



*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, OCTOBER 28, 2014  
4:30 P.M.**

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



1. Opening Prayer – Vice-Chair Burkholder	-
2. Attendance	-
3. Approval of Agenda	-
4. Declaration of Conflict of Interest	-
5. Minutes of Policy Committee Meeting of September 23, 2014	5
6. Policies	

Action Required

**POLICIES – PRIOR TO VETTING**

6.1 Accessibility Customer Service Policy (800.8.1)	6.1
6.2 Employee Hiring and Selection Policy ( <del>Teachers</del> ) (203.1)	6.2
6.3 Employee Workplace Harassment Policy (201.7) *	6.3
6.4 Employee Workplace Violence Policy (201.11) *	6.4
6.5 Occupational Health & Safety Policy (201.6) *	6.5
* Ministry of Labour Compliance Annual Review	

Information

6.6 Policies Currently Being Vetted <i>Due date – November 14, 2014</i>	
• Concussions Policy (New)	-
6.7 Policy and Guideline Review 2014-2015 Schedule	6.7
7. Date of Next Meeting	
• November 25, 2014 – 4:30 p.m.	-
8. Adjournment	-

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 28, 2014**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
SEPTEMBER 23, 2014**

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**RECOMMENDATION**

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



## MINUTES OF THE POLICY COMMITTEE MEETING

### TUESDAY, SEPTEMBER 23, 2014

Minutes of the Policy Committee Meeting held on Tuesday, September 23, 2014 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:37 p.m. by Dino Sicoli, Committee Chair.

**1. Opening Prayer**

The meeting was opened with a prayer by Chair Sicoli

**2. Attendance**

Moved by Trustee Burkholder

**THAT** the Policy Committee excuse Chair Burtnik from attending the Policy Meeting of September 23, 2014.

**APPROVED**

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

**Student Trustees:**

*Chloe Demizio*, Trustee

*Jessica Di Pasquale*, Trustee

**Staff:**

*John Crocco*, Director of Education

*Lee Ann Forsyth-Sells*, Superintendent of Education

*Mark Lefebvre*, Superintendent of Education

*Giancarlo Vetrone*, Superintendent of Business & Finance

*Kristine Murphy*, Administrative Assistant, Corporate Services & Communications  
Department /Recording Secretary

3. **Approval of Agenda**

Moved by Trustee Burkholder

**THAT** the September 23, 2014, Policy Committee Agenda be approved, as presented.  
**APPROVED**

4. **Declaration of Conflict of Interest**

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

5. **Minutes of the Policy Committee Meeting of May 27, 2014**

Moved by Trustee Burkholder

**THAT** the Policy Committee approve the Minutes of the Policy Committee Meeting of May 27, 2014, as presented.  
**APPROVED**

6. **Policies**

***ACTION REQUIRED***

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

**6.1 Bullying Prevention Intervention Policy (302.6.8)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented the amendments to the Bullying Prevention Intervention Policy (302.6.8) following the vetting process.

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

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

Pg.1) Last paragraph, first line add *staff*

Pg.3) After word climate add *as clarified in the Act*.

Pg.4) Remove comments copied into revised Administrative Guidelines from vetting submission.

Pg 8) Under Safe and Accepting Schools Teams (SASTs) first paragraph remove (*where appropriate*).

Pg 9) Remove comments copied into revised Administrative Guidelines form vetting submission.

Moved by Trustee Burkholder

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the revisions to the Bullying Prevention Intervention Policy (302.6.8), as amended.

**APPROVED**

## **6.2 Reimbursement of Travel Expenses Policy (201.4)**

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the amendments to the Reimbursement of Travel Policy (201.4) following the vetting process.

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

### **POLICY STATEMENT**

- No amendment

### **ADMINISTRATIVE GUIDELINES**

Under rate of reimbursement item 3 should read, *The Director of, Education, in consultation with the Superintendent of Business & Services, shall arrive at a rate for travel reimbursement after considering other rates in school boards, regional, municipal and Ontario government offices. A report on any changes in rate shall be forwarded to the Policy Committee for consideration.*

Moved by Trustee Burkholder

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the revisions to the Reimbursement of Travel Expenses Policy (201.4), as amended.

**APPROVED**

## **POLICIES - PRIOR TO VETTING**

### **6.3 Concussions (New)**

Mark Lefebvre, Superintendent of Education presented the Concussions Policy (New).

