2015  
Schedule is presented for information.

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: November 25, 2014





# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2014 - JUNE 2015

*Updated: November 25, 2014*

<i>SORTED BY POLICY COMMITTEE MEETING DATE</i>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
<b>NEW</b>		<b>NEW</b>	Concussions (prior to January 2015)	Sept. 2014
1998	2014	201.4	Reimbursement of Travel Expenses	Sept. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Sept. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Oct. 2014
2012	2012	203.1	Employee Hiring and Selection Policy ( <del>Teachers</del> ) ( <i>referred back to staff</i> )	Oct. 2014
2002	2013	201.7	Employee Workplace Harassment *	Oct. 2014
2002	2013	201.11	Employee Workplace Violence *	Oct. 2014
2002	2013	201.6	Occupational Health & Safety *	Oct. 2014
1998	2013	400.2	Educational Field Trips	Nov. 2014
2012	NIL	203.1	Employee Hiring and Selection Policy ( <del>Teachers</del> )	Nov. 2014
2001	2009	302.4	Volunteer Driver	Nov. 2014
2007	NIL	800.4	Volunteer Recognition	Nov. 2014
<b>NEW</b>		<b>NEW</b>	Concussions	Nov. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Jan. 2015
2002	2013	201.7	Employee Workplace Harassment *	Jan. 2015
2002	2013	201.11	Employee Workplace Violence *	Jan. 2015
2002	2013	201.6	Occupational Health & Safety *	Jan. 2015
1998	2013	400.2	Educational Field Trips	Feb. 2014
2012	NIL	203.1	Employee Hiring and Selection Policy ( <del>Teachers</del> )	Feb. 2014
2001	2009	302.4	Volunteer Driver	Feb. 2014
2007	2008	800.4	Volunteer Recognition	Feb. 2014
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	
<b>NEW</b>		<b>NEW</b>	Anti-Spam	

\* Ministry of Labour Compliance Annual Review

**SORTED BY CW/BOARD MEETING DATE**

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Oct. 2014
1998	2008	201.4	Reimbursement of Travel Expenses	Oct. 2014
<b>NEW</b>		<b>NEW</b>	Concussions (prior to January 2015)	Nov. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Feb. 2015
2002	2013	201.7	Employee Workplace Harassment *	Feb. 2015
2002	2013	201.11	Employee Workplace Violence *	Feb. 2015
2002	2013	201.6	Occupational Health & Safety *	Feb. 2015
1998	2013	400.2	Educational Field Trips	Mar. 2014
2012	NIL	203.1	Employee Hiring and Selection Policy (Feachers)	Mar. 2014
2001	2009	302.4	Volunteer Driver	Mar. 2014
2007	NIL	800.4	Volunteer Recognition	Mar. 2014

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Policy Name</i> <i>Updated: August 25, 2014</i>				

2003	2013	400.5	Acceleration/Retention (Elementary)	ML
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
2009	2009	800.1	Accessibility Customer Service	YB
2012	2013	800.8	Accessibility Standards	YB
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
2007	2014	600.5	Advertising Expenditures	GV
2007	2014	100.9	Advocacy Expenditures	GV
1998	2014	302.1	Anaphylaxis	YB
2014	NEW	NEW	Anti-Spam	JC
1998	2014	701.1	Architect Selection	SW
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	LAFS
1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
1998	2012	301.3	Attendance Areas	SW
2012	2014	201.16	Attendance Support Program	FI
1997	2010	100.1	Board By-Laws	JC
2012	2012	701.5	Bottled Water	LAFS
2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
1998	2013	800.1	Catholic School Councils	LAFS
2001	2012	400.3	Christian Community Service	ML
2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
1998	2013	800.2	Community Use of Facilities	SW
1998	2011	800.3	Complaint Resolution	JC
2014	NEW	NEW	Concussion	ML
1998	2013	400.1	Continuing Education	FI
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
2002	2013	201.5	Death Benefit	FI
2002	2013	201.1	Deferred Salary Plan (X/Y)	FI
2012	2012	302.8	Diabetes Management	YB
2001	2012	302.6.6.2	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
1998	2013	400.2	Educational Field Trips	ML
1998	2012	800.5	Education-Based Research	LAFS
2006	2012	201.12	Electronic Communications Systems (Employees)	TF
2006	2012	301.5	Electronic Communications Systems (Students)	TF
2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
2012	2012	302.6.1	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
2012	2012	201.17	Employee Code of Conduct & Ethics	FI
2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
1998	2013	201.1	Employee Leaves of Absence	FI
2007	2013	201.14	Employee Meals & Hospitality	GV
2002	2012	201.7	Employee Workplace Harassment *	FI
2002	2011	201.11	Employee Workplace Violence *	FI
2011	2011	400.6	Environmental Stewardship	SW
2010	2010	100.1	Equity and Inclusive Education	YB
1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
2010	2010	800.6	Facility Partnerships	SW
2002	2012	301.4	Fundraising	GV
2013	2013	203.4	Leadership Pathways	FI

1998	2010	600.3	Monthly Financial Reports	GV
2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
2005	2011	302.7	Nutrition	YB
2002	2011	201.6	Occupational Health & Safety *	FI
2006	2014	301.7	Ontario Student Record (OSR)	ML
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
1998	2012	702.1	Playground Equipment	SW
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
1998	2010	701.2	Pupil Accommodation Review	SW
1998	2011	600.1	Purchasing/Supply Chain Management	GV
1998	2011	600.2	Records and Information Management	JC
1998	2014	201.4	Reimbursement of Travel Expenses	GV
2010	2010	100.10.1	Religious Accommodation	YB
1998	2014	201.3	Religious Education Courses for Staff	FI
1998	2010	201.2	Retirement & Service Recognition Celebration	FI
1999	2010	302.3	Safe Arrival	FI
2009	2009	301.8	Safe Physical Intervention with Students	LAFS
2001	2013	302.6	Safe Schools	LAFS
2006	2014	301.6	School Generated Funds	GV
2006	2014	201.13	Sexual Misconduct	FI
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
2011	2011	301.11	Student Fees	YB
2001	2012	302.5	Student Parenting	ML
2013	2013	100.6.2	Student Senate - Elementary	JC
2000	2013	100.6.14	Student Senate - Secondary	JC
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
2007	2014	500.2	Student Transportation	GV
1998	2012	100.4	Student Trustees	JC
1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
2010	2010	100.12	Trustee Code of Conduct	JC
2011	2011	100.13	Trustee Expenses & Reimbursement	JC
2010	2010	100.11	Trustee Honorarium	JC
2014	Nil	NEW	Use of Corporate Logo	JC
2002	2013	701.3	Video Security Surveillance	SW
2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	YB
2001	2009	302.4	Volunteer Driver	ML
2007	2008	800.4	Volunteer Recognition	JC
2013	2013	800.9	Volunteering in Catholic Schools	FI

\* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW