



*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

**NOVEMBER 27, 2018
4:00 P.M.**

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



- | | | |
|----|---|---|
| 1. | Opening Prayer – Trustee Vernal | - |
| 2. | Attendance | - |
| 3. | Approval of Agenda | - |
| 4. | Declaration of Conflict of Interest | - |
| 5. | Minutes of Policy Committee Meeting of October 23, 2018 | 5 |
| 6. | Policies | |

Action Required

POLICIES – PRIOR TO VETTING DEFERRED FROM OCTOBER POLICY COMMITTEE MEETING

- | | | |
|-----|---|-----|
| 6.1 | Student Transportation Policy (500.2) | 6.1 |
| 6.2 | Fundraising Policy (301.4) | 6.2 |
| 6.3 | French Immersion Policy (400.7) | 6.3 |
| 6.4 | Prior Learning Assessment and Recognition (PLAR) Policy (400.4) | 6.4 |

POLICIES – FOR RECOMMENDATION TO DECEMBER COMMITTEE OF THE WHOLE

- | | | |
|-----|---|-----|
| 6.5 | Catholic School Councils Policy (800.1) | 6.5 |
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POLICIES – PRIOR TO VETTING

- | | | |
|-----|--|-----|
| 6.6 | Progressive Student Discipline – Safe Schools Policy (302.6.9) | 6.6 |
| 6.7 | Death Benefit Policy (201.5) | 6.7 |
| 6.8 | Deferred Salary Plan (X/Y) Policy (201.10) | 6.8 |
| 6.9 | Employee Leaves of Absence Policy (201.1) | 6.9 |

Information

- | | | |
|------|--|------|
| 6.10 | Policies Currently Being Vetted to January 11, 2019 | - |
| | <ul style="list-style-type: none">• Transportation and School Operations for Inclement Weather Policy (500.1)• Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9)• Student Senate – Secondary Policy (100.6.1)• Student Senate – Elementary Policy (100.6.2)• Supporting Children and Students with Prevalent Medical Conditions Policy (NEW) | |
| 6.11 | Policy and Guideline Review 2018-2019 Schedule | 6.11 |

7. Date of Next Meeting

January 29, 2019 – Start time to be determined and posted on the Board website and agenda cover sheet

8. Adjournment

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
OCTOBER 23, 2018**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of October 23, 2018, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, OCTOBER 23, 2018

Minutes of the Policy Committee Meeting held on Tuesday, October 23, 2018 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by Policy Committee Chair Burtnik.

1. Opening Prayer

The meeting was opened with a prayer by Student Trustee McKinney.

2. Attendance

Chair Burtnik noted that Trustee Sicoli will be late.

Committee Members	Present	Present Electronically	Absent	Excused
Kathy Burtnik (Committee Chair)	✓			
Dino Sicoli	✓			
Pat Vernal	✓			

Student Trustees:

Jade Bilodeau
Madison McKinney

Staff:

John Crocco, Director of Education
Yolanda Baldasaro, Superintendent of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Pat Rocca, Superintendent of Education
Frank Iannantuono, Superintendent of Education/Human Resources
Giancarlo Vetrone, Superintendent of Business & Finance

Anna Pisano, Administrative Assistant, Corporate Services & Communications Department
/Recording Secretary

3. Approval of Agenda

Moved by Trustee Vernal

THAT the October 23, 2018, Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

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

5. Minutes of the Policy Committee Meeting of September 25, 2018

Moved by Trustee Vernal

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of September 25, 2018, as amended.

Item 6.12 moved to Item 6.8

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - PRIOR TO VETTING DEFERRED FROM SEPTEMBER POLICY COMMITTEE MEETING

6.1 Transportation & School Operations for Inclement Weather Policy (500.1)

Director Crocco, Giancarlo Vetrone, Superintendent of Business & Financial Services and Frank Iannantuono, Superintendent of Education/Human Resources, presented the Transportation & School Operations for Inclement Weather Policy (500.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Transportation & School Operations for Inclement Weather Policy (500.1), be vetted from October 24, 2018 to January 11, 2019 with a recommended deadline for presentation to the Policy Committee in January 2019, for consideration to the Committee of the Whole and Board in February 2019.

6.2 Employee Attendance During Inclement Weather & Workplace Closure Policy (201.9)

Frank Iannantuono, Superintendent of Education/Human Resources, presented the Employee Attendance During Inclement Weather & Workplace Closure Policy (201.9).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Employee Attendance During Inclement Weather & Workplace Closure Policy (201.9), be vetted from October 24, 2018 to January 11, 2019 with a recommended deadline for presentation to the Policy Committee in January 2019, for consideration to the Committee of the Whole and Board in February 2019.

6.3 Student Transportation Policy (500.2)

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the Student Transportation Policy (500.2).

The Policy Committee requested that the Student Transportation Policy (500.2), be vetted following the District School Board of Niagara Policy Committee meeting and deferred to the November Policy Committee Meeting.

POLICIES - FOR RECOMMENDATION TO NOVEMBER 13, 2018 COMMITTEE OF THE WHOLE MEETING

6.4 Employee Workplace Harassment Policy (201.7)

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Workplace Harassment Policy (201.7) following the vetting process.

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

POLICY STATEMENT

- Change “*worker*” back to “*employee*”
- 2nd paragraph change “*responsibility*” to “*obligation*” and add “*between employees*”
- Add “*Failure to take measures to address harassment in the workplace has legal implications for the employer under the Ontario Human Rights Code.*” to second paragraph

ADMINISTRATIVE PROCEDURES

- Page 4, 2nd bullet remove quotes around the word advocate
- Page 4, 5th bullet change “*may*” to “*will*”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the November 13, 2018 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Harassment Policy (201.7), as amended.

APPROVED

6.5 Employee Workplace Violence Policy (201.11)

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Workplace Violence Policy (201.11) following the vetting process.

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

POLICY STATEMENT

- Change “*worker*” back to “*employee*”

ADMINISTRATIVE PROCEDURES

- Page 2, bullet 6 – add “*According to the Occupational Health and Safety Act:*”
- Change “*Controller of Plant*” to “*Controller of Facilities*”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the November 13, 2018 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Violence Policy (201.11), as amended.

APPROVED

6.6 Occupational Health & Safety Policy (201.6)

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Occupational Health & Safety Policy (201.6) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Flip first two paragraphs
- Change “*a responsibility to respond to any concerns*” to “*an obligation to address concerns*”

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the November 13, 2018 Committee of the Whole Meeting to approve the revisions to the Occupational Health & Safety Policy (201.6), as amended.

APPROVED

6.7 Catholic School Councils Policy (800.1)

The Policy Committee requested the Catholic School Councils Policy be brought back to the November 27, 2018 Policy Committee meeting.

POLICIES - PRIOR TO VETTING

6.8 Diabetes Management Policy (302.8)

Pat Rocca, Superintendent of Education presented the Diabetes Management Policy (302.8).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Epilepsy administrative procedures – remove quotation marks around the word seizures

The Policy Committee requested that the Diabetes Management Policy (302.8), be vetted from October 24, 2018 to January 11, 2019 with a recommended deadline for presentation to the Policy Committee in January 2019, for consideration to the Committee of the Whole and Board in February 2019.

French Immersion Policy (400.7)

The Policy Committee requested that the French Immersion Policy be deferred to the November 27, 2018 Policy Committee meeting.

6.9 Fundraising Policy (301.4)

The Policy Committee requested that the Fundraising Policy be deferred to the November 27, 2018 Policy Committee meeting.

6.10 Student Senate – Elementary Policy (100.6.2)

Director Crocco presented the Student Senate – Elementary Policy (100.6.2).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Remove last sentence of bullet 1b

The Policy Committee requested that the Student Senate – Elementary Policy (100.6.2), be vetted from October 24, 2018 to January 11, 2019 with a recommended deadline for presentation to the Policy Committee in January 2019, for consideration to the Committee of the Whole and Board in February 2019.

6.11 Student Senate – Secondary Policy (100.6.1)

Director Crocco presented the Student Senate – Secondary Policy (100.6.1)

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Remove last sentence of bullet 1b
- Page 3, first bullet – remove “select”

The Policy Committee requested that the Student Senate – Secondary Policy (100.6.1), be vetted from October 24, 2018 to January 11, 2019 with a recommended deadline for presentation to the Policy Committee in January 2019, for consideration to the Committee of the Whole and Board in February 2019.

6.12 Prior Learning Assessment and Recognition (PLAR) Policy (400.4)

The Policy Committee requested that the Prior Learning Assessment and Recognition (PLAR) Policy be deferred to the November 27, 2018 Policy Committee meeting.

INFORMATION

6.13 Policy and Guideline Review 2018-2019 Schedule

Director Crocco presented the Policy and Guideline Review 2018-2019 Schedule.

7. Date of Next Meeting

November 27, 2018 – Start time to be determined and posted on the Board website and agenda cover.

8. Adjournment

The meeting adjourned at 6:39 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: POLICIES – PRIOR TO VETTING DEFERRED FROM OCTOBER
POLICY COMMITTEE MEETING
STUDENT TRANSPORTATION POLICY (500.2)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: November 27, 2018



Niagara Catholic District School Board
STUDENT TRANSPORTATION POLICY
 STATEMENT OF POLICY

500 – Auxiliary Services

Policy No 500.2

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and in accordance with the *Education Act*, school boards may provide home-to-school or school-to-school transportation for their students who are resident pupils within the Board’s jurisdiction.

Transportation may be provided for elementary and secondary school students when the walking distance from the student’s residence to their home school is equal to or greater than the distance listed below:

Grade Level	Kilometers
ELKP	.80
Grades 1-8	1.60
Grades 9-12	2.50 3.20

All distances referenced shall be the shortest walking route, measured from the point at which the laneway or driveway of the student’s residence joins the roadway to the nearest roadway or pathway/sidewalk entrance to the school property. The distance from a student’s residence to the bus pickup or discharge location shall not exceed the transportation eligibility distances. Where a student encounters safety hazards on his/her walk to school with the approval of the Family of Schools Superintendent of Education and the Executive Director of Niagara Student Transportation Services, consideration may be given to providing appropriate transportation for the student.

Transportation may be provided to students with special education needs, with the approval of the Family of Schools Superintendent of Education and the Superintendent of Education – Special Education.

Transportation may be provided to students, who attend a school other than their home school for approved program attendance, with the approval of the Family of Schools Superintendent of Education and the Superintendent of Education – Program.

Every effort will be made to keep student transportation time from home to school at a reasonable level. Whenever possible and practical, the transportation time is not expected to exceed one hour.

In situations where a student does not qualify for transportation under the Board’s normal eligibility criteria, it is the parent’s responsibility to ensure that their child gets to and from school safely.

The Director of Education, in consultation with the Niagara Student Transportation Services (NSTS) Consortium, will issue Administrative Procedures for the implementation of this policy.

References

- [Education Act](#)
- [Niagara Student Transportation Services Consortium](#)
- [Niagara Catholic District School Board Policies/Procedures](#)
 - [Accessibility Standards Policy \(800.8\)](#)
 - [Admission of Elementary and Secondary Students Policy \(301.1\)](#)
 - [Educational Field Trips Policy \(400.2\)](#)
 - [Transportation & School Operations for Inclement Weather Policy \(500.1\)](#)



Niagara Catholic District School Board
STUDENT TRANSPORTATION POLICY
ADMINISTRATIVE PROCEDURES

500 – Auxiliary Services

Policy No 500.2

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

RESPONSIBILITIES FOR THE SAFETY OF STUDENTS

Parents should be aware of the Transportation Policy of the Board and of its related Administrative Procedures. Where a student is eligible for transportation it is the responsibility of parents:

- a. To make appropriate arrangements for the safety of their children while they travel from home to school on foot or by other means;
- b. To ensure that the student is adequately supervised while walking to and from the designated stop.
- c. To explain and reinforce the expected behaviour of their children at the designated stop and on the bus.
- d. To develop and review a plan for their children if they miss the transportation service arranged for them.
- e. To notify the school of any pick-up or drop-off location that differs from their home address and any health conditions of their children that may require immediate medical attention.

TRANSPORTATION – HAZARDS

Hazards are assessed by Niagara Student Transportation Services annually according to set criteria, in consideration of parental responsibilities and with careful attention to consistency across Niagara.

TRANSPORTATION – MEDICAL CONDITIONS

Students with special medical conditions that are debilitating and of a long-term nature, and that are documented by a physician, will be provided with transportation as approved by the Family of Schools Superintendent of Education.

TRANSPORTATION OF STUDENTS WITH SPECIAL EDUCATION NEEDS

Transportation for students with special education needs will be provided in accordance with the following criteria.

- a. The Special Education Department, in consultation with the school Principal and Niagara Student Transportation Services (NSTS), will determine if a student with special needs requires special transportation that is not the regular bussing provided by the Board will obtain approval from the Superintendent of Education – Special Education.
- b. The safety of a student with special needs will be a factor when considering alternative transportation arrangements.
- c. Students with special medical conditions that are debilitating and of a long-term nature, and that are documented by a physician, will be provided with transportation as approved by the Family of Schools Superintendent of Education.
- d. Students enrolled in a Special Education Class, that is unavailable at the student's home school, will be provided with transportation with the approval of the Superintendent of Education - Special Education.
- e. When no such specific education program is involved, parents are responsible for providing transportation for students with special needs attending a school that is outside of their school area.
- f. One school week is required to implement special transportation arrangements.

EARLY LEARNING KINDERGARTEN PROGRAM STUDENTS:

- a. Transportation for Early Learning Kindergarten Program (ELKP) students will be provided on the regular morning and afternoon routes.
- b. When a student is eligible for transportation, parents are responsible for the safety of their child at the designated pick-up and drop-off stop location including being present at the stop location to assist their child on and off of the bus.

TRANSPORTATION OF STUDENTS FOR PROGRAM ATTENDANCE

Students enrolled in the following educational programs that are unavailable at the student's home school, will be provided with home to school or school to school transportation:

- a. Eucharistic and Liturgical Programs
- b. Journey Retreat
- ~~e.~~ ~~Cyberquest Programs~~
- ~~d.~~ ~~c.~~ Alternative Co-operative Education Programs
- ~~e.~~ ~~d.~~ Apprenticeship Preparation Courses
- ~~f.~~ ~~e.~~ French Immersion for inbound students within their Family of Schools
- ~~g.~~ ~~f.~~ Identified Specialist High School Major Programs
- ~~h.~~ ~~g.~~ Learning Strategies and Social Skills Programs

In accordance with the Boards Admission of Elementary and Secondary Students Policy when no such approved educational program is involved, parents are responsible for providing transportation for students attending a school that is outside of their school area.

TRANSPORTATION OF STUDENTS TO SUMMER SCHOOL

Transportation may be provided for students who are authorized to attend secondary school summer courses, as approved by the Superintendent of Education – Continuing Education. The summer school routes cover a large geographic area with central pick-up and drop-off stop locations and it is the responsibility of the student to report to the designated stop location.

TRANSPORTATION OF STUDENTS ON FIELD TRIPS

Transportation may be provided for students who are authorized to participate in field trips organized by the school, in accordance with Board's Educational Field Trips Policy.

TRANSPORTATION OF STUDENTS ON "LATE BUSES"

In order to facilitate the participation of students in co-curricular activities, the Board will endeavour to provide transportation for students who reside in rural areas which are distant from the school. The "late bus" routes cover a large geographic area with central pick-up and drop-off stop locations.

RESPONSIBILITIES OF STUDENTS

Students shall be made aware of the following expectations regarding behaviour on buses and taxis at the beginning of each school year. It is the responsibility of all students:

- a. To avoid anything which might disturb the driver or interfere with the safe operation of the vehicle;
- b. To exercise care, caution, good manners and consideration for others;
- c. To refrain from throwing articles inside the bus or out a window;
- d. To obey promptly the instructions of the driver and school patrollers;
- e. To refrain from smoking, drugs and alcohol;
- f. To refrain from using obscene language;
- g. To keep all parts of the body inside the vehicle at all times;

- h. To remain seated at all times;
- i. To be aware of the fact that misbehaviour on buses may result in suspension or loss of transportation privileges.

RESPONSIBILITIES OF THE BUS DRIVERS

Bus drivers shall adhere to applicable laws, regulations and Board Policies. It is the responsibility of the drivers:

- a. To be courteous, kind but firm and above reproach at all times;
- b. To maintain control over the students riding in the vehicle at all times;
- c. To exercise due care and precaution at all times;
- d. To ensure that all students have left the bus before considering the route complete;
- e. To maintain consistent pick-up and discharge locations and times and to refrain from changing the bus routes without the approval of the Board;
- f. To refrain from smoking inside the vehicle or on the Board's property;
- g. To dress in a suitable and acceptable manner;
- h. To issue a warning to a student who violates the student bus expectations;
- i. To report to the school Principal, in writing, the name of any misbehaving student, the nature of the misbehaviour and any specific action taken.
- j. To respect and secure confidential route and student information provided to perform the transportation service.

RESPONSIBILITIES OF PRINCIPALS

Principals are responsible for the care and well-being of the students while they are being transported on approved vehicles. It is the responsibility of the Principals:

- a. To investigate thoroughly all reported misbehaviour on school vehicles;
- b. To discipline and, if necessary, withdraw or suspend transportation privileges;
- c. To inform parents personally by telephone, and confirm in writing, the details of the disciplinary problem and the action taken;
- d. To encourage and support the use of bus safety education programs for students such as are provided by the Board, bus operators and area police services;
- e. To provide adequate supervision arrangements for the loading and unloading of buses and taxis at their respective schools and be available should a problem arise during the runs;
- f. To notify the parents in writing if a student misbehaves on the bus and inform the parent that further offences may result in the student losing bus riding privileges.
- g. To encourage and support the use of student transportation safety education programs available through NSTS and transportation operators.
- h. To keep student data up to date in the Board's student database, including pick-up and drop-off locations and health related conditions that may require immediate medical attention.

RESPONSIBILITIES OF NIAGARA STUDENT TRANSPORTATION SERVICES

Niagara Student Transportation Services (NSTS) is responsible to plan and administer services in accordance with applicable legislation, regulations and Board Policy, Administrative Procedures. It is the responsibility of NSTS to arrange transportation for students within a reasonable amount of time, with due care for safety and in consideration of students with exceptional needs.

To ensure the safety of students including consistent pick-up and drop-off stop locations, maintain accurate route manifests, support resolving bus safety and behaviour concerns and to communicate health related conditions of students that may require immediate medical attention.

OPERATION OF SCHOOL TRANSPORTATION VEHICLES

Transportation services may be provided to eligible students using contracted school buses, taxis or through services provided by a Public Transit Commission. All transportation agreements for home to school and school to school service will be held between NSTS and the service operator.

Where possible, bus stops should be located where the driver has a clear view of the road in both directions for at least 150 metres. Where possible, bus stops should not be located on a steep grade, brow of a hill, or on a blind curve. Students shall not be discharged on a road or highway until all traffic has come to a complete stop.

At no time shall the number of passengers in any vehicle exceed the capacity for which the vehicle has been licensed by the Ministry of Transportation. Students are not permitted to stand on school buses as a result of a lack of seating spaces (other than for a few start-up days when passenger loads are being assessed and adjusted).

Where it is possible and practical, there shall be co-operation and co-ordination of services with other school boards or private schools in the transportation of elementary and secondary school pupils.

EQUIPMENT AND OTHER ITEMS ON TRANSPORTATION VEHICLES

Where equipment or other items are transported, it is important to ensure that the centre aisle be kept clear in case of an emergency and a quick exit is required. In the interest of student safety, only certain equipment is permitted on school vehicles, as follows:

- a. Musical equipment in cases shall be transported and shall be kept on the students' lap or under the seat, if possible.
- b. Ice skates shall have the blades covered and be tied together or carried in a sports bag. They shall be kept on the floor under the student's seat.
- c. Sports equipment such as skis, poles and skateboards shall not be allowed on the bus.
- d. Program related items shall be transported if special arrangements have been made in advance between the Principal (or designate) and the driver.
- e. Animals, birds, firearms, explosives, water pistols and any items that may interfere with the safe operation of the bus are not allowed.

In case of a dispute, the final decision as to what shall or shall not be transported rests with Niagara Student Transportation Services.

COMPLAINT RESOLUTION PROCESS

In accordance with the Board's Complaint Resolution Policy, every effort shall be made to investigate concerns while recognizing the need for the efficient and safe transportation of students in compliance with the Board's Policies and Administrative Procedures.

Concerns by parents are to be processed in accordance with the following procedures:

- a. Concerns should be directed initially to the school Principal.
- b. If the concerns are not resolved at the school level, the parent shall be directed to contact Niagara Student Transportation Services.
- c. In accordance with the Board's Complaint Resolution Policy If the concerns are still not resolved, the parent will be requested to contact the appropriate Superintendent of Education for further consideration.

All concerns shall be addressed in a timely manner. The Principal, NSTS and Superintendent of Education will acknowledge the receipt within 24-hours to the person with whom the concern originated. The investigation and resolution process may take longer than 24-hours depending on the nature of the concern.

EXCEPTIONS TO ADMINISTRATIVE PROCEDURES

All exceptions to the Administrative Procedures criteria must be made by application to NSTS and approved by the appropriate Superintendent of Education. If an additional cost is projected, the Superintendent of Business and Financial Services and Family of Schools Superintendent of Education will be required to approve the request.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: POLICIES – PRIOR TO VETTING DEFERRED FROM OCTOBER
POLICY COMMITTEE MEETING
FUNDRAISING POLICY (301.4)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: November 27, 2018



Niagara Catholic District School Board

FUNDRAISING POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.4

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 12, 2012

In keeping with the Mission Vision and Values of the Niagara Catholic District School Board, the Board supports the involvement and collaboration of parents with the Principal, school staff, and in consultation with Catholic School Councils, to design and implement fundraising activities.

The Principal will approve and implement fundraising activities, to enhance student ~~achievement-learning and success~~, including **educational** field trips, excursions and co-curricular activities.

The Niagara Catholic District School Board also recognizes that fundraising activities have a direct financial impact on the school and on the school community. The Principal shall consider this financial impact, in the planning and approval of the proposed initiatives. Funds raised at the school level through fundraising and other sources will be managed in accordance with the School Generated Funds Policy.

The Board recognizes that some school fundraising initiatives are designed to support the efforts of the school community with activities that will help the students to learn about the value of supporting the needs of the broader global community, including:

- Supporting charitable endeavours
- Supporting ~~needy~~ global communities
- Encouraging involvement in **supporting the needs of the broader global community** ~~school activities~~

The Board has approved the following annual fundraising activities:

- Pilgrimage / Development and Peace
- United Way Campaign
- Kids Helping Kids
- **Holy Childhood Walk**

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

References

- [Education Statutes and Regulations of Ontario](#)
- Fundraising Guidelines issued by the Ministry of Education (~~March 2011~~)
<http://www.edu.gov.on.ca/eng/parents/Fund2012Guideline.pdf> (*This is a new link for guidelines issued by the Ministry so it will need to be revised*)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- *Niagara Catholic District School Board Policies/Procedures*
 - [Catholic School Councils Policy \(800.1\)](#)
 - [Nutrition Policy \(302.7\)](#)
 - [Purchasing/Supply Chain Management Policy \(600.1\)](#)
 - [School Generated Funds Policy \(301.6\)](#)
 - [Student Fees Policy \(301.11\)](#)



Niagara Catholic District School Board

FUNDRAISING POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.4

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 12, 2012

DEFINITIONS

Fundraising is any activity, in accordance with Board Policy, to raise money or other resources that is approved by the school Principal, in consultation with the Catholic School Council, ~~or a school fundraising organization operating in the name of the school and~~ for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

The school community refers to students, parents ~~and~~/guardians, school administrators and staff, members of the broader community and partners, as well as others, who support the local Catholic school and student achievement.

BACKGROUND

Fundraising initiatives carried out by the school must not be used to replace public funding provided by the Ministry of Education for textbooks, learning materials and other supplies, which are allocated by the Board to the school through the School Budget Accounts.

All students and staff are welcome to participate in fundraising activities. These activities will reflect the diversity, values and priorities of the local school community and school board.

GUIDING PRINCIPLES FOR FUNDRAISING ACTIVITIES

The Principal will:

- Prepare an annual Plan on fundraising activities, using the appropriate fundraising form
- Be responsible for authorizing, planning and implementing all fundraising activities carried out by the school community. A fundraising report will be prepared by the principal for each major fundraising activity **benefitting the whole school community and will be approved by the Family of Schools Superintendent.**
- **Give consideration to the frequency, type and number of fundraisers within an academic year.**
- **Ensure resources generated through fundraising activities will be used within a two-year period unless designated for a specific project to be pre-approved by the Superintendent of Business and Financial Services**

The Principal will ensure that the collection and distribution of funds will reflect the following principles:

Support Student Achievement - Activities will support student achievement and not detract from the learning environment.

Voluntary Participation - Participation in fundraising activities is strictly voluntary for staff and students. Parental consent will be required for student participation for students under the age of 18. The personal information of staff, students or other individuals will not be shared for the purposes of fundraising without prior consent.

Safety and Safeguarding - The safety of students will be a primary consideration in all fundraising activities. In addition to parental consent, student fundraising activities require adequate supervision of students involved in the activity.

The Principal will communicate and train school staff on procedures dealing with the collection, disbursement and accounting of school-generated funds.

Accountability and Transparency - A fundraising activity will not result in any staff or volunteer benefiting materially or financially from the activity.

Fundraising activities will have a designated purpose and the funds collected will be spent for that designated purpose. Transparent financial reporting practices to the school community ~~should~~ **need to** be in place.

Staff Members will:

- Prepare a fundraising report for minor fundraising activities benefitting a school department, club and/or sports team and will be approved by the Principal.

All school fundraising activities will generate a fundraising report. Fundraising reports will be shared with the designated secretary with finance duties and will be available for review by Board staff and internal and external auditors.

CONFLICT OF INTEREST

If staff members and/or Catholic School Council Members have a conflict of interest in connection with a fundraising initiative, they will not participate in any aspect of that fundraising activity.

CRITERIA TO BE CONSIDERED IN FUNDRAISING ACTIVITIES

When school communities consider asking for financial support, the individual fundraising activity should be consistent with the guiding principles outlined above and **within** Niagara Catholic policies.

Any fundraising activities that involve the sale of food and beverages on school premises must comply with the Board's Nutrition Policy. The nutrition standards set out in the policy do not apply to fundraising activities that occur off school premises.

Examples of Acceptable Uses of Fundraising Proceeds

- Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of a field trip for students who cannot afford it)
- Supplies, equipment or services which complement items funded by provincial grants (for example, co-curricular band equipment, audio-visual equipment)
- Field trips or other excursions (for example, in-province, out-of-province, or trips abroad)
- Guest speakers or presentations
- Ceremonies, awards, plaques, trophies or prizes for students
- Scholarships or bursaries

- Co-curricular activities and events (for example, travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs)
- School yard improvement projects (for example, playground equipment, shade structures, gardens, outdoor skating rink)
- Upgrades to sporting facilities such as running tracks, installation of artificial turf and scoreboards
- Support for activities that are unique to the denominational or cultural character of the school (for example, student retreats).

Examples of Unacceptable Uses of Fundraising Proceeds

- Items funded through provincial grants such as classroom learning materials and textbooks
- Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear
- Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants (for example, classrooms, additions, gyms, labs)
- Goods or services for employees, where such purchases would contravene the *Education Act* or a school council's by-laws regarding conflict of interest
- Professional development including support for teacher attendance at professional development activities
- Administrative expenses not associated with fundraising activity. Any administrative expenses associated with fundraising activity should be minimized.
- Support for partisan political activity, groups or candidates.

ACCOUNTABILITY AND FINANCIAL REPORTING

The purpose for any fundraising activity must be clearly communicated to contributors.

Funds received and disbursed in connection with fund raising activities must be accounted for in accordance with the [School Generated Funds Policy \(301.6\)](#).

The Principal will advise the Family of Schools Superintendent regarding major concerns arising from the operation of fundraising activities.

The Principal will prepare an annual report on fundraising activities, in accordance with the [School Generated Funds Policy \(301.6\)](#).

Any change in the purpose of funds raised will require the approval of the Family of Schools Superintendent and the notification of the school community.

Any theft and misuse or misappropriation of funds raised through Fundraising Activities will be immediately reported to the Principal, ~~and to the~~ Family of Schools Superintendent ~~and~~ Superintendent of

Business and Financial Services. This matter will be discussed ~~by the Superintendent~~ with the Director of Education, ~~who~~ **The Director of Education** will determine the actions required to recover the funds and the need to report the details to the Board and/or to proper legal authorities, as required.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: POLICIES – PRIOR TO VETTING DEFERRED FROM OCTOBER
POLICY COMMITTEE MEETING
FRENCH IMMERSION POLICY (400.7)**

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: November 27, 2018



Niagara Catholic District School Board

French Immersion Policy

STATEMENT OF POLICY

400 – Educational Programs

Policy No 400.7

Adopted Date: February 23, 2016

Latest Reviewed/Revised Date: Nil

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, ~~it is the policy of the Board to allow~~ offers students access to French Immersion programs ~~starting from grade to grade in accordance with their individual performance.~~

Students will generally be placed in classes ~~with their age appropriate peers. The placement of students must be based on all the~~ a variety of factors influencing the student's progress including academic, social, emotional and physical growth considerations.

The location of French Immersion Programs in the Board will be ~~determined~~ confirmed by the Director of Education and the Superintendent of Education, Program and Innovation.

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

References:

- ***Niagara Catholic District School Board Policies/Procedures***
 - [*Admission of Elementary and Secondary Students Policy \(301.1\)*](#)
 - [*Attendance Area Policy \(301.3\)*](#)
 - [*Student Transportation Policy \(500.2\)*](#)



~~The French Immersion procedures outline the application, registration and program requirements for the Niagara Catholic District School Board French Immersion Programs.~~

Stakeholder Groups with Responsibilities under the French Immersion Administrative Procedures:

- ~~Director of Education~~
- ~~Superintendent of Education, Program~~
- ~~Superintendent of Education, Human Resource Services~~
- ~~Family of Schools Superintendents of Education~~
- ~~Program Department~~
- ~~Principals~~
- ~~Teachers~~
- ~~Parents/Guardians~~
- ~~Student~~

PROCEDURES

~~The procedure outlines processes and requirements for the Niagara Catholic District School Board French Immersion (FI) Program.~~

Rationale

~~The French Immersion (FI) Program is an optional program in which students receive their instruction in French for a variety of subjects from a teacher who speaks the language fluently. The program is designated for children students whose first language is *not* not French. Parents/guardians do not need to have knowledge of the French language or culture. Communication with parents/guardians is or can be in English including, but not limited to, report cards, newsletters and parent teacher interviews depending on parent/caregiver(s) level of French proficiency.~~

~~In Niagara Catholic schools, the French Immersion Program begins in ELKP or Grade 1, depending on school site entry point, and is based on grade appropriate Ontario Curriculum expectations. The French Immersion Program operates similarly to the program in English classrooms with instruction provided in French.~~

~~Participation in the FI program reflects the diversity of the student population. Appropriate accommodations are made for students, and special education support for formally identified students with special education needs, as outlined in the Board Special Education Plan, are available for students participating in the French Immersion Program.~~

Entry Point

~~Niagara Catholic District School Board offers early immersion in which the expected entry point is ELKP or Grade 1 beginning in September, 2020. Under special circumstances, after consultation with parents and~~

with the approval of the school Principal **and** the appropriate Family of Schools' Superintendent ~~and the Superintendent of Education, Program~~, a student may ~~be allowed to~~ enter the program at another point provided the student's accumulated hours in the French Immersion Program qualifies ~~them~~ **the student** for successful ~~graduation from~~ **recognition in completing the requirements** of this program.

Attendance

Students enrolled in the French Immersion Program students are to attend the ~~French Immersion Family of Schools designated~~ **French Immersion school site** based on their home address. Any out of boundary requests will follow the Board's Admission of Elementary and Secondary Students Policy, and the Student Transportation Policy.

Registration Processes

~~As there is a provincially mandated hard cap in all primary grade class sizes as well as an aggregate class size cap in all other elementary grades, there~~ **There** are a limited number of spots available for students entering the **French Immersion Program**. ~~The class enrollment cap is set at 26 (Board aggregate) for ELKP and 20 (hard cap) for all other primary grades.~~ **Class enrollments will be based on current Ministry of Education class size criteria and compliance. Where necessary, registration waitlists will be developed for each Family of Schools designated French Immersion school site.**

Siblings of current French Immersion students that are entering ~~ELKP or~~ Grade 1 in the Niagara Catholic School Board ~~for the first time~~ are provided with the first opportunity to pre-register for available French Immersion Programs at their **designated** local site by December 15th of the year preceding the September enrollment in **the French Immersion Program** of the following year. Should the sibling not pre-register for any reason, application for the **French Immersion Program** will **then follow the** ~~be~~ on-line **registration process outlined below** and enrollment in the program will not be guaranteed.

Open Registration for the Niagara Catholic French Immersion Program is on-line at a time and date communicated to all interested parent(s)/guardian(s). ~~at a date advertised at least two months in advance.~~ Electronic registration is time stamped, ~~(day, hour, minute and seconds)~~ rank ordered by time. Parent(s)/guardian(s) will receive notification by email to inform them if their ~~child~~ **student** has been placed in the grade appropriate French Immersion class or if they have been placed on the school's French Immersion Class Waitlist. ~~On-line registration is the sole avenue to enroll students in the Niagara Catholic French Immersion Program.~~ It is the sole responsibility of the parent/guardian(s) to ensure that they have registered their ~~child~~ **student** at the correct site and grade. ~~Errors in r~~egistration **errors** will not be considered at an alternative grade or French Immersion **school** site when a waitlist exists for that specific entry point.

The specific French Immersion school site will contact successful applicants ~~via e-mail/telephone~~ to complete the registration process. ~~Should~~ **If a family parent/guardian fail to** ~~does not~~ register a **their child student** by June 1st of the current school year for a September start in the next school year; the next qualified student registered electronically in rank order **by time** will be offered the available classroom position by the French Immersion **school** site ~~p~~Principal.

Transportation

All students enrolled in the French Immersion Program will be provided with transportation to their local Family of Schools designated French Immersion ~~S~~school site in accordance with the Board's Transportation of Students Policy #500.2. Designated Family of Schools French Immersion schools **sites** can be located at the following link: www.niagaracatholic.ca.

EQAO Participation

The Ministry of Education currently allows school boards to select participation in EQAO assessments in English or French (or both). All Niagara Catholic Elementary French Immersion students will participate in the ~~Language component of the EQAO~~ **Reading and Writing** ~~Assessments in English in Grade 6.~~ The EQAO assessment of Mathematics will be in French for Grades 3 and in English for Grade 6.

Support for Instruction

Staff Development

~~The Niagara Catholic District School Board recognizes that second language instruction requires specific teaching methodology. In keeping with the provincial guidelines and the standards of excellence used by the Niagara Catholic District School Board, French Immersion teachers must have:~~

- ~~• Professional development appropriate to their grade and subject;~~
- ~~• Professional development specific to immersion teaching; and~~
- ~~• An excellent command of oral and written French~~
- ~~• Professional qualifications in French under the Ontario College of Teachers Act~~

Resources

~~The Board will provide the necessary human resources (administrative, teaching and support staff), material and information technology resources to deliver an effective program in French.~~

Responsibilities

The Director of Education shall:

- ~~• allocate staff and resources to support the French Immersion Program.~~

Family of Schools Superintendents of Education shall:

- ~~• review French Immersion attendance areas and determine program locations in accordance with Policy and Procedure #108.0, Student Accommodation—Attendance Areas and Student Transfers;~~
- ~~• provide leadership and support to French Immersion site principals, as required, in implementing the French Immersion Program.~~

Superintendent of Education, Program shall:

- ~~• provide leadership and support the high quality implementation of the elementary and secondary Ontario French Immersion Curriculum.~~

Superintendent of Human Resource Services shall:

- ~~• ensure that selection processes for French Immersion (FI) teaching staff are aligned with legislation and all applicable Board policies and procedures;~~
- ~~• ensure that FI teachers hold additional qualifications to teach in French as a Second Language programs in English schools, and where teachers do not have additional qualifications in French, apply to the Ministry of Education for a Temporary Letter of Approval;~~
- ~~• administer language assessments for FI teacher candidates.~~

Program Department Staff shall:

- ~~• provide leadership and support to schools in implementing appropriate supports for students with special education needs.~~

Principals of Schools with French Immersion shall:

- ~~adhere to the Board's French Immersion (FI) Program ensuring integrity and consistency are maintained across the system;~~
- ~~ensure that French is the language of instruction in all subjects taught in French;~~
- ~~adhere to the Board's protocol for hiring FI teaching staff.~~

Elementary Schools with French Immersion shall:

- ~~support the FI registration process;~~
- ~~host an information night for parents/guardians interested in enrolling their child(ren) in the FI program and share the following;~~
- ~~upcoming space accommodations if applicable;~~
- ~~the registration process.~~

For late registrations:

- ~~advise parents/guardians that students may be required to overflow due to staffing or accommodation considerations;~~
- ~~consider admission to the program on a first come, first served basis.~~

For delayed entry students:

- ~~consider, in consultation with parents/guardians whether enrolment in the FI program is in the best interest of the student;~~
- ~~monitor the student during the first six weeks, as required, with the classroom teacher and/or the special education resource teacher to ensure the student is progressing appropriately;~~
- ~~ensure parents/guardians are informed of the child's performance at regular intervals;~~
- ~~determine for Grades 4 to 8 which of Health and Physical Education and/or the Arts subjects will be taught in French and which in English, meeting program requirements and ensuring consistency within the school including, but not limited to,~~
- ~~Not changing the subject language mid year,~~
- ~~Not offering one subject in both languages;~~
- ~~ensure FI qualified staff teaches all French subjects;~~
- ~~avoid, if at all possible, having one teacher teach both French and English to the same class;~~
- ~~for students entering the Board from a different Board's FI program or returning to FI after an extended absence, consider whether FI is an appropriate choice for the student by;~~
- ~~ensuring that the Student Record of Accumulated Instruction in French over their previous schooling includes at least 70 per cent of the total accumulated by Niagara Catholic students in the grade they are entering;~~
- ~~reviewing other relevant information, including student report cards;~~
- ~~recommending a curriculum based assessment, as appropriate;~~
- ~~communicating the final decision about student's participation in FI to parents/guardians;~~
- ~~consulting with the superintendent of schools, as required;~~
- ~~for English language learners (ELLs) entering Grade 1, update the English as a Second Language (ESL) information in Maplewood, as outlined in the Entering English as a Second Language/English Literacy Development Data document;~~
- ~~for English language learners (ELL) in Grades 4 to 8;~~
- ~~for subjects taught in English, ensure teachers determine the students' level of English language proficiency and communicate this information to the principal;~~
- ~~ensure that the student's level of English language proficiency is noted in Trillium as outlined in the Entering English as a Second Language/English Literacy Development Data document;~~

- ~~support the implementation of Board and Ministry policies and procedures for programming, and for tracking of ELLs' language proficiency.~~

Secondary Schools with French Immersion shall:

- ~~ensure the most appropriate Core French placement for students who graduate from the Grade 8 FI program but do not continue with FI in secondary school;~~
- ~~ensure that all required courses and a variety of other courses are available to students enrolled in the FI program in order to satisfy the requirements of the French Immersion Certificate upon graduation.~~

Teachers of French Immersion shall:

- ~~recognize that the French Immersion (FI) program operates similarly to the program offered in English, and that all curriculum expectations and relevant Board policies and procedures apply;~~
- ~~adhere to the Board Special Education Plan as it relates to FI;~~
- ~~use French as the language of instruction for subjects taught in French;~~
- ~~ensure students use French at all times in subjects taught in French;~~
- ~~foster, model and encourage the use of French outside the classroom;~~
- ~~for delayed entry students, inform parents/guardians of the child's performance at regular intervals;~~
- ~~for English language learners (ELLs) in Grades 4 to 8 for subjects taught in English;~~
- ~~determine the level of English language proficiency and communicate this information to the principal;~~
- ~~provide the necessary program adaptations for ELLs as they acquire English proficiency;~~
- ~~monitor the ELLs' level of English proficiency on an ongoing basis.~~

Parent(s)/guardian(s) shall:

- ~~register their children for French Immersion (FI) by:~~
 - ~~for Kindergarten students in the Board, providing the child's Student Index Card signed by the current principal to the FI school,~~
 - ~~for students new to the Board, providing completed registration package as outlined in Policy and Procedure #163.0, School Admission, and~~
 - ~~presenting the appropriate documentation at the FI school to register;~~
 - ~~understand that students who register late may be overflowed to another site due to staffing issues or accommodation;~~
 - ~~understand that delayed entry students will need additional support at home to catch up on missed learning;~~
 - ~~understand that students who have not been in FI will not be accepted in the program after the last Friday in November of their Grade 1 year;~~
 - ~~communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with school staff;~~
 - ~~understand that learning materials will be in French including, but not limited to, homework assignments, assessment criteria and learning goals;~~
- ~~understand that school boundaries are subject to review and may change.~~

French Immersion Students shall:

- ~~use French at all times in subjects taught in French.~~

It is the expectation of the Niagara Catholic District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.

Progression of Niagara Catholic French Immersion Program Possible Entry Points Over Time

(Individual entry point dependant on location)

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
French Immersion	ELKP, 1	ELKP, 1,2	ELKP, 1,2,3	ELKP, 1,2,3,4	ELKP, 1,2,3,4, 5	ELKP, 1,2,3,4, 5,6	ELKP, 1,2,3,4, 5,6,7	ELKP, 1,2,3,4, 5,6,7,8

Elementary French Immersion Programming

French must be the language of instruction for a minimum of **50 per cent** of the total instructional time at every grade level of the program. **French Immersion** programs must include the study of French as a second language and the study of at least two other subjects taught in French.

Subjects must be selected from the following: The Arts, Social Studies (Grades 1 to 6) or History and Geography (Grades 7 and 8), Mathematics, Science and Technology, and Health and Physical Education. The minimum requirement for French language instruction Immersion is 3800 hours at the end of Grade 8.

Niagara Catholic Elementary French Immersion Programs

French Instructional time

English Language Instructional time in shaded area

<i>ELKP – Gr. 1</i>	90% French Language <i>274 Minutes</i>	Religion 10% 30-minutes
<i>Grades 21 - 3</i>	80% French Language <i>243 Minutes</i>	English Language Arts is introduced 20% 61-minutes
<i>Grades 4 - 56</i>	75% French Language <i>228 Minutes</i>	Additional subjects taught in English are introduced 25% 76-minutes Mathematics is taught bilingually

<i>Grades 67 - 8</i>	<i>50% French Language</i> <i>152 minutes</i>	<i>50% English Language</i> <i>152 minutes</i>
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Subjects that *may* be taught in French are: French Language Arts, Religion, Mathematics, Science and Technology, Social Studies (History & Geography in the Intermediate grades), Music, Visual Arts, Drama/Dance, Health and Physical Education.

Choice of subjects to teach in French may depend on the availability of staff able to teach that subject in French (i.e. Phys. Ed Specialist).

French Immersion Secondary School Credits

All Niagara Catholic students are required to successfully complete 30 credits in order to complete the requirements for the Ontario Secondary School Graduation Diploma. Niagara Catholic will offer enough credits in French, based on viability and enrolment, (14 credits) to enable a student to graduate with a qualify for the French Immersion Diploma Certificate.

Secondary French Immersion Program

Each designated Catholic secondary school will offer the following courses in French:

- Four required language courses (FIF)
- Grade 9 Geography
- Grade 10 History
- Grade 10 Civics and Careers
- at least three other courses taught in the French language (excluding third language since the language of instruction should be in the third language).

Secondary school students must accumulate at least a minimum of ten (10) French Immersion credits to qualify for the French Immersion Certificate upon graduation.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: POLICIES – PRIOR TO VETTING DEFERRED FROM OCTOBER
POLICY COMMITTEE MEETING
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
POLICY (400.4)**

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Date: November 27, 2018



Niagara Catholic District School Board

**PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)
POLICY**

STATEMENT OF POLICY

400 – Educational Programs

Policy No 400.4

Adopted Date: May 26, 1998

Latest Reviewed/Revised Date: May 28, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports the implementation of Prior Learning Assessment and Recognition (PLAR), ~~which is the a~~ formal evaluation and ~~credit-granting~~ accreditation process whereby students may obtain credits for prior learning. This includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Students have their knowledge and skills evaluated against the overall expectations in the Ontario provincial curriculum policy documents in order to earn credits towards an Ontario Secondary School Diploma (OSSD).

Religious Education credits cannot be earned through the PLAR challenge in the Niagara Catholic District School Board.

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

References

- [***Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements 2011/2016***](#)
- [***PPM 129 – Prior Learning, Assessment and Recognition \(PLAR\):Implementation in Ontario Secondary Schools***](#)
- [***PPM 132 - Prior Learning, Assessment and Recognition \(PLAR\) for Mature Students: Implementation in Ontario Secondary Schools***](#)
- [***Ontario Student Record \(OSR\) Guideline, 2000***](#)
- [***Ontario Student Transcript \(OST\) Manual, 2013***](#)
- [***Niagara Catholic District School Board Policies/Procedures***
 - \[***Ontario Student Record \\(OSR\\) Policy 301.7***\]\(#\)](#)



Niagara Catholic District School Board

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR) POLICY

ADMINISTRATIVE PROCEDURES

400 – Educational Programs

Policy No 400.4

Adopted Date: January 28, 2003

Latest Reviewed/Revised Date: May 28, 2013

The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process assesses students' prior learning for the purpose of granting credit for a ~~Grade 10, 11, or 12~~ course developed from the most current provincial curriculum document. The "equivalency" process is the process of assessing credentials from other jurisdictions.

PLAR procedures are carried out under the direction of the school Principal, who grants the credits.

DEFINITIONS

Regular ~~day~~ school student: a student, other than a mature student, who is enrolled in a regular ~~day~~ school program. A student enrolled only in continuing education and/or correspondence courses is not considered a regular ~~day~~ school student.

Mature student: a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

CHALLENGE CREDITS

~~Students may challenge for credit only Grade 10, 11 and 12 courses.~~

1. All credits gained through the PLAR process must represent the same standards as credits granted to students who have taken the course.
2. Assessment instruments for the challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the mark). Assessment strategies must be adapted for students with special **education** needs.
3. Students may earn no more than four credits through the challenge process for Grade 10, 11, 12 courses; **or for Levels 1,2, and 3 in classical and international languages courses; and for Levels 3, 4, and 5 in Native languages courses.** ~~with no~~ **No more than two (2) of these credits may be granted in any one discipline towards the Ontario Secondary School Diploma (OSSD).**
4. Students must provide proof of competency to the ~~p~~**Principal** in a subject before they are granted the opportunity to challenge a **course.** ~~outlined in the Board's "Application to Challenge for Credit for a Course" form and Prior Learning Assessment and Recognition procedures.~~ **Principals will refer to the appropriate sections for Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students and Prior Learning Assessment and Recognition (PLAR) for Mature Students as set**

out *Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2016*. Appropriate applications for regular day school and mature students are set out in Appendix 1.

5. In cases where an adult student (18 years old), or the parent/guardian of a minor student disagrees with the decision of the Principal concerning the student's challenge for credit, the parent/guardian or adult student may follow the **Niagara Catholic Complaint Resolution Policy 800.3** to appeal the decision. ~~ask the appropriate Family of Schools Superintendent to review the matter within five (5) days of notification of the decision. Following the review by the Family of Schools Superintendent, a recommendation will be made to the Director of Education regarding the appeal. The Director of Education will determine whether Senior Administrative Council will review the appeal.~~

~~Subject to the decision of the Director of Education, the parent/guardian or adult student may ask that the appeal go to the Board of Trustees.~~

6. The challenge process is an evaluation process and may not be used as a way for students to improve a mark in a course for which they have already earned credit, or as a way to obtain a credit for a course they have previously ~~failed~~ **been unsuccessful**.
7. Schools within the Board will provide for challenge only to those students registered with the Board ~~or by agreement with another District School Board~~.
8. Schools in the Board will use the forms for the application and tracking of students, **regular day school and mature students** provided by the Ministry of Education: "~~PLAR Challenge for Credit: Cumulative Tracking Record~~" and "~~PLAR Challenge for Credit: Interim Tracking Record~~" **as set out in Appendix 1** along with the ~~Board's~~ forms found in the Niagara Catholic District School Board's PLAR Implementation Manual.
9. The opportunity for Prior Learning Assessment and Recognition in the Niagara Catholic District School Board will be described in all **Catholic** secondary school Course Calendars stating that students can challenge for credit once per year by applying at their home school. PLAR challenges will be administered and supervised at the student's home school. ~~and, in the case of mature students, at one of the Board's Continuing Education Learning Centres.~~

EQUIVALENCY CREDITS

1. Students who are eligible for "equivalency" credits are those who transfer to Ontario secondary schools from **home schooling**, non-inspected private schools or schools outside Ontario.
2. Equivalency credits are granted for placement only by **the school pPrincipals**. The ~~p~~Principal will determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned for a diploma. Principals will ~~use~~ **refer to the appropriate sections for Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students and Prior Learning Assessment and Recognition (PLAR) for Mature Students Appendix 2: Equivalent Diploma Requirements as set out in *Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2011*. *Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2016*.**
3. In cases where an adult student (18 years old), or the parent/guardian of a minor student disagrees with the decision of the Principal concerning the placement, the adult student or the parent/guardian may follow the **Niagara Catholic Complaint Resolution Policy 800.3** to appeal the decision. ~~ask the appropriate Family of Schools Superintendent to review the matter within five days of notification of the decision. Following the review by the Family of Schools Superintendent, a recommendation~~

~~will be made to the Director of Education regarding the appeal. The Director of Education will determine whether Senior Administrative Council will review the appeal.~~

APPENDIX 1 – PRIOR LEARNING ASSESSMENT AND RECOGNITION

Forms for Regular Day School Students

- PRIOR LEARNING ASSESSMENT AD RECOGNITION: CHALLENGE FOR CREDIT, Interim Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT, Cumulative Tracking Record
- APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE
- RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

Forms for Mature Students

- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, INDIVIDUAL ASSESSMENT FOR GRADE 9 AND 10 CREDITS, Interim Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, INDIVIDUAL ASSESSMENT FOR GRADE 9 AND 10 CREDITS, Cumulative Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, CHALLENGE PROCESS FOR GRADE 11 AND 12 CREDITS, Interim Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, CHALLENGE PROCESS FOR GRADE 11 AND 12 CREDITS, Cumulative Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, EQUIVALENCY PROCESS FOR GRADE 11 AND 12 CREDITS, Interim Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, EQUIVALENCY PROCESS FOR GRADE 11 AND 12 CREDITS, Cumulative Tracking Record
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, APPLICATION FOR ASSESSMENT FOR GRADE 11 AND 12 CREDITS THROUGH EQUIVALENCY PROCESS
- PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS, RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

Please complete this application form and submit it to your school principal.

Surname: _____

Given names: _____

MIN/OEN: _____

Grade: _____

Gender: ___male___female

Date of birth: ___year___month___day

Name of parent/guardian: _____

School: _____

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade/Level	Course Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 per cent of the final mark, and other types of assessment worth 30 per cent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline.

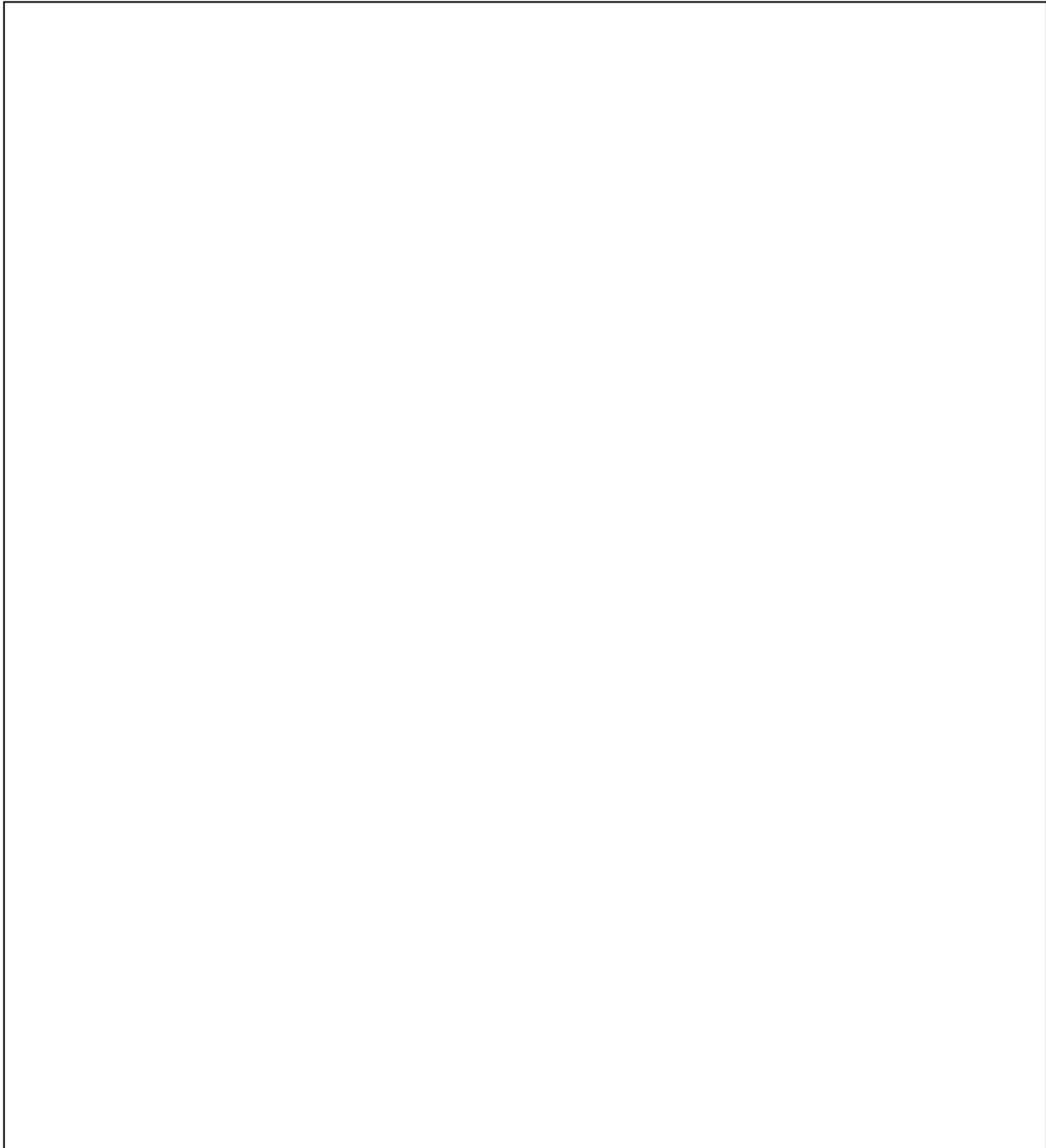
I am submitting the following as evidence that I am qualified to challenge for credit for this course:

- _____ letter(s) of recommendation from teacher(s) familiar with the course expectations
- _____ letter(s) of recommendation from member(s) of the community
- _____ a portfolio of relevant work
- _____ proof of successful relevant experience in a supervised setting
- _____ proof of independent learning in a relevant area
- _____ a videotape, audiotape, or CD-ROM with samples of relevant work
- _____ proof of relevant prior learning from another educational jurisdiction
- _____ proof of successful completion of courses identified as prerequisites for this course

Student Paragraph

Write a paragraph of 100–200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- ways in which the course credit will help you to fulfil your educational goals
- your special interests and skills related to this course

A large, empty rectangular box with a thin black border, intended for the student to write their paragraph. It occupies the lower two-thirds of the page.

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a board/school committee will review my application.

Signature of student: _____ Date: _____

Signature of parent/guardian: _____ Date: _____

Signature of teacher-adviser/
guidance counsellor: _____ Date: _____

FOR OFFICE USE ONLY

Date application received: _____

Date challenge process completed: _____

RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

Student's surname: _____

Given names: _____

MIN/OEN: _____

Gender: ____ male ____ female

Date of birth: ____ year ____ month ____ day

Name of parent/guardian: _____

Course title: _____ Course type: _____

Course grade/level: _____ Course code: _____

Teacher: _____

School: _____

Assessment Strategies Used

a) Formal Tests – 70% of final percentage grade

Overall Expectations Covered	Type of Test	Date Completed	Level of Achievement

Percentage Grade (out of 70%) _____

b) Other Assessment Strategies – 30% of final percentage grade

Overall Expectations Covered	Type of Assessment Strategy	Date Completed	Level of Achievement

Percentage Grade (out of 30%) _____

Final Percentage Grade _____

Signatures

Subject teacher: _____ Date: _____

Student: _____ Date: _____

Principal: _____ Date: _____

Teacher-adviser/guidance counsellor: _____ Date: _____

Parent/guardian: _____ Date: _____

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT
Cumulative Tracking Record

Surname

Given Names MIN/OEN Student Number Gender Date of Birth

School Board/School Authority/Inspected Private School¹

Number Name of School Date of Entry

Date (Year/ Month)	School Board/Inspected Private School ²	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization ³

¹ Name of school board/school authority/inspected private school that maintains the student's OSR

² Name of school board or inspected private school through which the student earned the credit(s)

³ Signature of person authorized to maintain the student's OSR

Note: For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT
Interim Tracking Record

Surname	Given Names	MIN/OEN	Student Number	Gender	Date of Birth
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School Board/School Authority/Inspected Private School¹	Number	Name of School	Date of Entry
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Date (Year/ Month)	School Board/ Inspected Private School ²	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization ³

¹ Name of school board/school authority/inspected private school that maintains the student's OSR

² Name of school board or inspected private school through which the student earned the credit(s)

³ Signature of principal who granted the credit(s)

Note: For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

Please complete this application form and submit it to your school principal.

Surname: _____

Given names: _____

MIN/OEN: _____

Grade: _____

Gender: ___male___female

Date of birth: ___year___month___day

Name of parent/guardian: _____

School: _____

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade/Level	Course Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 per cent of the final mark, and other types of assessment worth 30 per cent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline.

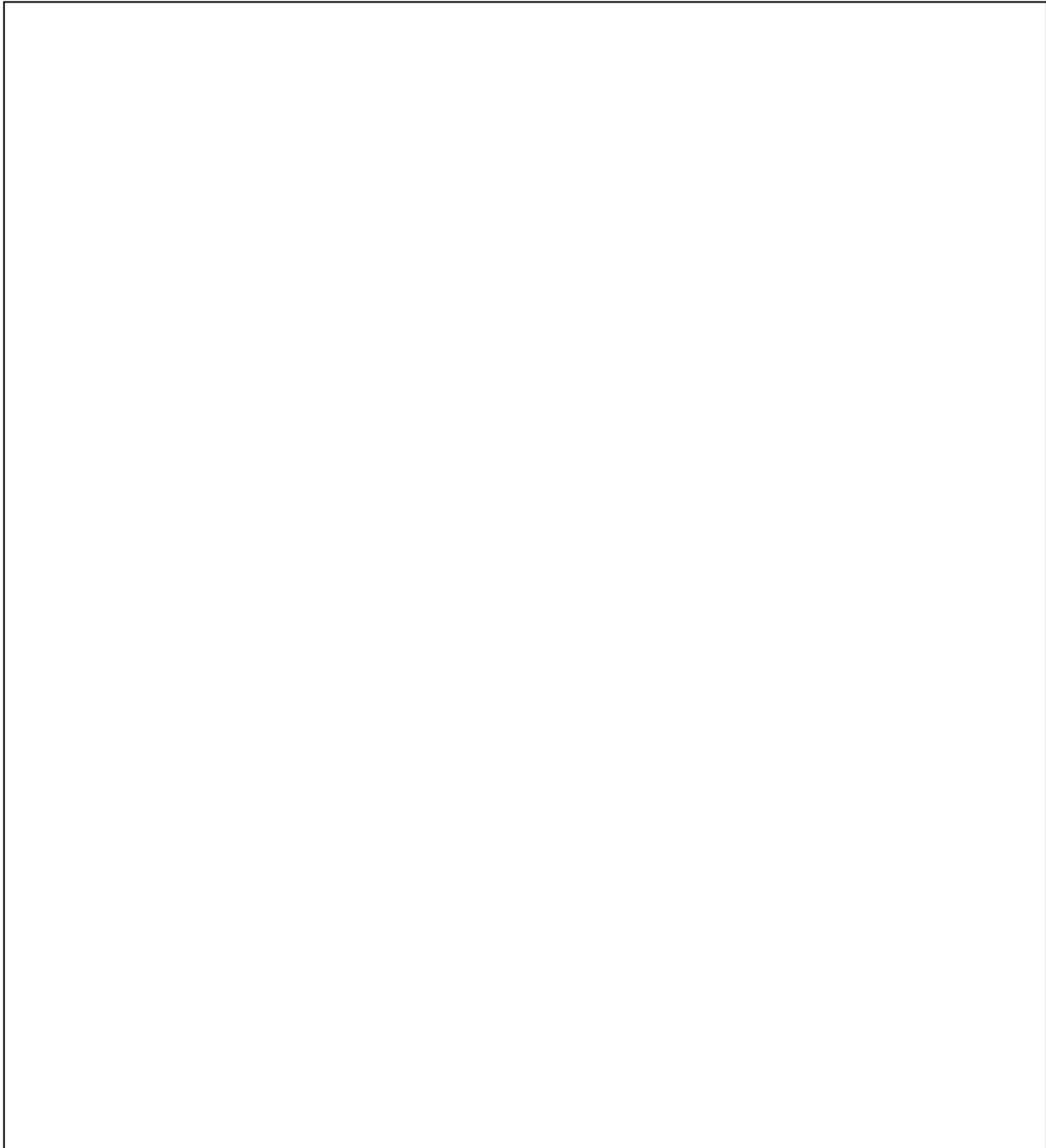
I am submitting the following as evidence that I am qualified to challenge for credit for this course:

- _____ letter(s) of recommendation from teacher(s) familiar with the course expectations
- _____ letter(s) of recommendation from member(s) of the community
- _____ a portfolio of relevant work
- _____ proof of successful relevant experience in a supervised setting
- _____ proof of independent learning in a relevant area
- _____ a videotape, audiotape, or CD-ROM with samples of relevant work
- _____ proof of relevant prior learning from another educational jurisdiction
- _____ proof of successful completion of courses identified as prerequisites for this course

Student Paragraph

Write a paragraph of 100–200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- ways in which the course credit will help you to fulfil your educational goals
- your special interests and skills related to this course

A large, empty rectangular box with a thin black border, intended for the student to write their paragraph. The box occupies most of the lower half of the page.

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a board/school committee will review my application.

Signature of student: _____ Date: _____

Signature of parent/guardian: _____ Date: _____

Signature of teacher-adviser/
guidance counsellor: _____ Date: _____

FOR OFFICE USE ONLY

Date application received: _____

Date challenge process completed: _____

RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

Student's surname: _____

Given names: _____

MIN/OEN: _____

Gender: ____ male ____ female

Date of birth: ____ year ____ month ____ day

Name of parent/guardian: _____

Course title: _____ Course type: _____

Course grade/level: _____ Course code: _____

Teacher: _____

School: _____

Assessment Strategies Used

a) Formal Tests – 70% of final percentage grade

Overall Expectations Covered	Type of Test	Date Completed	Level of Achievement

Percentage Grade (out of 70%) _____

b) Other Assessment Strategies – 30% of final percentage grade

Overall Expectations Covered	Type of Assessment Strategy	Date Completed	Level of Achievement

Percentage Grade (out of 30%) _____

Final Percentage Grade _____

Signatures

Subject teacher: _____ Date: _____

Student: _____ Date: _____

Principal: _____ Date: _____

Teacher-adviser/guidance counsellor: _____ Date: _____

Parent/guardian: _____ Date: _____

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
CATHOLIC SCHOOL COUNCILS POLICY (800.1)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Catholic School Councils Policy (800.1), as presented.

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

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

Date: November 27, 2018



Niagara Catholic District School Board

CATHOLIC SCHOOL COUNCILS POLICY

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date March 28, 2017

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Catholic School Councils support ~~the Mission of Catholic Education and the Mission, Vision and Values of the Niagara Catholic District~~ schools, Board, by providing a communication link to parents/guardians, Principals/Vice-Principals, staff, students, school communities and the Board.

A Catholic School Council will be established and maintained in each elementary and secondary school in the Board to encourage the active participation **and faith formation** of its members, **supporting the triad of church, home and school**, to improve student achievement and well-being of all students in their school community, and to enhance the accountability of the education system.

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

References

- [*Education Act \(O.Reg. 612/00 Section 1.1\)*](#)
- [*Ministry of Education - School Councils, A Guide for Members*](#)
- [*Ontario Association of Parents in Catholic Education \(OAPCE\) By-Law and Constitution*](#)
- [*Ontario Regulation 330/10 School Councils and Parent Involvement Committees*](#)
- [*Niagara Catholic District School Board Policies/Procedures/Documents*](#)
 - [*Board By-Laws \(100.1\)*](#)
 - [*Code of Conduct Policy \(302.6.2\)*](#)
 - [*Complaint Resolution Policy \(800.3\)*](#)
 - [*Criminal Background Check Policy \(302.6.7\)*](#)
 - [*Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)*](#)
 - [*Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)*](#)
 - [*Fundraising Policy \(301.4\)*](#)
 - [*Playground Equipment Policy \(702.1\)*](#)
 - [*Niagara Catholic Parent Involvement Committee Policy \(800.7\)*](#)
 - [*School Generated Funds Policy \(301.6\)*](#)
 - [*Student Fee Policy \(301.11\)*](#)
 - [*Trustee Expenses and Reimbursement Policy \(100.13\)*](#)
 - [*Volunteering in Catholic School Policy \(800.9\)*](#)



Niagara Catholic District School Board

CATHOLIC SCHOOL COUNCILS POLICY

ADMINISTRATIVE PROCEDURES

800 – Schools and Community Councils

Policy No. 800.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: March 28, 2017

PURPOSE OF THE CATHOLIC SCHOOL COUNCIL

1. The purpose of the Catholic School Council, through active participation of its members is:
 - To build strong Catholic identity and community to nurture the distinctiveness of Catholic Education;
 - To advance student achievement and well-being for all students in their school community; and
 - To enhance the accountability of the education system to parents/guardians.
2. A Catholic School Council's primary means of achieving its purpose is by making recommendations to the Principal of the school and/or the Board.
3. Recommendations made to the Principal of the school and/or the Board on any matters that the Catholic School Council identifies as priorities will represent the general views of the school community and the best interests of all students in the school. Recommendations shall be in keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, along with the distinctive character, philosophy and goals of Catholic education, and respectful of the faith and traditions of the Catholic Church. The Board will retain all the powers and duties specified in the *Education Act* and its related Regulations.

MANDATE OF THE CATHOLIC SCHOOL COUNCIL

Each Catholic School Council in schools of the Niagara Catholic District School Board will bear the name "(School Name) Catholic School Council".

~~Each Catholic School Council of the Board is to host an annual Faith Formation session for the parent/guardian community. The Faith Formation session may be held with parishes, schools and Family of Schools' Catholic School Councils.~~

COMPOSITION

1. The composition of the Catholic School Council will ensure that parent/guardian members constitute a majority of the members and reflect the diversity of the school and include the following:
 - The number of parent/guardian members as specified in the Catholic School Council By-Laws or the number the Board determines appropriate.
 - The Principal of the school.
 - One (1) teacher who is employed at the school.
 - One (1) person who is employed at the school, other than the Principal/Vice-Principal or any other teacher (i.e. support staff).

- ~~In the case of a school with one or more secondary school grades, A Catholic School Council in a secondary school will include:~~
 - one (1) student enrolled in the school who is appointed by the student council, if the school has a student council, or
 - one (1) student enrolled in the school who is elected ~~in accordance with section 5,~~ if the school does not have a student council.
 - ~~In the case of a school with no secondary school grades, A Catholic School Council in an elementary school will include:~~
 - one (1) student enrolled in the school who is appointed by the Principal of the school, if the Principal determines, after consulting the other members of the council, that the council should include a student.
 - Community representative(s) appointed by the Catholic School Council who ~~is~~ **are** not an employee ~~of~~ **at** the school, or as specified in the By-Laws of the Catholic School Council.
 - One (1) parent/guardian to represent the Ontario Association of Parents in Catholic Education (OAPCE).
2. The Catholic School Council may appoint/elect one (1) or more of the following individuals subject to the By-Laws of the Catholic School Council:
- A parish priest or representative from the local parish or a designate from the community ~~will~~ **representing** the parish on the Catholic School Council.
 - One (1) parent/guardian representative of a **student with special education** needs ~~child~~ within the school to advocate for students with special **education** needs.

MEMBERSHIP

PARENT/GUARDIAN MEMBERS

1. To be eligible for election/appointment to the Catholic School Council, a person must:
 - **Be a parent/guardian of a student enrolled in the school;**
 - **Reside within the Board's jurisdiction; and**
 - **Support the Mission of Catholic education, and the Mission, Vision and Values of the Niagara Catholic District School Board; and**
 - **Fully participate in the annual Commissioning of the Catholic School Council members.**
2. A parent/guardian who is employed by the Board is qualified to be elected/appointed to the Catholic School Council, and shall at the first meeting; notify the members of employment with the Board prior to the election.
3. A person is not qualified to be a parent/guardian member of a Catholic School Council if he or she is employed at the school.

COMMUNITY REPRESENTATIVES

To be eligible to be appointed as a community representative on a Catholic School Council, the community representative(s) must:

- **Provide a letter of reference from a community organization to the Principal of the school to support the nomination;**
- **Reside within the Board's jurisdiction, and be qualified to vote for a member of the Niagara Catholic District School Board; and**
- **Support the Mission of Catholic education, and the Mission, Vision and Values of the Niagara Catholic District School Board.**

ELECTIONS

Elections shall be held within the first ~~thirty (30)~~ calendar days of the start of the school year, on a date that has been selected by the current Chair and/or Co-Chair(s) of the Catholic School Council, in consultation with the Principal of the school.

VACANCIES

A vacancy in the membership of the Catholic School Council does not prevent the Catholic School Council from exercising its authority.

Vacancies on the Catholic School Council may occur when:

- A parent/guardian member has reached the end of a year term;
- A member resigns; and/or
- A member is unable to fulfill his/her duties.

TERMS OF OFFICE

A person elected/appointed as a member of a Catholic School Council holds office from the date the person is elected/appointed until the date of the first meeting of the Catholic School Council after the elections held in the next school year.

OFFICERS

Chair/Co-Chairs

A Catholic School Council shall have a Chair or, if the By-Laws of the Catholic School Council so provide two ~~(2)~~ Co-Chairs. An employee of the Board cannot serve as the Chair/Co-Chair of a Catholic School Council.

Sub-Committees

A Catholic School Council may establish sub-committees to carry out specific tasks or projects in accordance with the overall mandate of the Catholic School Council, as provided in the By-Laws of the Catholic School Council.

MEETINGS

A Catholic School Council shall meet ~~at least four (4) times in each school year~~ between September to June **at least four times in each school year**. All meetings will be held at the school that has established the Catholic School Council and shall be open to the public. **The Principal shall provide written notice of the dates, times and locations of the meetings to parents/guardians of students enrolled in the school.**

VOTING

When a Catholic School Council votes on a matter, each member of the council other than the school Principal is entitled to vote.

BY-LAWS

Every Catholic School Council shall develop By-Laws ([Appendix A – By-laws Template](#)) within the first ~~sixty~~ (60) days of the school year governing the conduct of the Catholic School Council's affairs.

AGENDAS/MINUTES AND FINANCIAL RECORDS

Agendas

Every effort will be made to distribute the agenda to members of a Catholic School Council at least five (5) calendar days prior to the meeting by delivering a notice by e-mail and posting a notice on the school website ([Appendix B – Agenda Template](#)).

Delegations

Individuals may ~~approach the Chair/Co-Chair(s) of a Catholic School Council or the school Principal to be placed on the agenda. This request must be in writing and received at least two~~ (2) weeks prior to the Catholic School Council meeting ~~to be placed on the agenda~~. The Chair/Co-Chair(s), in consultation with the school Principal may approve or ~~reject~~ deny such requests. ~~Individuals will be notified by the Principal of the decision.~~

Minutes and Financial Records

1. A Catholic School Council shall keep and retain the approved minutes of its meetings and records of its financial transactions in accordance with the policies of the Board respecting the retention of documents by committees of the Board ([Appendix C – Meeting Minutes Template](#)).
2. The approved minutes of the Catholic School Council shall be posted on the school website ~~of each the school~~ and remain ~~on the site~~ for four (4) years.
3. ~~A Catholic School Council's meeting~~ The minutes and financial records ~~of its financial transactions~~ shall be available for examination at the school by any person without charge for four (4) years.

INCORPORATION

A Catholic School Council shall not be incorporated.

CONSULTATION BY THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Catholic School Councils shall be consulted by the Board and/or Principal for recommendations on new and revised policies and procedures with respect to:

- The student achievement and well-being of all students;

- The accountability of the education system to parents/guardians;
- The code of conduct;
- The appropriate dress code for students;
- The allocation of funding to the Catholic School Council;
- The fundraising activities by Catholic School Council members;
- The resolution of internal Catholic School Council disputes;
- The reimbursement of expenses of the Catholic School Council;
- The Board and school's action plans for improvement based on EQAO results and the communication of the plans to parents/guardians;
- The criteria and process for selection and placement of Principals/Vice-Principals;
- Any new educational initiatives at the Board and school levels; and
- The development of a plan for providing co-instructional activities.

In addition, Catholic School Councils, may provide advice to the Board and/or Principal on any matters that the Catholic School Council identifies as priorities such as:

- The Catholic character of the school and/or the system;
- The preparation of the school year calendar;
- The development, implementation and review of all Board policies at the local level;
- The involvement with the Parish and liturgical celebrations and sacraments;
- Board and/or school policies regarding field trips for students;
- School budget priorities;
- The community use of school facilities;
- Fundraising activities;
- Participation in the Niagara Catholic Parent Involvement Committee (NCPIC);
- Information and training sessions: curriculum, program goals and priorities;
- The school Mission Statement; and
- Other issues deemed appropriate by the Board.

CONSULTATION WITH PARENTS

The Catholic School Council shall consult with parents/guardians of students enrolled in the school about matters under consideration by the Catholic School Council.

RESOLUTION

All members of the Catholic School Council are required to be in compliance with the Board's *Complaint Resolution Policy No. 800.3* and the Catholic School Council By-Laws.

CODE OF CONDUCT

All members of the Catholic School Council are required to be in full compliance with the Board's *Code of Conduct Policy No. 302.6.2* and the Catholic School Council By-Laws.

FUNDRAISING

1. Fundraising activities may be conducted in accordance with Board policies and procedures. Funds raised are to be used for a purpose approved by the Board and/or Principal.

2. Any funds and assets generated through fundraising activities assisted by the Catholic School Council are the property of the Board.

ANNUAL REPORT

1. Every Catholic School Council shall annually submit a written report of its activities/fundraising to the Principal of the school and to the Board. ([Appendix D – Annual Report Template](#))
2. The Principal shall, on behalf of the Catholic School Council, provide a copy of the report to every parent/guardian of a student enrolled in the school by giving the report to the student for delivery or by posting the report in the school that is accessible to parents/guardians, or on the school website.

REMUNERATION

A person shall not receive any remuneration for serving as a member or officer of a Catholic School Council.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

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

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: November 27, 2018



Niagara Catholic District School Board
PROGRESSIVE STUDENT DISCIPLINE POLICY
 STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: December 20, 2016

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to ~~building and~~ promoting **and supporting** appropriate ~~and positive~~ student behaviour that contributes to **a positive school climate**, and sustain**ing** a safe, inclusive, and accepting learning and teaching environment for all students to reach their full potential and become living witnesses of Christ.

The Niagara Catholic District School Board acknowledges that **progressive discipline** is a whole-school approach which involves all members of the school community and that **all staff must address** inappropriate student behaviour, ~~including bullying must be addressed by all staff, and utilizes~~ **This approach implements** a continuum of prevention programs, **early and ongoing** interventions, supports, ~~and~~ consequences, **reporting of serious student incidents, and responding to inappropriate behaviour, including bullying.**

Responses by staff, Board and school administrators to behaviours that are contrary to the Board's Code of Conduct must be developmentally appropriate; including the consideration of information in a student's Individual Education Plan (IEP), and mitigating and other factors ~~consequences; to address inappropriate student behaviour, and~~ to build upon strategies that build skills for healthy relationships, ~~and~~ **promote**ing** and foster**ing**** learning opportunities, and positive behaviours.

At times **when** a students may act inappropriately or impede the rights of others; ~~therefore,~~ in some circumstances a suspension or an expulsion ~~may~~ **must** be ~~required~~ **considered for such behaviour.**

Each school of the Niagara Catholic District School Board, **in consultation with the Catholic School Council, staff, students, parents/guardians will develop a local Code of Conduct and** shall implement school-wide progressive discipline procedures consistent with current legislation and Board policies.

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

References

- [**Accessibility for Ontarians with Disabilities Act 2005**](#)
- [**Education Act and Regulations**](#)
- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Ontario Human Rights Code**](#)
- [**Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education**](#)
- [**Policy/Program Memorandum 124: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018**](#)
- [**Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018**](#)
- [**Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour -Issued October 17, 2018**](#)
- [**Regulation 472/07: Behaviour, Discipline and Safety of Pupils**](#)
- [**Child, Youth and Family Services Act 2017**](#)
- [**Smoke-Free Ontario Act 2017**](#)

Niagara Catholic District School Board Policies/Procedures/Documents

- [***Access to Board Premises Policy \(302.6.3\)***](#)
- [***Accessibility Standards Policy \(800.8\)***](#)
- [***Bullying Prevention and Intervention Policy \(302.6.8\)***](#)
- [***Catholic School Councils Policy \(800.1\)***](#)
- [***Code of Conduct Policy \(302.6.2\)***](#)
- [***Complaint Resolution Policy \(800.3\)***](#)
- [***Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)***](#)
- [***Electronic Communications System Policy \(Students\) \(301.5\)***](#)
- [***Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)***](#)
- [***Equity and Inclusive Education Policy \(100.10\)***](#)
- [***Ontario Student Record Policy \(301.7\)***](#)
- [***Privacy Policy \(600.6\)***](#)
- [***Records and Information Management Policy \(600.2\)***](#)
- [***Safe Physical Intervention with Students Policy \(301.8\)***](#)
- [***Safe Schools Policy \(302.6\)***](#)
- [***Student Expulsion Policy \(302.6.5\)***](#)
- [***Student Suspension Policy \(302.6.4\)***](#)
- [***Student Transportation Policy \(500.2\)***](#)
- [***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 District School Board
PROGRESSIVE STUDENT DISCIPLINE
 ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: December 20, 2016

Administrators, ~~staff, and members of the school community~~ ~~teachers and school staff~~ play an important role in ~~supporting and contributing to a positive learning and teaching environment and by reporting and responding to student behaviours.~~ A positive school climate exists when all ~~staff, students, parents/guardians~~ and members of the school community feel safe, included and accepted ~~which promotes positive behaviours and interactions.~~ Programs, ~~supports, and services~~ ~~and activities~~ that focus on the building of healthy relationships, a safe, inclusive and accepting learning environment, faith and character development, and positive peer relations; provide the foundation for an effective continuum of strategies within a school and at school-related activities or events. ~~As part of the monitoring and evaluation process, voluntary and anonymous school climate surveys for students, staff and parents will be conducted at least once every two years.~~

Board employees who work directly with students, including administrators, teachers, and other school staff must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or other person. However, serious student incidents must be reported to the Principal/Designate and confirmed in writing using the *Safe Schools and Accepting Incident Reporting Form-Part I* (Appendix B). For incidents, where suspension or expulsion would not be considered but Board employees feel it is not safe to respond, they will be expected to inform the Principal/Designate orally as soon as possible.

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

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

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

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

~~It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members in accordance with Board procedures, must respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate which they have observed or heard during the course of their duties or otherwise while on school property or during a school-related activity or event.~~

~~Relocated above: An appropriate response by staff to an incident may include, but not limited to:~~

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

PROMOTING AND SUPPORTING POSITIVE STUDENT BEHAVIOUR

Activities, practices and strategies that focus on the building of healthy relationships, a safe, inclusive, and accepting learning and teaching environment, and positive peer relations provide the foundation for a positive school climate.

PREVENTATIVE PRACTICES

Preventative practices ~~may~~ include, but **are** not limited to:

- Bullying Prevention and Intervention **initiatives, programs and supports**
- Citizenship development
- Faith and character education
- Mentorship programs
- Promoting healthy student relationships and lifestyles
- Student leadership
- Student success strategies

BEHAVIOUR SUPPORT PRACTICES

Behaviour management practices ~~may~~ include, but **are** not limited to:

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

EARLY AND ONGOING INTERVENTION STRATEGIES

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

Early interventions are opportunities for students to self-assess and self-regulate with support from both the school and home. An early intervention strategy may include, but is not limited to:

- Contact and ongoing communication with the student's parents/guardians
- Verbal reminders

- Review of expectations
- Written work assignment with a learning component that requires reflection
- Volunteer service to the school community
- Peer mentoring
- Referral to counselling
- Conflict mediation and resolution and/or consultation

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

- Meeting with the student's parents/guardians
- Requiring the student to perform volunteer service in the school community
- Conflict mediation
- Peer mentoring
- Sensitivity program
- Safety plans/behaviour support plans/planned safe physical intervention
- A referral to counselling

PROGRESSIVE DISCIPLINE STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

Appropriate actions must address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but are not limited to: inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Ontario Human Rights Code.

The Board authorizes Principals/Designates or their delegates, to impose appropriate consequences. ~~in appropriate circumstances.~~ Mitigating and other factors, including expectations documented in a student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports and consequences in order to reinforce positive behaviours and help students make good choices.

The Principal/Designate and staff will also consider the following to address inappropriate behaviour:

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

~~When inappropriate student behaviour occurs, schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and should include opportunities for students to focus on improving behaviour.~~

Mitigating and Other Factors

~~Appropriate actions must consistently be taken by schools to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but not limited to: inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.~~

~~The Board authorizes Principals/ or their delegates, to impose consequence. in appropriate circumstances. Mitigating and other factors, including expectations documented in a student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports and consequences in order to reinforce positive behaviours and help students make good choices.~~

Mitigating and Other Factors

A The Principal/Designate, in determining the consequences ~~will~~ **shall** consider the following mitigating factors:

1. whether the student has the ability to control ~~his or her~~ **the** behaviour;
2. whether the student has the ability to understand the foreseeable consequences of ~~his or her~~ **the** 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,

The Principal/Designate, in determining consequences shall also consider the following other factors:

1. the student's academic, discipline and personal history;
2. whether a progressive discipline approach has been used with the student;
3. whether the activity for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason;
4. how the discipline would affect the student's ongoing education;
5. the age of the student;
6. where the student has an Individual Education Plan (IEP) or disability related needs,
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct; and,
7. other matters as the Principal/**Designate** considers appropriate

CONSEQUENCES

Consequences ~~for inappropriate behaviour~~ may include, but **are** not limited to:

- Meeting with the student's parents/guardians, the student and the Principal/**Designate**
- Referral to a community agency for anger management, **mental health support** or substance abuse counselling
- Detentions
- Withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices
- Alternative Placement
- Suspension
- Expulsion
- Exclusion

DISCLOSURE OF STUDENTS' PERSONAL INFORMATION

Board employees, including occasional and itinerant employees, who work directly with students, may need to know about a particular student's behaviour(s) that poses a potential risk of physical harm to school staff or students, as documented as part of progressive discipline in the Ontario Student Record (OSR).

Prior to disclosure, Principals/Designates are to inform staff that they must treat any information disclosed about a student or incident as confidential.

Principals/Designates are only permitted to share information documented in the OSR with Board employees who do not have access to OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. Principals/Designates may share only the necessary information pertaining to behaviour that may present risk of physical harm.

SUPPORTS FOR STUDENTS

The Board provides supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making good choices that support continuing their learning, and achieving success. Board employees, through Board programs and resource personnel, or through community-based service providers, including social service agencies and mental health service providers may provide these supports.

The Board shall ensure that Principals support students who have been harmed or students who have engaged in serious student incidents by developing specific plans to protect students who have been harmed. If parents/guardians are not satisfied with the supports provided, Principals will refer parents/guardians to the Board's Complaint Resolution Policy No. 800.3.

SCHOOL TRANSFERS RELATED TO SCHOOL SAFETY

In cases where students are being transferred to another school in order to preserve school safety, a "transfer meeting" will be coordinated between the school from which the student is being transferred and the receiving school. The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require.

The meeting must include the teachers and other school staff that will have regular direct contact with the student. The student that is being moved and their parents/guardians should also be invited and reasonably accommodated to participate in the transfer meeting. The transfer meeting must occur prior to the day, or on the day, the student is transferred before the student attends any classes.

The receiving school must also be in possession of the student's Ontario Student Record (OSR) prior to the transfer meeting, and the OSR must be available to be consulted to at the meeting. The Principal must inform all staff in attendance that they must treat any information about the student and the incident disclosed at the meeting as confidential.

NOTIFYING PARENTS/GUARDIANS

~~Principals is are required to provide information to the is less than 18 years of age, is not 16 or 17 and withdrawn from parental control~~ Principals are required to notify parents/guardians of a student who has been harmed as a result of a serious student incident. When notifying parents/guardians of these incidents, a Principal must invite parents/guardians to have a discussion with them about the supports that will be provided for their student.

Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student,
- the nature of the harm to the student,
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in responses to the activity, and
- the supports that will be provided for the student in response to the harm that resulted from the activity.

Principals are required to notify the parents/guardians of students who have engaged in serious student incidents and shall disclose the following information:

- the nature of the activity that resulted in harm to the student,
- the nature of the harm to the student,
- the nature of any disciplinary measures taken in responses to the activity, and
- the supports that will be provided for the students in response to the harm that resulted from the activity.

~~If The Principal decides shall not to notify the parents/guardians of a student involved in an incident,~~ if, in the opinion of the Principal, doing so would put the student at risk of harm from the parents/guardians of

the student, such that notification is not in the best interests of the student. The Principal will document the rationale for this decision, and notify both the teacher who reported the incident and the appropriate share this decision with the Family of Schools' Superintendent. and if applicable, the teacher(s) of the student

VIOLENT INCIDENT

~~Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A-C) must be completed by the Principal, 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 a suspension or expulsion, as well as 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 term violent incident is defined as the occurrence of any one of the following, or the occurrence of a combination of any of the following:~~

- ~~• possessing a weapon, including possessing a firearm~~
- ~~• physical assault causing bodily harm requiring medical attention~~
- ~~• sexual assault~~
- ~~• robbery~~
- ~~• using a weapon to cause or to threaten bodily harm to another person~~
- ~~• extortion~~
- ~~• hate and/or bias motivated occurrences~~

VICTIMS OF SERIOUS STUDENTS INCIDENTS

~~The Board supports students who are victims of serious incidents. The Principal is required to provide information to the parents/guardians of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control.~~

~~If a Principal decides not to notify the parents/guardians 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.~~

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

~~Principal is required to provide information to the parents/guardians of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control.~~

~~If a Principal decides not to notify the parents/guardians 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.~~

Mitigating and Other Factors

~~Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but not limited to: inappropriate sexual behaviour, gender based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.~~

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

~~A Principal, in determining the consequence will consider:~~

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

REPORTING AND RESPONDING TO INCIDENTS-APPENDIX A

All Board employees, student transportation and third parties who are under contract or agreement with the Board are required to report and/or respond to any student behaviour, on school property or during a school-related activity or event that is likely to have a negative impact on school climate. (See-Appendix A-*Keeping Our Kids Safe at School: Reporting and Responding to Incidents*).

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension/expulsion must be considered to the Principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others.

REPORTING SERIOUS STUDENT INCIDENTS TO THE PRINCIPAL

The purpose of reporting serious student incidents is to ensure that the Principal/Designate is aware of any activities taking place in the school for which suspension/expulsion must be considered and to help ensure a positive school climate.

In cases where immediate action is required, an oral report to the Principal/Designate may be made. A written report must be made when it is safe to do so. All reports must be confirmed in writing using the *Safe Schools and Accepting Incident Reporting Form-Part I* (APPENDIX B).

Safe and Accepting Schools Incident Reporting Form-Parts I and II-APPENDIX B

An individual who becomes aware that a student may have engaged in a serious student incident shall report the matter to the Principal/Designate as soon as reasonably possible using the *Safe and Accepting Schools Incident Reporting Form Part I-Appendix B*. Where the Principal/Designate is the sole witness to an incident, the Principal/Designate is similarly required to use the *Safe and Accepting Schools Incident Reporting Form Part I-Appendix B*, to confirm the incident in writing.

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-PART I (APPENDIX B)

All reports made to the Principal/Designate, including those made verbally must be confirmed in writing, using the *Safe and Accepting Schools Incident Report Form-Part I* and must be submitted to the Principal/Designate in a timely manner and no later than the end of the school day. Each report will be assigned a number for filing and retrieval purposes and investigated by the Principal/Designate.

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-PART II (APPENDIX B)

The Principal must provide the person who reported the incident with written acknowledgement, using the *Safe and Accepting Schools Incident Reporting Form-Part II* and must specify whether the investigation has been completed or is still in progress. The Principal/Designate will not provide information that could identify the student(s) involved on the *Safe and Accepting Schools Incident Report Form-Part II*.

Once the investigation is complete, the Principal/Designate:

1. must communicate the results of the investigation to the teacher who made the report.
2. will communicate the results of the investigation to the individual who made the report, who is not teacher, only if the Principal/Designate considers it appropriate.
3. must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

ONTARIO STUDENT RECORD (OSR)

If the Principal/Designate has decided that action must be taken as a result of an incident, the Principal/Designate will file a copy of the *Safe and Accepting Schools Incident Reporting Form-Part I*, along with documentation (i.e. suspension/expulsion letter, police report) in the OSR of the student whose behaviour was inappropriate.

1. Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form must be removed from the form before it is filed.
2. In the case of a student who has been harmed, no information about the incident must be placed in the OSR, unless that student's parents/guardians expressly request that it be placed in the OSR.
3. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
4. The form and documentation must be kept for a minimum of one year in the OSR.
5. In the case of a violent incident, the Principal must check the *Violent Incident Box* on the *Safe and Accepting Schools Form Part I-Appendix B*. The form along with any other documentation (i.e. suspension/expulsion letter, police report) must be filed and retained in the student's OSR for:
 - One year, if the student's suspension was quashed or withdrawn and the record of suspension expunged.
 - Three years, if the student was suspended for the violent incident and no further suspensions for serious violent incidents have taken place.
 - Five years, if the student was expelled for the violent incident and no further suspensions for serious violent incidents have taken place.
6. For non-violent incidents, if no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

MAINTENANCE OF THE ONTARIO STUDENT RECORD (OSR)

The contents of the OSR should be reviewed on a regular basis by the Principal/Designate for the removal of any material that is no longer required to be retained to ensure that they remain conducive to the improvement of the instruction of the student.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD) OF PROGRESSIVE DISCIPLINE

The Principal/ or Designate shall keep a record for each student with whom document progressive student discipline approach(es) is utilized on the Board's Student Management Administrative System under the discipline tab with the following information:

The record should include:

- Name of the student;
- Date of the incident or behaviour;
- Type of infraction
- Check Violent Incident Box, if applicable
- Date of the incident or behaviour;
- Student Incident Details nature of the incident or behaviour;
- Consequences-considerations taken into account; progressive discipline approach used; consequences and outcome; and
- Contact with the student's parents/guardians (unless the student is an adult student);
- Appeal/Outcome Information, if applicable

DELEGATION OF AUTHORITY REGARDING DISCIPLINE

Part XIII of the *Education Act* provides a Principal with the authority to delegate powers, duties.

Vice-Principals

Delegation may include all authority of the Principal except the final decision, regarding a recommendation to the Board to expel a student and the authority to suspend a student for six or more days.

Teachers

The Principal's authority may only be delegated in writing to a teacher in the absence of the Principal and Vice-Principal, and must respect the terms of all applicable collective agreements.

- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension/expulsion. The teacher must report all details of their investigation to the Principal as soon as possible.
- The teacher must report to the Principal/Vice-Principal any activities that must be considered for suspension/expulsion that are received from staff or others during the Principal's absence. A teacher may not be delegate authority regarding suspension decisions or recommendations regarding expulsion of students.
- A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as a result of a serious student incident and the parents/guardians of the student who has engaged in the activity. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
- If the teacher is not sure whether to call the parents/guardians, the teacher should contact the Principal or the appropriate Family of Schools' Superintendent for direction. The Principal/Vice-Principal will follow up with the parents/guardians as soon as possible.

PROFESSIONAL DEVELOPMENT STRATEGIES FOR ADMINSTRATORS, TEACHERS AND OTHER SCHOOL STAFF

Creating and sustaining a safe, inclusive and accepting learning environment through appropriate interactions between all members of the school community is the responsibility of the whole school community.

The Board will provide professional development for staff to support prevention of inappropriate student behaviour and strategies for promoting positive school climate. Training may include but is not limited to, Board policy awareness, curriculum connections related to bullying prevention and intervention, social and emotional skills, critical and creative thinking skills to help students develop health relationships, responding to serious student incidents, including inappropriate sexual behaviour and duty to report under the Child, Youth and Family Services Act, 2017.

BUILDING PARTNERSHIPS

Relationships that engage the whole school community and its partners promote a positive school environment and support the progressive discipline approach. These partnerships facilitate the delivery of prevention, intervention and response programs, the use of referral processes, and the provisions of services and support for students, their parents/guardians and families.

To facilitate the building of partnerships the Board shall:

- Direct schools to work with community-based service providers, mental health agencies, or other organizations that have professional expertise in the areas of bullying, discrimination, violence, and harassment to provide appropriate support to students, parents/guardians, teachers and other school staff in addressing these issues;
- Maintain an up-to-date contact list of community-based service providers that have professional expertise in these areas, making the list available to staff, parents/guardians, and students; and
- Work in partnership with, and provide access to, public health units in order to support implementation of the Ontario curriculum together with mandated public health policies.

COMMUNICATIONS STRATEGY

It is important that all members of the school community, including teachers, other school staff, students, and parents/guardians understand and support the progressive discipline approach. To support a whole-school approach the Board communicates policies and guidelines to all students, parents/guardians, staff members, volunteers, the Special Education Advisory Committee, the Indigenous Education Advisory Council, the Niagara Catholic Parent Involvement Committee and Catholic School Councils and other relevant groups as found on the Board website at www.niagaracatholic.ca.

MONITORING AND REVIEW

The Board will continue to monitor, review, and evaluate the effectiveness of Board policies and guidelines, using indicators established, in consultation with students, parent/guardians, staff members, the Special Education Advisory Committee, the Indigenous Education Advisory Council, the Niagara Catholic Parent Involvement Committee and Catholic School Councils and community-based service providers.

**KEEPING OUR KIDS SAFE AT SCHOOL
REPORTING AND RESPONDING TO INCIDENTS**

	Reporting	Responding	Supporting Students	Notifying Parents/Guardians of Students	Delegating Responsibility/ Authority
All Board employees	<input checked="" type="checkbox"/>				
All Board employees who work directly with students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Providers of student transportation and third party operators of the Board	<input checked="" type="checkbox"/>				
Principal/Designate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

DRAFT

Report No: _____	SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-Part I All Information collected and provided regarding a student or incident in this report must be kept confidential.
Name of School	
1. Name of Student(s) Involved (if known)	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time/Date of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which <i>suspension</i> must be considered under subsection 306(1) of the Education Act</p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person. <input type="checkbox"/> Possessing alcohol, or illegal drugs, cannabis, unless the student is a medical cannabis user <input type="checkbox"/> Being under the influence of alcohol or cannabis, unless the student is a medical cannabis user <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> 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. <input type="checkbox"/> Bullying. <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct. <ul style="list-style-type: none"> <input type="checkbox"/> Habitual neglect of duty, <input type="checkbox"/> Use of profane vulgar, or improper language, <input type="checkbox"/> Conduct injurious to the moral tone of the school, <input type="checkbox"/> Persistent opposition to authority, <input type="checkbox"/> Conduct injurious to the physical or mental well-being of any member of the school community. <input type="checkbox"/> Smoking and/or Vaping <p>Activities for which <i>expulsion</i> must be considered under section 310(1) of the Education Act</p> <input type="checkbox"/> Trafficking in weapons or in illegal drugs. <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person). <input type="checkbox"/> Giving alcohol or cannabis to a minor. <input type="checkbox"/> Any other activity for which a student may be expelled under the Board Policy. <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct (noted above). <input type="checkbox"/> Violent Incident- The term violent incident is defined as the occurrence of any one of the following, or the occurrence of a combination of any of the following: <ul style="list-style-type: none"> <input type="checkbox"/> possessing a weapon, including possessing a firearm <input type="checkbox"/> physical assault causing bodily harm requiring medical attention <input type="checkbox"/> sexual assault <input type="checkbox"/> robbery <input type="checkbox"/> using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> extortion <input type="checkbox"/> hate and/or bias-motivated occurrences
5. Report submitted by: Name: _____	
Role in School Community: _____	
Signature: _____ Date: _____	
Contact Information: Location: _____ Telephone: _____	
6. FOR PRINCIPALS' USE ONLY: Check if incident was a violent incident, as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> Violent Incident	
Information is collected under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collect on this form shall be directed to the school Principal. *As defined in the Education Act, a medical cannabis user is a person who is authorized to possess cannabis for the person's own purposes in accordance with applicable federal law.	

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM – Part II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

To be completed by the Principal/Designate and provided to the employee who reported the incident.

Report No. _____

Report Submitted by: Name: _____

Date: _____

Investigation in progress

Once investigation is completed, Principal to communicate results with the teacher at a mutually convenient time*

Once investigation is completed, Principal to communicate results with the other Board employees at a mutually convenient time, as appropriate*

Investigation completed

Principal to communicate results with the teacher at a mutually convenient time*

Principal to communicate results with the other Board employees at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____

Date: _____

Note: Only **Part II** of the *Safe and Accepting School Incident Report* is to be given to the employee who submitted the report.

In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the Principal shall communicate the results of the investigation to the teacher or other Board employee, who is not at teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the Principal shall not disclose more personal information that is reasonably necessary for the purpose of communicating the results of the investigation.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

VIOLENT INCIDENT FORM

STUDENT NAME	AGE	GRADE	DATE OF INCIDENT _____ DAY / MONTH / YEAR
SCHOOL	MUNICIPALITY		

A. DESCRIPTION OF VIOLENT INCIDENT _____ (Please attach sheet if space is not sufficient)

B. POLICE CONTACT (if applicable)		
1. DATE OF CONTACT _____ DAY / MONTH / YEAR	2. DATE OF POLICE INVESTIGATION AT SCHOOL _____ DAY / MONTH / YEAR	3. NAME OF INVESTIGATING OFFICER (s)

C. SCHOOL/BOARD RESPONSE		
1. SUSPENSION <input type="checkbox"/> _____ 2. EXPULSION <input type="checkbox"/> _____ 3. OTHER <input type="checkbox"/>		
DATE OF INCLUSION IN MAPLEWOOD _____ DAY / MONTH / YEAR	DATE OF INCLUSION IN O.S.R. _____ DAY / MONTH / YEAR	PRINCIPAL'S SIGNATURE

REVISED December 2016 _____

GEN09

c. Family of Schools' Superintendent

GUIDELINES FOR THE REPORTING OF VIOLENT INCIDENTS**A. CATEGORIES OF VIOLENT INCIDENT**

Using the criminal justice system to solve a problem is a serious step that can have a major impact in the lives of perpetrators and victims. It should be used only after a serious violent incident has occurred. Fairness, firmness and sensitivity should be the criteria used when responding to violent incidents.

For students ~~under the age of twelve (12) years~~, each individual violent incident should continue to be judged on its own merits. The decision to report to the police should continue to be made locally.

For students ~~twelve (12) years of age and older~~, the following categories of serious violent incidents must be reported to the police:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias motivated occurrences

Although the categories described above must be reported, students and parents/guardians are free to seek police involvement in incidents of violence that fall outside these categories, if they decide that such involvement is appropriate.

B. LOCATION OF VIOLENT INCIDENT(S)

- In determining when it is appropriate for the Principal to report to the police violent incidents committed or likely to be committed at a location other than the school, such considerations as where the incident occurred or is likely to occur and its severity should apply.
- Regardless of where the violent incident occurs, we should be mindful that it may have an adverse effect on the students and that morale at the school may suffer. Teachers and staff should make every effort to deal with students' concerns in an open and supportive manner.

C. PARENT/GUARDIAN INVOLVEMENT

- Clause 11(3) of Ontario Regulation 298 requires the principal to report promptly any neglect of duty or infraction of the school rules by a student to the parent or guardian of the student.
- When a violent incident is being reported to the police, parents or guardians must be contacted with the least possible delay. If a parent/guardian is unavailable, another adult chosen by the student should be contacted. However, a call to the police should not be delayed because of the unavailability of a parent or guardian, or another adult. Parents/Guardians must nevertheless be informed as soon as possible that a referral has been made to the police.
- Where a student is engaging in violent behavior, every effort should be made to provide the student and the family with information and support.

D. INSERTION OF INFORMATION IN THE ONTARIO STUDENT RECORD (OSR)

A Violent Incident Form, containing

- a description of the serious violent incident leading to a suspension or expulsion or a call to the police;
- a reference to the call to the police, if applicable;
- a reference to the school/board disciplinary response to the incident, if applicable.
- A copy of the school board's letter(s) to the student and/or parents(s)/guardian(s) regarding the suspension or expulsion for violent behaviour.

E. REMOVAL OF INFORMATION FROM THE ONTARIO STUDENT RECORD (OSR)

- ~~The information relating to suspension for violent behaviour shall not be removed from the OSR unless three (3) consecutive years have passed during which no further suspension for serious violent incidents have taken place.~~
- ~~When the student has not been suspended or expelled, the Violent Incident Form shall be removed after three (3) years if no further serious violent incident is reported to the police during that time.~~

~~F. TRANSFER OF THE ONTARIO STUDENT RECORD (OSR)~~

~~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 removed under D. or E. above. The transfer will occur in accordance with section 6 of the guideline Ontario Student Record (OSR), 1989.~~

~~For additional information, please refer to the document Violence Free Schools Policy.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: POLICIES – PRIOR TO VETTING
DEATH BENEFIT POLICY (201.5)**

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Date: November 27, 2018



Niagara Catholic District School Board

DEATH BENEFIT POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.5

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and as a board which is grounded in the value of human dignity, we are a system which responds to the needs of our Catholic community and our employees. It is the policy of the Board that upon the death of an Employee, and if the employee is eligible for retirement gratuity at the date of death, the benefit will be paid to the deceased employee's estate as a death benefit, provided that:

- the employee has previously qualified for a retirement gratuity through their collective agreement or conditions of employment with the Board;
- the employee has not previously retired from the Board, and returned to employment with the Board in either a similar or different capacity;
- the employee has not already received a retirement gratuity from the Board.

~~The surviving spouse of the employee and/or eligible dependents shall be entitled to continued medical and dental benefit coverage in the Board's benefit plan for a period of one year following the date of death. The Board will assume 100% of the cost of the medical and dental premiums.~~

The employee benefits for the surviving spouse of the employee and/ or eligible dependents shall be based on the terms of the applicable Employee Life and Health Trust (ELHT).

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: POLICIES – PRIOR TO VETTING
DEFERRED SALARY PLAN (X/Y) POLICY (201.10)**

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: November 27, 2018



Niagara Catholic District School Board
DEFERRED SALARY PLAN (X/Y) POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.10

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, it is the policy of the Board to support eligible Employees to participate in a deferred salary plan to provide for a self-funded leave of absence for personal and professional development purposes.

The granting of such leaves will be at the sole discretion of the Director of Education and/or designate.

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

References

- ***[Teachers' Pension Act](#)***



Niagara Catholic District School Board
DEFERRED SALARY PLAN (X/Y) POLICY
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.10

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

1. ELIGIBILITY

- 1.1 For the purpose of this plan, "Employee" means anyone who is presently employed by the Niagara Catholic District School Board on a permanent full time or permanent part-time basis.
- 1.2 An Employee will be eligible according to their respective Collective Agreements and/or Terms and Conditions
- 1.3 Employees interested in participating in the "X" over "Y" Plan are advised that it is their responsibility to apprise themselves of any terms, conditions, or restrictions which may apply. For example, they should be aware of any income tax, pension plan, L.T.D. or benefit implications
- 1.4 The number of participants accepted into the plan on an annual basis shall normally not exceed 3% of eligible staff within any given year.

2. APPLICATIONS

- 2.1 Employees applying for this type of leave must make written application to the Superintendent of Human Resources at least six (6) months prior to the date the plan is to take effect (i.e. the date of the first salary deduction). In the case of the teachers an application must be filed no later than January 31 of the school year prior to the school year in which the Plan will commence.
- 2.2 In general, the expectation is that the "X" Over "Y" Leaves of Absences will coincide with the school year (e.g. elementary panel). At no time shall the leave of absence be less than six (6) consecutive months inclusive of July or August (e.g. one ~~semester~~ term in the elementary or secondary panel).
- 2.3 The Board will grant leaves of absence of one (1) year to eligible employees on the basis of spreading the payment over the period of the leave.
- 2.4 An eligible employee shall not be permitted to transfer between plans.

3. APPROVAL PROCESS

- 3.1 The Superintendent of Human Resources shall, in a timely manner, consult with the employee's immediate supervisor prior to granting approval for the leave.
- 3.2 Written acceptance or refusal of the Employee's request will be sent to the Employee within three (3) months of receipt of the application and in the case of the teachers' written acceptance

or denial of such application will be forwarded to the employee by May 1 of the school year prior to which the plan would commence.

- 3.3 If an employee decides not to return to the Board following a Financed Leave, the Board shall be notified as soon as possible of this decision and not later than April 1st of the year of the leave.
- 3.4 Approval of individual requests to participate in the Plan will be based on the terms of the Collective Agreements and /or Terms and Conditions.

4. PAYMENT FORMULA

4.1 The Employee shall specify on the *Niagara Catholic Application Form* the percentage of salary to be deferred in each year of the leave. These amounts will be accumulated and the total amount deferred, along with any interest earned, shall be retained by the Board for payment to the Employee during the year of the leave. Interest shall accrue at the Board's consolidated rate of interest. The accrued interest shall be paid annually, as required by Revenue Canada.

~~4.2 All benefits for Employees will be maintained by the Board during the leave of absence.~~

~~However, the premium costs for all benefits for which the Employee is eligible must be repaid to the Board through payroll deductions. Any benefits tied to salary level shall be structured according to the percentage of actual salary paid, for example:~~

~~Year 1 Grid Salary = \$40 000
 Salary Paid = \$32 000
 (80% based on a 4/5 plan)~~

~~Insurable salary used for group life purposes = \$32 000 (80%)~~

Arrangements for continued benefits coverage are to be made between employee and applicable provincial benefit carrier

5. CONDITIONS

- 5.1 Subject to the approval of the, the Superintendent of Human Resources an Employee may take the leave of absence in the specified year of the Plan. However, the salary paid during the leave is restricted to the actual Employee contributions up to the commencement of the leave plus accrued interest. All amounts held for the Employee's benefit shall be paid to the Employee no later than the end of the first taxation year that commences after the end of the deferral period.
- 5.2 The amount of salary deferred by the Employee in a given year must not exceed one-third (33 1/3%) of the salary the Employee would have received in that year.
- 5.3 The leave of absence must start within six (6) years from the start of the salary deferrals.

6. TERMS

- 6.1 Should an Employee voluntarily leave the employ of the Board before any financial obligation to the Board has been discharged, any monies outstanding shall be repaid prior to the effective date of termination.

- 6.2 Following the year of the Leave, the Employee shall return to duty with the Board for a period of at least one (1) school year.
- 6.3 Upon return from the leave of absence, an Employee will be assigned a position with the Board according to the terms and conditions of employment, prevailing contracts, Board Policies and Administrative Regulations. Subject to the surplus and redundancy provisions, if any, of the prevailing collective agreements, terms and conditions and other legally binding terms of employment, Employees will be assigned to a comparable assignment, not necessarily the same location.
- 6.4 Upon return from the leave of absence, Principals, Vice Principals and Managers will retain their status, unless a change has been mutually determined. However, they may be assigned to a different location dependent upon system needs.
- 6.5 Sick leave credits will not accumulate during the period of leave.
- 6.6 The period of leave will count for seniority experience but not for salary increment.
- 6.7 Employees declared redundant or Employees who have been terminated, will be required to withdraw from the Plan and will be paid a lump sum adjustment for any monies deferred to the date of withdrawal, plus any interest earned.
- 6.8 Repayment shall be made within sixty (60) days of withdrawal from the Plan.
 - In the case of Employees where it is applicable, Pension Plan deductions are to be continued as provided by the *Teachers' Pension Act*.
 - In the case of Employees not involved with the Teachers' Pension Plan, the terms and conditions of the respective pension plan shall apply.
- 6.9 Employees may withdraw from the Plan any time prior to six (6) months before the commencement of the leave. Upon withdrawal, any monies accumulated plus interest owed will be repaid to the Employee within sixty (60) days of notification of their intent to leave the Plan.
- 6.10 Should an Employee die while participating in the Plan, any monies accumulated plus interest owed at the time of death will be paid to the Employee's estate. Conversely, any monies plus interest owed to the Board at the time of death, shall be payable to the Board from the Employee's estate.
- 6.11 Employees wishing to participate in the Plan shall be required to sign forms of agreement supplied by the Board before final approval for participation will be granted.
- 6.12 Employees participating in the Plan are subject to all terms of the Board contract including the applicable surplus and redundancy clauses or other Employer-Employee applicable contracts and/or agreements.
- 6.13 Employees participating in the X over Y Plan will be covered by Long Term Disability Insurance of the Board for any claim arising during the year of leave, provided the Employee has opted to pay their share of the premiums. In the case of the teachers' premiums for Long Term Disability Insurance will be deducted as it is a condition of employment.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

**TITLE: POLICIES – PRIOR TO VETTING
EMPLOYEE LEAVES OF ABSENCE POLICY (201.1)**

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: November 27, 2018



Niagara Catholic District School Board
EMPLOYEE LEAVES OF ABSENCE POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.1

Adopted Date: January 27, 1998

Latest Reviewed/Revised Date: November 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes that an employee may request a leave of absence to participate or attend to personal and/or educational obligations. The Director of Education may approve Leaves of Absence requests to an employee.

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

References

- [*Employment Standards Act, 2000*](#)



Niagara Catholic District School Board
EMPLOYEE LEAVES OF ABSENCE POLICY
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.1

Adopted Date: January 27, 1998

Latest Reviewed/Revised Date: November 26, 2013

Applications for Leaves of Absences shall be submitted to the immediate Supervisor for a recommendation and then to the appropriate Administrator. Leaves of Absence may be granted and approved for the following purposes;

- To take further educational studies on a full-time basis for a maximum period of one year, renewable at the discretion of the Director of Education.
- To hold public office as a Member of Parliament, Member of the Provincial Parliament, Member of Municipal Government or Mayor.
- To participate in an exchange program with the Ontario Ministry of Education or Department of National Defence *or other Board approved initiatives.*
- To serve in an administrative position to which a member of a religious community is appointed by the order.
- For personal or professional reasons which are deemed to be compelling and which are not of a re-occurring nature.
- For absences not covered by a collective agreement.
- To take on duties requested by Employee Unions, Teacher Federations or Professional Organizations which officially represent employees of this Board.

1. Leaves of Absence with Pay

- Approved Leaves

Applications for Leaves of Absence of any duration with pay shall only be granted **by the Superintendent of Human Resources following consultation with the Director of Education**, if they are covered contractually or through Board Policies.

2. Leaves of Absence Without Pay

Applications for Leaves of Absences shall without pay shall be submitted to the immediate Supervisor for a recommendation and then to the appropriate Administrator with the following considerations;

- If the Leave is for a period of two weeks or less, approve, modify or deny such Leaves, according to the circumstances and after consultation with the appropriate Superintendent.
- if the Leave is for a period of more than two weeks, present recommendations, after consultation with the appropriate Superintendent, to the Director of Education and/or designate, who shall make the final decisions.
- Upon return from the leave of absence, an Employee will be assigned a position with the Board according to the terms and conditions of employment, prevailing contracts, Board Policies and Administrative Regulations. Subject to the surplus and redundancy provisions, if any, of the prevailing collective agreements, terms and conditions and other legally binding terms of employment, Employees will be assigned to a comparable assignment, not necessarily the same location.
- Sick leave credits will not accumulate during the period of leave.
- The period of leave will count for seniority experience but not for salary increment as per their respective Collective Agreements or Terms and Conditions.

- An application for a Leave of Absence for illness shall include a report (including recommendations) from a medical doctor. Where a Leave of Absence is approved for reasons of health, a medical certificate of good health including a statement that the employee is able to resume their duties and responsibilities shall be submitted at the time required for notifying the Director of Education or designate of intention to return to work.
 - An employee requesting a Leave of Absence for illness may be required by the Director of Education or designate to have a medical examination by a Board-appointed physician prior to the approval of the Leave of Absence and prior to the return to work.
 - The maximum period of a Leave of Absence granted to an employee to serve as a Member of Municipal Government or Mayor shall be for two full terms of office.
 - An employee holding municipal office may be granted permission to be absent from duties for a temporary period of time to attend to elected office duties for emergency reasons on the recommendation of the appropriate Superintendent and approved by the Director of Education or designate on the condition that there be no remuneration for the period of absence. The minimum reduction in pay shall be one-half day for any portion of the day that the employee is absent.
 - ~~An employee who is granted a Leave of Absence without pay according to this Policy shall, when the Leave exceeds one month, be responsible for the payment of one hundred percent (100%) of the premiums for the employee benefits that they wish to maintain during the leave of absence.~~
 - Arrangements are to be made with the applicable provincial benefit plan in order to maintain continued benefit coverage.
3. An information report on approved Employee Leaves of Absence shall be submitted to an In Camera Meeting of the Board on a regular basis.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

TITLE: POLICY AND PROCEDURE REVIEW 2018-2019 SCHEDULE

The Policy and Procedure Review 2018-2019
Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: November 27, 2018



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2018 - JUNE 2019

Updated: November 27, 2018

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
2006	2012	201.12	Electronic Communications Systems (Employees)	September 2018
2001	2012	302.5	Student Parenting	September 2018
1998	2012	702.1	Playground Equipment	September 2018
1998	2013	400.1	Continuing Education	September 2018
1998	2013	500.1	Transportation & School Operations for Inclement Weather	October 2018
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	October 2018
2013	2013	100.6.2	Student Senate - Elementary	October 2018
2000	2013	100.6.1	Student Senate - Secondary	October 2018
2012	2012	302.8	Diabetes Management	October 2018
2002	2016	201.7	Employee Workplace Harassment *	October 2018
2002	2016	201.11	Employee Workplace Violence *	October 2018
2002	2016	201.6	Occupational Health & Safety *	October 2018
2007	2014	500.2	Student Transportation	November 2018
2002	2012	301.4	Fundraising	November 2018
2016	2016	400.7	French Immersion	November 2018
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	November 2018
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	November 2018
2002	2013	201.5	Death Benefit	November 2018
2002	2013	201.10	Deferred Salary Plan (X/Y)	November 2018
1998	2013	201.1	Employee Leaves of Absence	November 2018
1998	2017	800.1	Catholic School Councils	November 2018
1998	2016	100.5	Establishment and Cyclical Review of Policies	January 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	January 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	January 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	January 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	January 2019
1998	2013	500.1	Transportation & School Operations for Inclement Weather	January 2019
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	January 2019
2007	2014	500.2	Student Transportation	January 2019
2002	2012	301.4	Fundraising	January 2019
2013	2013	100.6.2	Student Senate - Elementary	January 2019
2000	2013	100.6.1	Student Senate - Secondary	January 2019
2016	2016	400.7	French Immersion	January 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	January 2019
2012	2012	302.8	Diabetes Management	January 2019
2007	2013	201.14	Employee Meals & Hospitality	February 2019
2001	2013	302.6.2	Code of Conduct - Safe Schools	February 2019
2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	February 2019
2013	2013	203.4	Leadership Pathways	February 2019
2013	2013	800.9	Volunteering in Catholic Schools	February 2019
1998	2013	800.2	Community Use of Facilities	February 2019
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	February 2019
2002	2013	201.5	Death Benefit	February 2019
2002	2013	201.10	Deferred Salary Plan (X/Y)	February 2019
1998	2013	201.1	Employee Leaves of Absence	February 2019

* Ministry of Labour Compliance Annual Review

SORTED BY CW/BOARD MEETING DATE

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2006	2012	201.12	Electronic Communications Systems (Employees)	October 2018
2001	2012	302.5	Student Parenting	October 2018
1998	2012	702.1	Playground Equipment	October 2018
1998	2013	400.1	Continuing Education	October 2018
2002	2016	201.7	Employee Workplace Harassment *	November 2018
2002	2016	201.11	Employee Workplace Violence *	November 2018
2002	2016	201.6	Occupational Health & Safety *	November 2018
1998	2017	800.1	Catholic School Councils	December 2018
1998	2013	500.1	Transportation & School Operations for Inclement Weather	February 2019
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	February 2019
2007	2014	500.2	Student Transportation	February 2019
2002	2012	301.4	Fundraising	February 2019
2013	2013	100.6.2	Student Senate - Elementary	February 2019
2000	2013	100.6.1	Student Senate - Secondary	February 2019
2016	2016	400.7	French Immersion	February 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	February 2019
2012	2012	302.8	Diabetes Management	February 2019
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	March 2019
2002	2013	201.5	Death Benefit	March 2019
2002	2013	201.10	Deferred Salary Plan (X/Y)	March 2019
1998	2013	201.1	Employee Leaves of Absence	March 2019