



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

AGENDA AND MATERIAL

POLICY COMMITTEE MEETING

**TUESDAY, FEBRUARY 24, 2015
4:30 P.M.**

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



- | | |
|--|-----|
| 1. Opening Prayer | - |
| 2. Attendance | - |
| 3. Approval of Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Minutes of Policy Committee Meeting of January 27, 2015 | 5 |
| 6. Policies | |
| <u>Action Required</u> | |
| POLICIES – FOR RECOMMENDATION TO MARCH 10, 2015 COMMITTEE OF THE WHOLE | |
| 6.1 Educational Field Trips Policy (400.2) | 6.1 |
| 6.2 Volunteer Driver Policy (302.4) | 6.2 |
| 6.3 Volunteer Recognition Policy (800.4) | 6.3 |
| POLICIES – PRIOR TO VETTING | |
| 6.4 Admission of Elementary & Secondary Students (301.1) | 6.4 |
| 6.5 Progressive Student Discipline – Safe Schools (302.6.9) | 6.5 |
| 6.6 Safe Physical Intervention with Students (301.8) | 6.6 |
| <u>Information</u> | |
| 6.7 Policies Currently Being Vetted until April 10, 2015 | - |
| • Student Expulsion Policy (302.6.5) | - |
| • Student Suspension Policy (302.6.4) | - |
| 6.8 Policy and Guideline Review 2014-2015 Schedule | 6.8 |
| 7. Date of Next Meeting | |
| • March 24, 2015 - 4:30 p.m. | |
| 8. Adjournment | - |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 24, 2015**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
JANUARY 27, 2015**

RECOMMENDATION

THAT the Policy Committee approve the Minutes of the Policy Committee Meeting of January 27, 2015, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, JANUARY 27, 2015

Minutes of the Policy Committee Meeting held on Tuesday, January 27, 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 Director Crocco, who chaired the meeting until the election of a Committee Chair.

1. **Opening Prayer**

The meeting was opened with a prayer by Director Crocco.

2. **Election of Chair of the Policy Committee 2015**

Director Crocco asked for nominations for the position of Chair of the Policy Committee 2015. Trustee Sicoli nominated Trustee Burtnik.

Director Crocco asked Trustee Burtnik if she wished to stand for the position of Chair of the Policy Committee. Trustee Burtnik accepted the nomination.

There were no further nominations forthcoming. Trustee Burtnik was acclaimed to the position of Chair of the Policy Committee 2015.

Moved by Trustee Sicoli

THAT Trustee Burtnik be elected to the position of Chair of the Policy Committee 2015.
APPROVED

3. **Attendance**

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

Guests:

Pat Vernal, Trustee

Student Trustees:

Jessica Di Pasquale, Trustee

Staff:

John Crocco, Director of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Yolanda Baldasaro, Superintendent of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Linda Marconi, Executive Assistant, Director of Education /Recording Secretary

4. Approval of Agenda

Item 7.6 was moved to 7.5

Moved by Trustee Fera

THAT the January 27, 2015, Policy Committee Agenda be approved, as amended.

APPROVED

5. Declaration of Conflict of Interest

Nil

6. Minutes of the Policy Committee Meeting of November 25, 2014

Moved by Trustee Sicoli

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 25, 2014, as presented.

APPROVED

7. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO FEBRUARY 10, 2015 COMMITTEE OF THE WHOLE MEETING

7.1 Accessibility Customer Service Policy (800.8.1)

Yolanda Baldasaro, Superintendent of Education, presented the Accessibility Customer Service Policy (800.8.1) following the vetting process.

Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- Change the word “person” to “customer” in 2nd paragraph.

ADMINISTRATIVE GUIDELINES

- Pg. 1, under “Barrier to Accessibility”, change the question mark to a period.
- Appendix 2 - Pg. 2, 7th bullet – add the word “or”

Moved by Trustee Fera

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

APPROVED

7.2 Employee Workplace Harassment Policy (201.7)

Frank Iannantuono, Superintendent of Education/Human Resources Services, presented the Employee Workplace Harassment Policy (201.7). Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- Include 1st paragraph from the “Workplace Violence” policy and replace the 1st paragraph in the Workplace Harassment policy
- 4th paragraph – change “workplace violence” to workplace harassment
- 5th paragraph – change “in support” to “for the implementation”
- Add to references – Complaint Resolution Policy and Trustee Code of Conduct

ADMINISTRATIVE GUIDELINES

- Change “Director of Education” in some of the bullets to “he/she”
- Pg. 4 – last bullet, include “the” Chair of the Board
- Add from Trustee Code of Conduct, a statement to include a complaint against the Chair of the Board.

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole the approval of the Employee Workplace Harassment Policy (201.7) as amended.

APPROVED

7.3 Employee Workplace Violence Policy (201.11)

Superintendent Iannantuono presented the Employee Workplace Violence Policy (201.11). Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- 9th paragraph – change “in support” to “for the implementation”

ADMINISTRATIVE GUIDELINES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole the approval of the Employee Workplace Violence Policy (201.11).

APPROVED

7.4 Occupational Health & Safety Policy (201.6)

Superintendent Iannantuono presented the Occupational Health & Safety Policy (201.6).

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the Committee of the Whole the approval of the Occupational Health & Safety Policy (201.6).

APPROVED

POLICIES – PRIOR TO VETTING

7.5 Student Suspension Policy (302.6.4)

Superintendent Forsyth-Sells presented the Student Suspension Policy (302.6.4). Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- 3rd paragraph – remove “s” – impede
- 3rd paragraph – start the sentence at “The Niagara Catholic District...”
- 4th paragraph – remove “and Procedures”

ADMINISTRATIVE GUIDELINES

- Item E. – first sentence, include Principal or Designate
- Copies of the Suspension are given to Chair of the Board – will look into if this is part of the Education Act. If not in the Education Act, it is recommended that copies of the suspension are not provided to the Chair of the Board.
- Item G., 3rd paragraph, 1st bullet, include six (6) or more “days”
- Pg. 6, last bullet – “reduce future suspension and expulsions”.

Moved by Trustee Fera

RECOMMENDATION that the Student Suspension Policy (302.6.4) be vetted until April 10, 2015 with a recommended deadline for presentation to the Policy Committee on April 28, 2015 for consideration to the Committee of the Whole and Board in May 2015.

APPROVED

7.6 Student Expulsion Policy (302.6.5)

Lee Ann Forsyth-Sells, Superintendent of Education presented the Student Expulsion Policy (302.6.5). Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- 3rd paragraph – remove “s” – impede
- 3rd paragraph – start the sentence at “The Niagara Catholic District...”
- 4th paragraph – remove “and Procedures”

ADMINISTRATIVE GUIDELINES

- Pg. 4 – 4th bullet under This alternative program will strive to – “reduce future suspensions and expulsions.
- Pg. 5 – item 6.iv. include at the end of the sentence – “or alternative program”
- Pg. 5 – item 6.v. – change the word “form” to “from”; change the word “assign” to “recommend”; include “an alternative” program.

Moved by Trustee Sicoli

RECOMMENDATION that the Student Expulsion Policy (302.6.5) be vetted until April 10, 2015 with a recommended deadline for presentation to the Policy Committee on April 28, 2015 for consideration to the Committee of the Whole and Board in May 2015.

APPROVED

7.7 Admission of Elementary & Secondary Students Policy (301.1)

Superintendent Forsyth-Sells presented the Admission of Elementary & Secondary Students Policy (301.1). Following discussion, the Policy Committee made the following recommendation:

Moved by Trustee Sicoli

RECOMMENDATION that the Admission of Elementary & Secondary Students Policy (301.1) be deferred to the next Policy Committee meeting and referred back to staff for further information.

APPROVED

INFORMATION

7.8 Policies Currently Being Vetted (Due date – February 6, 2015)

- Educational Field Trips Policy (400.2)
- Volunteer Driver Policy (302.4)
- Volunteer Recognition Policy (800.4)

7.9 Policy and Guideline Review 2014-2015 Schedule

Director Crocco presented the Policy and Guideline Review 2014 -2015 Schedule. He reminded the Policy Committee of the schedule requirement to review the Attendance Support Program Policy following the first year of implementation. Director Crocco mentioned that as part of the implementation of the new Policy, the establishment of a Staff Wellness Committee. Recommendations for changes to the Policy or Administrative Guidelines for the implementation of this Policy will be brought to the Policy Committee in the spring of 2015 for consideration.

8. Date of Next Meeting

February 24, 2015 at 4:30 p.m.

9. Adjournment

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 24, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EDUCATIONAL FIELD TRIPS POLICY (400.2)**


RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Educational Field Trips Policy (400.2), as presented.

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintendent of Education

Date: February 24, 2015

	EDUCATIONAL FIELD TRIPS POLICY STATEMENT OF POLICY	Section:	400 – Educational Programs
		No:	400.2
	Adopted:	May 26, 1998	
	Revised:	March 19, 2013	

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes the educational value for students and staff to participate in educationally based field trip experiences. The Board encourages educational field trips as part of an enriching Catholic educational program for all students, and supports the participation of students and staff in educational activities and programs off school premises.

All Niagara Catholic educational field trips must have a direct and enhancing relationship with the curriculum of the classroom. This includes local, regional and provincial field trips, as well as those of an extended nature to other parts of Canada and to other parts of the world.

The Board recognizes that most educational field trips bear a cost for participation. If there is a direct cost to the student, participation is strictly voluntary and arrangements will be made for the education of those students not participating.

It is expected that all educational field trips involves preparatory, follow-up and assessment activities. Where an Education Field Trip occurs on a Day of Obligation, the Principal is to ensure that an appropriate liturgy, including Eucharist, is conducted for all students, staff and supervisors.

Individuals who are employed by the Niagara Catholic District School Board and appointed by the Principal as a chaperone to meet the supervision requirements of the Board can participate and accompany students on Board approved educational field trips.

Individuals, who are not employed by the Niagara Catholic District School Board, and are requested by the Principal to serve as a chaperone/volunteer to meet the supervision requirements of the Board, will require prior to being appointed as a chaperone/volunteer, an acceptable Vulnerable Sector Background Check from the Niagara Regional Police Services or another police service, approval from the Family of Schools' Superintendent of Education and the school Principal.

Only registered students, appointed employees and approved chaperones/volunteers of the Niagara Catholic District School Board can participate in educational field trips.

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

References:

- [Canadian Standards Association \(CSA\)](#)
- [Education Statutes and Regulations of Ontario](#)
- [Ontario Physical and Health Education Association \(OPHEA\)](#)
- [Ontario School Boards Insurance Exchange \(OSBIE\):Risk Management Advisory](#)
- [Niagara Catholic – Volunteer Drivers Policy \(302.4\)](#)
- [Niagara Catholic - Volunteers in Catholic Schools Policy \(800.9\) \(Safe Schools Policy\)](#)

	EDUCATIONAL FIELD TRIPS POLICY ADMINISTRATIVE GUIDELINES	Section:	400 – Educational Programs
		No:	400.2
		Adopted:	May 26, 1998
		Revised:	March 19, 2013

PART I - DEFINITIONS AND EXPECTATIONS

A. EDUCATIONAL FIELD TRIPS

Educational Field Trip is an all-encompassing phrase which may include neighbourhood studies; visits to buildings and sites of historical interest; visits to museums, galleries, factories, zoos and farms, sport events, theaters, Parish Church; overnight visits to field centres and campgrounds; and travel in Canada and abroad.

All Education Field Trips must be supervised by an employee of the Board, unless otherwise approved by the Family of Schools' Superintendent of Education and the Principal.

Educational Field Trips are:

- Any school supervised activity beyond the school property.
- Trips that directly enhance specific curriculum expectations designed to improve student knowledge.
- Based on Social Justice objectives that are classified as educational field trips since social justice expectations are provided in all subject based curricula within Niagara Catholic.
- Linked to specific subject curriculum expectations designed for students to achieve a credit or credits as part of their trip outside the Province of Ontario are classified as educational field trips and designated as extended overnight field trips.
- For registered students, appointed employees and approved chaperones/volunteers of the Niagara Catholic District School Board.

B. EXPECTATIONS

The following are required expectations of all educational field trips:

- Enhances the spiritual, esthetic, cultural, intellectual, athletic or social experiences of students.
- Made available to every student at every grade level; exceptions respecting individual students may be made at the discretion of the school Principal.
- Extension of the classroom and school with all expectations enforced.
- Begin the moment the students leave the school property.
- Regular school attendance with appropriate programming is expected for those students not participating in the Educational Field Trips.

C. EDUCATIONAL GOALS

The following broad objectives should be considered by a teacher planning Educational Field Trips:

- Trips that directly enhance specific curriculum expectations designed to improve student knowledge.
- Experiential learning for students and staff at a particular event or location.
- Where reasonable and practical, educational field trips shall be in the Niagara Region and surrounding area where appropriate program experiences can be realized.
- The experience should have educational value in proportion to the time spent traveling, the time spent on the activity, and the cost to each student.

PART II - CATEGORIES

Educational Field Trips within Niagara Catholic are defined as:

- Day Field Trips
- Extended Day Field Trips
- Overnight Field Trips
- Extended Overnight Field Trips
- Continuing Education Credit Programs
- Exchanges or
- Excursions

To determine the type of educational field trip and approvals required, the following criteria are provided.

1. *Day Field Trips (Day)*

A field trip which occurs within the hours of classes of a school.

2. *Extended Day Field Trips (Day trips)*

A field trip which extends beyond regular school hours, but does not include an overnight stay.

A field trip in which students are driven to and/or picked up by parents/guardians at the school.

3. *Overnight Field Trip (One to three nights)*

A field trip that normally requires students to be lodged for one, two or three nights.

Overnight Field Trips of more than one night's duration shall be limited to one per class per school year, and shall be restricted to students of Grade 6 and up (Grades 5/6 combination excepted).

4. *Extended Overnight Field Trip (Four or more nights or flight ticket of \$600.00 or more)*

Any school/board sponsored and supervised activity, on scheduled instructional days, beyond the school property that requires four or more nights lodgings, or requiring an individual flight ticket of \$600.00 or more.

(An Extended Overnight Field Trip which involves more than one school will follow the same procedures and will require the approval of the Principal of all affected schools at the time of submission to the Committee). (See Section C)

5. *Continuing Education Credit Programs*

Credit courses organized during the school year or during the summer require approval from the Principal of Continuing Education, the Superintendent of Education responsible for Continuing Education and the Director of Education.

6. *Exchanges*

School-to-School exchanges are available for all elementary and secondary students in Niagara Catholic. Applications must be made by the school Principal to the Family of Schools' Superintendent of Education and include detailed plans and financial expenditures regarding the educational, cultural and linguistic aspects of a school-to-school exchange. Principals are to ensure that there is a formalized reciprocal agreement between participating schools. School-to-school exchanges can take place at any time during the calendar year. School-to-School exchanges require the approval of the Principal, Family of Schools' Superintendent of Education, Extended Overnight Field Trip, Exchange and Excursion Committee and the Director of Education prior to any authorization to participate.

Student Exchanges may be planned for elementary or secondary school students by parents/guardians. Prior to any commitment, parents/guardians are to discuss the student exchange request with the Principal for approval. In considering the request, Principals are to ensure that there is a formalized reciprocal agreement with the student exchange company for an exchange to take place in a mutually agreed upon school year prior to submission to the Extended Overnight Field Trip, Exchange and Excursion Approval Committee.

7. *Excursion*

An excursion is a trip that enhances specific subject curriculum expectations to enrich a ~~students~~student's overall Catholic education.

An excursion is a trip that is planned and arranged for secondary school students that would be held during the year when the students are not normally expected to be attending classes and that may not adhere to all guidelines and procedures relating to Educational Field Trips. Approval will not normally be granted for excursions that require the students and/or staff to be away from school on a regularly scheduled instructional school day.

8. *Extended Overnight Field Trip, Exchange and Excursion Approval Committee*

The Committee is composed of:

- 1 Superintendent of Education
- 1 Elementary School Principal
- 1 Secondary School Principal
- 1 Secondary School Vice-Principal
- 1 Program Department Consultant

PART III - FINANCING EDUCATIONAL FIELD TRIPS

1. If there is a direct cost to the student(s), participation is voluntary and arrangements must be made for the education of the student(s) not participating.
2. Principals should take steps to ensure that all students have an equal opportunity to participate in a planned trip (excluding excursions). This may include partial or complete financial subsidy for some students.
3. Principals are to ensure that the actual cost to the student is kept at a reasonable level, taking into consideration that some students may have limited financial resources.
4. It is the responsibility of the Principal to ensure that the fairest prices for transportation, accommodation and all other expenditures are obtained and that all transactions are carried out according to procedures and guidelines of the Board.
5. For all overnight field trips and excursions, Principals must submit three (3) written proposals from travel companies along with a Principal recommendation of the best value for students. The proposals and Principal recommendation are to be attached to either the Request for Overnight Field Trip or Request for Extended Overnight Field Trip form.
6. Central Funding for Out-of-Classroom Activities

The Board may allocate funds as determined by the annual budgeting process, which may be available to the Principals for the purpose of providing out-of-classroom activities.

PART IV - APPROVALS

Applicable Forms

- [*Airline/Tour Company/Insurance Checklist*](#)
- [*Request for Co-instructional Participation Form*](#)
- [*Request for Credit Program Overnight Field Trip, Extended Overnight Field Trip Exchange and Excursion Cover Sheet*](#)
- [*Request for Educational Field Trip Transportation Form*](#)
- [*Request for Extended Overnight Field Trip Form*](#)
- [*Request for Overnight Field Trip, Extended Overnight Field Trip, Exchange and Excursion Cover Sheet*](#)
- [*Request for Overnight Field Trip Form*](#)
- [*Request to Transport Student Consent Form*](#)
- [*Volunteer Drivers - Authorization to Transport Students*](#)

Parents/guardians whose children may be involved in an approved Overnight Field Trip, Exchange or Excursion shall be invited to a meeting where the trip proposal will be explained in detail and their support of the proposed trip solicited. A written consent form will be completed and signed by a parent/guardian granting approval for the child to participate in the proposed trip.

1. Principals may approve:
 - trips within walking distance of a school;
 - half-day or full day trips;
 - extended school day trips, but not continuing overnight.
 - All Overnight Field Trips (one to three nights lodging), including athletic and academic tournaments and competitions.

Information regarding Overnight Field Trips shall be sent to the respective Family of Schools' Superintendent of Education at least four weeks prior to arrangements for the trip being completed. ([*Request for Overnight Field Trip, Extended Overnight Field Trip and Excursion Cover Sheet*](#))

2. Approvals of the Principal, Family of Schools' Superintendent of Education, Extended Overnight Field Trip, Exchange and Excursion Approval Committee and Senior Administrative Council are required for:
 - all Extended Overnight Field Trips;
 - all Excursions;
 - any other trip not covered by these Guidelines and Procedures.

Requests for approval of Extended Overnight Field Trips, Exchanges and Excursions shall be submitted by the Principal to the respective Family of Schools' Superintendent of Education for consideration. If approved, the requests are forwarded to the Extended Overnight Field Trip and Excursion Approval Committee at least six (6) months prior to the planned activity. Exceptions to the timelines can be made at the discretion of the respective Family of Schools' Superintendent in consultation with Senior Administrative Council.

Submissions to the Extended Overnight Field Trip, Exchange and Excursion Approval Committee must be made prior to the first Fridays in June, October and February.

All requests shall include:

- A completed applicable Field Trip Request Form
 - [*Request for Overnight Field Trip, Extended Overnight Field Trip and Excursion Cover Sheet*](#)
 - [*Airline/Tour Company/Insurance Checklist*](#)
 - A copy of proposed itinerary.
 - Additional written information that will assist the committee in its consideration of the request.
3. To ensure extended overnight field trips and excursions meet the full intent of the Educational Field Trip Policy, only Extended Overnight Field Trip and Excursion Committee approved trips and/or excursions are to be proposed to students and parents/guardians for participation. No extended overnight field trips and/or excursions are to be presented to students or parents/guardians

without the signed approval of the Superintendent of Education who is the Chair of the Extended Overnight Field Trip, Exchange and Excursion Approval Committee.

4. Any Field Trip/Excursion may be cancelled at any time by a Principal and/or Family of Schools' Superintendent of Education, if required.
5. Prior to approving all travel requests by staff, Principals are to clearly understand the answers to the following questions as they apply to individual trip applications.

All Principals are to:

- record the answers and file responses at the school;
 - submit the responses with the application form to the Family of Schools' Superintendent of Education if the trip is required to have Superintendent of Education approval;
 - instruct the tour supplier to forward a letter outlining their understanding of the Terms and Conditions prior to any finalization/approval of the trip. (fax copy of [Airline/Tour Company/Insurance Checklist](#) to agent if required)
 - When applicable, determine the exact date and time period each policy is in effect and the length of time it remains in effect. (i.e. cancellation of trip without penalty must be made by - date and time; cancellation with fifty-percent refund must be made by - date and time; cancellation done in writing individually or by the entire group signing a letter etc.)
 - A copy of the [Airline/Tour Company/Insurance Checklist](#) is to be submitted with the Checklist for Extended Overnight Field Trip Form approval to the "Extended Overnight Field Trip, Exchange and Excursion Approval Committee".
6. All approved trips by the Extended Overnight Field Trip, Exchange and Excursion Committee will be reported to the Senior Administrative Council for consideration. Only educational field trips approved by Senior Administrative Council will be reported to the Board of Trustees for information. Following notification of the Board, Principals will be informed that submitted trips have been approved by Senior Administrative Council and the Board has been informed of the trip and can proceed in notifying staff of the approval.
 7. If not approved, the Committee will forward to the Principal of the school requesting permission for the trip, a summary of the rationale.
 8. Where approval has not been granted, the Principal may re-submit a proposal to the Family of Schools' Superintendent of Education with the required revisions.
 9. An unapproved trip is one, which has not followed the process outlined to receive official approval or is one, which has followed process, but has been denied. Neither the school nor the Board will sponsor, promote or participate in the planning of any unapproved trip.
 10. Teachers are deemed in law to be in a position of authority over students by virtue of their positions as teachers. Therefore, teachers shall not become involved in any unapproved field trips with students. As well as facing disciplinary procedures, teachers involved in non-approved field trips surrender their legal claim to the Board's liability insurance coverage and to Worker's Compensation protections.
 11. Only individuals approved to chaperone or supervise a field trip are eligible to participate in any aspect of the educational field trip. For clarity, individuals who are not approved as chaperones, supervisors or volunteers cannot be included in travel arrangements, travel with or accompany the students and staff on the field trip.
 12. Students or staff who request to leave the group on an approved field trip, such as to meet a family member, must submit a request, in writing, to the Principal prior to the departure of the field trip. The Principal will determine if arrangements can be made to assist with the request providing it does not interfere with the travel arrangements of the group. If approval is granted by the Principal, it is permitted with the condition that:
 - the Board is not responsible for the safety of the student or staff member when away from the group; and,
 - a staff member, chaperone or supervisor must meet with a designated family member prior to a student's departure and upon return to the group

- the student or staff member must report to the chaperone/supervisor upon their return; and,
- any delay in meeting with the group at the designated time and location is not the responsibility of the Board and will not adversely affect the travel arrangements of the group; and,
- students or staff who miss returning to the group will incur any costs for the delay or will be solely responsible for alternate transportation arrangements to either meet the group at a designated location or to return home.

PART V - PARENT/GUARDIAN NOTIFICATION

When planning a school educational field trip, excursions or exchanges, the Principal, or designate, shall contact the Special Education Department for input regarding any special accommodations required pertaining to any exceptional student or students with special needs participating in the field trip.

1. Trips within walking distance or trips as part of curriculum expectations:
 - A signed parental application form is recommended but not required for a day trip beyond school property where the students will be traveling on foot or is part of non-optional program or Board expectations of students. (i.e. day retreats, Church liturgies, graduation practices, graduation celebrations)
 - Teachers are required to obtain Principal approval and indicate to the Principal the destination and approximate return time.

Although specific notification and application are not necessary for such trips, it is essential that parents be made aware of the fact that such trips may take place throughout the school year as part of the total school curriculum or Board expectations. It is mandatory that such awareness be created by means of information letters and/or newsletters throughout the school year.

2. Letter to Parents/Guardians

For all other school trips, written permission/consent from the parent /guardian will be obtained. The supervising teacher shall, prior to obtaining consent of parents or guardians, inform parents or guardians of trip details. (The signed documentation of all trips shall be retained for the current school year until the successful completion of that trip).

These details shall include program rationale; dates; departure, return time and pick up arrangements; cost; method of transportation; and, destination;

This letter will be signed by both the supervising teacher and the Principal.

Parent/guardian requests should be phrased as follows:

I, (parent's/guardian's name) consent that (student's name) participate in the trip to (destination).

If a non-refundable deposit/payment is required from the parent, the form signed by the parent shall include this statement. "A non-refundable deposit/payment of \$ AMOUNT is required for this trip."

The parent/guardian acknowledges that neither the Board nor any employee bears liability for the deposit/payment once paid if the child is unable to attend.

Parent/Guardian Signature

Date of Signature

3. Emergency Planning

- An itinerary of each trip must be available in the school office in order that the Principal may contact the supervising teacher in charge of the group if an emergency arises.
- Provision shall be made by the Principal/teacher that someone at the school site be available to be contacted should an emergency arise at any time during the trip or if a return is delayed. Parents are to be contacted as soon as possible.

- The supervising teacher/teacher designate has the right to change the itinerary of the trip if, at his/her discretion, an emergency or dangerous situation arises, or as the situation warrants. Any change to the itinerary must be communicated to the Principal, and as determined by the Principal based on the nature of the change of itinerary, communicated with parents/guardians of students on the field trip.
- If students are billeted in homes, then the host family must have information which will allow them to contact the teacher in charge at any time.

4. List of Participants

When a group of students leaves the school on an approved trip, a list of all students and staff in the group in each vehicle must be prepared, one copy of which will be left in the school office, and another copy to accompany the group.

PART VI - SAFETY REQUIREMENTS

1. The supervising teacher shall obtain relevant medical information about each student and also authorization to procure medical attention in the event of an emergency.
2. Parent/Guardians should be made aware that this medical information may be required for the health and safety of the students and that the information provided will be held in confidence. The teacher must then ensure that medical information is kept confidential.
3. Before any out-of-school program, the teacher must instruct the students in appropriate behaviour and safety procedures as well as any inherent dangers of the activity. The teacher(s) must show that the students have been carefully prepared and that the activity is appropriate to the age and physical/motor maturity of the participants.
4. For pupils who require medication, the routine parental consent form is to be completed and an adequate supply of medicine is to be secured.
5. Where there is instruction in High Care (e.g. water activities, skiing, etc.) activities, the instructor(s) must be certified personnel, and additional supervision must be provided by appropriate teaching personnel.

6. Water Safety

Water safety requires close and direct supervision at all times. Teachers must inform parents when the trip will include planned water activities.

7. Swimming and Water Activities including Rowing

Notwithstanding Year End Field Trips, recreation swimming is prohibited unless it is an integral part of the program. With the exception of Board sanctioned co-instructional rowing programs, and regattas, when students are in public or private pools, or natural bodies of water, the Principal shall designate, as adults in charge of the water safety, only individuals who have a valid and current lifeguarding certificate: Red Cross Safety: Bronze Cross - minimum qualifications.

*Ratios: 1:10 natural bodies of water
1:20 private pool*

In Public Pools, the appropriate Public Health By-Laws will prevail.

8. Year End Field Trips

Field trips that include water parks, public beaches, private pools, etc. are at the discretion of the Principal providing all safety and supervision guidelines are adhered to. O.P.H.E.A. Safety Services Package at opha.net

9. Non-Commercial/Recreational and Co-Instructional Boating

- Boating trips are generally to be organized only for secondary school students. Principals must obtain the prior approval of the Family of Schools' Superintendent of Education to plan a non-commercial/recreational boating trip. (See O.P.H.E.A. Safety Guidelines.)

*Ratios: 1:8 on a trip
1:10 water activities in a confined area with a clear overall view
and reasonable distance to craft*

- With the exception of Board sanctioned co-instructional rowing programs, and regattas, all students must wear a properly fastened M.O.T. approved life jacket or personal flotation device when in a boat or canoe.
- Instruction in boating, sailing and canoeing must be supervised by suitably qualified teachers or adults.
- It is the responsibility of the trip supervisor to ascertain that instructors in these activities are qualified according to current regulations.
- All students and adult supervisors must acquire at least minimum competency levels as determined by the qualified instructors before participating in a boating excursion.
- Prior to any boating, canoeing or rowing program, the swimming ability of each student must be ascertained. To be considered a swimmer the student must demonstrate to qualified personnel, (the skills outlined in the O.P.H.E.A. Safety Services Package) that he/she is able to:
 - Swim 100 ~~metres~~ meters;
 - Tread water for 5 minutes;
 - H.E.L.P. and huddle with P.F.D. on for 5 minutes
 - (H.E.L.P. = Heat Escape Lessening Position)
 - (P.F.D. = Personal Flotation Device)
- Field trips involving commercial ship, ferry or other boat cruises are not prohibited by this policy.

See O.P.H.E.A. Safety Services Package

10. Downhill Skiing/Snowboarding Trips or Co-Instructional Activities

Downhill Skiing/Snowboarding Trips are permitted only for Grade 4 to Grade 12 students. Principals are to ensure that adequate supervision is in place and that qualified instructors are available to provide the necessary training and instruction (See O.P.H.E.A. Safety Guidelines).

All students participating in a school sponsored ski/snowboarding trip will be required to provide and wear a Canadian Standards Association (CSA) properly fitted, snow sport certified ski helmet indicating the helmet is approved as a ski helmet specifically designed for skiing or snowboarding. (i.e. ASTM, CE, SNELL)

It is recommended that all staff and chaperones participating in a school-sponsored ski/snowboarding trip provide and wear a Canadian Standards Association (CSA) ski helmet indicating the helmet is approved as a ski helmet specifically designed for skiing or snowboarding.

For these activities, all equipment must be provided or rented by the participant.

Principals will ensure that prior to boarding a bus to depart on a ski trip or co-instructional activity, all students prove to the staff supervisor that (a) they are in possession of an approved ski helmet for their individual use or (b) show written proof that they have reserved an approved ski helmet at the ski resort.

Staff supervisors will record on a trip/activity list of participating students that the student is in possession of an approved ski helmet to wear at all times while skiing/snowboarding.

Students who are not in compliance with this requirement will be prohibited from participating in optional ski trips/co-instructional activities.

Parent/guardian approval letters for participation in ski/snowboarding trips or co-instructional activities will include the following acknowledgements signed by parents/guardians;

- that students will be skiing/boarding on their own, parents/guardians are to impress upon their child to follow all safety rules including wearing a properly certified and fitted ski/boarding helmet at all times while skiing/boarding
- that parents/guardians will provide their child with all certified safety equipment for the activity
- that skiing/boarding is a high-risk sport and students are accountable for their own safety
- that student consequences are in place for non-compliance which could include a revoking of a ski/boarding pass for the remainder of the season
- that the school nor the Board is responsible for any accident.

11. Procedures in Cases of Student Injury or Illness

- In the event of serious injury or illness to the student, the person nearest to the incident shall begin appropriate emergency action: ensure breathing, the stoppage of blood flow, ensure the injured student's comfort. This will include immediately notifying a person qualified in first aid. If the in-charge person is not present, this person shall be notified immediately and proper procedures initiated.
- The in-charge person shall establish and follow an emergency action plan.
- If the class is to be away from school for an extended period of time (overnight), the person in charge shall collect in advance the Health Card number for each student and a blanket approval for permission to seek medical attention is required.
- All teachers are encouraged to undergo training in first aid and C.P.R.

12. Additional Coverage

All Niagara Catholic District School Board students are encouraged to purchase the Accident Insurance Policy offered by the school board each September.

13. Health Insurance Out of Province

Because of the high cost of health services in other countries, parents must submit proof of an out-of-province health insurance policy which will cover children on a school tour out of the province.

14. If, as a result of discipline/safety concerns, a student is required to be sent home by the supervising teacher during an educational field trip, the school and or Board is not responsible for any cost incurred in transporting a student home. These students may be required to discontinue their journey and such persons shall not be entitled to a refund.

It is the responsibility of the student(s), parent(s) or guardian(s) to provide, or arrange for supervision of a student who is sent home by the supervisor in charge. All costs to provide for such supervision is incurred by the parent/guardian.

PART VII – SUPERVISION

1. Out-of-classroom programs are to be under the supervision of at least one teacher or, in unique situations, any Board employee or designate approved by the Principal. Where more than one person participates in out-of-classroom activities, the Principal shall designate one as the “in-charge” person. Principals shall ensure that all precautions for the safety, comfort and supervision of participating students are taken.
2. For most trips outside Canada or the continental United States, a minimum of ten (10) participating students are required for an overseas trip to be approved. Exceptions may be approved for participation in international co-instructional activities or events.
3. All trips outside Canada or the continental United States require a minimum of two (2) supervisors/chaperones recommended by the Principal, and approved by the Family of Schools’ Superintendent of Education.
4. The following minimum adult-to-student ratios are required. As soon as the number of students increases by one over the ratio, another supervisor **must** be added.

School Trips:

	<i>JK-K</i>	<i>Grade 1 to 6</i>	<i>Grade 7 & 8</i>	<i>Grade 9 to 12</i>
Walking Tours – One Day Trips	1:10	1:10	1:15	1:20
One Day Trips	1:10	1:10	1:15	1:20
Overnight Trips	N/A	N/A	1:10	1:15
Overnight Trips Outside Canada or the continental United States	N/A	N/A	1:10	1:14+1 additional supervisor

- The ratios for Walking Tours and One Day Trips may be modified at the discretion of the Principal to accommodate such events as sacramental preparation, liturgies, or the spontaneity of the teachable moment.
 - To accommodate the possibility of medical emergencies, at least two adults should accompany students for all overnight trips or arrangements made for students to join other school communities.
5. Principals shall ensure that a sufficient number of supervisors/chaperones accompany the students in order that the visit or field trip will be a safe and valid educational experience. Some circumstances will require additional instructional staff than others in order that the students obtain the maximum benefit from their excursion.
 6. Employees of the Niagara Catholic District School Board can participate and accompany students on approved education field trips, as appointed by the Principal, to act as a chaperone to meet supervision requirements.
 7. Individuals who are not employed by the Niagara Catholic District School Board and are requested by the Principal to serve as a chaperone/volunteer to meet the supervision requirements will require to produce, prior to being appointed as a chaperone/volunteer, a negative Criminal Background Check from the Niagara Regional Police Services, approval from the Family of Schools' Superintendent of Education and the school Principal.
 8. At a minimum, Vulnerable Sector checks will be required of all volunteers participating in overnight field trips which are approved by the school Principal and/or Senior Administrative Council.
 9. Principals are required to make approved chaperones/volunteers aware of their insurance coverage under this policy. Names of all staff and chaperone/volunteer supervisors must be recorded in order to protect them from liability for which the Board carries a liability policy to a limit of \$20,000,000.00.
 10. In determining supervision requirements, Principals shall ensure that;
 - the number of supervisors/chaperones comply with the adult-to-student ratios as indicated in Point Four (#4)
 - all staff beyond those organizing the overnight field trip or excursion are notified of the opportunity to supervise or chaperone the trip.
 - supervisors/chaperones maybe parent volunteers approved by the Principal to act as official school chaperones.
 - the selection of additional supervisors/chaperones will be recommended by the Principal after consultation with the Family of Schools' Superintendent of Education.
 11. If a program includes students of both genders, and extends overnight, then supervisors/ chaperones of both genders must accompany the trip. Under exceptional circumstances, the Family of School's Superintendent of Education may waive this provision, and parents/guardians will be notified of this documented exception, and a notation will be made on file.

12. Supervisors/chaperones that comply with this Board Policy and Guidelines participate free of charge. The costs associated with compliance will be recovered either through a combination of complimentary tickets and/or a surcharge to students.
13. Notwithstanding Point Eleven (#11), supervisors/chaperones approved by the Principal, after consultation with the Family of Schools' Superintendent of Education, may elect to participate in a trip by making a financial contribution to the cost of the trip equal to the amount paid by individual students. For example, trips that focus on Social Justice experiential learning.
14. All complimentary tickets provided by a travel company will be used to reduce the cost of travel of the number of supervisors/chaperones as required by these Administrative Guidelines. Additional complimentary travel tickets provided will be used to defray the cost of the students participating in the program.
15. Notwithstanding Point Thirteen (#13), additional supervisors/chaperones may receive financial assistance up to 25% of the cost of the trip.

The amount of financial assistance provided to additional supervisors is calculated by a combination of additional complimentary tickets and student surcharge.

For example:

36 participating students generates 6 complimentary tickets.
Based on these guidelines, 36 students require three (3) supervisors who travel free.
Therefore there are three (3) complimentary tickets remaining.

The Principal would inform staff that three (3) complimentary travel spaces are available with financial assistance up to 25% of the cost of the trip. The difference of the three (3) complimentary tickets would be used to defray the cost paid by students participating in the program.

16. For trips that do not involve complimentary tickets based on the number of students traveling, all approved chaperones/supervisors above the Board supervision ratio of 14.1 or 15.1, excluding the first two staff members supervising overseas trips, will be required to pay the same travel cost as each student.

PART VIII - TRANSPORTATION

1. General Considerations
 - While the Board does not recommend using private passenger vehicles to transport students to a school related activity, all staff members (administrators/teachers/support staff) or volunteer drivers must complete the [Volunteer Drivers - Authorization to Transport Students Form](#) and have authorization from the school Principal.
 - In the event that privately owned automobiles are used in the transportation of students, only fully-graduated licensed drivers authorized by the Principal shall be permitted to transport the pupils.
 - A passenger list containing the name of the driver and the names of each student in the vehicle must be made, with one copy provided to the driver of the vehicle, and one copy retained at the school. Only the students on the passenger list are permitted in the designated vehicle.
 - All parents/guardians of the students transported by volunteer drivers must be informed of the transportation arrangements and liability by providing a signed letter consenting to their son/daughter being transported by the approved volunteer driver. (Reference: [Request to Transport Student Consent Form](#))
 - When a school activity is completed, Principals will ensure that prior to the event, a student provides written permission from their parent/guardian to allow them to:
 - return to the school with the volunteer driver;
 - receive a ride home from another parent as identified on the permission letter; or
 - receive a ride home from an identified parent/guardian.
 - The Board cannot by law provide the automobile insurance for individuals and vehicles not owned by the Board. Principals are to ensure that persons using their own vehicles to transport students for extracurricular activities have a minimum auto insurance limit of \$1 million in the

event of an accident. A vehicle shall not be used to transport in excess of six passengers unless licensed under the Highway Traffic Act as a bus and the driver is licensed appropriately.

- Persons transporting students in private motor vehicles should be sure that their Automobile Public Liability Insurance coverage is valid and current and meets the Board's requirements. The Board, however, maintains an Excess Liability Insurance Policy, which covers all employees and volunteers who are transporting students within Canada and Continental United States on behalf of the Board to a combined limit of \$20,000,000.00. This policy comes into effect if a judgment arises against that employee or volunteer resulting from use of his vehicle and is in excess of the limit carried by the individual on his/her personal policy.
- It is expected that all parents/guardians of students being transported in Private Motor Vehicles have O.P.C.F. 44 Coverage with their own Insurance Policy.
- When a school group is staying in a remote area, teachers are advised to have a vehicle available for emergency transport of students, in the event of medical emergency, to the nearest appropriate Medical Facility.
- Where staff or parent volunteers provide transportation, a seat belt must be provided for each student and no reimbursement shall be provided.

2. Rental Vehicles

- Vehicles may be rented for student transportation to school board events.
- Vehicle rental is limited to 30 days or less. Rented vehicle use is for approved school board business only.
- Employees who rent vehicles in Ontario under their own name may be exposing their own insurance policies to a claim for any damage or injury which occurs while the vehicle is in their custody or control. The school board has purchased the OPCF 27 endorsement, in the event of a third party liability loss, the fleet policy is the primary coverage, therefore removing the exposure to an employee's personal policy, and transferring to the board's fleet policy. To avoid personal liability, the rental contract must clearly show the Niagara Catholic District School Board as the "renter." For example, Renter: Niagara Catholic District School Board, Name of School, Name of Teacher
- When vehicles are rented to transport students the Deductible Waiver or Collision Damage Coverage from the rental agency must be purchased. Without this coverage in place, when a vehicle is rented for board purposes, the primary liability coverage comes from the personal policy of the driver, whether it be an employee or a volunteer.
- In the event of an accident, contact the car rental agency immediately.

3. Air Travel

- Air Travel shall be arranged through properly licensed travel agencies or airlines.
- Students, staff, chaperones and supervisors must purchase cancellation insurance.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 24, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
VOLUNTEER DRIVER POLICY (302.4)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Volunteer Driver Policy (302.4), as presented.

Prepared by: Mark Lefebvre Superintendent of Education

Presented by: Mark Lefebvre Superintendent of Education

Date: February 24, 2015

	<p>VOLUNTEER DRIVERS POLICY</p> <p>STATEMENT OF POLICY</p>	<p>Section: 300 – Schools/Students</p> <p>No: 302.4</p> <p>Adopted: February 27, 2001</p> <p>Revised: June 16, 2009</p>
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In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~The Niagara Catholic District School Board~~ generally provides Board-approved transportation to students attending school-approved activities. However, it is acknowledged that, on occasion, upon ~~student/parent request~~ **upon Principal approval**, it is necessary to transport students in private **or rental** vehicles.

In such instances, it is understood that any volunteer driver transporting students to school-approved activities in private **or rental** vehicles have completed the Volunteer Driver-Authorization to Transport Students **F**orm and have been approved by the school Principal.

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

Reference:

- [**OPHEA: Ontario Safety Guidelines**](#)
- [**OSBIE: Board Insurance Carrier**](#)
- [**Ontario School Boards Insurance Exchange \(OSBIE\):Risk Management Advisory**](#)
- [**Niagara Catholic – Educational Field Trips Policy \(400.2\)**](#)
- [**Niagara Catholic - Volunteering in Catholic Schools Policy \(800.9\)**](#)

	VOLUNTEER DRIVERS POLICY ADMINISTRATIVE GUIDELINES	Section: 300 – Schools/Students
		No: 302.4
		Adopted: February 27, 2001
		Revised: June 16, 2009

The Niagara Catholic District School Board does not endorse students driving other students to school-approved activities. The following procedures have been established for the purpose of providing consistent directives relative to the transportation of students in private vehicles. It is understood that the procedures apply to all volunteer drivers, including staff.

When transportation is by private vehicle, the Principal/designate shall advise those volunteers requesting to transport students of the following;

1. Volunteer Drivers must have the minimum qualification to drive: the volunteer drivers must be fully licensed; having obtained a class "G" license - successfully completed a Level 2 - G2 Exit Test.
2. Persons transporting students in privately owned automobiles should be sure their Public Liability Insurance coverage is valid and current and meets the Board's requirement for non-owned auto insurance coverage. The Board, however, maintains the Excess Liability Insurance Policy, which covers all employees and volunteers who transport students within Canada and the Continental United States on behalf of the Board to a limit of \$20,000,000. This policy comes into effect if a judgment arises against that employee or volunteer resulting from use of his /her vehicle and is in excess of the limit carried by the individual on his/her personal policy.
3. The Volunteer Drivers-Authorization to Transport Students must be fully completed and returned to the school and submitted to school Principal.
4. Parents of students transported to school-approved events by school-approved volunteer drivers must be informed of this and sign the Transport Student Consent Form which lists dates, activity, destination, departure/return times and the name of volunteer driver.
5. A passenger list for each vehicle will be provided to the main office prior to departure. A second list will be kept by the teacher in charge.
6. A vehicle shall not be used to transport in excess of six passengers and a seat belt must be provided for each student.
7. ~~No reimbursement shall be provided.~~
7. **Rental Vehicles**
 - Vehicles may be rented for student transportation to school board events.
 - Vehicle rental is limited to 30 days or less. Rented vehicle use is for approved school board business only.
 - Employees who rent vehicles in Ontario under their own name may be exposing their own insurance policies to a claim for any damage or injury which occurs while the vehicle is in their custody or control. The school board has purchased the OPCF 27 endorsement, in the event of a third party liability loss, the fleet policy is the primary coverage, therefore removing the exposure to an employee's personal policy, and transferring to the board's fleet policy.

DRAFT

To avoid personal liability, the rental contract must clearly show the Niagara Catholic District School Board as the “renter.” For example, Renter: Niagara Catholic District School Board, Name of School, Name of Teacher

- When vehicles are rented to transport students the Deductible Waiver or Collision Damage Coverage from the rental agency must be purchased. Without this coverage in place, when a vehicle is rented for board purposes, the primary liability coverage comes from the personal policy of the driver, whether it be an employee or a volunteer.
- In the event of an accident, contact the car rental agency immediately.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REQUEST TO TRANSPORT STUDENT CONSENT FORM

427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1 TELEPHONE (905) 735-0240 FAX (905) 735-9710

This information is being collected under the Authority of The Education Act, R.S.O. 1990, c.E2 and will be used for the purposes of obtaining consent to transport a student. Questions about this collection should be directed to the Superintendent of Education, Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240

To have your son or daughter transported in a private vehicle to a school event by Principal authorized voluntary drivers, parents/guardians must sign this request form. This form permits a voluntary driver to transport your son/daughter to the designated location(s) on the dates and times attached to this form. The volunteer drivers have been authorized by the school Principal to transport students in a private vehicle with your approval.

Parents/guardians must be aware that in the event of an accident, under no-fault insurance your own automobile insurance policy will be the first coverage used to recover claims made regarding your own child. It is expected that all parents/guardians of students being transported in Private Motor Vehicles have O.P.C.F. 44 Coverage with their own Insurance Policy and questions on coverage be directed to personal insurance carriers. The Board however, maintains the Excess Liability Insurance Policy, which covers all employees and volunteers who are transporting students within Canada and Continental United States on behalf of the Board to a limit of \$20,000,000. This policy comes into effect if a judgment arises against that employee or volunteer resulting from use of his vehicle and is in excess of the limit carried by the individual on his/her personal property.

SCHOOL _____

ACTIVITY _____

STUDENT'S NAME _____

DATE	DESTINATION	DEPART	RETURN	METHOD OF TRAVEL

CONSENT

I, _____ consent that _____
please print your name *please print student name*

be transported to the school activities attached to this form.

Parent/Guardian signature: _____

Date: _____

VOLUNTEER DRIVERS - Authorization to Transport Students

SUMMARY OF INSURANCE

(1) Volunteer Supervisors on School Premises

The school board's Liability insurance policy protects both staff and volunteers who are working within the scope of their duties for the board. This coverage responds to law suits that are brought against staff or volunteers who are supervising school events and provides protection up to \$20 million for each occurrence.

(2) Volunteer Drivers for School Activities

Ontario legislation makes automobile insurance compulsory in the Province of Ontario. The same legislation makes the owner's insurance primary coverage in the event of an accident – in other words, the insurance carried on the vehicle responds first.

If a vehicle which is not owned by the school board is being operated by a volunteer or any other board employee for approved school activities, the board's Non-owned Automobile Insurance endorsement will respond to third Party Liability claims in **excess** of the owner's insurance limit up to a total combined limit as stated in the Non-owned Auto policy.

There is no coverage provided by the school board's insurance for damage to volunteer's or employee's vehicles while they are being operated for board activities.

According to Provincial legislation, passengers who are injured would recover Accident Benefits coverage from their own or a parent's automobile policy. In the absence of a personal or family automobile policy, the passenger would then be eligible to recover benefits from the insurance policy covering the vehicle in which they were riding.

(3) Personal Automobile Insurance Coverage

For the personal protection of volunteer drivers, it is recommended that drivers carry a minimum of \$1 million of Third Party Automobile Liability insurance. Volunteers and board employees who use their personal vehicles for transporting students to school activities should advise their insurance carrier.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

VOLUNTEER DRIVERS - Authorization to Transport Students

427 RICE ROAD, WELLAND, ONTARIO, L3C 7C1 TELEPHONE (905) 735-0240 FAX (905) 735-9710

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of The Education Act., c. 129, s. 60 and will be used for the purposes of determining suitability of volunteer drivers. Questions about the collection of this information should be directed to the Superintendent of Education, Niagara Catholic District School Board

This will authorize _____
name of teacher or other volunteer driver (except student drivers - see Policy 302.4)

1. To transport students participating in the events listed on the attached school schedule
- or**
2. To transport students participating in the following school activity:

DATE	SCHOOL NAME	PRINCIPAL'S SIGNATURE
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VEHICLE INFORMATION

MAKE	YEAR	LICENCE #
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All "Trip Drivers" including Volunteer Drivers are advised that, in order to bring into effect the Board's Excess Liability insurance, they should:

- a. Use a licensed automobile which carries valid third-party liability insurance as required under Legislation in the Province of Ontario;
- b. Provide the Board prompt written notice, with all available particulars, of any accident arising out of the use of a licensed automobile during a trip on business of the Board;
- c. Be aware that the Board's excess liability insurance comes into effect **only** after the "Trip Drivers" insurance has been exhausted, to a combined total of \$20,000,000;
- d. Be aware that any change to the volunteer's vehicle, the cost of any insurance deductible or premium adjustment as the result of an accident while the vehicle is being used on board-related business is **NOT** covered by the school board's Excess Automobile Liability insurance.

Note: *A "Trip Driver" is defined as any person (except a student driver) authorized by the Board, who has agreed to be a driver for a certain trip while they are driving their own or another licensed automobile; to include trustees, employees, teachers, parents, volunteers and officials of the Board.

DECLARATION TO BE SIGNED BY DRIVER

I declare that I hold an unrestricted driver's license and am authorized to drive in Ontario, and my vehicle is insured by a valid automobile liability insurance policy as required by Ontario law.

I declare that the vehicle described above is mechanically fit and that there are seat belts in working condition for all passengers.

SIGNATURE OF DRIVER	DATE
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DECLARATION TO BE SIGNED BY OWNER OF VEHICLE

(If volunteer driver does not own vehicle)

I declare that I have authorized _____ to drive my vehicle to transport students participating in the school event(s) listed on this form.

I declare that he/she holds an unrestricted driver's license, is authorized to drive and is insured as an operator under the vehicle's liability insurance.

I declare that the vehicle described above is mechanically fit and that there are seat belts in working condition for all passengers.

SIGNATURE OF OWNER OF VEHICLE (if volunteer driver does not own the vehicle)	DATE
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VOLUNTEER DRIVERS - Authorization to Transport Students

SUMMARY OF INSURANCE

(1) Volunteer Supervisors on School Premises

The school board's Liability insurance policy protects both staff and volunteers who are working within the scope of their duties for the board. This coverage responds to law suits that are brought against staff or volunteers who are supervising school events and provides protection up to \$20 million for each occurrence.

(2) Volunteer Drivers for School Activities

Ontario legislation makes automobile insurance compulsory in the Province of Ontario. The same legislation makes the owner's insurance primary coverage in the event of an accident – in other words, the insurance carried on the vehicle responds first.

If a vehicle which is not owned by the school board is being operated by a volunteer or any other board employee for approved school activities, the board's Non-owned Automobile Insurance endorsement will respond to third Party Liability claims in **excess** of the owner's insurance limit up to a total combined limit as stated in the Non-owned Auto policy.

There is no coverage provided by the school board's insurance for damage to volunteer's or employee's vehicles while they are being operated for board activities.

According to Provincial legislation, passengers who are injured would recover Accident Benefits coverage from their own or a parent's automobile policy. In the absence of a personal or family automobile policy, the passenger would then be eligible to recover benefits from the insurance policy covering the vehicle in which they were riding.

(3) Personal Automobile Insurance Coverage

For the personal protection of volunteer drivers, it is recommended that drivers carry a minimum of \$1 million of Third Party Automobile Liability insurance. Volunteers and board employees who use their personal vehicles for transporting students to school activities should advise their insurance carrier.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 24, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
VOLUNTEER RECOGNITION POLICY (800.4)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Volunteer Recognition Policy (800.4), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 24, 2015

	VOLUNTEER RECOGNITION POLICY STATEMENT OF POLICY	Section:	800 – School and Community Councils
		No:	800.4
		Adopted:	April 24, 2007
		Revised:	April 1, 2008

In keeping with the Mission, Vision and Values, the Niagara Catholic District School Board recognizes and values the positive contribution that individuals make while volunteering in our Catholic school communities, committees and organizations. Their valued increases learning opportunities for our students and assists staff in the wide range of activities they provide for our students.

~~A volunteer is an individual who, with the approval of the Principal and/or board staff, agrees to undertake, without pay, designated task which supports the learning and/or the improvement of student welfare within a classroom, a school or in a system wide setting. The volunteer being recognized is an individual who has made a meaningful contribution at the time of his/her nomination.~~ With approval from the authorized administrator, Niagara Catholic volunteers undertake, without pay, assigned tasks that support and enhance the mission, vision and values of the Board.

Annually, administrators will be invited to select volunteers to be recognized at a celebration hosted by the Board. Volunteers will be recognized for making a positive, meaningful and significant contribution to a school and/or the Board. Through their spirit of volunteerism, they help in building a strong Catholic identity and community that nurtures the distinctiveness of Catholic education and advances student achievement.

~~Through this policy the Board celebrates the meaningful involvement of our volunteers in the improvement of student achievement. This policy builds on the recognition which is bestowed upon the volunteers at the school level. To this end, the Niagara Catholic District Board shall recognize, on an annual basis, individuals who have made a significant contribution in support of the Board's mission statement.~~

The Director of Education will ~~shall~~ issue Administrative Guidelines for the implementation of this Policy. ~~in support of the Volunteer Recognition Policy.~~

~~(The Volunteer recognition program takes effect, September 2007)~~

References:

Volunteering in Catholic Schools Policy – 800.9

	VOLUNTEER RECOGNITION POLICY ADMINISTRATIVE GUIDELINES	Section:	800 – School and Community Relations
		No:	800.4
		Adopted:	April 1, 2008
		Revised:	

~~Annually~~, Each year the Director of Education or designate will invite ~~administrators~~ principals to submit the names of volunteers in their school community to be recognized for their contributions ~~at an event hosted by the Niagara Catholic District School Board~~. The recognition will be planned to be on an annual basis and it shall be organized at a centralized location.

1. ~~Principals~~ ~~Annually~~, ~~administrators~~ will complete the Volunteer Recognition Form (Appendix A) when submitting the name(s) of volunteers being recognized. ~~The names of volunteers being submitted are at the discretion of the principal. The principal can nominate a volunteer on more than one occasion.~~
2. ~~Administrators can nominate the same volunteer(s) annually.~~ The same volunteer may be nominated annually.
3. ~~Administrators shall~~ Principals are encouraged to consult with staff, ~~the Chair of the Catholic School council, committee or organization~~ Catholic School Council members and members of the school community when ~~selecting the name(s) of the volunteer for the annual recognition.~~ ~~submitting names of volunteers.~~
4. ~~When possible,~~ ~~Ordinarily,~~ the annual ~~this~~ Niagara Catholic Volunteer Recognition Celebration ~~recognition~~ will occur during National Volunteer Appreciation Week, ~~which is celebrated nationally during mid April.~~
5. ~~With their permission~~ ~~Volunteers~~ recognized at the annual Niagara Catholic Volunteer Recognition Celebration will be acknowledged through the Board website and social media communications. ~~The Niagara Catholic District School Board will also acknowledge the work of the volunteers publicly through an advertisement in the local newspapers and the Board's website.~~



VOLUNTEER RECOGNITION FORM

SCHOOL: _____

First Name	Last Name

Principal Attending


Vice-Principal Attending

Volunteers have provided permission to be acknowledged through the Board website and social media communications.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 24, 2015**

**TITLE: POLICIES – PRIOR TO VETTING
ADMISSION OF ELEMENTARY & SECONDARY STUDENTS
(301.1)**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: February 24, 2015

	ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS POLICY	Section:	300 – Schools/Students
		No:	301.1
STATEMENT OF POLICY		Adopted:	February 24, 1998
		Revised:	February 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic embraces the opportunities and challenges of providing a learning environment in which the teachings of Christ and the Catholic faith provide a distinctive Catholic education for all students within its jurisdiction.

The Board, in cooperation with the Bishop, pastors/priests and the parent/guardian community, fosters the spiritual growth of all students enabling them to become responsible citizens, who give witness to Catholic social teachings by promoting peace, justice and sacredness of human life.


The purpose of this policy is to provide direction on the process for admission of students to the elementary and secondary schools of the Niagara Catholic District School Board.

Therefore, upon approval, any student within the Niagara Region, electing to attend a Niagara Catholic elementary or secondary school may attend with the understanding that they respect the environment and traditions of Catholic Education, and the expectations of the Niagara Catholic District School Board.

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

References:

- [*Education Act, Section 33 \(3\), 1997*](#)
- [*Ontario Catholic School Graduation Expectations*](#)
- [*Immigration and Refugee Protection Act \(Canada\)*](#)
- [*Aboriginal Affairs and Northern Development Canada*](#)
- [*International Exchange Student-Ontario \(ISE\)*](#)
- ***Niagara Catholic Policies:***
 - [*Niagara Catholic - Attendance Areas Policy \(301.3\)*](#)
 - [*Niagara Catholic - Ontario Student Record: Policy No. \(301.7\)*](#)
 - [*Niagara Catholic-Code of Conduct Policy \(302.6.2\)*](#)
 - [*Niagara Catholic - Safe Schools Policy No. \(302.6\)*](#)
 - [*Niagara Catholic - Student Transportation Policy \(500.2\)*](#)
 - [*Niagara Catholic - Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students Policy No. \(301.9\)*](#)

	ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS POLICY ADMINISTRATIVE GUIDELINES	Section: 300 – Schools/Students
		No: 301.1
		Adopted: February 24, 1998
		Revised: February 26, 2013

The provisions of the Education Act, along with other relevant legislation and Board policies, shall determine admission to elementary and secondary schools in the Niagara Catholic District School Board.

- i. Elementary and secondary students shall be admitted to the geographically designated home school.
- ii. The residential address of the parent(s)/guardian(s) of a student or ~~where applicable~~ adult student will determine the designated home school.
- iii. The Principal/Vice-Principal, in consultation with the parent(s)/guardian(s) or ~~where applicable~~ adult student is responsible for placing the student in the most appropriate program. ~~Where applicable, student transferring from outside of Ontario may be granted a course equivalency in accordance with authority granted by the Ministry of Education.~~
- iv. Elementary and secondary students are expected to fully participate in required instructional classes including religious education and family life programs and faith life activities.
- v. Elementary and secondary students shall be granted transportation in accordance with the Student Transportation Policy No. 500.2.

1. ~~ADMISSION REQUIREMENTS-ELEMENTARY AND SECONDARY~~

Early Learning Kindergarten Program (ELKP Year One)

~~In a school where the Early Learning Kindergarten Program (ELKP) has been implemented, student shall be admitted on the first day of school in September provided that they reach the age of four (4) on, or before December 31, in that same calendar year.~~

Junior Kindergarten

~~A student shall be admitted to Junior Kindergarten on the first day of school in September provided that they reach the age of four (4) on, or before December 31, in that same calendar year.~~

Senior Kindergarten

~~A student shall be admitted to Kindergarten on the first day of school in September provided that they reach the age of five (5) on, or before December 31, in that same calendar year.~~

~~Note: A student currently registered in an Early Learning Kindergarten Program (year one) or Junior Kindergarten are not required to register for the Early Learning Kindergarten Program (year two) or Senior Kindergarten Program. Placement will be processed by the school unless otherwise notified by the parent(s)/guardian(s).~~

Grade One

~~A student shall be admitted to Grade One (1) on the first day of school in September provided that they reach the age of six (6) on, or before December 31, in that same calendar year.~~

2. ELEMENTARY AND SECONDARY ADMISSION NON-CATHOLIC

Elementary School Admission Non-Catholic

For a parent(s)/guardian(s) requesting to register a student in a Niagara Catholic elementary school, who is not eligible to direct their school support to the Catholic Board, it is expected that compliance with the Admission of Elementary and Secondary Students Policy be followed.

The admission of a non-Catholic ratepayer's student will require the recommendation from the school Principal/Vice-Principal in consultation with, and the approval of, the Family of Schools' Superintendent of Education.

Parent(s)/Guardian(s) have the responsibility to notify the school of changes regarding biographical information.

Secondary School Admission Non-Catholic

A parent(s)/guardian(s) or ~~where applicable~~ adult student requesting admission to a Niagara Catholic secondary school, and who is not eligible to direct their school support to the Catholic Board, shall make application to the Principal/Vice-Principal of the Catholic secondary school.

Principals/Vice-Principals will ensure that all students attending a Niagara Catholic secondary school will:

- i. successfully achieve a credit in Religious Education for every year of attendance, up to graduation (total of four (4) Religious Education Credits),
- ii. participate fully in the faith life activities of the Catholic secondary school, and
- iii. respect the environment and traditions of Catholic Education and the expectations of the Niagara Catholic District School Board.

~~Religious Education Credits and~~ Elementary and Secondary Graduation Ceremonies

~~Achievement of Religious Education credits and participation in faith life activities are criteria for all students to participate in faith-based graduation ceremonies. This expectation is to fulfill the Ontario Catholic School Graduate Expectations as endorsed by the Niagara Catholic District School Board for all graduates.~~

Students who qualify for graduation will be invited by the Principal to participate in faith-based elementary or secondary Catholic graduation ceremonies providing they meet all of the Ministry of Education, Board and school-based graduation expectations. The expectations include, but are not limited to, participation in religious education and faith life activities, being a student in good standing and fulfilling the Ontario Catholic School Graduate Expectations as endorsed by the Niagara Catholic District School Board.

3. REQUIRED DOCUMENTATION: ELEMENTARY AND SECONDARY

Responsibility of Parent(s)/Guardian(s) or adult student

It is the responsibility of the parent(s)/guardian(s) or ~~where applicable~~ adult student to complete the required Niagara Catholic District School Board Admission Forms (where applicable):

- [*Elementary Student Registration Form-Appendix A*](#)
- [*Secondary Student Registration Form-Appendix B*](#)
- [*Consent for Release of Information-Appendix C*](#)
- [*Application for Direction of School Support-Appendix D*](#)
- [*Roman Catholic School Assessment Lease-Appendix E*](#)
- [*Request for Admission Form \(Non-Catholic/Out-of-Boundary\)-Appendix F*](#)

- [Confirmation of Pupil Eligibility for English as a Second Language/Literacy Development Funding-Appendix G](#)
- [International Student Application Form-Appendix H](#)
- [Renewal International Student Application Form-Appendix I](#)
- Completion of the Niagara Region Public Health Confidential Student Immunization Form (provided by the school)

In addition, it is the responsibility of the parent(s)/guardian(s) or ~~where applicable~~ adult student to provide original documentation or a copy certified as original (where applicable) for the following:

- Proof of age: Birth Certificate, Statement of Live Birth or Passport
- A Roman or Eastern Rite Catholic Baptismal Certificate. If the student has not been baptized, the student may be admitted if one (1) parent can provide a Roman/Eastern Rite Baptismal Certificate. If necessary, a letter from a pastor certifying that the child or parent/guardian has been baptized in the Roman or Eastern Rite will be accepted in lieu of a Baptismal Certificate. Ontario Health Card
- Immunization Record or Statement of Conscience or Religious Belief Affidavit
- Proof of Immigration Status
- Court Order
- International Student Letter of Confirmation

Note: Staff is to ensure that the Niagara Catholic Registration Checklist (internal use only) and copies of all relevant registration documents are placed in the student's OSR.

4. ATTENDANCE AREA EXCEPTIONS

In accordance with the Education Act, the Niagara Catholic District School Board has established boundaries for student attendance.

If, parent(s)/guardian(s) request to register a student or were applicable an adult student in a Niagara Catholic school other than their home school, it is expected that the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy are followed.

Approval for an Out-of-Boundary admission request will require a recommendation from the Principal/Vice-Principal in consultation with, and the approval of the Family of Schools' Superintendent of Education. **Permission to attend will remain in effect for the duration of a student's attendance at the school, unless otherwise notified by the Principal of the school and approved by the Family of Schools' Superintendent of Education.**

Transportation for an approved Out-of-Boundary admission request shall be the sole responsibility of the parent(s)/guardian(s) or ~~where applicable~~ adult student.

Approved attendance area exceptions are for the identified school boundaries at the time of the approval. Any changes which occur to the attendance area boundaries may require attendance area exceptions for those families currently registered to attend the school within the boundaries of their residence.

Parent(s)/Guardian(s) or ~~where applicable~~ adult student have the responsibility to notify the Principal/Vice-Principal of changes to their residency status and/or circumstances for the initial attendance area exception request.

Approval for Out-of-Boundary requests will not be granted into:

- Schools identified by Board motion
- Schools at or above on-the-ground capacity (no surplus space) **unless there is available childcare.**

Any exemptions to these specific exceptions will require the approval of the Principal, the Family of Schools' Superintendent of Education and Senior Administrative Council:

- Out-of-Boundary approval will be granted with admission into a Board approved academic program that is not offered at the student's home school.
- Unless otherwise approved, transportation for an Out-of-Boundary Board approved academic program that is not offered at the student's home school shall be the sole responsibility of the parent(s)/guardian(s) or ~~where applicable~~ adult student.

5. NON-RESIDENT OF CANADA (VISA) STUDENT

The designated Superintendent of Education may approve the admission of a non-resident student in accordance with the Education Act. Such approval shall be reviewed annually.

- The student must obtain approval from the designated Superintendent of Education prior to admission into any school.
- The International Student Application form must be completed. Prior to admission into any school, a Visa student will be provided with a letter from the designated Superintendent of Education confirming attendance.
- A Visa student shall be charged the fee determined by the Board.

6. RESIDENTS OF ONTARIO BUT OUTSIDE OF THE NIAGARA REGION

Parent(s)/Guardian(s) or ~~where applicable~~ adult student who reside in Ontario, but outside of the Niagara Region, may request to register a student in a Niagara Catholic District School Board school in compliance with the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy.

A student, whose legal residence is outside the jurisdiction of the Niagara Catholic District School Board, but within Ontario requesting admission to a school under the jurisdiction of the Board, may have fees paid by the resident Board. Such a request is to be accompanied by a statement from the resident Board indicating fees will be paid on behalf of the student. Where fees are not paid, approval must be obtained from the Director of Education and are reviewed on an annual basis.

7. EXCHANGE STUDENTS

A student approved, as an Exchange Student will participate in reciprocal, school-based programs, provided in co-operation with the Canadian School Authorities and the foreign exchange partners of the International Student Exchange-Ontario (ISE) in compliance with the Admission of Elementary and Secondary Students' Policy.

8. STUDENTS WITH IMMIGRATION DOCUMENTS

A student identified as a: Non-Landed Immigrant, Permanent Resident, Refugee, Work Permit, or Diplomatic Status, will be admitted in accordance to the Ontario Education Statutes and Regulations, following Immigration Canada Laws and procedures, and in compliance with the Admission of Elementary and Secondary Students' Policy.

A Principal/Vice-Principal who receives immigration documents from a student applying for admission will review the documents for eligibility and request completion of the Confirmation of Eligibility Form. The Principal/Vice-Principal will ensure that the information is completed according to the immigration documents provided.

9. ABORIGINAL PEOPLES

A student identified as Aboriginal Peoples will be admitted in accordance with the Aboriginal Affairs and Northern Development Canada, the Ontario Education Statutes and Regulations, and in compliance with the Admission of Elementary and Secondary Students' Policy.

10. EXPELLED STUDENTS

An expelled student will be referred to the Family of Schools' Superintendent of Education, who in consultation with the Principal/Vice-Principal, parent(s)/guardian(s)/student or where applicable adult student will determine an appropriate placement recommendation.

~~11.~~ EXTENUATING CIRCUMSTANCES

A request for school admission which has extenuating and/or compelling family circumstances shall be submitted in writing to the Family of Schools' Superintendent of Education for consideration.

~~12.~~ ADMISSION APPEALS

Parents/guardians may appeal an admission decision in writing to the Family of Schools' Superintendent who will present the appeal to Senior Administrative Council. The decision of Senior Administrative Council will be communicated to the parents/guardian by the Family of School's Superintendent of Education.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 24, 2015**

**TITLE: POLICIES – PRIOR TO VETTING
PROGRESSIVE STUDENT DISCIPLINE – SAFE SCHOOLS
(302.6.9)**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: February 24, 2015

	PROGRESSIVE STUDENT DISCIPLINE POLICY STATEMENT OF POLICY	Section:	300 – Schools/Students
		No:	302.6.9
		Adopted:	February 1, 2008
		Revised:	April 27, 2010

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to building and promoting appropriate and positive student behaviour that contributes to and sustains a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full academic and spiritual potential. ~~endorses the principle of progressive discipline in support of a safe learning and teaching environment in which every student can reach his or her full potential. Appropriate action must consistently be taken by school personnel to address behaviours that are contrary to Provincial and Board Codes of Conduct.~~

The Niagara Catholic District School Board acknowledges that inappropriate student behaviour, including bullying must be addressed by all staff. Progressive discipline is a whole-school approach which involves all members of the school community and utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that build skills for healthy relationships and promote and foster learning opportunities and positive behaviours. At times students may act inappropriately or impede the rights of others; therefore, in some circumstances a suspension or an expulsion may be required.

Each school of the Niagara Catholic District School Board shall implement school wide progressive discipline procedures consistent with current legislation and Board policies.

~~The Provincial Code of Conduct, the Niagara Catholic District School Board Code of Conduct, the Education Act and all applicable laws, statutes and regulations under the Act and all current legislation, together with the Board's policies create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils.~~

~~When dealing with identified exceptional students the Board and School administrators must consider all mitigating and other factors as required by the Education Act and as set out in current legislation. Pursuant to the Education Act, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent. This policy does not detract from the duty. A principal may delegate some disciplinary responsibilities to a vice principal and/or teacher of the school in accordance with the Education Act, Ministry of Education policies and Board procedures.~~


~~Before applying disciplinary measures, the Principal/designate and Disciplinary Hearing Committee of the Board shall consider the potentially discriminatory impact of disciplinary decisions on pupils protected by the Human Rights Code, including but not limited to race and disability, and whether or not accommodation is required.~~

~~Progressive Student Discipline is a school wide approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. Each school is required to develop and implement school wide progressive discipline procedures, consistent with current legislation, relevant board policies and administrative guidelines.~~

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

References:

- [*Bill 157: An Act to amend the Education Act*](#)
- [*Regulation 472/07: Behaviour, Discipline and Safety of Pupils*](#)
- [*Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour*](#)
- [*Ontario Human Rights Code*](#)
- [*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 Suspension Policy \(302.6.4\)*](#)
 - [*Niagara Catholic- Student Expulsion Policy \(302.6.5\)*](#)
 - [*Niagara Catholic- Bullying Prevention and Intervention Policy \(302.6.8\)*](#)

	<p style="text-align: center;">PROGRESSIVE STUDENT DISCIPLINE POLICY</p> <p style="text-align: center;">ADMINISTRATIVE GUIDELINES</p>	Section:	300 – Schools/Students
		No:	302.6.9
		Adopted:	February 1, 2008
		Revised:	April 27, 2010

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

A positive school climate exists when, all members of the school community feel safe, included and accepted, which promotes positive behaviours and interactions. Programs and activities that focus on the building of healthy relationships, a safe, inclusive and accepting learning environment, faith and character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities or events.

A positive school climate also includes the participation of parents/guardians, the school community and the broader community to ensure all members of the school community are welcome, respected, and valued, and all students are supported in their learning and inspired to succeed in a culture of high expectations for learning.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members ~~who work directly with pupils on a regular basis, including but not limited to, administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, shall,~~ in accordance with Board procedures, **shall/must** respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate ~~or for which a suspension or expulsion may be imposed,~~ which they have observed or heard during the course of their duties or otherwise while on school property or during a school related **activity or event.**

An appropriate response by staff to an incident may include, but is not limited to:

- Asking a student to stop the inappropriate behaviour;
- Naming the type of behaviour and explaining why it is inappropriate and/or disrespectful;
- Asking the student to correct the behaviour (e.g. to apologize for a hurtful comment); and
- Responding for the safety of the student and others

Positive Preventative Practices

~~In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.~~

Preventative practices include:

- ~~Anti bullying and violence prevention programs;~~ **Bullying and Prevention and Intervention Programs**
- **Faith and** character education;
- Citizenship development;
- ~~Healthy lifestyles;~~
- Mentorship programs;
- ~~Human Rights strategy pursuant to PPM 119~~

- Promoting healthy student relationships **and lifestyles**
- Student leadership; ~~and~~
- Student success strategies;

Behaviour Management Practices

~~Positive~~ Behaviour management practices include:

- **Behaviour Management Plans and Safety Plans;**
- Class placement;
- Conflict resolution / Dispute resolution;
- Individual, peer and group counselling;
- Mentorship programs;
- Positive encouragement and reinforcement;
- Program modifications or accommodations;
- Promotion of healthy student relationships **and lifestyles**
- School, Board and community support programs; ~~and~~
- Sensitivity programs;
- Student success strategies.

~~The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences. In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and PPM 145, will be applied, if appropriate.~~

Early and Ongoing Intervention Strategies

~~Early~~ **intervention strategies** ~~allow schools to~~ support students in learning and adopting appropriate responses to events and circumstances that trigger disrespectful or illegal behaviour that could result in suspension or possible expulsion from school.

Early interventions are opportunities for students to self-assess and self-regulate with support from both the school and home.

An early intervention strategy may include, but is not limited to:

- **Contact and ongoing communication** with the ~~pupil's~~ **student's** parents/guardians;
- ~~Oral~~ **Verbal** reminders;
- Review of expectations;
- Written work assignment with a learning component **that requires reflection;**
- Volunteer service to the school community;
- Peer mentoring;
- Referral to counselling;
- Conflict mediation and resolution; **and/or consultation**
- ~~Consultation.~~

Ongoing intervention strategy may include, but is not limited to:

- **meeting with the student's parents/guardians**
- **requiring the student to perform volunteer service in the school community**
- **conflict mediation**
- **peer mentoring**
- **sensitivity program**
- **safety plans**
- **a referral to counselling**

Progressive Discipline Strategies for Addressing Inappropriate Behaviour

Principals and staff will consider the following to address inappropriate behaviour:

- the particular student and circumstances
- the nature and severity of the behaviour
- the impact on the school climate, including the impact on student or other individuals in the community

When inappropriate behaviour occurs, schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate and should include opportunities for students to focus on improving behaviour. Consequences for inappropriate behaviour may include, but is not limited to:

- Meeting with the ~~pupil's~~ **student's** parent(s)/guardian(s), ~~pupil~~ **student** and principal;
- Referral to a community agency for anger management or substance abuse counselling;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; ~~and/or~~ **transfer**
- ~~Transfer~~

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

Victims of Serious Student Incidents

The Board supports ~~pupils~~ **students** who are victims of serious incidents of ~~pupil behaviour~~. ~~causing harm contrary to the Provincial, Board, and school Codes of Conduct.~~ The Principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a ~~pupil~~ **student** who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control.

If a Principal decides not to notify 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.

~~and where the principal is NOT aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.~~

The Board shall ensure that Principals develop appropriate plans to protect the victim and will communicate to parents/guardians of victim's information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim.

~~Progressive discipline is considered to be a school-wide approach utilizing a continuum of interventions, supports and consequences to address inappropriate student behaviour. Interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (I.E.P.) and/or his/her demonstrated abilities. Schools should use a wide range of interventions and consequences to reinforce positive behaviour and to help students better understand the consequences of their choices.~~

Mitigating and Other Factors

Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code ~~as well as inappropriate sexual behaviour~~. The Board authorizes Principals, or their delegates, to impose consequences in appropriate circumstances. ~~up to and including a referral to the Disciplinary Hearing Committee of the Board for expulsion from all schools.~~

~~Mitigating and other factors including expectations documented in a student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports and consequences in order to reinforce positive behaviours and help students make good choices.~~

~~Mitigating factors must be considered by the Board principals in determining the consequence of inappropriate student behaviour, and, where appropriate, begin the intervention at the lower end of the consequence spectrum. Parents are to be actively engaged in the approach.~~

~~Principals in determining the consequence will consider:~~

- ~~1. whether the student has the ability to control his or her behaviour~~
- ~~2. whether the student has the ability to understand the foreseeable consequences of his or her behaviour~~
- ~~3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school~~
- ~~4. the student's academic, discipline and personal history~~
- ~~5. whether a progressive discipline approach has been used with the student~~
- ~~6. whether the activity for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason~~
- ~~7. how the discipline would affect the student's ongoing education~~
- ~~8. the age of the student~~
- ~~9. where the student has an Individual Education Plan (IEP) or disability related needs,
 - ~~i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;~~
 - ~~ii. whether appropriate individualized accommodation has been provided; and~~
 - ~~iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct.~~~~

10. other matters as the Principal considers appropriate.

Delegation of Authority – Regarding Student Discipline

~~It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including but not limited to, administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.~~

~~The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.~~

Vice Principals

~~Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student and suspensions for more than 5 school days.~~

Teachers

~~Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/or expulsion.~~

~~A teacher may be delegated limited authority to contact the parent of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.~~

~~The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.~~

~~If the teacher is not clear on whether to call the parent or guardian the teacher should contact the principal or supervisory officer for direction. The principal or vice principal will follow up with the parent as soon as possible.~~

Early and Ongoing Intervention Strategies

~~Early Intervention Strategies allow schools to support students in learning and adopting appropriate responses to events and circumstances that trigger disrespectful or illegal behaviour that could result in suspension or possible expulsion from school. Early interventions are opportunities for students to self-assess and self-regulate with support from both the school and home.~~

~~Ongoing Intervention Strategies provide a more structured approach to supporting the student through loss of privileges, parent meetings, behaviour intervention plans, conflict mediation, and restorative justice, referral to more direct school or system staff with possible involvement of outside counselling agencies. Referrals may be for issues such as, but not limited to anger management or substance abuse. In determining the most appropriate individualized intervention strategy the principal must consider the mitigating factors surrounding the student and the particular incident as well as how it impacts the climate of the school.~~

~~A teacher or the principal or designate, as appropriate, may utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours.~~

~~These may include:~~

~~Positive Practices~~

~~In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.~~

~~Preventative practices include:~~

- ~~• Human Rights strategy pursuant to PPM 119~~
- ~~• Anti bullying and violence prevention programs;~~
- ~~• Mentorship programs;~~
- ~~• Student success strategies;~~
- ~~• Character education;~~
- ~~• Citizenship development;~~
- ~~• Student leadership; and~~
- ~~• Promoting healthy student relationships~~
- ~~• Healthy lifestyles.~~

~~Positive behaviour management practices include:~~

- ~~• Program modifications or accommodations;~~
- ~~• Class placement;~~
- ~~• Positive encouragement and reinforcement;~~
- ~~• Individual, peer and group counselling;~~
- ~~• Conflict resolution / Dispute resolution;~~
- ~~• Mentorship programs;~~
- ~~• Promotion of healthy student relationships~~
- ~~• Sensitivity programs;~~
- ~~• Safety Plans;~~
- ~~• School, Board and community support programs; and~~
- ~~• Student success strategies.~~

~~The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.~~

~~In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and PPM 145, will be applied, if appropriate.~~

~~Progressive Discipline Consequences~~

~~Progressive discipline may include early and/or ongoing intervention strategies, such as:~~

- ~~• Contact with the pupil's parent(s)/guardian(s);~~
- ~~• Oral reminders;~~
- ~~• Review of expectations;~~

- Written work assignment with a learning component;
- Volunteer service to the school community;
- Peer mentoring;
- Referral to counselling;
- Conflict mediation and resolution; and/or
- Consultation.

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- Referral to a community agency for anger management or substance abuse counselling;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; and/or
- Transfer.

The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and/or following an incident to ensure that every student with disability related need is receiving appropriate accommodation up to the point of undue hardship.

In some cases, short term suspension may also be considered a useful progressive discipline approach. In all cases where ongoing intervention strategies are used, the pupil's parents/guardians should be consulted. The parent/guardian is expected to cooperate with the school as they monitor student progress.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is timely, open, and courteous and focused on student success.

Addressing Inappropriate Behaviour

If a pupil has displayed inappropriate behaviour the principal or designate may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for pupils to focus on improving their behaviour.

Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community.

The Board also supports the use of suspension and expulsion as outlined in Part XIII of the Education Act where a pupil has committed one or more of the suspension infractions on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

Exclusion pursuant to section 265(1) (m) of the Education Act is not acceptable for discipline purposes or as an alternative to discipline, and may only be imposed in accordance with the Education Act and Board procedures, and must be consistent with the Human Rights Code.

Suspension

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. Any such infraction about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school

day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so (Appendix A).

The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests.

The principal may inform a parent/guardian of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.

Expulsion

The infractions for which a principal may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

1. Possessing a weapon, including possessing a firearm or knife;
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 or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
10. Activities engaged in by the pupil on or off school property that cause the pupil'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;
11. Activities engaged in by the pupil 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;
12. The pupil 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
13. Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct.
14. Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour and/or a serious breach of the Board or school Code of Conduct.

The Principal and/or Disciplinary Hearing Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so (Appendix A)

The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT aware that informing the parent/guardian would put the pupil at

risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.

~~Factors to Consider Before Deciding to Utilize a Progressive Discipline Approach to Address Inappropriate Behaviour~~

~~In all cases where progressive discipline is being considered to address an inappropriate behaviour, the principal or designate must:~~

- ~~1. Consider the particular pupil and circumstances, including considering the mitigating or other factors;~~
- ~~2. Consider the nature, frequency and severity of the behaviour;~~
- ~~3. Consider the impact of the inappropriate behaviour on the school climate; and~~
- ~~4. Consult with the pupil's parent(s)/guardian (unless the pupil is an adult pupil).~~

Mitigating Factors

~~Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating factors, outlined above, for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Student Discipline Policy and Procedures, the Board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.~~

~~The mitigating factors to be considered by the principal are:~~

- ~~1. Whether the pupil has the ability to control his or her behaviour;~~
- ~~2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and~~
- ~~3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.~~

Other Factors to be considered

- ~~1. The pupil's academic, discipline and personal history;~~
- ~~2. Whether other progressive discipline has been attempted with the pupil, 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 pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;~~
- ~~4. The impact of the discipline on the pupil's prospects for further education;~~
- ~~5. The pupil's age;~~
- ~~6. Where the pupil has an IEP or disability related needs,~~
 - ~~• Whether the behaviour causing the incident was a manifestation of the pupil's disability;~~
 - ~~• Whether appropriate individualized accommodation has been provided; and~~
 - ~~• Whether a suspension is likely to result in aggravating or worsening the pupil'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 pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.~~

~~Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating factors, outlined above, for the purpose of mitigating the discipline to be imposed on the pupil. The Board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal and/or~~

~~Disciplinary Hearing Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil:~~

- ~~1. The pupil's academic, discipline and personal history;~~
- ~~2. Whether other progressive discipline has been attempted with the pupil, 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 pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;~~
- ~~4. The impact of the discipline on the pupil's prospects for further education;~~
- ~~5. The pupil's age;~~
- ~~6. Where the pupil has an IEP or disability related needs,~~
 - ~~• Whether the behaviour causing the incident was a manifestation of the pupil's disability;~~
 - ~~• Whether appropriate individualized accommodation has been provided; and~~
 - ~~• Whether a suspension is likely to result in aggravating or worsening the pupil'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 pupil's continuing presence at the school creates an unacceptable risk to the safety of any other individual in the school.~~

~~If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.~~

Principal Investigation

~~Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal must complete an investigation, consistent with the expectations of the Human Rights Code and as required by the Education Act, which is consistent with the expectations for principal investigations outlined in the Board's Student Discipline Procedures.~~

Appeal

~~Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Human Rights Code, the Board's Student Discipline Procedures and Suspension Appeal Guidelines.~~

~~Suspension appeals will not be conducted in accordance with or be subject to the Statutory Powers Procedure Act.~~

Disciplinary Hearing Committee

~~In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.~~

~~The Disciplinary Hearing Committee shall have the powers as set out in the Education Act and any other powers necessary and shall consider the Human Rights Code of Ontario any other powers prior to implementing any appropriate Order~~

Victims of Serious Student Incidents

~~The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the Provincial, Board, and school Codes of Conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil who is less than 18~~

~~years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information. The Board shall ensure that Principals develop appropriate plans to protect the victim and will communicate to parents/guardians of victim's information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim.~~

Record of Progressive Discipline

The Principal or designate shall keep a record for each **pupil student** with whom progressive discipline approach(es) is utilized **on the Board's student administrative system under the discipline tab.**

The record should include:

1. Name of the **pupil student**;
2. Date of the incident or behaviour;
3. Nature of the incident or behaviour;
4. Considerations taken into account;
5. Progressive discipline approach used; **consequences and outcome**
6. **Outcome**; and
7. Contact with the **pupil's student's** parent/guardian (unless the **pupil student** is an adult **pupil student**).

School-Level Plans

1. ~~School-wide progressive discipline plans must address the requirements of the Code, and proactively measures to address systemic human rights concerns experienced by racialized students and students with disabilities.~~
2. ~~Schools are to develop and implement a school-wide progressive discipline plan which support strategies including plans to protect victims.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 24, 2015**

**TITLE: POLICIES – PRIOR TO VETTING
SAFE PHYSICAL INTERVENTION WITH STUDENTS (301.8)**

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Date: February 24, 2015

	SAFE PHYSICAL INTERVENTION WITH STUDENTS POLICY STATEMENT OF POLICY	Section:	300 – Schools/Students
		No:	301.8
		Adopted:	December 15, 2009
		Revised:	NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board along with its elementary and secondary schools, is committed to ~~supports~~ supporting a safe and inclusive Catholic learning environment for all students and staff, respecting and celebrating the uniqueness of each student and staff within its Catholic community.

Every effort is made to instruct and guide students, by using positive classroom and behavioural management techniques to ensure the safety of all students. ~~However, There~~ may be situations when it is deemed necessary to implement mild forms of safe physical intervention, emergency safe physical intervention, and/or a Planned Safe Physical Intervention Program, for the safety of a student, others, or property. The Board ~~has implemented and~~ provides ongoing certification training in Behaviour Management Systems Training Program, a safe, physical, intervention program supporting effective management of behaviour in schools. and in specific cases Safe Management's Crisis Intervention Training Program. Both methods are safe and supportive physical intervention programs promoting effective management of behaviour in schools.

Notwithstanding, in the event of an emergency, it is the responsibility of the Principal/designate to ensure the safety of all students and to take the appropriate action.

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

References

- *Canadian Criminal Code, R.S.C., 1995 – Correction of Child By Force*
- *Child and Family Services Act, R.S.O., 1990 – Corporal Punishment*
- *Constitution Act 1982 – Charter of Rights and Freedoms*
- *Education Act, R.S.O., 2000 Sections 264 (1), 265 (a), 301 (1) and (2)*
- *Labour Relations Act*
- *Occupational Health and Safety Act*
- *Ontario Human Rights Code*
- *Ontario Regulation 298*

	SAFE PHYSICAL INTERVENTION WITH STUDENTS POLICY STATEMENT OF POLICY	Section:	300 – Schools/Students
		No:	301.8
		Adopted:	December 15, 2009
		Revised:	NIL

Introduction

These guidelines establish the requirements to ensure the safety of all students and staff in a Catholic learning environment using a uniform standard of practice in the Niagara Catholic District School Board, **and are to be used when all non-physical interventions have been exhausted prior to the implementation of a safe physical intervention.**

~~When a student's behaviour may jeopardize himself/herself, others, or property, it is the responsibility of the Principal/Designate and staff members, who have been trained in Behaviour Management Systems (BMS), to intervene in the least intrusive manner possible for the situation.~~

~~In addition, there may be situations where staff have received additional training for specific cases as documented by the school.~~

The Principal/designate is responsible for providing a safe environment for all students and staff. **When a student's behaviour may jeopardize himself/herself, others, or property, it is the responsibility of the Principal/designate and staff members, to intervene in the least intrusive manner possible for the situation, which may require a form of a safe, physical intervention strategy.**

Behaviour that may warrant a Safe Physical Intervention

~~A safe physical intervention may be warranted due to behaviours or activity that may warrant a safe physical intervention~~ is characterized by, but not limited, to:

- ~~Actual or threatened~~ **Attempting the** use of any weapon, thus endangering **self**, students or staff members;
- Attempting the assault of another person;**
- Attempting self-injury;**
- Attempting to leave a supervised area and his/her personal safety is at imminent risk;**
- Attempting to damage property which may result in injury to self or others.**
- ~~Verbal, physical or written threats by any student directed at any other student or staff member,~~
- ~~Molestation,~~
- ~~Actual or threatened use of physical force, and~~
- ~~Discriminatory harassment which has or might have the effect of endangering the health and welfare of students or staff members.~~

~~The parent/guardian will be informed any time a physical intervention strategy has been used at school, and appropriate documentation must be completed by the appropriate staff. The word "guardian" may also refer to Family and Children's Services (FACS) where a student is in their care.~~

MILD FORMS OF PHYSICAL INTERVENTION Mild Forms of Safe Physical Intervention

NOTE: Mild forms of **safe** physical intervention such as reaching for a child's hand, holding a child's hand, or restraining a student's arm to prevent **physical contact** ~~a fight~~, are common and usual methods used by parents/guardians, and teaching and support staff for maintaining order and preventing harm or misconduct. These mild forms of **safe** physical contact are **considered to be physical prompts or guides** **and are** not subject to this Policy/Administrative Guidelines, and do not require consent or approval by the parent/guardian.

Types of **Safe Physical Intervention**

Safe physical intervention refers to any procedure in which staff may use any part of their body (hands, trunk, or legs), or any device (~~mitts~~ **personal protective equipment**) to substantially restrict the movement of a student. This intervention must be reasonable in the given situation.

There are two types of safe physical intervention:

- Emergency **Safe Physical Intervention**
- Planned **Safe Physical Intervention Program**.

The parent/guardian will be informed any time a safe physical intervention strategy has been used at school, and appropriate documentation must be completed by the appropriate staff. The word “guardian” may also refer to Family and Children’s Services (FACS) where a student is in their care.

Emergency **Safe Physical Intervention**

Emergency Physical Intervention refers to the actions taken in a crisis situation in which a student poses an immediate risk to himself/herself, others, or property. **Any employee of the Board may use safe physical intervention strategies in an attempt to prevent harm to any student, staff members, or property. In addition, all schools have designated staff who are trained in Behaviour Management Systems Training Program.**

Every effort should be made to ensure that Emergency **Safe Physical intervention should only** be implemented by ~~trained~~ staff **trained** in Behaviour Management Systems **Training Program (BMS) and Safe Management’s Crisis Intervention Training Program** in order to move the student out of danger, remove objects from the student, or to hold/immobilize the student.

~~Notwithstanding the above, any employee of the Board may use physical intervention strategies in an attempt to prevent harm to any student, staff members, or property. All schools have designated staff that has been trained in Behaviour Management Systems.~~

Emergency **Safe Physical Intervention** does not require prior approval of the parent/guardian. **Following the emergency physical intervention, all staff will adhere to all procedures referenced in *General Procedures for Safe Physical Intervention with Students*.**

Planned **Safe Physical Intervention Program**

Some students require a Planned **Safe Physical Intervention Program** which is required for their **safety education and the safety of others** and may be implemented at any time during school hours or at a school-related activity. A Planned **Safe Physical Intervention Program** refers to the use of safe, physical intervention **as the final step** in a sequence of actions following the onset of inappropriate behaviour by a student.

This ~~program plan~~ is developed when a student requires Emergency **Safe Physical Intervention** more than three times **in a 30 day period** ~~per month~~, and/or the intensity of the behaviour warrants further intervention.

A Planned **Safe Physical Intervention Program** must be embedded in a Behaviour Management Plan for the student **and only Board approved containments (referenced in Behaviour Management Systems Training Program and Safe Management’s Crisis Intervention Training Program) may be used. This** ~~These~~ types of interventions requires prior consultation and the approval by the parent/guardian (**Appendix 1**).

A Planned **Safe Physical Intervention Program** shall include:

- **the operational definition of target behaviours, which are the behaviours to be eliminated, and the positive replacement behaviours to be taught;**

- a rationale for the intervention (and the use of **restraint containment**);
- medical information ~~and/or diagnosis~~ **which may include a condition that may restrict use of the containments**;
- **the names of the trained staff who will implement the containment** ~~Who will conduct the restraint~~ where possible;
- **who will supervise and monitor the program**;
- **a mechanism method** for regular review of program effectiveness;
- ~~data-keeping~~ **collection** procedures;
- a detailed description of **restraint containment** procedures (and duration of **restraint containment**) to be used;
- **Mechanism method** for regular review of staff training and practice;
- a program for teaching alternative appropriate behaviour;
- a demonstration of physical intervention **offered** to parent/guardian;
- a written consent from parent/guardian or legal guardian prior to use;
- documentation that ~~less restrictive~~ **non-physical intervention** techniques have been attempted, and that program **containment** ~~restraint may be a~~ **is the** “last resort”;
- procedures for monitoring ~~of any possible side effects~~ **outcomes** (positive or negative) of using **containment** ~~restraint~~; and
- plans for continuing parental/guardian contact/feedback and support ~~at home~~.

General Procedures for Safe, Physical Intervention with Students

The provisions of these guidelines, along with the Education Act and Regulations, assign a “Duty of Care” to the Principal/~~designate~~ which confirms that the final decision with respect to safe, physical intervention rests with the Principal and/or the Vice-Principal/~~designate~~. It is expected that all staff members shall resolve situations involving inappropriate behaviour by using the least intrusive means possible, and these measures may include, but are not limited, to:

- Establishing consistent, positive school and classroom rules, and routines;
- Reinforcing behaviour that is consistent with school and classroom rules and routines;
- Identifying antecedents of aggressive behaviour in order to prevent the behaviour from occurring;
- Teaching appropriate behaviours that are socially acceptable alternatives to aggression, and verbal de-escalation.

