



*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, JANUARY 27, 2015
4:30 P.M.**

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



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- | | |
|--|-----|
| 1. Opening Prayer | - |
| 2. Election of Chair of the Policy Committee 2015 | |
| 3. Attendance | - |
| 4. Approval of Agenda | - |
| 5. Declaration of Conflict of Interest | - |
| 6. Minutes of Policy Committee Meeting of November 25, 2014 | 6 |
| 7. Policies | |
| <i><u>Action Required</u></i> | |
| POLICIES – FOR RECOMMENDATION TO FEBRUARY 10, 2015 COMMITTEE OF THE WHOLE | |
| 7.1 Accessibility Customer Service Policy (800.8.1) | 7.1 |
| 7.2 Employee Workplace Harassment Policy (201.7) * | 7.2 |
| 7.3 Employee Workplace Violence Policy (201.11) * | 7.3 |
| 7.4 Occupational Health & Safety Policy (201.6) * | 7.4 |
| * Ministry of Labour Compliance Annual Review | |
| POLICIES – PRIOR TO VETTING | |
| 7.5 Student Expulsion – Safe Schools Policy (302.6.5) | 7.5 |
| 7.6 Student Suspension – Safe Schools Policy (302.6.4) | 7.6 |
| 7.7 Admission of Elementary & Secondary Students Policy (301.1) | 7.7 |
| <i><u>Information</u></i> | |
| 7.8 Policies Currently Being Vetted | |
| <i>Due date – February 6, 2015</i> | |
| • 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 | 7.9 |
| 8. Date of Next Meeting | |
| • February 24, 2015 – 4:30 p.m. | |
| 9. Adjournment | |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 2015**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
NOVEMBER 25, 2014**

RECOMMENDATION

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



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, NOVEMBER 25, 2014

Minutes of the Policy Committee Meeting held on Tuesday, November 25, 2014 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:30 p.m. by Dino Sicoli, Committee Chair.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Sicoli.

2. Attendance

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

Student Trustees:

Chloe Demizio, Trustee

Jessica Di Pasquale, Trustee

Staff:

John Crocco, Director of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Mark Lefebvre, Superintendent of Education

Jennifer Brailey, Manager of Corporate Services & Communications Department

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

3. **Approval of Agenda**

Moved by Trustee Burkholder

THAT the November 25, 2014, Policy Committee Agenda be approved, as presented.

Approved

4. **Declaration of Conflict of Interest**

Nil

5. **Minutes of the Policy Committee Meeting of October 28, 2014**

Moved by Trustee Burkholder

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of October 28, 2014, as presented.

Approved

6. **Policies**

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO DECEMBER 2, 2014 COMMITTEE OF THE WHOLE MEETING

6.1 **Concussion Policy (new)**

Mark Lefebvre, Superintendent of Education, presented the amendments to the Concussion Policy (new) following the vetting process.

Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- Pg. 2, #2 – include “School provided”
- Pg. 2, a to d – change “should” to “will
- Pg. 2, under Prevention – change “students will continue to be injured” to “injuries may occur.
- Pg. 2 – change “injury ~~will~~ *can* be mitigated **through** ~~by~~ the following”
- Pg. 5 – include “equipment provided by parents”
- Pg. 6, remove #10
- Pg. 10, remove #4
- Pg. 11 – remove the paragraph under “Conclusion”

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the Committee of the Whole approval of the Concussion Policy (New), as presented.

APPROVED

POLICIES – PRIOR TO VETTING

6.2 Educational Field Trips Policy (400.2)

Mark Lefebvre, Superintendent of Education, presented recommended revisions to the Educational Field Trips Policy (400.2).

Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- 4th paragraph – remove space after “trips”; change “involves” to “involve”

ADMINISTRATIVE GUIDELINES

- Nil

Moved by Trustee Burkholder

RECOMMENDATION that the Educational Field Trips Policy (400.2) be vetted until February 6, 2015 with a recommended deadline for presentation to the Policy Committee on February 24, 2015 for consideration to the Committee of the Whole and Board in March 2015.

APPROVED

6.3 Volunteer Driver Policy (302.4)

Superintendent Lefebvre presented recommended revisions to the Volunteer Driver Policy (302.4).

Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- Change 1st paragraph to read –
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.
- 2nd paragraph – include “or rental” vehicles; change form to Form

ADMINISTRATIVE GUIDELINES

- No amendment

Moved: Trustee Burtnik

RECOMMENDATION that the Educational Field Trips Policy (400.2) be vetted until February 6, 2015 with a recommended deadline for presentation to the Policy Committee on February 24, 2015 for consideration to the Committee of the Whole and Board in March 2015.

APPROVED

6.4 Employee Hiring and Selection Policy (203.1)

Frank Iannantuono, Superintendent of Education/Human Resources, presented the recommended amendments to the Employee Hiring and Selection Policy (203.1).

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- No amendment

Moved: Trustee Burtnik

RECOMMENDATION that the Policy Committee refer the Employee Hiring and Selection Policy (203.1) back to staff.

APPROVED

6.5 Volunteer Recognition Policy (800.4)

Director Crocco presented recommended revisions to the Volunteer Recognition Policy (800.4). Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- Remove item #1;
- Item #2 – include “Annually”
- Item #3 – change sentence to “*The same volunteer(s) may be nominated annually.*”

Moved: Trustee Burkholder

RECOMMENDATION that the Educational Field Trips Policy (400.2) be vetted until February 6, 2015 with a recommended deadline for presentation to the Policy Committee on February 24, 2015 for consideration to the Committee of the Whole and Board in March 2015.

APPROVED

INFORMATION

6.6 Policies Currently Being Vetted (Due date – January 8, 2015)

- Accessibility Customer Service Policy (800.8.1)
 - Employee Workplace Harassment Policy (201.7) *
 - Employee Workplace Violence Policy (201.11) *
 - Occupational Health & Safety Policy (201.6) *
- *Ministry of Labour Compliance Annual Review*

6.7 Policy and Guideline Review 2014-2015 Schedule

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

7. Date of Next Meeting

January 27, 2015 at 4:30 p.m.

8. Adjournment

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
ACCESSIBILITY CUSTOMER SERVICE POLICY(800.8.1)**

RECOMMENDATION

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

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: January 27, 2015



ACCESSIBILITY CUSTOMER SERVICE POLICY

STATEMENT OF POLICY

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

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

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

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

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

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

References

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

	<p>ACCESSIBILITY CUSTOMER SERVICE POLICY</p> <p>ADMINISTRATIVE GUIDELINES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Section:</td> <td style="padding: 5px;">800 – School and Community Relations</td> </tr> <tr> <td style="padding: 5px;">No:</td> <td style="padding: 5px;">800.8.1</td> </tr> <tr> <td style="padding: 5px;">Adopted:</td> <td style="padding: 5px;">December 15, 2009</td> </tr> <tr> <td style="padding: 5px;">Revised:</td> <td style="padding: 5px;">NIL</td> </tr> </table>	Section:	800 – School and Community Relations	No:	800.8.1	Adopted:	December 15, 2009	Revised:	NIL
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No:	800.8.1									
Adopted:	December 15, 2009									
Revised:	NIL									

DEFINITIONS

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

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

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

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

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

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

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

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

EXPECTATIONS

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

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

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

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

~~GLOSSARY OF TERMS~~

~~Customer~~

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

~~Assistive Device~~

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

~~Service Animal~~

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

~~Support Person~~

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

Third Party Contractors

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

Barrier to Accessibility

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

Accommodation

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



ACCESSIBILITY CUSTOMER SERVICE GUIDELINE SUPPORT PERSONS

Use of Support Persons by the General Public

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

Definition/Explanation of Support Person

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

Additional Information

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

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

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

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

2.0 Access to Board Premises

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

3.0 Confidentiality

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

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

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

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

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

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

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

SAMPLE CONSENT FORM

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

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

Affirmation of consent:

Parent/Guardian Signature _____ Date _____

(Printed Name of Parent/Guardian)_____

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

Support Person Signature _____ Date _____

(Printed Name of Support Person)_____

Signature of Witness - Principal/Staff Member_____

(Printed Name of Staff Person)_____ Date_____



ACCESSIBILITY CUSTOMER SERVICE GUIDELINE ASSISTIVE DEVICES

Use of Assistive Devices by the General Public

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

Definition/Explanation of Assistive Devices

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

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

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

2.0 Communication re Use of Assistive Devices

Assistive Devices Carried by Persons with Disabilities

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

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

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

***NOTE:** These could include:
Assistive devices: Telephones with large numbers, amplifiers, lifts.
Services: Sign language interpretation, oral interpretation, real-time captioning.
Alternate service methods: Assistance of a staff person to complete a transaction, e.g., school registration

TIPS FOR PRINCIPALS/MANAGERS

The following pages contain useful information on:

- ~~Interacting with people using Assistive Devices~~

TIPS FOR HELPING SOMEONE WITH AN ASSISTIVE DEVICE

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

Examples of personal assistive devices include:

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

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

MOVING PERSONAL ASSISTIVE DEVICES

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

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

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

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

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

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ACCESSIBILITY CUSTOMER SERVICE GUIDELINE USE OF SERVICE ANIMALS

Use of Service Animals by General Public

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

Definition/Explanation of Service Animal

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

Additional Information

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

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

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

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

2.0 Access to Board premises

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

3.0 Exclusion of Service Animal

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

4.0 Alternative measures if Service Animal must be excluded

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

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

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



ACCESSIBILITY CUSTOMER SERVICE GUIDELINE DISRUPTION OF SERVICE

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

Definition/Explanation of Disruption of Service:

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

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

ADMINISTRATIVE PROCEDURES

1.0 Responsibility

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

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

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

3.0 What Must be Included in Notice of Disruption of Services

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

SAMPLE NOTICES DISRUPTION OF SERVICE

Sample I - Access to School Building

To: Parents, Guardians and Community Users of our School

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

Thank you,
Principal

Sample 2 - Accessible Washroom

To: Visitors to the Education Centre

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

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



ACCESSIBILITY CUSTOMER SERVICE GUIDELINE MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE

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

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

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

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

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

2.0 Methods for Feedback

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

3.0 Proactive Measures for Accessibility Customer Service

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

SAMPLE NOTICE MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE

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

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

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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)**

RECOMMENDATION

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

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: January 27, 2015



EMPLOYEE WORKPLACE HARASSMENT POLICY

STATEMENT OF POLICY

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

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

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

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

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

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

References:

- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- [*Occupational Health & Safety Act \(December 2009\)*](#)
- [*Ontario Human Rights Code 1990*](#)
- [*Teaching Profession Act*](#)
- [*Niagara Catholic - Workplace Violence Policy \(201.11\)*](#)
- [*Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board*](#)
- [*FACS Protocol*](#)
- [*Safe Schools Act 2012*](#)



EMPLOYEE WORKPLACE HARASSMENT POLICY

ADMINISTRATIVE GUIDELINES

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

DEFINITIONS

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

~~The expected duties of a supervisor of the Niagara Catholic District School Board are comprised of but not limited to the responsibilities of training, evaluating, counselling, supervising and disciplining when warranted. These duties in itself do not constitute harassment.~~

Workplace Harassment

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

Ethnocultural Harassment

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

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

Sexual Harassment is

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

Sexual Harassment may include

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

Sexual Harassment is not

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

GENERAL

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

COMPLAINT RESOLUTION PROCEDURES - INFORMAL RESOLUTION (VERBAL PROCESS)

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

COMPLAINT RESOLUTION PROCEDURES - FORMAL RESOLUTION

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

INVESTIGATIVE PROCEDURE OF THE COMPLAINT BY THE SUPERVISOR

- ◆ Upon receipt of a formal complaint the Supervisor shall ascertain that a copy of the complaint has been provided to the accused and to the appropriate Superintendent and the Senior Administrator of Human Resources.
- ◆ The Supervisor shall arrange a meeting within ten (10) working days ~~under ordinary circumstances~~, of the written complaint being sent to the accused. Each party to this meeting may have an "advocate" present during the meeting. This advocate may be a principal, vice principal, supervisor, trusted staff member, friend, association or union representative.
- ◆ During this meeting the Supervisor shall review the complaint, allow each party to present their position relative to the complaint, and question the parties for clarification.
- ◆ **No Merit**
A written report is expected if the Supervisor concludes after an internal investigation that the complainant's allegations have no merit. This report shall be completed with a rationale for ending the investigation. The report shall be communicated to the parties within ten (10) working days of the meeting (~~refer to 4 b~~). A copy of this report shall be forwarded to the appropriate Superintendent and to the Senior Administrator of Human Resources.
- ◆ **With Merit**
An internal investigation is expected if the Supervisor concludes that the allegations have merit. After internal investigation:
 - If it is clear that the respondent's behaviour did constitute harassment/ discrimination, the respondent will be required to provide a written plan that outlines what will be done to prevent any reoccurrence of the harassing behaviour(s).
 - The plan will also address future interactions with the complainant to ensure that there will be no overt or subtle intimidation or retaliation. The plan may include specific action regarding harassment/discrimination prevention education or counselling provided in the community.
 - The complainant's wishes regarding future interactions with the respondent may be considered in the development and the final approval of the plan.
 - The Superintendent of Human Resources will determine the appropriate disciplinary action to be taken.
- ◆ If either party is not accepting of the findings the matter may be referred to the Director of Education. The Director of Education may select to proceed with an investigation through his / her office or refer the matter to an independent third party. Selection of the third party shall be the exclusive decision of the Director of Education.
- ◆ Should the Director of Education choose to investigate the matter through his / her office the Director of Education may request, in writing a meeting with either party for the purpose of reviewing the decision reached by the Supervisor. This request must be made within fourteen (14) working days of the decision by the Supervisor. The Director of Education will hold a meeting with both parties.
- ◆ After a meeting with the Director of Education a written final decision will be presented to both parties. A copy of this final decision including any prescribed action and discipline will be filed with the Senior Administrator of Human Resources.
- ◆ The final decision of the Director of Education may be appealed to the Committee of the Whole / or the Board by either party not to exceed sixty (60) school days.
- ◆ If the complaint is against the Director of Education the Chairperson of the Board will refer the issue to the Board after conducting an informal investigation in order to assess merit.
- ◆ If the complaint is against a Trustee, the Director of Education will refer the issue to Chair of the Board after conducting an informal investigation in order to assess merit.

RECORDS

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

OTHER CONSIDERATIONS

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)**

RECOMMENDATION

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

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: January 27, 2015



EMPLOYEE WORKPLACE VIOLENCE

STATEMENT OF POLICY

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

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

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

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

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

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

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


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

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

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

Reference:

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

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

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

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

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

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

Provision of Information

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

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

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

Domestic Violence

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

Complaint Procedure

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

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

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

Joint Occupational Health and Safety Committee Representatives

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

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

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

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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 2015**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
OCCUPATIONAL HEALTH & SAFETY POLICY (201.6)**

RECOMMENDATION

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

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: January 27, 2015



OCCUPATIONAL HEALTH & SAFETY

STATEMENT OF POLICY

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

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

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

Reference

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



OCCUPATIONAL HEALTH & SAFETY

ADMINISTRATIVE GUIDELINES

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

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

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

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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 2015**

**TITLE: POLICIES PRIOR TO VETTING
STUDENT EXPULSION**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: January 27, 2015

	STUDENT EXPULSION POLICY	Section:	300 – Schools/Students
		No:	302.6.5
STATEMENT OF POLICY		Adopted:	June 26, 2001
		Revised:	December 17, 2013

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

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

In carrying out its mandate to prepare students for responsible citizenship, the Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others the consequences may lead to expulsion. ~~In keeping with the current legislation pertaining to the expulsion of students, the Niagara Catholic District School Board and or a Board mandated Expulsion Committee may expel a student~~ from a school or all the schools in the Board.

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

Reference:

- [Education Act, Sections 310, 311, 312, 313, 314](#)
- Accepting Schools Act, 2012
- An Act to Amend the Education Act
- The Provincial Code of Conduct
- Ontario Human Rights Code
- Policy/Program Memorandum 144: Bullying Prevention and Intervention
- Regulation 472/07: Behaviour, Discipline and Safety of Pupils
- Pope Francis Centre Alternative Learning Manual: Niagara Catholic Alternative Learning Fresh Start Program
- Protocol between 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 School Premises Policy (302.6.3)
 - Niagara Catholic – Student Suspension Policy (302.6.4)
 - Niagara Catholic - Bullying Prevention and Intervention Policy (302.6.8)
 - Niagara Catholic - Progressive Student Discipline Policy (302.6.9)



STUDENT EXPULSION POLICY

ADMINISTRATIVE GUIDELINES

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

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

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

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

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

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

~~The enumerated activities are:~~

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons, illegal drugs and/or controlled substances.
6. Committing robbery.
7. Giving alcohol to a minor.
8. **Bullying, if,**
 - i. The student has previously been suspended for engaging in bullying, and
 - ii. The students' continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.
11. ~~A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;~~
12. ~~Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well being of other person(s) in the school or Board;~~
13. ~~Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;~~

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

B. Violent Incident

Where inappropriate student 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.

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

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

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

C. Criteria for Determining Expulsion

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

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

D. Mitigating Factors

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

1. whether the student has the ability to control his or her behaviour
2. whether the student has the ability to understand the foreseeable consequences of his or her behaviour
3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school
4. the student's history
~~any factors prescribed by regulation~~

5. whether a progressive discipline approach has been used with the student
6. whether the activity for which the student might be expelled was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason
7. how the expulsion would affect the student's ongoing education
8. the age of the student
9. other matters as the Principal considers appropriate
10. In the case of a student for who an Individual Education Plan (IEP) has been developed:
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

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

D. Suspension Pending Recommendation for Expulsion

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

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

~~If the student is to be suspended pending an investigation, the student should be suspended for (20) twenty school days. If the student has been suspended Pending an investigation to determine whether the student will be recommended to the Disciplinary Hearing Committee for expulsion, the Principal must assign the student to a the Niagara Catholic Alternative Learning Fresh Start Program for suspended students (ASP).~~

E. Niagara Catholic Alternative Learning Fresh Start Program

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

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

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program if:

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

This alternative program will strive to:

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

F. Expulsion Not Recommended

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

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

G. Expulsion Recommended to the Board

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

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

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

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

1. A statement that the student will be subject to an expulsion hearing for the activity that resulted in suspension.
2. A copy of the Board policies and guidelines governing the expulsion hearing for the activity that resulted in the suspension.
3. A statement that the person has the right to respond, in writing, to the Principal's report.
4. A statement that the person has the right to appeal the Principal's decision for expulsion to the Board.
5. The time and location of the expulsion hearing.

6. Detailed information about the procedures and possible outcomes of the expulsion hearing, including but not limited to, information explaining that,
 - i. if the Board does not expel the student, it will, confirm the suspension, shorten its duration or withdraw it,
 - ii. the parties will have the right to make submissions during the expulsion hearing as to whether, if the student is not expelled, the suspension should be confirmed, reduced or withdrawn,
 - iii. any decision of the Board with respect to the suspension made at the expulsion hearing is final and not subject to appeal.
 - iv. if the Board expels the student from his or her school only, the Board will assign the student to another school, and
 - v. if the Board expels the student from all schools of the Board, the Board will assign the student to a program for expelled students.
7. The name and contact information of the Superintendent whom the person may contact to discuss any matter respecting the expulsion hearing.

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

F. Procedural Steps When Imposing a Suspension

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

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

G. Alternative Suspension Program

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

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

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

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

~~Planning Meeting~~

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

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

~~Student Action Plan~~

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

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

~~The SAP will identify:~~

- ~~1. The incident for which the student was suspended;~~
- ~~2. The progressive discipline steps taken prior to the suspension, if any;~~

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

References:

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

H. Principal's Investigation

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

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

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

The Principal shall conduct the following steps in his investigation:

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

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

As part of the investigation, the Principal will:

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

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

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

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

~~**I.—Mitigating Factors**~~

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

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

~~**J.—Other Factors to be Considered**~~

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

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

~~**K.—Consultation**~~

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

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

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

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

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

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

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

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

M. Recommendation to the Board for an Expulsion Hearing

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

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

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

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

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

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

1. ~~May~~ Arrange a meeting with the Family of Schools' Superintendent, the Principal, ~~adult student or the student's parent/guardian and student~~ **or adult student and the Principal**, as appropriate. If a meeting is arranged, **the Superintendent of Education: Resource to the Discipline Hearing Committee** will review the Disciplinary Hearing Committee process for expulsion hearings, as well as respond to any questions or concerns ~~the student or the student's parent/guardian~~ **and student or adult student** may have regarding the process or incident; and may assist to narrow the issues and identify agreed upon fact.
2. ~~Will~~ Prepare a package of documents for the Disciplinary Hearing Committee, which will include ~~at least~~ the following components:
 - i. a copy of the Principal's Report; and
 - ii. a copy of the original suspension letter and the notice of expulsion sent to the adult student or student's parent/guardian.
3. ~~Will~~ Inform the adult student or the student's parent/guardian of the date and location of the expulsion hearing, will provide a copy of the [Suspension/Expulsion Hearing Rules](#), and a copy of the documentation to the Disciplinary Hearing Committee.
4. ~~Will~~ Ensure that the item is placed on the Disciplinary Hearing Committee agenda.

I. Hearing before the Disciplinary Hearing Committee

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

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

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

Parties before the Disciplinary Hearing Committee will be:

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

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

J. Decision of the Disciplinary Hearing Committee

Upon completion of the hearing, the Committee shall decide:

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

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

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

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

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

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

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

~~P. No Expulsion~~

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

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

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

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

~~Q. Expulsion~~

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

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

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

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

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

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

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

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

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

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

~~A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once s/he has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program.~~

~~The Board shall re-admit the student and inform the student in writing of the re-admission.~~

~~A student who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which s/he was expelled.~~

- ~~1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;~~
- ~~2. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;~~
- ~~3. The student will be required to sign a Declaration of Performance form provided by the Board;~~
- ~~4. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.~~

K. Appeal of Board Decision to Expel

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

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

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

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

Initiation of Appeal

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

Appeal Process

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

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

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

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

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

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

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

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

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

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

L. Re-entry Following an Expulsion

1. A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once ~~s/he~~ **the student** has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The Board shall re-admit the student and inform the student in writing of the re-admission.
2. A student who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which ~~s/he~~ **the student** was expelled.
 - i. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
 - ii. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;
 - iii. The student will be required to sign a Declaration of Performance form provided by the Board; **and**
 - iv. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

T. Definitions

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

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

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

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

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

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

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

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

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

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

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

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


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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 2015**

**TITLE: POLICIES PRIOR TO VETTING
STUDENT SUSPENSION**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: January 27, 2015

	STUDENT SUSPENSION POLICY	Section: 300 – Schools/Students
	ADMINISTRATIVE GUIDELINES	No: 302.6.4
		Adopted: June 26, 2001
		Revised: December 17, 2013

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

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

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

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

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

Reference:

- **[Education Act, Sections 306, 307, 308, 309, 310, 311](#)**
- **Accepting Schools Act, 2012**
- **An Act to Amend the Education Act**
- **The Provincial Code of Conduct**
- **Ontario Human Rights Code**
- **Policy/Program Memorandum 144: Bullying Prevention and Intervention**
- **Regulation 472/07: Behaviour, Discipline and Safety of Pupils**
- **Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program**
- **Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board**
- **Niagara Catholic Policies**
 - **Niagara Catholic- Ontario Student Record Policy (301.7)**
 - **Niagara Catholic - Code of Conduct Policy (302.6.2)**
 - **Niagara Catholic - Access to School Premises Policy (302.6.3)**
 - **Niagara Catholic – Student Expulsion Policy (302.6.5)**
 - **Niagara Catholic - Bullying Prevention and Intervention Policy (302.6.8)**
 - **Niagara Catholic - Progressive Student Discipline Policy (302.6.9)**



STUDENT SUSPENSION POLICY

ADMINISTRATIVE GUIDELINES

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

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

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

A. Activities leading to possible Suspension:

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

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

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

B. Activities leading to Suspension

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

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

C. Violent Incident

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

The following occurrences are considered as violent incidents:

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

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

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

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

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

- ~~14. Uttering a threat to inflict serious bodily harm on another person;~~

15. Possessing alcohol, illegal drugs and/or controlled substances without a valid prescription;
16. Being under the influence of alcohol, illegal drugs and/or controlled substances without a valid prescription;
17. Swearing at a teacher or at another person in a position of authority;
18. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
19. Persistent truancy;
20. Habitual neglect of duty;
21. Use of profane vulgar, or improper language;
22. Bullying;
23. Conduct injurious to the moral tone of the school;
24. Persistent opposition to authority;
25. Conduct injurious to the physical or mental well being of any member of the school community;
26. Any act considered by the Principal to be contrary to the Board or school Code of Conduct.

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

See [Suspension Flowchart](#)

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

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

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

D. Progressive Discipline

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

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

- Contact with parent(s)
- Oral reminders
- Review of expectations
- Written work assignment with a learning component
- Volunteer service to the school community
- Peer mentoring
- Conflict mediation and resolution
- Meeting with parents, student and Principal
- Referral to community agency for anger management or substance abuse counselling
- Consultation
- Withdrawal of privileges
- Withdrawal from class

- Detention
- Restitution for damages
- Restorative practice
- Transfer with support subject to consent of the Family of Schools Superintendent.
- Whether Progressive Discipline is appropriate in this situation or whether a suspension or expulsion is more appropriate, considering all of the circumstances.

E. Mitigating Factors

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

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

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

F. Other Factors to be Considered

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

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

E. Confirmation of Suspension

When a student has been suspended, a Principal will:

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

When a student has been suspended, a Principal will provide written notice of the suspension to:

1. The student,
2. The student's parent or guardian unless,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. The Family of Schools' Superintendent, the Chair of the Board, and the Stay-in-School Co-ordinator or any other person specified by Board policy.

The written notice of the suspension will include the following:

1. The reason for the suspension.
2. The duration of the suspension.
3. Procedure to return to school upon completion of the suspension.
4. Information about the Niagara Catholic Alternative Learning Fresh Start Program which is designed as both an intervention and prevention program for Grade 6 to Grade 12 students while serving a suspension, exclusion or limited expulsion from an elementary or secondary school within Niagara Catholic.
5. Information about the investigation the Principal will conduct to determine whether to recommend expulsion.
6. Information about the right to appeal the suspension.
7. The name and contact information of the Family of Schools' Superintendent to whom the notice of appeal must be submitted.

Principal Determination of Notification

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

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

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

~~H. School Work~~

~~A student who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the adult student's designate or the student's parent/guardian or designate the day the student is suspended, if the student is suspended for one (1) school day. Where the student has been suspended for two (2) or more school days the Principal will ensure that the school work provided to the student will be available the day the student is suspended or the following school day.~~

~~In addition to receiving school work for the first five (5) school days of suspension, a student who is subject to a suspension of six (6) or more school days must be assigned an alternative program for~~

~~students subject to lengthy suspension (ASP). A student participating in an ASP is not considered to be engaging in school or school-related activities.~~

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

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

F. School Work/~~Alternative Suspension Program~~

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

- ~~1. designate~~ the day the student is suspended, if the student is suspended for one (1) school day.
- ~~2. Where the student has been suspended for two (2) or more school days the Principal will ensure that the school work provided to the student will be available~~ **the day the student is suspended or the following school day, if the student has been suspended for two (2) or more days.**

G. Niagara Catholic Alternative Learning Fresh Start Program

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

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

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program if:

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

This alternative program will strive to:

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

H. Re-Entry

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

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

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

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

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

References:

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

J. Planning Meeting

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

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

K. Student Action Plan

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

- ~~• The SAP will be developed under the direction of the Principal of the school with assistance, as appropriate, from the Principal of alternative programs, Vice Principal of the school, guidance counsellor, special education teacher, classroom teacher, CYW and/or social worker.~~
- ~~• The Principal will make every effort to complete the SAP within five (5) school days following the adult student or the student's parent/guardian informing the school that the student will participate in an ASP.~~
- ~~• This timeline will be communicated to the adult student and/or the student's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.~~
- ~~• The Principal must ensure that the student is provided with schoolwork until the SAP is in place.~~
- ~~• Once completed, the SAP will be shared with the adult student, or the student's parent/guardian and the student and all necessary staff to facilitate implementation.~~
- ~~• A copy of the SAP will be stored in the student's documentation file until such time as it is no longer conducive to the improvement of instruction of the student.~~
- ~~• The SAP will identify:
 - ~~i. The incident for which the student was suspended;~~
 - ~~ii. The progressive discipline steps taken prior to the suspension, if any;~~
 - ~~iii. Any alternative discipline measures imposed in addition to the suspension;~~
 - ~~iv. Any other disciplinary issues regarding the student that have been identified by the school;~~
 - ~~v. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;~~
 - ~~vi. Any program(s) or service(s) that might be provided to address those learning or other needs;~~
 - ~~vii. The academic program to be provided to the student during the suspension period and details regarding how that academic program will be accessed by the student;~~
 - ~~viii. Where the student has an IEP, information regarding how the accommodations/modifications of the student's academic program will be provided during the period of suspension;~~
 - ~~ix. The non academic program and services to be provided to the student, if applicable, during the suspension and details regarding how that non academic program and those services will be accessed; and~~
 - ~~x. The measurable goals the student will be striving to achieve during the period of suspension.~~~~

L. Procedural Steps When Imposing a Suspension

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

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

- a. The student;
 - b. The teacher(s);
 - c. The Board;
 - d. The parent(s)/guardians of the student who is not an adult;
 - e. The School Attendance Counsellor;
 - f. The appropriate Family of Schools Superintendent.
3. The written notice of suspension will include:
- a. The reason for suspension;
 - b. The duration of the suspension;
 - c. Information about the ASP the student is assigned to, where the student is suspended for six (6) or more school days;
 - d. Information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Family of Schools Superintendent;
4. The Principal in conjunction with the student's teacher(s) must organize school work to be provided for the student to be completed during the duration of the student's suspension;
5. Every effort should be made to include the school work with the letter of suspension to the student and the student's parent/guardian (unless the student is an adult student) on the day the student is suspended if the letter is provided to the student to take home. If it is not possible to provide the letter because the student and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult student's designate or student's parent/guardian or designate to pick up from the school the following school day.
- If notice is sent by mail, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
 - If notice is sent by courier it will be deemed to have been received on the day it was delivered to the student's last known place of address.
6. Where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on Board property, consideration should be given to filling out and filing a [Violent Incident Form](#) in the student's Ontario Student Record.
7. Consultation—Before imposing a suspension of eleven (11) or more school days, the Principal will consult with the Family of Schools Superintendent regarding:
- I. The investigation undertaken;
 - II. The circumstances of the incident;
 - III. Whether or not one or more of the factors outlined above are applicable in the circumstances; and
 - IV. The appropriate length of the suspension.
8. Remedial Action
Following the issuance of a suspension it is expected that the Principal/Vice Principal will discuss preventative strategies with the student and/or parent(s) or with the adult student.
9. Maintenance of Suspension Notices
The Principal will keep records of student suspension in a secure file separate from the OSR. In exceptional circumstances and where appropriate, the Principal may keep records of student suspension in the OSR.

I. Suspension Appeal of Suspension Process

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

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

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

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

Initiation of the Appeal

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

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

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

- ~~An appeal of a suspension does not stay the suspension.~~
- ~~A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension to the Family of Schools Superintendent within ten (10) school days of the commencement of the suspension.~~
- ~~The board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).~~
- ~~An appeal of a principal's decision to suspend is heard by the Disciplinary Hearing Committee, which has been designated with such powers and duties.~~
- ~~The Disciplinary Hearing Committee shall hear and determine the appeal within 15 school days of receiving notice of intention to.~~
- ~~Prior to holding the formal hearing committee meeting, the parties shall exchange the following at least 3 days in advance:~~
 - i. ~~an outline of the party's position, setting out with particularity the party's position on the circumstances which gave rise to the suspension and the party's position on the suspension~~
 - ii. ~~copies of any documents which the party proposes to submit at the hearing;~~
 - iii. ~~where the party proposes to call witnesses, a list of the witnesses whom the party intends to call and a brief outline of the information that will be presented by the witness.~~

J. Review of Suspension

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

1. ~~Will promptly~~ advise the school Principal of the appeal **and set a meeting date to review the appeal;**
2. ~~Will promptly~~ advise the ~~adult student or the student's parent/guardian~~ **or adult student** that a review of the suspension will take place ~~and invite the appellant to~~ **and will** discuss any matter respecting the incident and/or appeal of the suspension ~~with the Family of Schools Superintendent;~~

3. **hear and determine the appeal within fifteen (15) school days of receiving notice of intention to appeal, unless the parties agree on a later deadline.**
4. ~~Will~~ review the suspension (reason, duration, any mitigating or other factors);
5. ~~May~~ consult with the Principal and Family of Schools Superintendent regarding modification or expunging the suspension;
6. ~~Will~~ request a meeting with the ~~adult student or the student's parent/guardian~~ **or adult student** and the Principal to narrow the issues and try to effect a settlement, ~~and/or arrange a date for the appeal before the Disciplinary Hearing Committee.~~
7. ~~Will, where a settlement is not effected,~~ provide **written** notice of the review decision to the adult student or student's parent/guardian **as follows:**
 - i. **Confirm the suspension and the duration of the suspension;**
 - ii. **Confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly;**
 - iii. **Quash the suspension and order that the record of suspension be expunged, even if the suspension that is under appeal has already been served.**
 - iv. **The decision of the Board on an appeal under this section is final.**

K. Appeal to the Disciplinary Hearing Committee of the Board

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

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

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

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

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

L. Suspension Appeal before the Disciplinary Hearing Committee of the Board

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

1. One of the appointed Trustees will be elected Chair of the Disciplinary Hearing Committee.
~~A suspension may be appealed by an adult pupil or the pupil parent/guardian (the "Appellant").~~
2. The Director of Education or his/her designate, will act as Secretary to the Disciplinary Hearing Committee to facilitate the Hearing, ~~ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Hearing and provided to the Hearing Committee at the beginning of the Hearing, and to ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Disciplinary Hearing Committee at the beginning of the Hearing.~~
~~The Principal will prepare a Report summarizing the incident, the evidence relied upon and the rationale for discipline, including the pupil's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.~~
3. Legal counsel for the Board may be present at the appeal to act as an advisor on procedural matters.
4. The Disciplinary Hearing Committee may make such orders or give such directions at an appeal, as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.
5. Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
6. When making their determination the Disciplinary Hearing Committee shall consider:
 - i. the Principal's Report and submissions;
 - ii. the submissions and any other information provided by the Appellant; and
 - iii. the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
7. The Disciplinary Hearing Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:
 - i. Confirm the suspension and its duration; or
 - ii. Confirm the suspension but shorten its duration and amend the record, as necessary;
 - iii. Quash the suspension and order that the record be expunged; or
 - iv. Make such other appropriate order.
8. The decision shall be communicated to the appellant in writing.
9. **The decision of the Disciplinary Hearing Committee is final.**

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

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

~~The Disciplinary Hearing Committee may make such orders or give such directions at an appeal, as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.~~

~~Where any party who has received proper notice of the location, date and time of the appeal fails to~~

~~attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.~~

O. — Re-Entry

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

M. Review of the Suspension Process

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

Q. — Definitions

The following definitions apply for the purposes of student discipline.

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

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

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

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

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

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

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

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

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

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

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


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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 2015**

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

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: January 27, 2015

	ADMISSION OF ELEMENTARY AND SECONDARY STUDENTS POLICY	
	STATEMENT OF POLICY	
	Section:	300 – Schools/Students
	No:	301.1
	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 - 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.
- vi. The approval for admission of a student who is non-Catholic or out of boundary will include siblings of the same family.

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 Graduation

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.

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 or legal guardians may appeal an admission decision in writing to the Family of Schools' Superintendent.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 27, 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: January 27, 2015



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2014 - JUNE 2015

Updated: January 27, 2015

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

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

1	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
2	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
3	2009	2009	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	1998	2014	701.1	Architect Selection	SW
11	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
12	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
13	1998	2012	301.3	Attendance Areas	SW
14	2012	2014	201.16	Attendance Support Program	FI
15	1997	2010	100.1	Board By-Laws	JC
16	2012	2012	701.5	Bottled Water	LAFS
17	2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
18	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
19	1998	2013	800.1	Catholic School Councils	LAFS
20	2001	2012	400.3	Christian Community Service	ML
21	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
22	1998	2013	800.2	Community Use of Facilities	SW
23	1998	2011	800.3	Complaint Resolution	JC
24	2014	NIL	303.1	Concussion	ML
25	1998	2013	400.1	Continuing Education	FI
26	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
27	2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
28	2002	2013	201.5	Death Benefit	FI
29	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
30	2012	2012	302.8	Diabetes Management	YB
31	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
32	1998	2013	400.2	Educational Field Trips	ML
33	1998	2012	800.5	Education-Based Research	LAFS
34	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
35	2006	2012	301.5	Electronic Communications Systems (Students)	TF
36	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
37	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
38	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
39	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
40	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
41	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
42	1998	2013	201.1	Employee Leaves of Absence	FI
43	2007	2013	201.14	Employee Meals & Hospitality	GV
44	2002	2012	201.7	Employee Workplace Harassment *	FI
45	2002	2011	201.11	Employee Workplace Violence *	FI
46	2011	2011	400.6	Environmental Stewardship	SW
47	2010	2010	100.10	Equity and Inclusive Education	YB
48	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
49	2010	2010	800.6	Facility Partnerships	SW
50	2002	2012	301.4	Fundraising	GV
51	2013	2013	203.4	Leadership Pathways	FI
52	1998	2010	600.3	Monthly Financial Reports	GV

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

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW

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

1997	2010	100.1	Board By-Laws	JC
1998	2012	100.4	Student Trustees	JC
1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
2000	2013	100.6.1	Student Senate - Secondary	JC
2013	2013	100.6.2	Student Senate - Elementary	JC
2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
2007	2014	100.9	Advocacy Expenditures	GV
2010	2010	100.10	Equity and Inclusive Education	YB
2010	2010	100.10.1	Religious Accommodation	YB
2010	2010	100.11	Trustee Honorarium	JC
2010	2010	100.12	Trustee Code of Conduct	JC
2011	2011	100.13	Trustee Expenses & Reimbursement	JC
2014	Nil	100.14	Use of Corporate Logo	JC
1998	2013	201.1	Employee Leaves of Absence	FI
1998	2010	201.2	Retirement & Service Recognition Celebration	FI
1998	2014	201.3	Religious Education Courses for Staff	FI
1998	2014	201.4	Reimbursement of Travel Expenses	GV
2002	2013	201.5	Death Benefit	FI
2002	2011	201.6	Occupational Health & Safety *	FI
2002	2012	201.7	Employee Workplace Harassment *	FI
2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
2002	2011	201.11	Employee Workplace Violence *	FI
2006	2012	201.12	Electronic Communications Systems (Employees)	TF
2006	2014	201.13	Sexual Misconduct	FI
2007	2013	201.14	Employee Meals & Hospitality	GV
2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
2012	2014	201.16	Attendance Support Program	FI
2012	2012	201.17	Employee Code of Conduct & Ethics	FI
2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
2013	2013	203.4	Leadership Pathways	FI
1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
1998	2012	301.3	Attendance Areas	SW
2002	2012	301.4	Fundraising	GV
2006	2012	301.5	Electronic Communications Systems (Students)	TF
2006	2014	301.6	School Generated Funds	GV
2006	2014	301.7	Ontario Student Record (OSR)	ML
2009	2009	301.8	Safe Physical Intervention with Students	LAFS
2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	YB
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
2011	2011	301.11	Student Fees	YB
1998	2014	302.1	Anaphylaxis	YB
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
1999	2010	302.3	Safe Arrival	FI
2001	2009	302.4	Volunteer Driver	ML
2001	2012	302.5	Student Parenting	ML
2001	2013	302.6	Safe Schools	LAFS
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS

2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
2005	2011	302.7	Nutrition	YB
2012	2012	302.8	Diabetes Management	YB
2014	NIL	303.1	Concussion	ML
1998	2013	400.1	Continuing Education	FI
1998	2013	400.2	Educational Field Trips	ML
2001	2012	400.3	Christian Community Service	ML
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
2003	2013	400.5	Acceleration/Retention (Elementary)	ML
2011	2011	400.6	Environmental Stewardship	SW
1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
2007	2014	500.2	Student Transportation	GV
1998	2011	600.1	Purchasing/Supply Chain Management	GV
1998	2011	600.2	Records and Information Management	JC
1998	2010	600.3	Monthly Financial Reports	GV
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
2007	2014	600.5	Advertising Expenditures	GV
1998	2014	701.1	Architect Selection	SW
1998	2010	701.2	Pupil Accommodation Review	SW
2002	2013	701.3	Video Security Surveillance	SW
2012	2012	701.5	Bottled Water	LAFS
1998	2012	702.1	Playground Equipment	SW
2009	2009	800.1	Accessibility Customer Service	YB
1998	2013	800.1	Catholic School Councils	LAFS
1998	2013	800.2	Community Use of Facilities	SW
1998	2011	800.3	Complaint Resolution	JC
2007	2008	800.4	Volunteer Recognition	JC
1998	2012	800.5	Education-Based Research	LAFS
2010	2010	800.6	Facility Partnerships	SW
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
2012	2013	800.8	Accessibility Standards	YB
2013	2013	800.9	Volunteering in Catholic Schools	FI
2014	NEW	NEW	Anti-Spam	JC

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW