



*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, MAY 26, 2015  
4:00 P.M.**

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



- |                                                                      |     |
|----------------------------------------------------------------------|-----|
| 1. Opening Prayer – Trustee Sicoli                                   | -   |
| 2. Attendance                                                        | -   |
| 3. Approval of Agenda                                                | -   |
| 4. Declaration of Conflict of Interest                               | -   |
| 5. Minutes of Policy Committee Meeting of April 28, 2015             | 5   |
| 6. Policies                                                          |     |
| <i><u>Action Required</u></i>                                        |     |
| POLICIES – FOR RECOMMENDATION TO JUNE 9, 2015 COMMITTEE OF THE WHOLE |     |
| 6.1 Progressive Student Discipline – Safe Schools Policy (302.6.9)   | 6.1 |
| 6.2 Admission of Elementary & Secondary Students Policy (301.1)      | 6.2 |
| 6.3 Safe Physical Intervention with Students Policy (301.8)          | 6.3 |
| 6.4 Equity and Inclusive Education Policy (100.10)                   | 6.4 |
| 6.5 Purchasing/Supply Chain Management Policy (600.1)                | 6.5 |
| 6.6 Retirement & Service Recognition Celebration Policy (201.2)      | 6.6 |
| POLICIES – PRIOR TO VETTING                                          |     |
| Nil                                                                  |     |
| POLICIES – UNDER REVIEW                                              |     |
| 6.7 Attendance Support Program Policy (201.6)                        | 6.7 |
| <i><u>Information</u></i>                                            |     |
| 6.8 Policies Currently Being Vetted                                  | -   |
| Nil                                                                  |     |
| 6.9 Policy and Guideline Review 2014-2015 Schedule                   | 6.9 |
| 7. Date of Next Meeting                                              |     |
| • September 29, 2015 – 4:30 p.m.                                     |     |
| 8. Adjournment                                                       | -   |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
APRIL 28, 2015**

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**RECOMMENDATION**

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of April 28, 2015, as presented.



## MINUTES OF THE POLICY COMMITTEE MEETING

**TUESDAY, APRIL 28, 2015**

Minutes of the Policy Committee Meeting held on Tuesday, April 28, 2015 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 4:30 p.m. by Policy Committee Chairperson Burtnik .

**1. Opening Prayer**

The meeting was opened with a prayer by Trustee Fera

**2. Attendance**

Committee Members	Present	Absent	Excused
Kathy Burtnik (Committee Chair)	✓		
Frank Fera	✓		
Dino Sicoli	✓		

**Trustees:**

*Maurice Charbonneau*  
*Pat Vernal*  
*Ted O'Leary*  
*Fr. Paul MacNeil*

**Student Trustees:**

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

**Staff:**

*John Crocco*, Director of Education  
*Frank Iannantuono*, Superintendent of Education/Human Resources  
*Lee Ann Forsyth-Sells*, Superintendent of Education  
*Anna Pisano*, Administrative Assistant, Corporate Services & Communications  
 Department /Recording Secretary

3. **Approval of Agenda**

Moved by Trustee Fera

**THAT** the April 28, 2015, Policy Committee Agenda be approved, as presented.

**APPROVED**

4. **Declaration of Conflict of Interest**

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

5. **Minutes of the Policy Committee Meeting of March 24, 2015**

Moved by Trustee Sicoli

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of March 24, 2015, as amended.

**APPROVED**

6. **Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO MAY 12, 2015 COMMITTEE OF THE WHOLE MEETING**

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

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Student Suspension – Safe Schools Policy (302.6.4) following the vetting process.

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

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Fera

**THAT** the Policy Committee recommend to the May 12, 2015 Committee of the Whole Meeting to approve the revisions to the Student Suspension – Safe Schools Policy (302.6.4), as presented.

**APPROVED**

## **6.2 Student Expulsion – Safe Schools Policy (302.6.5)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Student Expulsion – Safe Schools Policy (302.6.5) following the vetting process.

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

### **POLICY STATEMENT**

- No amendment

### **ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to May 12, 2015 Committee of the Whole Meeting to approve the revisions to the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

**APPROVED**

## **POLICIES - PRIOR TO VETTING**

Nil

## **POLICIES – UNDER REVIEW**

## **6.3 Attendance Support Program Policy (201.16)**

Frank Iannantuono, Superintendent of Education presented revisions to the Policy Statement following recommendations at the April 28, 2015 Policy Committee Meeting. The Policy Committee discussed in detail the revisions to the Policy Statement and provided additional recommendations.

Utilizing the information provided, the Policy Committee requested that John Crocco, Director of Education and Superintendent Iannantuono include the recommendations in an additional revision to the Policy Statement only for discussion at the May 26, 2015 Policy Committee Meeting.

The Policy Committee agreed that in addition to the six policies scheduled for presentation following the vetting process at the May Policy Committee Meeting, the Policy Committee would review the additional revisions to the Attendance Support Program Policy Statement pending available time at the meeting.

Following approval by the Policy Committee on the revisions to the Attendance Support Program Policy Statement, revisions to the Administrative Guidelines will be made and presented to the September Policy Committee Meeting for review by the Policy Committee.

#### **6.4 Policies Currently Being Vetted**

*Due Date – May 1, 2015*

- Progressive Student Discipline – Safe Schools Policy (302.6.9)
- Admission of Elementary & Secondary Students Policy (301.1)
- Safe Physical Intervention with Students Policy (301.8)

*Due Date – May 11, 2015*

- Purchasing/Supply Chain Management Policy (600.1)
- Equity and Inclusive Education Policy (100.10)
- Retirement & Service Recognition Celebration Policy (201.2)

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

May 26, 2015 4:00 p.m. – 5:30 p.m.

#### **8. Adjournment**

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
PROGRESSIVE STUDENT DISCIPLINE  
– SAFE SCHOOLS POLICY (302.6.9)**

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**RECOMMENDATION**

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

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: May 26, 2015

	<b>PROGRESSIVE STUDENT DISCIPLINE POLICY</b>  STATEMENT OF POLICY	Section:	300 – Schools/Students
		No:	302.6.9
		Adopted:	February 1, 2008
		Revised:	April 27, 2010

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to building and promoting appropriate and positive student behaviour that contributes to and sustains a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full academic and spiritual potential. ~~endorses the principle of progressive discipline in support of a safe learning and teaching environment in which every student can reach his or her full potential. Appropriate action must consistently be taken by school personnel to address behaviours that are contrary to Provincial and Board Codes of Conduct.~~

The Niagara Catholic District School Board acknowledges that inappropriate student behaviour, including bullying must be addressed by all staff. Progressive discipline is a whole-school approach which involves all members of the school community and utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that build skills for healthy relationships and promote and foster learning opportunities and positive behaviours. At times students may act inappropriately or impede the rights of others; therefore, in some circumstances a suspension or an expulsion may be required.

Each school of the Niagara Catholic District School Board shall implement school wide progressive discipline procedures consistent with current legislation and Board policies.

~~The Provincial Code of Conduct, the Niagara Catholic District School Board Code of Conduct, the Education Act and all applicable laws, statutes and regulations under the Act and all current legislation, together with the Board's policies create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils.~~

~~When dealing with identified exceptional students the Board and School administrators must consider all mitigating and other factors as required by the Education Act and as set out in current legislation. Pursuant to the Education Act, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent. This policy does not detract from the duty. A principal may delegate some disciplinary responsibilities to a vice principal and/or teacher of the school in accordance with the Education Act, Ministry of Education policies and Board procedures.~~

~~Before applying disciplinary measures, the Principal/designate and Disciplinary Hearing Committee of the Board shall consider the potentially discriminatory impact of disciplinary decisions on pupils protected by the Human Rights Code, including but not limited to race and disability, and whether or not accommodation is required.~~


~~Progressive Student Discipline is a school wide approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. Each school is required to develop and implement school wide progressive discipline procedures, consistent with current legislation, relevant board policies and administrative guidelines.~~

The Director will ~~issue~~ **establish** Administrative Guidelines ~~and Procedures~~ for the implementation of this policy.



*References:*

- [\*Bill 157: An Act to amend the Education Act\*](#)
- [\*Regulation 472/07: Behaviour, Discipline and Safety of Pupils\*](#)
- [\*Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour\*](#)
- [\*Ontario Human Rights Code\*](#)
- [\*Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program\*](#)
- [\*Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board\*](#)
- **Niagara Catholic Policies**
  - [\*Niagara Catholic- Ontario Student Record Policy \(301.7\)\*](#)
  - [\*Niagara Catholic - Code of Conduct Policy \(302.6.2\)\*](#)
  - [\*Niagara Catholic - Access to Board Premises Policy \(302.6.3\)\*](#)
  - [\*Niagara Catholic- Student Suspension Policy \(302.6.4\)\*](#)
  - [\*Niagara Catholic- Student Expulsion Policy \(302.6.5\)\*](#)
  - [\*Niagara Catholic- Bullying Prevention and Intervention Policy \(302.6.8\)\*](#)

	<p style="text-align: center;"><b>PROGRESSIVE STUDENT DISCIPLINE POLICY</b></p> <p style="text-align: center;">ADMINISTRATIVE GUIDELINES</p>	Section:	300 – Schools/Students
		No:	302.6.9
		Adopted:	February 1, 2008
		Revised:	April 27, 2010

Administrators, teachers and school staff play an important role in actively promoting and supporting positive student behaviours.

A positive school climate exists when students and all members of the school community feel safe, included and accepted, which promotes positive behaviours and interactions. Programs and activities that focus on the building of healthy relationships, a safe, inclusive and accepting learning environment, faith and character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities or events.

A positive school climate also includes the participation of students, parents/guardians, the school community and the broader community to ensure that all members of the school community are welcome, respected, and valued, and that all students are supported in their learning and inspired to succeed in a culture of high expectations for learning.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members ~~who work directly with pupils on a regular basis, including but not limited to, administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, shall,~~ in accordance with Board procedures, **shall/must** respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate ~~or for which a suspension or expulsion may be imposed,~~ which they have observed or heard during the course of their duties or otherwise while on school property or during a school related **activity or event.**

An appropriate response by staff to an incident may include, but is not limited to:

- Asking a student to stop the inappropriate behaviour;
- Naming the type of behaviour and explaining why it is inappropriate and/or disrespectful;
- Asking the student to correct the behaviour (e.g. to apologize for a hurtful comment); and
- Responding for the safety of the student and others

### **Positive Preventative Practices**

~~In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.~~

Preventative practices **may** include **but not limited to:**

- ~~Anti-bullying and violence prevention programs;~~ **Bullying Prevention and Intervention Programs**
- **Faith** and character education;
- Citizenship development;
- ~~Healthy lifestyles.~~
- Mentorship programs;
- ~~Human Rights strategy pursuant to PPM 119~~

- Promoting healthy student relationships **and lifestyles**
- Student leadership; ~~and~~
- Student success strategies;

## Behaviour Support Practices

~~Positive~~ Behaviour management practices **may include but not limited to:**

- **Behaviour Support Plans and Safety Plans;**
- Class placement;
- Conflict resolution / Dispute resolution;
- Individual, peer and group counselling;
- Mentorship programs;
- Positive encouragement and reinforcement;
- Program modifications or accommodations;
- Promotion of healthy student relationships **and lifestyles**
- School, Board and community support programs; ~~and~~
- Sensitivity programs;
- Student success strategies;

~~The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences. In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and PPM 145, will be applied, if appropriate.~~

## Early and Ongoing Intervention Strategies

~~Early intervention strategies allow schools to support students in learning and adopting appropriate responses to events and circumstances that trigger disrespectful or illegal behaviour that could result in suspension or possible expulsion from school.~~

Early interventions are opportunities for students to self-assess and self-regulate with support from both the school and home.

**An early intervention strategy may include, but not limited to:**

- Contact **and ongoing communication** with the ~~pupil's~~ **student's** parents/guardians;
- ~~Oral~~ **Verbal** reminders;
- Review of expectations;
- Written work assignment with a learning component **that requires reflection;**
- Volunteer service to the school community;
- Peer mentoring;
- Referral to counselling;
- Conflict mediation and resolution; and/or **consultation**
- ~~Consultation.~~

**Ongoing intervention strategies may include, but not limited to:**

- **meeting with the student's parents/guardians**
- **requiring the student to perform volunteer service in the school community**
- **conflict mediation**
- **peer mentoring**
- **sensitivity program**
- **safety plans**
- **a referral to counselling**

## **Progressive Discipline Strategies for Addressing Inappropriate Behaviour**

Principals and staff will consider the following to address inappropriate behaviour:

- the particular student and circumstances
- the nature and severity of the behaviour
- the impact on the school climate, including the impact on student or other individuals in the community

When inappropriate behaviour occurs, schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate and should include opportunities for students to focus on improving behaviour.

Consequences for inappropriate behaviour may include, but not limited to:

- Meeting with the ~~pupil's~~ **student's** parent(s)/guardian(s), ~~pupil~~ **student** and Principal;
- Referral to a community agency for anger management or substance abuse counselling;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices;
- **Alternative Placement**
- **Suspension**
- **Expulsion**

## **Violent Incident**

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

The following occurrences are considered as violent incidents:

1. possessing a weapon
2. threats of serious physical injury
3. physical assault causing bodily harm
4. sexual assault
5. robbery and extortion
6. hate and/or bias-motivated violence
7. vandalism causing extensive damage to Board property or property located on Board property

## **Victims of Serious Student Incidents**

The Board supports ~~pupils~~ **students** who are victims of serious incidents of ~~pupil behaviour causing harm contrary to the Provincial, Board, and school Codes of Conduct.~~ The **Principal or designate** is required to provide information in accordance with Board procedures, to parents/guardians of a ~~pupil~~ **student** who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control.

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

~~and where the principal is NOT aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.~~

The Board shall ensure that Principals develop appropriate plans to protect the victim and will communicate to parents/guardians of victim's information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim.

~~Progressive discipline is considered to be a school-wide approach utilizing a continuum of interventions, supports and consequences to address inappropriate student behaviour. Interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (I.E.P.) and/or his/her demonstrated abilities. Schools should use a wide range of interventions and consequences to reinforce positive behaviour and to help students better understand the consequences of their choices.~~

### **Mitigating and Other Factors**

Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code ~~as well as inappropriate sexual behaviour~~. The Board authorizes Principals, or their delegates, to impose consequences in appropriate circumstances. ~~up to and including a referral to the Disciplinary Hearing Committee of the Board for expulsion from all schools.~~

~~Mitigating and other factors including expectations documented in a student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports and consequences in order to reinforce positive behaviours and help students make good choices.~~

~~Mitigating factors must be considered by the Board principals in determining the consequence of inappropriate student behaviour, and, where appropriate, begin the intervention at the lower end of the consequence spectrum. Parents are to be actively engaged in the approach.~~

~~Principals in determining the consequence will consider:~~

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

## **Delegation of Authority – Regarding Student Discipline**

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including but not limited to, administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

### **Vice Principals**

Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student and suspensions for more than 5 school days.

### **Teachers**

Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/or expulsion.

A teacher may be delegated limited authority to contact the parent of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not clear on whether to call the parent or guardian the teacher should contact the principal or supervisory officer for direction. The principal or vice principal will follow up with the parent as soon as possible.

### **Early and Ongoing Intervention Strategies**

Early Intervention Strategies allow schools to support students in learning and adopting appropriate responses to events and circumstances that trigger disrespectful or illegal behaviour that could result in suspension or possible expulsion from school. Early interventions are opportunities for students to self-assess and self-regulate with support from both the school and home.

Ongoing Intervention Strategies provide a more structured approach to supporting the student through loss of privileges, parent meetings, behaviour intervention plans, conflict mediation, and restorative justice, referral to more direct school or system staff with possible involvement of outside counselling agencies. Referrals may be for issues such as, but not limited to anger management or substance abuse. In determining the most appropriate individualized intervention strategy the principal must consider the mitigating factors surrounding the student and the particular incident as well as how it impacts the climate of the school.

~~A teacher or the principal or designate, as appropriate, may utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours.~~

~~These may include:~~

## ~~Positive Practices~~

~~In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.~~

~~Preventative practices include:~~

- ~~• Human Rights strategy pursuant to PPM 119~~
- ~~• Anti-bullying and violence prevention programs;~~
- ~~• Mentorship programs;~~
- ~~• Student success strategies;~~
- ~~• Character education;~~
- ~~• Citizenship development;~~
- ~~• Student leadership; and~~
- ~~• Promoting healthy student relationships~~
- ~~• Healthy lifestyles.~~

~~Positive behaviour management practices include:~~

- ~~• Program modifications or accommodations;~~
- ~~• Class placement;~~
- ~~• Positive encouragement and reinforcement;~~
- ~~• Individual, peer and group counselling;~~
- ~~• Conflict resolution / Dispute resolution;~~
- ~~• Mentorship programs;~~
- ~~• Promotion of healthy student relationships~~
- ~~• Sensitivity programs;~~
- ~~• Safety Plans;~~
- ~~• School, Board and community support programs; and~~
- ~~• Student success strategies.~~

~~The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.~~

~~In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and PPM 145, will be applied, if appropriate.~~

## ~~Progressive Discipline Consequences~~

~~Progressive discipline may include early and/or ongoing intervention strategies, such as:~~

- ~~• Contact with the pupil's parent(s)/guardian(s);~~
- ~~• Oral reminders;~~

- Review of expectations;
- Written work assignment with a learning component;
- Volunteer service to the school community;
- Peer mentoring;
- Referral to counselling;
- Conflict mediation and resolution; and/or
- Consultation.

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- Referral to a community agency for anger management or substance abuse counselling;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; and/or
- Transfer.

The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and/or following an incident to ensure that every student with disability related need is receiving appropriate accommodation up to the point of undue hardship.

In some cases, short term suspension may also be considered a useful progressive discipline approach. In all cases where ongoing intervention strategies are used, the pupil's parents/guardians should be consulted. The parent/guardian is expected to cooperate with the school as they monitor student progress.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is timely, open, and courteous and focused on student success.

### **Addressing Inappropriate Behaviour**

If a pupil has displayed inappropriate behaviour the principal or designate may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for pupils to focus on improving their behaviour.

Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community.

The Board also supports the use of suspension and expulsion as outlined in Part XIII of the Education Act where a pupil has committed one or more of the suspension infractions on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

Exclusion pursuant to section 265(1) (m) of the Education Act is not acceptable for discipline purposes or as an alternative to discipline, and may only be imposed in accordance with the Education Act and Board procedures, and must be consistent with the Human Rights Code.

### **Suspension**

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. Any such infraction about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in



~~accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so (Appendix A).~~

~~The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests.~~

~~The principal may inform a parent/guardian of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.~~

### **Expulsion**

~~The infractions for which a principal may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:~~

- ~~1. Possessing a weapon, including possessing a firearm or knife;~~
- ~~2. Using a weapon to cause or to threaten bodily harm to another person;~~
- ~~3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;~~
- ~~4. Committing sexual assault;~~
- ~~5. Trafficking in weapons, illegal or restricted drugs;~~
- ~~6. Committing robbery;~~
- ~~7. Giving alcohol to a minor;~~
- ~~8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;~~
- ~~9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;~~
- ~~10. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;~~
- ~~11. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;~~
- ~~12. The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or~~
- ~~13. Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct.~~
- ~~14. Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour and/or a serious breach of the Board or school Code of Conduct.~~

~~The Principal and/or Disciplinary Hearing Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.~~

~~Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so (Appendix A)~~

~~The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental~~

control and where the principal is NOT aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.

### **~~Factors to Consider Before Deciding to Utilize a Progressive Discipline Approach to Address Inappropriate Behaviour~~**

~~In all cases where progressive discipline is being considered to address an inappropriate behaviour, the principal or designate must:~~

- ~~1. Consider the particular pupil and circumstances, including considering the mitigating or other factors;~~
- ~~2. Consider the nature, frequency and severity of the behaviour;~~
- ~~3. Consider the impact of the inappropriate behaviour on the school climate; and~~
- ~~4. Consult with the pupil's parent(s)/guardian (unless the pupil is an adult pupil).~~

### **Mitigating Factors**

~~Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating factors, outlined above, for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Student Discipline Policy and Procedures, the Board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.~~

~~The mitigating factors to be considered by the principal are:~~

- ~~1. Whether the pupil has the ability to control his or her behaviour;~~
- ~~2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and~~
- ~~3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.~~

### **Other Factors to be considered**

- ~~1. The pupil's academic, discipline and personal history;~~
- ~~2. Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;~~
- ~~3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;~~
- ~~4. The impact of the discipline on the pupil's prospects for further education;~~
- ~~5. The pupil's age;~~
- ~~6. Where the pupil has an IEP or disability related needs,~~
  - ~~• Whether the behaviour causing the incident was a manifestation of the pupil's disability;~~
  - ~~• Whether appropriate individualized accommodation has been provided; and~~
  - ~~• Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and~~
- ~~7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.~~

~~Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating factors, outlined above, for the purpose of mitigating the discipline to be imposed on the pupil. The Board interprets the provisions of the Education Act and~~

Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal and/or Disciplinary Hearing Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil:

1. The pupil's academic, discipline and personal history;
2. Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. The impact of the discipline on the pupil's prospects for further education;
5. The pupil's age;
6. Where the pupil has an IEP or disability related needs,
  - Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - Whether appropriate individualized accommodation has been provided; and
  - Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of any other individual in the school.

If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

### **Principal Investigation**

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal must complete an investigation, consistent with the expectations of the Human Rights Code and as required by the Education Act, which is consistent with the expectations for principal investigations outlined in the Board's Student Discipline Procedures.

### **Appeal**

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Human Rights Code, the Board's Student Discipline Procedures and Suspension Appeal Guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the Statutory Powers Procedure Act.

### **Disciplinary Hearing Committee**

In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

The Disciplinary Hearing Committee shall have the powers as set out in the Education Act and any other powers necessary and shall consider the Human Rights Code of Ontario any other powers prior to implementing any appropriate Order

### **Victims of Serious Student Incidents**

The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the Provincial, Board, and school Codes of Conduct. The principal or designate is required to provide

information, in accordance with Board procedures, to the parent/guardian of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information. The Board shall ensure that Principals develop appropriate plans to protect the victim and will communicate to parents/guardians of victim's information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim.

## **Record of Progressive Discipline**

The Principal or designate shall keep a record for each **pupil student** with whom progressive discipline approach(es) is utilized **on the Board's student administrative system under the discipline tab.**

The record should include:

1. Name of the **pupil student**;
2. Date of the incident or behaviour;
3. Nature of the incident or behaviour;
4. Considerations taken into account;
5. Progressive discipline approach used; **consequences and outcome**
6. **Outcome**; and
7. Contact with the **pupil's student's** parent/guardian (unless the **pupil student** is an adult **pupil student**).

## **School-Level Plans**

1. ~~School-wide progressive discipline plans must address the requirements of the Code, and proactively measures to address systemic human rights concerns experienced by racialized students and students with disabilities.~~
2. ~~Schools are to develop and implement a school-wide progressive discipline plan which support strategies including plans to protect victims.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS  
POLICY (301.1)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Admission of Elementary and Secondary Students Policy (301.1), as presented.

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: May 26, 2015

	<b>ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS POLICY</b>	Section:	300 – Schools/Students
		No:	301.1
<b>STATEMENT OF POLICY</b>		Adopted:	February 24, 1998
		Revised:	February 26, 2013

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

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


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

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

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

*References:*

- [\*Education Act, Section 33 \(3\), 1997\*](#)
- [\*Ontario Catholic School Graduation Expectations\*](#)
- [\*Immigration and Refugee Protection Act \(Canada\)\*](#)
- [\*Aboriginal Affairs and Northern Development Canada\*](#)
- [\*International Exchange Student-Ontario \(ISE\)\*](#)
- ***Niagara Catholic Policies:***
  - [\*Niagara Catholic-Attendance Areas Policy No. \(301.3\)\*](#)
  - [\*Niagara Catholic-Ontario Student Record Policy No. \(301.7\)\*](#)
  - [\*Niagara Catholic-Code of Conduct Policy \(302.6.2\)\*](#)
  - [\*Niagara Catholic-Safe Schools Policy No. \(302.6\)\*](#)
  - [\*Niagara Catholic-Student Transportation Policy No. \(500.2\)\*](#)
  - [\*Niagara Catholic-Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students Policy No. \(301.9\)\*](#)

	<b>ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS POLICY</b>  ADMINISTRATIVE GUIDELINES	Section:	300 – Schools/Students
		No:	301.1
		Adopted:	February 24, 1998
		Revised:	February 26, 2013

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

- i. Elementary and secondary students shall be admitted to the geographically designated home school.
- ii. The residential address of the parent(s)/guardian(s) of a student or ~~where applicable~~ adult student will determine the designated home school **with proof of residency as required by the Principal.**
- iii. The Principal/Vice-Principal, in consultation with the parent(s)/guardian(s) or ~~where applicable~~ adult student is responsible for placing the student in the most appropriate program. ~~Where applicable, student transferring from outside of Ontario may be granted a course equivalency in accordance with authority granted by the Ministry of Education.~~
- iv. Elementary and secondary students are expected to fully participate in required instructional classes including religious education, family life programs and faith life activities.
- v. Elementary and secondary students shall be granted transportation in accordance with the Student Transportation Policy No. 500.2.

**1. ~~ADMISSION REQUIREMENTS-ELEMENTARY AND SECONDARY~~**

**Early Learning Kindergarten Program (ELKP Year One)**

~~In a school where the Early Learning Kindergarten Program (ELKP) has been implemented, student shall be admitted on the first day of school in September provided that they reach the age of four (4) on, or before December 31, in that same calendar year.~~

**Junior Kindergarten**

~~A student shall be admitted to Junior Kindergarten on the first day of school in September provided that they reach the age of four (4) on, or before December 31, in that same calendar year.~~

**Senior Kindergarten**

~~A student shall be admitted to Kindergarten on the first day of school in September provided that they reach the age of five (5) on, or before December 31, in that same calendar year.~~

~~Note: A student currently registered in an Early Learning Kindergarten Program (year one) or Junior Kindergarten are not required to register for the Early Learning Kindergarten Program (year two) or Senior Kindergarten Program. Placement will be processed by the school unless otherwise notified by the parent(s)/guardian(s).~~

**Grade One**

~~A student shall be admitted to Grade One (1) on the first day of school in September provided that they reach the age of six (6) on, or before December 31, in that same calendar year.~~

**2. ELEMENTARY AND SECONDARY ADMISSION NON-CATHOLIC**

**Elementary School Admission Non-Catholic**

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

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

Parent(s)/Guardian(s) have the responsibility to notify the school of changes regarding biographical information.

**Secondary School Admission Non-Catholic**

Parent(s)/Guardian(s) or ~~where applicable~~ adult student requesting admission to a Niagara Catholic secondary school, and who is not eligible to direct their school support to the Catholic Board, shall make application to the Principal/Vice-Principal of the Catholic secondary school.

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

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

**~~Religious Education Credits and~~ Elementary and Secondary Graduation Ceremonies**

~~Achievement of Religious Education credits and participation in faith life activities are criteria for all students to participate in faith-based graduation ceremonies. This expectation is to fulfill the Ontario Catholic School Graduate Expectations as endorsed by the Niagara Catholic District School Board for all graduates.~~

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

**3. REQUIRED DOCUMENTATION: ELEMENTARY AND SECONDARY**

**Responsibility of Parent(s)/Guardian(s) or adult student**

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

- [Elementary Student Registration Form-Appendix A](#)
- [Secondary Student Registration Form-Appendix B](#)
- [Consent for Release of Information-Appendix C](#)
- [Application for Direction of School Support-Appendix D](#)
- [Roman Catholic School Assessment Lease-Appendix E](#)
- [Request for Admission Form \(Non-Catholic/Out-of-Boundary\)-Appendix F](#)



- [Confirmation of Pupil Eligibility for English as a Second Language/Literacy Development Funding-Appendix G](#)
- [International Student Application Form-Appendix H](#)
- [Renewal International Student Application Form-Appendix I](#)
- Completion of the Niagara Region Public Health Confidential Student Immunization Form (provided by the school)

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

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

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

#### **4. ATTENDANCE AREA EXCEPTIONS**

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

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

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

Transportation for an approved Out-of-Boundary admission request shall be the sole responsibility of the parent(s)/guardian(s) or ~~where applicable~~ adult student.

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

Parent(s)/Guardian(s) or ~~where applicable~~ adult student have the responsibility to notify the Principal/Vice-Principal of changes to their residency status and/or circumstances for the initial attendance area exception request.

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

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

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

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

**5. NON-RESIDENT OF CANADA (VISA) STUDENT**

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

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

**6. RESIDENTS OF ONTARIO BUT OUTSIDE OF THE NIAGARA REGION**

Parent(s)/Guardian(s) or ~~where applicable~~ adult student who reside in Ontario, but outside of the Niagara Region, may request to register a student in a Niagara Catholic District School Board school in compliance with the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy.

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

**7. EXCHANGE STUDENTS**

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

**8. STUDENTS WITH IMMIGRATION DOCUMENTS**

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

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

**9. ABORIGINAL PEOPLES**

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

**10. EXPELLED STUDENTS**

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

**11. EXTENUATING CIRCUMSTANCES**

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

**12. ADMISSION APPEALS**

Parent(s)/Guardian(s) may appeal an admission decision in writing to the Family of Schools' Superintendent who will present the appeal to Senior Administrative Council. The decision of Senior Administrative Council will be communicated to the parents/guardian by the Family of Schools' Superintendent of Education.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
SAFE PHYSICAL INTERVENTION WITH STUDENTS POLICY  
(301.8)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Safe Physical Intervention With Students Policy (301.8), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: May 26, 2015

	<b>SAFE PHYSICAL INTERVENTION WITH STUDENTS POLICY</b>	Section:	300 – School/Students
	<b>STATEMENT OF POLICY</b>	No:	301.8
		Adopted:	December 15, 2009
		Revised:	NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board along with its elementary and secondary schools, is committed to ~~supports~~ supporting a safe and inclusive Catholic learning environment for all students and staff, respecting and celebrating the uniqueness of each student and staff within its Catholic community.

Every effort is made to instruct and guide students, by using positive classroom and behavioural management techniques to ensure the safety of all students. ~~However,~~ There may be situations when it is deemed necessary to implement mild forms of safe physical intervention, emergency safe physical intervention, and/or a Planned Safe Physical Intervention Program, for the safety of a student, others, or property. The Board ~~has implemented and provides~~ ongoing certification training in Behaviour Management Systems Training Program, a safe, physical, intervention program supporting effective management of behaviour in schools. ~~and in specific cases Safe Management's Crisis Intervention Training Program.~~ Both methods are safe and supportive physical intervention programs promoting effective management of behaviour in schools.

The Director of Education will issue Administrative Guidelines ~~in conjunction with~~ for the implementation of this Policy.

#### **References**

- [Canadian Criminal Code, R.S.C., 1995 – Correction of Child By Force](#)
- [Child and Family Services Act, R.S.O., 1990 – Corporal Punishment](#)
- [Constitution Act 1982 – Charter of Rights and Freedoms](#)
- [Education Act, R.S.O., 2000 Sections 264 \(1\), 265 \(a\), 301 \(1\) and \(2\)](#)
- [Labour Relations Act](#)
- [Occupational Health and Safety Act](#)
- [Ontario Human Rights Code](#)
- [Ontario Regulation 298](#)
- [Niagara Catholic Policies](#)
  - [Niagara Catholic – Ontario Student Record Policy \(301.7\)](#)
  - [Niagara Catholic – Code of Conduct Policy \(302.6.2\)](#)

	<b>SAFE PHYSICAL INTERVENTION WITH STUDENTS POLICY</b>  ADMINISTRATIVE GUIDELINES	Section:	300 – School/Students
		No:	301.8
		Adopted:	December 15, 2009
		Revised:	NIL

## **Introduction**

These guidelines establish the requirements to ensure the safety of all students and staff in a Catholic learning environment using a uniform standard of practice in the Niagara Catholic District School Board, **and are to be used when all non-physical interventions have been exhausted prior to the implementation of a safe physical intervention.**

~~When a student's behaviour may jeopardize himself/herself, others, or property, it is the responsibility of the Principal/Designate and staff members, who have been trained in Behaviour Management Systems (BMS), to intervene in the least intrusive manner possible for the situation.~~

~~In addition, there may be situations where staff have received additional training for specific cases as documented by the school.~~

The Principal/designate is responsible for providing a safe environment for all students and staff. **When a student's behaviour may jeopardize himself/herself, others, or property, it is the responsibility of the Principal/designate and staff members, to intervene in the least intrusive manner possible for the situation, which may require a form of a safe, physical intervention strategy.**

## **Behaviour that may warrant a Safe Physical Intervention**

~~A safe physical intervention may be warranted due to behaviours or activity that may warrant a safe physical intervention is characterized by, but not limited, to:~~

- ~~• Actual or threatened~~ **Attempting the** use of any weapon, thus endangering **self**, students or staff members;
- Attempting the assault of another person;**
- Attempting self-injury;**
- Attempting to leave a supervised area and his/her personal safety is at imminent risk;**
- Attempting to damage property which may result in injury to self or others.**
- ~~• Verbal, physical or written threats by any student directed at any other student or staff member,~~
- ~~• Molestation,~~
- ~~• Actual or threatened use of physical force, and~~
- ~~• Discriminatory harassment which has or might have the effect of endangering the health and welfare of students or staff members.~~

~~The parent/guardian will be informed any time a physical intervention strategy has been used at school, and appropriate documentation must be completed by the appropriate staff. The word "guardian" may also refer to Family and Children's Services (FACS) where a student is in their care.~~

## **MILD FORMS OF PHYSICAL INTERVENTION Mild Forms of Safe Physical Intervention**

**NOTE:** Mild forms of **safe** physical intervention such as reaching for a child's hand, holding a child's hand, or restraining a student's arm to prevent **physical contact** ~~a fight~~, are common and usual methods used by parents/guardians, and teaching and support staff for maintaining order and preventing harm or misconduct. These mild forms of **safe** physical contact are **considered to be physical prompts or guides and are** not subject to this Policy/Administrative Guidelines, and do not require consent or approval by the parent/guardian.

## Types of **Safe Physical Intervention**

Safe physical intervention refers to any procedure in which staff may use any part of their body (hands, trunk, or legs), or any device (~~mitts~~ **personal protective equipment**) to substantially restrict the movement of a student. This intervention must be reasonable in the given situation.

There are two types of safe physical intervention:

- Emergency **Safe Physical Intervention**
- Planned **Safe Physical Intervention Program**.

Every reasonable effort will be made by school staff to inform the parent/guardian ~~will be informed~~ any time a safe physical intervention strategy has been used at school, and appropriate documentation must be completed by the appropriate staff. The word “guardian” may also refer to Family and Children’s Services (FACS) where a student is in their care.

## Emergency **Safe Physical Intervention**

Emergency Physical Intervention refers to the actions taken in a crisis situation in which a student poses an immediate risk to himself/herself, others, or property. **Any employee of the Board may use safe physical intervention strategies in an attempt to prevent harm to any student, staff members, or property. In addition, all schools have designated staff who are trained in Behaviour Management Systems Training Program.**

**Every effort should be made to ensure that** Emergency **Safe Physical intervention should only** be implemented by ~~trained~~ staff **trained** in Behaviour Management Systems **Training Program (BMS) and Safe Management’s Crisis Intervention Training Program** in order to move the student out of danger, remove objects from the student, or to hold/immobilize the student.

~~Notwithstanding the above, any employee of the Board may use physical intervention strategies in an attempt to prevent harm to any student, staff members, or property. All schools have designated staff that has been trained in Behaviour Management Systems.~~

Emergency **Safe Physical Intervention** does not require prior approval of the parent/guardian. **Following the emergency physical intervention, all staff will adhere to all procedures referenced in *General Procedures for Safe Physical Intervention with Students*.**

## Planned **Safe Physical Intervention Program**

Some students require a Planned **Safe Physical Intervention Program** which is required for their **safety education and the safety of others** and may be implemented at any time during school hours or at a school-related activity. A Planned **Safe Physical Intervention Program** refers to the use of safe, physical intervention **as the final step** in a sequence of actions following the onset of inappropriate behaviour by a student.

This ~~program plan~~ is developed when a student requires Emergency **Safe Physical Intervention** more than three times **in a 30 day period** ~~per month~~, and/or the intensity of the behaviour warrants further intervention.

A Planned **Safe Physical Intervention Program** must be embedded in a Behaviour ~~Management~~ **Support Plan** for the student **and only Board approved containments (referenced in Behaviour Management Systems Training Program and Safe Management’s Crisis Intervention Training Program) may be used. These types of interventions** requires prior consultation and the approval by the parent/guardian (*Appendix 1*).

A Planned **Safe Physical Intervention Program** shall include:

- the operational definition of target behaviours, which are the behaviours to be eliminated, and the positive replacement behaviours to be taught;
- a rationale for the intervention ~~(and the use of restraint containment)~~;
- medical information ~~and/or diagnosis~~ which may include a condition that may restrict use of the containments;
- the names of the trained staff who will implement the containment ~~Who will conduct the restraint where possible;~~
- who will supervise and monitor the program;
- a ~~mechanism~~ method for regular review of program effectiveness;
- ~~data-keeping~~ collection procedures;
- a detailed description of ~~restraint containment~~ procedures ~~(and duration of restraint containment)~~ to be used;

### **General Procedures for Safe, Physical Intervention with Students**

The provisions of these guidelines, along with the Education Act and Regulations, assign a “Duty of Care” to the Principal/designate which confirms that the final decision with respect to safe, physical intervention rests with the Principal ~~and/or the Vice Principal~~/designate. It is expected that all staff members shall resolve situations involving inappropriate behaviour by using the least intrusive means possible, and these measures may include, but are not limited, to:

- Establishing consistent, positive school and classroom rules, and routines;
- Reinforcing behaviour that is consistent with school and classroom rules and routines;
- Identifying antecedents of aggressive behaviour in order to prevent the behaviour from occurring;
- Teaching appropriate behaviours that are socially acceptable alternatives to aggression, and verbal de-escalation.

~~In the event of an Emergency Physical Intervention, which precludes prior consultation with the parent/guardian, the parent/guardian shall be contacted about the Emergency Physical Intervention in person, or by phone as soon as possible after the incident. Staff will document the contact made to the parent/guardian.~~

School staff shall document all incidents involving Emergency or Planned **Safe Physical Intervention** on the **Safe Physical Intervention Incident Report form (Appendix 2)**. **This form should be completed within 24 hours of the incident, filed at the school, shared with the parent/guardian and sent to the Area Special Education Coordinator for team review and follow-up by the Behaviour Management Systems Training Program and Safe Management’s Crisis Intervention Training Program certified trainer(s).**

~~A copy of this form will be filed at the school and available for review by appropriate Board and school staff, and the parent/guardian, with a copy provided to the parent/guardian.~~

~~Please note that~~ The nature of the incident may also require the completion of a Violent Incident Report **as determined by the Principal.**

Every reasonable effort will be made by school staff to contact the parent/guardian about each safe physical intervention **(emergency or planned) strategy** in person, or by phone on the day of the incident. Staff will document the contact made to the parent/guardian. **Staff will meet with the Principal to discuss the intervention and to review next steps.**



## **Behaviour Management- Support Plan Procedures**

~~A Behaviour Management Plan, that includes a Planned Physical Intervention Program, shall be completed by Board staff, prior to the implementation of the program. A Behaviour Management Support Plan (BMP) (BSP) may or may not include a safety plan or a Planned Safe Physical Intervention. Any BMP that does include a safety plan which also requires a Planned Safe Physical intervention shall be developed in consultation with Board certified trainers prior to the implementation of the program. This plan will be filed by the school, and available for review by appropriate Board and school staff, and the parent/guardian.~~

~~All BMPs (BSPs)/Safety Plans/Planned Safe Physical Intervention will be filed in the Documentation File of the Ontario Student Record (O.S.R.) and is an integral part of the Individual Education Plan (I.E.P.) for the student.~~

~~A Planned Safe Physical Intervention Program requires the approval by the parent/guardian. If a parent/guardian chooses not to approve the Planned Safe Physical Intervention Program, a letter shall be sent to the parent/guardian and the appropriate Family of Schools' Superintendent (Appendix 3).~~

~~Thus, where planned safe physical intervention is required, and parent/guardian approval has not been obtained, staff will revert to Emergency Safe Physical Intervention strategies which do not require prior approval of the parent/guardian.~~

~~The Behaviour Management Plan is filed in the Documentation File of the Ontario Student Record (O.S.R.) and is an integral part of the Individual Education Plan (I.E.P.) for the student.~~

~~The Principal will review the Planned Safe Physical Intervention Program with appropriate school and Board staff. If three (3) incidents of safe physical intervention have occurred within a 30 day period one month, the BMP BSP plan must be reviewed regardless of the date of the last review. If a safety plan is developed in response to immediate imminent risk posed by a student and a BMP (BSP) is not already in place, staff will develop a BMP (BSP) to address proactive behaviour strategies and supports.~~

## **Injury to Students/Staff**

~~An injury to a student(s) during physical intervention will be recorded on the Safe Physical Intervention Incident Report (Appendix 2), and the Board's Accident Form and reported to the Principal/designate and the parent/guardian.~~

~~An injury to staff during physical intervention will be recorded on the Safe Physical Intervention Incident Report (Appendix 2), and reported to the Principal/designate and to the Board's WSIB Administrator with the appropriate copy sent to the Federation/Association of the injured worker within 5 working days.~~

## **PLANNED PHYSICAL INTERVENTION PROGRAM**

~~Some students require a Planned Physical Intervention Program which is required for their education and may be implemented at any time during school hours or at a school-related activity.~~

~~A Planned Physical Intervention Program shall include:~~

- ~~• The operational definition of target behaviours, which are the behaviours to be eliminated, and the positive replacement behaviours to be taught,~~
- ~~• A rationale for the intervention (and the use of restraint),~~
- ~~• Medical information and/or diagnosis,~~
- ~~• Who will conduct the restraint where possible,~~
- ~~• Who will supervise and monitor the program,~~
- ~~• Mechanism for regular review of program effectiveness,~~
- ~~• Data-keeping procedures,~~
- ~~• A detailed description of restraint procedures (and duration of restraint) to be used,~~

## **DRAFT**

- ~~Mechanism for regular review of staff training and practice,~~
- ~~A program for teaching alternative appropriate behaviour,~~
- ~~A demonstration of physical intervention to parent/guardian,~~
- ~~A written consent from parent/guardian or legal guardian prior to use,~~
- ~~Documentation that less restrictive techniques have been attempted, and that program restraint may be a “last resort”;~~
- ~~Procedures for monitoring of any possible side effects (positive or negative) of using restraint; and~~
- ~~Plans for continuing parental/guardian contact/feedback and support at home.~~



**Niagara Catholic District School Board**

**PLANNED PHYSICAL INTERVENTION  
PROGRAM FORM  
(TO BE COMPLETED BY THE SCHOOL)**

*This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education—Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.*

STUDENT INFORMATION					
Name of Student		<input type="checkbox"/> M <input type="checkbox"/> F	Date of Birth (yyyy-mm-dd)		Age
Parent/Guardian			Home Phone #		
Address			City/Postal Code	Cell/Work #	
City/Postal Code			Name of School		
Principal			Classroom Teacher		
Grade		OEN #		Educational Resource Teacher	
Date of recent IPRC (if applicable)			IPRC Identification		

SIGNATURES	Print Name Below	Signature Below		
Principal			Date	
Behaviour Resource Teacher or Special Needs' Facilitator			Date	
Area Coordinator			Date	

Parent/Guardian Consultation				
<input type="checkbox"/> I have been consulted regarding the development of the Planned Physical Intervention Program and consent to the implementation of the Planning Physical Intervention Program.				
Parent/Guardian			Date	

(Print name)

(Signature)

Parent/Guardian Copy       OSR Copy       Board Special Education Copy

**DRAFT**



**Niagara Catholic District School Board  
PHYSICAL INTERVENTION INCIDENT REPORT**

*Information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education – Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.*

<b>Name of Student</b>		<input type="checkbox"/> M <input type="checkbox"/> F	<b>Date of Birth</b> (yyyy-mm-dd)	<b>Age</b>
<b>Parent/Guardian</b>		<b>Home Phone #</b>		
		<b>Cell/Work #</b>		
<b>Address</b>		<b>City/Postal Code</b>		
<b>City/Postal Code</b>		<b>Name of School</b>		
<b>Principal</b>		<b>Classroom Teacher</b>		
<b>Grade</b>		<b>OEN #</b>	<b>Educational Resource Teacher</b>	
<b>Date of recent IPRC (if applicable)</b>		<b>IPRC Identification</b>		
<b>Date of Incident</b>				
<b>Time of Incident</b>				
<b>Date of Follow-up of Incident</b>				
<b>CEC Staff Involved (if any)</b>				
<b>Staff Training</b>		SMG <input type="checkbox"/> BMS <input type="checkbox"/>		

<b>DESCRIPTION OF INCIDENT:</b>
A behaviour or activity that may warrant a physical intervention is characterized by, but not limited, to: (a) actual or threatened use of any weapon, thus endangering students or staff members, (b) verbal, physical or written threats by any student directed at any other student or staff member, (c) molestation, (d) actual or threatened use of physical force, and (e) discriminatory harassment
<b>BACKGROUND INFORMATION:</b>
<b>Date:</b> _____ <b>Time:</b> _____ <b>Location:</b> _____
<b>Describe activity prior to incident (antecedent/triggers):</b>  _____ _____
<b>DESCRIPTION OF INCIDENT:</b>  _____ _____



**Niagara Catholic District School Board  
PHYSICAL INTERVENTION INCIDENT REPORT**

*This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education – Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.*

<b>RESTRAINT PROCEDURE EMPLOYED:</b>	
<b>RESULT OF INTERVENTION (Debriefing/physical injury):</b>	
<b>FOLLOW UP TO INCIDENT:</b>	
<b>PHYSICAL INTERVENTION INCIDENT REPORT COMPLETED BY:</b>	<b>Date:</b>
<b>PARENT/GUARDIAN INFORMED BY:</b>	<input type="checkbox"/> by phone <input type="checkbox"/> in person  <b>Date:</b>
<b>SIGNATURE OF PRINCIPAL</b>	<b>Date:</b>
<b>PHYSICAL INTERVENTION INCIDENT REPORT WITNESSED BY:</b>	
<b>Staff Member</b>	<b>Date:</b>
<b>Staff Member</b>	<b>Date:</b>

Copy to Parent/Guardian     Board Special Education Copy     Copy to FACS Worker custodial/guardian



**SAMPLE LETTER TO PARENT/GUARDIAN**

Date

Dear \_\_\_\_\_,  
\_\_\_\_\_  
*(Name of Parent/Guardian)*

The Special Education Team for the Niagara Catholic District School Board, along with our school team consulted with you about the Planned Physical Intervention Program for your son/daughter \_\_\_\_\_ at our school on \_\_\_\_\_.  
\_\_\_\_\_  
*(Name of student)* \_\_\_\_\_ *(Date of meeting)*

At this meeting you were presented with the Planned Physical Intervention Consultation Form; however, you chose not to sign the form for approval of a Planned Physical Intervention Program for your son/daughter \_\_\_\_\_.  
\_\_\_\_\_  
*(Name of student)*

As a result of your decision, please be advised that in the event that physical intervention is required for your son/daughter *(Name of student)* staff will revert to Emergency Physical Intervention strategies which do not require prior approval of the parent/guardian.


Sincerely,

\_\_\_\_\_  
\_\_\_\_\_  
*(Signature of Principal)*

e.c. Family of Schools' Superintendent

# DRAFT

## APPENDIX 1

 NIAGARA CATHOLIC DISTRICT SCHOOL BOARD	<b>Niagara Catholic District School Board</b> <b>PLANNED SAFE PHYSICAL INTERVENTION FORM</b> <i>(TO BE COMPLETED BY THE SCHOOL)</i>
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*This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Special Education. Questions about this collection should be directed to the Superintendent of Education – Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.*


<b>Name of Student</b>			<input type="checkbox"/> M <input type="checkbox"/> F	<b>Date of Birth</b> (yyyy mm dd)	
<b>Parent/Guardian</b>				<b>OEN#</b>	
<b>Address</b>	Street		City		Postal Code
<b>Phone number</b>	Home		Work		Cell(s)
<b>School</b>					Grade
<b>Principal</b>					
<b>Classroom Teacher</b>					
<b>Educational Resource Teacher</b>					

<b>SIGNATURES</b>	<i>Print Name Below</i>	<i>Signature Below</i>		
<b>Principal</b>			<b>Date</b>	
<b>BMS/SMG Trainer</b>			<b>Date</b>	
<b>Area Special Education Coordinator</b>			<b>Date</b>	

<b>Parent/Guardian Consultation</b>				
<input type="checkbox"/> <i>I have been consulted regarding the development of the Planned Safe Physical Intervention and consent to the implementation of the Planned Safe Physical Intervention.</i>				
<b>Parent/Guardian</b>			<b>Date</b>	
	<i>(Print name)</i>	<i>(Signature)</i>		

Parent/Guardian Copy       OSR Copy       Board Special Education Copy



 <small>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</small>	<b>Niagara Catholic District School Board</b>  <b>SAFE PHYSICAL INTERVENTION INCIDENT REPORT</b> <i>(TO BE COMPLETED BY THE SCHOOL)</i>
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*This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Special Education. Questions about this collection should be directed to the Superintendent of Education – Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.*

<b>Name of Student</b>		<input type="checkbox"/> M <input type="checkbox"/> F	<b>Date of Birth</b> (yyyy mm dd)			
<b>Parent/Guardian</b>			<b>OEN#</b>			
<b>Address</b>	Street		City		Postal Code	
<b>Phone number</b>	Home		Work		Cell(s)	
<b>School</b>					Grade	
<b>Principal</b>						
<b>Classroom Teacher</b>						
<b>Educational Resource Teacher</b>						
<b>Date of Incident</b>						
<b>Time of Incident</b>						
<b>Location of Incident</b>						
<b>CEC Staff Involved (if any)</b>						
<b>Staff Training</b>	<input type="checkbox"/> SMG <input type="checkbox"/>		<input type="checkbox"/> BMS <input type="checkbox"/>			
<b>Description of Incident- Antecedent, Behaviour, Consequence/Outcome</b>						

<b>CONTAINMENT PROCEDURE EMPLOYED): Name of Containment, Duration of Containment</b>



**Niagara Catholic District School Board**

**SAFE PHYSICAL INTERVENTION INCIDENT REPORT**

*This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Special Education. Questions about this collection should be directed to the Superintendent of Education – Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.*

**REVIEW AND DEBRIEFING: Injury assessment, Reassurance and follow up with student(s), Staff and administrator debriefing, Re-establish relationships,**

Empty box for review and debriefing notes.

**FOLLOW UP TO INCIDENT**

Communication Protocol/Notification to parent

Documentation sent to Area Special Education Coordinator

Report of staff injury (if needed)

Other : explain \_\_\_\_\_

<b>Physical Intervention Incident Report Completed By:</b>	<b>Date Completed:</b>
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<b>PARENT/GUARDIAN INFORMED BY:</b>	<b>DATE:</b>	<input type="checkbox"/> by phone <input type="checkbox"/> in person
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**PHYSICAL INTERVENTION PERFORMED BY:**

<b>Staff Member</b>		<b>Date</b>	
<b>Staff Member</b>		<b>Date</b>	
<b>Staff Member</b>		<b>Date</b>	

**PHYSICAL INTERVENTION INCIDENT WITNESSED BY:**

	<b>Date</b>	
	<b>Date</b>	
	<b>Date</b>	

<b>Signature of Principal</b>		<b>Date</b>	
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Copy to Parent/Guardian    Board Special Education Copy    Copy to FACS Worker custodial/guardian

**DRAFT**

**APPENDIX 3**



**SAMPLE LETTER TO PARENT/GUARDIAN**

**(Optional: school letter head)**

Date

Dear \_\_\_\_\_,  
*(Name of Parent/Guardian)*

Our school team, along with Special Education staff of the Niagara Catholic District School Board, consulted with you about the Planned Safe Physical Intervention for your son/daughter \_\_\_\_\_ at our school on \_\_\_\_\_  
*(Name of student) (Date of meeting)*

At this meeting you were presented with the Planned Safe Physical Intervention Form; however, you chose not to sign the form for approval of a Planned Safe Physical Intervention for your son/daughter \_\_\_\_\_.  
*(Name of student)*

As a result of your decision, please be advised that in the event that safe physical intervention is required for your son/daughter \_\_\_\_\_ staff will revert to Emergency Safe Physical Intervention which  
*(Name of student)*  
does not require prior approval of the parent/guardian.

Sincerely,

\_\_\_\_\_  
*(Signature of Principal)*  
*Name of Principal*

c.c. Family of Schools Superintendent

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
EQUITY AND INCLUSIVE EDUCATION POLICY (100.10)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Equity and Inclusive Education Policy (100.10), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: May 26, 2015

	<b>EQUITY AND INCLUSIVE EDUCATION POLICY</b>  <b>STATEMENT OF POLICY</b>	Section:	100 - Board
		No:	100.10
		Adopted:	June 15, 2010
		Revised:	November 23, 2010

In keeping with the Mission, Vision and Values of the The Niagara Catholic District School Board (the Board) **Niagara Catholic** recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, ~~it is the policy of the Board to~~ **Niagara Catholic** provides in all its operations an educational environment which supports and enables diversity within its Catholic community.


The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the *Ontario Human Rights Code*. The Board recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the *Ontario Human Rights Code*, the *Constitution Act*, 1982 and confirmed in the *Canadian Charter of Rights and Freedoms*.

The Board and its staff are committed to the elimination of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* (~~the Strategy~~) and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119 (~~2009~~), in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the *Constitution Act*, 1982 and as recognized at section 19 of the *Ontario Human Rights Code* (~~the Code~~).

The Director of Education will issue Administrative Guidelines ~~in support~~ **for the implementation** of this policy.

**References:**

- [\*Assembly of Catholic Bishops of Ontario, \(letter dated October 4, 2010\)\*](#)
- [\*Canadian Charter of Rights and Freedoms\*](#)
- [\*Constitution Act, 1982\*](#)
- [\*Ontario Human Rights Code\*](#)
- [\*Ontario's Equity and Inclusive Education Strategy\*](#)
- [\*Ontario Catholic School Graduate Expectations: Institute for Catholic Education, Second Edition 2011\*](#)
- [\*Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)\*](#)
- [\*Accepting Schools Act\*](#)
- [\*Policy/Program Memorandum No. 119 \(2009\)\*](#)
- [\*Policy/Program Memorandum No. 108\*](#)
- [\*Niagara Catholic District School Board Policies\*](#)

	<b>EQUITY AND INCLUSIVE EDUCATION POLICY</b>  ADMINISTRATIVE GUIDELINES	Section:	100 - Board
		No:	100.10
		Adopted:	June 15, 2010
		Revised:	November 23, 2010

The *Guiding Principles of the Equity and Inclusive Education Strategy* state:

**Equity and Inclusive education:**

- Is a foundation of excellence;-
- Meets individual needs;-
- Identifies and eliminates barriers;-
- Promotes a sense of belonging;-
- Involves the broad community;-
- Builds on and enhances previous and existing initiatives;-
- Is demonstrated throughout the system.

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy* and Policy/Program Memorandum No. 119 (2009) –“*Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*” identify eight areas of focus for implementing equity and inclusive education. The eight areas of focus are:

1. Board policies, programs, procedures, and practices-
2. Shared and committed leadership-
3. School community relationships-
4. Inclusive curriculum and assessment practices-
5. Religious accommodation-
6. School climate and the prevention of discrimination and harassment-
7. Professional learning-
8. Accountability and transparency-

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the *Ontario Human Rights Code*, each area of focus will serve to guide the actions of the Board and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

## **1. BOARD POLICIES, PROGRAMS, PROCEDURES AND PRACTICES**

The Board recognizes the importance of antiracism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethno-cultural understanding.

The Board will ensure that its policy review cycle will result in the alignment and integration of the requirements of Policy/Program Memorandum No. 119 (2009) and the *Ontario's Equity and Inclusive Education Strategy* with all Board policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards.

The Board is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

***The Board will endeavour to:***

- Establish the foundational framework that will inform its review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and eliminates biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.
- Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the *Ontario's Equity and Inclusive Education Strategy*, Policy/Program Memorandum No. 119, and the *Ontario Human Rights Code*, in accordance with the denominational rights afforded to the Catholic school system.
- Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board improvement plans.
- Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's Equity and Inclusive Education Policy.
- Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
- Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the *Ontario Human Rights Code*.
- Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society.
- Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- Ensure that staff will investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the *Ontario Human Rights Code*.

***Staff will endeavour to:***

- Review existing school policies, for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.
- Extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- Implement Board equity and inclusive education policies, programs and school improvement plans consistent with the *Ontario Human Rights Code* and that reflect the needs of their diverse Catholic school community.

**2. SHARED AND COMMITTED LEADERSHIP**

The Board subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.

The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include the student voice in all aspects of the implementation of equity and inclusive education.

In accordance with the Ministry's *Ontario Leadership Strategy*, effective Board and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents, parishes, unions, colleges and universities, service organizations and other community partners.

The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

***The Board will endeavour to:***

Share in the life and mission of the Church by developing a system plan to build and sustain Board and staff capacity in the areas of equity and inclusive education in curriculum and instruction, human resources and governance.

- Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
- Provide extensive and ongoing education and training for students, staff and trustees in implementing equity and inclusive education and leadership initiatives.
- Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership, and consistent with proactive Code *Ontario Human Rights Code* compliance.
- Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- Strive to ensure that members of communities that are underserved and /or marginalized are included in the shared leadership.

***Staff will endeavour to:***

- Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
- Promote equity minded student leadership related to issues of social justice.
- Develop initiatives with student facilitators representing diverse voices and experiences.
- Demonstrate leadership in setting the tone for the positive and proactive implementation of the *Ontario's Equity and Inclusive Education Strategy* within the school.

**3. SCHOOL-COMMUNITY RELATIONSHIPS**

The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. The Board further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

The Board will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

The Board will identify, examine, and remove any barriers that exist, that are part of systemic discrimination under the *Ontario Human Rights Code*, and that prevent full participatory school-community relations.



The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.

***The Board will endeavour to:***

- Develop a database of information that establishes the diversity of communities based on self-identification.
- Review and/or initiate tools to determine stakeholders' views on school environment and act upon relevant next steps.
- Take proactive steps to ensure that existing committees represent the diversity of the wider community.
- Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations to ensure inclusion.
- Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- Identify under-represented communities and facilitate their participation and involvement in Board activities.
- Gather and use the knowledge, skills, and experience of Board community partners to enrich the total educational and career experiences of staff, students, and volunteers.

***Staff will endeavour to:***

- Implement strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.
- Invite and support representation of diverse groups on school committees, including school improvement planning.
- Engage stakeholders in community forums to listen and address concerns and suggestions.
- Reflect the approaches described above in their outreach to the broader community.

**4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES**

The Board is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

***The Board will endeavour to:***

- Ensure that staff will review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the *Ontario Human Rights Code*.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination (e.g., race, gender, disability).

***Staff will endeavour to:***

- Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated; the principles of such a review will be consistent with the *Ontario Human Rights Code*.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- Make certain that resources and instructional strategies are in accordance with Catholic teachings and values **and the *Ontario Catholic School Graduate Expectations***; are in compliance with the provisions of the *Code* with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the *Ontario Human Rights Code* (e.g., race, gender, disability) in society, the community, and the school.

**5. RELIGIOUS ACCOMMODATION**

Committed to the mission of the Church, the Board provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability, in accordance with the ~~Ontario Human Rights Code~~ *Ontario Human Rights Code* and Ministry Policy/Program Memorandum No. 108.

Within the framework of gospel values, traditions, and the Board's denominational rights, in recognition of this diversity, the Board will attempt to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights.

The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

***The Board will endeavour to:***

- Consult with a variety of individuals and groups who represent the religious diversity of the Board in the development/review and implementation of this accommodation.
- Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
- Provide a religious accommodation guideline in keeping with the *Ontario Human Rights Code*, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other *Ontario Human Rights Code* protected grounds, and provides a duty to accommodate.
- Provide religious accommodation for students and staff, where reasonable and consistent with the *Ontario Human Rights Code*.

***Staff will endeavour to:***

- Revise/Implement religious accommodation practices to align with the Board's religious accommodation guideline.

**6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT**

The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. The Board acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors.

The Board is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

***The Board will endeavour to:***

- Ensure that strategies are in place to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives.
- Ensure that procedures are in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable staff/the Board to respond in a timely manner.
- Ensure that, in an effort to alleviate the negative impact of suspensions and exclusions on students, proactive programs will be initiated or expanded to decrease the number of suspensions and expulsions.
- Ensure that a climate in which excellence is continually strived for and respect for all permeates the environment.
- Ensure that administrators use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.

***Staff will endeavour to:***

- Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- Ensure the use of progressive discipline.
- Welcome, respect and validate the contributions of all students, parents, and other members of the school community.
- Ensure that every student is supported and is inspired to succeed in a culture of high expectations for learning.
- Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents, and community members.
- Review or develop guidelines and procedures to address the prohibited grounds of discrimination under the ~~Code~~ *Ontario Human Rights Code* as they may apply to students, staff, and others in the Catholic community.
- Ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response.
- Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

**7. PROFESSIONAL LEARNING**

The staff of the Board is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. The Board, therefore, recognizes the

importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices.

The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Ontario Human Rights Code*.

***The Board will endeavour to:***

- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives.
- Provide antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies.
- Ensure that training includes information on cross-cultural differences, and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.
- Provide ongoing opportunities for staff, as well as trustees, to participate in equity and inclusive education training and leadership initiatives.
- Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.
- Identify a Board equity and inclusive education contact to liaise with the Ministry of Education and other Boards in order to share challenges, promising practices, and resources.

***Staff will endeavour to:***

- Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- Promote collaborative teams that learn together, implement their learning and reflect together on best practices.
- Build staff capacity through ongoing needs based professional learning determined through data analysis and based on results.
- Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- Develop Equity initiatives and provide timely and specific feedback that will further school-wide equitable practices.

## **8. ACCOUNTABILITY AND TRANSPARENCY**

The Board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the *Strategy*.

The Board is committed to assessing and monitoring its progress in implementing the *Strategy*; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

***The Board will endeavour to:***

- Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.

- Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website.
- Seek and use feedback to improve the Equity and Inclusive Education Policy, in the spirit of continuous improvement.
- Engage Board and school teams in school improvement planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to encourage conversations and collaborative actions about racism and other equity issues.
- Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- Report on the progress of implementation of the *Strategy* and its impact on student achievement using specific criteria.
- Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

***Staff will endeavour to:***

- Report student achievement data annually to the Board and intervene to ensure the achievement and success of all students.
- Develop and communicate evidence based school improvement plans that are aligned with the *Strategy*.
- Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY (600.1)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Purchasing/Supply Chain Management Policy (600.1), as presented.

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

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

Date: May 26, 2015

	<b>PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY</b>	Section:	600 – Business Services
		No:	600.1
STATEMENT OF POLICY		Adopted:	February 24, 1998
		Revised:	March 24, 2015

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports the concept of “centralized purchasing” as a means of obtaining maximum value for each dollar expended, consistent with the educational goals of the Board and fair business principles.

The Niagara Catholic District School Board recognizes that fair, open and transparent competition is a basic tenet of public acquisition through the Quotation, Tender and Request for Proposal processes using a variety of source selection methods under varying market conditions, in accordance with the Supply Chain Management regulations. Awards will be given to the lowest qualified bidder except where the best interests of the Board are served by accepting other than the lowest price.

All staff involved in purchasing activities shall abide by all applicable Board Policies, Statutory Acts & Regulations and Code of Ethics stipulated by the Purchasing Management Association of Canada.

The Purchasing/Supply Chain Management activities, including leases and commitments exceeding twelve (12) calendar months, will be carried out in accordance with the following Approval Authority Limits.

APPROVAL AUTHORITY LIMITS			
Purchase Authority Limit	Purchase Initiated By	Purchase Approved By	Procedure
<\$ 2,500	School Staff CEC Staff Program Staff	Appropriate Supervisor or member of Senior Staff	Purchases can be paid by petty cash, purchasing card, cheque requisition or purchase order requisition.
>\$ 2,501 - \$50,000	Managers Principals Consultants Senior Staff	Appropriate member of Senior Staff	At least three (3) <b>written</b> quotes to be documented on purchase requisition and submitted to Manager of Purchasing
>\$50,001 - \$100,000	Managers Principals Consultants Senior Staff	Appropriate <b>member of Senior Staff &amp; Supt. of Business</b>	At least three (3) written quotes to be attached to the purchase requisition and submitted to Manager of Purchasing
>\$100,001 - \$500,000	Managers Principals Consultants Senior Staff	Supt. of Business & Director of Education	Open Competitive Process -Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm
>\$500,000	Superintendents Controller of <b>Facilities Services</b>	Director of Education & Board of Trustees	Open Competitive Process -Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm

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

**References:**

- *Agreement on Internal Trade (AIT)*
- *Ontario Association of School Business Officials (OASBO)*
- *Ontario Ministry of Government Services – Broader Public Sector Procurement Directive*
- *Ontario Public Buyers Association (OPBA)*
- *Ontario/Quebec Procurement Agreement*
- *Purchasing Management Association of Canada (PMAC)*
- *Accessibility Standards Policy 800.8*
- *Corporate Cards, Purchasing Cards and Petty Cash Policy 600.4*
- *School Generated Funds Policy 301.6*



	<b>PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY</b>	Section: 600 – Business Services
		No: 600.1
<b>ADMINISTRATIVE GUIDELINES</b>		Adopted: February 24, 1998
		Revised: April 26, 2011

**Purchasing Code of Ethics - Niagara Catholic District School Board**

**Purchasing Principles – Niagara Catholic District School Board**

- A. Criteria Determining Purchasing**
- B. Non Competitive Procurement**
- C. Competitive Procurement/Acquisition Process**
- D. Advertising of Bids**
- E. Approval Authority Limits**
- F. Contracts/Leases/Agreements**
- G. Segregation of Duties**
- H. Evaluation of Bids**
- I. Contract Awards and Management**
- J. Cooperative Purchasing**
- K. Disposal Procedures**
- L. Prohibitions Regarding Purchases**
- M. Miscellaneous**

**PURCHASING CODE OF ETHICS – NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**

All Board employees involved in any aspect of purchasing or other supply chain related activities must comply with the following Supply Chain Code of Ethics. These are not a substitute for personal integrity and good judgment; they are intended to serve as a minimum standard of behaviour.

**Personal Integrity and Professionalism**

All individuals involved in purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism.

Honesty, care and due diligence must be integral to all supply chain activities within and between broader public sector organizations, suppliers and other stakeholders.

Respect must be demonstrated for each other and for the environment.

Confidential information must be safeguarded.

Participants must not engage in any activity that may create, or appear to create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

**Accountability and Transparency**

Supply chain activities must be open and accountable. In particular, tendering, contracting and purchasing activities must be fair, open, and transparent and conducted with a view to obtaining the best value for public money.

All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

## **Compliance and Continuous Improvement**

All broader public sector supply chain participants must comply with this Code of Ethics and the laws of Canada and Ontario.

Participants should continuously work to improve supply chain policies and procedures, to improve supply chain knowledge and skill levels, and to share leading practices.

## **Purchasing Principles - Niagara Catholic District School Board**

The purchasing principles of the Board shall be as follows:

1. Board staff shall utilize a centralized purchasing program for the purchase of all Goods and Services through the Purchasing section of the Financial Services Department.
2. The Niagara Catholic District School Board has a centralized purchasing function in the Purchasing (Purchasing/Supply Chain Management) section of the Financial Services Department, responsible for acquisition of Goods and Services and disposal of Board assets.
3. The Purchasing/Supply Chain Management Policy/Regulations and Administrative Guidelines recognize that fair, open and transparent competition is a basic tenet of public acquisition, using a variety of source selection methods under varying market conditions.
4. Board staff shall procure by purchase, rental or lease, the required quality and quantity of Goods and Services in an efficient and cost effective manner.
5. Board staff shall consider all costs, including acquisition, operating and disposal costs, in evaluating Bid submissions from Responsive and Responsible Vendors, rather than basing a decision solely on the lowest Bid price (i.e. "Total Acquisition Cost" method of procurement).
6. Awards will be given to the lowest qualified bidder, except where the best interests of the Board are served by accepting other than the lowest price.
7. All Supervisory personnel are responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and guidelines.
8. Personal purchases on behalf of an employee, elected official or family member, the requirement for which is not for the Board or any of its purposes, are not permitted.
9. Unauthorized purchases will be considered an obligation of the person making the purchase and not an obligation of the Board.
10. Employees of the Board may not promote or sell goods or services for compensation to any board, provincial school or teachers' college, or pupil enrolled therein, except as permitted by the Education Act.
11. Any arrangements which might prevent, or appear to prevent, fair, open and transparent competition shall be avoided in order to ensure open competition among qualified bidders.
12. Lobbying, during a competitive procurement call, is prohibited. An official point of contact shall be named and communication with anyone other than the official point of contact from the time of issuance, up to and including the time of award, is prohibited.
13. Any vendor/proponent who violates the lobbying prohibition will be subject to disqualification from the current and future procurements, at the Board's discretion.

**A. CRITERIA DETERMINING PURCHASING (PURCHASING/SUPPLY CHAIN MANAGEMENT) PROCESS**

The Manager of Purchasing – Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, shall consider the following criteria in determining the acquisition process to be followed in the procurement of all applicable Goods and Services:

1. Where the required Goods or Service can be specified, the Tender or Quote process shall apply.
2. Where only the need can be specified rather than the specific product or service to fill the need, the Proposal process shall apply. The Proposal process may include the process of pre-qualification.
3. Where professional or consulting services are being requested, the Proposal process shall apply.

**B. NON COMPETITIVE PROCUREMENT**

When a non-competitive procurement purchase is proposed, the following procedures must be followed:

1. The member of Senior Staff will ensure that the Goods and Services are procured by the most open market procedure practicable under the circumstances.
2. Documentation, including a non-competitive approval form, explaining the nature of the situation and the actions taken will be forwarded, with a purchase requisition, to the Purchasing/Supply Chain Management Department and a copy sent by the originator to the Superintendent of Business & Finance.
3. Purchase orders shall not be issued without the required documentation.

**Purchase by Negotiation**

Purchase by negotiation shall apply when, in the judgment of the Manager of Purchasing – Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, any of the following conditions exist:

1. Due to market conditions, Goods are in short supply.
2. There is only one known source of the Goods or Services.
3. Two or more identical low bids have been received.
4. The lowest bid received substantially exceeds the estimated cost of the Goods.
5. All bids received fail to comply with the specifications, tender terms and conditions, and it is impractical to recall Tenders
6. The extension or revision of an existing contract would prove more cost effective or beneficial. Same must be duly authorized by a “Change Order” and documentation sent to Purchasing.

7. A single source or sole source is being recommended because it is more cost effective or beneficial for the Board.
8. Purchase of an item where compatibility with an existing product, service or program is an overriding consideration.
9. When only one Bid is received through the tendering system.

Formal documentation must be completed and authorized by the Superintendent of Business and Finance, in order to support and justify the decision to Purchase by Negotiation.

### **Emergency Purchasing**

Emergency Purchasing shall apply when a member of Senior Staff verifies that the procurement of Goods and/or Services is necessary to prevent, or correct, dangerous or potentially dangerous safety conditions, serious delays, or further damage, or to restore minimum service.

### **Non-Competitive Procurement (exemptions from the Competitive Process)**

In certain unique circumstances, the Board will not have the ability to go through a competitive process activity. The Purchasing/Supply Chain Management Department would then go directly to one supplier to meet the requirements of the Board. There are two main types of direct awards:

Single Sourcing – is the use of non-competitive procurement process to acquire goods, services or construction from a specific supplier even though there may be more than one supplier capable of delivering the same Goods, Services or Construction.

Sole Sourcing – means the use of a non-competitive procurement process to acquire Goods or Services where there is only one available supplier for the source of Goods or Services.

### ***Single Sourcing***

Allowable exceptions for competitive procurements include:

1. Where an unforeseen situation of urgency exists and the Goods, Services or Construction cannot be obtained by means of open procurement procedures. Where a non-competitive procurement is required due to an urgent situation, the Board may conduct the procurement prior to obtaining the appropriate approvals, provided that the urgency has been justified in writing (see Emergency Purchasing).
2. Where Goods or consulting Services regarding matters of confidential or privileged nature are to be purchased and the disclosure of those matters through an open competitive process could reasonably be expected to compromise confidentiality, cause economic disruption or otherwise be contrary to the public interest.
3. Where a contract is awarded under a cooperation agreement that is financed, in whole or in part, by an international organization only to the extent that the agreement includes different rules for awarding contracts.
4. Where construction materials are to be purchased and it can be demonstrated that transportation costs or technical considerations imposed geographic limits on the availability of the supply base, specifically in the case of sand, stone, gravel, asphalt compound and pre-mixed concrete for use in the construction or repair of roads.
5. Where an open competitive process could interfere with the organization's ability to maintain security or order or to protect human, animal or plant life.

6. Where there is an absence of any bid in response to an open competitive process that has been conducted in compliance with this document.
7. Where only one supplier is able to meet the requirements of procurement in the circumstances (Sole Sourcing).

***Sole Sourcing***

In accordance with the Agreement on Internal Trade (AIT), in the situation where only one supplier is able to meet the requirements of procurement, the Board may use the following Sole Source method:

1. To ensure compatibility with an existing product, to recognize exclusive rights, such as exclusive licenses, copyrights and patent rights, or to maintain specialized products that must be maintained by the manufacturer or its representative.
2. Where there is an absence of competition for technical reasons and the Goods or Services can only be supplied by a particular supplier and no alternative or substitute exists.
3. For the procurement of Goods or Services, the supply of which is controlled by a supplier that is a statutory monopoly.
4. For the purchase of Goods on a commodity market.
5. For work to be performed on or about a leased building or portions thereof that may be performed only by the lessor or its authorized work force.
6. For works to be performed on property by a contractor according to provisions of a warranty or guarantee held in respect of the property or the original work.
7. For a contract to be awarded to the winner of a design contest.
8. For the procurement of a prototype or a first Good or Service to be developed in the course of and for a particular contract for research, experiment, study or original development, but not for any subsequent purchases.
9. For the purchase of Goods under exceptionally advantageous circumstances such as bankruptcy or receivership, but not for routine purchases.
10. For the procurement of original works of art.
11. For the procurement of subscriptions to newspapers, magazines or other periodicals.
12. For the procurement of real property.

Formal documentation must be completed to support and justify the decisions above. This documentation must be completed and approved by the appropriate authority levels within the Board and may be used as supporting documentation in the case of a competitive dispute.

## **C. COMPETITIVE PROCUREMENT/ACQUISITION PROCESS**

The following acquisition process indicates the methodology to be applied by the Purchasing/Supply Chain Management Department within the outlined source selection techniques, taking into consideration the following dollar guidelines:

- Zero (0) and less than **\$2,500.00** – at the discretion of the originator
- More than **\$2,501.00**, and less than \$50,000.00 – at least three (3) written quotes
- More than \$50,001.00, and less than \$100,000.00 – at least three (3) written quotes
- More than \$100,000.00 – Tender/Request for Proposal – Purchasing Department

No contract or purchase shall be divided to avoid the requirements of these guidelines, and the annual or total project requirement shall be considered.

## **D. ADVERTISING OF BIDS**

Advertising of Bids shall be conducted through the Purchasing/Supply Chain Management Department utilizing an electronic Website. Bids must be advertised for a period of 15 calendar days for procurements valued at \$100,000 or more. Any addenda must be issued at least seven days PRIOR to the closing date of the Bid. Questions and addenda are posted in the same manner as the competitive documents when advertised to the market and therefore shall be made available to all potential proponents. The Board must ensure that the closing date of the Bid is set on a normal working day (Monday to Friday, excluding provincial and national holidays). Submissions that are delivered after the closing time will not be considered and will be returned unopened.

The Board abides by and is governed by legislation and trade agreements with respect to procurement listed below:

- Agreement on Internal Trade (AIT)
- Ontario-Quebec Procurement Agreement
- Canadian Law of Competitive Processes and Contract Law
- Freedom of Information and Protection of Privacy Act (FIPPA)

\*Note: Construction Competitive Contracts can be processed through an electronic tendering system and/or one of the following methods: Publication in one or more predetermined daily newspapers that are easily accessible to all Canadian suppliers; or the use of source lists, such as Vendor of Record (VOR) or preferred supplier lists.

### **Agreement on Internal Trade (AIT)**

AIT regulates trade between the provinces to ensure equal access to public sector procurement for all Canadian suppliers. Thresholds are as follows for competitive processes which would include using electronic tendering systems, advertisements in daily newspapers or other source lists: School Boards – Goods \$100,000.00, Services \$100,000.00, Construction \$250,000.00

### **Ontario/Quebec Procurement Agreement**

Similar to the AIT, the Ontario/Quebec Procurement Agreement regulates trade between Ontario and Quebec to ensure equal access to public sector procurement for local suppliers. Thresholds are as follows:

- School Boards – Goods \$100,000.00, Services \$100,000.00, Construction \$100,000.00

## **Canadian Law of Competitive Processes and Contract Law**

When the Board conducts a solicitation, the law of competitive processes applies. The receipt of Tenders and in some cases Proposals, during a competitive procurement process may result in the formation of a Bid contract (Contract A) between the Board and the proponent. The Board is obligated to take special care to understand the obligations that are made in soliciting Bids, such as rejecting non-compliant Bids and not deviating from the process described in the Bid documents.

The Board shall not breach Contract A by providing information or changing the specifications during the competitive process to unfairly benefit a particular bidder, or enter into side negotiations with any bidder in an effort to obtain more desirable contract conditions. When the Board enters into a contractual agreement with a supplier (Contract B), the agreement creates obligations on both parties and is subject to applicable contract law, including accepted meanings and interpretations of enforceability, non-performance, breach of contract and remedies that may occur from time to time.

All contract documents, competitive procurement process and any correspondence or supporting information relating in any way to a competitive procurement process are subject to subpoena by a Canadian court of law. The Board, through specified individuals, would be compelled to defend or otherwise explain documents in court.

## **Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)**

The purpose of MFIPPA is to make Boards accountable to the public and to protect personal privacy. MFIPPA accomplishes these purposes by:

- Providing the public with a right of access to records within the Board's custody or control
- Preventing the unauthorized collection, use and disclosure of personal information.

All notes, e-mails, memos, letters or any other documentation relating to a competitive procurement process are ordinarily subject to MFIPPA requests. Freedom of Information requests can be made for information on tendering and administration of contracts. Any record, so requested, must be disclosed in its entirety unless MFIPPA exceptions to disclosure apply to all or part of the request.

## **E. APPROVAL AUTHORITY LIMITS**

The Approval Authority Limits outlined in the Purchasing/Supply Chain Management Policy will be reviewed and updated as necessary, with the approval of the Board.

1. Tenders for the Board shall be issued and received by the Manager of Purchasing/Supply Chain Management and opened in public, if specified in the Tender document. Tenders shall be opened, Bid amounts recorded, sureties and other requirements of the Tender confirmed (if applicable), and Bid amounts entered on the Summary of Bidders Sheet. After all Bids have been recorded on the Summary of Bidders sheet, it shall be initialled by at least two Supply Chain Department members. Evaluation team members will be advised of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create, or appear to create, a Conflict of Interest. The Board will have team members sign a Conflict of Interest Declaration and Non-Disclosure Agreement. All Tenders received for the purchase of Goods and Services, \* with the exception of construction contracts, shall be tabulated, analyzed and awarded by the Manager of Purchasing/Supply Chain Management , in consultation with the initiating member of Senior Staff, Principal or Manager.
2. Where market conditions are such that price protection cannot be obtained for Goods and Services having an annual total value in excess of \$100,000.00, the Manager of Purchasing/Supply Chain Management shall obtain competitive prices for short term commitments until such time as reasonable price protection and fair marketing pricing is restored.



\* NOTE: All New School Construction Tenders are approved by the Board.

### 3. Proposal Calls

To be used:

1. When only the need can be specified rather than the specific product or service to fill the need;
2. When it is not practical to prepare precise specifications which permit bids of readily comparable products or services. The acquisition regulations governing the use of Proposal calls are similar to the Tender process outlined earlier in this document. However, it is recognized that there is more lead time and effort involved in a Proposal process than there is for a Tender.
3. Where it has been determined by the Manager of Purchasing/Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, that the Proposal acquisition method is adopted, and where it is estimated that Goods and Services will cost more than \$100,000.00, the Manager of Purchasing/Supply Chain Management, in consultation with the initiating member of Senior Staff , Principal or Manager, may determine whether to:
  - Issue a “Request for Proposal” and establish a Selection Committee for the purpose of Proposal review, or
  - Advertise a “Request for Information” in publications of general circulation/Website and establish a Selection Committee for review purposes. Once this process has been completed, a Tender/Proposal may be issued to vendors and the Selection Committee would reconvene to review the Bids and determine the award. The Board is under no obligation to award a contract based on informational gathering activities, such as an RFI.

#### **Request for Expressions of Interest (RFEI)**

The purpose of an RFEI is to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism will be used by the Board when wishing to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected can also facilitate selecting the best possible competition method for a follow-up competition. NOTE: A response to an RFI or a RFEI MUST not pre-qualify a potential supplier and MUST not influence a supplier’s chance of being the successful proponent on any subsequent opportunity.

#### **Request for Supplies Qualifications (RFSQ)**

The purpose of an RFSQ is to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers. This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. The purpose of this process is to reduce subsequent effort devoted to the competitive process (i.e. Bid preparation on the part of suppliers and evaluation on the part of the Board). An RFSQ can be used to understand which potential proponents have the capabilities that the Board requires, as the first stage in a two staged solicitation (followed by either a Request for Proposal or a Request for Tender), whereby only pre-qualified suppliers will be invited to respond to the actual competition. This can make the number of responses and the evaluation process more manageable for the Board evaluators, while allowing unqualified proponents to avoid the effort and expense of preparing a complete competitive response. An RFSQ can also be used to pre-qualify suppliers who are interested in supplying Goods or Services in the future, if and when requested. The typical result of this procedure is referred to as a Vendor of Record (VOR) or a preferred suppliers list. An RFSQ document specifically defines the type of materials



or services included as part of the process and sets upper limits to the value of future awards. Further, the document will clearly indicate the time duration the list is to be valid; the methods by which suppliers can be placed on the list and what specific intervals opportunities for being qualified will come up. The document will also indicate that suppliers who do not participate in the pre-qualification or do not appear on the list may be excluded from opportunities. If the VOR or preferred supplier list is to be used for procurement valued at \$100,000.00, a supplier that meets the conditions for registration on the list must be able to register at any time. The RFSQ must contain specific language to disclaim any obligation on the part of the Board to actually call on any supplier as a result of the pre-qualification to supply such Goods or Services.

## **F. CONTRACTS/LEASES/AGREEMENTS**

Contracts, leases and agreements will be processed in accordance with the Approval Authority Limits, as specified in the Purchasing/Supply Chain Management Policy.

## **G. SEGREGATION OF DUTIES**

Budget(s) – authorized and approved by the Board on an annual basis. The Budget department forward/allocates budgets to originators (Schools Administrators/Department Managers).

Requisition(s)/Commitments – authorized by the budget holder (Schools/Departments) and forwarded to the Purchasing/Supply Chain Management Department for acquisition purposes.

Receipt(s) – authorized by the budget holder (Schools/Departments) and forwarded to the Expediting Department for receiving purposes.

Payment(s) – authorized by the budget holder (Schools/Departments) and forwarded to the Accounts Payable Department for verification of prices, matched with the receipt, then processed for payment by the Accounts Payable Department.

## **H. EVALUATION OF BIDS**

All information regarding timelines of Bids, Bid receipts, evaluation criteria, evaluation methodology and process, selection process, tie score process, fixed evaluation criteria, evaluation matrix, conflict of interests, and dispute resolution process are contained within the terms and conditions of the individual Bid and the Bid specifications. Evaluation methods and processes to be used in assessing the bidder's submission must be fully disclosed and must not discriminate or exercise preferential treatment in awarding a contract to a supplier as a result of a competitive procurement process.

The Board must then select only the highest ranked submissions that meet all mandatory requirements set out in the related procurement documents. Alternative strategies or solutions NOT requested in the original procurement documents will not be accepted unless expressly requested in the original procurement documents.

- The Board is entitled to ask bidders for clarification on their Bid as long as it does not change their Bid in any way.
- Where Bids are received in response to a solicitation but exceed the Board's budget, are not responsive to the requirement or do not represent fair market value, a revised solicitation can be issued in an effort to obtain an acceptable Bid.
- If no Bids are acceptable and it is not reasonable to go through any other method, the Board may choose to negotiate directly with a chosen supplier.

Bidders will be notified of the rejection of their Bids in writing, as specified in the RFP or tender, as soon as practicable after completion of the evaluation. With the exception of any pricing that was

made publicly available at the time of a public opening, all submission evaluation details are subject to MFIPPA.

Evaluation records of procurement process must be fair, factual, fully defensible, auditable and kept on file in the Purchasing/Supply Chain Management Department.

Bids will be evaluated according to all relevant criteria contained in each particular Bid. The Board will evaluate Bids based on price, product quality, past performance, delivery and payment terms or any combination or additions thereof, at its sole discretion. The Board reserves the right to evaluate pricing based on the combined total cost of the items tendered or separately. Maximum justifiable weighting will be allocated to the price/cost component of the evaluation criteria.

Evaluation of Bids include, but are not limited to:

- (\*) Bid is appropriately received
- Bid meets all mandatory requirements (compliant vs. non compliant)
- Bid meets optional/desirable requirements
- schedule compliance
- skills/experience and capability
- price/quality/value analysis
- weights, sub-weights for rated requirements
- reference checks, oral interviews, demonstrations
- any and all other criteria as listed within the Bid

\* Bid Receipt - The Board must ensure that the closing date is set on a normal working day. Submissions that are delivered after the closing time must not be considered and will be returned unopened. Each Bid must be stamped as it arrived with the date, time, location, company name and contact information. Bids are not opened until after the competitive process has closed. The Board has to ensure that there is at least one witness to view the Bid openings.

Evaluation criteria will be developed, reviewed and approved BEFORE the competitive process begins and contained within the Bid documents. Mandatory and any technical standards that need to be met have to be identified. The evaluation criteria cannot be changed or altered once the competitive process begins, with the exception of an addendum sent to all suppliers prior to Bid closing.

### **Evaluation Team**

Every competitive process requires an evaluation team that will be responsible for reviewing all the compliant Bids. Evaluation team members will be selected and participation confirmed before the competitive documents have been posted. Board evaluation team members will have been included in the development of the evaluation criteria and general requirements. Each team member will complete an evaluation matrix rating each of the submissions in a fair, factual and fully defensible manner. Evaluation team members will be made aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create, or appear to create, a Conflict of Interest. The Board will require team members to sign a Conflict of Interest Declaration and Non Disclosure Agreement. The Board will require suppliers to sign a Conflict of Interest Declaration with each Bid submitted. The Board must consider any Conflict of Interest during procurement activities applicable to all employees, advisors, external consultants or suppliers.

Note: Consultants that are hired by the Board must be aware of the conflict of interest created when a consulting organization is involved in the development of the competitive documents and also has the ability to fulfill the procurement needs that are being contemplated in those competitive documents. The Board must be very clear and insist on documented agreements that any consultants involved in developing the competitive documents CANNOT be involved in the creation of the response to those competitive documents.

Employees, Consultants and Advisors who are on the Evaluation Team must also declare a Conflict of Interest. Employees, Consultants and Advisors are ultimately responsible and accountable for using good judgment in the exercise of the Board's duties and must:

- Disclose Conflict of Interest to the Board in writing to the Manager of Purchasing/Supply Chain Management
- Avoid situations that may present Conflict of Interest while working with persons doing business or seeking to do business with the Board.

Situations that might result in a Conflict of Interest are:

- Engage in outside employment
- Not disclosing an existing relationship that may be perceived as being a real or apparent influence on their objectivity in carrying out an official role
- Providing assistance or advice to a particular supplier participating in a competitive process
- Having an ownership, investment interest, or compensation arrangement with any entity participating in a competitive process
- Having a family member with an ownership, investment interest or compensation arrangement with any entity participating in a competitive process
- Having access to confidential information
- Accepting favours or gratuities from those doing business with the organization

### **Selection Process**

The submission that receives the highest evaluation score and meets all mandatory requirements set out in the competitive procurement document must be declared the winning bid.

1. The Board will select Bids based on criteria contained within the Bid but shall not discriminate:
  - Between the Goods or Services of a particular province or region, including those goods and services included in construction contracts, and those of any other province or region; or
  - Between the suppliers of such Goods or Services of a particular province or region and those of any other province or region.
2. Except as otherwise provided, measures that are inconsistent with the above include the following:
  - The imposition of conditions on the invitation to compete, registration requirements or qualification procedures that are based on the location of a supplier's place of business in Canada, the place in Canada where the Goods are produced or the Services are provided, or other like criteria.
  - The biasing of technical specifications in favour of, or against, particular Goods or Services, including those Goods or Services included in construction contracts, or in favour of, or against, the suppliers of such Goods or Services for the purpose of avoiding the obligations of the Board.
  - The timing of events in the competitive process so as to prevent suppliers from submitting Bids.
  - The specification of quantities and delivery schedules of a scale and frequency that may reasonably be judged as deliberately designed to prevent suppliers from meeting the requirements of the procurement.
  - The division of required quantities or the diversion of budgetary funds to subsidiary agencies in a manner designed to avoid these obligations.
  - The use of price discounts or preferential margins to favour particular suppliers.
3. The Board shall not impose or consider, in the evaluation of bids or the award of contracts, local content or other economic benefits criteria that are designed to favour:
  - The Goods and Services of a particular province or region, including those Goods and Services included in construction contracts; or
  - The suppliers of a particular province or region of such goods or services.

4. Except as otherwise required to comply with international obligations, the Board may accord a preference for Canadian value-added, subject to the following conditions:
  - The preference for Canadian value-added must be no greater than 10 per cent.
  - The organization shall specify in the call for competition the level of preference to be used in the evaluation of the Bid.
  - All qualified suppliers must be informed through the call for competition of the existence of the preference and the rules applicable to determine the Canadian value-added.
5. Except as otherwise required to comply with international obligations, the Board may limit its competition to Canadian goods, Canadian services or Canadian suppliers, subject to the following conditions:
  - The Board must be satisfied that there is sufficient competition among Canadian suppliers.
  - All qualified suppliers must be informed through the call for competition of the existence of the preference and the rules applicable to determine Canadian content.
  - The requirement for Canadian content must be no greater than necessary to qualify the procured Goods or Services as a Canadian Good or Service.

## **I. CONTRACT AWARDS & MANAGEMENT**

### **Contract Awards**

Upon request of the Board, a bidder who's Tender is under consideration for the award of a contract shall promptly submit satisfactory evidence of financial resources, experience of the organization and its staff, and equipment available for the performance of the contract. In addition, a technical question and answer interview may be conducted, if deemed necessary to clarify or verify the Bidder's Tender and to develop a comprehensive assessment of the Tender.

The award of any Bid or any part thereof, will be made in writing and may be subject to the successful bidder entering into a contract that is satisfactory to the Board. Provided however, and it is expressly understood and agreed, that upon the acceptance of the Bid by the Board, the said Bid shall, with the said conditions, specifications and form of Bid constitute a valid and binding contract. The Board must obtain the supplier's signatures before obtaining the designated Board's signature. The contract must be finalized using the form of agreement/contract that was released with the procurement document. If it appears to the Board that the Tender will be adversely affected because timely signing of a contract acceptable to the Board will not take place, the Board reserves the right to award the contract to the next ranked qualified bidder. Appropriate terminology regarding cancellation/termination clauses, vendor debriefing notification and protocol, dispute resolution process and arbitration are contained within Bid specifications and terms and conditions.

