



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

AGENDA AND MATERIAL

POLICY COMMITTEE MEETING

**TUESDAY JANUARY 29, 2019
4:00 P.M.**

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



- | | |
|---|---|
| 1. Opening Prayer – Trustee Burtnik | - |
| 2. Attendance | - |
| 3. Approval of Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Minutes of Policy Committee Meeting of November 27, 2018 | 5 |
| 6. Policies | |

Action Required

POLICIES – FOR RECOMMENDATION TO FEBRUARY 12, 2019 COMMITTEE OF THE WHOLE

- | | | |
|-----|---|-----|
| 6.1 | Transportation and School Operations for Inclement Weather Policy (500.1) | 6.1 |
| 6.2 | Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9) | 6.2 |
| 6.3 | Student Senate – Secondary Policy (100.6.1) | 6.3 |
| 6.4 | Student Senate – Elementary Policy (100.6.2) | 6.4 |
| 6.5 | Supporting Children and Students with Prevalent Medical Conditions Policy (NEW) | 6.5 |
| 6.6 | Student Transportation Policy (500.2) | 6.6 |
| 6.7 | Fundraising Policy (301.4) | 6.7 |
| 6.8 | Prior Learning Assessment and Recognition (PLAR) Policy (400.4) | 6.8 |

POLICIES – PRIOR TO VETTING

- | | | |
|------|---|------|
| 6.9 | Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4) | 6.9 |
| 6.10 | Employee Conferences, Workshops & Meetings Policy (201.15) | 6.10 |
| 6.11 | Student Expulsion – Safe Schools Policy (302.6.5) | 6.11 |
| 6.12 | Student Suspension – Safe Schools Policy (302.6.4) | 6.12 |
| 6.13 | French Immersion Policy (400.7) | 6.13 |

Information

- | | | |
|------|--|------|
| 6.14 | Policies Currently Being Vetted
Nil | - |
| 6.15 | Policy and Guideline Review 2018-2019 Schedule | 6.15 |
| 7. | Date of Next Meeting

February 26, 2019 – Start time to be determined and posted on the Board website and agenda cover sheet | |
| 8. | Adjournment | - |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
NOVEMBER 27, 2018**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 27, 2018, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, NOVEMBER 27, 2018

Minutes of the Policy Committee Meeting held on Tuesday, November 27, 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 Trustee Vernal.

2. Attendance

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

Staff:

John Crocco, Director of Education
Yolanda Baldasaro, Superintendent of Education
Lee Ann Forsyth-Sells, 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 Sicoli

THAT the November 27, 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 October 23, 2018**

Moved by Trustee Vernal

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

APPROVED

6. **Policies**

ACTION REQUIRED

POLICIES - PRIOR TO VETTING DEFERRED FROM OCTOBER POLICY COMMITTEE MEETING

6.1 **Student Transportation Policy (500.2)**

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

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Revert back to 2.5 Kilometers

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Student Transportation Policy (500.2), be vetted from November 28, 2018 to January 17, 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 **Fundraising Policy (301.4)**

Superintendent Vetrone, presented the Fundraising Policy (301.4).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Change “*approved*” to “*endorsed*” and add “*system*”
- Move the 5th paragraph with bullets to Administrative Procedures section before Examples of Acceptable Uses of Fundraising Proceeds.

ADMINISTRATIVE PROCEDURES

- Add 5th paragraph and bullets to Page 3 prior to Examples of Acceptable Uses of Fundraising Proceeds section.

The Policy Committee requested that the Fundraising Policy (301.4), be vetted from November 28, 2018 to January 17, 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 French Immersion Policy (400.7)

Following discussions, the Policy Committee requested the French Immersion Policy be deferred to the January 29, 2019 Policy Committee meeting.

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

Superintendent Baldasaro, presented the Prior Learning Assessment and Recognition (PLAR) Policy (400.4).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Remove the word “*day*” from “*day school student*”

The Policy Committee requested that the Prior Learning Assessment and Recognition Policy (400.4), be vetted from November 28, 2018 to January 17, 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.

POLICIES - FOR RECOMMENDATION TO DECEMBER 5, 2018 COMMITTEE OF THE WHOLE MEETING

6.5 Catholic School Councils Policy (800.1)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Catholic School councils Policy (800.1) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the December 5, 2018 Committee of the Whole Meeting to approve the revisions to the Catholic School Councils Policy (800.1), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.6 Progressive Student Discipline – Safe Schools Policy (302.6.9)

Superintendent Forsyth-Sells, presented the Progressive Student Discipline – Safe Schools Policy (302.6.9).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Add “*promptly*” to Page 7 – Notifying Parents/Guardians section

The Policy Committee requested that the Progressive Student Discipline Policy (302.6.9), be vetted from November 28, 2018 to January 17, 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.

6.7 Death Benefit Policy (201.5)

Frank Iannantuono, Superintendent of Education/Human Resources, presented the Death Benefit Policy (201.5).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Death Benefit Policy (201.5), be vetted from November 28, 2018 to January 17, 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.

6.8 Deferred Salary Plan (X/Y) Policy (201.10)

Superintendent Iannantuono, presented the Deferred Salary Plan (X/Y) Policy (201.10).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Deferred Salary Plan (X/Y) Policy (201.10), be vetted from November 28, 2018 to January 17, 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.

6.9 Employee Leaves of Absence Policy (201.1)

Superintendent Iannantuono, presented the Employee Leaves of Absence Policy (201.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Employee Leaves of Absence Policy (201.1), be vetted from November 28, 2018 to January 17, 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.

INFORMATION

6.10 Policies Currently Being Vetted to January 11, 2019

- 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

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

7. Date of Next Meeting

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

Chair Burtnik expressed appreciation to Trustee Vernal on behalf of the Policy Committee and staff for her commitment, support and insights regarding policy governance.

8. Adjournment

The meeting adjourned at 6:36 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
TRANSPORTATION AND SCHOOL OPERATIONS FOR
INCLEMENT WEATHER POLICY (500.1)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Transportation and School Operations for Inclement Weather Policy (500.1), as presented.

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

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

Date: January 29, 2019



Niagara Catholic District School Board

**TRANSPORTATION AND SCHOOL OPERATIONS
FOR INCLEMENT WEATHER AND **WORKPLACE CLOSURE POLICY****

STATEMENT OF POLICY

500 – Auxiliary Services

Policy No 500.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: March 19, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports the safe transportation and accommodation of students.

The Director of Education is authorized to modify or cancel student transportation for the Niagara Catholic District School Board due to anticipated or occurring inclement weather through the Executive Director of the Niagara Student Transportation Services.

For the health and safety of students, staff, bus drivers and building occupants and for the effective delivery of programs, supports and services the Director of Education is authorized to close a school, a group of schools, Board facilities or all schools and Board facilities in the system due to inclement weather or when the normal operations of a Board facility are affected.

When school transportation is cancelled for the system or any part of the system prior to the commencement of a scheduled work day, the Director of Education will close affected schools or Board facilities, unless other mitigating factors allow for staff to safely report to a Board facility at the discretion of the Director of Education.

The Director of Education will inform the Chair of the Board and all Trustees of any school closures, change or alteration to the normal hours of operation of a school, group of schools, Board facilities or the system.

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

References

- **Niagara Catholic District School Board Policies/Procedures**
 - [Employee Attendance During Inclement Weather and Workplace Closure Policy \(201.9\)](#)
 - [Student Transportation Policy \(500.2\)](#)



Niagara Catholic District School Board

TRANSPORTATION AND SCHOOL OPERATIONS
FOR INCLEMENT WEATHER AND WORKPLACE CLOSURE POLICY

ADMINISTRATIVE PROCEDURES

500 – Auxiliary Services

Policy No 500.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: March 19, 2013

Notwithstanding the Niagara Catholic Transportation Policy and the Employee Attendance During Inclement Weather and Workplace Closure Policy, in accordance with these Administrative Procedures the Director of Education is authorized to cancel the transportation of students and ~~or~~ close schools **or Board facilities** when safety issues arise due to anticipated or occurring inclement weather **or when the normal operations of a Board facility are affected.**

It shall be the responsibility of the Executive Director – Niagara Student Transportation Services, to monitor weather conditions in order to ensure the safe transportation of students. In the absence of the Executive Director – Niagara Student Transportation Services **and/or the Director of Education**, the Superintendent of Business and Financial Services shall assume all related responsibilities **regarding transportation and school operations during inclement weather or when normal operations of a building are affected.**

ENVIRONMENT CANADA WEATHER STATEMENTS

When weather warnings are announced by Environment Canada:

1. The Executive Director – Niagara Student Transportation Services shall contact one or more of the following agencies to obtain specific weather information regarding the affected areas served by Niagara Student Transportation Services.
 - Transportation Contractors serving the Board
 - Ontario Provincial Police
 - Niagara Regional Police
 - Weather [Network Forecasting Sources for the Region of Niagara](#)
 - Other area School Board **and** Transportation contacts
2. Based on the information obtained, the Executive Director – Niagara Student Transportation Services shall make recommendations to the Director of Education or designate regarding the cancellation of transportation **and/or the closing of schools** in the area affected by the inclement weather.
3. It is the responsibility of the Director of Education or designate to make a decision to:
 - ~~Cancel transportation and keep schools, or a group of schools open.~~
 - Cancel transportation and close all schools, ~~or~~ a group of schools, **or Board facilities.**
 - Modify the school **or work** day to permit early or late dismissal for inclement weather **or when normal operations of a Board facility are affected.**
4. **Every effort will be made to announce transportation cancellations, school closures and Board facilities closures to the public by 6:00 am.**
5. When the decision is made, staff shall implement the responsibilities outlined in Appendices A, ~~B~~ and **B C** and follow the ~~Sample Communications Chart~~ **Appendix D.**

APPENDICES

~~Appendix A – Cancel Transportation and Keep Schools or a Group of Schools or Board Sites Open~~

~~Appendix B~~ **A** *Cancel Transportation and Close All Schools, or a Group of Schools or Board facilities*

~~Appendix C~~ **B** *Modify the School or Work Day to Permit Early or Late Dismissal for Inclement Weather or when normal operations of a board facility are affected.*

~~Appendix D~~ *Sample Communications Chart*

DRAFT



CANCEL TRANSPORTATION KEEP SCHOOLS OR A GROUP OF SCHOOLS OPEN

RESPONSIBILITIES

THE DIRECTOR OF EDUCATION

The Director of Education shall communicate, via email, the decision, when feasible before 5:45 a.m. to:

1. Executive Director — Niagara Student Transportation Services
2. Senior Administrative Council Staff
3. Manager of Corporate Services & Communications

EXECUTIVE DIRECTOR — NIAGARA STUDENT TRANSPORTATION SERVICES

The Executive Director — Niagara Student Transportation Services shall communicate the decision to:

1. All radio and TV stations, newspapers and on line publishing for immediate broadcast
2. Bus Contractors
3. Taxi Operators

MANAGER OF CORPORATE SERVICES AND COMMUNICATIONS

The Manager of Corporate Services and Communications will ensure that:

1. The Board's website reflects the decision
2. The Catholic Education Centre voice mail system message states the decision
3. Email message is sent to Trustees, CEC staff, Principals, Vice Principals and Managers of the decision
4. The Board and schools website, Facebook and Twitter states the decision
5. Smart Find Express — Human Resources Administrator is informed

CONTROLLER OF FACILITIES SERVICES

The Controller of Facilities Services shall communicate the appropriate decision to snow removal providers and Facilities Services staff.

PRINCIPALS

Principals and/or designate shall ensure that:

1. All students who attended school when student transportation is cancelled are properly cared for.
2. Prior to dismissal, staff will confirm with all students who attended school their arrangements to return home at the end of the school day.