The Policy Committee suggested the following amendments:

### **POLICY STATEMENT**

- No amendments

### **ADMINISTRATIVE GUIDELINES**

Pg 5.) add under Parents/guardians will: *Report any non-school related concussion or suspected concussion to the principal (Return to Learn/Return to Physical Activity guidelines will still apply).*

Pg.11) First paragraph NOTE: move to page 3 under Sign & Symptoms of Concussions.

The Policy Committee requested that the Concussions Policy (New) be vetted from September 29, 2014 to November 14, 2014 with a recommended deadline for presentation to the Policy Committee Meeting of November 25, 2014, for consideration to the Committee of the Whole and Board in December 2014.

### **6.4 Policy and Guideline Review 2014-2015 Schedule**

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

**7. Date of Next Meeting**

Tuesday, October 28, 2014 – 4:30 p.m.

**8. Adjournment**

The meeting adjourned at 5:48 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 28, 2014**

**TITLE: POLICIES – PRIOR TO VETTING  
ACCESSIBILITY CUSTOMER SERVICE POLICY (800.8.1)**

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## ACCESSIBILITY CUSTOMER SERVICE POLICY

### STATEMENT OF POLICY

Section:	800 – School and Community Relations
No:	800.8.1
Adopted:	December 15, 2009
Revised/ Reviewed:	NIL

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

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

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

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

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

#### References

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





## ACCESSIBILITY CUSTOMER SERVICE POLICY

### ADMINISTRATIVE GUIDELINES

Section:	800 – School and Community Relations
No:	800.8.1
Adopted:	December 15, 2009
Revised:	NIL

## DEFINITIONS

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

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

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

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

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

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

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

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

## EXPECTATIONS

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration, and equality of opportunity for all, with particular attention to persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities and such services to incorporate measures that include but are not limited to the use of support persons, assistive devices and service animals. ([Appendix 1](#), [Appendix 2](#), [Appendix 3](#))
3. To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff who deals with the public or other third parties on behalf of the Board.

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

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

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

## **GLOSSARY OF TERMS**

### **Customer**

- ~~Is any person who uses the services of the school board, who is not a student or staff, as they are covered by the Education Act and Regulations, various Employment and Labour Acts, and Board Policies and Guidelines?~~

### **Assistive Device**

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

### **Service Animal**

- ~~Is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a medical practitioner.~~

### **Support Person**

- Is a person who assists or interprets for a person with a disability as he/she access the services of the Board? A support person is distinct from an employee who supports a student in the system.

### **Third Party Contractors**

- Is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, contracted professionals?)

### **Barrier to Accessibility**

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

### **Accommodation**

- Is a means through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board?

DRAFT



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

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

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

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

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

### **Additional Information**

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

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

## **ADMINISTRATIVE PROCEDURES**

### **1.0 Responsibility**

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

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

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

### **3.0 Confidentiality**

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

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

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

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

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

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

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

## SAMPLE CONSENT FORM

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

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

Affirmation of consent:

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

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

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

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

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

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

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



## ACCESSIBILITY CUSTOMER SERVICE GUIDELINE ASSISTIVE DEVICES

### Use of Assistive Devices by the General Public

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

### Definition/Explanation of Assistive Devices

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

### ADMINISTRATIVE PROCEDURES

#### 1.0 Responsibility

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

#### 2.0 Communication re Use of Assistive Devices

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

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

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

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

**\*NOTE:** These could include:

Assistive devices:

Services:

Alternate service methods:

Telephones with large numbers, amplifiers, lifts.

Sign language interpretation, oral interpretation, real-time captioning.

Assistance of a staff person to complete a transaction, e.g., school registration

## **TIPS FOR PRINCIPALS/MANAGERS**

The following pages contain useful information on:

- ~~Interacting with people using Assistive Devices~~

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

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

Examples of personal assistive devices include:

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

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

## **MOVING PERSONAL ASSISTIVE DEVICES**

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

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

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

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

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

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

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

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

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

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

### **Additional Information**

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

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

## **ADMINISTRATIVE PROCEDURES**

### **1.0 Responsibility**

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

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

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

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

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

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

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

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

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

## ACCESSIBILITY CUSTOMER SERVICE GUIDELINE DISRUPTION OF SERVICE

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

Definition/Explanation of Disruption of Service:

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

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

### ADMINISTRATIVE PROCEDURES

#### 1.0 Responsibility

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

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

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

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

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

## **SAMPLE NOTICES**

### **DISRUPTION OF SERVICE**

#### **Sample I - Access to School Building**

To: Parents, Guardians and Community Users of our School

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

Thank you,  
Principal

#### **Sample 2 - Accessible Washroom**

To: Visitors to the Education Centre

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

Thank you,  
~~Superintendent~~ **Controller** of Facilities **Services**

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

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

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

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

### **ADMINISTRATIVE PROCEDURE**

#### **1.0 Responsibility**

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

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

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

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

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

## **SAMPLE NOTICE**

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

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

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

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

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

DRAFT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 28, 2014**

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

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## EMPLOYEE HIRING AND SELECTION POLICY (TEACHERS)

### STATEMENT OF POLICY

Section:	200 – Human Resources
No:	203.1
Adopted:	June 12, 2012
Revised/ Reviewed:	NIL

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

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

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

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

#### Conflict of Interest

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

This policy and accompanying Administrative Guidelines will clearly define and clarify the hiring and selection practices of all employee groups of the Niagara Catholic District School Board.

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

#### References:

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





## EMPLOYEE HIRING AND SELECTION POLICY (TEACHERS)

### ADMINISTRATIVE GUIDELINES

Section:	200 – Human Resources
No:	203.1
Adopted:	June 12, 2012
Revised:	NIL

### Administrative Guidelines for Teacher Positions

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

#### Conflict of Interest

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

#### ~~Selection Procedures for new Hires to the Occasional List Teacher Roster~~

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

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

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

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

## Vulnerable Sector Check

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

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

### *Selection of Candidates*

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

## *Permanent Teacher Selection Process*

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

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

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

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

1. The teacher candidate will be interviewed at the board level by a ~~team~~ **committee** consisting of the Superintendent of Human Resources, and/or a designate, and a minimum of 3 Principals as determined by the Superintendent of Human Resources.
2. Candidates will be considered for System level Interviews based on:
  - i. Any relevant legislation
  - ii. Pastoral reference and Faith Reference Portfolio
  - iii. ~~Initial System Level Interview Results (for occasional position)~~
  - iv. Qualifications (i.e. Additional Qualification Courses)
  - v. Specific areas of specialization
  - vi. Experience with Niagara Catholic and other related experience
  - vii. Principal Recommendation
3. Senior Administrative Council will be informed of the **committee** recommendations for hiring of teachers based on the scoring of teacher candidates as outlined in **Section 2** as well as the results of the Final System Level Interview.
4. The Director of Education will approve hiring for permanent teacher positions to the Niagara Catholic District School Board.
5. **The Director of Education, through the Superintendent of Human Resources will submit the In-Camera Staffing Report to the Board for information.**
6. ~~The Human Resources Department~~ **The Superintendent of Human Resources** will be responsible for ~~all offers~~ **the communication and confirmation** of the teaching positions ~~as well as the specific assignment~~ with the Board.
7. Upon request, ~~the~~ Human Resources ~~Department—Services~~ will arrange to ~~will~~ debrief those individuals on the strengths and weaknesses of their interview.
8. The Superintendent of Human Resources will notify the teacher ~~recruits~~ **candidates** in writing of their permanent status and any necessary requirements.

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

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

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

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

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

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

DRAFT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 28, 2014**

**TITLE: POLICIES – PRIOR TO VETTING  
EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)**

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## EMPLOYEE WORKPLACE HARASSMENT POLICY

### STATEMENT OF POLICY

Section:	200 – Human Resources
No:	201.7
Adopted:	March 26, 2002
Reviewed	February 28, 2012
Revised/:	November 16, 2013

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board will endeavour to provide a work environment that promotes the treatment of every employee with dignity, respect and equity.

The Board believes that the eradication of harassment in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a harassment situation has a responsibility to draw appropriate attention to it.

Where the occasion of a complaint of harassment arises, the Board may achieve resolution through a formal or informal process. During the process all information gathered is to be kept confidential. It is the intention of the policy and the resulting guidelines to attempt to protect both the complainant and the accused. Therefore, each party has equal rights at all steps throughout the process.

The Board will review this policy with respect to workplace violence, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue administrative guidelines in support of this policy.

#### **References:**

- [\*Municipal Freedom of Information and Protection of Privacy Act\*](#)
- [\*Occupational Health & Safety Act \(December 2009\)\*](#)
- [\*Ontario Human Rights Code 1990\*](#)
- [\*Teaching Profession Act\*](#)
- [\*Niagara Catholic - Workplace Violence Policy \(201.11\)\*](#)



# EMPLOYEE WORKPLACE HARASSMENT POLICY

## ADMINISTRATIVE GUIDELINES

Section:	200 – Human Resources
No:	201.7
Adopted:	March 26, 2002
Reviewed	February 28, 2012
Revised/:	November 16, 2013

### DEFINITIONS

Definitions are subject to changes from time to time as the appropriate legislation is reviewed and amended.

#### **Workplace Harassment**

Means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought to reasonably to be known to be unwelcome.

#### **Ethnocultural Harassment**

Is one or a series of unwanted, unsolicited remarks, behaviours or communications, in any form, directed toward an individual or members of an identifiable group because of a prohibited ground of discrimination, which has the effect of:

- ◆ Creating an intimidating, hostile, or offensive psychological or emotional climate for work or study, and/or
- ◆ Undermining work/academic performance, and/or
- ◆ Preventing or impairing full and equal enjoyment of employment/educational services, benefits, and/or opportunities.

#### **Sexual Harassment is**

- ◆ Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;
- ◆ Implied or expressed threat or reprisal in the form either of actual reprisal or the denial of opportunity for refusal to comply with a sexually oriented request; and
- ◆ Sexually oriented remarks, gestures and/or behaviour which may reasonably be perceived to cause humiliation or a negative psychological and/or emotional environment for work or study.

#### **Sexual Harassment may include**

- ◆ The display or distributing of offensive material such as pictures, cartoons, e-mails and graffiti in schools, or in other Board premises,
- ◆ Unwanted and unnecessary physical contact,
- ◆ Unwelcome remarks, jokes or other gestures of a sexual nature.
- ◆ Unwelcome sexual innuendo, sexual advances, inappropriate body contact, request for sexual favours and the display of exploitive material

#### **Sexual Harassment is not**

- ◆ Conduct which both parties find acceptable such as an occasional compliment,
- ◆ An occasional or appropriate comment which a reasonable person, in his/her circumstances, would not take to have an unwelcome sexual connotation.
- ◆ Relationships between consenting adults which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.

### GENERAL

The normal and proper exercise of supervisory responsibilities including, but not limited to training, evaluating, counselling and disciplining when warranted, does not in itself constitute



## **COMPLAINT RESOLUTION PROCEDURES - INFORMAL RESOLUTION (VERBAL PROCESS)**

- ◆ Complainants are encouraged to attempt to resolve concerns at the Informal Resolution Stage. However, if the complainant believes circumstances make this difficult to do, the complainant may follow the Formal Resolution procedures.
- ◆ The complainant may speak directly to the accused, in order to:
  - identify the specific conduct, action or attitudes which are alleged to be harassing
  - demand that the conduct, action or attitudes cease
- ◆ The complainant may choose to speak to his/her Immediate Supervisor, or another supervisor, in an attempt to resolve the complaint.
- ◆ This supervisor may arrange informal meetings to resolve the issue and the parties concerned may be accompanied by an advocate to attend the meetings if they so choose.
- ◆ No formal written records are necessary at this stage. It is strongly suggested, however, that the parties should keep personal documentation of the meeting(s).

## **COMPLAINT RESOLUTION PROCEDURES - FORMAL RESOLUTION**

- ◆ This complaint procedure is not intended to affect the employee's rights and duties as outlined in relevant legislation and/or Collective Agreements or Terms of Employment.
- ◆ If the complainant is not satisfied that the informal resolution procedure has produced acceptable results, or if circumstances warrant further action, then the complainant may initiate the formal resolution procedure.
- ◆ The complainant has the right to bring forward a formal complaint and to obtain a review of her/his complaint in an atmosphere of respect and confidentiality without fear of embarrassment or reprisals.
- ◆ The formal complaint shall be in written form.
- ◆ The formal complaint should be brought to the attention of the Immediate Supervisor with copies to the appropriate Superintendent and the Senior Administrator of Human Resources.
- ◆ Resolution to the formal complaint process shall be initiated through the Immediate Supervisor or Senior Administrator of Human Resources.
- ◆ When the accused is the Immediate Supervisor the complaint shall be directed to the appropriate Superintendent, with a copy to the Senior Administrator of Human Resources.
- ◆ When the accused person is a Superintendent or Senior Administrator of Human Resources the complaint shall be directed to the Director of Education.
- ◆ When allegations are made against the Director the complaint shall be directed to the Chairperson of the Board.
- ◆ The complaint shall be forwarded to the Director if the accused is a Trustee.
- ◆ The formal written complaint shall include:
  - identification of the accused individual(s) involved
  - identification of the specific conduct, action, or attitudes which the complainant considers harassing
  - identification of any witnesses to the conduct, action or attitudes
  - a suggested resolution
- ◆ A copy of this complaint must be sent by the complainant to the accused within 3 working days of the registration of the complaint.
- ◆ If the complaint is directed at another member of the College of Teachers, teachers are required to comply with section 18 1(b) of the regulation made under the **Teaching Profession Act**.

## **INVESTIGATIVE PROCEDURE OF THE COMPLAINT BY THE SUPERVISOR**

- ◆ Upon receipt of a formal complaint the Supervisor shall ascertain that a copy of the complaint has been provided to the accused and to the appropriate Superintendent and the Senior Administrator of Human Resources.
- ◆ The Supervisor shall arrange a meeting within ten (10) working days, under ordinary circumstances, of the written complaint being sent to the accused. Each party to this meeting

may have an "advocate" present during the meeting. This advocate may be a principal, vice principal, supervisor, trusted staff member, friend, association or union representative.

- ◆ During this meeting the Supervisor shall review the complaint, allow each party to present their position relative to the complaint, and question the parties for clarification.
- ◆ **No Merit**

A written report is expected if the Supervisor concludes after an internal investigation that the complainant's allegations have no merit. This report shall be completed with a rationale for ending the investigation. The report shall be communicated to the parties within ten (10) working days of the meeting (refer to 4 b). A copy of this report shall be forwarded to the appropriate Superintendent and to the Senior Administrator of Human Resources.
- ◆ **With Merit**

An internal investigation is expected if the Supervisor concludes that the allegations have merit. After internal investigation:

  - If it is clear that the respondent's behaviour did constitute harassment/ discrimination, the respondent will be required to provide a written plan that outlines what will be done to prevent any reoccurrence of the harassing behaviour(s).
  - The plan will also address future interactions with the complainant to ensure that there will be no overt or subtle intimidation or retaliation. The plan may include specific action regarding harassment/discrimination prevention education or counselling provided in the community.
  - The complainant's wishes regarding future interactions with the respondent may be considered in the development and the final approval of the plan.
  - The Superintendent of Human Resources will determine the appropriate disciplinary action to be taken.
- ◆ If either party is not accepting of the findings the matter may be referred to the Director. The Director may select to proceed with an investigation through his / her office or refer the matter to an independent third party. Selection of the third party shall be the exclusive decision of the Director.
- ◆ Should the Director choose to investigate the matter through his / her office the Director may request, in writing a meeting with either party for the purpose of reviewing the decision reached by the Supervisor. This request must be made within fourteen (14) ~~fifteen (15)~~ working days of the decision by the Supervisor. The Director will hold a meeting with both parties.
- ◆ After a meeting with the Director a written final decision will be presented to both parties. A copy of this final decision including any prescribed action and discipline will be filed with the Senior Administrator of Human Resources.
- ◆ The final decision of the Director may be appealed to the Committee of the Whole/ or the Board by either party not to exceed sixty (60) school days.
- ◆ If the complaint is against the Director of Education the Chairperson of the Board will refer the issue to the Board after conducting an informal investigation in order to assess merit.
- ◆ If the complaint is against a Trustee, the Director will refer the issue to Chair of the Board after conducting an informal investigation in order to assess merit.

## **RECORDS**

- ◆ All records for cases determined to have merit, shall be sealed and placed in the accused person's electronic personnel file and are accessible only to authorized Board personnel, the accused and any representative of the accused with the appropriate written permission. If there are no further complaints that are deemed to have merit, within a three (3) year period this individual may request, in writing, that their record be removed and destroyed.
- ◆ At the written request of the accused, the Director and / or delegate may review the appropriate harassment file after a three (3) year period provided the individual has fully complied with the Board's Employee Workplace Harassment policy during that time period.
- ◆ The Director may, at his/her discretion, determine that the harassment file be retained or destroyed following the review.

## **OTHER CONSIDERATIONS**

- ◆ All investigations, accusations and all matters dealing with the Employee Workplace Harassment complaint will be conducted with regard to due process and confidentiality.
- ◆ Any breach of confidentiality by those parties involved may result in disciplinary action.

- ◆ The process does not abrogate or deny the rights of any employee granted or contained in any other provincial acts or regulations, federal legislation or collective agreements.
- ◆ If the most recent incident giving rise to the complaint occurred prior to the current school year or prior to six months before initiation of the complaint, the complaint must have a reasonable explanation of why the complaint was not promptly made and the supervisor must be satisfied that the delay was incurred in good faith and no substantial prejudice will result to any individual affected by the delay.
- ◆ If the complaint is made by a student or a parent against an employee of the Board the appropriate supervisor will exercise the relevant guidelines or regulations as set out in the Police Protocol section of the Safe Schools Policy (302.6).
- ◆ All principals/supervisors shall make all employees aware of this policy.
- ◆ Failure to take measures to address harassment in the workplace has legal implications for the employer (Board) under the Ontario Human Rights Code.
- ◆ This policy will be implemented in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- ◆ Timelines to the investigation and the process listed in this policy may be extended with the approval and agreement of the parties.
- ◆ Copies of this policy will be submitted to the complainant and harasser upon receipt of the complaint.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 28, 2014**

**TITLE: POLICIES – PRIOR TO VETTING  
EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)**

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## EMPLOYEE WORKPLACE VIOLENCE

### STATEMENT OF POLICY

Section:	200 – Human Resources
No:	201.11
Adopted:	April 23, 2002
Revised:	December 20, 2011 November 26, 2013

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The board believes that the eradication of workplace violence in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a potential workplace violence situation has a responsibility to draw appropriate attention to it.

Workplace Violence will not be tolerated on the Niagara Catholic District School Board premises, while conducting company business, or work related functions, whether such violence is perpetrated by senior administration, managers, employees, contractors, customers, clients, visitors or members of the general public.

If the employee believes they are at risk of violence in the workplace including domestic violence they must advise the employer and the employer should take appropriate steps which may include seeking the assistance of the local police.

Where the occasion of workplace violence arises, the Board will achieve resolution through a formal process. During the process all information gathered is to be kept confidential.

The Board will assess the risks of workplace violence that may arise from the nature of the workplace, and provide relevant training, information and instruction, in accordance with current legislation in the Province of Ontario.

This Policy is to be applied in conjunction with other Board Policies dealing with employee behaviour, progressive discipline, conflict resolution and school safety (i.e. Code of Conduct, Access to School Premises, Criminal Background Check, Police and School Board Protocol, Occupational Health and Safety, Safe Physical Intervention for Students, Employee Workplace Harassment...)

The board will review this policy with respect to workplace violence, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue Administrative Guidelines in support of this policy.

#### **Reference:**

- [\*\*Ontario Human Rights Code 1990\*\*](#)
- [\*\*Municipal Freedom of Information and Protection of Privacy Act\*\*](#)
- [\*\*Occupational Health & Safety Act \(December 2009\)\*\*](#)
- [\*\*Bill 168: Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace\) 2009\*\*](#)
- [\*\*Niagara Catholic - Employee Workplace Harassment Policy 201.7\*\*](#)
- [\*\*Niagara Catholic - Workplace Violence Management Program\*\*](#)



## EMPLOYEE WORKPLACE VIOLENCE

### ADMINISTRATIVE GUIDELINES

Section:	200 – Human Resources
No:	201.11
Adopted:	April 23, 2002
Revised:	December 20, 2011 November 26, 2013

**Workplace Violence** is defined by the Ministry of Labour (MOL) as:

- the exercise of physical force by a person against an employee, in a workplace, that causes or could cause physical injury to the employee;
- an attempt to exercise physical force against a employee, in a workplace, that could cause physical injury to the employee; and
- a statement or behaviour that it is reasonable for an employee to interpret as a threat to exercise physical force against the employee, in the workplace, that could cause physical injury to the employee.
- **Workplace** refers to any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as co-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.
- **Employee** refers to all employees of the Board.

Definitions are subject to changes from time to time as the appropriate legislation is reviewed or amended.

The Employee Workplace Violence Policy and Administrative Guidelines shall be posted in a conspicuous place in every workplace throughout the Niagara Catholic District School Board.

#### **Provision of Information**

**Disclosure** of Information with respect to Workplace Violence provided to an Employee may include personal information related to a risk of violence from a person with a history of violent behaviour if,

- The Employee can be expected to encounter that person in the course of his or her work; and
- The risk of workplace violence is likely to expose the employee to physical injury, as outlined in legislation.

No employer or supervisor shall disclose more personal information than is reasonably necessary to protect the worker from physical injury.

#### **Domestic Violence**

If the employer becomes aware, or ought to reasonably be aware that domestic violence that is likely to expose an Employee to physical injury may occur in the workplace, the employer will take every reasonable precaution to protect the employee.

#### **Complaint Procedure**

When an employee has been the subject of workplace violence, the following steps shall be considered:

1. The alleged assailant will be removed from the presence of the Employee immediately, if the Immediate Supervisor at the time of the incident deems it reasonable and practical.
2. The Employee(s) shall receive immediate and appropriate support and/or medical attention if warranted.



3. In the event of a physical assault, medical verification of the injury sustained in the assault must be established and recorded as soon as possible by the Immediate Supervisor.
4. At the earliest opportunity, the assaulted Employee(s) shall inform the Immediate Supervisor. The Immediate Supervisor must inform the Senior Administrator of Human Resources, who will then notify the appropriate Superintendent or Controller of Plant.
5. It shall be the responsibility of the Senior Administrator of Human Resources to inform the appropriate Union President, if applicable, of the incident. These guidelines do not preclude the assaulted employee(s) from contacting the police and/or their Association / union representatives.
6. The Immediate Supervisor will advise the alleged assailant, as soon as it is practical, that documentation of the specific details shall be recorded.
7. The Immediate Supervisor will endeavour to restore the environment to normalcy and will conduct an investigation into the assault. The **completed Incident Report, Employee Workplace Violence**, resulting from the investigation will be forwarded to the Senior Administrator of Human Resources with a copy to the appropriate Superintendent or Controller of Plant. A copy of the **Workplace Safety and Insurance Board, Employee Incident/Accident Report** will also be required in the event of a physical assault.
8. Upon receiving the reports from the Employee and Immediate Supervisor, the Senior Administrator of Human Resources will consult with the appropriate Superintendent(s) and/or Controller of Plant prior to any action taken.
9. The Senior Administrator of Human Resources may seek legal advice for the Board regarding the incident.
10. The Senior Administrator of Human Resources shall inform the Employee of the support mechanisms available through the Board.
11. With the approval of the Superintendent of Human Resources, the Senior Administrator of Human Resources may, if deemed appropriate, grant an approved leave of absence without loss of pay or sick leave credit, to the Employee(s) who has been the subject of an assault.
12. The Niagara Catholic District School Board will not discriminate employees because they are perceived to be victims of workplace violence.
13. In all cases, with Police involvement, the Employee and Immediate Supervisor shall report the incident(s) on the appropriate form.
14. Copies of reports made by the Employee and Immediate Supervisor must be given to the Senior Administrator of Human Resources, appropriate Superintendent(s) and/or Controller of Plant if appropriate, where appropriate action will be taken. Upon written request to the Senior Administrator of Human Resources, a copy of the detailed report from the Immediate Supervisor will be provided to the Employee(s).
15. Where the two or more parties involved in the assault are assigned to the same department or work-site, future work assignments and location shall be reviewed with the Senior Administrator of Human Resources, the appropriate Superintendent(s) or Controller of Plant, and the Immediate Supervisor.
16. Infringement of this policy will give rise to disciplinary measures up to and including termination of employment.

### **Joint Occupational Health and Safety Committee Representatives**

The employer shall advise the Joint Occupational Health and Safety Committee Representatives at the school site of the results of the assessment or re-assessment of the Workplace Violence Management Program and provide a copy where the assessment or re-assessment is in writing.

The Employee Workplace Violence Survey will be conducted on an annual basis in order to monitor employee input on risk assessments, and the provision of necessary information to employees.

The OHSA requires employers to notify the Ministry of Labour of critical injury (as defined by the OHSA) or fatality immediately and file a written report with 48 hours. Absent a critical injury or fatality, an employer need not report a workplace violence incident to the Ministry of Labour unless ordered to do so by a Ministry of Labour Inspector.

The JHSC, the health and safety representative and the union(s) shall be notified within 4 days of a workplace violence incident if a person is disabled from performing his or her usual work or requires medical attention because of the incident.

This policy is to be interpreted and applied in conjunction with other board policies dealing with employee behaviour, progressive discipline, conflict prevention and resolution, and school safety.

DRAFT



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 28, 2014**

**TITLE: POLICIES – PRIOR TO VETTING  
OCCUPATIONAL HEALTH & SAFETY POLICY (201.6)**

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## OCCUPATIONAL HEALTH & SAFETY

### STATEMENT OF POLICY

Section:	200 – Human Resources
No:	201.6
Adopted:	January 29, 2002
Reviewed/	December 20, 2011
Revised:	November 26, 2013

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board the Niagara Catholic District School Board believes that the prevention of employee occupational illness and injury, and the prevention of accidents to volunteers, students and visitors on Board premises, is of the utmost importance. The Board, therefore, shall endeavour to provide and maintain as safe a work environment as possible.

The Director of Education shall issue Administrative Guidelines in conjunction with this policy and reflective of applicable legislation.

#### *Reference*

- [\*Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1\*](#)



## OCCUPATIONAL HEALTH & SAFETY

### ADMINISTRATIVE GUIDELINES

Section:	200 – Human Resources
No:	201.6
Adopted:	January 29, 2002
Reviewed/	December 20, 2011
Revised:	November 26, 2013

Every supervisor has a responsibility to the safety of employees who report to him/her and therefore must ensure that employees work in a safe manner and use or wear the equipment, protective devices or clothing that the Board, or legislation, requires to be used or worn. Additionally, the Board, through its supervisors and/or other designated personnel, has a responsibility to respond promptly to any concerns put forth by any party regarding matters of occupational health and safety that are within the Board's jurisdiction;

Every employee has a responsibility to work in a safe manner; to use or wear the equipment, protective devices or clothing that the Board, or legislation, requires to be used or worn; to report to his/her supervisor, the absence or defect in any equipment or protective device of which s/he is aware and which may endanger him/herself or another worker; to report to his/her supervisor any hazard or potential hazard, within the Board's jurisdiction, of which s/he is aware;

All parties employed within or contracted by the Board must act in compliance with the *Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1*, as amended.

Refer to the Occupational Health and Safety Procedural Manual developed by the Joint Occupational Health & Safety Committee.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 28, 2014**

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

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

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: October 28, 2014

# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2014 - JUNE 2015

Updated: October 28, 2014

<i>SORTED BY POLICY COMMITTEE MEETING DATE</i>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	May 2014
<b>NEW</b>		<b>NEW</b>	Concussions (prior to January 2015)	Sept. 2014
1998	2014	201.4	Reimbursement of Travel Expenses	Sept. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Oct. 2014
2012	2012	203.1	Employee Hiring and Selection Policy – Support Staff, Non Union	Oct. 2014
2002	2012	201.7	Employee Workplace Harassment *	Oct. 2014
2002	2011	201.11	Employee Workplace Violence *	Oct. 2014
2002	2011	201.6	Occupational Health & Safety *	Oct. 2014
<b>NEW</b>		<b>NEW</b>	Anti-Spam	Nov. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Jan. 2015
2012	2012	203.1	Employee Hiring and Selection Policy – Support Staff, Non Union	Jan. 2015
2002	2012	201.7	Employee Workplace Harassment *	Jan. 2015
2002	2011	201.11	Employee Workplace Violence *	Jan. 2015
2002	2011	201.6	Occupational Health & Safety *	Jan. 2015

\* Ministry of Labour Compliance Annual Review

## *SORTED BY CW/BOARD MEETING DATE*

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
1998	2014	201.4	Reimbursement of Travel Expenses	Oct. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Oct. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Feb. 2015
2012	2012	203.1	Employee Hiring and Selection Policy – Support Staff, Non Union	Feb. 2015
2002	2012	201.7	Employee Workplace Harassment *	Feb. 2015
2002	2011	201.11	Employee Workplace Violence *	Feb. 2015
2002	2011	201.6	Occupational Health & Safety *	Feb. 2015