For procurements valued at \$100,000 or more, results will be posted in the same manner as the procurement documents were posted.

A Purchase Order will be issued upon formal award.

Unsuccessful bidders will be provided with the name of the successful bidder(s), start and end dates including any options for extension. Any information provided must comply with MFIPPA.

### **Contract Type**

**Fixed price:** A fixed price contract is a contract that has a set fee for a specific scope of work to be completed, which can include the completion of a specific deliverable or deliverables. When deciding to use a fixed price contract, the organization must consider the level of scope detail that has been developed. The more well defined the scope and the requirements, the lower the risk of using a fixed price contract for the Board. Using a fixed price contract with a scope that is not well defined

contains risk for the Board because items may be deemed out of scope and thus results in costly change orders. If using a fixed price contract for a specific deliverable or deliverables, the Board must understand the desired outcome of the work being completed. One advantage of a fixed price contract is that the cost of the procurement is known in advance.

**Time and material:** A time and materials contract identifies work to be paid based on units of time spent on the procurement. These time units are typically in the form of daily or hourly rates for the amount of time and materials used by the resources assigned by the supplier. If the Board does not have a well defined scope of work, a time and materials contract may be the only option. The Board must monitor the hours spent during a time and materials contract to ensure that the procurement does not exceed the budget.

**Cost reimbursable:** A cost reimbursable contract is a contract where the Board agrees to reimburse all of the costs incurred by a supplier in the completion of the work identified. Typically, the Board will pay an additional fee on top of those costs to represent the supplier's profit. This additional fee can be calculated as a percentage of the costs incurred or as a flat fee on top of the costs incurred.

A combination of the contract types above can also be used, depending on the requirements being contemplated.

Note: The Board must include proper cancellation or termination clauses in all contracts.

The term of the contract agreement and any options to extend must be set out in the procurement documents (Bid documents). Changes to the term of the contract may change the procurement value. Prior written approval by the appropriate approval authority is necessary before changing contract start and end dates. Extensions to the contract beyond what is set out in the procurement document are considered non competitive procurements and the Board must seek appropriate approval authority prior to proceeding.

### **Contract Management**

Procurements and the resulting contracts must be managed responsibly and effectively.

Payments must be made in accordance with the provisions of the contract. All invoices must contain detailed information sufficient to warrant payment. Any overpayments must be recovered in a timely manner.

Assignments must be properly documented. Supplier performance must be managed and documented, and any performance issues must be addressed.

Service type contracts will be managed as follows:

- Establish clear terms of reference for assignment. The terms will include objectives, background, scope, constraints, staff responsibilities, tangible deliverables, timing, progress reporting, approval requirements and knowledge transfer requirements.
- Establish expense claim and reimbursement rules compliant with the Broader Public Sector Expenses Directive and ensure all expenses are claimed and reimbursed in accordance with these rules.
- Ensure that expenses are claimed and reimbursed only where the contract explicitly provides for reimbursement of expenses.

## **J. COOPERATIVE PURCHASING**

Under the direction of the Director of Education, or his/her designate, the Board shall explore cooperative purchasing with other school boards and other units of government or their agencies of public authorities, or utilize a "piggy-back clause" to existing ministry or government service contracts or other cooperatives, whenever the best interest of the Board will be served.

## **K. DISPOSAL PROCEDURES**

The following shall apply for disposal of surplus equipment:

1. Any property belonging to the Board and declared surplus to its particular use by the respective member of Senior Staff, Principal or Manager shall be disposed of by means of public auction, tender or quotation or released to a charitable organization by the Purchasing/Supply Chain Management Department and documented accordingly.
2. The Manager of Purchasing/Supply Chain Management shall have the authority to sell, exchange, or trade-in all goods declared surplus to need, and where it is cost effective and in the best interest of the Board to do so.
3. If it is determined that a higher return of net disposal costs can be achieved by sale of surplus Goods to the original vendor or vendors in that line of business, the Manager of Purchasing/Supply Chain Management shall negotiate to sell such Goods at the highest return.
4. Where it is deemed appropriate by the Manager of Purchasing/Supply Chain Management and/or the respective member of Senior Staff, Principal or Manager, a reserve price may be established and, in the case of disposal by Tender, published and disclosed; and in the case of auction or quotation, shall be used as an internal estimate and not disclosed.
5. Where items have been declared surplus and are determined by the Manager of Purchasing/Supply Chain Management to have little or no value, the Manager of Purchasing/Supply Chain Management, in consultation with the respective member of Senior Staff, Principal or Manager, shall have such item scrapped or donated to a charitable organization by the Purchasing Department and documented accordingly.

## **L. PROHIBITIONS REGARDING PURCHASES**

1. No contract or purchase shall be divided to avoid the requirements of these guidelines, and the annual or total project requirement shall be considered.
2. All petty cash purchases must exclude Tendered Goods, Tendered Programs and Tendered Services.
3. No employee or elected official shall purchase or offer to purchase, on behalf of the Board, any Goods or Services, except in accordance with these guidelines.
4. No personal purchases shall be made by the Board for elected members, or any appointed member of the Board, or for any Board employees, who are not deemed to be at Arms Length.
5. No member of the Board of Trustees and no officer or employee of the Board, shall become interested, directly or indirectly as a contracting party, or partner, in the work, the supplies or business in connection with a contract, or in any portion thereof, or of any supplies to be used therein, or in any monies to be derived there from.
6. No employee or elected official shall bid on the sale of Goods except those Goods disposed of by public auction.
  - No employee of the Board who is assigned to work at an auction may bid on any Board assets being offered for sale at the auction.



- No employee of the Board having the responsibility for identifying items as surplus may bid on such items at the auction sale.

## **M. MISCELLANEOUS**

### 1. Discounts

In arriving at a price, cash discounts will be considered part of the vendor's Bid.

### 2. Procurement Documentation and Records Retention

All acquisition processes shall be documented by the Purchasing Department and kept on file in the Purchasing Department. In the case of a Tender/RFP issued by a Consultant, records will be retained by the department of the originating member of Senior Staff. A record of the procurement process documentation includes the following:

- A copy of the procurement justification or the business case.
- Information regarding all supplier consultations, including any requests for information undertaken in the development of the procurement business case and/or procurement documents.
- Evidence that all required approvals were obtained.
- Copies of all procurement documents used to qualify and select the supplier.
- Where the procurement was conducted through a VOR arrangement, information regarding the second stage selection process used to select the particular vendor of record.
- Where the procurement was single or sole sourced, documented justification, applicable exemptions and associated approvals.
- Copies of all advertisements of procurement documents.
- Copies of all successful and unsuccessful responses, submissions, proposals and Bids received in response to procurement documents, including the Conflict of Interest Declaration and other attached forms.
- Information regarding any issues that arose during the procurement process.
- Information regarding all evaluations of submissions, Proposals and Bids received in response to procurement documents.
- Information regarding all vendor debriefings including written documentation of the offer of vendor debriefing.
- Copies of all award letters, notices and posted announcements.
- Copies of additional agreements.
- Information regarding all changes to the terms and conditions of an agreement, including any changes that resulted in an increase to pricing.
- Information regarding the management of the supplier, including how the supplier's performance was monitored and managed and, where applicable, mechanisms used to transfer knowledge from the supplier to Board staff.
- Risk assessment information and recommendations, where applicable.
- Contractor security screening decisions, where applicable. - Information regarding all protests, disputes or supplier complaints regarding the procurement process.
- Evidence of receipt of deliverables.
- Any other documentation as identified by the Board.

All procurement documents, as well as any other pertinent information for reporting and auditing purposes, must be maintained for a period of seven years and be in recoverable form if requested.

### 3. Special Funding/Bulk Purchase

When special or additional funding (from any and all sources) for approved projects or programs has been allocated and the respective member of Senior Staff, Principal or Manager is ready to

initiate the procurement process, the Manager of Purchasing/Supply Chain Management shall be consulted prior to any request for purchases, pricing or demonstrations.

4. Change Orders/Retrofits Only

Extensions or changes to existing construction/service contracts shall be authorized in the following manner:

1. The originator of the contemplated change shall obtain a price from the contractor/supplier for the change under consideration.
2. When the originator is satisfied that the price for the contemplated change fairly represents the value of the work, he/she shall prepare and issue a “Change Order” to the original contract, subject to the following limitations;
  - For Change Orders of **\$50,000** (within budget) or less, approval must be obtained from the member of Senior Staff or designate.
  - For Change Orders in excess of \$15,000.00 **and in** excess of budget approval must be obtained from the Superintendent of Business & Finance or **Controller of Facilities Services**.
3. Copies of all Change Orders shall be distributed to the Accounting Department and to the Purchasing Department. In the case of a Tender/RFP issued by a Consultant, copies of all Change Orders will be retained by the department of the originating member of Senior Staff.

5. Environment

Every effort shall be made to competitively procure, whenever possible, environmentally appropriate and ecologically sound products while giving vendors fair and equitable access to School Board business.

The Board needs to consider environmentally responsible and sustainable Goods and Services as part of the purchasing decisions. The objectives of environmental sourcing are to:

- Provide an environmental role model for public procurement by making it a priority to use environmentally responsible Goods and Services, where feasible and cost effective;
- Support a healthier working environment for employees and for citizens in general through the purchase of environmentally preferable Goods and Services;
- Increase demands for environmentally responsible Goods and Services, which may ultimately enhance their quality and cost competitiveness;
- Increase the conservation of resources through the use of more reusable products, and/or Goods and Services that require less energy and materials to produce or use.

6. Auctions

When deemed cost effective to the Board, the Manager of Purchasing/Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, shall consider auctions as a viable alternative to purchase.

7. Health and Safety

All products and services purchases through the Tendering/Quotation/Proposal process must adhere to the Board’s policy of acquiring and maintaining Material Safety Data Sheets on file. Any Goods/Services purchased by an individual will become the obligation and liability of said individual.



**8. Bidder's Recourse/Debriefing and Bid Protest Procedures**

By contacting the Board's Manager of Purchasing/Supply Chain Management, within 60 calendar days following the date of contract award notification, unsuccessful bidders will have an opportunity to request a debriefing session. The debriefing will provide a bidder with a critical review of the unsuccessful Bid and, what, in the opinion of the Evaluation Committee, were its particular strengths and weaknesses.

In scheduling vendor debriefings, the Board will:

- Confirm the date and time of the debriefings with each vendor
- Conduct separate debriefings with each vendor
- ensure that the same participants from the Board participate in every debriefing conducted
- Retain all correspondence and documentation relevant to the debriefing session as part of the procurement documentation
- Provide a general overview of the evaluation process set out in the procurement documents
- Discuss the strengths and weaknesses of the supplier's submission in relation to the specific evaluation criteria and the supplier's evaluation score, if used. If more than price is evaluated, the Board may provide the supplier's evaluation scores and their evaluation ranking.
- Provide suggestions on how the supplier may improve future submissions
- Be open to feedback from the supplier on current procurement processes and practices
- Address specific questions and issues raised by the supplier in relation to their submission.

The Board must not disclose information concerning other suppliers other than as specified above, as it may contain confidential third party organization proprietary information subject to the mandatory third party exemption under the MFIPPA. If a supplier makes such a request, the Board must advise the supplier that a formal FOI request be submitted.

Questions unrelated to the procurement process must not be responded to during the debriefing and must be noted as out of scope based on the debriefing process agreed to in the procurement documents.

If the bidder has further concerns after meeting with the Manager of Purchasing/Supply Chain Management, the bidder will be referred to the Superintendent of Business and Finance to discuss the concern and attempt to resolve the matter.

If not satisfactorily resolved, then the complaint will be referred to the Director of Education for resolution or to be directed to the Board of Trustees at an appropriate meeting.

**9. Claims or Possible Claims**

The Niagara Catholic District School Board will preclude a vendor from bidding if the vendor has made a formal demand or otherwise put the Board on notice of a pending action or is involved in any actual litigation proceedings (excepting only construction lien demands, notices or proceedings) by or against or otherwise involving the Board.

**10. Arbitration**

The Board will utilize an Arbitration clause within bid documents as follows: Any dispute between the parties arising out of or relevant to the Bid which cannot be resolved by the parties shall be referred to mediation for mandatory Alternative Dispute Resolution, and a Mediator shall be selected from the list of approved Mediators of the Ontario Court (General Division), and such mediation is to take place within thirty (30) days of such referral. Any dispute between the parties which cannot be resolved by such mediation shall be settled and determined by any Court of competent jurisdiction, provided however, that the Board reserves the right to submit such dispute for settlement and determination by arbitration pursuant to the Arbitration Act of Ontario (the

"Act") in which case the following provisions shall apply. Either party may at any time give written notice to the other of its desire to submit such dispute to arbitration stating with reasonable particularity the subject matter of such dispute. In the case of the vendor giving notice to the Board, if the Board does not consent to submitting such matter to arbitration, the vendor may refer such matter to a court of competent jurisdiction. If the Board generates the notice, or if the notice is generated by the vendor and consented to by the Board, then the following provisions shall apply. Within five (5) business days after receipt of such notice, the parties shall appoint a single arbitrator with appropriate experience to determine such dispute. If the parties fail to appoint an arbitrator, either party may apply to a Judge of the Ontario Court (General Division) to appoint an arbitrator to determine such dispute. The costs of arbitration shall be paid by the party as determined by the arbitrator, which jurisdiction shall include the determination of the costs to be paid by the unsuccessful party. The award of the arbitrator shall be final and binding upon the parties. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction and enforced in the normal course.

#### **11. Demonstration/Pilot Programs**

If a department/school wishes to participate in a demonstration program/pilot to test certain products in specific Instructional or Administrative environments, the following must be followed:

##### Administrative

Standard Agreement to be formalized by the originator to include terms of agreement (listing of products, title risk, termination, etc.) and duly authorized by the Superintendent of Business & Finance. All administrative pilots will incorporate (if feasible) a minimum of three vendors for comparison purposes.

##### Instructional

Request for Information to be issued which would include terms of reference (termination dates, etc.) duly authorized by the appropriate Superintendent of Education and the Superintendent of Business & Finance. All Instructional pilots must adhere to operational procedures of the Program Department as well as incorporate (if feasible) a minimum of three vendors for comparison purposes.

#### **12. Procurement Card**

In support of sound business practices, a procurement card will be issued to authorized Board employees for the acquisition of low dollar value, non-tendered Goods/Services.

#### **13. Code of Ethics**

All Niagara Catholic employees shall abide by the Purchasing Code of Ethics. The Purchasing Department Staff of the Niagara Catholic District School Board shall abide by the Code of Ethics for the Purchasing Associations of which they are a member.

#### **14. Bid Irregularities**

##### Major Irregularity

A deviation from the Bid request which affects the price, quality, quantity, or delivery and is material to the award. The Manager of Purchasing/Supply Chain Management must reject any Bid which contains a major irregularity.

### Major Irregularity – Automatic Rejection

Failure to meet any of the following requirements constitutes a major irregularity:

- The Bid must be received in the manner prescribed by the applicable Bid document and time stamped by the Reception staff in the lobby by official bid closing time.
- Price related information must be non-erasable, i.e. completed in ink, marker, etc.
- Bid surety must be submitted with the Bid when the Bid request (or any addenda) indicated that such surety is required.
- Proof of authority to bind the bidder must be evident in the submission when the Bid request (or any addenda) indicated that such proof is required.
- Bid surety must be in the form specified in the Bid request or in a form providing equivalent or greater financial security for the Board.
- Amount of Bid surety must be no less than the amount indicated in the Bid request when a dollar amount is specified.
- Bid or performance bonding company must be licensed to conduct business in Canada and in the Province of Ontario.
- Prices must be complete and specified in accordance with the Bid request.
- Notwithstanding provisions for “alternate Bids” which may be contained in the Bid request, Bids must conform to the essential requirements in the specifications or terms of reference. Essential requirements are those which are necessary to perform the intended operation.
- Bidders must attend site meetings if such attendance is identified in the advertisement and Bid request as mandatory.

Note: The above lists of irregularities are not to be considered all inclusive. The Manager of Purchasing/Supply Chain Management, after consultation with the originator, may reject a Bid based on an irregularity not listed, but considered major. Bidders whose Bids are rejected due to a major irregularity will be notified by the Manager of Purchasing/Supply Chain Management or designate prior to any Bid award.

### Minor Irregularity

A deviation from the Bid request which affects form rather than substance, providing the effect on the price, quality, quantity or delivery is not material to the award. If the deviation is permitted or corrected the bidder would not gain an unfair advantage over competitors. The Manager of Purchasing/Supply Chain Management may permit the bidder to correct a minor irregularity. (Substantial compliance or strict compliance).

### Minor Irregularity – Bidder may rectify

Failure to meet any of the following requirements constitutes a minor irregularity. The Manager of Purchasing/Supply Chain Management will notify the bidder and ask that the deviation from the Bid request be rectified within a specified time (usually two working days from the time of notification). If the information is not provided within the specified time, the Manager of Purchasing/Supply Chain Management may reject the Bid.

- Agreements to provide surety must be submitted with the Bid when the bid request indicated that such agreements are required.
- The authorized signatures and corporate seals of both the bidder and the bonding company must be supplied on the Bid bond forms and agreements to bond.
- All changes to information contained in the Bid document must be initialled by an authorized representative of the bidder.
- Technical specifications documents must be completed and submitted with the bid when specified in the Bid request.

NOTE: The above lists of irregularities are not to be considered all inclusive. Minor irregularities not listed will be reviewed by the Manager of Purchasing/Supply Chain Management in consultation with the originator. The Manager of Purchasing/Supply Chain Management may then accept the Bid or request that the bidder rectify the deviation.

Mathematical Errors: Rectified by Staff

Errors in mathematical extensions and/or taxes will be corrected by the Manager of Purchasing/Supply Chain Management and the unit prices will govern.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
RETIREMENT & SERVICE RECOGNITION CELEBRATION  
POLICY (201.2)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Retirement & Service Recognition Celebration Policy (201.2), as presented.

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Prepared by: Frank Iannantuono, Superintendent of Education  
Presented by: Frank Iannantuono, Superintendent of Education  
Date: May 26, 2015

	<p><b>RETIREMENT &amp; SERVICE RECOGNITION CELEBRATION POLICY</b></p> <p>STATEMENT OF POLICY</p>	<p>Section: 200 – Human Resources</p> <p>No: 201.2</p> <p>Adopted: March 24, 1998</p> <p>Revised: June 15, 2010</p>
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In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~The Niagara Catholic District School Board~~ values and appreciates dedicated service by its employees and members of the clergy serving its schools.

Annually, the Board will host a Retirement and Service Recognition Celebration to ~~and will~~ formally express its appreciation to:

1. Employees who are retiring;
2. Employees who have contributed 25 years of service;
3. Clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who are celebrating their 25<sup>th</sup> or 50<sup>th</sup> anniversary of service as members of the clergy.

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

	<b>RETIREMENT &amp; SERVICE RECOGNITION CELEBRATION POLICY</b>	
	<b>ADMINISTRATIVE GUIDELINES</b>	
	Section:	200 - Board
	No:	201.2
	Adopted:	March 24, 1998
	Revised:	June 15, 2010

The following administrative guidelines have been established to meet the requirements of the Board's Policy on the Retirement & Service Recognition Celebration.

The annual Retirement & Service Recognition Celebration shall be planned and organized through the Office of the Director of Education. The Board will annually invite its employee groups to participate as partners in planning the annual Niagara Catholic Retirement and Service Recognition Celebration. **This Policy recognizes Retirees, 25 Year Service employees and in partnership with the Diocese of St. Catharines, 25<sup>th</sup> or 50<sup>th</sup> Anniversary Clergy.**

### **RETIREES**

The Niagara Catholic District School Board will recognize and honour employees on their retirement from Catholic education at the annual Retirement and Service Recognition Celebration.

#### **Eligibility**

All eligible employees of the Niagara Catholic District School Board who have declared their retirement as of August 31st of the current school year from the Niagara Catholic District School Board.

#### **Invitation and Nomination**

Through the Office of the Director of Education, an invitation **to attend the Retirement and Service Recognition Celebration** will be sent to all employees who have notified Human Resources Services of their retirement from the Niagara Catholic District School Board as of August 31st of the current school calendar year. ~~to attend the Retirement and Service Recognition Celebration.~~ The invitation will **include two complimentary tickets** for the employee and a guest to ~~invite the employee and a guest to attend the celebration.~~

All employees are invited throughout the school year to self identify their intent to participate in the Retirement and Service Recognition Celebration through their Principal, Supervisor or directly from the Retiree to the Office of the Director of Education.

### **25 YEAR SERVICE**

The Niagara Catholic District School Board will recognize and honour employees who have contributed 25 years of service in Catholic education at the annual Retirement and Service Recognition Celebration.

#### **Eligibility**

All employees of the Niagara Catholic District School Board who have contributed 25 years of service in Catholic education as of ~~August 31st of the current school~~ **calendar** year.

#### **Invitation and Nomination**

Through the Office of the Director of Education, an invitation **to attend the Retirement and Service Recognition Celebration** will be sent to all employees who, based on the employment records of the Board, have 25 years of service in Catholic education. ~~to attend the Retirement and Service Recognition~~

~~Celebration.~~ The invitation will include two complimentary tickets for the employee and a guest to invite the employee and a guest to attend the celebration.

All eligible employees celebrating 25 years of service in Catholic education are invited throughout the school year to self identify their intent to participate in the Retirement and Service Recognition Celebration through their Principal, Supervisor or directly from the employee to the Office of the Director of Education.

### **25<sup>TH</sup> OR 50<sup>TH</sup> ANNIVERSARY - CLERGY**

The Niagara Catholic District School Board will recognize and honour members of the clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who are celebrating their 25th or 50th anniversary. ~~as members of the clergy as of August 31st of the current school year.~~ This recognition will take place at the annual Retirement and Service Recognition Celebration.

#### **Eligibility**

All members of the clergy who have served within the Roman Catholic Diocese of St. Catharines and within the jurisdiction of the Niagara Catholic District School Board who have served for 25 or 50 years ~~as a member of the clergy.~~ as of the current calendar year.

#### **Invitation and Nomination**

Through the Office of the Director of Education, an invitation to attend the Retirement and Service Recognition Celebration will be sent to clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who, through the Bishop's Office and/or local Religious Orders, have been identified as eligible for this recognition.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**TITLE: POLICIES – UNDER REVIEW  
ATTENDANCE SUPPORT PROGRAM POLICY (201.16)**

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Prepared by: Frank Iannantuono, Superintendent of Education  
Presented by: Frank Iannantuono, Superintendent of Education  
Date: May 26, 2015

	<b>ATTENDANCE SUPPORT PROGRAM POLICY</b>	Section:	200 – Human Resources
	<b>STATEMENT OF POLICY</b>	No:	201.16
		Adopted:	November 27, 2012
		Revised:	January 28, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, all employees have the responsibility of contributing to the success of the organization in fulfilling its Mission, Vision and Values for students and the families it serves.

To achieve the Mission of the Board, the Board is committed to creating and maintaining a healthy workplace for all employees as both individual and organizational health are important factors affecting the ability of all employees to attend work and to contribute fully to its mission.

To achieve the Board's Mission, Vision, and Values, regular attendance by all employees is an essential expectation. It is the responsibility of all employees to manage their regular attendance in order to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work among colleagues. All employees have a responsibility to ensure their **optimal and consistent** regular and prompt attendance at work to fulfill their duties and responsibilities. Through a supportive process, the Board will ensure the regular monitoring of attendance of all employees as part of the Board's duties and fiscal responsibilities.

The Attendance Support Program (ASP) is a non-disciplinary, supportive program that respects and protects the confidentiality and privacy of employee information. Throughout all aspects of the phased program, the Board is committed to establishing health relationships and working together in a mutually respectful environment that is caring of all employees. The focus of the Attendance Support Program is to create, maintain and support a healthy workplace, which includes the physical and social environment, as well as personal health practices by addressing workplace wellness and promoting a healthy workplace.

The Niagara Catholic District School Board Attendance Support Program (ASP) is built upon the following principles:

- a. To provide a program that combines prevention, intervention and supportive assistance to achieve the goals of personal and workplace wellness.
- b. To encourage optimal and consistent attendance by supporting all staff in a sensitive, caring and compassionate manner.
- c. To provide assistance to all employees who are absent from work by utilizing effective practices, supports and return to work procedures.
- d. To hold all staff accountable through a subsidiarity approach for responding to absenteeism by an employee's immediate supervisor.
- e. To comply with the legislated Short Term Sick Leave and Disability Plan.
- f. To manage, through the independent process of progressive discipline and objective standards, culpable absences.
- g. To apply this program in a manner consistent with the Ontario Human Rights Code and any other applicable legislation.

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

*References:*

- *Employment Standards Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Ontario Human Rights Code*
- *Workplace Safety and Insurance Act*
- *Employee Assistance Program (EAP)*
- *Equity and inclusive Education Policy*
- *Accessibility Standards*

	<b>ATTENDANCE SUPPORT PROGRAM POLICY</b>  <b>STATEMENT OF POLICY</b>	Section:	200 – Human Resources
		No:	201.16
		Adopted:	November 27, 2012
		Revised:	January 28, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, all employees have the responsibility of contributing to the success of the organization in fulfilling its Mission, Vision and Values for students and the families it serves.

To achieve the Mission of the Board, the Board is committed to creating and maintaining a healthy workplace for all employees as ~~The Board believes that~~ both individual and organizational health are important factors affecting the ability of all employees to attend work and to contribute fully to its mission.

To achieve the Board's ~~In order to carry out the~~ Mission, Vision, and Values, of the Niagara Catholic District School Board, regular attendance by all employees is an essential expectation. It is the responsibility of all employees to manage their regular attendance in order ~~is required~~ to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work among colleagues. All employees have a responsibility to ensure their **optimal and consistent** regular and prompt attendance at work ~~so as to fulfill their staff member's~~ duties and responsibilities. ~~Through a supportive process, the Board will ensure the regular monitoring of attendance of all employees as part of the Board's duties and fiscal responsibilities.~~

The Attendance Support Program (ASP) is a non-disciplinary, supportive program that respects and protects the confidentiality and privacy of employee information. Throughout all aspects of the ~~phased~~ program, the Board is committed to ~~establishing health relationships and working together in a mutually respectful environment that is caring of all employees.~~ The focus of the Attendance Support Program is to create, maintain and support a healthy workplace, which includes the physical and social environment, as well as personal health practices by addressing workplace wellness and promoting a healthy workplace. ~~The Attendance Support Program (ASP) is a comprehensive program aimed at positively supporting the health and wellness of employees and the organization.~~

~~All employees contribute to the Board's Mission, Vision, and Values and their regular attendance is required to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work among colleagues.~~

~~The Attendance Support Program (ASP) is a comprehensive program aimed at positively supporting the health and wellness of employees and the organization. Its primary focus is to create, maintain and support a healthy workplace, which includes the physical and social environment, as well as personal health practices by addressing workplace wellness issues and promoting a healthy workplace. The Attendance Support Program will consistently support all employees so they are able to attend work regularly and contribute to the success of the Board. All employees have a responsibility to ensure their **optimal and consistent** regular and prompt attendance at work ~~so as to fulfill the staff member's duties and responsibilities.~~~~

~~This Attendance Support Program combines prevention, intervention and **supportive assistance** to achieve the goals of personal and workplace wellness.~~

## **DRAFT**

The Niagara Catholic District School Board Attendance Support Program (ASP) is built upon the following principles:

- a. To provide a program that combines prevention, intervention and supportive assistance to achieve the goals of personal and workplace wellness.
- b. To encourage optimal and consistent attendance by supporting all staff in a sensitive, caring and compassionate manner.
- c. To provide assistance to all employees who are absent from work by utilizing effective practices, supports and return to work procedures.
- d. To hold all staff accountable through a subsidiarity approach for responding to absenteeism by an employee's immediate supervisor.
- e. To comply with the legislated Short Term Sick Leave and Disability Plan.
- f. To manage, through the independent process of progressive discipline and objective standards, culpable absences.
- g. To apply this program in a manner consistent with the Ontario Human Rights Code and any other applicable legislation.

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

### ***References:***

- [\*Employment Standards Act\*](#)
- [\*Municipal Freedom of Information and Protection of Privacy Act\*](#)
- [\*Ontario Human Rights Code\*](#)
- [\*Workplace Safety and Insurance Act\*](#)
- [\*Employee Assistance Program \(EAP\)\*](#)
- [\*Equity and inclusive Education Policy\*](#)
- [\*Accessibility Standards\*](#)

	<b>ATTENDANCE SUPPORT PROGRAM POLICY</b>	Section:	200 – Human Resources
		No:	201.16
<b>ADMINISTRATIVE GUIDELINES</b>		Adopted:	November 27, 2012
		Revised:	January 28, 2014

**h. GUIDING PRINCIPLES**

The Niagara Catholic District School Board Attendance Support Program (ASP) is built upon the following principles:

- ~~a. To encourage regular **optimal and consistent** attendance at work through the proactive use of preventative measures.~~
- ~~b. To raise awareness of the importance of optimal and consistent attendance.~~
- ~~c. To provide assistance to employees who are absent from work and to enable them to attend work regularly and productively.~~
- ~~d. To utilize effective and successful practices, supports and return to work procedures.~~
- ~~e. To apply the application of this program in a manner consistent with the Ontario Human Rights Code and any other applicable legislation.~~
- ~~f. To provide a framework for responding to absenteeism.~~
- ~~g. The Attendance Support Program (ASP) will comply with the **legislated** Short Term Sick Leave and Disability Plan.~~

**i. ATTENDANCE SUPPORT PROGRAM : DEFINITIONS AND PROCEDURES**

**a. Definitions of Absenteeism**

**Non-Culpable or Innocent Absenteeism** occurs when an Employee, through no fault of his/her own, is absent from the workplace because of a personal illness, disease or injury. The reason for the absence is not the concern; rather, it is the need to meet attendance expectations.

The Attendance Support Program (ASP) recognizes that employees with non-culpable absenteeism may require assistance to attend work regularly and meet attendance expectations.

**Culpable Absenteeism** refers to absences from work for which the employee is found to be accountable. Some examples of culpable absences are: failure to attend work without notifying the employer; late for work or leaving early; and abuse of leave. Employees with culpable absences are subject to progressive discipline in accordance with associated Board Policies, Administrative Guidelines, Procedures, Collective Agreements and Terms of Employment. It is required that culpable absences be directed to Human Resources for further direction and advice and are not intended to be addressed in the Attendance Support Program (ASP).

Culpable absences will be managed through the process of progressive discipline.

**b. Absence Reporting**

Employees are required to attend work as scheduled, with the understanding that there will be times when employees are unable to attend work due to a legitimate personal illness, disease or injury.

In order to ensure a consistent and equitable approach throughout the Board, all employees are required to report his/her own absences for all vacancies through the normal reporting procedures (Smartfind Express), within the required timeframe.

**c. Process of Addressing Non-Culpable Absenteeism/Innocent Absenteeism**

When an employee reaches or exceeds the determined absence threshold, specific to their employment group, he/she will enter into the Attendance Support Program.

The process of addressing non-culpable absenteeism is supportive in nature. The intent is to understand the absences, discuss the impact the absences are having on the specific school, department or location, provide support and identify support services that are available to the employee. This process will allow sufficient time for the employee to address issues so he/she will attend work regularly in the future.

**d. Identifying Absences That Require Attention by Supervisors**

It is the responsibility of all Supervising Administrators (Director of Education, Superintendent of Education, Controller of Facilities Services, Principals, Vice-Principals and Managers) to identify the absences and/or circumstances which may necessitate a meeting with the employee when the Attendance Support Program threshold has been reached or exceeded. The types of absences include, but are not limited to:

- A pattern of absenteeism (e.g. Mondays and Fridays)
- Absences due to personal illness, personal appointments, and leaves related to personal or family matters
- Absences due to workplace injury and/or illness
- Frequent absences of short duration
- Unclear rationale for absences
- Unauthorized absences.

**2. ABSENCE THRESHOLD**

Absence Threshold – is the established number of occurrences over a rolling 12 working month period. When an employee’s absences reach the determined threshold, the process of supportive intervention with administration will commence to discuss the level of absenteeism, having regard for the personal circumstances of the employee.

Identified Absence Thresholds are as follows:

**Partial (0.5) or full day (1.0): An equivalent of 10 occurrences for 10 and 12 month employees**

Absences beyond 9 occurrences will follow the requirements as per legislation and Board Policy.

The Absence threshold will be reviewed every two years by Senior Administration. Employees will be notified of the initial threshold and any subsequent changes thereafter.

The goals that are set within any phase of the multi-level process are specific and unique to each employee's circumstances.

### **3. SUPPORTIVE INTERVENTION HAS FOUR (4) DISTINCT SUPPORT PHASES**

Prior to any Support Phase Meeting, consultation will occur between Human Resources Services and the Supervisor.

When attendance goals have been achieved, within any of the review periods, the employee remains in the Attendance Support Program (ASP), and their absences are monitored by the Coordinator of Attendance Support for a period of up to 12 working months.

Employees who do not reach or exceed the established threshold during the 12 working month review period will exit from the Attendance Support Program.

To provide consistency, an interview check list must be completed, during the meeting/interview, at every phase of the process.

If the employee indicates at any step that there is a medical condition or disability contributing to their attendance challenges then the Supervisor should discuss the situation with the Coordinator of Attendance Support Program so that appropriate steps can be taken.

**Support Phase 1** – When the employee reaches the determined Absence threshold, ~~the Supervising Administrator will arrange a meeting to initiate discussions related to the employee's absence level, gain an understanding of the issue(s) that may be preventing the employee from regularly attending work, offer support and guidance, as well as set attendance goals for the next four (4) months.~~ **the Coordinator of the Attendance Support Program will outline the goals of Support Phase 1 of the ASP.** A letter will be issued to the employee acknowledging entry into the Attendance Support Program. During the four (4) month period, if the ~~Supervising Administrator~~ **Coordinator of the Attendance Support Program** determines that the employee has met the goals set, then an "Improvement Letter" will be issued. **The immediate supervisor will be informed of the Support Phase 1 written notification to the employee.** ~~The Phase 1 meeting shall include: the employee, Supervising Administrator, union/association representative (per employee request) and other administrative staff as required to support the process.~~

**Support Phase 2** – When the employee has been unable to meet the attendance goals established in Support Phase 1 or the prorated threshold is reached or exceeded during the first phase review period, the employee will enter into Support Phase 2. A letter will be issued to the employee acknowledging entry into Support Phase 2 of the Attendance Support Program. Attendance goals will again be set with the employee that will apply for the next four (4) months. During the next four (4) months, if the ~~Supervising Administrator~~ **Coordinator of the Attendance Support Program** determines that the employee has met the goals set, then an "Improvement Letter" will be issued (Appendix A). **The immediate supervisor will be informed of the Support Phase 2 written notification to the employee.** ~~The Phase 2 meeting shall include: the employee, Supervising Administrator, Coordinator of Attendance Support, union/association representative (per employee request) and other administrative staff as required to support the process.~~

**Support Phase 3** – When the employee has been unable to meet the attendance goals established in Support Phase 2 or the prorated threshold is reached or exceeded during the Support Phase 2 review period, the employee will enter into Support Phase 3. Attendance goals will again be set with the employee that will apply for the next four (4) months. ~~The employee will be advised that failure to meet the attendance goals set in Phase 3 may result in termination of employment.~~ During the next four (4) months, if the **Coordinator of the Attendance Support Program in conjunction with the Supervising Administrator** determines that the employee has met the goals set, then an "Improvement Letter" will be issued (Appendix A). The Support Phase 3



meeting shall include: the Employee, Supervising Administrator and next level Supervisor or Family of Schools Superintendent, Coordinator of Attendance Support, union/association representative (per employee request) and other administrative staff as required to support the process. A letter will be issued to the employee acknowledging entry into Support Phase 3 of the Attendance Support Program.

**Support Phase 4** – When the employee has been unable to meet the attendance goals established in Support Phase 3 or the prorated threshold is reached or exceeded during the Support Phase 3 review period, the employee will enter into Support Phase 4. The employee will be advised that failure to meet the attendance goals set in Support Phase 4 may result in termination of employment. The Support Phase 4 meeting shall include: the Employee, Supervising Administrator, next level Supervisor or Family of Schools Superintendent, union/association representative (per employee request), Coordinator of Attendance Support and Superintendent of Human Resources or designate **resulting in a plan of action to address the employee's attendance.**

**Following the Support Phase 4 Meeting, an Employer/Employee Agreement may be developed. If the terms of the agreement are not upheld by the employee the employee progresses to Phase 4 and the Employer determines, that there are no conditions which would suggest the need for reconsidering termination, the employee may be advised that his/her employment is being terminated on a non-disciplinary basis due to "frustration of contract". If the decision is to terminate employment, the formal request of such is made to the Director of Education.**

## 4. ROLES AND RESPONSIBILITIES

### Employee

- Attends work as scheduled and actively participate in managing his/her attendance
- Maintains a record of all absences due to personal illnesses and be familiar with the attendance process
- Reports all absences in Smartfind Express, in accordance with his/her appropriate Employee group procedure
- Seeks and actively participate in appropriate Counselling (Employee and Family Assistance Program) and/or medical attention to address health concerns
- Cooperates in setting personal attendance goals
- Promotes timely and successful return to work transitions
- Maintains regular contact with the Supervising Administrator during extended absences
- Contacts union representative
- Provides any appropriate documentation and relevant health information, during any level of the process, in a timely manner, or upon request.

### Employer – Niagara Catholic District School Board

- **Expects that employees will attend work regularly as they fulfill the services they were hired to provide**
- Promotes and foster the expectation of regular attendance in the work environment
- Promotes and maintain a work environment that promotes overall health, safety and wellness of all employees
- Advocates that the Attendance Support Program be administered in a fair and consistent manner.
- **Provides employee training and orientation on the program, attendance expectations, supports and resources**

### ~~Supervising Administrator~~ **Supervisor**

~~Supervising Administrator~~ The Supervisor includes the Director of Education, Superintendents of Education, Controller of Facilities Services, Principals, Vice-Principals and Managers. The supervisors are responsible for the promotion of a positive work environment and to ensure employees are aware that their contributions are valued. As well, supervisors are responsible for;

## Communication

- Communicates attendance expectations to all employees and ensure that they understand the principles of the Attendance Support Program
- Advises employees of available resources (i.e. Employee and Family Assistance program (EFAP), Ontario Teachers Insurance Plan (OTIP))
- Maintains professional confidentiality
- Participates in all meetings as outlined in the Attendance Support Program and provide input into the development of individualized attendance goals for each employee involved in the program

## Monitoring Attendance

- Accesses and reviews monthly attendance reports from Smartfind Express for all Employees under his/her supervision
- Ensures all employees are treated fairly and equitably when monitoring attendance
- Provides assistance and support to all employees as necessary
- Maintains regular contact with absent employees
- Ensures a consistent and timely application of the Attendance Support Program

## Attendance Recognition

- Practices, expects and promotes regular attendance of all employees as advocated by the employer
- Provides positive reinforcement to employees who are progressing and reaching their attendance goals.

## Coordinator of Attendance Support Program

- Provides training and support to ~~Supervising Administrator~~ Supervisors regarding throughout the various phases of the Attendance Support Program
- Manages the implementation of the Attendance Support Program
- Safeguards employee confidentiality
- Supports and offers guidance with return to work transitions
- Supports ~~Supervising Administrator~~ Supervisors to follow the Attendance Support Program process
- Offer support and resources to assist employees to meet attendance goals, as necessary
- Supports and promotes regular and improved attendance
- Assists in setting attendance standards and protocols
- Monitors, evaluates and recommends revisions to the Attendance Support Program on an annual basis and/or as necessary.
- Identifies employees who exceed the attendance support threshold level of absences(10)
- Provides assistance in the development of individual goals at the conclusion of each meeting, taking into account circumstances identified at each meeting

## ~~Supervisory Officer~~ Senior Administration

- Acts as positive role models for employees and provides support to supervisors
- Promotes and maintains a work environment which protects the overall health, safety and wellness of all Employees
- Demonstrates a commitment to the Attendance Support Program
- Ensures all ~~Supervising Administrators~~ Supervisors act consistently in dealing with attendance issues at all levels of the organization
- Communicates expectations for attendance at work.

## **DRAFT**

- In conjunction with Human Resources Services, reviews the data of those employees who have not met attendance goals following the completion of the 4 phases to determine ongoing employability.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
MAY 26, 2015**

**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: May 26, 2015



# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2014 - JUNE 2015

*Updated: April 20, 2015*

<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
2001	2009	302.4	Volunteer Driver	Nov. 2014
2007	NIL	800.4	Volunteer Recognition	Nov. 2014
<b>NEW</b>		<b>NEW</b>	Concussions	Dec. 2014
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	Jan. 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	Jan. 2015
1998	2013	301.1	Admission of Elementary & Secondary Students ( <i>referred back to staff</i> )	Jan. 2015
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	301.1	Admission of Elementary & Secondary Students	Feb. 2015
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	Feb. 2015
2009	2014	301.8	Safe Physical Intervention with Students	Feb. 2015
1998	2013	400.2	Educational Field Trips	Feb. 2015
2001	2009	302.4	Volunteer Driver	Feb. 2015
2007	2008	800.4	Volunteer Recognition	Feb. 2015
1998	2011	600.1	Purchasing/Supply Chain Management	March 2015
2010	2010	100.10	Equity and Inclusive Education	March 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	March 2015

2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	Apr. 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	Apr. 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	May 2015
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	May 2015
2009	2014	301.8	Safe Physical Intervention with Students	May 2015
1998	2011	600.1	Purchasing/Supply Chain Management	May 2015
2010	2010	100.10	Equity and Inclusive Education	May 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	May 2015
2012	2014	201.16	Attendance Support Program	
<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)	Dec. 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	Apr. 2015
2001	2009	302.4	Volunteer Driver	Apr. 2015
2007	NIL	800.4	Volunteer Recognition	Apr. 2015
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	May 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	May 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	June 2015
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	June 2015
2009	2014	301.8	Safe Physical Intervention with Students	June 2015
1998	2011	600.1	Purchasing/Supply Chain Management	June 2015
2010	2010	100.10	Equity and Inclusive Education	June 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	June 2015
2012	2012	203.1	Employee Hiring and Selection Policy ( <del>Teachers</del> ) ( <i>referred back to staff</i> )	
2012	2014	201.16	Attendance Support Program	

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Policy Name</i>				
<i>Updated: January 27, 2015</i>				

1	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
2	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
3	2009	2014	800.8.1	Accessibility Customer Service	YB
4	2012	2013	800.8	Accessibility Standards	YB
5	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
6	1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
7	2007	2014	600.5	Advertising Expenditures	GV
8	2007	2014	100.9	Advocacy Expenditures	GV
9	1998	2014	302.1	Anaphylaxis	YB
10	2014	NEW	NEW	Anti-Spam	JC
11	1998	2014	701.1	Architect Selection	SW
12	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
13	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
14	1998	2012	301.3	Attendance Areas	TF
15	2012	2014	201.16	Attendance Support Program	FI
16	1997	2010	100.1	Board By-Laws	JC
17	2012	2012	701.5	Bottled Water	LAFS
18	2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
19	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
20	1998	2013	800.1	Catholic School Councils	LAFS
21	2001	2012	400.3	Christian Community Service	ML
22	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
23	1998	2013	800.2	Community Use of Facilities	SW
24	1998	2011	800.3	Complaint Resolution	JC
25	2014	NIL	303.1	Concussion	ML
26	1998	2013	400.1	Continuing Education	FI
27	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
28	2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
29	2002	2013	201.5	Death Benefit	FI
30	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
31	2012	2012	302.8	Diabetes Management	YB
32	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
33	1998	2013	400.2	Educational Field Trips	ML
34	1998	2012	800.5	Education-Based Research	LAFS
35	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
36	2006	2012	301.5	Electronic Communications Systems (Students)	TF
37	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
38	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
39	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
40	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
41	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
42	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
43	1998	2013	201.1	Employee Leaves of Absence	FI
44	2007	2013	201.14	Employee Meals & Hospitality	GV
45	2002	2014	201.7	Employee Workplace Harassment *	FI
46	2002	2014	201.11	Employee Workplace Violence *	FI
47	2011	2011	400.6	Environmental Stewardship	SW
48	2010	2010	100.10	Equity and Inclusive Education	YB
49	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
50	2010	2010	800.6	Facility Partnerships	SW



51	2002	2012	301.4	Fundraising	GV
52	2013	2013	203.4	Leadership Pathways	FI
53	1998	2010	600.3	Monthly Financial Reports	GV
54	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
55	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
56	2005	2011	302.7	Nutrition	ML
57	2002	2014	201.6	Occupational Health & Safety *	FI
58	2006	2014	301.7	Ontario Student Record (OSR)	ML
59	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
60	1998	2012	702.1	Playground Equipment	SW
61	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
62	2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
63	1998	2010	701.2	Pupil Accommodation Review	SW
64	1998	2011	600.1	Purchasing/Supply Chain Management	GV
65	1998	2011	600.2	Records and Information Management	JC
66	1998	2014	201.4	Reimbursement of Travel Expenses	GV
67	2010	2010	100.10.1	Religious Accommodation	YB
68	1998	2014	201.3	Religious Education Courses for Staff	FI
69	1998	2010	201.2	Retirement & Service Recognition Celebration	FI
70	1999	2010	302.3	Safe Arrival	LAFS
71	2009	2014	301.8	Safe Physical Intervention with Students	YB
72	2001	2013	302.6	Safe Schools	LAFS
73	2006	2014	301.6	School Generated Funds	GV
74	2006	2014	201.13	Sexual Misconduct	FI
75	2001	2014	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
76	2011	2011	301.11	Student Fees	GV
77	2001	2012	302.5	Student Parenting	ML
78	2013	2013	100.6.2	Student Senate - Elementary	JC
79	2000	2013	100.6.1	Student Senate - Secondary	JC
80	2001	2014	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
81	2007	2014	500.2	Student Transportation	GV
82	1998	2012	100.4	Student Trustees	JC
83	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
84	2010	2010	100.12	Trustee Code of Conduct	JC
85	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
86	2010	2010	100.11	Trustee Honorarium	JC
87	2014	NIL	100.14	Use of Corporate Logo	JC
88	2002	2013	701.3	Video Security Surveillance	SW
89	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
90	2001	2014	302.4	Volunteer Driver	ML
91	2007	2014	800.4	Volunteer Recognition	JC
92	2013	2013	800.9	Volunteering in Catholic Schools	FI

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Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Policy Number</i> <i>Updated: January 27, 2015</i>				

1	1997	2010	100.1	Board By-Laws	JC
2	2010	2010	100.10	Equity and Inclusive Education	YB
3	2010	2010	100.11	Trustee Honorarium	JC
4	2010	2010	100.12	Trustee Code of Conduct	JC
5	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
6	2014	NIL	100.14	Use of Corporate Logo	JC
7	1998	2012	100.4	Student Trustees	JC
8	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
9	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
10	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
11	2007	2014	100.9	Advocacy Expenditures	GV
12	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
13	1998	2013	201.1	Employee Leaves of Absence	FI
14	2002	2014	201.11	Employee Workplace Violence *	FI
15	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
16	2006	2014	201.13	Sexual Misconduct	FI
17	2007	2013	201.14	Employee Meals & Hospitality	GV
18	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
19	2012	2014	201.16	Attendance Support Program	FI
20	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
21	1998	2010	201.2	Retirement & Service Recognition Celebration	FI
22	1998	2014	201.3	Religious Education Courses for Staff	FI
23	1998	2014	201.4	Reimbursement of Travel Expenses	GV
24	2002	2013	201.5	Death Benefit	FI
25	2002	2014	201.6	Occupational Health & Safety *	FI
26	2002	2014	201.7	Employee Workplace Harassment *	FI
27	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
28	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
29	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
30	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
31	2013	2013	203.4	Leadership Pathways	FI
32	1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
33	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
34	2011	2011	301.11	Student Fees	GV
35	1998	2012	301.3	Attendance Areas	TF
36	2002	2012	301.4	Fundraising	GV
37	2006	2012	301.5	Electronic Communications Systems (Students)	TF
38	2006	2014	301.6	School Generated Funds	GV
39	2006	2014	301.7	Ontario Student Record (OSR)	ML
40	2009	2014	301.8	Safe Physical Intervention with Students	YB
41	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
42	1998	2014	302.1	Anaphylaxis	YB
43	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
44	1999	2010	302.3	Safe Arrival	LAFS
45	2001	2014	302.4	Volunteer Driver	ML
46	2001	2012	302.5	Student Parenting	ML
47	2001	2013	302.6	Safe Schools	LAFS
48	2005	2011	302.7	Nutrition	ML
49	2012	2012	302.8	Diabetes Management	YB
50	2014	NIL	303.1	Concussion	ML

51	1998	2013	400.1	Continuing Education	FI
52	1998	2013	400.2	Educational Field Trips	ML
53	2001	2012	400.3	Christian Community Service	ML
54	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
55	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
56	2011	2011	400.6	Environmental Stewardship	SW
57	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
58	2007	2014	500.2	Student Transportation	GV
59	1998	2011	600.1	Purchasing/Supply Chain Management	GV
60	1998	2011	600.2	Records and Information Management	JC
61	1998	2010	600.3	Monthly Financial Reports	GV
62	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
63	2007	2014	600.5	Advertising Expenditures	GV
64	1998	2014	701.1	Architect Selection	SW
65	1998	2010	701.2	Pupil Accommodation Review	SW
66	2002	2013	701.3	Video Security Surveillance	SW
67	2012	2012	701.5	Bottled Water	LAFS
68	1998	2012	702.1	Playground Equipment	SW
69	2009	2014	800.8.1	Accessibility Customer Service	YB
70	1998	2013	800.1	Catholic School Councils	LAFS
71	1998	2013	800.2	Community Use of Facilities	SW
72	1998	2011	800.3	Complaint Resolution	JC
73	2007	2014	800.4	Volunteer Recognition	JC
74	1998	2012	800.5	Education-Based Research	LAFS
75	2010	2010	800.6	Facility Partnerships	SW
76	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
77	2012	2013	800.8	Accessibility Standards	YB
78	2013	2013	800.9	Volunteering in Catholic Schools	FI
79	2010	2010	100.10.1	Religious Accommodation	YB
80	2000	2013	100.6.1	Student Senate - Secondary	JC
81	2013	2013	100.6.2	Student Senate - Elementary	JC
82	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
83	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
84	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
85	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
86	2001	2014	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
87	2001	2014	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
88	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
89	2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
90	2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
91	2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
92	2014	NEW	NEW	Anti-Spam	JC

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Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Review Date</i> <i>Updated: January 27, 2015</i>				

1	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
2	1997	2010	100.1	Board By-Laws	JC
3	2010	2010	100.10	Equity and Inclusive Education	YB
4	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
5	2010	2010	800.6	Facility Partnerships	SW
6	1998	2010	600.3	Monthly Financial Reports	GV
7	2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
8	1998	2010	701.2	Pupil Accommodation Review	SW
9	2010	2010	100.10.1	Religious Accommodation	YB
10	1998	2010	201.2	Retirement & Service Recognition Celebration	FI
11	1999	2010	302.3	Safe Arrival	LAFS
12	2010	2010	100.12	Trustee Code of Conduct	JC
13	2010	2010	100.11	Trustee Honorarium	JC
14	1998	2011	800.3	Complaint Resolution	JC
15	2011	2011	400.6	Environmental Stewardship	SW
16	2005	2011	302.7	Nutrition	ML
17	1998	2011	600.1	Purchasing/Supply Chain Management	GV
18	1998	2011	600.2	Records and Information Management	JC
19	2011	2011	301.11	Student Fees	GV
20	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
21	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
22	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
23	1998	2012	301.3	Attendance Areas	TF
24	2012	2012	701.5	Bottled Water	LAFS
25	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
26	2001	2012	400.3	Christian Community Service	ML
27	2012	2012	302.8	Diabetes Management	YB
28	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
29	1998	2012	800.5	Education-Based Research	LAFS
30	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
31	2006	2012	301.5	Electronic Communications Systems (Students)	TF
32	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
33	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
34	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
35	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
36	2002	2012	301.4	Fundraising	GV
37	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
38	1998	2012	702.1	Playground Equipment	SW
39	2001	2012	302.5	Student Parenting	ML
40	1998	2012	100.4	Student Trustees	JC
41	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
42	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
43	2012	2013	800.8	Accessibility Standards	YB
44	1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
45	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
46	1998	2013	800.1	Catholic School Councils	LAFS
47	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
48	1998	2013	800.2	Community Use of Facilities	SW
49	1998	2013	400.1	Continuing Education	FI
50	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV

51	2002	2013	201.5	Death Benefit	FI
52	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
53	1998	2013	400.2	Educational Field Trips	ML
54	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
55	1998	2013	201.1	Employee Leaves of Absence	FI
56	2007	2013	201.14	Employee Meals & Hospitality	GV
57	2013	2013	203.4	Leadership Pathways	FI
58	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
59	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
60	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
61	2001	2013	302.6	Safe Schools	LAFS
62	2013	2013	100.6.2	Student Senate - Elementary	JC
63	2000	2013	100.6.1	Student Senate - Secondary	JC
64	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
65	2002	2013	701.3	Video Security Surveillance	SW
66	2013	2013	800.9	Volunteering in Catholic Schools	FI
67	2009	2014	800.8.1	Accessibility Customer Service	YB
68	2007	2014	600.5	Advertising Expenditures	GV
69	2007	2014	100.9	Advocacy Expenditures	GV
70	1998	2014	302.1	Anaphylaxis	YB
71	1998	2014	701.1	Architect Selection	SW
72	2012	2014	201.16	Attendance Support Program	FI
73	2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	LAFS
74	2001	2014	302.6.7	Criminal Background Check - Safe Schools	LAFS
75	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
76	2002	2014	201.7	Employee Workplace Harassment *	FI
77	2002	2014	201.11	Employee Workplace Violence *	FI
78	2002	2014	201.6	Occupational Health & Safety *	FI
79	2006	2014	301.7	Ontario Student Record (OSR)	ML
80	1998	2014	201.4	Reimbursement of Travel Expenses	GV
81	1998	2014	201.3	Religious Education Courses for Staff	FI
82	2009	2014	301.8	Safe Physical Intervention with Students	YB
83	2006	2014	301.6	School Generated Funds	GV
84	2006	2014	201.13	Sexual Misconduct	FI
85	2001	2014	302.6.5	Student Expulsion - Safe Schools	LAFS
86	2001	2014	302.6.4	Student Suspension - Safe Schools	LAFS
87	2007	2014	500.2	Student Transportation	GV
88	2001	2014	302.4	Volunteer Driver	ML
89	2007	2014	800.4	Volunteer Recognition	JC
90	2014	NEW	NEW	Anti-Spam	JC
91	2014	NIL	303.1	Concussion	ML
92	2014	NIL	100.14	Use of Corporate Logo	JC

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