



*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

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, MAY 12, 2015
7:00 P.M.**



*FATHER KENNETH BURNS, C.S.C. BOARD ROOM
CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO*

A. ROUTINE MATTERS

1. Opening Prayer – Trustee Vernal -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of April 14, 2015 A5

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Policy Committee
 - 1.1 Unapproved Minutes of the Policy Committee Meeting of April 28, 2018 C1.1
 - 1.2 Approval of Policies
 - 1.2.1 Student Suspension Policy (302.6.4) C1.2.1
 - 1.2.2 Student Expulsion Policy (302.6.5) C1.2.2
 - 1.3 Policy and Guideline Review 2014-2015 Schedule C1.3
2. Niagara Catholic District School Board Multi-Year Accessibility Plan
December 2012 – December 2017 (Working Document) – Update C2
3. Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2014-2015 C3
4. Staff Development Department Professional Development Opportunities C4
5. Education Development Charges – Regulatory Requirement C5
6. Board Meeting Calendar 2015-2016 C6
7. Report on the 2015-2016 Board Budget C7
8. Monthly Updates
 - 8.1 Capital Projects Update C8.1
 - 8.2 Student Senate Update -
 - 8.3 Senior Staff Good News Update -

D. INFORMATION

- | | |
|---|------|
| 1. Trustee Information | |
| 1.1 Spotlight on Niagara Catholic – | D1.1 |
| 1.2 Calendar of Events – May 2015 | D1.2 |
| 1.3 Educational Development Charge Information Session – May 26, 2015 | - |
| 1.4 Annual Board Mass and Family Picnic – June 7, 2015 | D1.4 |
| 1.5 Graduation Dates June 2015 | D1.5 |
| 1.6 Mary’s Meals Report to Niagara Catholic District School Board | D1.6 |

E. OTHER BUSINESS

- | | |
|---|---|
| 1. General Discussion to Plan for Future Action | - |
|---|---|

F. BUSINESS IN CAMERA**G. REPORT ON THE IN CAMERA SESSION****H. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 12, 2015**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF APRIL 14, 2015**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 14, 2015, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING TUESDAY, APRIL 14, 2015

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, April 14, 2015 in the Father Kenneth Burns C.S.C. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:00 p.m. by Vice-Chairperson Sicoli.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee O'Leary

2. Roll Call

Trustee	Present	Present Electronically	Absent	Excused
Kathy Burtnik	✓			
Maurice Charbonneau	✓			
Frank Fera	✓			
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg	✓			
Ted O'Leary	✓			
Dino Sicoli	✓			
Pat Vernal	✓			
Student Trustees				
Jessica Di Pasquale	✓			
Chloe Demizio	✓			

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Mark Lefebvre**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Scott Whitwell**, Controller of Facilities Services; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. Approval of the Agenda

Moved by Trustee Burtnik

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of April 14, 2015 as presented.

CARRIED

4. Declaration of Conflict of Interest

Declaration of Conflict of Interest was declared by Trustee O'Leary with Item F6 of the In Camera Agenda Section B: Student Trustees Excluded. This Trustee has family members who are teachers, or employees of the Board. Trustee O'Leary left the meeting during discussion of this item.

5. Approval of Minutes of the Committee of the Whole Meeting of February 10, 2015

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of February 10, 2015, as presented.

CARRIED

6. Approval of Minutes of the Committee of the Whole Meeting of March 10, 2015

Moved by Trustee Charbonneau

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 10, 2015, as presented.

CARRIED

B. PRESENTATIONS

Nil

C. COMMITTEE AND STAFF REPORTS

1. Policy Committee

1.1 Approved Minutes of the Policy Committee Meeting of February 24, 2015

Moved by Trustee O'Leary

THAT the Committee of the Whole receive the unapproved Minutes of the Policy Committee Meeting of February 24, 2015 as presented.

CARRIED

1.2 Unapproved Minutes of the Policy Committee Meeting of March 24, 2015

Trustee Fera requested the removal of “*Trustee Fera seconded the motion*” from page 4, paragraph 2.

Chair MacNeil stated page 4, paragraph 5 was ambiguous. “*Written information was distributed by Trustee MacNeil and a copy of a letter from OECTA Elementary Unit for the consideration of the Policy Committee*” could be changed to “*Written information was distributed by Trustee MacNeil for the consideration of the Policy Committee. Also, a copy of a letter from OECTA Elementary Unit was distributed by OECTA for the consideration of the Policy Committee*”.

Trustee Burtnik requested the minutes be referred back to the Policy Committee of April 28, 2015

Moved by Trustee Vernal

THAT the Committee of the Whole refer the unapproved Minutes of the Policy Committee Meeting of March 24, 2015 to the Policy Committee Meeting of April 28, 2015 for review..

CARRIED

1.3 Approval of Policies

Vice-Chair Sicoli presented the Policy Committee recommendations to the Committee of the Whole for consideration.

1.3.1 Educational Field Trips Policy (400.2)

Moved by Trustee Charbonneau

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revised Educational Field Trips Policy (400.2), as presented.

CARRIED

1.3.2 Volunteer Driver Policy (302.4)

Moved by Trustee Charbonneau

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revised Volunteer Driver Policy (302.4), as presented.

CARRIED

1.3.3 Volunteer Recognition Policy (800.4)

Moved by Trustee Charbonneau

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revised Volunteer Recognition Policy (800.4), as presented.

CARRIED

1.4 Policy and Guideline Review 2015-2015 Schedule

John Crocco, Director of Education presented the Policy and Guideline Review 2015-2015 Schedule for the information of Trustees.

2. **12th Annual Niagara Catholic Skills Competition**

Director Crocco for Mark Lefebvre, Superintendent of Education introduced the report on the 12th Annual Niagara Catholic Skills Competition for information. Director Crocco introduced Ivana Galante, K to 12 Consultant Business / Technological Education / Specialist High Skills Major and Jennifer Pirosko, Special Assignment teacher who presented an overview of the program and a brief visual presentation on the 12th Annual Niagara Catholic Skills Competition.

Trustees expressed their appreciation to Ms. Galante, Ms. Pirosko and their team for the report and the annual skills competition for students.

3. **Niagara Catholic District School Board Level Graduation Rates for the 2009-2010 Grade 9 Cohort**

Lee Ann Forsyth-Sells, Superintendent of Education presented the report on the Niagara Catholic District School Board Level Graduation Rates for the 2009-2010 Grade 9 Cohort for information which included the 2014 Graduation Rates, for all District School Boards in Ontario as provided by the Ministry of Education.

Senior Staff answered questions of the Trustees.

4. **Elementary and Secondary School Year Calendars 2015-2016**

Frank Iannantuono, Superintendent of Education presented the report and recommendation on Elementary and Secondary School Year Calendars 2015-2016.

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2015-2016 school year as presented.

CARRIED

5. **Niagara Catholic Chaplaincy Leader Update**

Director Crocco introduced Debra McCaffery, Board Chaplaincy Leader who introduced the Niagara Catholic Chaplaincy Team and presented the report on the Niagara Catholic Chaplaincy Leader Update for information.

Ms. McCaffery answered questions of Trustees.

Chair MacNeil and Trustees thanked Ms. McCaffery and the Niagara Catholic Chaplaincy Leaders for their leadership and dedication.

6. **Niagara Catholic Three Year Theological Theme 2015-2018**

Director Crocco introduced the Niagara Catholic Three Year Theological Theme and Board Chaplaincy Leader Debra McCaffery presented the report of the Niagara Catholic Three Year Theological Theme 2015-2018, "One Family in Christ: Know Him, Love Him, Serve Him"

Moved by Trustee O'Leary

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Niagara Catholic Three Year Theological Theme 2015-2018, "One Family in Christ: Know Him, Love Him, Serve Him", as presented.

CARRIED

7. Niagara Catholic System Priorities 2015-2016

Director Crocco and Senior Administrative Council presented the Niagara Catholic System Priorities 2015-2016 report which included the implantation process. As part of the report, Director Crocco and Senior Administrative Council provided the monthly Committee of the Whole Update on System Priorities and the design of the Board Budget 2015-2016.

Director Crocco and Senior Administrative Council answered questions of Trustees and amended the wording of two indicators.

Moved by Trustee Burtnik

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the Niagara Catholic System Priorities 2015-2016, as amended.

CARRIED

8. Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2014-2015

Superintendent Lefebvre presented the report on Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2014-2015 for information and distributed a revised Appendix A with the addition of Denis Morris Catholic High School's Robotics trip.

9. Staff Development Department Professional Development Opportunities

Frank Iannantuono, Superintendent of Education/Human Resources, presented the report on the Staff Development Department Professional Development Opportunities for information.

10. Monthly Updates

10.1 Capital Projects Update

Scott Whitwell, Controller of Facilities Services, presented the Capital Projects Update.

10.2 Student Trustees' Update

Chloe Demizio and Jessica Di Pasquale, Student Trustees, presented a verbal update on the current activities of the Student Senate. Chloe and Jessica thanked Director Crocco and the Board for providing them with the opportunity to speak at the Volunteer Appreciation Breakfast on behalf of the Student Senate.

Chair McNeil thanked the Student Trustees for their commitment and dedication.

The following motion was passed at 11:00 p.m.

Moved by Trustee Burtnik

THAT the Committee of the Whole Meeting be extended 15 minutes.

CARRIED

10.3 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Baldasaro

- Superintendent Baldasaro acknowledged and congratulated Director John Crocco for being selected as the 2015 OCSOA CASSA/EXL award recipient. Director Crocco will be recognized by the association at the OCSOA Annual General Meeting Conference Banquet on April 17, 2015.

Superintendent Farrell

- Denis Morris Catholic High School's High Voltage robotics team is bound for the First World Championships in St. Louis, Missouri later this month.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – March 2015

Director Crocco highlighted the Spotlight on Niagara Catholic – March 2015 issue for Trustees information.

1.2 Calendar of Events – April 2015

Director Crocco presented the April 2015 Calendar of Events for Trustees information.

1.3 OCSTA AGM April 30, 2015 – May 2, 2015

Director Crocco presented the OCSTA AGM and Conference package for Trustee information.

1.4 OCSTA AGM Resolutions Package

Director Crocco presented the OCSTA AGM Resolutions Package for Trustee review.

1.5 World Meeting of Families September 22, 2015 – September 27, 2015

Director Crocco presented World Meeting of Families September 22, 2015 – September 27, 2015 for Trustee information.

Trustees interested in attending are to notify Director Crocco by April 18, 2015.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

Director Crocco informed the Board that following the attendance by Supervisory Officers Baldasaro, Forsyth-Sells, Vetrone and Controller of Facilities Services Whitwell at upcoming Ministry of Education Technical Briefings, staff will review the Boards Pupil Accommodation Review Policy, and bring a draft to the Policy Committee in the fall for review and consideration. This step is required as part of the design of the Boards Multi-Year Accommodation Review Plan.

2. Response to September 16, 2014 Letter From Pat Darte

Director Crocco and Controller Whitwell introduced Jack Ammendolia, Associate Director of Watson & Associates Economists Ltd. Mr. Ammendolia presented information on the Niagara-on-the-Lake Demographics.

The following motion was passed at 11:15 p.m.

Moved by Trustee Vernal

THAT the Committee of the Whole Meeting be extended.

CARRIED

Mr. Ammendolia answered questions of Trustees.

The Committee of the Whole requested that a letter to Mayor Darte be drafted by Chair MacNeil and Director Crocco and brought to the April Board Meeting for approval.

F. BUSINESS IN CAMERA

Moved by Chair MacNeil

THAT the Committee of the Whole move into the In Camera Session.

CARRIED

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 11:26 p.m. and reconvened at 11:59 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Fera

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of April 14, 2015.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Fera

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on February 10, 2015 as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Vernal

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on February 10, 2015, as presented.

CARRIED (Item F3)

Moved by Trustee Charbonneau

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F4 of the In Camera Agenda.

CARRIED (Item F4)

Moved by Trustee Fera

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F5 of the In Camera Agenda.

CARRIED (Item F5)

H. ADJOURNMENT

Moved by Trustee Charbonneau

THAT the April, 14, 2015 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 11:59 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **April 14, 2015.**

Approved on **May 12, 2015.**

Dino Sicoli
Vice-Chairperson of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 12, 2015**

PUBLIC SESSION

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

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of April 28, 2015, as presented.



**MINUTES OF THE
POLICY COMMITTEE MEETING
TUESDAY, APRIL 28, 2015**

Minutes of the Policy Committee Meeting held on Tuesday, April 28, 2015 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:30 p.m. by Policy Committee Chairperson Burtnik .

1. Opening Prayer

The meeting was opened with a prayer by Trustee Fera

2. Attendance

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

Trustees:

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

Student Trustees:

Chloe Demizio, Trustee
Jessica Di Pasquale, Trustee

Staff:

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

3. **Approval of Agenda**

Moved by Trustee Fera

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

APPROVED

4. **Declaration of Conflict of Interest**

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

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

Moved by Trustee Sicoli

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

APPROVED

6. **Policies**

ACTION REQUIRED

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

6.1 Student Suspension – Safe Schools Policy (302.6.4)

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

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- No amendment

Moved by Trustee Fera

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

APPROVED

6.2 Student Expulsion – Safe Schools Policy (302.6.5)

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

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- No amendment

Moved by Trustee Sicoli

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

APPROVED

POLICIES - PRIOR TO VETTING

Nil

POLICIES – UNDER REVIEW

6.3 Attendance Support Program Policy (201.16)

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

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

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

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

INFORMATION

6.4 Policies Currently Being Vetted

Due Date – May 1, 2015

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

Due Date – May 11, 2015

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

7. Date of Next Meeting

May 26, 2015 4:00 p.m. – 5:30 p.m.

8. Adjournment

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

TITLE: STUDENT SUSPENSION POLICY NO. 302.6.4

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revision to the Student Suspension Policy No. 302.6.4, as presented

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

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

Recommended by: Policy Committee

Date: May 12, 2015



STUDENT SUSPENSION POLICY

STATEMENT OF POLICY

Section:	300 – Schools/Students
No:	302.6.4
Adopted:	June 26, 2001
Revised:	December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values in all schools.

The conduct of students as members of the school community is expected to be modelled upon Christ, fostering and promoting a positive learning environment for students and staff, so that all students can reach their full academic and spiritual potential.

~~In carrying out its mandate to prepare young people for responsible citizenship,~~ The Niagara Catholic District School Board **acknowledges that** ~~is committed to providing a learning environment where mutual respect and commitment to purpose exists.~~ **should a** students who act inappropriately or impede the rights of others, ~~shall accept the consequences of their behaviour.~~ **may lead to suspension.**

~~It is the policy of the Board to support the suspension of students, as per approved guidelines, where such action is warranted and/or where other consequences have been unsuccessful in bringing about the desired changes in student behaviour.~~

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

Reference:

- [**Education Act, Sections 306, 307, 308, 309, 310, 311**](#)
- [Accepting Schools Act](#)
- [The Provincial Code of Conduct](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program](#)
- [Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board](#)
- **Niagara Catholic Policies:**
 - [Niagara Catholic- Ontario Student Record Policy \(301.7\)](#)
 - [Niagara Catholic- Code of Conduct Policy \(302.6.2\)](#)
 - [Niagara Catholic- Access to Board Premises Policy \(302.6.3\)](#)
 - [Niagara Catholic- Student Expulsion Policy \(302.6.5\)](#)
 - [Niagara Catholic- Bullying Prevention and Intervention Policy \(302.6.8\)](#)
 - [Niagara Catholic- Progressive Student Discipline Policy \(302.6.9\)](#)



STUDENT SUSPENSION POLICY

ADMINISTRATIVE GUIDELINES

Section:	300 – Schools/Students
No:	302.6.4
Adopted:	June 26, 2001
Revised:	December 17, 2013

When inappropriate behaviour occurs a Principal may consider suspending a student for no less than one (1) school day and no longer than twenty (20) school days for an infraction,

When a Principal's investigation of an incident, which should include consultation with the adult student or the student's parent/guardian and student, determines that a student has committed one or more infractions outlined below on school property, during 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 also contact the police consistent with the Protocol between Niagara Region Police Service and the Niagara Catholic District School Board. Police and School Response Protocol if the infraction the student is suspected of committing requires such contact. When in doubt, the Principal will consult with his or her Family of Schools' Superintendent. A student may not be suspended more than once for the same occurrence.

Activities leading to possible Suspension:

A Principal shall consider whether to suspend a student if he or she 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:

The infractions for which a suspension may be imposed by the Principal include:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol, or illegal drugs, and/or controlled substances without a valid prescription
3. Being under the influence of alcohol, illegal drugs and/or controlled substances without a valid prescription
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 pupil's student's school or to property located on the premises of the pupil's student's school.
6. Persistent truancy
7. Habitual neglect of duty
8. Use of profane vulgar, or improper language
6. Bullying-
9. Conduct injurious to the moral tone of the school
10. Persistent opposition to authority
11. Conduct injurious to the physical or mental well being of any member of the school community
12. 7. Medical Immunization
13. 8. Any other activity that, under a policy of the Board, is an activity for which a act considered by the Principal 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 moral tone of the school,
 - Persistent opposition to authority, or
 - Conduct injurious to the physical or mental well-being of any member of the school community.

Activities leading to Suspension

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

The following occurrences are considered as violent incidents:

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

~~A Principal will also contact the police consistent with the Police and School Response Protocol if the infraction the student is suspected of committing requires such contact. When in doubt, the Principal will consult with his or her Family of Schools Superintendent.~~

~~A student may be suspended only once for any one instance of an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.~~

~~B. Suspension of Student for Up to Twenty (20) School Days~~

~~The infractions for which a suspension may be imposed by the Principal include:~~

- ~~14. Uttering a threat to inflict serious bodily harm on another person;~~
- ~~15. Possessing alcohol, illegal drugs and/or controlled substances without a valid prescription;~~
- ~~16. Being under the influence of alcohol, illegal drugs and/or controlled substances without a valid prescription;~~

17. Swearing at a teacher or at another person in a position of authority;
18. 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;
19. Persistent truancy;
20. Habitual neglect of duty;
21. Use of profane vulgar, or improper language;
22. Bullying;
23. Conduct injurious to the moral tone of the school;
24. Persistent opposition to authority;
25. Conduct injurious to the physical or mental well being of any member of the school community;
26. Any act considered by the Principal to be contrary to the Board or school Code of Conduct.

A student may be suspended only once for any one instance of an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

See [Suspension Flowchart](#)

Mitigating and Other Factors to Consider Before Deciding to Impose a Suspension

A Principal will consider whether that a student should be suspended, and the duration of the suspension taking into account any mitigating and other factors that might be applicable in the circumstances. and

Before deciding whether to impose a suspension, or some other form of discipline, a Principal will make every effort to consult with the student, where appropriate, and the student's parent(s)/guardian(s), student or adult student and any other person who can contribute relevant information to the investigation. (if the student is not an adult student) to identify whether any mitigating and/or other factors might apply in the circumstances.

D. Progressive Discipline

In reviewing whether progressive discipline approach(es) has/have been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the Principal will consider the following:

Whether the teacher, Principal or designate has utilized early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:

- Contact with parent(s)
- Oral reminders
- Review of expectations
- Written work assignment with a learning component
- Volunteer service to the school community
- Peer mentoring
- Conflict mediation and resolution
- Meeting with parents, student and Principal
- Referral to community agency for anger management or substance abuse counselling
- Consultation
- Withdrawal of privileges
- Withdrawal from class
- Detention
- Restitution for damages
- Restorative practice
- Transfer with support subject to consent of the Family of Schools Superintendent.
- Whether Progressive Discipline is appropriate in this situation or whether a suspension or expulsion is more appropriate, considering all of the circumstances.

E. Mitigating Factors

The Mitigating and other factors to be considered by the Principal before deciding whether to impose a suspension are:

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; 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;

~~If a student does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the Principal should not suspend the student. The Principal in such circumstances may consider alternative discipline and/or other intervention. If the student poses an unacceptable risk to the safety of others in the school, the Principal will consult with his/her Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of students, staff, and others in the school.~~

F. Other Factors to be Considered

~~Where the student is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the Principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the student:~~

- ~~1.~~ 4. the student's academic, discipline and personal history;
- ~~2.~~ 5. whether a progressive discipline approach has been used attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- ~~3.~~ 6. whether the activity infraction for which the student might be suspended disciplined was related to any harassment of the student because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- ~~4.~~ 7. how the impact of the discipline on suspension would affect the student's prospects for further ongoing education;
- ~~5.~~ 8. the age of the student's age;
- ~~6.~~ 9. In the case of a student for whom an Individual Education Plan (IEP) has been developed: where the student has an IEP or disability related needs,
 - i. whether the behaviour causing the incident was a manifestation of a disability identified in the student's disability 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. or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct.; and
- ~~7.~~ Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
10. other matters as the Principal considers appropriate

Confirmation of Suspension

When a student has been suspended, a Principal will:

1. Notify the student of the suspension.
2. Inform the student's teacher(s) of the suspension.
3. 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 will provide written notice of the suspension to:

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 Co-ordinator.

The written notice of the suspension will 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 Grade 6 to Grade 12 students while serving a suspension, or limited expulsion.
5. Information about the investigation the Principal 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 decides not to notify a parent/guardian of a student involved in an incident, if in the opinion of the Principal doing so would put the student at risk of harm, the Principal will document the rationale for this decision, and share this decision with the Family of Schools' Superintendent and if applicable, the teacher(s) of the student.

~~G. Alternatives and Factors Mitigating Decision to Suspend~~

~~In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline for the student, the Principal may consider whether alternative discipline and/or other intervention is appropriate in the circumstances.~~

~~H. 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 adult student's designate or the student's parent/guardian or designate the day the student is suspended, if the student is suspended for one (1) school day. Where the student has been suspended for two (2) or more school days the Principal will ensure that the school work provided to the student will be available the day the student is suspended or the following school day.~~

~~In addition to receiving school work for the first five (5) school days of suspension, a student who is subject to a suspension of six (6) or more school days must be assigned an alternative program for students subject to lengthy suspension (ASP). A student participating in an ASP is not considered to be engaging in school or school-related activities.~~

~~At the secondary school level, evaluation of the student will not be compromised by the suspension. The student must accept responsibility for picking up the appropriate resources for learning during the length of the suspension, and the student must also take responsibility for completing missed work and assignments. Opportunities will be provided to students who have missed major tests. Arrangements could include the student coming in for the purposes of test writing only. The student on suspension will not be denied the opportunity to write exams (final or mid term).~~

~~Should the secondary student on suspension have a major project due during the suspension, a proxy should send this project to school.~~

School Work/Alternative Suspension Program

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 adult student's designate or the student's parent/guardian **and student or adult student:**

1. ~~designate~~ the day the student is suspended, if the student is suspended for one (1) school day.

- ~~2. Where the student has been suspended for two (2) or more school days the Principal will ensure that the school work provided to the student will be available the day the student is suspended or the following school day, if the student has been suspended for two (2) or more days.~~

Niagara Catholic Alternative Learning Fresh Start Program

Where a Principal suspends a student for six (6) or more days, the Principal 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 Fresh Start Program.

Elementary and Secondary Principals 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 of the Pope Francis Centre, or designate, will determine admittance into the program.

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program 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 of the Pope Francis Centre or designate, the Family of Schools' Superintendent of Education and the Superintendent of Program.

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.

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.

~~Where a student has been suspended for six (6) or more school days the student will be provided with schoolwork for the first five (5) school days or until the Student Action Plan is implemented and will be assigned an alternative program for students subject to lengthy suspension (Alternative Suspension Program or ASP).~~

~~A student cannot be compelled to participate in an ASP. Should the adult student or a student's parent/guardian choose not to have the student participate in an ASP, the student will continue to be provided with school work consistent with the Ontario curriculum or that student's modified or alternative curriculum to be completed at home for the duration of his/her suspension. This schoolwork will be available at the school for pick up by the adult student's designate or the student's parent/guardian or designate at regular intervals during the suspension period. Where schoolwork has not been picked up, the school should contact the adult student or the student's parent/guardian to determine whether the schoolwork will be picked up. The Principal should record the follow up and response.~~

~~A Student Action Plan (SAP) will be developed for every student subject to a suspension of six (6) or more school days who agrees to participate in an ASP.~~

~~The adult student or the student's parent/guardian may communicate agreement or refusal to participate in an ASP to the school orally. Where the adult student or student's parent/guardian declines the offer to participate in an ASP, the Principal shall record the date and time of such refusal.~~

~~References:~~

- ~~• [Fresh Start Program Information Package](#)~~
- ~~• [Fresh Start Student Action Plan Grades 7-12](#)~~
- ~~• [Fresh Start Program Action Plan Class Material / Assignment Request Form](#)~~
- ~~• [Alternative Suspension/Expulsion Program Student Action Plan For K-6 Students](#)~~
- ~~• [Alternative Suspension/Expulsion Program Class Material / Assignment Request Form](#)~~

~~J. Planning Meeting~~

~~For students subject to a suspension of six (6) or more school days who choose to participate in an ASP, the Principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.~~

- ~~• The adult student or student's parent/guardian and the student (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting.~~
- ~~• The planning meeting will be scheduled to occur within two (2) school days of the adult student or the student's parent/guardian informing the school that the student will participate in an ASP.~~
- ~~• If the adult student or the student's parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.~~
- ~~• During the planning meeting the Principal or designate will review the issues to be addressed in the student's SAP.~~

~~K. Student Action Plan~~

~~A student subject to suspension for eleven (11) or more school days will be provided with both academic and non academic supports, which will be identified in the student's SAP. Students subject to a suspension of fewer than eleven (11) school days may be offered non academic supports where such supports are appropriate and available.~~

- ~~• The SAP will be developed under the direction of the Principal of the school with assistance, as appropriate, from the Principal of alternative programs, Vice Principal of the school, guidance counsellor, special education teacher, classroom teacher, CYW and/or social worker.~~
- ~~• The Principal will make every effort to complete the SAP within five (5) school days following the adult student or the student's parent/guardian informing the school that the student will participate in an ASP.~~
- ~~• This timeline will be communicated to the adult student and/or the student's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.~~
- ~~• The Principal must ensure that the student is provided with schoolwork until the SAP is in place.~~
- ~~• Once completed, the SAP will be shared with the adult student, or the student's parent/guardian and the student and all necessary staff to facilitate implementation.~~
- ~~• A copy of the SAP will be stored in the student's documentation file until such time as it is no longer conducive to the improvement of instruction of the student.~~
- ~~• The SAP will identify:
 - ~~i. The incident for which the student was suspended;~~
 - ~~ii. The progressive discipline steps taken prior to the suspension, if any;~~
 - ~~iii. Any alternative discipline measures imposed in addition to the suspension;~~~~

- iv. ~~Any other disciplinary issues regarding the student that have been identified by the school;~~
- v. ~~Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;~~
- vi. ~~Any program(s) or service(s) that might be provided to address those learning or other needs;~~
- vii. ~~The academic program to be provided to the student during the suspension period and details regarding how that academic program will be accessed by the student;~~
- viii. ~~Where the student has an IEP, information regarding how the accommodations/modifications of the student's academic program will be provided during the period of suspension;~~
- ix. ~~The non-academic program and services to be provided to the student, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and~~
- x. ~~The measurable goals the student will be striving to achieve during the period of suspension.~~

~~L. Procedural Steps When Imposing a Suspension~~

~~Where a Principal has determined that it is appropriate in the circumstances to impose a suspension, the Principal is required to affect the following procedural steps:~~

- ~~1. Within 24 hours of the decision, the Principal must make all reasonable efforts to orally inform the adult student or the student's parent/guardian and the student's teacher of the suspension.~~
- ~~2. The Principal shall also issue written notification to the following persons outlining the reasons for suspension, and advising the student and the student's parents or guardians of their right of review and/or appeal:

 - a. ~~The student;~~
 - b. ~~The teacher(s);~~
 - c. ~~The Board;~~
 - d. ~~The parent(s)/guardians of the student who is not an adult;~~
 - e. ~~The School Attendance Counsellor;~~
 - f. ~~The appropriate Family of Schools Superintendent.~~~~
- ~~3. The written notice of suspension will include:

 - a. ~~The reason for suspension;~~
 - b. ~~The duration of the suspension;~~
 - c. ~~Information about the ASP the student is assigned to, where the student is suspended for six (6) or more school days;~~
 - d. ~~Information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Family of Schools Superintendent;~~~~
- ~~4. The Principal in conjunction with the student's teacher(s) must organize school work to be provided for the student to be completed during the duration of the student's suspension;~~
- ~~5. Every effort should be made to include the school work with the letter of suspension to the student and the student's parent/guardian (unless the student is an adult student) on the day the student is suspended if the letter is provided to the student to take home. If it is not possible to provide the letter because the student and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult student's designate or student's parent/guardian or designate to pick up from the school the following school day.

 - ~~If notice is sent by mail, it will be deemed to have been received on the fifth school day after it was sent.~~
 - ~~If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.~~
 - ~~If notice is sent by courier it will be deemed to have been received on the day it was delivered to the student's last known place of address.~~~~
- ~~6. Where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on~~

Board property, consideration should be given to filling out and filing a [Violent Incident Form](#) in the student's Ontario Student Record.

- ~~7. Consultation – Before imposing a suspension of eleven (11) or more school days, the Principal will consult with the Family of Schools Superintendent regarding:
 - I. The investigation undertaken;
 - II. The circumstances of the incident;
 - III. Whether or not one or more of the factors outlined above are applicable in the circumstances; and
 - IV. The appropriate length of the suspension.~~
- ~~8. Remedial Action
Following the issuance of a suspension it is expected that the Principal/Vice Principal will discuss preventative strategies with the student and/or parent(s) or with the adult student.~~
- ~~9. Maintenance of Suspension Notices
The Principal will keep records of student suspension in a secure file separate from the OSR. In exceptional circumstances and where appropriate, the Principal may keep records of student suspension in the OSR.~~

Suspension Appeal of Suspension Process

A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to the Family of Schools' Superintendent of Education within ten (10) 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.

~~Reference to Board means Disciplinary Hearing Committee of no fewer than three (3) Trustees, which has been established by the Board to decide appeals of principal suspensions.~~

Initiation of the Appeal

~~The Suspension/Expulsion Hearing Rules of the Board are applicable to Suspension Appeals. A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within 10 school days of the commencement of the suspension. All notices of appeal must be given to the Family of Schools Superintendent.~~

~~The adult student or the student's parent/guardian may appeal a suspension.~~

~~All suspension appeals must be received by the Family of Schools Superintendent:—~~

- ~~• An appeal of a suspension does not stay the suspension.~~
- ~~• A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension to the Family of Schools Superintendent within ten (10) school days of the commencement of the suspension.~~
- ~~• The board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).~~
- ~~• An appeal of a principal's decision to suspend is heard by the Disciplinary Hearing Committee, which has been designated with such powers and duties.~~
- ~~• The Disciplinary Hearing Committee shall hear and determine the appeal within 15 school days of receiving notice of intention to.~~
- ~~• Prior to holding the formal hearing committee meeting, the parties shall exchange the following at least 3 days in advance:—~~

- ~~i. an outline of the party's position, setting out with particularity the party's position on the circumstances which gave rise to the suspension and the party's position on the suspension~~
- ~~ii. copies of any documents which the party proposes to submit at the hearing;~~
- ~~iii. where the party proposes to call witnesses, a list of the witnesses whom the party intends to call and a brief outline of the information that will be presented by the witness.~~

Review of Suspension

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

1. ~~Will promptly~~ advise the school Principal of the appeal **and set a meeting date to review the appeal;**
2. ~~Will promptly~~ advise the ~~adult student or the student's parent/guardian~~ **or adult student** that a review of the suspension will take place ~~and invite the appellant to~~ **and will** discuss any matter respecting the incident and/or appeal of the suspension ~~with the Family of Schools Superintendent;~~
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. ~~Will~~ review the suspension (reason, duration, any mitigating or other factors);
5. ~~May~~ consult with the Principal ~~and Family of Schools Superintendent~~ regarding modification or expunging the suspension;
6. ~~Will~~ request a meeting with the ~~adult student or the student's parent/guardian~~ **or adult student** and the Principal to narrow the issues and try to effect a settlement, ~~and/or arrange a date for the appeal before the Disciplinary Hearing Committee;~~
7. ~~Will, where a settlement is not effected,~~ provide **written** notice of the review decision to the ~~adult student or 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 ~~adult student or 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 Family of Schools Superintendent of Education:~~ **Resource to the Disciplinary Hearing Committee will:**

1. **Arrange a date for the appeal before the Disciplinary Hearing Committee.**
2. Coordinate the preparation of a written report for the Disciplinary Hearing Committee containing:
 1. ~~This report will contain at least the following components:~~
 - 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 the Suspension Appeal; and
 - iv. a copy of the correspondence with respect to the decision of the Family of Schools' Superintendent regarding the suspension review.
 2. **3. Inform the ~~adult student or the student's parent/guardian~~ **or adult student** of the date, **time and location** of the Suspension Appeal, provide a guide to the process for the appeal, and a copy of the documentation that will go to the Disciplinary Hearing Committee.**

- 3- 4. 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 adult student~~ The student's parent or /guardian **or adult student** if ~~he or she~~ **they** appealed the decision to suspend the student.
3. The person who appealed the decision to suspend the ~~pupil student~~ **pupil student** if the decision was appealed by someone other than the ~~pupil student~~ **pupil student** or his or her parent or /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 own behalf.

Suspension Appeal before the Disciplinary Hearing Committee of the Board

The Disciplinary Hearing Committee will conduct the suspension appeals in accordance with the **Suspension/Expulsion Hearing Rules**, the Education Act and Board Policy: ~~The Family of Schools' Superintendent will schedule appeals.~~

1. One of the appointed Trustees will be elected Chair of the Disciplinary Hearing Committee. ~~A suspension may be appealed by an adult pupil or the pupil parent/guardian (the "Appellant").~~
2. The Director of Education or his/her designate, will act as Secretary to the Disciplinary Hearing Committee to facilitate the Hearing, ~~ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Hearing and provided to the Hearing Committee at the beginning of the Hearing, and to ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Disciplinary Hearing Committee at the beginning of the Hearing.~~ ~~The Principal will prepare a Report summarizing the incident, the evidence relied upon and the rationale for discipline, including the pupil's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.~~
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.**

~~The decision of the Hearing Committee is final.~~

~~Legal counsel for the Board may be present at the appeal to act as an advisor on procedural matters.~~

~~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.~~

~~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.~~

~~O. Re-Entry~~

~~Following a suspension of six (6) or more school days, a re-entry meeting will be held with appropriate staff, the student, and the student's parent/guardian if possible, to provide positive and constructive redirection for the student. Where the student has participated in an ASP, the student's success in achieving the goals outlined in the SAP will be reviewed with the adult student or the student's parent/guardian and student. Further programs and services might be recommended by the Principal for the purpose of achieving additional or greater success in meeting the goals outlined in the SAP.~~

Review of the Suspension Process

~~On a yearly basis, It is expected that the Family of Schools' Superintendent will review the suspension statistics of each of his/her schools with the Principal of each school on a yearly basis.~~

~~Q. Definitions~~

~~The following definitions apply for the purposes of student discipline.~~

~~*Adult student*— is a student who is 18 years or older or 16 or 17 and has removed him/herself from parental control.~~

~~*Board Expulsion*— is an expulsion from all schools of the Board.~~

~~*Bullying*— is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.~~

~~*Daily Care*— a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a student who is less than 18 years old, but is a person who cares for the student on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.~~

~~*Disciplinary Hearing Committee*— a committee of three (3) or more Trustees designated to determine suspension appeals and recommendations for expulsion.~~

~~The Disciplinary Hearing Committee of the Board established in accordance with Section 309(12) or Section 311.3/(9) of the Act and Board policy.~~

~~*Harassment*— words, conduct or action that is directed at an individual and serves no legitimate purpose and which annoys, alarms or causes that individual emotional distress.~~

~~*Parent/guardian*— where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is not an Adult student.~~

~~*Impact on School Climate*—an incident or activity, which has an effect on the school community.~~

~~*School Climate*—the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.~~

~~*School Community*—the school community is composed of staff, students and parents of the school and feeder schools / family of schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.~~

~~*School Expulsion*—is an expulsion from the school of the Board that the student was attending at the time of the incident.~~

~~*Weapon*—is any object or thing used to threaten or inflict harm on another person and includes, but is not limited~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

TITLE: STUDENT EXPULSION POLICY NO. 302.6.5

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revision to the Student Expulsion Policy No. 302.6.5, as presented

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

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

Recommended by: Policy Committee

Date: May 12, 2015



STUDENT EXPULSION POLICY

STATEMENT OF POLICY

Section:	300 – Schools/Students
No:	302.6.5
Adopted:	June 26, 2001
Revised:	December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values in all schools.

The conduct of students as members of the school community is expected to be modelled upon 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 impede the rights of others, the consequences may lead to expulsion ~~In keeping with the current legislation pertaining to the expulsion of students, the Niagara Catholic District School Board and or a Board mandated Expulsion Committee may expel a student~~ from a school or all the schools in the Board.

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

Reference:

- [Education Act, Sections 310, 311, 312, 313, 314](#)
- [Accepting Schools Act](#)
- [The Provincial Code of Conduct](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Alternative Learning Fresh Start Program](#)
- [Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board](#)
- **Niagara Catholic Policies:**
 - [Niagara Catholic- Ontario Student Record Policy \(301.7\)](#)
 - [Niagara Catholic- Code of Conduct Policy \(302.6.2\)](#)
 - [Niagara Catholic- Access to Board Premises Policy \(302.6.3\)](#)
 - [Niagara Catholic- Student Suspension Policy \(302.6.4\)](#)
 - [Niagara Catholic- Bullying Prevention and Intervention Policy \(302.6.8\)](#)
 - [Niagara Catholic- Progressive Student Discipline Policy \(302.6.9\)](#)



STUDENT EXPULSION POLICY

ADMINISTRATIVE GUIDELINES

Section:	300 – Schools/Students
No:	302.6.5
Adopted:	June 26, 2001
Revised:	December 17, 2013

When inappropriate behaviour occurs a Principal may 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 Region Police Service and the Niagara Catholic District School Board.

~~Expulsion is the removal of a student by the Board from the regular services of the Board for reasons as set out in the Education Act and by the Expulsion Policy of the Niagara Catholic District School Board. Principals may recommend to the Disciplinary Hearing Committee of the Board expulsions of students from their schools.~~

A. ~~Suspension, Investigation and possible Expulsion (Education Act: Section 310)~~

The Board may expel a student who commits any of the following infractions while he or she is 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:

~~When a Principal has reasonable grounds to believe that a student has committed one or more infractions outlined below on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate, the Principal will suspend the student. The Principal will also contact the police consistent with the Police and School Response Protocol if the infraction the student is suspected of committing requires such contact. When in doubt, the Principal will consult with his or her Family of Schools Superintendent.~~

~~The enumerated activities are:~~

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, illegal drugs and/or controlled substances.
6. Committing robbery.
7. Giving alcohol 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.
11. ~~A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;~~
12. ~~Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well being of other person(s) in the school or Board;~~
13. ~~Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;~~

14. ~~The student has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.; or~~
15. ~~Any act considered by the Principal to be a serious violation of the Board or school Code of Conduct. This includes a single act, incident or infraction considered by the Principal to be a serious breach of the expectations of student behaviour even though the student has no history of discipline or behaviour intervention, or no relevant history.~~

B. Violent Incident

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

The following occurrences are considered as violent incidents:

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

C. Mitigating and Other Factors to Consider Before Imposing a Decision to Impose a Suspension or Possible Expulsion

A Principal will 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, where appropriate, and 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 guidelines in the Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board.

~~When deciding whether or not to impose a suspension pending a possible recommendation for expulsion, the Principal will make every effort to consult with the student, where appropriate, and the student's parent/guardian, if the student is not an adult student, to identify whether any mitigating factors might apply in the circumstances.~~

C. Criteria for Determining Expulsion

~~In determining the length of the expulsion, the Principal shall consider the following factors:~~

1. ~~the student's history;~~
2. ~~any factors prescribed by regulation, if any;~~
3. ~~such other matters as the Principal considers appropriate.~~

D. Mitigating Factors

Mitigating and other factors to be considered by the Principal before deciding whether to impose an expulsion-suspension are:

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 history,
~~any factors prescribed by regulation~~
5. whether a progressive discipline approach has been used with the student,

6. whether the activity for which the student might be expelled 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 expulsion would affect the student's ongoing education,
8. the age of the student, and
9. other matters as the Principal considers appropriate
10. In the case of a student for whom an Individual Education Plan (IEP) 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 the expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

~~If a student does not have the ability to control his or her behaviour and does not understand the foreseeable consequences of his/her behaviour, the Principal may choose not to suspend the student. The Principal in such circumstances may consider alternative discipline and/or other intervention. If the student does not have the ability to control his or her behaviour and does not understand the foreseeable consequences of his/her behaviour, but poses an unacceptable risk to the safety of others in the school, the Principal will consult with his/her Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure student and staff safety.~~

D. Suspension Pending Recommendation for Expulsion

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

A Principal shall conduct an investigation to determine whether to recommend to the Board that the student be expelled.

~~If the student is to be suspended pending an investigation, the student should be suspended for (20) twenty school days. If the student has been suspended 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 a the Niagara Catholic Alternative Learning Fresh Start Program for suspended students (ASP).~~

E. Niagara Catholic Alternative Learning Fresh Start Program

Where a Principal suspends a student for six (6) or more days, the Principal 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 of the Pope Francis Centre, or designate, will determine admittance into the program.

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program 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 of the Pope Francis Centre or designate, the Family of Schools' Superintendent of Education and the Superintendent of Program.

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

F. 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 guidelines 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.

G. Expulsion Recommended to the Board

If a Principal, in consultation with the Family of Schools' Superintendent, determines that a referral for expulsion is warranted, the recommendation 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 be expelled from his or her 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 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 guidelines 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 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.

If the student has been suspended for twenty (20) school days, the Principal must undertake an investigation to determine whether to recommend to the Disciplinary Hearing Committee that the student be expelled.

F. Procedural Steps When Imposing a Suspension

When imposing a suspension the principal is required to effect the following procedural steps:-

1. Within 24 hours of the decision, the principal must make all reasonable efforts to orally inform the adult student or the student's parent/guardian of the suspension;-
2. The principal must inform the student's teacher(s) of the suspension;-
3. The principal must provide written notice of the suspension to the adult student or the student's parent/guardian and student and the Family of schools superintendent. The written notice of suspension will include:-
 - a. The reason for suspension;-
 - b. The duration of the suspension;-
 - c. Information about the program for suspended students the student is assigned to;-
 - d. Information about the investigation the principal is conducting to determine whether to recommend expulsion;-
 - e. A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the principal decides whether to recommend an expulsion. If the principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Disciplinary Hearing Committee, and if the principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing.
4. Every effort should be made to include the schoolwork with the letter of suspension to the student and the student's parent/guardian (unless the student is an adult student) on the day the student is suspended if the letter is provided to the student to take home. If it is not possible to provide the letter because the student and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult student's designate or the student's parent/guardian or designate to pick up from the school the following school day.
 - If mail or courier sends notice, it will be deemed to have been received on the fifth school day after it was sent.-
 - If notice is sent by fax or e mail, it is deemed to have been received the first school day after it was sent.-
5. Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate motivated violence, consideration should be given to filling out and filing a [Violent Incident Form](#) in the student's Ontario Student Record.-

G. Alternative Suspension Program

Where a student has been suspended pending an investigation to determine whether to recommend an expulsion, the student will be assigned an alternative program for students subject to lengthy suspension (ASP)-

~~A student cannot be compelled to participate in an ASP. Should the adult student or the student's parent/guardian choose not to have the student participate in an ASP, the student will be provided with school work consistent with the Ontario curriculum or that student's modified and/or alternative curriculum to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick up by the adult student's designate or the student's parent/guardian or a designate at regular intervals during the suspension period beginning the school day after the adult student or the student's parent/guardian refuses to participate in an ASP.~~

~~A Student Action Plan (SAP) will be developed for every student who agrees to participate in an ASP.~~

~~The adult student or the student's parent/guardian may communicate agreement or refusal to participate in an ASP to the school orally. Where the student or his/her parent/guardian declines the offer to participate in an ASP, the principal shall record the date and time of such refusal.~~

~~Planning Meeting~~

~~For students subject to a suspension pending an investigation to determine whether to recommend an expulsion that choose to participate in an ASP, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.~~

- ~~• The adult student or the student's parent/guardian and student (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting.~~
 - ~~○ The planning meeting will be scheduled to occur within two (2) school days of the adult student or the student's parent/guardian informing the school that the student will participate in an ASP.~~
 - ~~○ If the adult student or the student's parent/guardian are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.~~
- ~~• During the planning meeting the principal or designate will review the issues to be addressed in the student's SAP.~~

~~Student Action Plan~~

~~A student subject to suspension pending an investigation to determine whether to recommend an expulsion will be provided with both academic and non-academic supports, which will be identified in the student's SAP.~~

- ~~• The SAP will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice principal of the school, guidance counselor, special education teacher, classroom teacher, CYW and/or social worker.~~
- ~~• The principal will make every effort to complete the SAP within five (5) school days following the adult student or the student's parent/guardian informing the school that the student will participate in an ASP.~~
- ~~• This timeline will be communicated to the adult student or the student's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.~~
- ~~• Once completed, the SAP will be shared with the adult student or the student's parent/guardian and student and all necessary staff to facilitate implementation.~~
- ~~• A copy of the SAP will be stored in a file until such time as it is no longer conducive to the improvement of instruction of the student.~~

~~The SAP will identify:~~

- ~~1. The incident for which the student was suspended;~~
- ~~2. The progressive discipline steps taken prior to the suspension, if any;~~
- ~~3. Any alternative discipline measures imposed in addition to the suspension;~~
- ~~4. Any other disciplinary issues regarding the student that have been identified by the school;~~

5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
6. Any program(s) or service(s) that might be provided to address those learning or other needs;
7. The academic program to be provided to the student during the suspension period and details regarding how that academic program will be accessed by the student;
8. Where the student has an IEP, information regarding how the accommodations/modifications of the student's academic program will be provided during the period of suspension;
9. The non-academic program and services to be provided to the student is applicable during the suspension and details regarding how that non-academic program and those services will be accessed; and
10. The measurable goals the student will be striving to achieve during the period of suspension.

References:

- [*Fresh Start Program Information Package*](#)
- [*Fresh Start Student Action Plan Grades 7-12*](#)
- [*Fresh Start Program Action Plan Class Material / Assignment Request Form*](#)
- [*Alternative Suspension/Expulsion Program Student Action Plan For K-6 Students*](#)
- [*Alternative Suspension/Expulsion Program Class Material / Assignment Request Form*](#)

H. Principal's Investigation

The Principal will conduct an investigation promptly following the suspension of the student to determine whether to recommend to the Disciplinary Hearing Committee that the student be expelled. As part of the investigation, the Principal will:

- a) consult with the Family of Schools' Superintendent regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the student be expelled. Should the decision be made to refer the student to the Disciplinary Hearing Committee with a recommendation for expulsion, the student must be referred to and dealt with by the Disciplinary Hearing Committee within twenty (20) school days from the date of suspension (unless timelines are extended on consent).

Any police investigation will be conducted separately from the Principal's investigation.

The Principal shall conduct the following steps in his investigation:

Consultation: The Principal will consult with the Family of Schools' Superintendent about the process for conducting the Investigation.

Witnesses: The Investigation will include interviews of witnesses who the Principal determines can contribute relevant information to the Investigation. The Principal will make every reasonable effort to interview any witnesses suggested by the student, or the student's parent/legal guardian, provided that the Principal is satisfied that such witnesses can contribute relevant information and are reasonably available to be interviewed.

As part of the investigation, the Principal will:

1. Make all reasonable efforts to speak with the adult student or the student's parent/guardian and the student;
2. Include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
3. Make every reasonable effort to interview any witnesses suggested by the student, or the student's parent/guardian; and
4. Consider the mitigating and other factors when determining whether to recommend to the Disciplinary Hearing Committee that the student be expelled.

Burden of Proof: Where there is a conflict in the evidence collected by the Principal on the issue of whether the student committed an expulsion infraction, the Principal shall assess the evidence and determine whether, on the balance of probabilities, it is more probable than not that the student committed the infraction.

Completion of Investigation Where Referral to Disciplinary Hearing Committee: Where the Principal decides to refer the matter to the Disciplinary Hearing Committee for an expulsion hearing,

~~the Principal shall endeavour to complete his/her Investigation within 5 school days from the date the Principal suspended the student. In this case, the Principal will advise the student, if aged 18 years or older, or 16 or 17 years of age if the student has removed him/herself from parental control, or otherwise the student's parent/legal guardian, that the matter is being referred to the Disciplinary Hearing Committee for an expulsion hearing.~~

~~**Time Line for Decision:** In any event, the Principal's Investigation must be completed and a decision made with respect to the student's expulsion or other discipline within 20 school days from the date the Principal suspended the student. The exception to this is that the adult student, or otherwise the parent/legal guardian agree to an extension of the 20 day deadline. Any such extension of the deadline must be to a fixed date and the process must be completed by the new deadline.~~

~~I.—Mitigating Factors~~

~~The mitigating factors to be considered by the principal before deciding whether to recommend an expulsion are:~~

- ~~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; 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.~~

~~J.—Other Factors to be Considered~~

~~Where the student is able to control his/her behaviour and/or is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of a suspension and whether the student should be referred to the Expulsion committee on a recommendation for expulsion.~~

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

~~K.—Consultation~~

~~Before making a decision the Principal will make every effort to consult with the student and the student's parent/guardian (unless the student is an adult student).~~

~~L.—Decision Not to Recommend Expulsion~~

~~Reference to Board means a Committee of the Board, which has been established by the Board to hear Student Suspension Appeals and recommendations for expulsions.~~

~~The Disciplinary Hearing Committee of the Board established in accordance with Section 309(12) or Section 311.3(9) of the Act and Board policy.~~

Following the investigation and consideration of the mitigating and other factors, if the principal decides not to recommend to the Disciplinary Hearing Committee that the student be expelled, the principal must:

1. Consider whether alternative discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly; or
4. Withdraw the suspension and expunge the record.

If the Principal has decided not to recommend an expulsion of the student, the Principal will provide written notice of this decision to the adult student or the student's parent/guardian and student.

1. A statement of the Principal's decision not to recommend expulsion to the Disciplinary Hearing Committee
2. A statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;
3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Disciplinary Hearing Committee, including:
 - a. A copy of the Board policies and guidelines regarding suspension appeals;
 - b. Contact information for the Family of Schools Superintendent;
 - c. A statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion; or
 - d. If the length of the suspension has been shortened, notice that the appeal from the shortened length of the suspension.

M. Recommendation to the Board for an Expulsion Hearing

If a Principal, in consultation with the Family of Schools Superintendent, determines that a referral for expulsion is warranted, the Principal must refer the recommendation for expulsion to the Disciplinary Hearing Committee to be heard and dealt with within twenty (20) school days from the date the Principal suspended the student, unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the Principal will:

1. Prepare a report to be submitted to the Disciplinary Hearing Committee and provide the report to the student and the student's parent or guardian (unless the student is an adult student) prior to the hearing. The report will include:
 - a. A summary of the findings the Principal's made in the investigation;
 - b. An analysis of which, if any, mitigating or other factors might be applicable;
 - c. A recommendation of whether the expulsion should be from the school or from the Board; and
 - d. A recommendation regarding the type of school that would benefit the student, if the student subject to a school expulsion, the type of program that might benefit the student, if the student is subject to a Board expulsion.
2. Inquire with the Family of Schools Superintendent as to the date and location of the hearing and provide written notice of the expulsion hearing to the adult student or the student's parent/guardian and student. The notice shall include:
 - a. A statement that the student is being referred to the Disciplinary Hearing Committee to determine whether the student will be expelled for the activity that resulted in suspension;
 - b. A copy of the Board's guidelines and rules governing the hearing before the Disciplinary Hearing Committee;
 - c. A copy of the Board Code of Conduct and school Code of Conduct;
 - d. A copy of the suspension letter;
 - e. A statement that the student and/or his or her parent/guardian has the right to respond to the Principal's Report in writing;

- f. ~~The name and contact information for the Family of Schools Superintendent.~~
- g. ~~Information about the procedures and possible outcomes of the expulsion hearing, including that:-~~
 - ~~If the Disciplinary Hearing Committee does not expel the student they will either confirm, confirm and shorten, or withdraw the suspension;-~~
 - ~~Parties have the right to make submissions with respect to the suspension;-~~
 - ~~Any decision with respect to the suspension is final and cannot be appealed;-~~
 - ~~If the student is expelled from the school, they will be assigned to another school;-~~
 - ~~If the student is expelled from the Board, they will be assigned to a program for expelled students;-~~
 - ~~If the student is expelled there is a right of appeal to the Child and Family Services Review Board.-~~

H. The Family of Schools Superintendent of Education: Resource to the Discipline Hearing Committee

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

1. ~~May~~ Arrange a meeting with the Family of Schools' Superintendent, the Principal, ~~adult student or the student's parent/guardian, and student or adult student and the Principal,~~ as appropriate. 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 or 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. ~~Will~~ Prepare a package of documents for the Disciplinary Hearing Committee, which will include ~~at least~~ 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 ~~the adult student or student's parent/guardian,~~ student or adult student.
3. ~~Will~~ Inform the ~~adult student or the student's parent/guardian~~ 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. ~~Will~~ Ensure that the item is placed on the Disciplinary Hearing Committee agenda.

I. Hearing before the 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 guidelines, and Suspension/Expulsion Hearing Rules.

If the Principal recommends ~~to the Board that a student be expelled, the Board expulsion, the~~ 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 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 guidelines.
~~The adult student or the student's parent/guardian.~~
5. If a student is not a party, ~~s/he~~ **the student** has the right to be present at the expulsion hearing and to make submissions ~~on his/her own behalf~~. The Disciplinary Hearing Committee may grant a person with daily care authority to make submissions on behalf of the student.

J. 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 school only or from all schools of the Board.

The hearing will be conducted in accordance with the [Suspension/Expulsion Hearing Rules](#).

~~The Disciplinary Hearing Committee shall consider oral and written submissions, if any, of all parties;~~

1. ~~The Disciplinary Hearing Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion;~~
2. ~~The Disciplinary Hearing Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn; and~~
3. ~~Such other matters as the Disciplinary Hearing Committee considers appropriate.~~

~~In determining whether to impose an expulsion the Disciplinary Hearing Committee shall consider the following factors:~~

1. ~~The mitigating and other factors:—~~
 - a. ~~Whether the student has the ability to control his or her behaviour;—~~
 - b. ~~Whether the student has the ability to understand the foreseeable consequences of his or her behaviour;—~~
 - c. ~~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;—~~
 - d. ~~The student's academic, discipline and personal history;—~~
 - e. ~~Whether progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;—~~
 - f. ~~Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason;—~~
 - g. ~~The impact of the discipline on the student's prospects for further education;—~~
 - h. ~~The student's age;—~~
 - i. ~~Where the student has an IEP or disability related needs,—~~
 - ~~Whether the behaviour causing the incident was a manifestation of the student's disability;—~~
 - ~~Whether appropriate individualized accommodation has been provided; and—~~
 - ~~Whether an expulsion is likely to result in aggravating or worsening the student's behaviour or conduct or whether an expulsion is likely to result in a greater likelihood of further inappropriate conduct; and—~~
 - j. ~~Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.—~~
2. ~~The submissions and views of the parties.—~~
3. ~~Any written response to the principal's report provided before the completion of the hearing; and—~~
4. ~~Such matters as the Disciplinary Hearing Committee considers appropriate.—~~

~~Where there is a conflict in the evidence presented by the parties on the issue of whether the student committed the infraction, the Disciplinary Hearing Committee may request further evidence, subject to the requirement that the hearing take place within 20 school days, or the Disciplinary Hearing Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the student committed the infraction.~~

~~P. No Expulsion~~

~~If the Disciplinary Hearing Committee decides not to expel the student, the Disciplinary Hearing Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:~~

- ~~1. Consider whether alternative discipline is appropriate in the circumstances;-~~
- ~~2. Uphold the suspension and its duration;-~~
- ~~3. Uphold the suspension and shorten its duration and amend the record accordingly; or-~~
- ~~4. Quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record.-~~
- ~~5. Make such other orders, as the Disciplinary Hearing Committee considers appropriate.~~

~~The Disciplinary Hearing Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.-~~

~~The Disciplinary Hearing Committee's decision with respect to the suspension is final.~~

~~Q. Expulsion~~

~~In the event the Disciplinary Hearing Committee decides to impose an expulsion on the student, the Disciplinary Hearing Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Disciplinary Hearing Committee shall consider the following factors:~~

- ~~1. The mitigating and other factors:-~~
 - ~~a. Whether the student has the ability to control his or her behaviour;-~~
 - ~~b. Whether the student has the ability to understand the foreseeable consequences of his or her behaviour;-~~
 - ~~c. 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;-~~
 - ~~d. The student's academic, discipline and personal history;-~~
 - ~~e. Whether progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;-~~
 - ~~f. Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason;-~~
 - ~~g. The impact of the discipline on the student's prospects for further education;-~~
 - ~~h. The student's age;~~
 - ~~i. Where the student has an IEP or disability related needs,-~~
 - ~~• Whether the behaviour causing the incident was a manifestation of the student's disability;-~~
 - ~~• Whether appropriate individualized accommodation has been provided; and~~
 - ~~• Whether a school or Board expulsion is likely to result in aggravating or worsening the student's behaviour or conduct or whether it is likely to result in a greater likelihood of further inappropriate conduct; and~~
 - ~~j. Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school;-~~
- ~~2. All submissions and views of the parties;~~
- ~~3. Any written response to the principal's report provided before the completion of the hearing; and~~
- ~~4. Such other matters, as the Disciplinary Hearing Committee considers appropriate.-~~

~~The Disciplinary Hearing Committee may expel a student from a school or all schools of the Board as a result of the student's involvement in a single act, a single incident or a single infraction, where, in the opinion of the Disciplinary Hearing Committee, the student's behaviour was a serious breach of the expectations of student behaviour.~~

~~Where the Disciplinary Hearing Committee decides to impose a school expulsion, then the Disciplinary Hearing Committee must assign the student to another school.~~

~~Where the Disciplinary Hearing Committee decides to impose a Board expulsion, then the Disciplinary Hearing Committee must assign the student to a program for expelled students.~~

~~The Disciplinary Hearing Committee must promptly provide written notice of the decision to expel the student to all parties, and the student, if he or she was not a party. The written notice shall include:-~~

- ~~1. The reason for the expulsion;~~
- ~~2. A statement indicating whether the expulsion is a school expulsion or a Board expulsion;~~
- ~~3. Information about the school or program to which the student has been assigned; and~~
- ~~4. Information about the right to appeal the expulsion, including the steps to be taken.~~

~~Once the administrator of alternative programs has received notice that a student has been expelled, s/he must create a SAP in a manner consistent with the Board's policy and procedures for programs for expelled students.~~

~~An expelled student is a student of the Board, even where s/he attends a program for expelled students at another school board, unless s/he does not attend the program or registers at another school board.~~

R. Re-entry Requirements Following an Expulsion (relocated to section L)

~~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 s/he 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.~~

~~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 s/he was expelled.~~

- ~~1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;~~
- ~~2. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;~~
- ~~3. The student will be required to sign a Declaration of Performance form provided by the Board;~~
- ~~4. 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.~~

K. 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.

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 school only or for 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.

Initiation of Appeal

~~The adult student or the student's parent/guardian may appeal a Disciplinary Hearing Committee decision to expel the student to the Child and Family Services Review Board. The Child and Family Services Review Board are designated to hear and determine appeals of school Board decisions to expel students. The decision of the Child and Family Services Review Board is final.~~

Appeal Process

~~The Child and Family Services Review Board is designated for the purposes of subsection 311(5) of the Act to hear and determine all appeals from decisions of Boards to expel students.~~

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

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

~~A committee of the Child and Family Services Review Board of the province of Ontario (CFSRB) hears an appeal of a Board imposed expulsion. The decision of the committee is final.~~

~~A request for an expulsion appeal must be made:~~

1. Within sixty (60) days of the District School Board's decision to expel the student. This date should be referenced in the letter of appeal.
2. The sixty (60) days must be extended if the **Child and Family Services Review Board CFSRB** feels **believes** there are reasonable grounds to do so. ~~The CFSRB must convene~~ **The expulsion appeal hearing must convene** within thirty (30) days of receiving a request to appeal **the a-District Board's** expulsion decision.
3. ~~The procedures, powers, and duties of the persons who are required to conduct this appeal are determined by provincial legislation.~~

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

1. Confirm the Board's decision.
2. Modify the type or duration of the expulsion.
3. Impose, change or remove conditions that must be satisfied if the **pupil student** is to return to school in Ontario, following an expulsion.
4. Overrule the decision of the Board and reinstate the **pupil student**.

If the Child and Family Services Review Board overrules the decision of the Board and reinstates the **student pupil**, it may order that any record of the expulsion of the **pupil student** be expunged if the Child and Family Services Review Board considers it appropriate in the circumstances.

The **Child and Family Services Review Board CFSRB** must make its decision, including the reasons for the decision, within ten (10) days of the completion of the expulsion hearing.

L. 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 ~~s/he~~ **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 ~~s/he~~ **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.

T. Definitions

The following definitions apply for the purposes of student discipline.

Adult student— is a student who is 18 years or older or 16 or 17 and has removed him/herself from parental control.

Board Expulsion— is an expulsion from all schools of the Board.

Bullying— is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Daily Care— a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a student who is less than 18 years old, but is a person who cares for the student on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

Disciplinary Hearing Committee— a committee of three (3) or more Trustees designated to determine suspension appeals and recommendations for expulsion.

The Disciplinary Hearing Committee of the Board established in accordance with Section 309(12) or Section 311.3/(9) of the Act and Board policy.

Harassment— words, conduct or action that is directed at an individual and serves no legitimate purpose and which annoys, alarms or causes that individual emotional distress.

Parent/guardian— where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is not an Adult student.

Impact on School Climate— an incident or activity which has an effect on the school community.

School Climate— the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

School Community— the school community is composed of staff, students and parents of the school and feeder schools / family of schools, as well as the community of people and businesses that are served by or located in the greater neighborhood of the school.

School Expulsion— is an expulsion from the school of the Board that the student was attending at the time of the incident.

Weapon— is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

TITLE: POLICY AND GUIDELINE REVIEW 2014-2015 SCHEDULE

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

Prepared by: John Crocco, Director of Education/Secretary-Treasurer

Presented by: Policy Committee

Date: May 12, 2015



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2014 - JUNE 2015

Updated: April 20, 2015

<i>SORTED BY POLICY COMMITTEE MEETING DATE</i>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
NEW		NEW	Concussions (prior to January 2015)	Sept. 2014
1998	2014	201.4	Reimbursement of Travel Expenses	Sept. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Sept. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Oct. 2014
2012	2012	203.1	Employee Hiring and Selection Policy (Teachers) (<i>referred back to staff</i>)	Oct. 2014
2002	2013	201.7	Employee Workplace Harassment *	Oct. 2014
2002	2013	201.11	Employee Workplace Violence *	Oct. 2014
2002	2013	201.6	Occupational Health & Safety *	Oct. 2014
1998	2013	400.2	Educational Field Trips	Nov. 2014
2001	2009	302.4	Volunteer Driver	Nov. 2014
2007	NIL	800.4	Volunteer Recognition	Nov. 2014
NEW		NEW	Concussions	Dec. 2014
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	Jan. 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	Jan. 2015
1998	2013	301.1	Admission of Elementary & Secondary Students (<i>referred back to staff</i>)	Jan. 2015
2009	2009	800.8.1	Accessibility Customer Service Policy	Jan. 2015
2002	2013	201.7	Employee Workplace Harassment *	Jan. 2015
2002	2013	201.11	Employee Workplace Violence *	Jan. 2015
2002	2013	201.6	Occupational Health & Safety *	Jan. 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	Feb. 2015
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	Feb. 2015
2009	2014	301.8	Safe Physical Intervention with Students	Feb. 2015
1998	2013	400.2	Educational Field Trips	Feb. 2015
2001	2009	302.4	Volunteer Driver	Feb. 2015
2007	2008	800.4	Volunteer Recognition	Feb. 2015
1998	2011	600.1	Purchasing/Supply Chain Management	March 2015
2010	2010	100.10	Equity and Inclusive Education	March 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	March 2015

2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	Apr. 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	Apr. 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	May 2015
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	May 2015
2009	2014	301.8	Safe Physical Intervention with Students	May 2015
1998	2011	600.1	Purchasing/Supply Chain Management	May 2015
2010	2010	100.10	Equity and Inclusive Education	May 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	May 2015
2012	2014	201.16	Attendance Support Program	
NEW		NEW	Anti-Spam	

* Ministry of Labour Compliance Annual Review

SORTED BY CW/BOARD MEETING DATE

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Oct. 2014
1998	2008	201.4	Reimbursement of Travel Expenses	Oct. 2014
NEW		NEW	Concussions (prior to January 2015)	Dec. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Feb. 2015
2002	2013	201.7	Employee Workplace Harassment *	Feb. 2015
2002	2013	201.11	Employee Workplace Violence *	Feb. 2015
2002	2013	201.6	Occupational Health & Safety *	Feb. 2015
1998	2013	400.2	Educational Field Trips	Apr. 2015
2001	2009	302.4	Volunteer Driver	Apr. 2015
2007	NIL	800.4	Volunteer Recognition	Apr. 2015
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	May 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	May 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	June 2015
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	June 2015
2009	2014	301.8	Safe Physical Intervention with Students	June 2015
1998	2011	600.1	Purchasing/Supply Chain Management	June 2015
2010	2010	100.10	Equity and Inclusive Education	June 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	June 2015
2012	2012	203.1	Employee Hiring and Selection Policy (Teachers) (<i>referred back to staff</i>)	
2012	2014	201.16	Attendance Support Program	

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

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

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

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW

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

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

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

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW

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

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

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

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD MULTI-
YEAR ACCESSIBILITY PLAN DECEMBER 2012 TO
DECEMBER 2017 (WORKING DOCUMENT) - UPDATE**

The Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 (Working Document) – Update report is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Cathy McMullin, Applied Behaviour Analysis Supervisor

Presented by: Yolanda Baldasaro, Superintendent of Education
Cathy McMullin, Applied Behaviour Analysis Supervisor

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 12, 2015



REPORT TO THE COMMITTEE OF THE WHOLE MAY 12, 2015

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD MULTI-YEAR ACCESSIBILITY PLAN DECEMBER 2012 TO DECEMBER 2017 (WORKING DOCUMENT) - UPDATE

BACKGROUND INFORMATION

The year 2015 marks the tenth anniversary of the Accessibility for Ontarians with Disabilities Act. 2015 is also the half-way point towards the goal of creating an accessible Ontario for people with disabilities by the year 2025.

The Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 (Working Document) was developed in accordance with the *Integrated Accessibility Standards Regulation 191/11* under the *Accessibility for Ontarians with Disabilities Act, 2005*. The Plan describes the measures that the Board will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in our Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Niagara Catholic District School Board Accessibility Standards Policy and Administrative Guidelines No. 800.8.

PLAN OBJECTIVES

Included in the Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 (Working Document) are the plan's objectives, as outlined below:

- 1.1** Describes the process by which the Niagara Catholic District School Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the Niagara Catholic District School Board to remove and prevent barriers;
- 1.3** Describes the measures the Niagara Catholic District School Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6** Describes how the Niagara Catholic District School Board will make this accessibility plan available to the public.

The Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 (Working Document) is attached for Trustee information. The Plan will be made available to the public through the Board's Communications Department and will be available on the board website www.niagaracatholic.ca under the Accessibility tab.

A visual presentation outlining the plan's recent accomplishments will be presented at the Committee of the Whole meeting.

The Niagara Catholic District School Board Multi-Year Accessibility Plan December 2012 to December 2017 (Working Document) – Update report is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Cathy McMullin, Applied Behaviour Analysis Supervisor

Presented by: Yolanda Baldasaro, Superintendent of Education
Cathy McMullin, Applied Behaviour Analysis Supervisor

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 12, 2015



Niagara Catholic DISTRICT SCHOOL BOARD

MULTI-YEAR ACCESSIBILITY PLAN (Working Document)

Submitted to
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
December 2012 to December 2017[†]

Prepared by
Accessibility Planning Committee

In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation

April 2015

TABLE OF CONTENTS

	Page
Cover Page	1
Plan Availability	1
Table of Contents	2
Section	
1. Aim	3
2. Objectives	3
3. Commitment to Accessibility Planning	3
4. Description of Niagara Catholic District School Board	4
5. Members of "Accessibility Planning Committee"	5
6. Strategy for prevention and removal of barriers	6
7. Barrier-Identification Methodologies	6
8. Recent Barrier Removal Achievements	7
9. Barriers to be addressed in 2012-2017 Multi-Year Plan	9
10. Review and Monitoring Process	16
11. Communication of the Plan	16
Appendices:	17-18

Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Niagara Catholic District School Board Accessibility Standards Policy and Guidelines No. 800.8.

1.0 Objectives

This Plan:

- 1.1** Describes the process by which the Niagara Catholic District School Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the Niagara Catholic District School Board to remove and prevent barriers;
- 1.3** Describes the measures the Niagara Catholic District School Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6** Describes how the Niagara Catholic District School Board will make this accessibility plan available to the public.

2.0 Commitment to Accessibility Planning

This document has been written with the intent that the recommendations prepared by the Accessibility Planning Committee will be presented to Administrative Council and to the Board of Trustees.

The Niagara Catholic District School Board is committed to:

- 2.1 Maintaining an Accessibility Planning Committee;
- 2.2 Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Planning Committee and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Planning Committee to review and update the Multi-Year Accessibility Plan that will enable the Niagara Catholic District School Board to meet these commitments.

3.0 Description of the Niagara Catholic District School Board

Following government legislation entitled the “Fewer School Boards Act,” the total number of school boards in Ontario was reduced to 72. The aforementioned legislation also impacted the Niagara Catholic District School Board. The Niagara Catholic District School Board was established on January 1, 1998, as a result of the amalgamation of the former Lincoln County Roman Catholic Separate School Board and Welland County Roman Catholic Separate School Board, in compliance with government legislation.

The Niagara Catholic District School Board, consisting of eight secondary schools and forty-nine elementary schools, currently serves 22,213 students and 3,133 employees. The philosophy of the Niagara Catholic District School Board is that learners are called by God to fulfill their potential; all learners are gifted by God and can learn; learning is an interactive process; learning is an enriching experience; and learning is for eternity. Furthermore, students, regardless of special talents or challenging needs can grow and they can grow best by attending schools, which offer accessible programs, in accessible settings, through accessible services.

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.

4.0 Members of Accessibility Planning Committee

Planning Committee Members	
Yolanda Baldasaro	Senior Administration; Superintendent of Education
Cathy McMullin	Applied Behaviour Analysis Supervisor; Special Education
Shonna K Daly	Niagara Catholic Parent Involvement Committee
Jennifer McArthur	First Vice President OECTA Elementary
Jennifer Pellegrini	Communications Officer
Frances Brockenshire	Vice-Principal; Saint Michael Catholic High School
Theo Dagenais	Principal; St. John Bosco Catholic School
Amy Dowd	Coordinator; Special Education
Jayne Evans	Consultant; Arts/FSL/ESL
Mark Ferri	Manager; Purchasing Services
Tara Formisano	Teacher; Deaf and Hard of Hearing
Bill Helmeczi	Member; Special Education Advisory Committee
Sheila Lohnes	Supervisor; Library Information Centres
Sabina Bernardi	Human Resources Administrator
Grant Frost	Education Technology Officer
Lori Powell	Executive Director; Niagara Student Transportation Services
Janice Barretto-Mendonca	Consultant; Equity and Student Leadership
Scott Whitwell	Controller of Facilities Services

5.0 Strategy for prevention and removal of barriers

The principles of inclusionary practice, freedom from barriers and accessible environments informs all Niagara Catholic District School Board policies, programs, procedures and services. Through the Annual Accessibility Plan implemented under the *Ontarians with Disabilities Act, 2001*, the Niagara Catholic District School Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment, school transportation and the design of public spaces.

6.0 Barrier Identification Methodologies

The Accessibility Planning Committee uses the following barrier-identification methods:

Methodology	Description	Status
Feedback process	Information received through Feedback – Accessibility link on Board website.	Ongoing
Accessibility Planning Committee regular meetings	Potential actions re: identified accessibility issues discussed within multi-year strategy	Ongoing
Accessibility Planning Committee also considers Facilities report re: physical environment	Surveys of buildings considered and identification of criteria for action within multi-year strategy	Ongoing
Communication steps: Board, SEAC, Employee Groups, Public	Opportunity for input or feedback prior to approval and posting on website	To be scheduled, annual expectation

7.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the Ontarians with Disability Act (ODA) identified a range of barriers and appropriate strategies for their removal. The detailed achievements are set out in the following chart:

Type of Barrier	Location	Action Taken
Physical/Architectural	Identified schools as needed	<ul style="list-style-type: none"> • Equipment recommended through certified professionals • Mobility training for blind and low vision • Specialized transportation • Accessible parking • Sensory rooms • Communication devices for fire alarms
Physical/Architectural	See Appendix A Accessibility Projects Completed 2013-2014	
Information and Communication	All School Board Sites	<ul style="list-style-type: none"> • The front doors at all elementary schools are complete – both doors open with a single card reader. Secondary schools and the Catholic Education Centre are on a schedule where front doors are unlocked during the day.
Information and communication	Niagara Catholic Board Website	<ul style="list-style-type: none"> • Update of JavaScript file that supports keyboard accessible menu dropdowns (navigation). • The Board website's menu was successfully tested using the following Internet Browsers: Google Chrome and Internet Explorer, as well a Screen Reader: 64-bit Demo of JAWS 15.

Information and Communication	Identified schools/students as needed	<ul style="list-style-type: none"> • Installation of electrical receptacles for the use of identified communication devices • Provision of interpreter service upon request • FM systems
Information and Communication	Board-wide	<ul style="list-style-type: none"> • Emergency Workplace Response Plan • All Emergency Procedures Plans for Public Safety Information • Alternative formats available upon request • Accessibility link on Board website
Attitudinal	Board-wide	<ul style="list-style-type: none"> • Ongoing training in Accessible Customer Service • Creating caring and safe school environments through professional development, School Improvement Plan Process, Safe Schools Surveys • Ongoing Accessibility Awareness Training for Educators. • Ongoing Accessibility Awareness Training as it Pertains to the Human Rights Code. • Targeting ways to improve parent engagement and student voice (BIPSA) • Bi-Annual School Climate Survey • Ongoing Cultural Competency Training
Technology	Identified schools/students as needed	<ul style="list-style-type: none"> • Technology to support individual needs. (hardware, software)
Systemic	Board-wide	<ul style="list-style-type: none"> • Board policies, guidelines,

		<p>protocols and procedures that reflect accessibility needs (e.g. Accessibility Customer Service; revised Feb. 2015, Guidelines for Certified Service Animals)</p> <ul style="list-style-type: none"> • Regular Special Education Advisory Committee meetings • Compliance with Integrated Accessibility Standards Regulation timelines to date (Employment, Transportation, Information & Communication and Design of Public Spaces Standards)
--	--	--

New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, accessible washrooms.

8.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011, and Ontario Regulation 413/12 (amendment to 191/11) to reflect changes to 191/11 and inclusion of The Design of Public Spaces Standard, pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation
- Design of Public Spaces

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Niagara Catholic District School Board endeavors, through this Multi-year Accessibility Plan for the period 2012-2017, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board’s physical environment.

2012-2013

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Develop Accessibility Policy Statement	January 1, 2013 Completed
Attitudinal – Information and Communications	Board-wide	Develop Administrative Guidelines re: Accessible Information and Communications	January 1, 2013 Completed
Attitudinal – Employment	Board-wide	Develop Administrative Guidelines re: Accessible Employment	January 1, 2013 Completed
Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services, facilities	January 1, 2013 Ongoing
Information and Communication	Board-wide	Provide accessibility awareness training for all educators/ classroom-based staff on accessible instruction and program delivery	Ongoing 2012-2013
Information and Communication	Board-wide	Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request	January 1, 2013 Completed

Physical	See Appendix B Accessibility Projects Completed 2013-2014 (as of February 11, 2014)	Ongoing 2013-2014
Type of Barrier	Location	Action
Information and Communication	Identified schools/students as needed	<ul style="list-style-type: none"> Installation of electrical receptacles for the use of identified communication devices
Information and Communication	All School Board Sites	<ul style="list-style-type: none"> The front doors at all elementary schools are complete – both doors open with a single card reader. Secondary schools and the CEC are on a schedule where front doors are unlocked during the day.
Information and communication	All School Board Sites	<ul style="list-style-type: none"> Update of JavaScript file that supports keyboard accessible menu dropdowns (navigation). The Boards website's menu was successfully tested using the following Internet Browsers: Google Chrome and Internet Explorer, as well a Screen Reader: 64-bit Demo of Jaws 15.

2013-2014

Type of Barrier	Location	Action	Effective Date
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure third-party providers have similar training. On-line training	Ongoing 2013-2014 Ongoing

Niagara Catholic District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017

		program completed Feb. 2015.	
Information and Communication	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re: above.	January 1, 2014 Completed
Information and Communication	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan 1, 2012 meet WCAG 2.0, Level A standards.	January 1, 2014 Completed
Systemic - Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment	January 1, 2014 Ongoing
Information and Communication – Student Transportation	Board-wide (Niagara Student Transportation Services and Special Education Department and Elementary and Secondary Schools)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities. NSTS receives daily student updates from Maplewood. Changes are flagged by NSTS to inform the need for student update	January 1, 2014 Ongoing
Information and Communication	School Libraries	Review the readiness of school libraries to	2015 Completed

		provide accessible or conversion-ready formats of print resources upon request	
Physical	See Appendix C Future Accessibility Projects for Consideration		Ongoing 2015-2016

2014-2015

Type of Barrier	Location	Action	Effective Date
Information and Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015 Completed
Information and Communication	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request. Catholic Resource Centre (CRC) purchase of large print materials, electronic books and digital books which are available to all students through classroom teacher. Sourcing alternative formats throughout school board, public libraries and other community agencies to meet student need. Access Learning Video Streaming - Ontario Curriculum content available to all staff and students. Further inquiry to determine if	January 1, 2015 Completed

		closed captioning and described video available.	
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards. Exploring increased methods of providing accessible ready formats, i.e. verbal descriptions of photos with captioning. All public facing websites are in compliance. Ongoing exploration of school board intranet as it relates to accessibility.	Ongoing preparation for 2021 deadline
Physical	See Appendix C Future Accessibility Projects for Consideration		Ongoing 2015-2016

2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Accessibility Awareness Training for Educators will be converted to on-line training and will become part of Human Resources New Hire package. Accessibility Awareness Training as it pertains to the Human Rights Code is now available as an on-line training program and is completed by all employees both new and existing.	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or	Ongoing preparation for 2020 deadline

		multimedia resources upon request in anticipation of 2020 deadline	
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	See Appendix C Future Accessibility Projects for Consideration		Ongoing 2016-2017

2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Continue to ensure all new staff; teaching and non-teaching, complete Customer Service Training, Accessibility Awareness Training For Educators (where appropriate) and Accessibility Awareness Training as it pertains to the Human Rights Code Training.	Ongoing 2016-2017
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Type of Barrier	Location	Action	Effective Date
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG,	Ongoing preparation for 2021 deadline

		2.0, Level AA standards	
Physical	See Appendix C Future Accessibility Projects for Consideration		Ongoing

10.0 Review and Monitoring Process

The Accessibility Planning Committee meets regularly during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

11.0 Communication of the Plan

This publication is available through the Niagara Catholic District School Board's

- website www.niagaracatholic.ca → [Accessibility](#)
- Catholic Education Centre, 427 Rice Road, Welland, Ontario

Accessible formats available upon request. Contact the Communications Department.

Niagara Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website.

We welcome your comments and feedback about accessibility issues at Niagara Catholic. If you have comments or suggestions, please write to us at accessibility.compliance@ncdsb.com or by contacting: the Communications Department at the Catholic Education Centre.

Appendix A

Accessibility Projects Completed 2013 - 2014

SN#	Facility	Description
148	St. Kevin	sensory room/main entrance automatic door operator
120	Mary Ward	side entrance accessibility
127	St. Mary (NF)	automatic door operators - main & playground entrance
133	St. John Bosco	automatic door operators - main & playground entrance
132	St. Ann (F)	ramp to portables
127	St. Mary (NF)	renovated accessible washroom
195	St. John (B)	ramp & operator to main entrance
145	St. Andrew	automatic door operators - main & playground entrance
280	Saint Francis	sensory room/accessible washroom/spec. ed. renovation

Appendix B

Accessibility Projects Completed 2014 - 2015

SN#	Facility	Description
115	St. Philomena	accessible washroom renovation
115	St. Philomena	ramp and operator to main entrance
116	St. Joseph	sensory room
118	Our Lady of Mount Carmel	ramp to gym
145	St. Augustine	sensory room
180	St. James	automatic door operator to side entrances
180	St. James	build accessible washroom

Appendix C

Future Accessibility Projects For Consideration

SN#	Facility	Description
116	St. Joseph (Stevensville)	provide lift to stage
116	St. Joseph (Stevensville)	revise interior ramp for minimum 1:12 slope
128	St. Patrick (NF)	provide elevator
129	Loretto Catholic	retrofit to allow barrier free emergency evacuation from second floor
139	Monsignor Clancy	retrofit to allow barrier free emergency evacuation from second floor
148	St. Kevin	provide barrier free access to second floor
171	Assumption	provide barrier-free lift for stage
175	St. Alfred	retrofit to allow barrier free emergency evacuation from second floor
176	St. Ann (SC)	retrofit to allow barrier free emergency evacuation from second floor
179	St. Denis	retrofit to allow barrier free emergency evacuation from second floor
181	St. Nicholas	provide barrier free access to second floor
182	St. Peter	retrofit to allow barrier free emergency evacuation from second floor
183	St. Theresa	provide lift to stage
184	Mother Teresa	provide sensory room
197	St. Mark	install 2 sets of magnetic hold-open devices
197	St. Mark	retrofit to allow barrier free emergency evacuation from second floor
220	Saint Michael	retrofit to allow barrier free emergency evacuation from second floor
230	Saint Paul	retrofit to allow barrier free emergency evacuation from second floor
250	Notre Dame College	retrofit to allow barrier free emergency evacuation from second floor
250	Notre Dame College	provide barrier free access to second floor
260	Denis Morris	install automatic door openers at main office and attendance office
260	Denis Morris	retrofit to allow barrier free emergency evacuation from second floor
270	Holy Cross	retrofit to allow barrier free emergency evacuation from second floor
280	Saint Francis	retrofit to allow barrier free emergency evacuation from second floor

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

**TITLE: EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND
EXCHANGE APPROVAL COMMITTEE 2014 - 2015**

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee
2014-2015 report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 12, 2015



REPORT TO THE COMMITTEE OF THE WHOLE MAY 12, 2015

EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND EXCHANGE APPROVAL COMMITTEE 2014 - 2015

BACKGROUND INFORMATION

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee continues to review proposals for 2014-2015 extended overnight field trips, excursions and exchanges as submitted to date. The composition of the approval Committee is as follows:

1 Supervisory Officer	-	Mark Lefebvre
1 Secondary School Vice-Principal	-	Andrew Bartley
1 Secondary School Principal	-	Jeff Smith
1 Elementary School Principal	-	Steve Ward
1 Program Department Consultant	-	Mike Sheahan

As defined in the Niagara Catholic Educational Field Trip Policy (400.2) Administrative Guidelines, an Extended Overnight Field Trip is:

- “Any school/board sponsored and supervised activity, on scheduled instructional days, beyond the school property that requires four or five more night lodgings”
or
- “Requiring an individual flight ticket of \$600.00 or more.” (Part II, A.4)

An Excursion is defined as follows:

- “A trip not directly linked to specific subject curriculum expectations, but provided to enrich a student’s overall Catholic education. An excursion is a trip that is planned and arranged for secondary school students that would be held during the year when the students are not normally expected to be attending classes and that does not adhere to all guidelines and procedures relating to Educational Field Trips.” (Part II, A.5)

Attached to this information report is an Executive Summary of a 2014-2015 Extended Overnight Field Trip as submitted by Tuesday, May 12, 2015. (Appendix A)

Attached – Appendix A – Executive Summary Extended Overnight Field Trip, Excursion and Exchange Committee Approval – 2014-2015

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2014-2015
report is presented for information.

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintended of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 12, 2015

EXECUTIVE SUMMARY

Appendix A

Extended Overnight Field Trip, Excursion and Exchange Committee Approval – 2014-2015

SCHOOL	TYPE	APPROVAL REQUIRED	DESTINATION	CURRICULUM UNIT/THEME	EDUCATION VALUE	DATE	NUMBER OF STUDENTS, STAFF & CHAPERONES ON TRIP	DURATION	COST (APPROX)	TRANSPORTATION
Lakeshore Catholic High School	Extended Overnight Field Trip	Superintendent and Extended Overnight Field Trip Committee	Belize	Ecological Adventure	This trip will be an international adventure that will expose students to another culture / climate and promote ecological and environmental protection awareness.	Saturday, March 12, 2016 – Saturday, March 19, 2016	Approximately 20 students 1-2 Staff 1 Chaperone	8 days 7 nights	Approximately \$2700.00 per person – airfare, accommodations, transportation, meals, tours, activities. Approximately \$ 100.00-\$150.00 – Niagara Air Bus to Airport, gratuities for tour director and bus driver. Approximately \$1000.00 spending money.	Air, airbus

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

**TITLE: STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL
DEVELOPMENT OPPORTUNITIES**

The report on Staff Development Department Professional Development Opportunities is presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May12, 2015



REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY 12, 2015

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

In alignment with the Board's Vision 2020 Strategic Plan and annual System Priorities, the Department of Staff Development, as an integral aspect of its mandate, acts as the point of co-ordination among various departments. Thus ensuring that all professional development opportunities for staff, both teaching and non-teaching, occur in a seamless fashion so as to minimize disruptions to the myriad services provided within our Niagara Catholic community.

The following is a listing of activities occurring during the period May 12, 2015 through June 9, 2015.

Monday and Tuesday, May 11th and 12th, 2015

Voluntary Behaviour Management System (BMS) Refresher Training

- Niagara Catholic Special Education staff will be providing a voluntary Behaviour Management System (BMS) Full course training (6 hours) at Monsignor Clancy Catholic Elementary School

Thursday, May 14th, 2014

Student Transition Form and Maplewood Training (CEC)

- Maplewood Admin and *connectEd*, allows administrators and teachers to record and reference information that supports, for example, transitions from elementary to secondary school, including students' performance on a variety of standardized, system-wide assessments.
- Maplewood Admin and *connectEd*, administrators and teachers will be able to record and reference information that supports, for example, transitions from elementary to secondary school, including students' performance on a variety of standardized, system-wide assessments.
- Training on Maplewood Admin and *connectEd*, specifically Markbooks is being held for all Elementary Principals and Grades 7/8 and 8 Teachers. Future optional training sessions are being planned for other staff groups.

Wednesday, May 20th, 2015

Behaviour Management System (BMS) Refresher Training

- Niagara Catholic Special Education staff will be providing mandatory Behaviour Management System (BMS) refresher training (3 hours) for identified staff during the afternoon of May 20, 2015 at the following sites:
 - Alexander Kuska Catholic Elementary School
 - Monsignor Clancy Catholic Elementary School
 - Saint Michael Catholic High School

Thursday, May 21st, 2015

Health and Physical Education Implementation Training (Niagara Sport and Social Club, Welland, ON)

- With the release of new Health and Physical Education curricula, Niagara Catholic District School Board is providing training and resources for elementary and secondary staff. This training supports our Enabling Strategies to promote healthy lifestyles for staff and students and safe and accepting schools.
- The training will focus on:
 - o effective delivery of new strands in the Health and Physical Education curricula as it relates to Physical Literacy;
 - o strategies for teaching Mental Health and Growth and Development and alignment with our Catholic faith; and,
 - o tools to support Assessment *for* Learning in the Health and Physical Education learning environment.

Thursday, May 28th, 2015

Report Card Comments After-School Workshop for K to 12 Teachers (CEC)

- K to 12 teachers are invited to participate in an after school workshop to support Term 2/Semester 2 Report Card completion. Writing effective report card comments will be the focus of this workshop.

Thursday, May 28th, 2015

New Teacher Induction Program Faith Formation and Graduation Celebration

- NTIP Protégés, Mentors, Principals and Senior Administration are invited to attend the annual Faith Formation and Graduation being held at Club Roma from 4:00 p.m. – 6:00 p.m.

The Report on Staff Development Professional
Development Opportunities is presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 12, 2015

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

**TITLE: EDUCATION DEVELOPMENT CHARGE –
REGULATORY REQUIREMENTS**

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board that for the purposes of Section 9(1) paragraph 8 of Ontario Regulation 20/98, the Niagara Catholic District School Board has reviewed its operating budget with respect to any savings that could be applied to reduce growth related net education land costs, and has determined that funds will not be available to reduce growth related net education land costs.

THAT for the purposes of Section 9(1) paragraph 6 of Ontario Regulation 20/98, the Niagara Catholic District School Board will consider arrangements with municipalities, school boards or other boards or persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, subject to the Board's Facility Partnerships Policy, No. 800.6, adopted on May 25, 2010.

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Recommended by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 12, 2015



REPORT TO THE COMMITTEE OF THE WHOLE MAY 12, 2015

EDUCATION DEVELOPMENT CHARGE – REGULATORY REQUIREMENTS

BACKGROUND INFORMATION

As approved at the April 28, 2015 Board Meeting, Staff is in the process of preparing an Education Development Charge By-law. Ontario Regulation 20/98, made under the Education Act, governs various aspects of Education Development Charges (EDCs). One aspect of the Regulation pertains to the application of an operating surplus to education development charges and alternative accommodation arrangements.

Operating Budget Statement

Paragraph 8 of Section 9(1) of Ontario Regulation 20/98 requires that the Board include a statement in the EDC Background Study stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs and the amount of any savings that it proposes to apply, if any. Under the General Legislative Grant Regulation, only a surplus from the non-classroom section of the budget is eligible to be used to acquire school sites, and thereby reduce growth related net education land costs.

Where there has been a surplus in the non-classroom portion of the budget in a fiscal year, the Board must determine whether all, part or none of the surplus will be designated for the purpose of acquiring school sites by purchase, lease or otherwise.

Alternative Accommodation Arrangement Statement

Paragraph 6 of Section 9(1) of Ontario Regulation 20/98 requires that the Board consider possible alternative arrangements, which could provide accommodation for new elementary school pupils and new secondary school pupils, without imposing EDCs, or with a reduction in such a charge.

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board that for the purposes of Section 9(1) paragraph 8 of Ontario Regulation 20/98, the Niagara Catholic District School Board has reviewed its operating budget with respect to any savings that could be applied to reduce growth related net education land costs, and has determined that funds will not be available to reduce growth related net education land costs.

THAT for the purposes of Section 9(1) paragraph 6 of Ontario Regulation 20/98, the Niagara Catholic District School Board will consider arrangements with municipalities, school boards or other boards or persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, subject to the Board's Facility Partnerships Policy, No. 800.6, adopted on May 25, 2010.

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Recommended by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 12, 2015

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

TITLE: BOARD MEETING DATES CALENDAR 2015-2016

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of the Board Meeting Dates Calendar 2015-2016, as presented.

Prepared by: Corporate Services and Communications
Presented by: John Crocco, Director of Education, Secretary/Treasurer
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 12, 2015



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY 12, 2015

BOARD MEETING DATES CALENDAR 2015-2016

BACKGROUND INFORMATION

At the April 28, 2015 Board Meeting, the Board approved the 2015-2016 School Year Calendar for submission to the Ministry of Education. On May 7, 2015 the Director of Education was notified by the Ministry of Education that “the 2015-2016 regular school year calendar for Niagara Catholic Elementary and Secondary Schools meets the requirements of Sections 2, 3 and 4 of regulation 304-School Year Calendar, Professional Activity Days”.

Annually, staff utilizes the approved Board and Ministry of Education school year calendar to design the Board School Year Calendar and Meeting Dates along with a calendar of dates for school and system activities, celebrations, events, faith formation, meetings and professional development.

In compliance with the Niagara Catholic District School Board By-Laws on Annual Organizational Meeting (Section 7), Regular Meetings of the Board (Section 8) and Committee Meetings (Section 17), meeting date recommendations from the Niagara Catholic Parent Involvement Committee (NCPIC) and the Board’s Special Education Advisory Committee (SEAC) along with historical annual meeting date adjustments for the Board Meeting in December and June, a draft Board Meeting Dates Calendar 2015-2016 is presented for the consideration of the Committee of the Whole (Appendix A).

When the Board approves the Board Meeting Dates Calendar 2015-2016, staff will place a copy on Board websites, notify Board Committees and staff, produce a Board Meeting Dates Calendar for each school and a School Year Calendar and Meeting Dates 2015-2016 for distribution to all families.

Attached – Board Meeting Dates Calendar 2015-2016 (Draft)

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of the Board Meeting Dates Calendar 2015-2016, as presented.

Prepared By: Corporate Services and Communications
Presented By: John Crocco, Director of Education, Secretary/Treasurer
Recommended By: John Crocco, Director of Education, Secretary/Treasurer
Date: May 12, 2015



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD DRAFT

2015-2016 School Year Calendar & Meeting Dates

SEPTEMBER 2015						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9 SEAC	10	11	12
13	14	15 SAL CW	16	17 NCPIC	18	19
20	21	22	23	24	25	26
27	28	29 PC BD	30			

OCTOBER 2015						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7 SEAC	8	9	10
11	12	13 SAL CW	14	15	16	17
18	19	20	21	22	23	24
25	26	27 PC BD	28	29	30	31

NOVEMBER 2015						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 SEAC	5	6	7
8	9	10 SAL CW	11	12	13	14
15	16	17	18	19 NCPIC	20	21
22	23	24 PC BD	25	26	27	28
29	30					

DECEMBER 2015						
SUN	MON	TUE	WED	THU	FRI	SAT
		1 ORG BD MTG CW	2 SEAC	3	4	5
6	7	8 SAL	9	10	11	12
13	14	15 BD	16	17	18	19
20	21	22	23	24	25 Christmas	26
27	28	29	30	31		

JANUARY 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6 SEAC	7 NCPIC	8	9
10	11	12 SAL CW	13	14	15	16
17	18	19	20	21	22	23
24	25	26 PC BD	27	28	29	30
31						

FEBRUARY 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3 SEAC	4	5	6
7	8	9 SAL CW	10 Ash Wednesday	11	12	13
14	15	16	17	18	19	20
21	22	23 BD	24	25	26	27
28	29					

MARCH 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2 SEAC	3	4	5
6	7	8 SAL CW	9	10 NCPIC	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Holy Thursday	25 Good Friday	26 Holy Saturday
27	28	HOLY WEEK				
Easter	Easter Monday	PC BD	30	31		

APRIL 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6 SEAC	7	8	9
10	11	12 SAL CW	13	14	15	16
17	18	19	20	21	22	23
24	25	26 PC BD	27	28	29	30

MAY 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 SEAC	5	6	7
8	9	10 CW	11	12 NCPIC	13	14
15	16	17	18	19	20	21
22	23	24 PC BD	25	26	27	28
29	30	31				

JUNE 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
			1 SEAC	2	3	4
5	6	7	8	9	10	11
12	13	14 SAL CW	15	16	17	18
19	20	21 BD	22	23	24	25
26	27	28	29	30		

JULY 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

AUGUST 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

REGULAR SCHEDULE OF MEETINGS

- Committee of the Whole Meeting 7:00 p.m.
- Supervised Alternative Learning Meeting 2:00 p.m.
- Board Meeting 7:00 p.m.
- Organizational Meeting of the Board 6:00 p.m.
- Special Education Advisory Committee Meeting 7:00 p.m.
- Policy Committee Meeting 4:30 p.m.
- Niagara Catholic Parent Involvement Committee Meeting 7:00 p.m.

- 2nd Tuesday of each month
- 2nd Tuesday of each month
- 4th Tuesday of each month
- 1st Tuesday of December
- 1st Wednesday of each month
- 4th Tuesday of each month
- Thursday as noted

- CW
- SAL
- BD
- ORG
- SEAC
- PC
- NCPIC

- Elementary P.A. Day
- Secondary P.A. Day
- Elementary & Secondary P.A. Day
- Statutory/Other
- School Holidays
- Secondary Exams

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

TITLE: REPORT ON THE 2015-2016 ANNUAL BUDGET

RECOMMENDATION

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Report on the 2015-2016 Annual Budget, as presented.

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

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

Recommended by: John Crocco, Director of Education/Secretary-Treasurer

Date: May12, 2015



REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY 12, 2015

REPORT ON THE 2015-2016 ANNUAL BUDGET

BACKGROUND INFORMATION

On March 26, 2015, the Ministry of Education, announced the education funding for the 2015-2016 school year. The announcement indicated that education funding for 2015-2016, through the Grants for Student Needs (GSN), is projected to be stable year-over-year while building further on efficiencies into the funding model. For the elementary and secondary sector, sound management of program spending in 2015-2016 means keeping the focus on setting priorities and making strategic choices about how best to use resources to improve student achievement.

As in 2014–2015, GSN funding for compensation and other labour costs in 2015–2016 will reflect the current situation under the statutory freeze. These provisions include the delay in salary grid movement (known as the “97th day” provisions). When negotiations result in new collective agreements, the Ministry will seek approval of the Lieutenant Governor in Council regarding any necessary amendments to the GSN.

The 2014-2015 GSN continues to support our provincial labour agreement commitments, capital investments, reformed funding in the areas of special education, school board administration, and School Board Efficiencies and Modernization initiatives.

The GSN is helping boards maintain transportation service levels despite declining enrolment and helping to meet transportation pressures that may emerge from future school consolidations.

The Ministry will again provide a two percent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices. With the exception of the electricity component of the School Operations Allocation benchmark which will increase by 7.3 percent, based on the Ministry of Energy’s most recent Long-Term Energy Plan.

It is important to note that average daily enrolment (ADE) as of May 6, 2015 is approximately 480 students for the 2015-2016 academic school year. Our enrolment numbers continue to trend downward impacting our Grant allocation, which must be offset by a proportional reduction in expenditures.

The Director of Education and Senior Administrative Council continues to design accountability mechanisms for all areas of ministry revenues and ensure our cost structure is aligned with our 2015-2016 estimated Ministry revenue.

In addition, the 2015-2016 Budget aligns to achieve the April 2015 Board approved System Priorities 2015-2016 (Appendix A) and accomplish the expectations of Niagara Catholic’s Vision 2020 Strategic Plan.

For the review of the Trustees, we enclose the following information:

APPENDIX A

System Priorities 2015-2016

APPENDIX B

Summary of Revenue & Expenditures & Key Budget Factors

APPENDIX C

Analysis of Funding Allocations

APPENDIX D

Analysis of Expenditures by Department

A copy of Appendix B, C and D will be provided at the May 12, 2015 Committee of the Whole Meeting.

We take this opportunity to thank all the members of Board staff, who have been involved in the preparation of the 2015-2016 Annual Budget.

RECOMMENDATION

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Report on the 2015-2016 Annual Budget, as presented.

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

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

Recommended by: John Crocco, Director of Education, Secretary/Treasurer

Date: May 12, 2015



**NIAGARA CATHOLIC
SYSTEM PRIORITIES 2015-2016**

To continue to achieve excellence, ensure equity, promote well-being and enhance public confidence in publically funded Catholic education through the delivery of innovative and supportive programs and services for students and staff rooted in the Board's Mission, Vision and Values.

STRATEGIC DIRECTIONS

Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

Advance Student Achievement for All

ENABLING STRATEGIES

Provide Supports for Success

- Implement a three team, system coaching support model for literacy and numeracy instruction for all students
- Design and track initiatives supported by consolidated Student Achievement Department learning teams
- Deliver a redesigned Grade 7 to 12 Student Success Program delivery and support model
- Design programs and supports for students to exceed provincial graduation target of 85%
- Design and implement strategies to strengthen teacher capacity for writing effective Individual Education Plans
- Implement consistent assessment for, as, and of learning strategies, evaluation and reporting practices in all elementary and secondary schools
- Implement and monitor the Niagara Catholic Mental Health and Addictions Strategy
- Implement Safe and Accepting Schools initiatives and provide resources to Safe and Accepting Schools Teams

Enhance Technology for Optimal Learning

- Design a revised multi-year Blueprint for Technology Plan to set annual investment and implementation targets
- Upgrade the educational technology infrastructure to provide reliable and dependable wireless access in all teaching and internal Board public areas
- Provide on-going professional support for staff to confidently use educational technology to deliver curriculum in support of next generation learning
- Relocate the network infrastructure of Educational Technology Services
- Invest in additional human capital for network support
- Design a new support model for corporate operations

Building Partnerships and Schools as Hubs

- Implement the first year of *One Family in Christ: Know Him, Love Him, Serve Him*
- Enrich the engagement of Student Voice
- Enhance the building of Catholic educational capacity with all partners
- Design and deliver annual Junior and Intermediate Student Retreats
- Expand social justice experiences, global citizenship and international educational opportunities
- Design healthy lifestyle programs for students
- Support the diversity of communities

Strengthen Human Resource Practices and Develop Transformational Leadership

- Design and implement a Staff Wellness Program
- Provide the human capital to enhance the Board's Health and Safety Program
- Design and deliver professional learning sessions on the collection, tracking and analysis of qualitative and quantitative data
- Design a Niagara Catholic Leadership Succession Planning process for support staff aspiring to leadership positions
- Develop and implement the fourth year of the Niagara Catholic Human Resources Certificate Program for all administrators
- Enhance a consistent scoring, assessment and evaluation component of the interview process for all job classes
- Design a performance appraisal process for support staff

Create Equity and Accessibility of Resources

- Design a metric and process to assess the equity and accessibility of resources across the system
- Design evidence informed decision making that links to outcomes
- Develop critical performance indicators that support Equity and Inclusive Education

Ensure Responsible Fiscal and Operational Management

- Maintain a sustainable balanced budget for 2015-2016
- Enhance financial reporting to facilitate timely decision making
- Establish an integrated multi-year decision making model to support the allocation of capital resources
- Design and implement Energy Saving Projects
- Design and implement a School Ground Greening Initiative
- Achieve 100% usage of cashless schools

Address Changing Demographics

- Design a Multi-Year Board Accommodations Plan
- Design a reporting model to monitor changing demographics
- Design a Multi-Year Community Use of Board Facilities Plan

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015**

PUBLIC SESSION

TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 12, 2015



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
MAY 12, 2015
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

NEW BUILD

Appendix A

St. Martin Catholic Elementary School

CAPITAL PRIORITIES

Appendix B

Lakeshore Catholic High School

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 12, 2015



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 12, 2015**

APPENDIX A

ST. MARTIN CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Design and construction of a replacement school and child care centre on a new site.

Current Status: We have received MOE Approval to Proceed to tender based on the revised design/estimate. Tender documents are being revised accordingly.



Project Information:

New Area to be Constructed	47,443	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	47,443	sq. ft.
Total Site Area	5	acres
Pupil Places Added	115	students
New Facility Capacity	454	students

Project Funding:

Capital Priorities	9,819,364
	<u>\$9,819,364</u>

Project Costs:

	<u>Budget</u>	<u>Paid</u>
Construction Contract	7,479,925	0
Fees & Disbursements	900,000	629,594
Furniture & Equipment	100,000	0
Other Project Costs	1,339,439	178,242
	<u>\$9,819,364</u>	<u>\$807,836</u>

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	July 7, 2011	July 7, 2011
Ministry Approval (space)	December 2011	February 14, 2012
Architect Selection	January 30, 2012	March 22, 2012
Design Development	March 2012	October 2013
Contract Documents	January 2014	Feb 2014
Tender & Approvals	Summer/Fall 2015	
Ministry Approval (cost - revised)	Summer/Fall 2015	
Ground Breaking Date	Spring 2015	
Construction Start	Spring 2015	
Occupancy	September 2016	
Official Opening & Blessing	Fall 2016	

Project Team:

Architect	MMMC Inc. Architects
General Contractor	TBD
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Chris Zanuttini



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 12, 2015**

APPENDIX B

LAKESHORE CATHOLIC HIGH SCHOOL

Scope of Project: Design and construction of a ten classroom addition, science lab/student services renovations and upgraded parking lot.



Current Status: This project is about six weeks behind schedule due to weather conditions. Second floor masonry ready to receive roof joists. Underground services complete in the building.

Project Information:

New Area to be Constructed	1441	sq. m.
Existing Area to be Renovated		sq. m.
Total New Facility Area		sq. m.
Total Site Area		ha.
Pupil Places Added	210	students
New Facility Capacity	1071	students

Project Funding:

Capital Priorities	5,501,722
	0
	\$5,501,722

Project Costs:

	Budget	Paid
Construction Contract	4,235,021	1,365,390
Fees & Disbursements	568,520	424,547
Other Project Costs	698,181	118,331
	\$5,501,722	1,908,268

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	January 2013	January 2013
Architect Selection	May 2013	May 2013
Design Development	November 2013	December 2013
Contract Documents	March 2014	May 2014
Tender & Approvals	June 2014	June 2014
Construction	August 2015	
Occupancy	September 2015	
Official Opening & Blessing	Fall 2015	

Project Team:

Architect	Raimondo + Associates Architects Inc.
General Contractor	Manorcore Group Inc.
Project Manager	Tunde Labbanicz
Superintendent	Lee Ann Forsyth-Sells
Principal	Glenn Gifford

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 12, 2015**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – APRIL 28, 2015**



April 28, 2015

SCHOOL YEAR CALENDAR SENT TO MINISTRY FOR APPROVAL

Trustees have approved the 2015-2016 school year calendar, and it has been sent to the Ministry of Education for final approval.

If approved by the Ministry, the new academic year will begin on Tuesday, September 8, 2015 and the last day of school will be Wednesday June 29, 2016.

Elementary Professional Activity Days will take place on October 9 and November 13, 2015, and January 15, June 10 and June 30, 2016. Secondary Professional Activity Days will also take place on October 9 and November 13, 2015, with 2016 dates of February 5, June 29 and June 30.

Secondary first semester exams will take place from January 29 through February 4, 2016 and second semester exams will be held June 22-28, 2016.

All Niagara Catholic schools and sites will be closed for the two-week Christmas break, December 21, 2015-January 1, 2016, and the March Break will take place March 14-18, 2016.

The finalized school year calendar will be posted on the Board website and on school websites following Ministry of Education Approval.

POLICIES APPROVED

During the April 28 Board Meeting, Trustees approved updates to three Niagara Catholic policies: **Educational Field Trips Policy (400.2)**, **Volunteer Driver Policy (302.4)** and **Volunteer Recognition Policy (800.4)**.

The revisions were conducted as part of Niagara Catholic's ongoing, cyclical review of policies, which ensures our policies continue to meet the needs of the Board and comply with the Ministry of Education.

2015 DISTINGUISHED ALUMNI ANNOUNCED

Niagara Catholic is pleased to announce the 2015 recipients of the Distinguished Alumni Award.

This year's recipients are an oncologist who strives to better the lives of those he comes into contact with every day; an aspiring lawyer and advocate for those on the Autism spectrum; and the founder of a company that promotes artisans in developing nations around the world to help lift them out of poverty.

Niagara Catholic created the Distinguished Alumni Award in 2012 to recognize our graduates whose life journeys are visibly rooted in the Niagara Catholic education they received while attending our schools and who are described as distinguished, notable or acclaimed. Graduates selected for the annual Niagara Catholic Distinguished Alumni Award continually fulfill the Ontario Catholic Graduate Expectations through their personal or professional involvement in our local or global community.

Niagara Catholic created the Distinguished Alumni Award in 2012 to recognize graduates whose life journeys are rooted in the Catholic education they received while attending one of our schools, and whose words and deeds fulfil the Ontario Catholic Graduate Expectations; a key component of the nomination criteria.

The inaugural Distinguished Alumni Awards were presented during Catholic Education Week in May, 2013, and the recipients included social justice activists, an acclaimed composer, a philanthropist, a journalist, a soldier, a doctor a scholar.

"Today, I am proud to announce the recipients of the 2015 Niagara Catholic Distinguished Alumni Award," said Director of Education, John Crocco. "Terri-Lynn Woodhouse, Dr. Michael Levesque and Joseph McDonald are very accomplished individuals in their own right and are outstanding examples of Catholic education. Each, in their own way, works to improve the lives of others, whether it is through medical treatment, advocacy or helping alleviate poverty. On behalf of Senior Administrative Council, I congratulate each of our recipients and look forward to presenting them with their awards during a celebration at the Catholic Education Centre on May 8."

This year's recipients are:



Dr. Michael Levesque

Dr. Michael Levesque thought he would be content to work in a laboratory throughout his career. He imagined himself as a researcher, diligently working to find a way to cure cancer, far removed from the people his research might one day save.

A decade of experience of working at a women's shelter in downtown Toronto changed Dr. Levesque's perspective and he knew a solitary life in a laboratory was not for him. He realized that it is the connections we make with people every day - big and small – that truly impact each other's lives and what he truly thrived upon, so he combined his love of social work and his love of science and became a doctor.

Dr. Levesque felt the draw to return to Niagara in 2008, and has often found himself treating former teachers and classmates and their families – something that can often be difficult but is vitally important, says Dr. Levesque.

Since his return, Dr. Levesque has treated former classmates and teachers – even his former family doctor – and their families. He said although it can often be difficult, it is a privilege to be able to serve people during such a difficult time in their lives, offering comfort and dignity to not only his patients but the loved ones who support them.

Dr. Michael Levesque is a graduate of St. Antoine and Our Lady of Mount Carmel Catholic Elementary Schools, and was a member of the Saint Paul Catholic High School Class of 1985. He holds several degrees from the University of Toronto, including a Bachelor of Science, Master of Science, Doctor of Philosophy in Laboratory Medicine and Pathobiology and Doctor of Medicine. He is currently an oncologist with the Walker Family Cancer Centre in St. Catharines and an Assistant Professor at the McMaster University School of Medicine's Brock University Campus.



Joseph McDonald

Joseph McDonald developed a keen interest in global events while attending Blessed Trinity Catholic Secondary School, after participating in the Students Taking Action Now: Darfur group, a student-action group opposed to the genocide in Darfur. He went on to complete an undergraduate degree in Political Science and English (Double Major), before taking time off to backpack around the world.

That experience built upon the foundation Joseph received as a student at Blessed Trinity, and drew him to a career as a policy analyst at the Canadian International Development Agency, which administers foreign aid in developing nations. In addition to wanting to assist people around the world, Joseph was eager to aid people at home, so he volunteered his time at the Ottawa Mission, was a tutor at [Discovery University](#) through the Mission and assisted the Salvation Army.

In 2012, Joseph returned to Toronto and was elected to the Board of Directors of Autism Ontario, an organization he joined in support of a family member who is on the Autism spectrum. At the same time, he launched synapsABILITY, a web-based platform to connect families of individuals who share common areas of interest. In 2013, he was recognized as a Centre for Social Innovation's Agent of Change. He has also helped organize "University in the Community" in Toronto; a program funded by the Catherine Donnelly Foundation and the Ontario Trillium Foundation, which provides low-income individuals with the opportunity to take free, university-level courses in the Humanities.

Joseph is currently enrolled in Osgoode Hall Law School in Toronto. Upon graduation, he aspires to have a legal career focusing on social justice.

Joseph McDonald is a graduate of St. John Catholic Elementary School and was a member of the Blessed Trinity Catholic Secondary School Class of 2002. He is also a graduate of McMaster University and Carleton University.



Terri-Lynn Woodhouse

Terri-Lynn Woodhouse's career in teaching and training adults has taken her across Canada and the United States, and in 2006, she started her own consulting firm that saw her work with some of the most recognizable brands in the world.

In 2013, Terri-Lynn participated in Camino de Santiago in Spain and took a side-trip to Africa. That experience led her to return to her hometown of Thorold and start a company that would allow her to help artisans around the world market their products in North America. Today, there are more than 200 independent consultants selling products from Morocco and Peru across Canada.

As a result of Terri-Lynn's investment in Morocco, local artisans now work in a covered space to protect them from sun and rain, and they also have access to washrooms, which they did not previously have. In Peru, artisans were able to build a bridge from their mountain location to connect them with the rest of the world.

Terri-Lynn Woodhouse is a graduate of St. Charles and Monsignor Clancy Catholic Elementary Schools and was a member of Denis Morris Catholic High School's Class of 1989. She is also a graduate of Brock University, Mohawk College, Sheridan College and Walt Disney University.

Inspiring Thinkers



Secondary school students had the opportunity to learn from people at the top of their professions during the Inspiring Thinkers Conference at Brock University on April 28 and 29.

On April 28, students with a passion for writing learned from a variety of different writers, from newspaper reporters to songwriters and published authors. Joseph Boyden, a novelist and short-story writer was the keynote speaker, while Gord Deppe (songwriter, The Spoons, and author of his recent autobiography *SpoonFed*), reporter Grant LaFleche (*The Standard*) and Diana Zlomislic (*The Star*), and novelists Richard Scrimger (a variety of genres, including kids', young adult and adult fiction) and Antanas Sileika (adult fiction) who are also writing teachers, rounded out the speakers for the day.



On April 29, the focus shifted to mathematics, and secondary students interested in mathematics participated in a seminar led by George W. Hart, a research professor, interdisciplinary sculptor at Stony Brook University. During the session, the students were engaged in the creative build of a 3-D mathematical sculpture, as he explained the shapes and patterns needed for its creation. Other speakers for the day included Niagara Catholic's Superintendent of Business and Financial Services Giancarlo Vetrone, William Jones, a graduate of Saint Paul Catholic High School, Niagara Catholic Distinguished Alumni and engineer and MBA, and Andrew Theissen, a land surveyor.

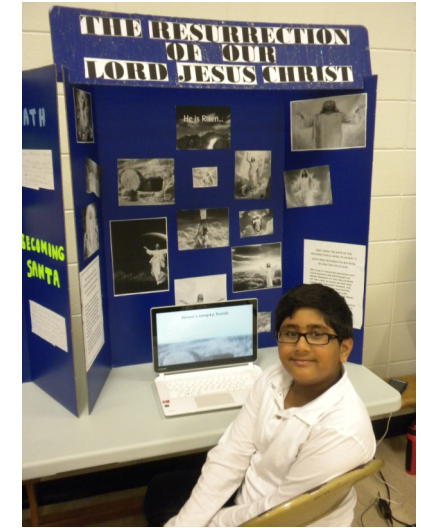
This event is another way that Niagara Catholic strives to provide students with leaders and innovative thinkers, to help them as they work toward the next journey in their lives.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 12, 2015**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS – MAY 2015**

MAY 2015



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Catholic Education Music Monday Catch the Spirit Awards	5 Catholic Education Week—Exploring the Paths of Joy	6 SEAC Meeting	7 NCPIC Meeting	8 Distinguished Alumni Awards Luncheon	9
10	11	12 SAL Meeting CW Meeting	13	14 Graduation Celebration Partners in Catholic Education	15 PA Faith Day	16
17	18 Victoria Day	19	20 Elementary/ Secondary Student Leadership Symposium	21	22	23
24/31	25	26 Policy Committee Meeting Board Meeting	27 Grade 9 EQAO Begins (through June 9)	28 Grade 9 EQAO Begins (through June 12) OCSOA Administrators' Conference	29 OCSOA Administrators' Conference	30

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 12, 2015**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
ANNUAL BOARD MASS AND FAMILY PICNIC – JUNE 7, 2015**



NIAGARA CATHOLIC
Annual
Board Mass
& Family Picnic

Sunday, June 7, 2015

Queenston Heights Park
9:00 a.m. – 1:00 p.m.

10:00 a.m Mass
Celebrant – Bishop Bergie

Bring your picnic lunch, beverages and lawn chairs ...
enjoy a fun event with family and friends!

Games

Face Painting

Volleyball

*A BBQ will be provided by
Blessed Trinity Secondary School
with proceeds going to the
Niagara Foundation for Catholic Education*

Tattoos

A collection will be taken for the Niagara Catholic Helping Hands Fund

RSVP to <http://www.surveymonkey.com/r/NCDSB2015>

by Friday, May 29, 2015

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 12, 2015**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
GRADUATION DATES – JUNE 2015**



2015 Elementary and Secondary Graduation Dates

DATE	SCHOOL	LOCATION	TIME
M O N D A Y JUNE 22	Canadian Martyrs	St. Alfred Church	5:30 p.m.
	Monsignor Clancy	Holy Rosary Church	5:00 p.m.
	Mother Teresa	Mother Teresa Gymnasium	5:30 p.m.
	Notre Dame	Our Lady of the Scapular Church	6:30 p.m.
	Our Lady of Mount Carmel	St. Thomas More Church	6:00 p.m.
	St. Alexander	St. Alexander Church	5:00 p.m.
	St. Ann (F)	St. Ann Church	6:00 p.m.
	St. Denis	St. Denis Church	6:00 p.m.
	St. Edward	Coppola's	5:30 p.m.
	St. Gabriel Lalemant	Delphi Hall	6:00 p.m.
	St. John	St. Joseph Church	5:00 p.m.
	St. Joseph FE	St. John Church	6:30 p.m.
	St. Kevin	Notre Dame College School	6:00 p.m.
	St. Mark	Blessed Trinity Catholic Secondary School	6:00 p.m.
	St. Michael	St. Vincent de Paul Church	5:00 p.m.
	St. Nicholas	St. Catharines Cathedral	5:30 p.m.
	St. Patrick NF	St. Patrick Church NF	6:00 p.m.
	St. Patrick PC	St. Patrick Church PC	5:30 p.m.
	St. Philomena	St. Michael Church	5:00 p.m.
	St. Peter	St. Julia Church	5:30 p.m.
St. Vincent de Paul	Club Italia	5:30 p.m.	
T U E S D A Y JUNE 23	Alexander Kuska	Notre Dame College	6:00 p.m.
	Blessed Trinity Catholic Secondary School	Brock University	7:00 p.m.
	Cardinal Newman	Saint Paul Catholic High School	6:30 p.m.
	Holy Cross Catholic Secondary School	Niagara College, NOTL	7:00 p.m.
	Father Hennepin	Father Hennepin Gymnasium	5:30 p.m.
	Loretto Catholic	Saint Michael Catholic High School	5:30 p.m.
	Mary Ward	Club Italia	5:30 p.m.
	Our Lady of Victory	St. Michael Church	5:00 p.m.
	Sacred Heart	Sacred Heart Gymnasium	6:00 p.m.
	St. Andrew	St. Andrew School	7:00 p.m.
	St. Ann SC	St. Ann Gymnasium	6:00 p.m.
	St. Anthony	Denis Morris Catholic High School	5:00 p.m.
	St. Augustine	St. Augustine Church	5:00 p.m.
	St. George	Crystal Ridge Community Centre	5:30 p.m.
	St. James	St. Denis Church	5:30 p.m.
	St. John Bosco	Lakeshore Catholic High School	5:30 p.m.
	St. Mary NF	St. Patrick Church	5:30 p.m.
	St. Mary W	St. Peter and Paul Church	6:00 p.m.
	St. Theresa	St. Theresa Gymnasium	6:00 p.m.
	W E D N E S D A Y JUNE 24	Continuing Education Learning Centres	Scotiabank Centre
Assumption		St. Alfred Church	4:30 p.m.
Notre Dame College School		Welland Arena	7:00 p.m.
Saint Paul		Scotiabank Centre	7:00 p.m.
Our Lady of Fatima G		Liuna Gardens	5:30 p.m.
Our Lady of Fatima SC		Our Lady of Fatima	5:00 p.m.
Saint Francis Catholic Secondary School		Niagara College NOTL	6:00 p.m.
St. Alfred		Holy Cross Catholic Secondary School	6:00 p.m.
St. Charles		Holy Rosary Hall	10:00 a.m.
St. Christopher		Denis Morris Catholic High School	6:00 p.m.
St. Elizabeth		St. Elizabeth Church	5:30 p.m.
St. Joseph G		St. Joseph Church	5:30 p.m.
St. Martin		St. Martin Parish and School	6:00 p.m.
St. Therese		Lakeshore Catholic High School	6:00 p.m.
T H U R S D A Y JUNE 25	Denis Morris Catholic High School	Brock University	7:00 p.m.
	Holy Name	Notre Dame College	5:30 p.m.
	Lakeshore Catholic High School	Vale Centre	7:00 p.m.
	Saint Michael Catholic High School	Niagara College, NOTL	7:00 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 12, 2015**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
MARY'S MEALS REPORT TO NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD**

mary's
meals

SCHOOL + FOOD = HOPE



MARY'S MEALS REPORT TO NIAGARA CATHOLIC DISTRICT SCHOOLS BOARD
SPONSORED SCHOOL: BALAKA PRIMARY SCHOOL
BALAKA, SOUTHERN MALAWI

MARY'S MEALS MALAWI

Mary's Meals has been working in Malawi since 2002. Our programme has grown rapidly over the past 12 months and now feeds 747,224 children across 19 districts of Malawi.

	2002	2004	2006	2008	2010	2012	2013	2014	2015
Number of children	200	6,600	100,000	307,987	386,878	569,986	686,451	698,455	747,224
Number of schools	1	9	24	190	270	408	516	545	571

Mary's Meals works in collaboration with the Malawian Government on the Universal School Meals Programme (USMP) task force towards the goal of full implementation and ownership of the USMP by the Malawian Government and as such it has taken some elements of the Mary's Meals model in Malawi as an example of best practice.

Our school feeding programme in Malawi works on a highly efficient and cost effective basis. This is achieved by focusing on a model of partnership between the school, the community and Mary's Meals. This strong partnership at community level spreads responsibility and ownership of the programme which, in turn, promotes community awareness of education as well as the long term sustainability of our programme.



To source the food, we work with a well-established Malawian company called RABS Processors. RABS procure maize and soya from smallholder farmers across Malawi and produce Corn Soya Blend (CSB), a porridge flour which is served to children daily. The CSB specification follows international standards and certification and the bags of flour are branded with Mary's Meals

markings, including 'not for sale' signs. RABS' procurement from a network of small producers brings additional benefits to the economy and wider society in Malawi, in terms of local incomes. The CSB consists of corn, soya and sugar, with added vitamins and minerals which are used to enrich the porridge. RABS' own transport fleet, supplemented by independent transport contractors, deliver the Likuni Phala flour directly to schools where it is prepared and cooked by over 65,000 volunteers across the country, who come to school each day to ensure the children receive their hot meal.

As well as our primary school feeding programme, Mary's Meals also runs an Under Six programme of early childhood education. We are currently working with 6,435 orphans and vulnerable children across 45 centres, focusing on early childhood health, development and education as well as nutritional status.



The programme experienced significant growth in 2014, with the first expansion in the South focusing on schools in Blantyre and reaching 12,287 children in 23 schools. In April, we grew the programme in the north, reaching 6,666 children across 14 schools in the towns of Karonga and Mzuzu. This expansion also included a specialist school for deaf children. The school, which is located in Karonga, is home to 60 children with varying levels of hearing impairments. By ensuring this vulnerable group of children receive a daily meal, we are helping them to gain the most out of their education and the specialised resources available to them in this setting.

In September we began feeding in 18 schools in the central district of Dowa, and finally in October our biggest expansion was for 37 schools across the 3 districts of Blantyre, Chikwawa, and Karonga. Around this time the programme was also rolled out to schools on the border of Zambia in a small district called Chipata.

The programme continues to be supported every day by thousands of volunteers, who give up their time every day to ensure that all children receive their meal on time. Our monitors visit the schools twice a week to offer ongoing mentoring and support to communities and schools, they make good use of the summer holiday period to offer further training and refresher courses on health and hygiene. In the lead up to expansions which focus on new communities not yet receiving Mary's Meals, training takes place for all new volunteers covering issues of; health, hygiene, cooking and serving of meals as well as how to ensure the porridge is prepared correctly. This preparation ensures that all new schools in the programme work to the same efficient, low cost model as all other projects ensuring that as the programme grows, the quality and design remains the same.

Through the generosity of Mary's Meals supporters we are now reaching some of Malawi's most vulnerable children.

MALAWI

Malawi is a land locked country in south east Africa. It neighbours Zambia, Tanzania and Mozambique and has a land area of 36,324 square miles with a population of 16.5million people. Three quarters of the east of the country is on the edge of Lake Malawi which is the second deepest lake in Africa. It has more fish species than any other lake on Earth. Lake Malawi is known as the Calendar Lake because it is 365 miles long and 52 miles wide. It is the third largest fresh water lake in Africa and the eighth in the world.

Malawi remains one of the poorest countries in the world and faces huge challenges in education and child malnutrition. Many children drop out of school or don't attend due to hunger. Most households are considered to be vulnerable, mainly due to HIV/AIDS, drought related crop failures and unaffordable food prices. The economy in Malawi remains unstable, with rising food prices and a fluctuating exchange rate. Food insecurity for families throughout the country remains an issue, particularly in the northern and central regions, although it is widespread throughout the entire country.



The main body of work in Malawi is agriculture. The most popular crop is tobacco followed by tea, coffee and sugar. Due to the decline of the tobacco trade in recent years, Malawian officials have been encouraging more profitable crops such as spices. Crops can be sporadic due to the differing conditions and droughts.

The weather in Malawi is predominantly hot in the low lying areas, but variable in the northern highlands. The country has a rainy season from November to April, with the peak of the rain being in late March. From May to September the country rarely sees rainfall and is incredibly dry. Average temperatures are 27-29°C.

Malawi is led by President Peter Mutharika who won the election in May 2014, defeating Joyce Banda.

Elections in May 2014 saw Joyce Banda defeated and the inauguration of a new President of Malawi, Peter Mutharika. The feeding programme was disrupted for a number of days; in particular in areas experiencing high levels of protests and political rallies, however overall the programme was largely unaffected outside of the election days.

PRIMARY EDUCATION IN MALAWI

All children in Malawi are entitled to free primary education. Children are allowed to start Primary School at the age of six. There are eight years of Primary School – referred to as Standard 1-8. To get into the next class level, children must pass end of year exams. This means there can often be a wide age range in each standard. Entry requirements for secondary school are based on children's results in their final Standard 8 exams. For many schools, the introduction of Mary's Meals has seen senior pupils gaining a place at secondary school for the first time ever and more and more children are winning scholarships to pay their secondary school fees. For those who don't go on to secondary school, the level of education pupils get at primary school provides them with good employment prospects by equipping them with basic levels of literacy and numeracy as well as life and agricultural skills. The daily meal provided by Mary's Meals allow children to attend school every day, rather than work or scavenge for food, meaning that pupils can provide prospective employers with evidence of good attendance, greatly increasing their chance of finding a job and a bright future.

Grade	Age
Standard 1	6-7
Std 2	7-8
Std 3	8-9
Std 4	9-10
Std 5	10-11
Std 6	11-12
Std 7	12-13
Std 8	13-14

The two national languages in Malawi are Chichewa and English. Children in Standard 1-4 are taught in Chichewa while also learning English. In years 5-8 they switch to lessons in English, with the addition of classes in Chichewa. The curriculum includes English, Chichewa, Maths, Life Skills and Agriculture.

MARY'S MEALS AT BALAKA PRIMARY SCHOOL

Your school, Balaka Primary School, is located in the southern district of Balaka, Malawi. Balaka is an expanding commercial district, mainly due to the fact that it's capital township, Balaka, lies on the road from Zomba to Lilongwe as well as being a stop on the rail route between Blantyre and the township of Salima. Balaka's economy relies heavily on paper production and the dyeing of textiles for clothes. The main office of Montfort Media (publisher of political magazine "The Lamp" and the youth magazine "Together"), a prominent Malawian media company, is to be found in Balaka.

Your school now has 3178 pupils enrolled of whom there are 1543 boys and 1635 girls. The children at Balaka range from Standards 1 to 8. There are 24 permanent classrooms at the school and the pupils are taught by a total of 46 qualified teachers. The school day begins at 7.30am and ends at 1.40pm.

The school feeding committee is made up of 10 women who are all parents of the children at the school and there are 50 regular volunteers who cook for the children. The phala is served up between 8am and 10am every day.



The school's water source is a borehole in the school grounds which is very close to the kitchen and there are 24 pit latrine toilets on site which are shared between the boys and girls.

Mary's Meals began feeding at Balaka in June 2009. Head teacher Mr Mdingo describes the biggest benefit that Mary's Meals has had on the school:

"Since Mary's Meals came to our school we have noticed that the children are able to concentrate in their lessons and they pay attention very closely. They seem keen to learn and want to do well. It's a very good change for us and the

teachers are happy too. The community has embraced the project and we always have plenty of volunteers."

It's not just the teachers who are pleased to have Mary's Meals in their school. One of the children, Mwaiwawo in Standard 4 said:

"I enjoy coming to school and make sure that I'm in all my classes every day. I like to see my friends and I try very hard so that I can pass my exams. When I finish school I would like to become a doctor so that I can help the people in my community."

Mrs Musapato, a volunteer at Balaka, explains why she cooks for Mary's Meals:

"I have 3 children who attend the school and I want to make sure that they are getting their education. Mary's Meals has taken the pressure of many of us in the village as we now don't need to be concerned about whether our children will eat during the day. They are much more responsive now and want to be here in school."



ENROLMENT RATES AT BALAKA:

Since Mary's Meals began feeding the children here in 2009 the school has seen an increase in enrolment although this month is showing a slight fall in numbers which has been attributed to the recent floods which heavily affected Balaka; luckily Balaka Primary School wasn't affected but many families were displaced. The school is confident that the number will rise once the affected families have been able to get their home-lives back to some kind of normality.

The table shows the difference made over the last few years:

Year	Boys	Girls	Total
2011	1189	1337	2526
2012	1214	1389	2603
2013	1511	1627	3138
2014	1572	1638	3210
2015	1543	1635	3178

It is fantastic news that since the arrival of Mary's Meals at Balaka Primary, more children have been able to attend school. This has only been made possible because of your support. The Mary's Meals feeding programme means that some of the world's most vulnerable children need not go hungry and through education now have the opportunity to have a bright future.



ZIKOMO KWAMBIRI – THANK YOU!

On behalf of everyone at Mary's Meals, and especially from all the children at Balaka, we would like to extend our very warmest thanks for sponsoring the feeding programme at your school.

What you are doing for these children is truly life changing – thank you!