~~In the event of an Emergency Physical Intervention, which precludes prior consultation with the parent/guardian, the parent/guardian shall be contacted about the Emergency Physical Intervention in person, or by phone as soon as possible after the incident. Staff will document the contact made to the parent/guardian.~~

School staff shall document all incidents involving Emergency or Planned **Safe** Physical Intervention on the **Safe Physical Intervention Incident Report form (Appendix 2)**. **This form should be completed within 24 hours of the incident, filed at the school, shared with the parent/guardian and sent to the Area Special Education Coordinator for team review and follow-up by the Behaviour Management Systems Training Program and Safe Management’s Crisis Intervention Training Program certified trainer(s).**

~~A copy of this form will be filed at the school and available for review by appropriate Board and school staff, and the parent/guardian, with a copy provided to the parent/guardian.~~

~~Please note that~~ The nature of the incident may also require the completion of a Violent Incident Report **as determined by the Principal.**

Every reasonable effort will be made by school staff to contact the parent/guardian about each safe physical intervention (**emergency or planned**) ~~strategy~~ in person, or by phone on the day of the incident. Staff will document the contact made to the parent/guardian. **Staff will meet with the Principal to discuss the intervention and to review next steps.**

Behaviour Management Plan Procedures

~~A Behaviour Management Plan, that includes a Planned Physical Intervention Program, shall be completed by Board staff, prior to the implementation of the program.~~ A Behaviour Management Plan (BMP) may or may not include a safety plan or a Planned Safe Physical Intervention. Any BMP that does include a safety plan which also requires a Planned Safe Physical intervention shall be developed in consultation with Board certified trainers prior to the implementation of the program. This plan will be filed by the school, and available for review by appropriate Board and school staff, and the parent/guardian.

All BMPs/Safety Plans/Planned Safe Physical Intervention will be filed in the Documentation File of the Ontario Student Record (O.S.R.) and is an integral part of the Individual Education Plan (I.E.P.) for the student.

A Planned Safe Physical Intervention Program requires the approval by the parent/guardian. If a parent/guardian chooses not to approve the Planned Safe Physical Intervention Program, a letter shall be sent to the parent/guardian and the appropriate Family of Schools' Superintendent (*Appendix 3*).

Thus, where planned safe physical intervention is required, and parent/guardian approval has not been obtained, staff will revert to Emergency Safe Physical Intervention strategies which do not require prior approval of the parent/guardian.

~~The Behaviour Management Plan is filed in the Documentation File of the Ontario Student Record (O.S.R.) and is an integral part of the Individual Education Plan (I.E.P.) for the student.~~

The Principal will review the Planned Safe Physical Intervention Program with appropriate school and Board staff. If three (3) incidents of safe physical intervention have occurred within a 30 day period ~~one month~~, the BMP ~~plan~~ must be reviewed regardless of the date of the last review. If a safety plan is developed in response to immediate imminent risk posed by a student and a BMP is not already in place, staff will develop a BMP to address proactive behaviour strategies and supports.

Injury to Students/Staff

An injury to a student(s) during physical intervention will be recorded on the Safe Physical Intervention Incident Report (*Appendix 2*), and the Board's Accident Form and reported to the Principal/designate and the parent/guardian.

An injury to staff during physical intervention will be recorded on the Safe Physical Intervention Incident Report (*Appendix 2*), and reported to the Principal/designate and to the Board's WSIB Administrator with the appropriate copy sent to the Federation/Association of the injured worker within 5 working days.

PLANNED PHYSICAL INTERVENTION PROGRAM

~~Some students require a Planned Physical Intervention Program which is required for their education and may be implemented at any time during school hours or at a school-related activity.~~

A Planned Physical Intervention Program shall include:

- ~~The operational definition of target behaviours, which are the behaviours to be eliminated, and the positive replacement behaviours to be taught,~~
- ~~A rationale for the intervention (and the use of restraint),~~
- ~~Medical information and/or diagnosis,~~
- ~~Who will conduct the restraint where possible,~~
- ~~Who will supervise and monitor the program,~~
- ~~Mechanism for regular review of program effectiveness,~~
- ~~Data keeping procedures,~~
- ~~A detailed description of restraint procedures (and duration of restraint) to be used,~~

- ~~Mechanism for regular review of staff training and practice,~~
- ~~A program for teaching alternative appropriate behaviour,~~
- ~~A demonstration of physical intervention to parent/guardian,~~
- ~~A written consent from parent/guardian or legal guardian prior to use,~~
- ~~Documentation that less restrictive techniques have been attempted, and that program restraint may be a “last resort”;~~
- ~~Procedures for monitoring of any possible side effects (positive or negative) of using restraint;~~
~~and~~
- ~~Plans for continuing parental/guardian contact/feedback and support at home.~~



Niagara Catholic District School Board

**PLANNED PHYSICAL INTERVENTION
PROGRAM FORM**

(TO BE COMPLETED BY THE SCHOOL)

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education – Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.

STUDENT INFORMATION						
Name of Student		<input type="checkbox"/> M <input type="checkbox"/> F	Date of Birth (yyyy mm dd)		Age	
Parent/Guardian				Home Phone #		
Address			City/Postal Code	Cell/Work #		
City/Postal Code			Name of School			
Principal			Classroom Teacher			
Grade		OEN #		Educational Resource Teacher		
Date of recent IPRC (if applicable)				IPRC Identification		

SIGNATURES	<i>Print Name Below</i>	<i>Signature Below</i>		
Principal			Date	
Behaviour Resource Teacher or Special Needs' Facilitator			Date	
Area Coordinator			Date	

Parent/Guardian Consultation			
<input type="checkbox"/> <i>I have been consulted regarding the development of the Planned Physical Intervention Program and consent to the implementation of the Planning Physical Intervention Program.</i>			
Parent/Guardian			Date

(Print name)

(Signature)

Parent/Guardian Copy OSR Copy Board Special Education Copy



**Niagara Catholic District School Board
PHYSICAL INTERVENTION INCIDENT REPORT**

Information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education – Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.

Name of Student		<input type="checkbox"/> M <input type="checkbox"/> F		Date of Birth (yyyy-mm-dd)		Age	
Parent/Guardian		Home Phone #					
Address		Cell/Work #					
City/Postal Code		City/Postal Code					
Principal		Name of School					
Grade		OEN #		Classroom Teacher			
				Educational Resource Teacher			
Date of recent IPRC (if applicable)				IPRC Identification			
Date of Incident							
Time of Incident							
Date of Follow-up of Incident							
CEC Staff Involved (if any)							
Staff Training				SMG <input type="checkbox"/> BMS <input type="checkbox"/>			

DESCRIPTION OF INCIDENT:

A behaviour or activity that may warrant a physical intervention is characterized by, but not limited, to:

- (a) actual or threatened use of any weapon, thus endangering students or staff members,
- (b) verbal, physical or written threats by any student directed at any other student or staff member,
- (c) molestation,
- (d) actual or threatened use of physical force, and
- (e) discriminatory harassment

BACKGROUND INFORMATION:

Date: _____ Time: _____ Location: _____

Describe activity prior to incident (antecedent/triggers):

DESCRIPTION OF INCIDENT:



**Niagara Catholic District School Board
PHYSICAL INTERVENTION INCIDENT REPORT**

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Student Achievement. Questions about this collection should be directed to the Superintendent of Education—Student Achievement, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.

RESTRAINT PROCEDURE EMPLOYED:	
RESULT OF INTERVENTION (Debriefing/physical injury):	
FOLLOW UP TO INCIDENT:	
PHYSICAL INTERVENTION INCIDENT REPORT COMPLETED BY:	Date:
PARENT/GUARDIAN INFORMED BY:	<input type="checkbox"/> by phone <input type="checkbox"/> in person Date:
SIGNATURE OF PRINCIPAL	Date:
PHYSICAL INTERVENTION INCIDENT REPORT WITNESSED BY:	
Staff Member	Date:
Staff Member	Date:

Copy to Parent/Guardian Board Special Education Copy Copy to FACS Worker custodial/guardian



SAMPLE LETTER TO PARENT/GUARDIAN

Date

Dear _____,

(Name of Parent/Guardian)

The Special Education Team for the Niagara Catholic District School Board, along with our school team consulted with you about the Planned Physical Intervention Program for your son/daughter _____ at our school on _____

(Name of student) _____ *(Date of meeting)*

At this meeting you were presented with the Planned Physical Intervention Consultation Form; however, you chose not to sign the form for approval of a Planned Physical Intervention Program for your son/daughter _____.


(Name of student)

As a result of your decision, please be advised that in the event that physical intervention is required for your son/daughter *(Name of student)* staff will revert to Emergency Physical Intervention strategies which do not require prior approval of the parent/guardian.

Sincerely,

(Signature of Principal)

e.e. Family of Schools' Superintendent

 <small>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</small>	<p>Niagara Catholic District School Board</p> <p>PLANNED SAFE PHYSICAL INTERVENTION FORM <i>(TO BE COMPLETED BY THE SCHOOL)</i></p>
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This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Special Education. Questions about this collection should be directed to the Superintendent of Education – Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.

Name of Student		<input type="checkbox"/> M <input type="checkbox"/> F	Date of Birth (yyyy mm dd)
Parent/Guardian			OEN#
Address	Street	City	Postal Code
Phone number	Home	Work	Cell(s)
School			Grade
Principal			
Classroom Teacher			
Educational Resource Teacher			

SIGNATURES	Print Name Below	Signature Below	Date	
Principal				
BMS/SMG Trainer				
Area Special Education Coordinator				

Parent/Guardian Consultation				
<input type="checkbox"/> <i>I have been consulted regarding the development of the Planned Safe Physical Intervention and consent to the implementation of the Planned Safe Physical Intervention.</i>				
Parent/Guardian			Date	

(Print name)

(Signature)

Parent/Guardian Copy

OSR Copy

Board Special Education Copy



Niagara Catholic District School Board

SAFE PHYSICAL INTERVENTION INCIDENT REPORT

REVIEW AND DEBRIEFING: Injury assessment, Reassurance and follow up with student(s), Staff and administrator debriefing, Re-establish relationships,

FOLLOW UP TO INCIDENT

- Communication Protocol/Notification to parent
- Documentation sent to Area Special Education Coordinator
- Report of staff injury (if needed)
- Other : explain _____

Physical Intervention Incident Report Completed By:		Date Completed:
PARENT/GUARDIAN INFORMED BY:	DATE:	<input type="checkbox"/> by phone <input type="checkbox"/> in person

PHYSICAL INTERVENTION PERFORMED BY:			
Staff Member		Date	
Staff Member		Date	
Staff Member		Date	

PHYSICAL INTERVENTION INCIDENT WITNESSED BY:		
	Date	
	Date	
	Date	

Signature of Principal		Date	
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- Copy to Parent/Guardian Board Special Education Copy Copy to FACS Worker custodial/guardian



SAMPLE LETTER TO PARENT/GUARDIAN

(Optional: school letter head)

Date

Dear _____,
(Name of Parent/Guardian)

Our school team, along with Special Education staff of the Niagara Catholic District School Board, consulted with you about the Planned Safe Physical Intervention for your son/daughter _____ at our school on _____
(Name of student) (Date of meeting)

At this meeting you were presented with the Planned Safe Physical Intervention Form; however, you chose not to sign the form for approval of a Planned Safe Physical Intervention for your son/daughter _____.
(Name of student)

As a result of your decision, please be advised that in the event that safe physical intervention is required for your son/daughter _____ staff will revert to Emergency Safe Physical Intervention which
(Name of student)
does not require prior approval of the parent/guardian.

Sincerely,

(Signature of Principal)
Name of Principal

c.c. Family of Schools Superintendent

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 24, 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: February 24, 2015



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2014 - JUNE 2015

Updated: February 24, 2015

<i>SORTED BY POLICY COMMITTEE MEETING DATE</i>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
1998	2013	301.1	Admission of Elementary & Secondary Students	Jan. 2015
2008	2010	302.6.9	Progressive Student Discipline – <i>Safe Schools</i>	Jan. 2015
2009	2014	301.8	Safe Physical Intervention with Students	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
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	Feb. 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	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
2008	2010	302.6.9	Progressive Student Discipline – <i>Safe Schools</i>	Apr. 2015
2009	2014	301.8	Safe Physical Intervention with Students	Apr. 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	May 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
2012	NIL	203.1	Employee Hiring and Selection Policy (Teachers)	
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	Mar. 2014
2001	2009	302.4	Volunteer Driver	Mar. 2014
2007	NIL	800.4	Volunteer Recognition	Mar. 2014
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
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	June 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	June 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	June 2015
2012	NIL	203.1	Employee Hiring and Selection Policy (Teachers)	
2012	2014	201.16	Attendance Support Program	
NEW		NEW	Anti-Spam	

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

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

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Reviewed/Revised Date</i>				
<i>Updated: February 24, 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	800.1	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
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86	2001	2014	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
87	2007	2014	500.2	Student Transportation	GV
88	2001	2014	302.4	Volunteer Driver	ML
89	2007	2014	800.4	Volunteer Recognition	JC
90	2014	NEW	NEW	Anti-Spam	JC
91	2014	NIL	303.1	Concussion	ML
92	2014	NIL	100.14	Use of Corporate Logo	JC

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW