



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

AGENDA AND MATERIAL

POLICY COMMITTEE MEETING

**TUESDAY FEBRUARY 26, 2019
4:00 P.M.**

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



1. Opening Prayer – Trustee Fera -
2. Election of Chair of the Policy Committee 2019 – John Crocco, Director of Education/Secretary-Treasurer -
3. Attendance -
4. Approval of Agenda -
5. Declaration of Conflict of Interest -
6. Minutes of Policy Committee Meeting of January 29, 2019 5
7. Policies

Action Required

POLICIES – FOR RECOMMENDATION TO MARCH 5, 2019 COMMITTEE OF THE WHOLE

- | | | |
|-----|--|-----|
| 6.1 | Progressive Student Discipline – Safe Schools Policy (302.6.9) | 6.1 |
| 6.2 | Death Benefit Policy (201.5) | 6.2 |
| 6.3 | Deferred Salary Plan (X/Y) Policy (201.10) | 6.3 |
| 6.4 | Employee Leaves of Absence Policy (201.1) | 6.4 |

POLICIES – PRIOR TO VETTING

- | | | |
|-----|---|-----|
| 6.5 | Student Suspension - Safe Schools Policy (302.6.4) | 6.5 |
| 6.6 | Student Expulsion - Safe Schools Policy (302.6.5) | 6.6 |
| 6.7 | Safe Schools Policy (302.6) | 6.7 |
| 6.8 | Financial Investment Policy (NEW) | 6.8 |
| 6.9 | Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4) | 6.9 |

Information

- | | | |
|------|---|------|
| 6.10 | Policies Currently Being Vetted | - |
| | • Employee Hiring and Selection (Teachers) Policy (203.1) | |
| | • French Immersion Policy/Admission of Elementary and Secondary Students Policy (301.1) | |
| 6.11 | Policy and Guideline Review 2018-2019 Schedule | 6.11 |
| 8. | Date of Next Meeting | |
| | March 26, 2019 – 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
FEBRUARY 26, 2019**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
JANUARY 29, 2019**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of January 29, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, JANUARY 29, 2019

Minutes of the Policy Committee Meeting held on Tuesday, January 29, 2019 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:05 p.m. by Policy Committee Chair Burtnik.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Burtnik

2. Attendance

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

Trustees:

Rhianon Burkholder

Frank Fera

Leanne Prince

Student Trustees:

Jade Bilodeau

Staff:

John Crocco, Director of Education

Yolanda Baldasaro, Superintendent of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Pat Rocca, Superintendent of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Giancarlo Vetrone, Superintendent of Business & Finance

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

3. Approval of Agenda

Chair Burtnik requested Item 6.4 be moved to Item 6.1 and Item 6.3 moved to Item 6.2

Moved by Trustee Sicoli

THAT the January 29, 2019, Policy Committee Agenda be approved, as amended.

APPROVED

4. Declaration of Conflict of Interest

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

5. Minutes of the Policy Committee Meeting of November 27, 2018

Moved by Trustee Sicoli

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 27, 2018, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO FEBRUARY 19, 2019 COMMITTEE OF THE WHOLE MEETING

6.1 Student Senate – Elementary Policy (100.6.2)

Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Student Senate – Elementary Policy (100.6.2) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Bullet 1b – change “one (1) community representative” to “up to four (4) student representatives” and add “at large”
- Bullet 4 – remove “practicing” and include “who is a witness to our faith”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Student Senate – Elementary Policy (100.6.2), as revised.

APPROVED

6.2 Student Senate – Secondary Policy (100.6.1)

Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Student Senate – Secondary Policy (100.6.1) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Bullet 1b – change “one (1) community representative consisting of a student” to “up to four (4) student representatives” and add “at large”
- Bullet 8 – keep “elected” remove “as the Vice-President of Student Council/Student Senate representative” and keep “on the new school year’s Student Senate”
- Bullet 9 – remove “practicing” and include “who is a witness to our faith”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Student Senate – Secondary Policy (100.6.1), as amended.

APPROVED

6.3 Transportation and School Operations for Inclement Weather Policy (500.1)

John Crocco, Director of Education presented feedback received from the vetting process and highlighted recommended amendments to the Transportation and School Operations for Inclement Weather Policy (500.1) following the vetting process.

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

POLICY STATEMENT

- Remove fourth paragraph

ADMINISTRATIVE PROCEDURES

- Bullet 2 change – “shall make recommendations to” to “will inform”
- Bullet 3 change – “Cancel transportation and” to “Keep schools open,”

- Appendix A – Executive Director Bullet 1 - add “*local*”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Transportation and School Operations for Inclement Weather Policy (500.1), as amended.

APPROVED

6.4 Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9)

Frank Iannantuono, Superintendent of Education/Human Resources presented feedback received from the vetting process and highlighted recommended amendments to the Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9) following the vetting process.

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

POLICY STATEMENT

- Remove fifth paragraph

ADMINISTRATIVE PROCEDURES

- Bullet 7 – remove “*the school or system will be closed and*”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9), as amended.

APPROVED

6.5 Supporting Children and Students with Prevalent Medical Conditions Policy (NEW)

Pat Rocca, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Supporting Children and Students with Prevalent Medical Conditions Policy (NEW) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Appendix G – remove Allerject section

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Supporting Children and Students with Prevalent Medical Conditions Policy (NEW), as amended.

APPROVED

6.6 Student Transportation Policy (500.2)

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Student Transportation Policy (500.2) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Student Transportation Policy (500.2), as presented.

APPROVED

6.7 Fundraising Policy (301.4)

Superintendent Vetrone presented feedback received from the vetting process and highlighted recommended amendments to the Fundraising Policy (301.4) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Fundraising Policy (301.4), as presented.

APPROVED

6.8 Prior Learning Assessment and Recognition (PLAR) Policy (400.4)

Yolanda Baldasaro, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Prior Learning Assessment and Recognition (PLAR) Policy (400.4) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the February 19, 2019 Committee of the Whole Meeting to approve the revisions to the Prior Learning Assessment and Recognition (PLAR) Policy (400.4), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.9 French Immersion Policy (400.7)

Superintendent Baldasaro presented the French Immersion Policy (400.7).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the French Immersion Policy (400.7), be vetted from January 30, 2019 to March 19, 2019 with a recommended deadline for presentation to the Policy Committee in March 2019, for consideration to the Committee of the Whole and Board in April 2019.

6.10 Employee Hiring and Selection (Teachers) Policy (203.1)

Superintendent Iannantuono, presented the Employee Hiring and Selection (Teachers) Policy (203.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Employee Hiring and Selection (Teachers) Policy, be vetted from January 30, 2019 to March 19, 2019 with a recommended deadline for presentation to the Policy Committee in March 2019, for consideration to the Committee of the Whole and Board in April 2019.

6.11 Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4)

Deferred to February 26, 2019 Policy Committee Meeting.

6.12 Employee Conferences, Workshops & Meetings Policy (201.15)

Deferred to February 26, 2019 Policy Committee Meeting.

6.13 Student Expulsion – Safe Schools Policy (302.6.5)

Deferred to February 26, 2019 Policy Committee Meeting.

6.14 Student Suspension – Safe Schools Policy (302.6.4)

Deferred to February 26, 2019 Policy Committee Meeting.

INFORMATION

6.15 Policies Currently Being Vetted

Nil

6.16 Policy and Guideline Review 2018-2019 Schedule

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

7. Date of Next Meeting

February 26, 2019 – Start time to be determined and posted on the Board website and agenda cover.

8. Adjournment

The meeting adjourned at 6:43 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

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

RECOMMENDATION

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

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: February 26, 2019



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: December 20, 2016

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to ~~building and~~ promoting **and supporting** appropriate ~~and positive~~ student behaviour that contributes to **a positive school climate**, and sustaining 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 **progressive discipline** is a whole-school approach which involves all members of the school community and that **all staff must address** inappropriate student behaviour, ~~including bullying must be addressed by all staff, and utilizes~~ **This approach implements** a continuum of prevention programs, **early and ongoing** interventions, supports, ~~and~~ consequences, **reporting of serious student incidents, and responding to inappropriate behaviour, including bullying.**

Responses by staff, Board and school administrators to behaviours that are contrary to the Board's Code of Conduct must be developmentally appropriate; including the consideration of information in a student's Individual Education Plan (IEP), and mitigating and other factors ~~consequences; to address inappropriate student behaviour, and~~ to build upon strategies that build skills for healthy relationships, ~~and promoting~~ **and fostering** learning opportunities, and positive behaviours.

At times **when a** students may act inappropriately or impede the rights of others; ~~therefore, in some circumstances a suspension or an expulsion may~~ **must be required-considered for such behaviour.**

Each school of the Niagara Catholic District School Board, **in consultation with the Catholic School Council, staff, students, parents/guardians will develop a local Code of Conduct and** 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

- [**Accessibility for Ontarians with Disabilities Act 2005**](#)
- [**Education Act and Regulations**](#)
- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Ontario Human Rights Code**](#)
- [**Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education**](#)
- [**Policy/Program Memorandum 124: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018**](#)
- [**Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018**](#)
- [**Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour -Issued October 17, 2018**](#)
- [**Regulation 472/07: Behaviour, Discipline and Safety of Pupils**](#)
- [**Child, Youth and Family Services Act 2017**](#)
- [**Smoke-Free Ontario Act 2017**](#)

Niagara Catholic District School Board Policies/Procedures/Documents

- [***Access to Board Premises Policy \(302.6.3\)***](#)
- [***Accessibility Standards Policy \(800.8\)***](#)
- [***Bullying Prevention and Intervention Policy \(302.6.8\)***](#)
- [***Catholic School Councils Policy \(800.1\)***](#)
- [***Code of Conduct Policy \(302.6.2\)***](#)
- [***Complaint Resolution Policy \(800.3\)***](#)
- [***Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)***](#)
- [***Electronic Communications System Policy \(Students\) \(301.5\)***](#)
- [***Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)***](#)
- [***Equity and Inclusive Education Policy \(100.10\)***](#)
- [***Ontario Student Record Policy \(301.7\)***](#)
- [***Privacy Policy \(600.6\)***](#)
- [***Records and Information Management Policy \(600.2\)***](#)
- [***Safe Physical Intervention with Students Policy \(301.8\)***](#)
- [***Safe Schools Policy \(302.6\)***](#)
- [***Student Expulsion Policy \(302.6.5\)***](#)
- [***Student Suspension Policy \(302.6.4\)***](#)
- [***Student Transportation Policy \(500.2\)***](#)
- [***Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program***](#)
- [***Protocol Between the Niagara Regional Police Service and the Niagara Catholic District School Board***](#)



Niagara Catholic District School Board
PROGRESSIVE STUDENT DISCIPLINE
 ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: December 20, 2016

Administrators, ~~staff, and members of the school community~~ ~~teachers and school staff~~ play an important role in ~~supporting and contributing to a positive learning and teaching environment and by reporting and responding to student behaviours.~~ A positive school climate exists when all ~~staff, students, parents/guardians~~ and members of the school community feel safe, included and accepted ~~which promotes positive behaviours and interactions.~~ Programs, ~~supports, and services~~ ~~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 ~~at school-related activities or events.~~ ~~As part of the monitoring and evaluation process,~~ ~~voluntary and anonymous school climate surveys for students, staff and parents will be conducted at least once every two years.~~

~~Board employees who work directly with students, including administrators, teachers, and other school staff must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school, and at any school-related event if, in the employee’s opinion it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.~~

~~Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or other person. However, serious student incidents must be reported to the Principal/Designate and confirmed in writing using the *Safe and Accepting Schools Incident Reporting Form-Part I* (Appendix B). For incidents, where suspension or expulsion would not be considered but Board employees feel it is not safe to respond, they will be expected to inform the Principal/Designate orally as soon as possible.~~

An appropriate response by staff to an incident may include, but ~~are~~ 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.

~~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.~~

~~Relocated above: 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.~~

PROMOTING AND SUPPORTING POSITIVE STUDENT BEHAVIOUR

Activities, practices and strategies that focus on the building of healthy relationships, a safe, inclusive, and accepting learning and teaching environment, and positive peer relations provide the foundation for a positive school climate.

PREVENTATIVE PRACTICES

Preventative practices ~~may~~ include, but **are** not limited to:

- Bullying Prevention and Intervention **initiatives, programs and supports**
- 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 **are** 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 is 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

An Ongoing intervention strategy may include, but is 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

Appropriate actions must address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but are 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 Ontario Human Rights Code.

The Board authorizes Principals/Designates or their delegates, to impose appropriate 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.

The Principal/Designate and staff will also consider the following to address inappropriate behaviour:

- the particular student and circumstances;
- the nature and severity of the behaviour; and
- 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.~~

Mitigating and Other Factors

~~Appropriate actions 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 consequence. 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.~~

Mitigating and Other Factors

A The Principal/Designate, in determining the consequences ~~will~~ **shall** consider the following mitigating factors:

1. whether the student has the ability to control ~~his or her~~ **the** behaviour;
2. whether the student has the ability to understand the foreseeable consequences of ~~his or her~~ **the** behaviour; **and**
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,

The Principal/Designate, in determining consequences **shall also consider the following other factors:**

1. the student's academic, discipline and personal history;
2. whether a progressive discipline approach has been used with the student;
3. 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;
4. how the discipline would affect the student's ongoing education;
5. the age of the student;
6. 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; and,
7. other matters as the Principal/**Designate** considers appropriate

CONSEQUENCES

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

- Meeting with the student's parents/guardians, the student and the Principal/**Designate**
- Referral to a community agency for anger management, **mental health support** or substance abuse counselling
- Detentions
- Withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices
- Alternative Placement
- Suspension
- Expulsion
- Exclusion

DISCLOSURE OF STUDENTS' PERSONAL INFORMATION

Board employees, including occasional and itinerant employees, who work directly with students, may need to know about a particular student's behaviour(s) that poses a potential risk of physical harm to school staff or students, as documented as part of progressive discipline in the Ontario Student Record (OSR).

Prior to disclosure, Principals/Designates are to inform staff that they must treat any information disclosed about a student or incident as confidential.

Principals/Designates are only permitted to share information documented in the OSR with Board employees who do not have access to OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. Principals/Designates may share only the necessary information pertaining to behaviour that may present risk of physical harm.

SUPPORTS FOR STUDENTS

The Board provides supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making good choices that support continuing their learning, and achieving success. Board employees, through Board programs and resource personnel, or through community-based service providers, including social service agencies and mental health service providers may provide these supports.

The Board shall ensure that Principals support students who have been harmed or students who have engaged in serious student incidents by developing specific plans to protect students who have been harmed. If parents/guardians are not satisfied with the supports provided, Principals will refer parents/guardians to the Board's Complaint Resolution Policy No. 800.3.

SCHOOL TRANSFERS RELATED TO SCHOOL SAFETY

In cases where students are being transferred to another school in order to preserve school safety, a "transfer meeting" will be coordinated between the school from which the student is being transferred and the receiving school. The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require.

The meeting must include the teachers and other school staff that will have regular direct contact with the student. The student that is being moved and their parents/guardians should also be invited and reasonably accommodated to participate in the transfer meeting. The transfer meeting must occur prior to the day, or on the day, the student is transferred before the student attends any classes.

The receiving school must also be in possession of the student's Ontario Student Record (OSR) prior to the transfer meeting, and the OSR must be available to be consulted to at the meeting. The Principal must inform all staff in attendance that they must treat any information about the student and the incident disclosed at the meeting as confidential.

NOTIFYING PARENTS/GUARDIANS

~~Principals is are required to provide information to the is less than 18 years of age, is not 16 or 17 and withdrawn from parental control~~ Principals are required to notify parents/guardians of a student who has been harmed as a result of a serious student incident promptly. When notifying parents/guardians of these incidents, a Principal must invite parents/guardians to have a discussion with them about the supports that will be provided for their student.

Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student,
- the nature of the harm to the student,
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in responses to the activity, and
- the supports that will be provided for the student in response to the harm that resulted from the activity.

Principals are required to notify the parents/guardians of students who have engaged in serious student incidents and shall disclose the following information:

- the nature of the activity that resulted in harm to the student,
- the nature of the harm to the student,
- the nature of any disciplinary measures taken in responses to the activity, and
- the supports that will be provided for the students in response to the harm that resulted from the activity.

If ~~The~~ Principal decides ~~shall~~ 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 ~~from the parents/guardians of the student, such that notification is not in the best interests of the student.~~ The Principal will document the rationale for this decision, and ~~notify both the teacher who reported the incident and the appropriate share this decision with the Family of Schools' Superintendent. and if applicable, the teacher(s) of the student~~

VIOLENT INCIDENT

~~Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A-C) 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 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 occurrence of a combination of any of the following:

- ~~possessing a weapon, including possessing a firearm~~
- ~~physical assault causing bodily harm requiring medical attention~~
- ~~sexual assault~~
- ~~robbery~~
- ~~using a weapon to cause or to threaten bodily harm to another person~~
- ~~extortion~~
- ~~hate and/or bias motivated occurrences~~

VICTIMS OF SERIOUS STUDENTS 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~~

~~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.~~

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, 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; and,~~
 - ~~iv. other matters as the Principal considers appropriate~~

REPORTING AND RESPONDING TO INCIDENTS-APPENDIX A

All Board employees, student transportation and third parties who are under contract or agreement with the Board are required to report and/or respond to any student behaviour, on school property or during a school-related activity or event that is likely to have a negative impact on school climate. (See-Appendix A-*Keeping Our Kids Safe at School: Reporting and Responding to Incidents*).

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension/expulsion must be considered to the Principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others.

REPORTING SERIOUS STUDENT INCIDENTS TO THE PRINCIPAL

The purpose of reporting serious student incidents is to ensure that the Principal/Designate is aware of any activities taking place in the school for which suspension/expulsion must be considered and to help ensure a positive school climate.

In cases where immediate action is required, an oral report to the Principal/Designate may be made. A written report must be made when it is safe to do so. All reports must be confirmed in writing using the *Safe Schools and Accepting Incident Reporting Form-Part I* (APPENDIX B).

Safe and Accepting Schools Incident Reporting Form-Parts I and II-APPENDIX B

An individual who becomes aware that a student may have engaged in a serious student incident shall report the matter to the Principal/Designate as soon as reasonably possible using the *Safe and Accepting Schools Incident Reporting Form Part I-Appendix B*. Where the Principal/Designate is the sole witness to an

incident, the Principal/Designate is similarly required to use the *Safe and Accepting Schools Incident Reporting Form Part I-Appendix B*, to confirm the incident in writing.

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-PART I (APPENDIX B)

All reports made to the Principal/Designate, including those made verbally must be confirmed in writing, using the *Safe and Accepting Schools Incident Report Form-Part I* and must be submitted to the Principal/Designate in a timely manner and no later than the end of the school day. Each report will be assigned a number for filing and retrieval purposes and investigated by the Principal/Designate.

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-PART II (APPENDIX B)

The Principal must provide the person who reported the incident with written acknowledgement, using the *Safe and Accepting Schools Incident Reporting Form-Part II* and must specify whether the investigation has been completed or is still in progress. The Principal/Designate will not provide information that could identify the student(s) involved on the *Safe and Accepting Schools Incident Report Form-Part II*.

Once the investigation is complete, the Principal/Designate:

1. must communicate the results of the investigation to the teacher who made the report.
2. will communicate the results of the investigation to the individual who made the report, who is not teacher, only if the Principal/Designate considers it appropriate.
3. must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

ONTARIO STUDENT RECORD (OSR)

If the Principal/Designate has decided that action must be taken as a result of an incident, the Principal/Designate will file a copy of the *Safe and Accepting Schools Incident Reporting Form-Part I*, along with documentation (i.e. suspension/expulsion letter, police report) in the OSR of the student whose behaviour was inappropriate.

1. Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form must be removed from the form before it is filed.
2. In the case of a student who has been harmed, no information about the incident must be placed in the OSR, unless that student's parents/guardians expressly request that it be placed in the OSR.
3. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
4. The form and documentation must be kept for a minimum of one year in the OSR.
5. In the case of a *violent incident*, the Principal must check the *Violent Incident Box* on the *Safe and Accepting Schools Form Part I-Appendix B*. The form along with any other documentation (i.e. suspension/expulsion letter, police report) must be filed and retained in the student's OSR for:
 - One year, if the student's suspension was quashed or withdrawn and the record of suspension expunged.
 - Three years, if the student was suspended for the violent incident and no further suspensions for serious violent incidents have taken place.
 - Five years, if the student was expelled for the violent incident and no further suspensions for serious violent incidents have taken place.
6. For non-violent incidents, if no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

MAINTENANCE OF THE ONTARIO STUDENT RECORD (OSR)

The contents of the OSR should be reviewed on a regular basis by the Principal/Designate for the removal of any material that is no longer required to be retained to ensure that they remain conducive to the improvement of the instruction of the student.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD) OF PROGRESSIVE DISCIPLINE

The Principal/ or Designate shall keep a record for each student with whom document progressive student discipline approach(es) is utilized on the Board's Student Management Administrative System under the discipline tab with the following information:

The record should include:

- Name of the student;
- Date of the incident or behaviour;
- Type of infraction
- Check Violent Incident Box, if applicable
- Date of the incident or behaviour;
- Student Incident Details nature of the incident or behaviour;
- Consequences considerations taken into account; progressive discipline approach used; consequences and outcome; and
- Contact with the student's parents/guardians (unless the student is an adult student);
- Appeal/Outcome Information, if applicable

DELEGATION OF AUTHORITY REGARDING DISCIPLINE

Part XIII of the *Education Act* provides a Principal with the authority to delegate powers, duties.

Vice-Principals

Delegation may include all authority of the Principal except the final decision, regarding a recommendation to the Board to expel a student and the authority to suspend a student for six or more days.

Teachers

The Principal's authority may only be delegated in writing to a teacher in the absence of the Principal and Vice-Principal, and must respect the terms of all applicable collective agreements.

- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension/expulsion. The teacher must report all details of their investigation to the Principal as soon as possible.
- The teacher must report to the Principal/Vice-Principal any activities that must be considered for suspension/expulsion that are received from staff or others during the Principal's absence. A teacher may not be delegate authority regarding suspension decisions or recommendations regarding expulsion of students.
- A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as a result of a serious student incident and the parents/guardians of the student who has engaged in the activity. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
- If the teacher is not sure whether to call the parents/guardians, the teacher should contact the Principal or the appropriate Family of Schools' Superintendent for direction. The Principal/Vice-Principal will follow up with the parents/guardians as soon as possible.

PROFESSIONAL DEVELOPMENT STRATEGIES FOR ADMINSTRATORS, TEACHERS AND OTHER SCHOOL STAFF

Creating and sustaining a safe, inclusive and accepting learning environment through appropriate interactions between all members of the school community is the responsibility of the whole school community.

The Board will provide professional development for staff to support prevention of inappropriate student behaviour and strategies for promoting positive school climate. Training may include but is not limited to, Board policy awareness, curriculum connections related to bullying prevention and intervention, social and emotional skills, critical and creative thinking skills to help students develop health relationships, responding to serious student incidents, including inappropriate sexual behaviour and duty to report under the Child, Youth and Family Services Act, 2017.

BUILDING PARTNERSHIPS

Relationships that engage the whole school community and its partners promote a positive school environment and support the progressive discipline approach. These partnerships facilitate the delivery of prevention, intervention and response programs, the use of referral processes, and the provisions of services and support for students, their parents/guardians and families.

To facilitate the building of partnerships the Board shall:

- Direct schools to work with community-based service providers, mental health agencies, or other organizations that have professional expertise in the areas of bullying, discrimination, violence, and harassment to provide appropriate support to students, parents/guardians, teachers and other school staff in addressing these issues;
- Maintain an up-to-date contact list of community-based service providers that have professional expertise in these areas, making the list available to staff, parents/guardians, and students; and
- Work in partnership with, and provide access to, public health units in order to support implementation of the Ontario curriculum together with mandated public health policies.

COMMUNICATIONS STRATEGY

It is important that all members of the school community, including teachers, other school staff, students, and parents/guardians understand and support the progressive discipline approach. To support a whole-school approach the Board communicates policies and guidelines to all students, parents/guardians, staff members, volunteers, the Special Education Advisory Committee, the Indigenous Education Advisory Council, the Niagara Catholic Parent Involvement Committee and Catholic School Councils and other relevant groups as found on the Board website at www.niagaracatholic.ca.

MONITORING AND REVIEW

The Board will continue to monitor, review, and evaluate the effectiveness of Board policies and guidelines, using indicators established, in consultation with students, parent/guardians, staff members, the Special Education Advisory Committee, the Indigenous Education Advisory Council, the Niagara Catholic Parent Involvement Committee and Catholic School Councils and community-based service providers.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
DEATH BENEFIT POLICY (201.5)**

RECOMMENDATION

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

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Date: February 26, 2019



Niagara Catholic District School Board

DEATH BENEFIT POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.5

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and as a board which is grounded in the value of human dignity, we are a system which responds to the needs of our Catholic community and our employees. It is the policy of the Board that upon the death of an Employee, and if the employee is eligible for retirement gratuity at the date of death, the benefit will be paid to the deceased employee's estate as a death benefit, provided that:

- the employee has previously qualified for a retirement gratuity through their collective agreement or conditions of employment with the Board;
- the employee has not previously retired from the Board, and returned to employment with the Board in either a similar or different capacity;
- the employee has not already received a retirement gratuity from the Board.

~~The surviving spouse of the employee and/or eligible dependents shall be entitled to continued medical and dental benefit coverage in the Board's benefit plan for a period of one year following the date of death. The Board will assume 100% of the cost of the medical and dental premiums.~~

The employee benefits for the surviving spouse of the employee and/ or eligible dependents shall be based on the terms of the applicable Employee Life and Health Trust (ELHT).

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
DEFERRED SALARY PLAN (X/Y) POLICY (201.10)**

RECOMMENDATION

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

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Date: February 26, 2019



Niagara Catholic District School Board
DEFERRED SALARY PLAN (X/Y) POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.10

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, it is the policy of the Board to support eligible Employees to participate in a deferred salary plan to provide for a self-funded leave of absence for personal and professional development purposes.

The granting of such leaves will be at the sole discretion of the Director of Education and/or designate.

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

References

- ***[Teachers' Pension Act](#)***



Niagara Catholic District School Board
DEFERRED SALARY PLAN (X/Y) POLICY
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.10

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

1. ELIGIBILITY

- 1.1 For the purpose of this plan, "Employee" means anyone who is presently employed by the Niagara Catholic District School Board on a permanent full time or permanent part-time basis.
- 1.2 An Employee will be eligible according to their respective Collective Agreements and/or Terms and Conditions
- 1.3 Employees interested in participating in the "X" over "Y" Plan are advised that it is their responsibility to apprise themselves of any terms, conditions, or restrictions which may apply. For example, they should be aware of any income tax, pension plan, L.T.D. or benefit implications
- 1.4 The number of participants accepted into the plan on an annual basis shall normally not exceed 3% of eligible staff within any given year.

2. APPLICATIONS

- 2.1 Employees applying for this type of leave must make written application to the Superintendent of Human Resources at least six (6) months prior to the date the plan is to take effect (i.e. the date of the first salary deduction). In the case of the teachers an application must be filed no later than January 31 of the school year prior to the school year in which the Plan will commence.
- 2.2 In general, the expectation is that the "X" Over "Y" Leaves of Absences will coincide with the school year (e.g. elementary panel). At no time shall the leave of absence be less than six (6) consecutive months inclusive of July or August (e.g. one ~~semester~~ term in the elementary or one semester in the secondary panel).
- 2.3 The Board will grant leaves of absence of one (1) year to eligible employees on the basis of spreading the payment over the period of the leave.
- 2.4 An eligible employee shall not be permitted to transfer between plans.

3. APPROVAL PROCESS

- 3.1 The Superintendent of Human Resources ~~shall, in a timely manner,~~ may consult with the employee's immediate supervisor prior to granting approval for the leave.
- 3.2 Written acceptance or refusal of the Employee's request will be sent to the Employee within three (3) months of receipt of the application and in the case of the teachers' written acceptance

or denial of such application will be forwarded to the employee by May 1 of the school year prior to which the plan would commence.

- 3.3 If an employee decides not to return to the Board following a Financed Leave, the Board shall be notified as soon as possible of this decision and not later than April 1st of the year of the leave.
- 3.4 Approval of individual requests to participate in the Plan will be based on the terms of the Collective Agreements and /or Terms and Conditions.

4. PAYMENT FORMULA

4.1 The Employee shall specify on the *Niagara Catholic Application Form* the percentage of salary to be deferred in each year of the leave. These amounts will be accumulated and the total amount deferred, along with any interest earned, shall be retained by the Board for payment to the Employee during the year of the leave. Interest shall accrue at the Board's consolidated rate of interest. The accrued interest shall be paid annually, as required by Revenue Canada.

~~4.2 All benefits for Employees will be maintained by the Board during the leave of absence.~~

~~However, the premium costs for all benefits for which the Employee is eligible must be repaid to the Board through payroll deductions. Any benefits tied to salary level shall be structured according to the percentage of actual salary paid, for example:~~

Year 1	Grid Salary	= \$40 000
_____	Salary Paid	= \$32 000
_____	(80% based on a 4/5 plan)	

~~Insurable salary used for group life purposes = \$32 000 (80%)~~

Arrangements for continued benefits coverage are to be made between employee and applicable provincial benefit carrier

5. CONDITIONS

- 5.1 Subject to the approval of the, the Superintendent of Human Resources an Employee may take the leave of absence in the specified year of the Plan. However, the salary paid during the leave is restricted to the actual Employee contributions up to the commencement of the leave plus accrued interest. All amounts held for the Employee's benefit shall be paid to the Employee no later than the end of the first taxation year that commences after the end of the deferral period.
- 5.2 The amount of salary deferred by the Employee in a given year must not exceed one-third (33 1/3%) of the salary the Employee would have received in that year.
- 5.3 The leave of absence must start within six (6) years from the start of the salary deferrals.

6. TERMS

6.1 Should an Employee voluntarily leave the employ of the Board before any financial obligation to the Board has been discharged, any monies outstanding shall be repaid prior to the effective date of termination.

- 6.2 Following the year of the Leave, the Employee shall return to duty with the Board for a period of at least one (1) school year.
- 6.3 Upon return from the leave of absence, an Employee will be assigned a position with the Board according to the terms and conditions of employment, prevailing contracts, Board Policies and Administrative Regulations. Subject to the surplus and redundancy provisions, if any, of the prevailing collective agreements, terms and conditions and other legally binding terms of employment, Employees will be assigned to a comparable assignment, not necessarily the same location.
- 6.4 Upon return from the leave of absence, Principals, Vice Principals and Managers will retain their status, unless a change has been mutually determined. However, they may be assigned to a different location dependent upon system needs.
- 6.5 Sick leave credits will not accumulate during the period of leave.
- 6.6 The period of leave will count for seniority experience but not for salary increment.
- 6.7 Employees declared redundant or Employees who have been terminated, will be required to withdraw from the Plan and will be paid a lump sum adjustment for any monies deferred to the date of withdrawal, plus any interest earned.
- 6.8 Repayment shall be made within sixty (60) days of withdrawal from the Plan.
 - In the case of Employees where it is applicable, Pension Plan deductions are to be continued as provided by the *Teachers' Pension Act*.
 - In the case of Employees not involved with the Teachers' Pension Plan, the terms and conditions of the respective pension plan shall apply.
- 6.9 Employees may withdraw from the Plan any time prior to six (6) months before the commencement of the leave. Upon withdrawal, any monies accumulated plus interest owed will be repaid to the Employee within sixty (60) days of notification of their intent to leave the Plan.
- 6.10 Should an Employee die while participating in the Plan, any monies accumulated plus interest owed at the time of death will be paid to the Employee's estate. Conversely, any monies plus interest owed to the Board at the time of death, shall be payable to the Board from the Employee's estate.
- 6.11 Employees wishing to participate in the Plan shall be required to sign forms of agreement supplied by the Board before final approval for participation will be granted.
- 6.12 Employees participating in the Plan are subject to all terms of the Board contract including the applicable surplus and redundancy clauses or other Employer-Employee applicable contracts and/or agreements.
- 6.13 Employees participating in the X over Y Plan will be covered by Long Term Disability Insurance of the Board for any claim arising during the year of leave, provided the Employee has opted to pay their share of the premiums. In the case of the teachers' premiums for Long Term Disability Insurance will be deducted as it is a condition of employment.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE LEAVES OF ABSENCE POLICY (201.1)**

RECOMMENDATION

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

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: February 26, 2019



Niagara Catholic District School Board
EMPLOYEE LEAVES OF ABSENCE POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.1

Adopted Date: January 27, 1998

Latest Reviewed/Revised Date: November 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes that an employee may request a leave of absence to participate or attend to personal and/or educational obligations. The Director of Education may approve Leaves of Absence requests to an employee.

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

References

- [*Employment Standards Act, 2000*](#)



Niagara Catholic District School Board
EMPLOYEE LEAVES OF ABSENCE POLICY
 ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.1

Adopted Date: January 27, 1998

Latest Reviewed/Revised Date: November 26, 2013

Applications for Leaves of Absences shall be submitted to the immediate Supervisor for a recommendation and then to the appropriate Administrator. Leaves of Absence may be granted and approved for the following purposes;

- To take further educational studies on a full-time basis for a maximum period of one year, renewable at the discretion of the Director of Education.
- To hold public office as a Member of Parliament, Member of the Provincial Parliament, Member of Municipal Government or Mayor.
- To participate in an exchange program with the Ontario Ministry of Education or Department of National Defence *or other Board approved initiatives.*
- To serve in an administrative position to which a member of a religious community is appointed by the order.
- For personal or professional reasons which are deemed to be compelling and which are not of a re-occurring nature.
- For absences not covered by a collective agreement.
- To take on duties requested by Employee Unions, Teacher Federations or Professional Organizations which officially represent employees of this Board.

1. Leaves of Absence with Pay

- Approved Leaves

Applications for Leaves of Absence of any duration with pay shall only be granted ***by the Superintendent of Human Resources following consultation with the Director of Education,*** if they are covered contractually or through Board Policies.

2. Leaves of Absence Without Pay

Applications for Leaves of Absences shall without pay shall be submitted to the immediate Supervisor for a recommendation and then to the appropriate Administrator with the following considerations;

- If the Leave is for a period of two weeks or less, approve, modify or deny such Leaves, according to the circumstances and after consultation with the appropriate Superintendent.
- if the Leave is for a period of more than two weeks, present recommendations, after consultation with the appropriate Superintendent, to the Director of Education and/or designate, who shall make the final decisions.
- Upon return from the leave of absence, an Employee will be assigned a position with the Board according to the terms and conditions of employment, prevailing contracts, Board Policies and Administrative Regulations. Subject to the surplus and redundancy provisions, if any, of the prevailing collective agreements, terms and conditions and other legally binding terms of employment, Employees will be assigned to a comparable assignment, not necessarily the same location.
- Sick leave credits will not accumulate during the period of leave.
- The period of leave will count for seniority experience but not for salary increment as per their respective Collective Agreements or Terms and Conditions.

- An application for a Leave of Absence for illness shall include a report (including recommendations) from a medical doctor. Where a Leave of Absence is approved for reasons of health, a medical certificate of good health including a statement that the employee is able to resume their duties and responsibilities shall be submitted at the time required for notifying the Director of Education or designate of intention to return to work.
 - An employee requesting a Leave of Absence for illness may be required by the Director of Education or designate to have a medical examination by a Board-appointed physician prior to the approval of the Leave of Absence and prior to the return to work.
 - The maximum period of a Leave of Absence granted to an employee to serve as a Member of Municipal Government or Mayor shall be for two full terms of office.
 - An employee holding municipal office may be granted permission to be absent from duties for a temporary period of time to attend to elected office duties for emergency reasons on the recommendation of the appropriate Superintendent and approved by the Director of Education or designate on the condition that there be no remuneration for the period of absence. The minimum reduction in pay shall be one-half day for any portion of the day that the employee is absent.
 - ~~An employee who is granted a Leave of Absence without pay according to this Policy shall, when the Leave exceeds one month, be responsible for the payment of one hundred percent (100%) of the premiums for the employee benefits that they wish to maintain during the leave of absence.~~
 - Arrangements are to be made with the applicable provincial benefit plan in order to maintain continued benefit coverage.
3. An information report on approved Employee Leaves of Absence shall be submitted to an In Camera Meeting of the Board on a regular basis.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
STUDENT SUSPENSION – SAFE SCHOOLS POLICY (302.6.4)**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

Date: February 26, 2019



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~shall endeavour to provide~~ **is committed to promoting and supporting appropriate student behaviour that contributes to a positive school climate, and sustaining a safe, inclusive, and accepting school climate of respect, dignity and trust, consistent with the Gospel Value in all schools learning and teaching environment for all students to reach their full academic, and spiritual potential and become living witnesses of Christ.**

A positive school climate exists when all members of the school community feel safe, included, and accepted, by actively promoting responsibility, respect, civility, and academic excellence in all Niagara Catholic schools/sites. The Board shall endeavor to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values.

The conduct of students as members of the **Catholic** school community is expected to be modelled upon **our Catholic faith, the traditions of Catholic education, and the Ontario Catholic School Graduate Expectations.** ~~fostering and promoting a positive learning environment for students and staff, so that all students can reach their full academic and spiritual potential.~~

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

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

References

- [**Accepting Schools Act**](#)
- [**Accessibility for Ontarians with Disabilities Act 2005**](#)
- [**Caring and Safe Schools in Ontario**](#)
- [**Child & Family Services Review Board**](#)
- [**Child, Youth and Family Services Act 2017**](#)
- [**Education Act and Regulations**](#)
- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Ontario Catholic School Graduation Expectations**](#)
- [**Ontario Human Rights Code**](#)
- [**Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education**](#)
- [**Policy/Program Memorandum 124: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018**](#)
- [**Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018**](#)
- [**Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour –Issued October 17, 2018**](#)
- [**Provincial Code of Conduct**](#)
- [**Regulation 472/07: Behaviour, Discipline and Safety of Pupils**](#)
- [**Smoke-Free Ontario Act 2017**](#)

Niagara Catholic District School Board Policies/Procedures/Documents

- [*Access to Board Premises Policy \(302.6.3\)*](#)
- [*Accessibility Standards Policy \(800.8\)*](#)
- [*Bullying Prevention and Intervention Policy \(302.6.8\)*](#)
- [*Catholic School Councils Policy \(800.1\)*](#)
- [*Code of Conduct Policy \(302.6.2\)*](#)
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- [*Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara*](#)
- [*Protocol Between the Niagara Regional Police Service and the Niagara Catholic District School Board*](#)



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY**ADMINISTRATIVE PROCEDURES**

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

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

ACTIVITIES LEADING TO POSSIBLE SUSPENSION

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

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

ACTIVITIES LEADING TO SUSPENSION

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

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.

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

VIOLENT INCIDENT

Where inappropriate student behaviour constitutes a violent incident, **the Principal/Designate must follow the direction in the Police/School Board Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board regarding notification of the police for a violent incident.**

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

The term violent incident is defined as the occurrence of any one (←) of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion
- hate and/or bias-motivated occurrences

MITIGATING AND OTHER FACTORS

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

~~Mitigating and other factors to be considered by~~ **The Principal/Designate, in determining consequences shall consider the following mitigating factors** before deciding whether to impose a suspension are:

1. whether the student has the ability to control ~~his or her~~ **the** behaviour;
2. whether the student has the ability to understand the foreseeable consequences of ~~his or her~~ **the** behaviour; **and**

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.

The Principal/Designate, in determining consequences shall also consider the following other factors:

1. the student's academic, discipline and personal history;
2. whether a progressive discipline approach has been used with the student,
3. whether the activity for which the student might be suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. how the suspension would affect the student's ongoing education;
5. the age of the student;
6. ~~where the~~ ~~In the case of a student for whom~~ ~~has~~ an Individual Education Plan (IEP) or disability related needs ~~has been developed~~:
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct, and
7. other matters as the Principal/Designate considers appropriate.

CONFIRMATION NOTICE OF SUSPENSION

~~When a student has been suspended, A Principal/Designate who suspends a student shall will:~~

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

~~When a student has been suspended, A Principal/Designate who suspends a student shall ensure that provide~~ written notice of the suspension ~~is given promptly to the following persons:~~

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

The written notice of the suspension must include the following:

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

PRINCIPAL DETERMINATION OF NOTIFICATION

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

SCHOOL WORK

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

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

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

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

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

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program **at the Pope Francis Centre** if:

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

This alternative program will strive to:

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

RE-ENTRY

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

APPEAL OF SUSPENSION

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

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

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

REVIEW OF SUSPENSION

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

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

APPEAL TO THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

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

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

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

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

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

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

SUSPENSION APPEAL BEFORE THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

The Disciplinary Hearing Committee will conduct the suspension appeal in accordance with the [*Suspension/Expulsion Hearing Rules*](#), the *Education Act* and Board Policy:

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

8. The decision shall be communicated to the appellant in writing.
9. The decision of the Disciplinary Hearing Committee is final.

REVIEW OF THE SUSPENSION PROCESS

It is expected that the Family of Schools' Superintendent will review the suspension statistics of each school with the Principal on an annual basis.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD)

The Principal/Designate shall document student discipline on the Board's Student Management System (Maplewood) under the student discipline tab with the following information:

1. Type of infraction
2. Check Violent Incident Box, if applicable
3. Student Incident Details
4. Consequences
5. Appeal/Outcome Information, if applicable

ONTARIO STUDENT RECORD (OSR)

If the Principal/Designate has decided that action must be taken as a result of an incident, the Principal/Designate will file a copy of the *Safe and Accepting Schools Incident Reporting Form-Part I*, along with documentation (suspension letter) in the OSR of the student whose behaviour was inappropriate.

1. Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form must be removed from the form before it is filed.
2. In the case of a student who has been harmed, no information about the incident must be placed in the OSR, unless that student's parents/guardians expressly request that it be placed in the OSR.
3. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
4. The form and documentation must be kept for a minimum of one year in the OSR.
5. In the case of a *violent incident*, the Principal/Designate must check the *Violent Incident Box* on the *Safe and Accepting Schools Form Part I-Appendix B* and on the student's discipline tab in the *Student Management System*. The form, a copy of the *Violent Incident Form* printed from the *Student Management System* and any other documentation (suspension/expulsion letter, police report) must be filed and retained in the student's OSR for:
 - one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged;
 - three years, if the student was suspended for the violent incident;
 - five years, if the student was expelled for the violent incident.
6. For non-violent incidents, if no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

MAINTENANCE OF THE ONTARIO STUDENT RECORD (OSR)

The contents of the OSR should be reviewed on a regular basis by the Principal/Designate for the removal of any material that is no longer required to be retained to ensure that they remain conducive to the improvement of the instruction of the student.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
STUDENT EXPULSION – SAFE SCHOOLS POLICY (302.6.4)**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

Date: February 26, 2019



Niagara Catholic District School Board

STUDENT EXPULSION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.5

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~is committed to promoting and supporting appropriate student behaviour that contributes to a positive~~ ~~shall~~ endeavour to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values in all schools. ~~and sustaining~~ a safe, inclusive, and accepting learning and teaching environment for all students to reach their full academic, and spiritual potential and become living witnesses of Christ.

A positive school climate exists when all members of the school community feel safe, included, and accepted, by actively promoting responsibility, respect, civility, and academic excellence in all Niagara Catholic schools/sites.

The conduct of students as members of the school community is expected to be modelled upon ~~our Catholic faith, the traditions of Catholic education, and the Ontario Catholic School Graduate Expectations.~~ ~~Christ,~~ fostering and promoting a positive school learning environment for students and staff, so that all students can reach their full academic and spiritual potential.

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

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

References

- [*Accepting Schools Act*](#)
- [*Accessibility for Ontarians with Disabilities Act 2005*](#)
- [*Caring and Safe Schools in Ontario*](#)
- [*Child & Family Services Review Board*](#)
- [*Child, Youth and Family Services Act 2017*](#)
- [*Education Act and Regulations*](#)
- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- [*Ontario Catholic School Graduation Expectations*](#)
- [*Ontario Human Rights Code*](#)
- [*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education*](#)
- [*Policy/Program Memorandum 124: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018*](#)
- [*Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018*](#)
- [*Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour –Issued October 17, 2018*](#)
- [*Provincial Code of Conduct*](#)
- [*Regulation 472/07: Behaviour, Discipline and Safety of Pupils*](#)
- [*Smoke-Free Ontario Act 2017*](#)

Niagara Catholic District School Board Policies/Procedures/Documents

- [***Access to Board Premises Policy \(302.6.3\)***](#)
- [***Accessibility Standards Policy \(800.8\)***](#)
- [***Bullying Prevention and Intervention Policy \(302.6.8\)***](#)
- [***Catholic School Councils Policy \(800.1\)***](#)
- [***Code of Conduct Policy \(302.6.2\)***](#)
- [***Complaint Resolution Policy \(800.3\)***](#)
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Niagara Catholic District School Board

STUDENT EXPULSION POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.5

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

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

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

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

VIOLENT INCIDENT

Where inappropriate ~~student~~ behaviour constitutes a violent incident, **the Principal must follow the direction in the Police/School Board Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board regarding notification of the police for a violent incident.**

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

The term violent incident is defined as the occurrence of any one (1) of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm

- using a weapon to cause or to threaten bodily harm to another person
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion
- hate and/or bias-motivated occurrences

MITIGATING AND OTHER FACTORS

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

~~Mitigating and other factors to be considered by~~ The Principal, **in determining consequences shall consider the following mitigating factors** ~~before deciding whether to impose a expulsion are:~~

1. whether the student has the ability to control ~~his or her~~ **the** behaviour;
2. whether the student has the ability to understand the foreseeable consequences of ~~his or her~~ **the** behaviour; **and**
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;

The Principal, in determining consequences shall also consider the following other factors:

1. the student's academic, discipline and personal history;
2. whether a progressive discipline approach has been used with the student,
3. whether the activity for which the student might be suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. how the expulsion would affect the student's ongoing education;
5. the age of the student;
6. **where the** ~~In the case of a student for whom~~ **has** an Individual Education Plan (IEP) **or disability related needs** ~~has been developed:~~
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether a expulsion is likely to result in aggravating or worsening the student's behaviour or conduct, **and**
7. other matters as the Principal considers appropriate.

SUSPENSION PENDING RECOMMENDATION FOR EXPULSION

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

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

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

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

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

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program **at the Pope Francis Centre** if:

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

This alternative program will strive to:

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

EXPULSION NOT RECOMMENDED

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

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

EXPULSION RECOMMENDED TO THE BOARD

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

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

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

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

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

**SUPERINTENDENT OF EDUCATION:
RESOURCE TO THE DISCIPLINE HEARING COMMITTEE**

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

1. Arrange a meeting with the Family of Schools' Superintendent, the Principal, the student's parent/guardian, student or adult student. If a meeting is arranged, the Superintendent of Education: Resource to the Discipline Hearing Committee will review the Disciplinary Hearing Committee process for expulsion hearings, as well as respond to any questions or concerns the student's parent/guardian and student or adult student may have regarding the process or incident; and may assist to narrow the issues and identify agreed upon fact.

2. Prepare a package of documents for the Disciplinary Hearing Committee, which will include the following components:
 - i. a copy of the Principal's Report; and
 - ii. a copy of the original suspension letter and the notice of expulsion sent to student's parent/guardian, student or adult student.
3. Inform the student's parent/guardian, student or adult student of the date, time and location of the expulsion hearing, will provide a copy of the *Suspension/Expulsion Hearing Rules*, and a copy of the documentation to the Disciplinary Hearing Committee.
4. Ensure that the item is placed on the Disciplinary Hearing Committee agenda.

DISCIPLINARY HEARING COMMITTEE

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

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

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

Parties before the Disciplinary Hearing Committee will be:

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

DECISION OF THE DISCIPLINARY HEARING COMMITTEE

Upon completion of the hearing, the Committee shall decide:

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

APPEAL OF BOARD DECISION TO EXPEL

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

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

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

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

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

1. Within ~~thirty~~ (30) **calendar** days of the Board's decision to expel the student. This date should be referenced in the letter of appeal.
2. The ~~thirty~~ (30) **calendar** days may be extended if the Child and Family Services Review Board believes there are reasonable grounds.
3. The expulsion appeal hearing will be held no later than ~~thirty~~ (30) **calendar** days after receiving a request to appeal the Board's expulsion decision, unless either the parties or the school board requests a later date.

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

1. Confirm the Board's expulsion decision.
2. Reject the expulsion decision and reinstate the student.
3. ~~Modify the type or duration of the~~ **change the** expulsion ~~decision from~~ for all schools in the Board to the student's school only.
4. **Order that the record of the expulsion be removed or changed**
5. ~~Impose, change or remove conditions that must be satisfied if the student is to return to school following an expulsion.~~

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

The Child and Family Services Review Board will issue a decision ~~within no later than ten~~ (10) **calendar** days ~~after the~~ of the completion of the expulsion hearing **has been completed** and will issue written reasons for the decision within ~~thirty~~ (30) **calendar** days.

RE-ENTRY FOLLOWING AN EXPULSION

1. A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once the student has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The Board shall re-admit the student and inform the student in writing of the re-admission.
2. A student who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which the student was expelled.
 - i. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
 - ii. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;

- iii. The student will be required to sign a Declaration of Performance form provided by the Board; and
- iv. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD)

The Principal/Designate shall document student discipline on the Board’s Student Management System (Maplewood) under the student discipline tab with the following information:

- Type of infraction
- Check Violent Incident Box, if applicable
- Student Incident Details
- Consequences
- Appeal/Outcome Information, if applicable

ONTARIO STUDENT RECORD (OSR)

If the Principal/Designate has decided that action must be taken as a result of an incident, the Principal/Designate will file a copy of the *Safe and Accepting Schools Incident Reporting Form-Part I*, along with the following documentation (suspension/expulsion letter, police report) in the OSR of the student whose behaviour was inappropriate.

1. Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form must be removed from the form before it is filed.
2. In the case of a student who has been harmed, no information about the incident must be placed in the OSR, unless that student’s parents/guardians expressly request that it be placed in the OSR.
3. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student’s OSR.
4. The form and documentation must be kept for a minimum of one year in the OSR.
5. In the case of a *violent incident*, the Principal/Designate must check the *Violent Incident Box* on the *Safe and Accepting Schools Form Part I-Appendix B* and on the student’s discipline tab in the *Student Management System*. The form, a copy of the *Violent Incident Form* printed from the *Student Management System* and any other documentation (suspension/expulsion letter, police report) must be filed and retained in the student’s OSR for
 - one year, if the student’s suspension was quashed or withdrawn and the record of suspension expunged;
 - three years, if the student was suspended for the violent incident;
 - five years, if the student was expelled for the violent incident.
6. For non-violent incidents, if no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

MAINTENANCE OF THE ONTARIO STUDENT RECORD (OSR)

The contents of the OSR should be reviewed on a regular basis by the Principal/Designate for the removal of any material that is no longer required to be retained to ensure that they remain conducive to the improvement of the instruction of the student.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
SAFE SCHOOLS POLICY (302.6)**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

Date: February 26, 2019



Niagara Catholic District School Board
SAFE AND ACCEPTING SCHOOLS POLICY
 STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~is committed to fostering a caring, safe, inclusive and accepting learning and teaching environment~~ ~~will strive to maintain safe and secure learning environments~~ for all students, staff, ~~parents/guardians~~ and community members involved in Board and school programs, events and activities.

~~In compliance with current legislation and the Mission of the Board, the Niagara Catholic District School Board will establish policies and administrative guidelines linked to this Safe Schools Policy, which foster increased respect, responsibility and civility.~~

~~When~~ **If** the Niagara Catholic District School Board is entering into an agreement with another person, organization or entity, ~~other than a board~~, respecting the use of a school ~~property or buildings~~ operated by the Board, ~~the Board will require~~ ~~it will require~~ that the person, organization or entity ~~to follow~~ **will uphold Board Policies, Administrative Procedures, Protocols and the standards** that are consistent with the provincial, ~~Board, and~~ local Codes of Conduct. ~~in compliance with current legislation and the Mission of the Board~~

~~The Niagara Catholic District School Board has established policies and administrative procedures linked to this Safe and Accepting Schools Policy, which foster increased respect, responsibility and civility in compliance with current legislation.~~

~~Therefore,~~ ~~the~~ Niagara Catholic Safe **and Accepting** Schools Policy and Administrative ~~Guidelines~~ **Procedures** will:

- Create schools that are **caring, safe, inclusive and accepting** of all **students, staff, parents/guardians; and members of the school community;** ~~pupils;~~
- Provide ~~pupils~~ **students** with a **caring, safe, inclusive and accepting learning and teaching environment;**
- ~~Encourage~~ **Promote** a positive school climate **in all schools** and prevent inappropriate behaviour, including but not limited to, bullying, sexual assault, gender-based violence and incidents based on homophobia;
- Address, **report, and respond** to inappropriate ~~pupil~~ **student** behaviour and promote early **prevention, intervention and supports;**
- Provide support to ~~pupils~~ **students** who are impacted by **the** inappropriate behaviour of other **students** ~~pupils;~~ **and;**
- Establish **progressive** disciplinary approaches that promote positive behaviour ~~and use with~~ measures that include appropriate consequences and supports for ~~pupils~~ **students** to address inappropriate behaviour;
- ~~Provide pupils with a safe learning environment.~~

~~The Director of Education will ensure the implementation of policies and administrative procedures linked to the Safe and Accepting Schools Policy.~~

References

- [Accessibility for Ontarians with Disabilities Act 2005](#)
- [Bill 13, Accepting Schools Act, 2012](#)
- ~~[Bill 157: An Act to Amend the Education Act](#)~~
- [Child, Youth and Family Services Act 2017](#)
- [Education Act Statutes and Regulations](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 125: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018](#)
- [Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour-Issued October 17, 2018](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [Smoke-Free Ontario Act 2017](#)

Niagara Catholic District School Board Policies/Procedures and Documents

- ~~[Niagara Catholic- Access to School Premises Policy \(302.6.3\)](#)~~
- [Accessibility Standards Policy \(800.8\)](#)
- ~~[Niagara Catholic-Bullying Prevention and Intervention Policy \(302.6.8\)](#)~~
- [Catholic School Councils Policy \(800.1\)](#)
- ~~[Niagara Catholic- Code of Conduct Policy \(302.6.2\)](#)~~
- [Complaint Resolution Policy \(800.3\)](#)
- ~~[Niagara Catholic-Criminal Background Check Policy \(302.6.7\)](#)~~
- ~~[Niagara Catholic-Dress Code – Secondary Uniform Policy \(302.6.6\)](#)~~
- ~~[Niagara Catholic- Elementary Standardized Dress Code Policy \(302.6.10\)](#)~~
- [Electronic Communications System Policy \(Students\) \(301.5\)](#)
- [Equity and Inclusive Education Policy \(100.10\)](#)
- [Niagara Catholic Parent Involvement Committee Policy \(800.7\)](#)
- [Ontario Student Record Policy \(301.7\)](#)
- [Opening or Closing Exercises Policy \(302.6.1\)](#)
- [Progressive Student Discipline Policy \(302.6.9\)](#)
- [Privacy Policy \(600.6\)](#)
- [Records and Information Management Policy \(600.2\)](#)
- [Safe Arrival Policy \(302.6\)](#)
- [Safe Physical Intervention with Students Policy \(301.8\)](#)
- ~~[Niagara Catholic- Student Suspension Policy \(302.6.4\)](#)~~
- ~~[Niagara Catholic-Student Expulsion Policy \(302.6.5\)](#)~~
- [Student Transportation Policy \(500.2\)](#)
- [Volunteers in Catholic Schools Policy \(800.9\)](#)
- [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program](#)
- [Protocol between the 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](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
FINANCIAL INVESTMENT POLICY (NEW)**

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

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

Date: February 26, 2019



Niagara Catholic District School Board

FINANCIAL INVESTMENT POLICY

STATEMENT OF POLICY

600 – Business Services

Policy No: New

Adopted Date:

Latest Reviewed/Revised Date:

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board when investing public funds, is responsible for ensuring financial stewardship and integrity through an effectual investment strategy.

In accordance with legislation, the Board may invest its surplus funds in securities prescribed under the *Education Act*, O. Reg. 41/10 – Part IV Eligible Investments. The Board will endeavour to achieve a positive rate of return to minimize the risk associated with investments by ensuring that the Board is compliant with the *Education Act*, while maintaining sufficient liquidity.

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

References

- [Education Act, Ontario Regulation 41/10](#)



Niagara Catholic District School Board
FINANCIAL INVESTMENT POLICY
ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No: New

Adopted Date:

Latest Reviewed/Revised Date:

DEFINITIONS

Surplus Cash Balances – the amount of funds held within centrally managed accounts. This does not apply to fund balances held by schools.

Eligible Investments

Section 241 of the Education Act states that:

1. The Board does not have the power to invest in a security other than a security prescribed under O. Reg. 41/10, s. 8.
2. The Board shall not invest in a security that is expressed or payable in any currency other than Canadian dollars. O. Reg. 41/10, s. 11 (1).

All investment activity requires the written approval by the Director of Education and Superintendent of Business and Financial Services.

Management Methodology

The investment objectives of the Board shall, in order of priority, be as follows:

1. Adherence to statutory requirements by the *Education Act*
2. Preservation of capital
3. Maintenance of liquidity
4. Competitive rate of return on investments commensurate with constraints in (1).

The Superintendent of Business and Financial Services will provide an annual information report to the Board on the status of any financial investments.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
CORPORATE CARDS, PURCHASING CARDS & PETTY CASH
POLICY (600.4)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: February 26, 2019



Niagara Catholic District School Board

**CORPORATE CARDS, PURCHASING CARDS
AND PETTY CASH POLICY**

STATEMENT OF POLICY

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Purchasing of Goods and Services Policy (600.1) and the related Administrative Procedures recognize that the purchase and payment of low value goods and services can be expedited through the use of Corporate Cards, Purchasing Cards and Petty Cash.

The Niagara Catholic District School Board authorizes the Director of Education to provide Corporate Cards, Purchasing Cards and Petty Cash to appropriate employees in order to fulfill their duties.

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

References

- **[Broader Public Sector Accountability Act \(BPSAA\), 2010](#)**
- ***Niagara Catholic District School Board Policies/Procedures***
 - **[Employee Code of Conduct and Ethics Policy \(201.17\)](#)**
 - **[Purchasing/Supply Chain Management Policy \(600.1\)](#)**



Niagara Catholic District School Board

CORPORATE CARDS, PURCHASING CARDS AND PETTY CASH POLICY

ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

DEFINITIONS

Corporate Card

A Niagara Catholic credit card that is issued to corporate executives, **such as Members of Senior Administrative Council**, who can then acquire goods and services without having to process the transaction through the traditional purchasing procedure, such as, using purchase requisitions or purchase orders. The purchases **Purchases** made by an executive using the corporate card are generally larger and higher in value not subject to a single purchase limit and must adhere to the **Purchasing/Supply Chain Management Policy (600.1)**.

Purchasing Card

Procurement card, or P-card, is a form of company credit card that is issued to **non-corporate** employees, who can then acquire goods and services without having to process the transaction through the traditional purchasing procedure, such as using purchase requisitions or purchase orders. The purchases **Purchases** made by an employee using a procurement cards are generally small and low value **subject to a single purchase limit and must adhere to the Purchasing/Supply Chain Management Policy (600.1)**.

All cards are issued to employees **who are issued credit cards** who are expected to follow Niagara Catholic's policies and procedures related to credit card use, including reviewing and approving transactions **according to a set schedule within given deadlines**.

1. Corporate Cards will be issued to Members of Senior Administrative Council.
2. Purchasing Cards will be provided to all Principals and Vice-Principals.
3. Corporate Cards and/or Purchasing Cards may be provided with the approval of the **Director of Education Superintendent of Business and Financial Services** to other board employees, if it is deemed necessary for them to carry out their responsibilities.
4. Through the Superintendent of Business & Financial Services, the appropriate Family of Schools Superintendent of Education may provide adequate Petty Cash Funds for **the schools and departments** under their supervision, in order to facilitate the purchase and payments of low value goods and services, **in accordance with the Purchasing/Supply Chain Management Policy (600.1)**.

5. Approved Corporate Cards and Purchasing Cards will be issued by the bank responsible for the Board's Banking Services and they shall be issued in the name of the Board and the Employee. Approved Petty Cash Funds will be issued by the Accounting Department.
6. Corporate Cards, Purchasing Cards and Petty Cash Funds are to be used solely for expenses related to Board Business.
7. Cash Advances from Corporate Cards, Purchasing Cards and Petty Cash are not permitted.
8. Personal expenses shall not be charged to Corporate Cards, Purchasing Cards and Petty Cash. Any personal expenses charged in error shall be recovered from the respective employee.
- ~~9. Purchases and payments paid by Corporate Card shall be processed using the **Request for Payment of Corporate Card Form** and in accordance with the related instructions.~~
9. Expenses paid with Corporate or Purchasing Cards shall be processed using the Expenses and Claims module in Microsoft NAV Employee Centre. All receipts and invoices for these purchases shall be scanned into the Claim and submitted for approval within given deadlines. Failure to adhere to given deadlines may result in the revocation of credit card privileges.
- ~~10. Purchases and payments paid by Purchasing Card shall be processed using the **Request for Payment of Purchasing Card Form** and in accordance with the related instructions.~~
- ~~11. Purchases and payments paid by Petty Cash shall be processed using the **Request for Reimbursement of Petty Cash Form** and the related instructions.~~
10. Expenses paid with Petty Cash funds shall be processed using the Payment Requests module in Microsoft NAV Employee Centre. All receipts and invoices for these purchases shall be scanned into the Request and submitted for approval.
- ~~12.~~
- ~~13.~~11. All expenses paid by Corporate Card, Purchasing Card and Petty Cash shall be reviewed and approved by the appropriate supervisor, with the following exceptions:
 - The expenses of the Director of Education shall be approved by the Chair of the Board.
 - The expenses of the Chair of the Board shall be approved by the Superintendent of Business and Financial Services and the Director of Education.
- ~~14.~~12. Failure to abide by this policy and the related administrative procedures may lead to the cancellation of the Corporate Cards, Purchasing Cards and Petty Cash and may lead to appropriate disciplinary action at the discretion of the Director of Education.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

TITLE: POLICY AND PROCEDURE REVIEW 2018-2019 SCHEDULE

The Policy and Procedure Review 2018-2019
Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 26, 2019



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2018 - JUNE 2019

Updated: February 26, 2019

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
2006	2012	201.12	Electronic Communications Systems (Employees)	September 2018
2001	2012	302.5	Student Parenting	September 2018
1998	2012	702.1	Playground Equipment	September 2018
1998	2013	400.1	Continuing Education	September 2018
1998	2013	500.1	Transportation & School Operations for Inclement Weather	October 2018
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	October 2018
2013	2013	100.6.2	Student Senate - Elementary	October 2018
2000	2013	100.6.1	Student Senate - Secondary	October 2018
2012	2012	302.8	Diabetes Management	October 2018
2002	2016	201.7	Employee Workplace Harassment *	October 2018
2002	2016	201.11	Employee Workplace Violence *	October 2018
2002	2016	201.6	Occupational Health & Safety *	October 2018
2007	2014	500.2	Student Transportation	November 2018
2002	2012	301.4	Fundraising	November 2018
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	November 2018
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	November 2018
2002	2013	201.5	Death Benefit	November 2018
2002	2013	201.10	Deferred Salary Plan (X/Y)	November 2018
1998	2013	201.1	Employee Leaves of Absence	November 2018
1998	2017	800.1	Catholic School Councils	November 2018
2012	2018	203.1	Employee Hiring and Selection (Teachers)	January 2019
2016	2016	400.7	French Immersion	January 2019
1998	2013	500.1	Transportation & School Operations for Inclement Weather	January 2019
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	January 2019
2013	2013	100.6.2	Student Senate - Elementary	January 2019
2000	2013	100.6.1	Student Senate - Secondary	January 2019
NEW	NEW	NEW	Supporting Children and Students with Prevalent Medical Conditions	January 2019
2007	2014	500.2	Student Transportation	January 2019
2002	2012	301.4	Fundraising	January 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	January 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	February 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	February 2019
2001	2013	302.6	Safe Schools	February 2019
NEW	NEW	NEW	Financial Investment	February 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	February 2019
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	February 2019
2002	2013	201.5	Death Benefit	February 2019
2002	2013	201.10	Deferred Salary Plan (X/Y)	February 2019
1998	2013	201.1	Employee Leaves of Absence	February 2019
1998	2013	800.2	Community Use of Facilities	March 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	March 2019
1998	2014	201.3	Religious Education Courses for Staff	March 2019
NEW	NEW	NEW	Sun Safe	March 2019
2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	March 2019
2012	2018	203.1	Employee Hiring and Selection (Teachers)	March 2019
2016	2016	400.7	French Immersion	March 2019
2005	2014	100.8	Electronic Meetings (Board and Committees)	April 2019
2006	2014	201.13	Sexual Misconduct	April 2019
2010	2015	100.10	Equity and Inclusive Education	April 2019
2007	2013	201.14	Employee Meals & Hospitality	April 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	April 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	April 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	April 2019
2001	2013	302.6	Safe Schools	April 2019
NEW	NEW	NEW	Financial Investment	April 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	April 2019
2014	NIL	100.14	Use of Corporate Logo	May 2019
2001	2013	302.6.2	Code of Conduct - Safe Schools	May 2019
2003	2013	400.5	Acceleration/Retention (Elementary)	May 2019
2013	2013	203.4	Leadership Pathways	May 2019
2013	2013	800.9	Volunteering in Catholic Schools	May 2019

1998	2013	800.2	Community Use of Facilities	May 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	May 2019
1998	2014	201.3	Religious Education Courses for Staff	May 2019
NEW	NEW	NEW	Sun Safe	May 2019
2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	May 2019

* Ministry of Labour Compliance Annual Review

SORTED BY CW/BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2006	2012	201.12	Electronic Communications Systems (Employees)	October 2018
2001	2012	302.5	Student Parenting	October 2018
1998	2012	702.1	Playground Equipment	October 2018
1998	2013	400.1	Continuing Education	October 2018
2002	2016	201.7	Employee Workplace Harassment *	November 2018
2002	2016	201.11	Employee Workplace Violence *	November 2018
2002	2016	201.6	Occupational Health & Safety *	November 2018
1998	2017	800.1	Catholic School Councils	December 2018
1998	2013	500.1	Transportation & School Operations for Inclement Weather	February 2019
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	February 2019
2000	2013	100.6.1	Student Senate - Secondary	February 2019
2013	2013	100.6.2	Student Senate - Elementary	February 2019
NEW	NEW	NEW	Supporting Children and Students with Prevalent Medical Conditions	February 2019
2007	2014	500.2	Student Transportation	February 2019
2002	2012	301.4	Fundraising	February 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	February 2019
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	March 2019
2002	2013	201.5	Death Benefit	March 2019
2002	2013	201.10	Deferred Salary Plan (X/Y)	March 2019
1998	2013	201.1	Employee Leaves of Absence	March 2019
2012	2018	203.1	Employee Hiring and Selection (Teachers)	April 2019
2016	2016	400.7	French Immersion	April 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	May 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	May 2019
2001	2013	302.6	Safe Schools	May 2019
NEW	NEW	NEW	Financial Investment	May 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	May 2019
1998	2013	800.2	Community Use of Facilities	June 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	June 2019
1998	2014	201.3	Religious Education Courses for Staff	June 2019
NEW	NEW	NEW	Sun Safe	June 2019
2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	June 2019