



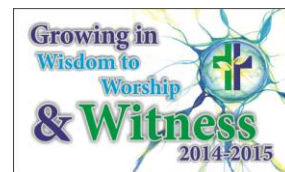
*The Niagara Catholic District School Board through
the charisms of faith, social justice, support and leadership,
nurtures an enriching Catholic learning community for all
to reach their full potential and become living witnesses of Christ.*

AGENDA AND MATERIAL

POLICY COMMITTEE MEETING

**TUESDAY, APRIL 28, 2015
4:30 P.M.**

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



1. Opening Prayer – Trustee Fera -
 2. Attendance -
 3. Approval of Agenda -
 4. Declaration of Conflict of Interest -
 5. Minutes of Policy Committee Meeting of March 24, 2015 5
 6. Policies
- Action Required
- POLICIES – FOR RECOMMENDATION TO MAY 12, 2015 COMMITTEE OF THE WHOLE
- 6.1 Student Suspension – Safe Schools Policy (302.6.4) 6.1
 - 6.2 Student Expulsion – Safe Schools Policy (302.6.5) 6.2
- POLICIES – PRIOR TO VETTING
- Nil
- POLICIES – UNDER REVIEW
- 6.3. Attendance Support Program Policy (201.16) 6.3
- Information
- 6.3 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)
 - 6.4 Policy and Guideline Review 2014-2015 Schedule 6.4
7. Date of Next Meeting
May 26, 2015 - 4:30 p.m.
 8. Adjournment -

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 28, 2015**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
MARCH 24, 2015**

RECOMMENDATION

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



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, MARCH 24, 2015

Minutes of the Policy Committee Meeting held on Tuesday, March 24, 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 Sicoli

2. Attendance

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

Trustees:

Ted O'Leary
Pat Vernal – Electronically

Student Trustees:

Chloe Demizio, Trustee
Jessica Di Pasquale, Trustee

Staff:

John Crocco, Director of Education
Yolanda Baldasaro, Superintendent of Education
Frank Iannantuono, Superintendent of Education/Human Resources
Ted Farrell, Superintendent of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Mark Lefebvre, Superintendent of Education
Giancarlo Vetrone, Superintendent of Business & Finance
Anna Pisano, Administrative Assistant, Corporate Services & Communications Department
/Recording Secretary

3. Approval of Agenda

Moved by Trustee Frank Fera

THAT the March 24, 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 February 24, 2015

Moved by Trustee Sicoli

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of February 24, 2015, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - PRIOR TO VETTING

6.1 Purchasing/Supply Chain Management Policy (600.1)

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Purchasing/Supply Chain Management Policy (600.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- No amendments

The Policy Committee requested that the Purchasing/Supply Chain Management Policy, be vetted from March 25, 2015 to May 11, 2015 with a recommended deadline for presentation to the Policy Committee in September 2015, for consideration to the Committee of the Whole and Board in 2015.

6.2 Equity and Inclusive Education Policy (100.10)

Yolanda Baldasaro, Superintendent of Education presented the Equity and Inclusive Education Policy (100.10).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Page 1 Delete “Niagara Catholic District School board Policies”

ADMINISTRATIVE GUIDELINES

- Page 8 Paragraph 4 insert the word “for”

The Policy Committee requested that the Equity and Inclusive Education Policy, be vetted from March 25, 2015 to May 11, 2015 with a recommended deadline for presentation to the Policy Committee in September 2015, for consideration to the Committee of the Whole and Board in 2015.

6.3 Retirement & Service Recognition Celebration Policy (201.2)

John Crocco, Director of Education and Frank Iannantuono, Superintendent of Education presented the Retirement & Service Recognition Celebration Policy (201.2).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Amend item #2 to read:
Employees who have contributed 25 years of service “*in Catholic Education*”;

ADMINISTRATIVE GUIDELINES

- Page 1 Paragraph 3 insert “*of the current calendar year*” at end of sentence
- Remove eligibility paragraphs
- Page 1 Paragraph 7 insert “*of the current calendar year*” at end of sentence
- Amend Paragraph 2 Page 2 to read:
The Niagara Catholic District School Board will recognize and honour members of the clergy who have served within the “a” Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who are celebrating their 25th or 50th anniversary. ~~as members of the clergy as of August 31st of the current school year.~~ This recognition will take place at the annual Retirement and Service Recognition Celebration “*as of the current calendar year*”.
- Clarification on hiring date or seniority date

The Policy Committee requested that the Retirement & Service Recognition Celebration Policy, be vetted from March 25, 2015 to May 11, 2015 with a recommended deadline for presentation to the Policy Committee in September 2015, for consideration to the Committee of the Whole and Board in 2015.

POLICIES – UNDER REVIEW

6.4 Attendance Support Program Policy (201.16)

Policy Committee Chair Burtnik provided a review of the Attendance Support Program Policy and its upcoming review by the Policy Committee. She noted that as approved by the

Board in November 2012, following the first year of implementation of the Attendance Support Program Policy the Policy would be reviewed by the Policy Committee. As discussed at the January and February 2015 Policy Committee Meetings and following a decision by the Board on February 24th, 2015, the Attendance Support Program Policy is under review by the Policy Committee with any changes to be effective as at September 1, 2015.

A motion was made by Trustee Sicoli to have the Policy Committee write the Board Policies rather than Supervisory Officers.
Trustee Fera seconded the motion.

Trustee Burtnik noted that Board By-Laws and Board Policy provide the process which uses the expertise and experience of the Director, Superintendents and staff who draft either new Policies or revisions to current Policies for the review, discussion and changes by the Policy Committee who own the Policy prior to a recommendation to the Committee of the Whole.

The motion was withdrawn.

A general discussion took place regarding the Policy, changes to the Policy Statement and the process to follow in the review of the Attendance Support Program Policy. Written information was distributed by Trustee MacNeil and a copy of a letter from OECTA Elementary Unit for the consideration of the Policy Committee. It was determined that the Policy Committee would follow its review process of reviewing draft changes to current Board Policies as presented by Senior Staff as a starting point for review, discussion and changes. Any draft changes to the Policy or its Administrative Guidelines would then follow the Policy Committee's vetting process with all submissions provided for the consideration of the Policy Committee.

Frank Iannantuono, Superintendent of Education, Lana Pasto, Coordinator of Attendance Support and Glenn Bertollo, Senior Administrator of Human Resources presented background information, data and statistics, as of March 24, 2015, on Attendance Support Programs and the implementation of the Board's Attendance Support Program. Discussion took place regarding the information provided and questions were asked of staff, including the Director of Education, on the Board's Attendance Support Program and other Attendance Management / Support Programs in the Region of Niagara and in Ontario.

The Policy Committee agreed that the Attendance Support Program Policy would continue to be reviewed at upcoming Policy Committee Meetings until the Policy Committee, in accordance with its process and practice, determined that any draft changes would be vetted in accordance with the Policy Committee vetting process and Board By-Laws.

The Policy Committee requested that the Attendance Support Program Policy be the only Policy submitted by Senior Staff to the April 28, 2015 Policy Committee for review or Prior to Vetting. Director Crocco noted that it would be and reminded the Policy Committee that the two Policies on Student Expulsion and Student Suspension, currently in the vetting process, were required by the Policy Committee to be presented at the April 2015 Policy Committee for consideration. The Policy Committee agreed that Student Expulsion and Student Suspension would be presented for Recommendation to the May 2015 Committee of the Whole, no Policies Prior to Vetting and the Attendance Support Program Policy would be placed under Policies Under Review for the April 28, 2015 Policy Committee Agenda.

INFORMATION

6.5 Policy and Guideline Review 2014-2015 Schedule

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

7. Date of Next Meeting

April 28, 2015

8. Adjournment

The meeting adjourned at 6:20 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 28, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
STUDENT SUSPENSION – SAFE SCHOOLS POLICY (302.6.4)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Suspension – Safe Schools Policy (302.6.4), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: April 28, 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.~~

A. 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. 1. Uttering a threat to inflict serious bodily harm on another person.~~
- ~~2. 2. Possessing alcohol, or illegal drugs, and/or controlled substances without a valid prescription~~
- ~~3. 3. Being under the influence of alcohol, illegal drugs and/or controlled substances without a valid prescription~~
- ~~4. 4. Swearing at a teacher or at another person in a position of authority.~~
- ~~5. 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.

B. 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.

C. 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](#)

D. 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

E. 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.~~

F. 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.**

G. 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.~~

H. 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 students 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.~~

I. 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.~~

J. 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.

K. 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 if the decision was appealed by someone other than the ~~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.

L. 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.~~

M. 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
POLICY COMMITTEE MEETING
APRIL 28, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
STUDENT EXPULSION – SAFE SCHOOLS POLICY (302.6.5)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: April 28, 2015

	STUDENT EXPULSION POLICY	Section: 300 – Schools/Students
	STATEMENT OF POLICY	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~~ **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	Section: 300 – Schools/Students
		No: 302.6.5
ADMINISTRATIVE GUIDELINES		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~~
 - e. ~~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;~~
 - ~~e. 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
POLICY COMMITTEE MEETING
APRIL 28, 2015**

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

Prepared by: Frank Iannantuono, Superintendent of Education

Presented by: Frank Iannantuono, Superintendent of Education

Date: April 28, 2015

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

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

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

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

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

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

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

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

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

References:

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

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

1. GUIDING PRINCIPLES

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

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

2. ATTENDANCE SUPPORT PROGRAM : DEFINITIONS AND PROCEDURES

a. Definitions of Absenteeism

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

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

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

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

b. Absence Reporting

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

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

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

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

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

d. Identifying Absences That Require Attention by Supervisors

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

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

3. ABSENCE THRESHOLD

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

Identified Absence Thresholds are as follows:

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

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

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

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

4. SUPPORTIVE INTERVENTION HAS FOUR (4) DISTINCT SUPPORT PHASES

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

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

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

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

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

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

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

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

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

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

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

5. ROLES AND RESPONSIBILITIES

Employee

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

Employer – Niagara Catholic District School Board

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

~~Supervising Administrator~~ Supervisor

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

Communication

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

Monitoring Attendance

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

Attendance Recognition

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

Coordinator of Attendance Support Program

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

~~Supervisory Officer~~ Senior Administration

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

DRAFT

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 28, 2015**

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: John Crocco, Director of Education/Secretary-Treasurer
Date: April 28, 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

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<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

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<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

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