**TO CANCEL TRANSPORTATION AND CLOSE ALL SCHOOLS,
OR A GROUP OF SCHOOLS OR BOARD SITES**

RESPONSIBILITIES

THE DIRECTOR OF EDUCATION

The Director of Education shall communicate, via email, the decision when feasible before 5:45 a.m. to:

1. Executive Director – Niagara Student Transportation Services
2. ~~Chairperson of the Board~~
3. ~~Vice Chairperson of the Board~~
4. Trustees
5. Senior Administrative Council
6. ~~Manager~~ Communications Officer of Corporate Services & Communications

EXECUTIVE DIRECTOR – NIAGARA STUDENT TRANSPORTATION SERVICES

The Executive Director – Niagara Student Transportation Services shall communicate the decision to:

1. All radio and TV stations, newspapers and on-line publishing for immediate broadcast
2. Bus Contractors
3. Taxi Operators
4. Niagara Student Transportation Services website, automated phone attendant and Twitter

MANAGER COMMUNICATIONS OFFICER OF CORPORATE SERVICES AND COMMUNICATIONS

The ~~Manager~~ Communications Officer of Corporate Services and Communications will ensure that:

1. The Board and schools website reflects the decision
2. The Catholic Education Centre voice mail system message states the decision
3. An email message is sent to CEC staff, Principals, Vice-Principals and ~~Managers~~ Administrators of the decision
4. A voice message will be sent to staff through School Messenger ~~along with an email to staff through the contact number provided to Human Resource Service along with an email.~~
5. The Board website, Facebook and Twitter states the decision
6. Smart Find Express – Human Resources Administrator is informed

FAMILY OF SCHOOLS SUPERINTENDENT

Through the Family of Schools communication process, the Family of Schools Superintendent shall communicate the appropriate decisions to all Principals in the areas affected by the decision.

SUPERINTENDENT OF HUMAN RESOURCES SERVICES

The Superintendent of Human Resources **Services** shall communicate the decisions and appropriate staff direction to Human Resources staff.

SUPERINTENDENT OF BUSINESS & FINANCIAL SERVICES

The Superintendent of Business & Financial Services shall communicate the decisions and appropriate staff direction to Business and Finance staff.

CONTROLLER OF FACILITIES SERVICES

The Controller of Facilities Services shall communicate the appropriate decision to snow removal providers and Facilities Services staff.

PRINCIPALS

~~Principals and/or designate shall ensure that through school based phone trees, all staff are contacted in a timely manner and informed of the decision to close the school.~~

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TO MODIFY THE SCHOOL **OR WORK DAY TO PERMIT EARLY OR LATE DISMISSAL FOR INCLEMENT WEATHER**

RESPONSIBILITIES

DIRECTOR OF EDUCATION

The Director of Education shall communicate all decisions regarding modifications to the regular day student transportation due to inclement weather to the Executive Director – Niagara Student Transportation Services as required.

PRINCIPAL

Based on information received, the Principal may recommend to the Family of Schools Superintendent or in their absence, the Director of Education, that the students be dismissed early or late.

FAMILY OF SCHOOLS SUPERINTENDENT

Based on information received, the Family of Schools Superintendent will contact the Director of Education to consider early or late dismissal for the schools affected by inclement weather.

THE DIRECTOR OF EDUCATION

The Director of Education shall communicate, via email, the decision when feasible to:

1. Executive Director – Niagara Student Transportation Services
- ~~2. Chairperson of the Board~~
- ~~3. Vice Chairperson of the Board~~
4. Trustees
5. Senior Administrative Council
6. ~~Manager~~ **Communications Officer** of Corporate Services & Communications

EXECUTIVE DIRECTOR – NIAGARA STUDENT TRANSPORTATION SERVICES

The Executive Director – Niagara Student Transportation Services shall communicate the decision to:

1. All radio and TV stations, newspapers and on-line publishing for immediate broadcast
2. Bus Contractors
3. Taxi Operators
5. **Niagara Student Transportation Services website, automated phone attendant and Twitter**

MANAGER **COMMUNICATIONS OFFICER OF CORPORATE SERVICES AND COMMUNICATIONS**

The ~~Manager~~ **Communications Officer** of Corporate Services and Communications will ensure that:

1. The Board and school website reflects the decision
2. The Catholic Education Centre voice mail system message states the decision
3. Email message is sent to CEC staff, Principals, Vice-Principals and ~~Managers~~ **Administrators** of the decision
4. The Board website, Facebook and Twitter states the decision
5. Smart Find Express – Human Resources Administrator is informed

FAMILY OF SCHOOLS SUPERINTENDENT

The Family of Schools Superintendent shall communicate the appropriate decisions to all Principals in the areas affected by the decision.

