



AGENDA AND MATERIAL

# POLICY COMMITTEE MEETING

**TUESDAY NOVEMBER 22, 2016  
5:00 P.M.**

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



- |  |   |
|--|---|
| 1. Opening Prayer – Trustee Vernal                         | - |
| 2. Attendance  | - |
| 3. Approval of Agenda                                      | - |
| 4. Declaration of Conflict of Interest                     | - |
| 5. Minutes of Policy Committee Meeting of October 25, 2016 | 5 |
| 6. Policies  |   |

Action Required

**POLICIES – FOR RECOMMENDATION TO DECEMBER 6, 2016 COMMITTEE OF THE WHOLE**

- |  |     |
|--|-----|
| 6.1 Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2) | 6.1 |
| 6.2 Accessibility Customer Service Policy (800.8.1)  | 6.2 |
| 6.3 Access to Board Premises – Safe Schools Policy (302.6.3)   | 6.3 |
| 6.4 Progressive Student Discipline Policy (302.6.9)  | 6.4 |

**POLICIES – PRIOR TO VETTING**

- |   |     |
|---|-----|
| 6.5 Accessibility Standards Policy (800.8)  | 6.5 |
| 6.6 Catholic School Councils Policy (800.1) | 6.6 |

Information

- |  |     |
|--|-----|
| 6.7 Policies Currently Being Vetted  | -   |
| • Assessment, Evaluation, Reporting and Homework Policy 301.10   |     |
| • Catholic Leadership: Principal & Vice-Principal Selection Policy 202.2                               |     |
| • Student Suspension – Safe Schools Policy 302.6.4   |     |
| • Student Expulsion – Safe Schools Policy 302.6.5  |     |
| 6.8 Policy and Guideline Review 2016-2017 Schedule   | 6.8 |
| 7. Date of Next Meeting  |     |
| January 31, 2017 - Start time to be determined and posted on the Board website and agenda cover sheet. |     |
| 8. Adjournment   | -   |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 22, 2016**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
OCTOBER 25, 2016**

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**RECOMMENDATION**

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of October 25, 2016, as presented.



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, OCTOBER 25, 2016

Minutes of the Policy Committee Meeting held on Tuesday, October 25, 2016 at 5:15 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 5:15 p.m. by Policy Committee Chair Vernal.

**1. Opening Prayer**

The meeting was opened with a prayer by Trustee Sicoli.

**2. Attendance**

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

**Trustees:**

*Frank Fera*

**Student Trustees:**

*Kira Petriello*

*Nico Tripodi*

**Staff:**

*John Crocco*, Director of Education

*Yolanda Baldasaro*, Superintendent of Education

*Frank Iannantuono*, Superintendent of Education/Human Resources

*Lee Ann Forsyth-Sells*, Superintendent of Education

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

**3. Approval of Agenda**

Moved by Trustee Burtnik

**THAT** the October 25, 2016, Policy Committee Agenda be approved, as presented.

**APPROVED**

**4. Declaration of Conflict of Interest**

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

**5. Minutes of the Policy Committee Meeting of September 27, 2016**

Moved by Trustee Burtnik

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of September 27, 2016, as presented.

**APPROVED**

**6. Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO NOVEMBER 8, 2016 COMMITTEE OF THE WHOLE MEETING**

**6.1 Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2)**

Yolanda Baldasaro, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2) following the vetting process.

Following discussion, the Policy Committee recommended the policy be deferred to the November 22, 2016 Policy Committee meeting.

**POLICIES - PRIOR TO VETTING**

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

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Assessment, Evaluation, Reporting and Homework Policy (301.10).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

## **ADMINISTRATIVE PROCEDURES**

- Repeat first paragraph under Determining the Lower Limit of Marks Below 50 Per Cent to Assessment Practices for Evaluation of Student Achievement and The Meaning and Use of “I” – Grades 1 to 10. Change “*his/her*” to “*their*”

The Policy Committee requested that the Assessment, Evaluation, Reporting and Homework Policy (301.10), be vetted from October 26, 2016 to January 13, 2017 with a recommended deadline for presentation to the Policy Committee in January 2017, for consideration to the Committee of the Whole and Board in February 2017.

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

Frank Iannantuono, Superintendent of Education/Human Resources, presented the Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2).

The Policy Committee suggested the following amendments:

#### **POLICY STATEMENT**

- Remove “*selection process,*” from 4<sup>th</sup> paragraph.

## **ADMINISTRATIVE PROCEDURES**

- Page 3 Bullet 1 add “*or equivalent course*”
- Page 6 under Formation of Potential Principal and Vice-Principal Pools add “*Prior to placement into the Principal or Vice-Principal Pool, the Director of Education will consult with the Board prior to confirmation into the Principal or Vice-Principal Pool.*” Change “*with inform*” to “*after discussion with*”.

The Policy Committee requested that the Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2), be vetted from October 26, 2016 to January 13, 2017 with a recommended deadline for presentation to the Policy Committee in January 2017, for consideration to the Committee of the Whole and Board in February 2017.

### **6.4 Student Suspension – Safe Schools Policy (302.6.4)**

Superintendent Forsyth-Sells, presented the Student Suspension – Safe Schools Policy (302.6.4).

The Policy Committee suggested the following amendments:

#### **POLICY STATEMENT**

- No amendments

## **ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Student Suspension – Safe Schools Policy (302.6.4), be vetted from October 26, 2016 to January 13, 2017 with a recommended deadline for presentation to the Policy Committee in January 2017, for consideration to the Committee of the Whole and Board in February 2017.

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

Superintendent Forsyth-Sells, presented the Student Expulsion – Safe Schools Policy (302.6.5).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Student Expulsion – Safe Schools Policy (302.6.5), be vetted from October 26, 2016 to January 13, 2017 with a recommended deadline for presentation to the Policy Committee in January 2017, for consideration to the Committee of the Whole and Board in February 2017.

***INFORMATION***

**6.6 Policies Currently Being Vetted (September 28, 2016 – November 9, 2016)**

- Access to Board Premises – Safe Schools Policy (302.6.3)
- Progressive Student Discipline Policy (302.6.9)
- Accessibility Customer Service Policy (800.8.1)

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

Director Crocco presented the Policy and Guideline Review 2016-2017 Schedule.

**7. Date of Next Meeting**

November 22, 2016 – Start time to be determined and posted on the Board website as well as on the agenda cover sheet.

**8. Adjournment**

The meeting adjourned at 6:35 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 22, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
ADMINISTRATION OF ORAL MEDICATION TO STUDENTS  
UNDER THE AGE OF 18 DURING SCHOOL HOURS POLICY  
(302.2)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: November 22, 2016



Niagara Catholic District School Board

**ADMINISTRATION OF ORAL MEDICATION TO STUDENTS  
UNDER THE AGE OF 18**

STATEMENT OF POLICY

300 – School/Students

Policy No 302.2

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 26, 2009

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board and its staff work cooperatively with families, health care providers and community partners in order to provide a safe, inclusive and healthy educational environment for all students.

This policy is intended to meet the needs of students who require administration of prescribed and non-prescribed oral medication during school hours by Niagara Catholic staff. Parents/guardians/students are responsible to provide the necessary information to school staff prior to any administration of oral medication. ~~all students shall have access to the Catholic educational programs conducted within the schools of the Niagara Catholic District School Board regardless of prescribed and non-prescribed medication needs during school hours.~~

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

**Reference**

- [Ministry of Education Policy/Program Memorandum No. 81](#)





Niagara Catholic District School Board

**ADMINISTRATION OF ORAL MEDICATION TO STUDENTS  
UNDER THE AGE OF 18**ADMINISTRATIVE GUIDELINES **PROCEDURES**

300 – School/Students

Policy No 302.2

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 26, 2009

1. In accordance with the Ministry of Education Policy/Program Memorandum No. 81 Provision of Health Support Services in School Settings, all school boards will be responsible for the administration of oral medication where such medication has been prescribed during school hours.
  - That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.
  - That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.
  - That the storage and safekeeping requirements for any labeled medication be stated.
  - That a record of administration be maintained which includes the pupil's ~~student's~~ name, date, time of provision, dosage given, name of person administering, etc.
  - That the telephone numbers of the parent and physician be readily accessible in the school.
  - That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil ~~student~~ to take an appropriate level of responsibility for his or her medication.

*(Source: Ministry of Education Policy/Program Memorandum No. 81)*
2. For all prescribed and non-prescribed medication taken during school hours, the parent/guardian's signature and the physician's signature are required on the completed Administration of Prescribed and Non-Prescribed **Oral** Medication During School Hours Form (*Appendix A*).
3. Any changes to the dosage/regimen requires that the parent/guardian provide an updated form signed by the parent/guardian and physician.
4. ~~A record of administration is to be maintained at the school by the Principal/Designate on the Record of Administration of Prescribed and Non-Prescribed Medication Form (*Appendix B*).~~
5. ~~The medication is to be administered by the Principal/Designate in a manner which allows for the sensitivity and privacy of the pupil and which encourages the pupil to take an appropriate level of responsibility for his/her medication.~~
6. ~~In order for medication to be accepted by the Principal for administration purposes, it must be hand delivered in the original container by the parent/guardian to the Principal or his/her designate who shall inform the Principal as soon as possible.~~
7. ~~All medication stored in the school shall be kept in a secure location.~~
8. ~~The Principal/Designate of each school shall be responsible for both the control and administration of the medication.~~

- ~~9. The Principal/Designate can delegate the responsibility for the administration of medication to an appropriate staff member. Staff members, aside from trained Educational Assistants or other trained individuals, may exercise the option not to become involved in the administration of medication; the responsibility thereby returning to the Principal, or in his/her absence, to the Vice Principal/Acting administrator.~~
- ~~10. Once the regimen has been completed, the parent/guardian will be contacted to pick up the unused medication. If the parent/guardian does not comply, the Principal/Designate will take the medication to a local pharmacy.~~
- ~~11. The parent/guardian shall be given a copy of the Record of Administration of Prescribed and Non-Prescribed Medication Form at the completion of the regimen.~~
- ~~12. The Principal shall keep on file the Record of Administration of Prescribed and Non Prescribed Medication Form for the duration of the student's attendance at the school.~~
- ~~13. If the specific dosage and directions are not provided under no condition should a Principal/ Designate administer said medication. Specific dosage and directions must be stated for the administration of prescribed and non-prescribed medication.~~
4. In order for medication to be accepted by the Principal for administration purposes, it must be hand delivered in the original container by the parent/guardian to the Principal or his/her designate who shall inform the Principal as soon as possible.
5. All medication stored in the school shall be kept in a secure location.
6. The Principal/Designate of each school shall be responsible for both the control and administration of the medication.
7. ~~If the specific dosage and directions are not provided~~ Under no condition should a Principal/ Designate administer said medication ~~if the specific dosage and directions are not provided on the signed Administration of Prescribed and Non-Prescribed Oral Medication form. Specific dosage and directions must be stated for the administration of prescribed and non-prescribed medication.~~
8. The Principal/Designate can delegate the responsibility for the administration of medication to an appropriate staff member. Staff members, aside from trained Educational Assistants or other trained individuals, may exercise the option not to become involved in the administration of medication; the responsibility thereby returning to the Principal/Designate, ~~or in his/her absence, to the Vice Principal/Acting administrator.~~
9. The medication is to be administered by the Principal/Designate in a manner which allows for the sensitivity and privacy of the ~~pupil~~ student and which encourages the ~~pupil~~ student to take an appropriate level of responsibility for ~~his/her~~ the medication.
10. A record of administration is to be maintained at the school by the Principal/Designate on the Record of Administration of Prescribed and Non-Prescribed ~~Oral~~ Medication Form (*Appendix B*).
11. Once the regimen has been completed, the parent/guardian will be contacted to pick up the unused medication. If the parent/guardian does not comply, the Principal/Designate will take the medication to a local pharmacy.

12. The parent/guardian shall be given a copy of the Record of Administration of Prescribed and Non-Prescribed ~~Oral~~ Medication Form at the completion of the regimen.
13. The Principal shall keep on file the Record of Administration of Prescribed and Non-Prescribed ~~Oral~~ Medication Form for the duration of the student's attendance at the school.
14. ~~Medication authorized to be taken two and three times daily may not necessarily require administration at the school. Clarification as to the necessity for such treatment should be sought if the Principal has any specific concerns.~~  
Parents/guardians/students will plan for the administration of medication during field trips with the Principal/school staff prior to the activity.

**NOTE** "Administration" for the purposes of this policy means:

- The safe storage and handling of the medication
- The visual supervision and observation of the taking of the medication
- The actual administration of the medication if appropriate or necessary
- The recording of the administration on the Record of Administration of Prescribed and Non-Prescribed Medication form.

 <small>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</small>	<b>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</b>  <b>ADMINISTRATION OF PRESCRIBED AND NON-PRESCRIBED</b> <b>ORAL MEDICATION DURING SCHOOL HOURS</b>
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*This information is being collected under the Authority of The Education Act, and will be used for the purposes of administering prescribed and non-prescribed oral medication during school hours. Questions about this collection should be directed to the Superintendent of Education- Student Achievement K-12-Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240*

TO BE COMPLETED BY PARENT/GUARDIAN	TO BE COMPLETED BY PHYSICIAN
Name of Student	Name of Physician
Student's Date of Birth Day                      Month                      Year	Street Address
Grade	City    Postal Code
School	Telephone
Student's OEN #	Name of Medication
Parent/Guardian Telephone Home:	Condition for Which Medication is Prescribed
Mobile:	Possible Side Effects
Business:	Times Per School Day for Administration/Time of Day for Administration
E-mail:	Dosage Per Administration
Emergency Contact Name:	Administration Parameters (Dates) From _____ To: _____
Telephone:	Storage Requirements
Mobile:	Date:
Parent/Guardian Approval <i>I hereby request and give permission to _____ School to administer the noted medication according to Board procedures and the instructions of the Physician.</i> (Remaining Medication will be returned to the Parent/Guardian)	Signature of Physician
Date:	
Signature of Parent/Guardian	

**NOTE: PLEASE RETAIN A COPY FOR THE DURATION OF THE STUDENTS ATTENDANCE AT THE SCHOOL**



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 22, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
ACCESSIBILITY CUSTOMER SERVICE POLICY (800.8.1)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Accessibility Customer Service Policy (800.8.1), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: November 22, 2016



Niagara Catholic District School Board  
**ACCESSIBILITY CUSTOMER SERVICE POLICY**  
STATEMENT OF POLICY

800.8.1 – Schools and Community Councils

Policy No. 800.8.1

Adopted Date: December 15, 2009

Latest Reviewed/Revised Date: February 24, 2015

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic is committed to providing educational programs and services in its learning and working environments and facilities which are free of barriers, building on the key principles of independence, dignity, and respect for all students, parents/guardians, staff and members of the community.

The Board defines a customer as any person who uses the services of the school board, who is not a student or staff, as they are covered by the Education Act and Regulations, various Employment and Labour Acts, and Board Policies and Procedures.

The Board is committed to giving persons with disabilities equal opportunity of access to services and programs offered by the Board in locations normally accessed by the public.

The provision of educational programs and services involves the positive implementation of attitudes, actions, structures, and systems that support the continual improvement of accessibility and customer service in the Niagara Catholic District School Board.

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

### **References**

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- ~~[Accessibility Standards for Customer Service Ontario Regulation 429/07](#)~~ **Ontario Regulation 191/11, Integrated Accessibility Standards**
- [Ontario Education Services Corporation](#)
- [Ontario Human Rights Code](#)
- *Niagara Catholic District School Board Policies/Procedures/Documents*
  - [Accessibility Standards Policy \(800.8\)](#)
  - [Niagara Catholic Multi-Year Accessibility Plan 2012-2017](#)



Niagara Catholic District School Board  
**ACCESSIBILITY CUSTOMER SERVICE POLICY**  
 ADMINISTRATIVE PROCEDURES

800.8.1 – Schools and Community Councils

Policy No. 800.8.1

Adopted Date: December 15, 2009

Latest Reviewed/Revised Date: February 24, 2015

**DEFINITIONS**

For the purpose of this Policy, the following definitions are provided;

**Customer** is any person who uses the services of the school board, who is not a student or staff, as they are covered by the Education Act and Regulations, various Employment and Labour Acts, and Board Policies and Procedures.

**Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include but are not limited to a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.

**Service Animal** is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a ~~medical practitioner~~ **regulated health professional**.

**Support Person** is a person who assists or interprets for a person with a disability as he/she ~~accesses~~ **accesses** the services of the Board. A support person is distinct from an employee who supports a student in the system.

**Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, contracted professionals.)

**Barrier to Accessibility** is anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, and or a technological barrier.

**Accommodation** is a means through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

**EXPECTATIONS**

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration, and equality of opportunity for all, with particular attention to persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ **members of the organization** to providing services that respect the independence and dignity of persons with disabilities and such services to incorporate measures that include but are not limited to the use of support persons, assistive devices and service animals. (*Appendix 1, Appendix 2, Appendix 3*)



## DRAFT

3. To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board ~~will provide~~s appropriate training for all ~~staff who deals with the public or other third parties on behalf of the Board~~ **members of the organization on Accessible Customer Service and how to interact with people with different disabilities.**
4. Training as identified in No. 3 will be provided to all ~~staff and, when appropriate, to volunteers.~~ **members of the organization.** As new ~~staff is hired~~ **members of the organization are hired or identified**, the training ~~will become~~ **is** a component of their orientation training and will be provided within a reasonable timeframe.
5. The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
6. When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board website. (*Appendix 4*)

Please note: The Board encourages individual members of the public, who will be accessing any Board site, to provide sufficient notice of their special needs to Board staff so that staff may accommodate the individual.

7. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board ~~will develop~~ **has** a process for receiving and responding to feedback. Information about the feedback process ~~will be~~ **is** readily available to the public and will allow people to provide feedback using a number of methods.
8. So that adherence to this policy can be achieved efficiently and effectively, the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems, or planning a new initiative.
9. The Board ~~will create~~ **has** a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include: the Special Education Advisory Committee (SEAC), Federations, unions, citizens' groups. Methods of communication will include the use of electronic means such as Board Website. (*Appendix 5*)
10. The Board ~~will establish~~ **has** a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.



## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE SUPPORT PERSONS**

### **Use of Support Persons by the General Public**

The Niagara Catholic District School Board will welcome all members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ **the members of our organization** to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of support persons.

### **Definition/Explanation of Support Person**

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system - separate and specific procedures apply.

### **Additional Information**

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

## **ADMINISTRATIVE PROCEDURES**

### **1.0 Responsibility**

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that ~~staff~~ **members of the organization** receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.

### **2.0 Access to Board Premises**

- 2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/ or school premises with his or her support person. Access will be in accordance with normal security procedures.
- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

### **3.0 Confidentiality**

- 3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the Superintendent, Principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- 3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian. (See attached "Sample Consent Form".)
- 3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4 A copy of the signed consent document will be retained in the school/board office.
- 3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

### **4.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an admission fee**

- 4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

### **5.0 Where the Board may require the presence of a Support Person**

- 5.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

**NOTE:** This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises. **In such a situation the Board will waive the admission fee or fare for the support person, if one exists.**

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one - the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.



## **SAMPLE CONSENT FORM**

I, (parent/guardian) consent to the sharing of confidential information by (name of principal teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Parent/Guardian)\_\_\_\_\_

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support Person Signature \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Support Person)\_\_\_\_\_

Signature of Witness - Principal/Staff Member\_\_\_\_\_

(Printed Name of Staff Person)\_\_\_\_\_ Date\_\_\_\_\_



## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE ASSISTIVE DEVICES**

### **Use of Assistive Devices by the General Public**

The Niagara Catholic District School Board will welcome all members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ **the members of our organization** to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include but are not limited to the use of assistive devices.

### **Definition/Explanation of Assistive Devices**

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.

## **ADMINISTRATIVE PROCEDURES**

### **1.0 Responsibility**

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that ~~staff~~ **members of the organization** are trained to support parents and the general public who may use assistive devices while accessing ~~board~~ **Board** services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.

### **2.0 Communication re Use of Assistive Devices**

#### *Assistive Devices Carried by Persons with Disabilities*

- 2.1 The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from ~~staff and volunteers~~ **members of the organization** as they require it.

#### *Assistive Devices/Services- Made available by the Board\**

- 2.3 The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the ~~board~~ **Board** or school to assist in provision of services to people with disabilities.
- 2.4 ~~Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.~~

- \*NOTE:** These could include:
- |                                   |  |
|-----------------------------------|--|
| <i>Assistive devices:</i>         | Telephones with large numbers, amplifiers, lifts.  |
| <i>Services:</i>                  | <i>Sign language interpretation, oral interpretation, real-time captioning.</i>          |
| <i>Alternate service methods:</i> | <i>Assistance of a staff person to complete a transaction, e.g., school registration</i> |

## **TIPS FOR HELPING SOMEONE WITH AN ASSISTIVE DEVICE**

Many users of ~~board~~ Board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- wheelchairs
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers or personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that "speak" when a symbol, word or picture is pressed

*Key Point To Remember: One should not touch or handle an assistive device without permission.*

## **MOVING PERSONAL ASSISTIVE DEVICES**

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person's instructions;
- confirm that the person is ready to move;
- describe what you are going to do before you do it;
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practice consideration and safety - do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the users reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

*(Copyright for the above resource is Queen's Printer. The resource is excerpted from the e-learning course developed by the Accessibility Directorate of Ontario and modified for this use.)*



## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE USE OF SERVICE ANIMALS**

### **Use of Service Animals by General Public**

The Niagara Catholic District School Board will welcome all members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ **the members of our organization** to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of service animals.

### **Definition/Explanation of Service Animal**

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a ~~physician or nurse~~ **regulated health professional**.

### **Additional Information**

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

## **ADMINISTRATIVE PROCEDURES**

### **1.0 Responsibility**

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that all ~~staff, volunteers and others dealing with the public~~ **members of the organization** are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

### **2.0 Access to Board premises**

- 2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.
- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal.

### **3.0 Exclusion of Service Animal**

- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

### **4.0 Alternative measures if Service Animal must be excluded**

- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

### **5.0 When it is necessary to confirm an animal is a Service Animal**

- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or ~~board~~ Board staff member may ask the person using the service animal for a letter from a ~~physician or nurse~~ regulated health professional confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or Board facility, the Principal or Departmental Manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The Principal or Departmental Manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.





## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE DISRUPTION OF SERVICE**

When services that are normally provided to a person with a disability are unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board website. Definition/Explanation of Disruption of Service:

As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking. When those facilities or services are temporarily unavailable or if they are expected to be unavailable in the near future, a notice of disruption of service is required.

Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.

### **ADMINISTRATIVE PROCEDURES**

#### **1.0 Responsibility**

- 1.1 Supervisory Officers, Principals, Departmental Managers, Board Communications Specialists and/or Facilities Services Staff will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

#### **2.0 How Must the Notice of Disruption of Services be provided?**

- 2.1 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices.
- 2.2 Consideration should be given to providing notice in multiple formats.
- 2.3 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.

#### **3.0 What Must be Included in Notice of Disruption of Services**

- 3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

**SAMPLE NOTICES  
DISRUPTION OF SERVICE**

**Sample I - Access to School Building**

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact *[insert Principal's name]* at *[insert phone number]*.

Thank you,  
Principal

**Sample 2 - Accessible Washroom**

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 123 Main Street, which is located next door to our premises. We apologize for this inconvenience.

Thank you,  
Controller of Facilities Services



## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE**

The Niagara Catholic District School Board will monitor the effectiveness of implementation of the Accessibility Standard for Customer Service through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

The Board ~~will create~~ **has** a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include, but are not limited to, the Special Education Advisory Committee (SEAC), Teacher Federations\*, Employee unions, and citizens' groups. Methods will include electronic means such as websites.

\*NOTE: Consultation relates to membership of these groups as providers of Accessible Customer Service.)

### **ADMINISTRATIVE PROCEDURE**

#### **1.0 Responsibility**

- 1.1 The Director of Education and/or designates will implement a process for feedback on Accessibility Customer Service that has the following components:
  - Information on the Board and school websites inviting users of Board services to provide feedback on their experience with, or concerns about, access to services for people with disabilities
  - Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with, or concerns about, accessibility of services. Consideration should be given to providing information in alternate formats.
  - Information on how the Board will respond to feedback.
- 1.2 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Customer Service that includes consultation with various constituency groups including, the Special Education Advisory Committee (SEAC), Federations, unions, and citizens' groups. Consultation methods could include electronic feedback and focus groups.

#### **2.0 Methods for Feedback**

- 2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.
- 2.2 Methods could include e-mail, verbal input, suggestion box or feedback card.
- 2.3 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.

#### **3.0 Proactive Measures for Accessibility Customer Service**

- 3.1 To ensure ongoing efficient and effective adherence to the Accessibility Customer Service Policy, the Board, its school-based administrators, and its managers including those representing the Board, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems, or planning a new initiative.

## **SAMPLE NOTICE MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE**

The Niagara Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way Niagara Catholic District School Board provides services to people with disabilities can be made by *[insert the ways feedback can be provided, for example, e-mail, verbally, suggestion box, feedback card, etc.]*.

All feedback will be directed to *[insert title of person responsible for receiving feedback]*.

Response to your feedback will be provided as follows: *[indicate method, e.g., direct response to the individual, summary report on website, etc.]*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 22, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
ACCESS TO BOARD PREMISES POLICY NO. 302.6.3**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Access to Board Premises Policy No. 302.6.3, 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: November 22, 2016



Niagara Catholic District School Board  
**ACCESS TO BOARD PREMISES POLICY**  
**(SAFE SCHOOLS)**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the safety of students, staff, parents/guardians and authorized persons is a priority for of the Niagara Catholic District School Board. The Board promotes a safe learning environment and workplace for all students, staff and authorized persons which is consistent with current legislation specifying who is permitted on Board premises when the premises are being used for a purpose authorized at any time by the Board.

This policy applies to all persons accessing any Board owned property or building under the jurisdiction of the Niagara Catholic District School Board. The Board authorizes its administrators to exercise rights as occupiers under the provisions of the Trespass to Property Act to ensure the safety of all authorized persons accessing Board property or buildings, including Board contracted transportation vehicles.

The Board authorizes administrators or another person authorized by Board policy to prohibit entry onto Board premises of any unauthorized person and to direct any unauthorized person to leave Board premises.

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

**References:**

- *Access to School Premises, Regulation (0.Reg.474/00)*
- *Education Act (Section 53 ss 1-3, s.o. 1997, c.31, s.28)*
- *Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board*
- *Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara*
- *Safe and Accepting Schools Act*
- *Trespass to Property Act (R.S.O. 1990 c. T.21; Sections 1-5, 9)*

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

- *Bullying Prevention and Intervention Policy (302.6.8)*
- *Code of Conduct Policy (302.6.2)*
- *Community Use of Facilities Policy (800.2)*
- *Criminal Background Check Policy (302.6.7)*
- *Dress Code-Secondary Uniform Policy (302.6.6)*
- *Elementary Standardized Dress Code Policy (302.6.10)*
- *Progressive Student Discipline Policy (302.6.9)*
- *Safe and Accepting Schools Policy (302.6)*
- *Student Expulsion Policy (302.6.5)*
- *Student Suspension Policy (302.6.4)*
- *Video Security Surveillance Policy (701.3)*



Niagara Catholic District School Board  
**ACCESS TO BOARD PREMISES POLICY**  
**(SAFE SCHOOLS)**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

## SIGNAGE

The Facilities Services Department will ensure that all Board property and buildings have clearly marked signage indicating that it is Board Property; trespassers are prohibited; and that all visitors are to report to the main office or designated area in accordance with the Access to Board Premises Policy.

## PERSONS AUTHORIZED ON BOARD PREMISES

Persons authorized to be on Board premises are not entitled to have access to all areas of the premises. Access shall be restricted to areas authorized by an administrator/supervisor or by permit approved by the Facilities Services Department.

The following persons are permitted to be on Board premises when the premises are being used for a purpose authorized by the Board:

- A person enrolled as a student in the school.
- A parent or guardian of a student enrolled in the school.
- A person employed or retained by the Board.
- A person who is otherwise on the premises for lawful purposes (i.e. mail, deliveries, voting, Community Use Permit).
- A person invited to attend an event, class or meeting.
- A person invited by the Administrator/Supervisor or another person authorized by Board policy to be on the Board premises for a specific purpose (i.e. Catholic School Council, NCPIC, SEAC).

~~The following individuals have a statutory right to attend a Board site as a visitor and are required to sign in at the Main Office/Reception Desk. The Administrator/Supervisor will authorize access within the school/Board site as a visitor to:~~

- ~~● A Trustee of the Board~~
- ~~● A MPP ember of the Provincial Legislative for the school in his/her constituency~~
- ~~● A Member of the clergy in the area where the member has pastoral charge.~~

## VISITORS

The Administrator/Supervisor will authorize access within the school site as a visitor to:

- A parent/guardian of a child attending a Roman Catholic school and a member of the Board that operates the school may visit the school.
- A member of the Assembly may visit a Roman Catholic school in the member's constituency.
- A member of clergy of the Roman Catholic Church may visit a Roman Catholic school in the area where the member has pastoral charge.
- Any other person invited by the Administrator/Supervisor to attend an event, class or meeting.

## **ACCESS BY VISITORS TO BOARD PREMISES**

All non-school based employees and visitors during operational hours are to comply with the following procedures when accessing any Board premises during operational hours:

1. Upon arrival, all non-school based employees and visitors are required to report to the main office/front desk to:
  - 1. Sign the Visitor's Book, stating their name, time and reason for the visit.
  - 2. Wear a Visitor's Identification name tag or Board Photo Identification Card for the duration of their visit.
  - 3. Sign out the Visitor's Book upon departure from Board premises.
2. All visitors, authorized to access Board premises excluding permit holders and those attending a Board authorized event beyond normal operational hours, must be accompanied by a Board authorized employee person to gain access to Board premises. Visitors are prohibited from unaccompanied access to any Board premises.

## **REFUSAL OF ACCESS TO BOARD PREMISES - RELOCATED**

An Administrator/Supervisor or another person authorized by the Board has the duty to exercise discretion to refuse access to Board premises to:

- anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises.
- anyone who fails to report his or her presence on the premises as required by the Access to Board Premises Policy.
- a student who is suspended or expelled unless determined that the student is using the services of or taking a course or program to assist suspended or expelled students.
- individuals, under the order of the court, are not permitted to access Board premises, including, but not limited to, identified trespassers, non-custodial parents or other offenders.

## **BOARD PHOTO IDENTIFICATION CARDS AND AUTHORIZED ACCESS CARDS**

Niagara Catholic Photo Identification Cards and authorized Access Cards provide access to designated Board buildings and/or rooms within a building as authorized by the Facilities Services Department.

Individuals, who have been authorized to use the identification card to gain access to a Board building and/or rooms within a building are to provide their own individual access and are prohibited from providing access to visitors or unauthorized individuals.

Niagara Catholic Photo Identification Cards and authorized Access Cards are the property of the Board: and must:

- Cards must not be altered, covered or defaced in any way.
  - Cards must be returned to the Board when no longer valid or in use.
  - Any lost or damaged cards must be reported immediately if lost to the Facilities Services Department.
  - Damaged cards must be returned in part or whole to the Facilities Services Department for replacement.
  - A cardholder may be charged a twenty-five (\$25.00) dollar fee for a lost, damaged or replacement card at the discretion of the Facilities Services Department.
1. A Niagara Catholic Photo Identification Cards will be authorized by Human Resources Services and issued by the Facilities Services Department to all Niagara Catholic employees and occasional employees and must be worn by the employee during working hours and the hours of operation. Employees must use their own photo identification card to gain access to a Board building and/or rooms within a building and are prohibited from providing access to visitors.



2. A Niagara Catholic authorized Access Card will be made available upon the request of a Trustee, including a Student Trustee of the Board, for access to the Catholic Education Centre and Holy Cross Community Room during their term of office.
3. A Niagara Catholic authorized Access Card will be made available, upon the request of a school Principal and authorized by the Facilities Services Department to the local Parish Priest. As a visitor, the local Parish Priest is required to enter the school at the main entrance, ~~to~~ sign in **and out** at the main office ~~of the school~~, and have access as authorized by the school Principal.
4. A Niagara Catholic authorized Access Card will be issued to an authorized person, upon approval of community use of facilities permit by the Facilities Services Department.

### **ACCESS BY VISITORS TO BOARD PREMISES RELOCATED**

~~All non-school based employees and visitors during operational hours are to comply with the following procedures when accessing any Board premises:~~

- ~~3. Upon arrival all non-school based employees and visitors are required to report to the main office/front desk to:
  - ~~sign the Visitor's Book, stating their name, time and reason for the visit.~~
  - ~~wear a Visitor's Identification name tag for the duration of their visit.~~
  - ~~sign out upon departure from Board premises.~~~~
- ~~4. All visitors authorized to access Board premises beyond normal operational hours are to gain access and be accompanied by an authorized employee of the Board. Visitors are prohibited from unaccompanied access to any Board premises.~~

### **REFUSAL OF ACCESS TO BOARD PREMISES**

An Administrator/Supervisor or another person authorized by the Board has the duty to exercise discretion to refuse access to Board premises to:

- anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises.
- anyone who fails to report his or her presence on the premises as required by the Access to Board Premises Policy.
- a student who is suspended or expelled unless determined that the student is using the services of or taking a course or program to assist suspended or expelled students.
- individuals, under the order of the court, are not permitted to access Board premises, including, but not limited to, identified trespassers, non-custodial parents or other offenders.

### **TRESPASS TO PROPERTY**

An Administrator/Supervisor or authorized designate may direct a person to leave the Board premises if the person is prohibited by regulation or Board policy. When a person is prohibited from Board premises, it means all premises and property of the Niagara Catholic District School Board.

If determined necessary by the Administrator/Supervisor and in consultation with the Family of Schools' Superintendent/Controller of Facilities Services, the Administrator/Supervisor will issue a Trespass to Property Letter (*Appendix A*) by registered mail with copies sent to the Niagara Regional Police Service, the Family of Schools' Superintendent/Controller of Facilities Services and the Board Lawyer. The Trespass to Property Letter will prohibit the individual from access to all Board property and premises throughout the Niagara Catholic District School Board until otherwise notified.

## **SCHOOL WATCH PROGRAM**

School Watch Program signs are posted at all Board sites in the Niagara Catholic District School Board. Administrators or authorized designate will invite community partners/neighbours by letter (*Appendix B*) to participate in the School Watch Program by anonymously contacting the police during non-school hours if they observe any inappropriate activities or actions on school or Board property.

**TRESPASS TO PROPERTY**  
**SAMPLE LETTER**

Place on School Letterhead

Date

Name

Address

Town, Province

Postal Code

Dear:

Re: Trespass to Property Letter  
*Sent by Registered Mail*

This letter is to inform you that under the *Trespass to Property Act*, s. 305 of the Education Act, you are not permitted access to, or be on the premises of, \_\_\_\_\_ [*Name of School, and address*], Board property or buildings, including Board contracted transportation vehicles of the Niagara Catholic District School Board.

The conditions of this letter are in effect from \_\_\_\_\_ to \_\_\_\_\_.  
[*insert date*] [insert date]

If you [*or Name of Student*] for any reason, disregard the conditions set out in this letter and enter(s) the premises of the Board, the Niagara Regional Police Service will be instructed to charge you under the *Trespass to Property Act*, R.S.O. 1990 c.T.21 as amended.

If found guilty of trespassing, you (*he/she*) could be liable to a fine of up to \$2000, and in the event of any damage, a further judgement of up to \$1000.

Please be advised that no further warning will be given and you are expected to conduct yourself appropriately.

Should you wish to appeal the conditions set out in this letter, you must provide written notice of your intention to appeal to the Family of Schools' Superintendent within ten (10) days of receipt of this letter. Please forward such written notice to \_\_\_\_\_ [*Insert Name*] *Family of Schools' Superintendent of Education*, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 or (Fax 905.735.9710).

Sincerely,

Principal

c. Chief of Police, Niagara Regional Police Service  
Family of Schools' Superintendent/Controller of Facilities Services  
Board Lawyer

**PARTICIPATION IN SCHOOL WATCH PROGRAM  
SAMPLE LETTER**

Place on School Letterhead

RE: SCHOOL WATCH PROGRAM

Dear Community Partner/Neighbour:

As community partners and neighbours you are invited to participate in the School Watch Program simply by anonymously contacting the Niagara Regional Police Service during non-school hours if you observe any inappropriate activities or actions on school or Board property.

For non-emergency calls or for general information, do not dial 9-1-1.

Use the Niagara Regional Police Service number for your area and follow the instructions given by the automated attendant:

<b><i>Area</i></b>	<b><i>Phone Number</i></b>
St. Catharines, Niagara-on-the-Lake, Niagara Falls and Thorold	905.688.4111
Fort Erie	905.871.2300
Pelham	905.735.7811
Grimsby, Lincoln and West Lincoln	905.945.2211
Welland, Wainfleet and Port Colborne	905.735.7811
Callers with a TTY <i>(a text telephone device that is used by the hearing or speech impaired)</i>	905.688.1466

Thank you for your participation in the Niagara Catholic School Watch Program, for your continued support of Catholic education and the safety of our school communities in the Niagara Catholic District School Board.

Sincerely,

*[Insert Principal's Name/Designate]*

*[Insert Title]*

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 22, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
PROGRESSIVE STUDENT DISCIPLINE POLICY NO. 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 Policy No. 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: November 22, 2016



Niagara Catholic District School Board  
**PROGRESSIVE STUDENT DISCIPLINE POLICY**  
 STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: June 16, 2015

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 for all students to reach their full potential and become living witnesses of Christ.

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

### **References**

- [\*\*Ontario Human Rights Code\*\*](#)
- [\*\*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education\*\*](#)
- [\*\*Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour\*\*](#)
- [\*\*Regulation 472/07: Behaviour, Discipline and Safety of Pupils\*\*](#)
- [\*\*Protocol Between the Niagara Region Police Service and the Niagara Catholic District School Board\*\*](#)

### **Niagara Catholic District School Board Policies ~~and~~/Procedures/Documents**

- [\*\*Access to Board Premises Policy \(302.6.3\)\*\*](#)
- [\*\*Bullying Prevention and Intervention Policy \(302.6.8\)\*\*](#)
- [\*\*Code of Conduct Policy \(302.6.2\)\*\*](#)
- [\*\*Ontario Student Record Policy \(301.7\)\*\*](#)
- [\*\*Safe Physical Intervention with Students Policy \(301.8\)\*\*](#)
- [\*\*Student Expulsion Policy \(302.6.5\)\*\*](#)
- [\*\*Student Suspension Policy \(302.6.4\)\*\*](#)
- [\*\*Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program\*\*](#)



Niagara Catholic District School Board  
**PROGRESSIVE STUDENT DISCIPLINE POLICY**  
 ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: June 16, 2015

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

A positive school climate exists when all students and 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 in accordance with Board procedures, must respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate 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 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

## PREVENTATIVE PRACTICES

Preventative practices may include, but not limited to:

- Bullying Prevention and Intervention Programs
- Citizenship development
- Faith and character education
- Mentorship programs
- Promoting healthy student relationships and lifestyles
- Student leadership
- Student success strategies

## BEHAVIOUR SUPPORT PRACTICES

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
- Sensitivity programs
- Student success strategies

## EARLY AND ONGOING INTERVENTION STRATEGIES

Early intervention strategies 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 student's parents/guardians
- 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

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/behaviour support plans/planned safe physical intervention
- A referral to counselling

## PROGRESSIVE DISCIPLINE STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

The Principal 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 students or other individuals in the community

When inappropriate **student** 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 student's parents/guardians, **the** student and **the** 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
- **Exclusion**

## VIOLENT INCIDENT

Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A) ~~should~~ **must** be completed **by the Principal**, filed and retained in the student's Ontario Student Record 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 a 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 term violent incident is defined as the occurrence of any one of the following, or the occurrences of a combination of any of the following are considered as violent incidents:**

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

## VICTIMS OF SERIOUS STUDENT INCIDENTS

The Board supports students who are victims of serious incidents. The Principal is required to provide information to the parents/guardians of a 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 the parents/guardians 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.

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.

### 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 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. The Board authorizes Principals, or their delegates, to impose consequences in appropriate circumstances.

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.

A Principal, 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.

## **RECORD OF PROGRESSIVE DISCIPLINE**

The Principal or designate shall keep a record for each 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 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. Contact with the student's parents/guardians (unless the student is an adult student).

**DRAFT**
 NIAGARA CATHOLIC  
 DISTRICT SCHOOL BOARD

**VIOLENT INCIDENT FORM**

STUDENT NAME	AGE	GRADE	DATE OF INCIDENT DAY / MONTH / YEAR
SCHOOL	MUNICIPALITY		

A. DESCRIPTION OF VIOLENT INCIDENT		(Please attach sheet if space is not sufficient)

B. POLICE CONTACT (if applicable)		
1. DATE OF CONTACT DAY / MONTH / YEAR	2. DATE OF POLICE INVESTIGATION AT SCHOOL DAY / MONTH / YEAR	3. NAME OF INVESTIGATING OFFICER (s)

C. SCHOOL/BOARD RESPONSE		
1. SUSPENSION <input type="checkbox"/>	2. EXPULSION <input type="checkbox"/>	3. OTHER <input type="checkbox"/>
DATE OF INCLUSION IN MAPLEWOOD DAY / MONTH / YEAR	DATE OF INCLUSION IN O.S.R. DAY / MONTH / YEAR	PRINCIPAL'S SIGNATURE

## GUIDELINES FOR THE REPORTING OF VIOLENT INCIDENTS

### A. CATEGORIES OF VIOLENT INCIDENT

Using the criminal justice system to solve a problem is a serious step that can have a major impact in the lives of perpetrators and victims. It should be used only after a serious violent incident has occurred. Fairness, firmness and sensitivity should be the criteria used when responding to violent incidents.

For students under the age of twelve years, each individual violent incident should continue to be judged on its own merits. The decision to report to the police should continue to be made locally.

For students twelve years of age and older, the following categories of serious violent incidents must be reported to the police:

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

Although the categories described above must be reported, students and parents or guardians are free to seek police involvement in incidents of violence that fall outside these categories, if they decide that such involvement is appropriate.

### B. LOCATION OF VIOLENT INCIDENT(S)

In determining when it is appropriate for the Principal to report to the police violent incidents committed or likely to be committed at a location other than the school, such considerations as where the incident occurred or is likely to occur and its severity should apply.

Regardless of where the violent incident occurs, we should be mindful that it may have an adverse effect on the students and that morale at school may suffer. Teachers and staff should make every effort to deal with students' concerns in an open and supportive manner.

### C. PARENT/GUARDIAN INVOLVEMENT

Clause 11(3) of Ontario Regulation 298 requires the Principal to report promptly any neglect of duty or infraction of the school rules by a student to the parent/guardian of the student.

When a violent incident is being reported to the police, a parent/guardian must be contacted with the least possible delay. If a parent/guardian is unavailable, another adult chosen by the student should be contacted. However, a call to the police should not be delayed because of the unavailability of a parent/guardian, or another adult. A parent/guardian must nevertheless be informed as soon as possible that a referral has been made to the police.

Where a student is engaging in violent behaviour, every effort should be made to provide the student and the family with information and support.

D. Insertion of information in the OSR

The following information will be included in the OSR:

A Violent Incident Form, containing:

- a description of the serious violent incident leading to a suspension or expulsion or a call to the police;
- a reference to the call to the police, if applicable;
- a reference to the school/board disciplinary response to the incident, if applicable.

A copy of the school board's letter(s) to the student and/or parent/guardian regarding the suspension or expulsion for violent behaviour.

E. REMOVAL OF INFORMATION FROM THE OSR

The information relating to suspension/**expulsion** for violent behaviour shall not be removed from the **student's** OSR unless three **(3)** consecutive years have passed during which no further suspension for serious violent incidents have taken place.

~~When the student has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.~~

F. TRANSFER OF THE OSR

If the student transfers to another school, the information in the **student's** OSR relating to the serious violent incident that led to a suspension or expulsion, as well as ~~to~~ a report to the police, will remain in the OSR unless removed under D. or E. above. The transfer will occur in accordance with section 6 of the guideline Ontario Student Record (OSR), 1989.

For additional information, please refer to the document Violence-Free Schools Policy.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 22, 2016**

**TITLE: POLICIES – PRIOR TO VETTING  
ACCESSIBILITY STANDARDS POLICY (800.8)**

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Date: November 22, 2016



Niagara Catholic District School Board

**ACCESSIBILITY STANDARDS POLICY**

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.8

Adopted Date: December 18, 2012

Latest Reviewed/Revised Date: February 26, 2013

In keeping with its Mission, Vision and Values, the Niagara Catholic District School Board is committed to providing an environment that fosters independence, dignity and respect in all of its facilities.

The Board is committed to providing services that are free of barriers and biases to our students, parents/guardians, staff and the public.

The Board strives to ensure that the principle of equity of opportunity is reflected and valued in our Catholic learning and working environments.

As a fully inclusive Board, the Accessibility Standards Policy recognizes the uniqueness and gifts of all people. This Policy acknowledges a respect for self and others by ensuring that all people have the same opportunity of access to Board services in order to actively and equitably participate fully in the Catholic learning environment.

The Board is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to;

1. Information and communication;
2. Employment;
3. **Design of Public Spaces** and,
4. Student transportation.

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

**References**

- [Accessibility for Ontarians with Disabilities Act \(AODA\)](#)
- ~~[Accessibility Standards for Customer Service – Ontario Regulation 429/07](#)~~
- [Ontario Human Rights Code](#)
- [Ontario Regulation 191/11: Integrated Accessibility Standard - Ontario Regulation 191/11](#)
- [Ontarians with Disabilities Act, 2001](#)
- [Workplace Safety and Insurance Act](#)
- **Niagara Catholic District School Board Policies/Procedures/Documents**
  - [Accessibility Customer Service Policy \(800.8.1\)](#)
  - [Equity and Inclusive Education Policy \(100.10\)](#)
  - [Student Transportation Policy \(500.2\)](#)
  - [Multi-Year Accessibility Plan, 2012-2017](#)



Niagara Catholic District School Board  
**ACCESSIBILITY STANDARDS POLICY**  
ADMINISTRATIVE GUIDELINES **PROCEDURES**

800 – Schools and Community Councils

Policy No. 800.8

Adopted Date: December 18, 2012

Latest Reviewed/Revised Date: February 26, 2013

**ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION****PROVIDING ACCESSIBLE INFORMATION AND COMMUNICATION SERVICES**

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

**DEFINITIONS**

For the purpose of this Policy, the following definitions are provided;

**Information** includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

**Communications** means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

**Accessible formats** include, but are not limited to, options such as large print, screen readers, Braille, audio format, captioning.

**Conversion-ready** is an electronic or digital format that facilitates conversion into an accessible format.

**WCAG** refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

**PROCEDURES****1. Responsibility**

- 1.1 Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the board have received training in the requirements of the Integrated Accessibility Standards including the Standards related to Information and Communications.
- 1.2 Initial training will be completed by January 1, 2014.

**2. Feedback**

- 2.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 2.2 Upon request the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.



- 2.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 2.4 The above provisions will be in place by January 1, 2014.

### **3. Procurement**

- 3.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that is related to provision of information and communication services.
- 3.2 The above approach will be in place by January 1, 2013.

### **4. Provision of information and Communications in Accessible Formats**

- 4.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 4.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- 4.3 The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 4.4 The Board will notify the public, through the Board website, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 4.5 The Board will ensure that the provisions of accessible formats are in place by January 1, 2014.

### **5. Accessible Websites**

- 5.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the WCAG 2.0 at Level A.
- 5.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with the WCAG 2.0 at Level AA.
- 5.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 5.4 These requirements apply to:
  - Websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product.
  - Web content published on a website after January 1, 2012.
- 5.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
  - The availability of commercial software or tools or both; and
  - Significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

### **6. Educational and Training Resources and Materials**

- 6.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 6.2 To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- 6.3 If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.

- 6.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 6.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 6.6 The Board will ensure these services are in place as of January 1, 2013.

## **7. Training for Program/Classroom Staff**

- 7.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 7.2 The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.
- 7.3 The effective date for provision of this training is January 1, 2013.

## **8. School Information Centres**

- 8.1 The Board will ensure that school information centres (libraries) are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 8.2 The effective date of the provision in 8.1 is January 1, 2015.
- 8.3 The Board will ensure that school **information centres (libraries)** are able to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources materials upon request by a person with a disability.
- 8.4 The effective date of the provision in 8.3 is January 1, 2020.

# **ACCESSIBILITY STANDARDS FOR EMPLOYMENT**

## **ACCESSIBILITY IN EMPLOYMENT**

The Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

## **DEFINITIONS**

For the purpose of this Policy, the following definitions are provided;

**Performance management** means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

**Career development and advancement** includes providing additional responsibilities within an employee's current position and the movements of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

**Redeployment** means the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.

**Information** includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

**Communications** means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

**Accessible formats** include, but are not limited to, options such as large print, screen readers, Braille, audio format, captioning.

**Conversion-ready** is an electronic or digital format that facilitates conversion into an accessible format.

**WCAG** refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

## **PROCEDURES**

The procedure with regard to Accessibility in Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

### **9. Responsibility**

- 9.1 Supervisory Officers, Principals, Managers and other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board, will ensure that the provisions in this procedure are implemented.
- 9.2 Staff of the Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
- 9.3 Unless otherwise stated, the provisions of this procedure will be in place by January 1, 2014.

### **10. Recruitment**

- 10.1 The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
- 10.2 Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- 10.3 When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
- 10.4 When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

### **11. Supports for Employees**

- 11.1 The Board will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
- 11.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

### **12. Accessible Formats and Communication Supports**

- 12.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace, and that the employee needs to perform the employee's job.

- 12.2 The Board, in determining the suitability of an accessible format or communication as required by 12.1, will consult with the employee.

### **13. Workplace Emergency Response Information**

- 13.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 13.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.
- 13.3 The Board will review individualized workplace emergency response information:
- When the employee moves to a different location in the board;
  - When the employee's overall accommodations needs or plans are reviewed, and;
  - When the Board reviews its general emergency response procedures.
- 13.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

### **14. Individual Accommodation Plans**

- 14.1 The Board, through the Human Resources Department, will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 14.2 The Board's written process will address:
- How the employee requesting accommodation can participate in the development of the individual accommodation plan;
  - The means by which the employee is assessed on an individual basis;
  - In an effort to assist in determining if accommodation can be achieved and, if so, how it can be achieved, the Board may request an evaluation by an outside medical or other expert, at the Board's expense;
  - How the employee can request to have a representative of their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan;
  - The steps taken to protect the privacy of the employee's personal information;
  - The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done;
  - How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied;
  - How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.
- 14.3 The Board will provide individual accommodation plans that:
- Include, if requested, any information regarding accessible formats and accommodation supports provided;
  - Include, if required, individualized workplace emergency response information; and
  - Identify any other accommodation to be provided.

### **15. Return to Work Process**

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the Workplace Safety and Insurance Act.

- 15.1 The Board will develop, put in place and document a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.
- 15.2 The return to work process will:
- Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
  - Use documented individual accommodation plans (as in 14.0) as part of the process; and
  - Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

## **16. Performance Management**

- 16.1 In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans.

## **17. Career Development**

- 17.1 Where the board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities, as well as any individual accommodation plans.

## **18. Redeployment**

- 18.1 Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

## **ACCESSIBILITY STANDARDS FOR THE DESIGN OF PUBLIC SPACES**

The Board is committed to ensuring that people with disabilities have the same opportunity of access to all public areas. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to the design of public spaces.

### **DEFINITIONS**

**Amenities** means items that provide conveniences or services for use by the public, examples of which include drinking fountains, benches and garbage receptacles.

**Bevel** means a small slope that helps an individual negotiate an elevation change.

**Cross slope** means the slope of a surface that is perpendicular to the direction of travel.

**In-Line Ramp** means a ramp that does not change directions.

**Maintenance** means activities that are intended to keep existing public spaces and elements in existing public spaces in good working order or to restore the spaces or elements to their original condition, examples of which include painting and minor repairs.

**mm** means millimeters.

**Off-Street Parking Facilities** includes open area parking lots and structures intended for the temporary parking of vehicles by the public, whether or not the payment of a fee is charged and includes visitor parking spaces in parking facilities.

**On-Street Parking** includes parking spaces located on highways, as defined in subsection 1 (1) of the *Highway Traffic Act*, that provide direct access to shops, offices and other facilities whether or not the payment of a fee is charged.

**Recreational Trails** means public pedestrian trails that are intended for recreational and leisure purposes.

**Redeveloped** means planned significant alterations to public spaces, but does not include maintenance activities.

**Rest Area** means, in respect of recreational trails and exterior paths of travel, a dedicated level area that is intended for public use to allow persons to stop or sit.

**Running Slope** means the slope of a surface that is parallel to the direction of travel.

## APPLICATION

### Accessible Design of Public Spaces

1. The Board will consult with the public and persons with disabilities when it constructs new or redevelops existing outdoor play spaces.
2. The Board will incorporate accessibility features as identified in the Integrated Accessibility Standards when it constructs new or redevelops existing outdoor play spaces that it intends to maintain.
3. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new or redevelops existing exterior pedestrian walkways and outdoor sidewalks, connected ramps, and connected stairs, including those at Outdoor Education Centres.
4. The Board will consult with the public and persons with disabilities when it constructs new or redevelops existing rest areas on exterior pedestrian walkways and outdoor sidewalks.
5. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new or redevelops existing parking facilities that it intends to maintain.
6. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new service counters and fixed queuing guides, and when it constructs new or redevelops existing waiting areas.
7. The Board will prepare procedures for preventative and emergency maintenance of the accessible elements in the public spaces noted above in its multi-year accessibility plan.
8. The Board will prepare procedures for dealing with temporary disruptions when accessible elements in the public spaces noted above are not in working order.

## ACCESSIBILITY STANDARDS FOR SCHOOL TRANSPORTATION

### PROVISION OF ACCESSIBLE STUDENT TRANSPORTATION SERVICES

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The Board will ensure that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school, from school to school and field trips. The plan will be developed by the Board's Special Education Services, in collaboration with the Transportation Provider, and in consultation with the student's parents/guardians and home school staff.

These Administrative ~~Guidelines~~ **Procedures** will be included as an addendum to Niagara Student Transportation Services Consortium Operator contracts and training requirements for drivers/monitors.

## **DEFINITIONS**

For the purpose of this Policy, the following definitions are provided;

**Individual school transportation plan** is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

**Operator** means the driver of the school transportation vehicle.

**Transportation Provider** is an entity or person who has entered into an agreement with the board for the transportation of students in accordance with the Education Act.

**Transportation Services** means transportation that a board provides for students in accordance with the Education Act.

## **PROCEDURES**

### **19. Responsibility**

19.1 The Board will ensure that the provisions of ~~this the~~ Administrative ~~Guideline~~ **Procedures** are in place by January 1, 2014.

19.2 The Superintendent responsible for Special Education and staff responsible for student transportation will ensure that the provisions of ~~this the~~ Administrative ~~guideline~~ **Procedures** are implemented.

### **20. Individual School Transportation Plans**

20.1 The Superintendent responsible for Special Education, or his/her designate, will, in consultation with parents/guardians and home school staff, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.

20.2 Following consultation with parents/guardians and home school staff, the Superintendent responsible for Special Education, or his/her designate, will work with the Student Transportation Manager, or his/her designate, to develop an individual student transportation plan for each student with a disability who requires specific transportation services.

### **21. Content of Individual School Transportation Plans (*Appendix A*)**

21.1 An individual school transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:

- Details of the student's assistance needs with respect to transportation to and from school, from school to school and field trips;
- Provisions for the boarding, securement and deboarding of the student as applicable. (*Appendix B*)

**22. Communication of Responsibilities re: Individual School Transportation Plans**

- 22.1 The Superintendent responsible for Special Education and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:
- The Transportation Provider
  - The parents or guardians of the student with the disability
  - The operator (driver) of the student transportation vehicle
  - The appropriate members of the school staff (e.g., principal, teacher, educational assistant)
  - The student with the disability.





**SAMPLE INDIVIDUAL STUDENT TRAVEL PLAN  
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
NIAGARA STUDENT TRANSPORTATION SERVICES (NSTS) CONSORTIUM  
PERSONALIZED STUDENT TRANSPORTATION ACCESSIBILITY PLAN  
FOR STUDENTS WITH SPECIAL NEEDS**

**ID**

Name: «First Name» «Last Name»

Ontario Education Number: «OEN»

Details of Student’s Assistance Needs:

Equipment check/drop down box, i.e. wheelchair, rider, etc.

Plans for individual student boarding: In accordance with Administrative ~~Guidelines~~ **Procedures**  
**Appendix B**

Plans for individual student securement: In accordance with Administrative ~~Guidelines~~ **Procedures**  
**Appendix B**

Plans for individual student deboarding: In accordance with Administrative ~~Guidelines~~ **Procedures**  
**Appendix B**

Follow up: Annual Review initiated by School Board Special Education Superintendent to plan for new school year

**ROLES**

<b>Transportation Provider</b>	<b>Operator/Driver</b>	<b>Parent/Guardian</b>	<b>School Staff</b>	<b>Student</b>	<b>School Board Staff</b>
Ensure that all Bus Operators/ Drivers are made aware of individual student’s needs with regard to boarding, securement and deboarding, and provide appropriate training.	Ensure that the student is transported safely according to needs. Follow Consortium/Board procedures for the transportation of students with disabilities.	Advise home school staff of medical or other conditions affecting safe transportation of student and communicate any changes. Help identify tools or strategies that may help driver and/or monitor while transporting the student.	Advise NSTS and parents of relevant issues while at school during the day. Help identify tools or strategies that may help driver and/or monitor while transporting the student	Follow bus rules. Advise driver and/or monitor of any emergency health issues or concerns.	Consult with schools on students with specialized transportation needs and advise NSTS on the student’s specialized transportation requirements.

**CONFIRMATION OF COMMUNICATION**

School Board Responsibility:

- With School Staff      Date: \_\_\_\_\_ (Staffpersonresponsible) \_\_\_\_\_
- With Parent/Guardian      Date: \_\_\_\_\_ (Staffpersonresponsible) \_\_\_\_\_
- With Student      Date: \_\_\_\_\_ (Staffpersonresponsible) \_\_\_\_\_
- With NSTS      Date: \_\_\_\_\_ (Staffpersonresponsible) \_\_\_\_\_

Niagara Student Transportation Services Responsibility:

- With Operator/Driver      Date: \_\_\_\_\_ (Staffpersonresponsible) \_\_\_\_\_



## **PROVISIONS FOR BOARDING, SECUREMENT AND DEBOARDING**

The following notes provide a range of examples, but are not intended to be comprehensive or address all the situations school boards may need to consider in the development of individual student transportation plans.

With regard to boarding and de-boarding procedures, it will be important to clarify that a parent/guardian or family member must know that they have to be there to transfer and receive the student.

### **BOARDING**

#### **Loading a Wheelchair**

When operating a lift to load a student with a wheelchair on highways, country roads, and city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Put the 4-way emergency flasher on in approaching the stop.
- b) Ensure vehicle is stopped in a safe position for the pick-up.
- c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- d) Check that the student is ready to be loaded onto lift.
- e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- f) Open lift doors and secure them.
- g) Deploy and lower the lift and undo the lift safety belt.
- h) Back onto lift with wheelchair and set brakes. Secure lift safety belt. If the student is using a power chair, be sure to use low gear and turn power off.
- i) Keep one hand on the wheelchair and use the other hand to operate the controls.
- j) Inform the student you are raising the wheelchair lift.
- k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- l) Raise the lift to its fullest extent (level with vehicle floor).
- m) Release brakes on wheelchair and load student into the vehicle positioning the wheelchair into a tie-down position and reapply brakes. If power chair, use low gear and turn power off.
- n) Exit the vehicle, stow the ramp and close doors.
- o) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.
- p) Secure the wheelchair with the Q-strait system

### **SECUREMENT**

#### **Securing Students Who Have a Wheelchair**

- a) Each wheelchair must be restrained and made secure as it is loaded onto the bus.
- b) There shall not be more than one wheelchair loose or free at any time while the bus is being loaded.
- c) Position the wheelchair, centred and square to the floor anchor points so that the restraint belts will attach to the chair and floor at approximately a 45 degree angle. The smaller front pivoting wheels on the wheelchair should be pointing straight.

- d) The chair and student must always face forward in the bus.
- e) Apply the wheelchair brakes (manual) or turn off the power (power chair).
- f) Attach the front belts (narrow type) by connecting the large hook to a solid frame member of the chair and connect the opposite end (flat hook) of the belt to the floor anchor point.
- g) Pull the belt through the clamping mechanism until all the slack is removed and the belt is snugly attached to the wheelchair.
- h) The rear belt clamps will provide the final tensioning of the front belts. Attach the loose end of the belt to the Velcro patch above the clamp.
- i) Attach the rear belts by connecting the chair hook to a solid frame member, as close to the point where the wheelchair back and seat cushion meet.
- j) Attach the floor hook at the opposite end of the belt into the floor anchor point.
- k) Attach the belts only to a solid, welded frame member on the wheelchair. Do not attach the hook to the wheels. Some chairs may come equipped with bolt-on anchor points or sling-straps, which are acceptable. Do not, under any circumstances, cross belts over each other.
- l) With the buckle open, pull the loose end of the belt until snug. While holding the loose end with one hand, close the clamp lever down until it securely locks into position. Connect the loose ends of the belts to the Velcro patch to keep the excess belting off the floor.
- m) Check that all the belts are tight and the wheelchair is secure and does not have any back and forth or sideways movement.
- n) To attach the lap belts, pass the loose ends of the lap belts around the student and downward toward the rear tie-down belts through the gap between the side panels and seat cushion or the gap between the seat cushion and the back rest of the wheelchair. Connect the belt ends to the pin connectors on the rear tie-down belts.
- o) The lap belt should be positioned as low as possible over the student's pelvic area and adjusted as tightly as possible. Ensure the belt is not twisted.
- p) To attach the shoulder belt, connect the loose end of the belt to the pin connector on either the left or right side of the lap belt. The ~~should~~ belt should be attached to the connector pin of the lap belt depending on which side of the bus the wheelchair is located. Use the right side pin if the wheelchair is on the left side of the bus and the left side pin if the wheelchair is on the right side of the bus. Again adjust the shoulder belt as snugly as possible, making sure the belt does not rub on the student's neck area.
- q) The shoulder belt should lie across the mid-point of the shoulder and travel upward and rearward from that point to ensure that downward force is avoided. Lap and shoulder belts should not be held away from the student's body by wheelchair components or parts such as wheelchair armrests or wheels.

## **DEBOARDING**

### **Unloading a Wheelchair**

When operating a lift to unload a student with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Ensure the vehicle is parked in a safe position for unloading
- b) Put on 4-way emergency lights.
- c) Ensure parking brake has been applied.
- d) Go to the student in the wheelchair and remove lap belt, shoulder belt, front 2 floor Q-strains, rear 2 floor Q-strains, and hang up belts.
- e) Position the wheelchair to unload and set brakes; if it is a power chair make sure the power switch is off.
- f) Check traffic and, when ready, activate overhead alternating red flashing lights. ~~(g)~~ Exit the vehicle and open lift door and secure it.
- g) Deploy the lift to floor level.
- h) Go back inside the vehicle and push the wheelchair (if power chair, turn on power and put in low gear) onto the lift. Set the brakes. For power chair, turn off the power.
- i) With one hand on the chair and the other hand on the control, lower wheelchair to ground level.
- j) Make sure the student is made aware that he/she is about to be lowered.

- k) Release brakes and undo the lift safety belt and push the wheelchair (if power chair, turn on power and set in low gear) off the lift.
- l) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.
- m) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- n) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- o) Return to the vehicle and turn off the overhead alternating flashing red lights.

## **BOARDING**

### **Loading a Walker**

When operating a lift to load a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Put the 4-way emergency flasher on in approaching the stop.
- b) Ensure vehicle is stopped in a safe position for the pick-up.
- c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- d) Check that the student is ready to be loaded onto lift.
- e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- f) Open lift doors and secure them.
- g) Deploy and lower the lift and undo the lift safety belt.
- h) Back onto lift with the walker and set brakes; secure the lift safety belt
- i) Keep one hand on the walker and use the other hand to operate the controls.
- j) Inform the student you are raising the lift.
- k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- l) Raise the lift to its fullest extent (level with vehicle floor).
- m) Release the brakes on the walker and load student into the vehicle and into assigned seat.
- n) Secure walker to the wall of the vehicle
- o) Exit the vehicle and stow the ramp and close doors.
- p) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.

## **DEBOARDING**

### **Unloading a Walker**

When operating a lift to unload a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Ensure the vehicle is parked in a safe position for unloading
- b) Put on 4-way emergency lights.
- c) Ensure parking brake has been applied.
- d) Position the walker to unload on the lift and set brakes.
- e) Check traffic and, when ready, activate overhead alternating red flashing lights.
- f) Exit the vehicle and open lift door and secure it.
- g) Deploy the lift to floor level.
- h) Go back inside the vehicle and help the student with the walker onto the lift. Set the brakes.
- i) With one hand on the walker and the other hand on the control, lower the walker to ground level. Make sure the student is made aware that he/she is about to be lowered.
- j) Release brakes and assist the student with the walker off the lift.
- k) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.
- l) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.

- m) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- n) Return to the vehicle and turn off the overhead alternating flashing red lights.

Note: In any instance where a student is required to wear a seatbelt or similar security device it will be the responsibility of the parent/guardian to secure/detach the device at the point of departure or arrival at the home stop and it will be the responsibility of the receiving school staff to secure/detach the device at the point of arrival at or departure from the school.

**FOR STUDENTS WHO HAVE A DISABILITY AND ARE AMBULATORY  
(Examples might be students who have vision or communication disabilities, or have autism)**

**Do not use the loading ramp unless authorized.**

- a) Communicate with the student. Ask what help he/she needs. Allow time for response.
- b) Let the student set the pace. If the student is unable to respond, indicate clearly what you are going to do and what you expect the student to do.
- c) Follow behind the student while he/she is going up the steps; support the student while he/she steps up.

**FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING**

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

**FOR STUDENTS WHO HAVE ASTHMA**

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

**FOR STUDENTS WHO HAVE DIABETES**

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

**FOR STUDENTS WHO HAVE EPILEPSY**

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

**FOR STUDENTS WHO REQUIRE EPIPENS**

Students board and deboard unassisted and are seated unsecured unless otherwise specified in the student's individual student transportation plan.

**STUDENTS WHO HAVE SERVICE ANIMALS**

Where a student with a disability is accompanied by a service animal, the requirement for the service animal, including the type of service animal, will be specified in the student's individual student transportation plan.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 22, 2016**

**TITLE: POLICIES – PRIOR TO VETTING  
CATHOLIC SCHOOL COUNCILS POLICY NO. 800.1**

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: November 22, 2016



Niagara Catholic District School Board

**CATHOLIC SCHOOL COUNCILS POLICY**

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Catholic School Councils support the Mission of Catholic Education and the Mission, **Vision and Values** of the Niagara Catholic District School Board, by providing a communication link to parents/guardians, Principals/Vice-Principals, staff, students, school communities and the Board.

~~Catholic Education, in the Niagara Catholic District School Board, is the shared responsibility of all partners: the Board, the Bishop of St. Catharines, parish priests, staff, students, parents/guardians, and members of the community. The Mission Statement, Vision 2020 Statements, Strategic Directions and Enabling Strategies from the Vision 2020 Strategic Plan support parent/guardian engagement in the Niagara Catholic District School Board.~~

A Catholic School Council will be established in each elementary and secondary school in the Board to encourage the active participation of parents/guardians in Catholic Education, to improve student achievement **and the well-being** of all students, and to enhance the accountability of the education system to all parents/guardians in the Board.

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

**References**

- [\*\*Education Act \(Section 1\)\*\*](#)
- [\*\*Ministry of Education - School Councils, A Guide for Members\*\*](#)
- [\*\*Ontario Association of Parents in Catholic Education \(OAPCE\) By-Law and Constitution\*\*](#)
- [\*\*Ontario Regulation 330/10 School Councils and Parent Involvement Committees\*\*](#)
- [\*\*Niagara Catholic District School Board Policies/Procedures/Documents\*\*](#)
  - [\*\*Board By-Laws \(100.1\)\*\*](#)
  - [\*\*Complaint Resolution Policy \(800.3\)\*\*](#)
  - [\*\*Niagara Catholic Parent Involvement Committee Policy \(800.7\)\*\*](#)
  - [\*\*Niagara Catholic Parent Involvement Committee By-Laws\*\*](#)
  - [\*\*Trustee Expenses and Reimbursement Policy \(100.13\)\*\*](#)





Niagara Catholic District School Board

## CATHOLIC SCHOOL COUNCILS POLICY

ADMINISTRATIVE GUIDELINES ~~PROCEDURES~~

800 – Schools and Community Councils

Policy No. 800.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 18, 2013

### 1. PURPOSE OF THE CATHOLIC SCHOOL COUNCIL

~~1.1~~ 1. The purpose of the Catholic School Council ~~as an advisory body~~, through the active participation of parents/guardians ~~is to build strong Catholic identity and community to nurture the distinctiveness of Catholic education, advance student achievement and well-being for all students in the Niagara Catholic District School Board and to enhance the accountability of the education system to parents/guardians.~~

~~1.2~~

- ~~• to advocate and strengthen Catholic Education~~
- ~~• to improve student achievement and the well-being of students~~
- ~~• to enhance the accountability of the education system to parents/guardians~~
- ~~• to support the Mission Statement, Vision 2020 Statements, Strategic Directions and Enabling Strategies from the Vision 2020 Strategic Plan.~~

2. In accordance with the Regulation, a Catholic School Council's primary means of achieving its purpose is by making recommendations to the Principal of the school and the Board.

3. ~~The Catholic School Council may provide~~ Recommendations ~~made~~ to the ~~Board and/or~~ Principal ~~of the school and/or the Board~~ on any matters that the Catholic School Council identifies as priorities will represent the general views of the school community and the best interests of all students in the school. Recommendations ~~shall be in keeping with the Mission, Vision and Values of Niagara Catholic District School Board along with the distinctive character, philosophy and goals of Catholic Education and respectful of the faith and traditions of the Catholic Church. The Board will retain all the powers and duties specified in the Education Act and its related Regulations.~~

~~And shall consult with parents/guardians about matters being considered by the Catholic School Council. Recommendations provided to the Board and/or Principal will represent the general views of the school community and the best interests of all students in the school. The Board and/or Principal shall consider each recommendation and shall advise the Catholic School Council of the action taken in response to the recommendation.~~

~~1.3~~ The Catholic School Council shall have an understanding of current Board policies and the By-Laws of the Catholic School Council to allow members to make meaningful contributions.

~~1.4~~ The Board will retain all the powers and duties as specified in the Education Act and its related Regulations.

~~1.5~~ Each Catholic School Council will bear the name "(School Name) Catholic School Council".

## **MANDATE OF THE CATHOLIC SCHOOL COUNCIL**

1. Each Catholic School Council will bear the name “(School Name) Catholic School Council”.
2. The Catholic School Council through the active participation of parents/guardians is:
  - to advocate and strengthen Catholic Education
  - to improve student achievement and the well-being of students
  - to enhance the accountability of the education system to parents/guardians
  - to support the Mission Statement, Vision 2020 Statements, Strategic Directions and Enabling Strategies from the Vision 2020 Strategic Plan.

## **2. CONSULTATION**

~~Catholic School Councils shall be consulted by the Board and/or Principal for recommendations on new and revised policies and guidelines with respect to:~~

- ~~• the student achievement of all students~~
- ~~• the accountability of the education system to parents/guardians~~
- ~~• the code of conduct (provincial and local)~~
- ~~• the appropriate dress code for students (provincial and local)~~
- ~~• the allocation of funding to the Catholic School Council~~
- ~~• the fundraising activities by Catholic School Council members~~
- ~~• the resolution of internal Catholic School Council disputes~~
- ~~• the reimbursement of expenses of the Catholic School Council~~
- ~~• the Board and school's action plans for improvement based on EQAO results and the communication of the plans to parents/guardians~~
- ~~• the criteria and process for selection and placement of Principals and Vice Principals~~
- ~~• any new educational initiatives at the Board and school levels~~
- ~~• the development of a plan for providing co-instructional activities~~

~~2.1 In addition, Catholic School Councils, may provide advice to the Board and/or Principal on any matters that the Catholic School Council identifies as priorities such as:~~

- ~~• the Catholic character of the school and/or the system~~
- ~~• the preparation of the school year calendar~~
- ~~• the development, implementation and review of all Board policies at the local level~~
- ~~• the involvement with the Parish and liturgical celebrations and sacraments~~
- ~~• Board and/or school policies regarding field trips for students~~
- ~~• school budget priorities~~
- ~~• the community use of school facilities~~
- ~~• fundraising activities~~
- ~~• participation in the Niagara Catholic Parent Involvement Committee (NCPIC)~~
- ~~• information and training sessions: curriculum, program goals and priorities~~
- ~~• the school mission statement, and~~
- ~~• other issues deemed appropriate by the Board~~

## **3. COMPOSITION**

The composition of the Catholic School Council will reflect the diversity of the school community and include the following:

- The number of parent/guardian members the Board determines appropriate and as specified in the Catholic School Council By-Laws
- The Principal of the school
- One (1) teacher who is employed at the school
- One (1) person who is employed at the school, other than the Principal/Vice-Principal or any other teacher (i.e. support staff)
- In the case of a school with one or more secondary school grades,
  - one student enrolled in the school who is appointed by the student council, if the school has a student council, or
  - one student enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.
- In the case of a school with no secondary school grades, one student enrolled in the school who is appointed by the Principal of the school, if the Principal determines, after consulting the other members of the council, that the council should include a student.
- Community representative(s) appointed by the Catholic School Council who is not an employee of the school or as specified in the By-Laws of the council
- One (1) person to represent the Ontario Association of Parents in Catholic Education (OAPCE)

~~3.1— Parents/guardians who support the Mission, Vision and Values of the Niagara Catholic District School Board shall form the majority of the Catholic School Council as specified in the By-Laws of the Catholic School Council. A parent/guardian, in respect of a Catholic School Council is a parent/guardian of a student who is enrolled in the school and includes a parent/guardian as defined in section 1 of the Education Act. In the case of a Catholic School Council in a school that is for adult students, students enrolled in the school may act as “parents” on a Catholic School Council.~~

~~3.2— A person is not qualified to be a parent/guardian member of the Catholic School Council if;~~

- ~~• he/she is employed at the school; or~~
- ~~• he/she is employed elsewhere by the Board and fails to take reasonable steps to inform persons qualified to vote of that employment~~

~~3.3— The Catholic School Council may choose to include other members as deemed appropriate to reflect the community of the school.~~

~~3.4— The Catholic School Council may appoint two (2) or more Community representatives as specified in the By-Laws of the Catholic School Council.~~

~~3.5— In accordance with the Catholic School Council By-Laws, one (1) parent/guardian who supports the Mission, Vision and Values of the Niagara Catholic District School Board will be elected as required for a term not to exceed two (2) years by the Catholic School Council, as the OAPCE Liaison Representative to the Ontario Association of Parents in Catholic Education (OAPCE) through the Niagara Catholic Regional OAPCE Director.~~

**The Catholic School Council may appoint/elect one (1) or more of the following individuals subject to the By-Laws of the Catholic School Council**

- ~~3.6~~ A parish priest or representative from the local parish or a designate from the community will represent the parish on the Catholic School Council.
- ~~3.7~~ One (1) secondary student representative enrolled in a Catholic secondary school, who is appointed by the student council, or in an elementary school one (1) student enrolled in

~~the school, who is appointed by the Principal, after consulting with the Catholic School Council.~~

- ~~3.8 The Principal and/or Vice Principal of the school.~~
- ~~3.9 One (1) teacher who is employed at the school elected by teachers.~~
- ~~3.10 One (1) non-teaching staff member who is employed at the school elected by non-teaching staff.~~
- 3.11 Where appropriate, One (1) parent/guardian representative of a special needs child within the school may be appointed as a special needs advocate. **to advocate for students with special needs.**

## **MEMBERSHIP**

### **PARENT/GUARDIAN MEMBERS**

1. To be eligible for election/appointment to the Catholic School Council a person must:
  - be a parent/guardian of a student enrolled in the school,
  - reside within the Board's jurisdiction, and
  - support the Mission of Catholic education, and the Mission, Vision and Values of the Niagara Catholic District School Board.
2. A parent/guardian who is employed by the Board is qualified to be elected/appointed to the Catholic School Council and shall at the first meeting notify the members of employment with the Board prior to the election.
3. A person is not qualified to be a parent/guardian member of a Catholic School Council if he or she is employed at the school.

### **COMMUNITY REPRESENTATIVES**

To be eligible to be appointed as a community representative on a Catholic School Council, the community representative(s) must:

- i. provide a letter of reference from a community organization to the Principal of the school to support the nomination,
- ii. reside within the Board's jurisdiction, and be qualified to vote for a member of the Niagara Catholic District School Board,
- iii. support the Mission of Catholic education, and the Mission, Vision and Values of the Niagara Catholic District School Board.

## **4. ELECTIONS AND TERM OF OFFICE**

4. Elections shall be held within the first thirty (30) calendar days of the start of the school year, on a date that has been selected by the current Chair and/or Co-Chair(s) of the Catholic School Council in consultation with the Principal of the school.
4. ~~The Principal shall at least fourteen (14) days before the date of the election give written notice of the date, time, and location and availability of election forms to every parent/guardian who has a student enrolled at the school. This notification may be given by giving the notice to the students for delivery to parents/guardians and by posting the notice in the school that is accessible to parents/guardians.~~

- ~~4.3 Self nominations are acceptable.~~
- ~~4.4 The elections must be organized by the school Principal and any retiring Catholic School Council members, if applicable, in a way that will ensure that all parents/guardians and staff have the opportunity to vote for their representatives. The election of parent/guardian members shall be by secret ballot.~~
- ~~4.5 Principals, with the assistance of the Catholic School Council election committee, are to review and finalize nominations, confirm names on ballots, run the election, and communicate the results.~~
- ~~4.6 The term of office for elected positions will be a one (1) year term, in order to encourage increased parent/guardian involvement and leadership. It is recommended that every Catholic School Council will include a statement in their By Laws such as “that a term for elected officer positions of the Catholic School Council will not exceed two consecutive years”.~~
- ~~4.7 Students, staff and non-teaching staff will usually be appointed for a one (1) year term.~~
- ~~4.8 A member of a Catholic School Council may be re-elected or reappointed, unless otherwise provided by the By Laws of the Catholic School Council.~~
- ~~4.9 Names, and addresses, and contact information of the Chair/ and/or Co-Chair(s) of the Catholic School Council shall be forwarded to the Director of Education within thirty (30) days of the election.~~
- ~~4.10 Names of Catholic School Council members will be published to the school community by the Principal no later than thirty (30) days following the election.~~
- ~~4.11 For election purposes, each Catholic School Council may determine the maximum number of parent/guardian members to be elected as stated in the By Laws of the Catholic School Council.~~
- ~~4.12 Members of the Catholic School Council will not receive an honorarium or payment for general expenses.~~

## **5. ROLES AND RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCIL MEMBERS**

~~The role of a Catholic School Council member carries with it certain responsibilities. The Catholic School Council may define the roles and responsibilities of its members in its own operating By Laws in addition to the following responsibilities:~~

- ~~5.1 Catholic School Council Chair and/or Co-Chair(s) (voting members) shall:~~
- ~~• Call Catholic School Council Meetings in consultation with the Principal.~~
  - ~~• Cooperatively plan the agenda with the Principal.~~
  - ~~• Chair the meetings.~~
  - ~~• Ensure the minutes of the meetings are recorded, maintained, and posted on the school website.~~
  - ~~• Participate as ex-officio members of all committees established by the Catholic School Council.~~
  - ~~• Ensure that any views presented in the capacity of Chair and/or Co-Chair(s) represent the position of the Catholic School Council.~~

- ~~5.2 Parent/Guardian Representatives (voting members) shall:~~
- ~~• Attend and participate in Catholic School Council meetings.~~
  - ~~• Solicit views of other parents/guardians and members of the community to share with the Catholic School Council.~~
  - ~~• Participate in information and training sessions.~~
  - ~~• Respond to requests from the Board.~~
  - ~~• Observe the Catholic School Council's Code of Ethics and established By Laws.~~
  - ~~• Maintain a school focus on all issues. Meetings are not a forum for discussion about individual students, staff, Catholic School Council members or Trustees.~~
  - ~~• Promote the best interests of the Catholic school community.~~
- ~~5.3 Community Representative(s) (voting members) shall:~~
- ~~• Attend and participate in Catholic School Council meetings.~~
  - ~~• Solicit views of other parents/guardians and members of the community to share with the Catholic School Council.~~
  - ~~• Participate in information and training sessions.~~
  - ~~• Respond to requests from the Board.~~
  - ~~• Observe the Catholic School Council's Code of Ethics and established By Laws.~~
  - ~~• Maintain a school focus on all issues. Meetings are not a forum for discussion about individual students, staff, Catholic School Council members or Trustees.~~
  - ~~• Promote the best interests of the Catholic school community.~~
  - ~~• Vote on matters of the Catholic School Council only.~~
- ~~5.4 School Principal (non-voting member) shall:~~
- ~~• Facilitate the operation of the Catholic School Council.~~
  - ~~• Attend every meeting of the Catholic School Council, or direct a designate.~~
  - ~~• Support and promote the Catholic School Council.~~
  - ~~• Seek input from the Catholic School Council.~~
  - ~~• Act as a resource on laws, regulations, Board policies and collective agreements.~~
  - ~~• Communicate with the Chair and/or Co-Chair(s) of the Catholic School Council as required.~~
  - ~~• Act as the secretary/treasurer of the Catholic School Council.~~
  - ~~• Prepare and present a Principal's Report at each Catholic School Council meeting including a financial statement of the Catholic School Council.~~
  - ~~• Ensure that copies of the minutes of the meetings are kept at the school and posted on the school website.~~
  - ~~• Assist the Catholic School Council in encouraging participation of all groups within the school community.~~
  - ~~• Cooperatively plan the agenda with the Catholic School Council Chair and/or Co-Chair(s) and forward to all Catholic School Council members a minimum of three (3) calendar days before the meeting date.~~
  - ~~• Maintain a full and accurate account of the proceedings and transactions of each Catholic School Council meeting.~~
- ~~5.5 School Staff, Student, Special Needs, and Parish Priest Representatives (non-voting members) shall:~~
- ~~• Contribute to the discussions of the Catholic School Council.~~
  - ~~• Solicit views and report where applicable at each Catholic School Council meeting.~~
  - ~~• Communicate information back to their representative groups.~~

## **6. MEETING PROCEDURES**

- ~~6.1 Meetings will open and close with a prayer.~~  
-
- ~~6.2 The Catholic School Council shall meet a minimum of four (4) times during the school year.~~  
-
- ~~6.3 Meetings will commence on time and not last more than two (2) hours, unless the Catholic School Council agrees to a longer meeting as determined by the By-Laws.~~  
-
- ~~6.4 All meetings of the Catholic School Council shall be held at the school and are open to members of the school community.~~  
-
- ~~6.5 Catholic School Council meetings shall not proceed unless there is a quorum in attendance. A quorum is fifty percent plus one (50% + 1) of members, but at all times there must be a majority of parents/guardians at the meeting as well as the Principal and/or his or her designate.~~  
-
- ~~6.6 Substitutes or proxies are not permitted.~~  
-
- ~~6.7 The agenda for Catholic School Council meetings shall be distributed to all members a minimum of three days in advance of the meeting.~~
- ~~6.8 The Principal shall give written notice or post on the school website of the dates, times and location of the meetings of the Catholic School Council, to every parent/guardian of a student who, on the date the notice is given is enrolled in the school.~~
- ~~6.9 At the first meeting of the new school year, the parent/guardian members of the Catholic School Council shall elect a parent/guardian to serve as Chair and/or Co-Chair(s).~~  
-
- ~~6.10 Minutes of the meetings are to be recorded and maintained at the school site, posted on the school website, and made available at the office of the school.~~  
-
- ~~6.11 The Catholic School Council may establish committees to carry out specific functions and will seek widespread participation in these activities. Every committee of the Catholic School Council must include at least one (1) parent/guardian member.~~  
-
- ~~6.12 The Catholic School Council shall use consensus, where possible as the usual method for developing recommendations and plans. If voting becomes necessary, a simple majority will be sufficient for a vote on any issue.~~  
-
- ~~6.13 The Catholic School Council, in consultation with the Principal of the school, shall inform the general school and parent/guardian communities of its activities, through the school website and school newsletters.~~

## **7. VACANCIES**

A vacancy in the membership of the Catholic School Council does not prevent the council from exercising its authority.

1. Vacancies on the Catholic School Council may occur when:
  - a parent/guardian member has reached the end of a year term
  - a member resigns

- a member is unable to fulfill his/her duties

~~7.1 The By Laws of the Catholic School Council shall include the expectation that members attend Catholic School Council meetings regularly, and will include provisions for the Chair and/or Co-Chair(s) to determine the intent of members to continue serving on the Catholic School Council if absenteeism occurs on a regular basis.~~

~~7.2 There will be no discretionary removal of a duly elected or appointed Catholic School Council member before the end of his or her term.~~

~~7.3 If a vacancy of a parent/guardian member occurs, and only if this vacancy changes the simple majority of parents/guardians, notification will be given to all families and interested parents/guardians will be asked to submit their names to the Principal by a designated date. The Catholic School Council will hold an election in accordance with the By Laws of the Catholic School Council.~~

~~7.4 Where a Catholic School Council member submits a letter of resignation or is absent from three (3) consecutive Catholic School Council meetings, the Catholic School Council may appoint a replacement to serve until the next election as per the Catholic School Council By Laws (Member Absences and Attendance at Meetings).~~

~~7.5 If a vacancy of a community representative occurs, the Catholic School Council may request that the agency appoint another member, may choose a different organization, or, choose not to fill the position.~~

~~7.6 If a student, teacher or non-teaching representative vacancy occurs, the Principal shall arrange for a replacement where possible.~~

~~7.7 Individuals filling a vacated position shall hold the position until the term for that position expires.~~

~~7.8 A vacancy in the membership of Catholic School Council does not prevent the Catholic School Council from exercising its authority to fill the position.~~

## **TERMS OF OFFICE**

A person elected/appointed as a member of a Catholic School Council holds office from the date the person is elected/appointed until the date of the first meeting of the Catholic School Council after the elections held in the next school year.

## **OFFICERS**

### **Chair/Co-Chairs**

A Catholic School Council shall have a Chair or, if the by-laws of the council so provide two (2) Co-Chairs. An employee of the Board cannot serve as the Chair/Co-Chair of a Catholic School Council.

### **Sub-Committees**

A Catholic School Council may establish sub-committees to carry out specific tasks or projects in accordance with the overall mandate of the Catholic School Council as provided in the By-Laws of the Catholic School Council.



## **MEETINGS**

A Catholic School Council shall meet between September to June at least four (4) times in each school year. Special meetings may also be called by the school Principal or by three (3) parent/guardian members by written request to the school Principal. All meetings will be held at the school that has established the Catholic School Council and shall be open to the public.

## **VOTING**

When a Catholic School Council votes on a matter, each member of the council other than the school Principal is entitled to vote.

## **8. CODE OF ETHICS**

-

~~Catholic School Councils shall establish a code of ethics that outlines expectations of its members and guides their behaviour. The code of ethics shall address such matters as:~~

- ~~• roles and responsibilities of Catholic School Council members;~~
- ~~• conflict of interest and the management of conflict;~~
- ~~• manner in which members are expected to act, and~~
- ~~• the establishment of a process for resolving internal conflict disputes in accordance with Board policy.~~

## **9. ESTABLISHING BY-LAWS**

9.1 ~~Every~~ Catholic School Councils ~~must~~ **shall** develop By-Laws (Appendix A) within the first sixty (60) days of the school year **governing the conduct of the council's affairs.** ~~to address at a minimum the following areas:~~

- ~~• Election procedures~~
- ~~• Filling vacancies~~
- ~~• Conflict of interest~~
- ~~• Conflict resolution procedures as per Board Policy No. 800.3~~

- ~~• 9.2 By Laws governing other areas of operation may also be developed but must be in accordance with any applicable Board policies and Ontario Regulation 612/00.~~

9.3 ~~By Laws are to be reviewed annually by the Catholic School Council.~~

9.4 ~~Catholic School Councils are encouraged to make additions to the Catholic School Council By-Laws Template (Appendix A) to reflect the needs of their individual school.~~

## **AGENDA/MINUTES AND FINANCIAL RECORDS**

### **Agenda**

Every effort will be made to distribute the agenda to members of a Catholic School Council at least five (5) calendar days prior to the meeting by delivering a notice by e-mail and posting a notice on the school website (Appendix B-Agenda).

## Delegates

Individuals may approach the Chair/Co-Chair(s) of a Catholic School Council or the school Principal to be placed on the agenda. This request must be in writing and received at least two (2) weeks before the meeting. The Chair/Co-Chair(s) in consultation with the school Principal may approve or reject such requests.

## Minutes and Financial Records

1. A Catholic School Council shall keep and retain the approved minutes of its meetings and records of its financial transactions in accordance with the policies of the Board respecting the retention of documents by committees of the Board (Appendix C-Meeting Minutes).
2. The approved minutes of the Catholic School Council shall be posted on the website of the school and remain on the site for four (4) years.
3. A Catholic School Council's meeting minutes and records of its financial transactions shall be available for examination at the school by any person without charge for four (4) years.

## **INCORPORATION**

A Catholic School Council shall not be incorporated.

## **CONSULTATION BY THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**

Catholic School Councils shall be consulted by the Board and/or Principal for recommendations on new and revised policies and guidelines with respect to:

- the student achievement **and well-being** of all students
  - the accountability of the education system to parents/guardians
  - the code of conduct (~~provincial and local~~)
  - the appropriate dress code for students (~~provincial and local~~)
  - the allocation of funding to the Catholic School Council
  - the fundraising activities by Catholic School Council members
  - the resolution of internal Catholic School Council disputes
  - the reimbursement of expenses of the Catholic School Council
  - the Board and school's action plans for improvement based on EQAO results and the communication of the plans to parents/guardians
  - the criteria and process for selection and placement of Principals and Vice-Principals
  - any new educational initiatives at the Board and school levels
  - the development of a plan for providing co-instructional activities
- 9-1 In addition, Catholic School Councils, may provide advice to the Board and/or Principal on any matters that the Catholic School Council identifies as priorities such as:
- the Catholic character of the school and/or the system
  - the preparation of the school year calendar
  - the development, implementation and review of all Board policies at the local level
  - the involvement with the Parish and liturgical celebrations and sacraments
  - Board and/or school policies regarding field trips for students
  - school budget priorities
  - the community use of school facilities
  - fundraising activities

- participation in the Niagara Catholic Parent Involvement Committee (NCPIC)
- information and training sessions: curriculum , program goals and priorities
- the school mission statement, and
- other issues deemed appropriate by the Board

## **CONSULTATION WITH PARENTS**

The Catholic School Council shall consult with parents/guardians of students enrolled in the school about matters under consideration by the council.

## **10. DELEGATIONS**

- ~~10.1 Individuals may approach the Chair and/or Co Chair(s) or the Principal to be placed on the agenda. This request must be in writing and received at least two (2) weeks before the meeting. The Chair and/or Co Chair(s) in consultation with the Principal may approve or deny such requests.~~
- ~~10.2 Delegations will be limited to ten (10) minutes.~~
- ~~10.3 Following a presentation, the Catholic School Council will decide, whether to amend the agenda at that point, refer it to a future meeting, or take no action.~~

## **11. RESOLUTION OF CONFLICTS RESOLUTION**

All members of the Catholic School Council are required to be in compliance with the Board's Complaint Resolution Policy No. 800.3 and the Catholic School Council By-Laws.

~~If, the Principal, after discussion with the Catholic School Council Chair and/or Co Chair(s), determines that the Catholic School Council or any of its members have contravened Regulation 612/00 or Board Policy 800.1, the Principal or Chair and/or Co Chair(s) will discuss the matter with the Family of Schools' Superintendent of Education. Please see the Complaint Resolution Policy No. 800.3.~~

## **CODE OF CONDUCT**

All members of the Catholic School Council are required to be in full compliance with the Board Code of Conduct Policy No. 302.6.2 and the Catholic School Council By-Laws.

## **12. FUNDRAISING**

- ~~12.1 Fundraising activities may be conducted as long as they are in accordance with Board policies and guidelines. Funds raised are to be used for a purpose approved by the Board and/or Principal.~~
- ~~12.2 Any funds and assets generated through fundraising activities assisted by the Catholic School Council are the property of the Board.~~

~~12.3 All fundraising activities conducted by the Catholic School Council must be included in the annual report prepared by the Catholic School Council.~~

### **13. ANNUAL REPORT**

~~13.1 The~~ Every Catholic School Council shall **annually** submit a ~~n annual~~ written report of ~~n~~ its activities/**fundraising** to the Principal of the school and to the Board. **(Appendix A D)**  
Please see the *Catholic School Council Annual Report*.

~~13.2 The Principal shall provide a copy of the report to every parent/guardian of a student enrolled in the school by giving the report to the student for delivery or by posting the report in the school that is accessible to parents/guardians, or on the school website.~~

### **REMUNERATION**

A person shall not receive any remuneration for serving as a member or officer of a Catholic School Council.



*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.*

# **Niagara Catholic District School Board**

## **(Insert School Name) Catholic School Council**

### **By-Laws**

**Revised: \_\_\_\_\_**



## **Catholic School Council**

### **TERMS OF REFERENCE**

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Catholic School Councils support the Mission of Catholic Education and the Mission, Vision and Values of the Niagara Catholic District School Board, by providing a communication link to parents/guardians, Principals/Vice-Principals, staff, students, school communities and the Board.

Catholic Education, in the Niagara Catholic District School Board, is the shared responsibility of all partners: the Board, the Bishop of St. Catharines, parish priests, staff, students, parents/guardians, and members of the community.

A Catholic School Council will be established in each elementary and secondary school in the Board to encourage the active participation of parents/guardians in Catholic Education, to improve student achievement and the well-being of all students, and to enhance the accountability of the education system to all parents/guardians in the Board

**Name of School**  
**Catholic School Council**

**BY-LAWS**

The **Name of School** Catholic School Council will develop By-Laws within the first sixty (60) days of the school year governing the conduct of the council's affairs:

- specifying the number of parent/guardian members to be appointed or elected to the committee, governing the process of appointment or election of parent/guardian members and governing the filling of vacancies in parent/guardian membership,
- specifying the number of community representatives, up to three (3), to be appointed to the committee, governing the process of appointment of community representatives and governing the filling of vacancies in community representative membership,
- governing the election of members of the committee to the offices of Chair/Co-Chair(s), and any offices provided for in the By-Laws, and governing the filling of vacancies in the offices of the committee,
- establishing rules respecting conflicts of interest of the members of the Catholic School Council, and
- establishing a process for conflict resolution for internal Catholic School Council disputes, consistent with the Board Complaint Resolution Policy No. 800.3.

**PURPOSE**

The purpose of the **Name of School** Catholic School Council is, through the active participation of parents/guardians is to build strong Catholic identity and community to nurture the distinctiveness of Catholic education, advance student achievement and well-being for all students in the Niagara Catholic District School Board and to enhance the accountability of the education system to parents/guardians.

The **Name of School** Catholic School Council will achieve its purpose is by making recommendations in accordance with the Regulation to the Principal of the school and the Board.

- Recommendations made to the Principal of the school and/or the Board on any matters that the Catholic School Council identifies as priorities will represent the general views of the school community and the best interests of all students in the school. Recommendations shall be in keeping with the Mission, Vision and Values of Niagara Catholic District School Board along with the distinctive character, philosophy and goals of Catholic Education and respectful of the faith and traditions of the Catholic Church. The Board will retain all the powers and duties specified in the Education Act and its related Regulations.

## MANDATE OF THE CATHOLIC SCHOOL COUNCIL

The **Name of School** Catholic School Council through the active participation of parents/guardians is:

- to advocate and strengthen Catholic Education
- to improve student achievement and the well-being of students
- to enhance the accountability of the education system to parents/guardians
- to support the Mission Statement, Vision 2020 Statements, Strategic Directions and Enabling Strategies from the Vision 2020 Strategic Plan.

## COMPOSITION

The composition of the **Name of School** Catholic School Council will reflect the diversity of the school community and will include the following:

- **Insert Number of** parent/guardian members
- The Principal of the school
- One (1) teacher who is employed at the school
- One (1) person who is employed at the school, other than the Principal/Vice-Principal or any other teacher (i.e. support staff)
- In the case of a school with one or more secondary school grades,
  - one student enrolled in the school who is appointed by the student council, if the school has a student council, or
  - one student enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.
- In the case of a school with no secondary school grades, one student enrolled in the school who is appointed by the Principal of the school, if the Principal determines, after consulting the other members of the council, that the council should include a student.
- **Insert Number of** community representative(s) appointed by the Catholic School Council who is not an employee of the school
- One (1) person to represent the Ontario Association of Parents in Catholic Education (OAPCE)
- A parish priest or representative from the local parish or a designate from the community will represent the parish on the Catholic School Council
- One (1) parent/guardian representative of a special needs child within the school to advocate for students with special needs.

## PARENT/GUARDIAN MEMBERSHIP

Nomination Forms will be available at the school each September prior to the election of Catholic School Council members. Interested parties are to complete a nomination form and submit the completed form by 4:00 p.m. EST. on the designated date to the school Principal. All forms will be date stamped for receipt. Incomplete forms will not be accepted.



**Eligibility**

To be eligible for election/appointment to the **Name of School** Catholic School Council a person must:

- be a parent/guardian of a student enrolled in **Name of School**,
- reside within the Board’s jurisdiction, and
- support the Mission of Catholic Education, and the Mission, Vision and Values of the Niagara Catholic District School Board.

A parent/guardian who is employed by the Board is qualified to be elected/appointed to the **Name of School** Catholic School Council and shall at the first meeting inform the council of their employment with the Board.

**COMMUNITY REPRESENTATIVES**

Nomination Forms will be available at the school each September prior to the elections. Interested parties are submit a complete Community Representative Nomination form, and provide a letter of reference from a community organization to support the nomination to the Principal of the school by 4:00 p.m. EST. on the designated date. All forms will be date stamped for receipt. Incomplete forms will not be accepted.

**Eligibility**

1. A person is not qualified to be nominated or appointed to the **Name of School** Catholic School Council as a community representative unless the person is qualified to vote for members of the Niagara Catholic District School Board and is a resident in the Board’s jurisdiction.
2. A person is not qualified to be nominated or appointed to the **Name of School** Catholic School Council as a community representative if the person is employed by the Board.

A person nominated/appointed to the **Name of School** Catholic School Council as a community representative will be required to:

- act in the best interest of Catholic Education;
- carry out responsibilities in a manner that assists the school in fulfilling its duties under the Education Act, the Regulations and the guidelines issued under the Act, and the Catholic School Council Policy No. 800.1 and **Name of School** Catholic School Council By-Laws;
- attend and participate in meetings of the **Name of School** Catholic School Council Niagara, including sub-committee meetings of which they are members; and
- promote student achievement and well-being of all students in the Niagara Catholic District School Board.

## **ELECTIONS**

Elections shall be held within the first thirty (30) calendar days of the start of the school year, on a date that has been selected by the current Chair and/or Co-Chair(s) of **Name of School** Catholic School Council in consultation with the Principal of the school.

The Principal shall at least fourteen (14) days before the date of the election of parent/guardian members give written notice of the date, time, and location and availability of nomination forms to every parent/guardian who has a student enrolled at the school. This notification may be given by giving the notice to the students for delivery to parents/guardians and by posting the notice in the school that is accessible to parents/guardians.

If an election is to be held, notification will be given to all candidates as to the date/time of the election.

- Elections will be organized by the Principal and any outgoing council members to: review and finalize nominations, confirm names on ballots, run the election, and communicate the results.
- Nominees must be in attendance and will be invited to make a brief two (2) minute presentation to parents/guardians.
- The election of parent members shall be by secret ballot.
- Names and addresses, and contact information of the Chair/Co-Chair(s) and OAPCE representative of the **Name of School** Catholic School Council shall be forwarded to the Director of Education within thirty (30) calendar days of the election.
- Names of Catholic School Council members will be published to the school community by the Principal no later than thirty (30) calendar days following the election.

## **TERMS OF OFFICE**

A person elected/appointed as a member of a Catholic School Council holds office from the date the person is elected/appointed until the date of the first meeting of the Catholic School Council after the elections held in the next school year (renewable).

## **OFFICERS**

The **Name of School** Catholic School Council shall elect Chair/Co-Chair(s) from the parent/guardian members to chair the council for a term of two (2) years at the first general meeting of the council in the school year when there is a vacancy.

- An employee of the Board cannot serve as the Chair/Co-Chair(s) of the council.

**Chair/Co-Chair(s)**

The Chair will serve for a two (2) year term and may not serve more than two (2) consecutive terms (four (4) years) unless at least one (1) full two (2) year term has elapsed since the last term as Chair/Co-Chair(s).

**Election of Chair/Co-Chair(s)**

The election of the Chair/Co-Chair shall be by nomination and vote by secret ballot. The candidates receiving a clear majority of votes cast by all parent/guardian members present shall be elected but the count shall not be declared. Should no candidate receive a clear majority of votes cast, the candidate receiving the least number of votes shall be dropped and balloting shall be continued in this manner until a majority of ballots cast shall be in favour of one person or an equality of vote result in a tie, in which one further ballot shall be held. If an equality of votes shall result again, the candidates shall draw lots (straws) to fill the position. The drawing of lots shall be done in alphabetical order and the person who draws the longest straw shall be elected.

**Sub-Committees**

The **Name of School** Catholic School Council may establish subcommittees to carry out specific tasks or projects in accordance with the overall mandate of the council and to make recommendations on these matters to the council. Members of the sub-committees will elect a Chair/Co-Chair(s) by consensus at the first meeting of the sub-committee.

Subcommittees shall include, but are not limited to: Faith Formation, Goals, Policy and PRO Grant.

A subcommittee of the **Name of School** Catholic School Council:

- must have at least one (1) parent/guardian member of the **Name of School** Catholic School Council.
- may include persons who are not members of the **Name of School** Catholic School Council.
- members of the sub-committees will elect a Chair/Co-Chair(s) by consensus at the first meeting of the sub-committee.

The Chair/Co-Chair(s) of the subcommittee shall:

- In consultation with the school Principal and all subcommittee members determine the date and time of the **Name of School** Catholic School Council subcommittee meetings.
- Plan the agenda in consultation with the school Principal.
- Chair the subcommittee meetings.
- Report on the recommendations of the subcommittee at the subsequent **Name of School** Catholic School Council meeting on matters of the committee.
- Record and make available the minutes of the subcommittee meetings to the school Principal and council members.
- Communicate matters of the subcommittee with the school Principal and the Chair/Co-Chair(s) of the **Name of School** Catholic School Council.

## **VACANCIES**

A vacancy in the membership of the **Name of School** Catholic School Council does not prevent the committee from exercising its authority.

Vacancies on the **Name of School** Catholic School Council occur when:

- a parent/guardian member has reached the end of a one (1) or two (2) year term
- a member resigns
- a member is unable to fulfill his/her duties

Vacancies in parent/guardian member positions shall be advertised through a variety of methods which may include:

- advertisements in the school newsletters
- school Synervoice

### **Filling a parent/guardian vacancy**

Where a vacancy of an elected parent/guardian member occurs, the **Name of School** Catholic School Council may appoint a parent/guardian from the pool of candidates from the previous election process to serve on the **Name of School** Catholic School Council until the next election.

- If none of the candidates from the pool of the previous election process is interested in becoming a **Name of School** Catholic School Council member, the council may request nominations from interested parents/guardians of the school to submit their names by the designated date for consideration.
- The **Name of School** Catholic School Council may then appoint one (1) of the interested candidates.

### **Filling a vacancy in the Office of Chair/Co-Chair(s)**

Where a vacancy occurs in the office of Chair/Co-Chair(s) the council shall elect a parent representative to complete the remainder of the term that has been vacated.

### **Filling a Community Representative Vacancy**

Where a vacancy of a Community Representative occurs, the **Name of School** Catholic School Council may request the agency to appoint another member, choose a different organization, or choose not to fill the position. Individuals filling a vacated position shall hold the position until the original term for that position expires.

## ROLES AND RESPONSIBILITIES

The role of the **Name of School** Catholic School Council member carries with it certain responsibilities.

### **Members**

All members of the **Name of School** Catholic School Council must:

- attend all **Name of School** Catholic School Council meetings and subcommittee meetings of which they are members, either physically or through electronic means on a regular basis,
- participate in information and training sessions, and
- work with the council to facilitate the approved mandate.
- solicit views of other parents/guardians and members of the community to share with the members.
- respond to requests from the Board.
- observe the Catholic School Council's Code of Ethics and By-Laws.
- maintain a school-wide focus on all issues.

### **Chair/Co-Chair(s)**

The Chair/Co-Chair(s) of the **Name of School** Catholic School Council shall:

- determine the dates of **Name of School** Catholic School Council meetings in consultation with the school Principal.
- Plan the agenda with school Principal.
- Chair the **Name of School** Catholic School Council meetings.
- Communicate regularly with the school Principal regarding matters of the council.
- Be diligent in ensuring that any views presented in the capacity of Chair/Co-Chair(s) represent fairly the position of the **Name of School** Catholic School Council.
- Review the By-Laws annually in consultation with **Name of School** Catholic School Council.
- Participate as ex-officio members of all subcommittees established by the council.

### **School Principal**

The School Principal shall:

- Facilitate and assist in the operation of the **Name of School** Catholic School Council and assist in its operation.
- In consultation with the Chair/Co-Chair(s) determine the date and time of the **Name of School** Catholic School Council and subcommittee meetings and arrange a meeting room.
- Plan the agenda with the Chair/Co-Chair(s) and subcommittee Chairs/Co-Chair(s) of the **Name of School** Catholic School Council.
- Make every effort to distribute the agenda to all members of the **Name of School** Catholic School Council at least five (5) calendar days prior to the meeting.
- Support and promote the approved activities of the **Name of School** Catholic School Council.
- Seek input from the **Name of School** Catholic School Council.
- Act as a resource on regulations and Board policies.
- Communicate with the Chair/Co-Chair(s) of the **Name of School** Catholic School Council on matters of the council as required.
- Assist the **Name of School** Catholic School Council in encouraging increased parent/guardian involvement.
- Ensure that the **approved** minutes of the meetings are recorded, maintained, and posted on the Board website.

- Facilitate communication between the Niagara Catholic Parent Involvement Committee and the Catholic School Councils.
- Act as the secretary/treasurer to the **Name of School** Catholic School Council.
- Prepare and present a report at each meeting, including a financial statement.
- Chair the **Name of School** Catholic School Council meeting the event that the Chair/Co-Chair(s) is unable to attend a meeting of the council.

## **MEETINGS**

The **Name of School** Catholic School Council shall meet at least four (4) times in each school year. Special meetings may also be called by the school Principal or by three (3) parent/guardian members by written request to the school Principal. All meetings will be held at the school and are open to the public and the school Principal on behalf of the Catholic School Council.

1. Meetings will open and close with a prayer.
2. Meetings will commence on time and not last more than two (2) hours, unless the majority of the council members agree by motion to a longer meeting of no more than thirty (30) minutes beyond the two (2) hour time limit.
3. Meetings shall not proceed unless there is a quorum in attendance. A quorum is fifty percent plus one (50% + 1) of current council members.
4. At all times there must be a majority of parents/guardians at the meeting. A member who participates through electronic means shall be deemed to be present at the meeting.
5. The **Name of School** Catholic School Council shall use consensus as the usual method for developing recommendations and plans. If voting becomes necessary, a simple majority will be sufficient for a vote on any issue.
6. When the council votes on a matter, each member of the council is entitled to one (1) vote except for the school Principal.

### **MEMBER ABSENCES AND ATTENDANCE AT MEETINGS**

Catholic School Council members are expected to attend all council meetings and subcommittee meetings of which they are members, either physically or through electronic means.

- A member who is unable to attend a scheduled council meeting must request to be excused from a meeting by contacting the Chair/Co-Chairs or school Principal and will be marked as excused in the minutes of the meeting.
- Members, who, prior to the adjournment of a meeting, have excused themselves or depart at any time during a meeting will have the time of departure noted in the minutes of the meeting.
- Members, who have not been excused from attendance at a council meeting will be recorded as absent in the minutes of the meeting.
- A member of the **Name of School** Catholic School Council may lose his or her position for being absent for (3) three consecutive meetings without authorization.

- Where a council member submits a letter of resignation or is absent from three (3) consecutive meetings, the council may appoint a replacement to serve until the next election.

## **AGENDA AND MINUTES AND FINANCIAL RECORDS**

### **Agenda**

Every effort will be made to distribute the agenda to members of the Catholic School Council at least five (5) calendar days prior to the meeting by delivering a notice by e-mail and posting a notice on the Board website.

### **Delegations**

Individuals may approach the Chair/Co-Chair(s) of the **Name of School** Catholic School Council or the school Principal to be placed on the agenda. This request must be in writing and received at least two (2) weeks before the meeting. The Chair/Co-Chair(s), in consultation with the school Principal may approve or reject such requests.

### **Minutes and Financial Records**

The approved minutes and financial transactions of the **Name of School** Catholic School Council shall be retained in accordance with the policies of the Board respecting the retention of documents by committees of the Board.

1. The approved minutes of the **Name of School** Catholic School Council shall be:
  - posted and remain on the school website for four (4) years.
2. The approved minutes and records of its financial transactions shall be available for examination at the school by any person without charge for four (4) years.

## **CONFLICT OF INTEREST**

A conflict of interest for a **Name of School** Catholic School Council member involves situations in which the member's private interests may be incompatible or in conflict with the council.

- Each council member shall avoid situations that could result in an inconsistency between the overall goals and vision of the **Name of School** Catholic School Council and a personal or vested interest that may arise in connection with his or her duties as a Catholic School Council member.
- Should an issue or agenda item arise during a council meeting where a council member is in a conflict of interest situation, he or she shall declare the conflict of interest immediately and decline from the discussion and resolution.

- The committee member shall declare a conflict of interest in matters that they, members of their families or their business affiliations could directly or indirectly benefit from the decisions of the committee.
- A committee member who identifies a conflict of interest must declare it before any discussion of the matter begins.
- The member must:
  - Publicly state the conflict of interest, explain the general nature of the interest and have the declaration recorded in the minutes.
  - Not vote on the matter under discussion.
  - Leave the room when the committee is discussing the matter and have this facet recorded in the minutes.
  - Not discuss the matter with members or attempt to influence the decision.

### CONFLICT RESOLUTION

If the school Principal, after discussion with the **Name of School** Catholic School Council Chair/Co-Chair(s), determines that any of the members have contravened Regulations 330/10 or Board Policy 800.1, the school Principal or Chair/Co-Chair(s) will discuss the matter with the Director of Education. Please see the Complaint Resolution Policy No. 800.3.

- If a member becomes disruptive during a meeting, the Chair/Co-Chair(s) shall ask for order.
- If all efforts to restore order fail or the unbecoming behaviour continues, the Chair/ Co-Chair(s) may direct the individual member to leave the meeting, citing reasons for the request.
- The removal of a member for one (1) meeting does not prevent the member from participating in future meetings of the Catholic School Council.
- The incident shall be recorded and submitted to the Director of Education by the Director's designate/Superintendent of Education within one (1) week of the meeting.
- It is recommended that parties involved in the conflict follow the Board's Complaint Resolution Policy No. 800.3.
- Upon removal of a member, a special meeting shall be called, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting shall be a private meeting and not construed as a meeting of the **Name of School** Catholic School Council.
- Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement.



**CODE OF CONDUCT**

A member shall:

- Support, encourage and enhance parent engagement at the school level in order to build strong Catholic identity and community to nurture the distinctiveness of Catholic education, and to advance student achievement and well-being for all students in the Niagara Catholic District School Board.
- Consider the best interest of all students and the Catholic School Council members.
- Be guided by the Mission of Catholic Education and the Mission, Vision and Values of the Board.
- Become familiar with the Education Act, Board Policies, and Ministry of Education Regulations.
- Maintain the highest standards of integrity, recognizing and respecting the personal integrity of each member of the Catholic School Council and Board Staff.
- Treat all other council members and Board Staff with respect and allow for diverse opinions to be shared, without interruption.
- Create a positive environment in which individual contributions are encouraged and valued.
- Acknowledge democratic principles and accept the consensus of the **Name of School** Catholic School Council for recommendation to the school Principal.
- Focus discussions at Catholic School Council meetings to those items that fall within the mandate of the Catholic School Council.
- Bring questions or concerns to the attention of the school Principal through appropriate policies of the Board.
- Promote high standards of ethical practice within the Catholic School Council.
- Not accept any payment for their involvement on the Catholic School Council.
- Refrain from making any negative statements about any individual or groups.
- Declare any conflict of interest.



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

**AGENDA**  
**NAME OF SCHOOL CATHOLIC SCHOOL COUNCIL MEETING**

**DATE**  
**Location**

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**A. ROUTINE MATTERS**

1. Opening Prayer
2. Roll Call
3. Approval of the Agenda
4. Election of Chair and/or Co-Chairs (*when necessary*)
5. Disclosure of Interest
6. Approval of Minutes of the **Name of School** Catholic School Council Meeting of **Date**

**B. PRESENTATIONS**

**C. PRINCIPAL'S REPORT**

1. Niagara Catholic Parent Involvement Committee (NCPIC) Report
2. Special Education Advisory Committee (SEAC) Report
3. Catholic School Council Financial Report

**D. OAPCE REPORT**

**E. STAFF REPORT**

**F. AGENDA ITEMS-DISCUSSION FOR FUTURE MEETINGS**

**G. NEXT MEETING**

**H. ADJOURNMENT**

**I. CLOSING PRAYER**



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

**MINUTES OF THE  
NAME OF SCHOOL CATHOLIC SCHOOL COUNCIL MEETING**

**DATE  
Location**

Minutes of the Meeting of the **Name of School** Catholic School Council, held on **Date** at **Time**.

The meeting was called to order at **time** by Chair /Co-Chair **Name of Chair/Co-Chair**.

**A. ROUTINE MATTERS**

**1. Opening Prayer**

The opening prayer was led by \_\_\_\_\_

**2. Roll Call**

<b>CATHOLIC SCHOOL COUNCIL MEMBERSHIP</b>		Present	Excused	Absent
Principal/Vice-Principal				
Secretary/Treasurer				
Chair				
Co-Chair				
Teacher Representative				
Non-Teaching Representative				
Student Representative				
Parish Representative				
OAPCE Representative				
<b>PARENT REPRESENTATIVES</b>				

**3. Approval of the Agenda**

Moved by \_\_\_\_\_

Seconded by \_\_\_\_\_

**THAT** the **Name of School** Catholic School Council approve the Agenda of the **Name of School** Catholic School Council Meeting of **Date**.

**CARRIED**

**4. Disclosure of Interest**

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

**(If conflict of Interest is declared please record)**

**5. Approval of Minutes of the Name of School Catholic School Council Meeting of Date**

Moved by \_\_\_\_\_

Seconded by \_\_\_\_\_

**THAT** **Name of School** Catholic School Council approve the Minutes of the **Name of School** Catholic School Council Meeting of **Date of Last Meeting** as presented.

**CARRIED**

**B. PRESENTATIONS**

**C. PRINCIPAL'S REPORT**

1. Niagara Catholic Parent Involvement Committee (NCPIC) Report
2. Special Education Advisory Committee (SEAC) Report
3. Catholic School Council Financial Statement

**D. OAPCE REPORTS**

**E. STAFF REPORTS**

**F. AGENDA ITEMS-DISCUSSION FOR FUTURE MEETINGS**

**G. NEXT MEETING**

**H. ADJOURNMENT**

Moved by \_\_\_\_\_

Seconded by \_\_\_\_\_

**THAT** the **Date** meeting of the **Name of School** Catholic School Council be adjourned.

**CARRIED**

This meeting was adjourned at \_\_\_\_\_

**I. CLOSING PRAYER** was led by \_\_\_\_\_

# Insert School Letterhead

Annual Catholic School Council Report

School Year

CATHOLIC SCHOOL COUNCIL MEMBERSHIP	
Catholic School Council	Chair-  Co-Chair-
Principal/Vice-Principal Recording Secretary/ Treasurer	
Parent Representatives	
Teaching Staff	
Non-Teaching Staff	
SEAC Representative	
OAPCE Representative	
Community Representative	
Parish Representative	

MEETING DATES	EVENTS DISCUSSED

GOALS	ACHIEVEMENT OF GOALS

**FINANCIAL REPORT**

FUNDRAISING ACTIVITY	FUNDS RAISED FOR	REVENUE	EXPENSES	PROFIT
<b>Example</b>	<b>Pasta Night</b>	<b>1000.00</b>	<b>350.00</b>	<b>650.00</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
NOVEMBER 22, 2016**

**TITLE: POLICY AND PROCEDURE REVIEW 2016-2017 SCHEDULE**

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The Policy and Procedure Review 2016-2017  
Schedule is presented for information.

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: November 22, 2016





# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2016 - JUNE 2017

Updated: October 25, 2016

<b>SORTED BY POLICY COMMITTEE MEETING DATE</b>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	May 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Sept. 2016
2008	2015	302.6.9	Progressive Student Discipline	Sept. 2016
2009	2015	800.8.1	Accessibility Customer Service	Sept. 2016
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	Oct. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Oct. 2016
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Oct. 2016
2001	2015	302.6.4	Student Suspension - Safe Schools	Oct. 2016
2001	2015	302.6.5	Student Expulsion - Safe Schools	Oct. 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Nov. 2016
2008	2015	302.6.9	Progressive Student Discipline	Nov. 2016
2009	2015	800.8.1	Accessibility Customer Service	Nov. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Jan. 2017
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Jan. 2017
2001	2015	302.6.4	Student Suspension - Safe Schools	Jan. 2017
2001	2015	302.6.5	Student Expulsion - Safe Schools	Jan. 2017
2012	2013	800.8	Accessibility Standards	Nov. 2016
1998	2013	800.1	Catholic School Councils	Nov. 2016
2012	2013	800.8	Accessibility Standards	Jan. 2017
1998	2013	800.1	Catholic School Councils	Jan. 2017
<b>NEW</b>		<b>NEW</b>	Anti-Spam	

\* Ministry of Labour Compliance Annual Review

<b>SORTED BY CW/BOARD MEETING DATE</b>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	Dec. 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Dec. 2016
2001	2013	302.6	Safe Schools - Appendix A	Dec. 2016
2009	2015	800.8.1	Accessibility Customer Service	Dec. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Feb. 2017
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Feb. 2017
2001	2015	302.6.4	Student Suspension - Safe Schools	Feb. 2017
2001	2015	302.6.5	Student Expulsion - Safe Schools	Feb. 2017
2012	2013	800.8	Accessibility Standards	Feb. 2017
1998	2013	800.1	Catholic School Councils	Feb. 2017
<b>NEW</b>		<b>NEW</b>	Anti-Spam	