SUPERINTENDENT OF HUMAN RESOURCES SERVICES

The Superintendent of Human Resources **Services** shall communicate the decisions and appropriate staff direction to Human Resources staff.

SUPERINTENDENT OF BUSINESS & FINANCIAL SERVICES

The Superintendent of Business & Financial Services shall communicate the decisions and appropriate staff direction to Business and Finance staff.

CONTROLLER OF FACILITIES SERVICES

The Controller of Facilities Services shall communicate the appropriate decisions to snow removal providers and Facilities Services staff.

PRINCIPALS

Principals and/or designate shall ensure that:

1. Through school-based phone trees if required, all staff are contacted in a timely manner and informed of the decision to modify the school day.
2. Prior to an early or late dismissal, contact is made with all parents or guardians to confirm that parental arrangements have been made for students to return home safely following dismissal during a modified school day.
3. Staff must remain at the school until the Principal is satisfied that the students have been dismissed safely.
4. The Principal may authorize some staff members to leave earlier than others due to travelling distance and severity of weather conditions in certain municipalities.



Communications Chart

Transportation Cancellations & School Closures 2012-2013



By 5:45 a.m.
(approximately)

By 5:30 a.m.
(approximately)

By 5:50 a.m. (approximately)

Senior Staff	Cell	Home	Contacts	Cell	Home	Contacts
Valanda Baldasaro			FOS Principals/Special Ed. Staff *	Jen Brailey		Smart Find Express eCommunity Website, Facebook, Twitter CEC Voice Message
Mario Ciccarelli			FOS Principals/Technology Staff *			
John Crocco			Senior Administrative Council *			
Lee Ann Forsyth-Sells			FOS Principals/RAED Staff *			
Frank Iannantuono			Cont. Ed. Principals/HR Staff *			
Mark Lefebvre			FOS Principals/Program Staff *			
Larry Reich			Business & Finance Staff *			
Scott Whitwell			Snow Removal/Facilities Staff *			

- * School and CEC Staff phone tree activated only for school closures.
- Administrative Council Memo - ACM 52 (2011-2012) - Extreme Cold Weather Alert
- Employee Attendance During Inclement Weather And Workplace Closure Policy #201.9

Local Radio Stations	
Giant FM	91.7 FM
CKTB	610 AM
CHRE	105.7 FM
CHTZ	97.7 FM
Z-101	101.1 FM
ED FM	105.1 FM
CHML	900 AM
Y 108	107.9 FM
Country 95	95.3 FM
K-Lite	102.9 FM
CHAM	820 AM

TV Stations	
Cogeco	Channel 10
CHCH	Channel 11

DRAFT
APPENDIX D

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE ATTENDANCE DURING INCLEMENT WEATHER
AND WORKPLACE CLOSURE POLICY (201.9)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Attendance During Inclement Weather and Workplace Closure Policy (201.9), as presented.

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

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

Date: January 29, 2019



Niagara Catholic District School Board

**EMPLOYEE ATTENDANCE DURING
INCLEMENT WEATHER AND WORKPLACE CLOSURE POLICY**

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.9

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: February 27, 2018

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, all employees of the Niagara Catholic District School Board are expected to be at their place of employment during the required working hours as defined by the Education Statutes and Regulations of Ontario, respective Collective Agreements, or Terms of Employment.

During periods of inclement weather or authorized school, workplace or a system closure, employees will comply with the expectations provided within the accompanying operational procedures.

During inclement weather or any other conditions which ~~would~~ could affect the health and safety of students and staff, the Director of Education is authorized to change the working location of employees, change or alter the normal hours of operation of a school, group of schools or the system or close all or part of the Niagara Catholic District School Board.

For the health and safety of students and staff, bus drivers and building occupants and the effective delivery of programs, supports and services, the Director of Education is authorized to close a school, a group of schools, board facilities or all schools and board facilities due to inclement weather or when the normal operations of a board facility are affected.

When school transportation is cancelled for the system or any part of the system prior to the commencement of a scheduled work day, the Director of Education will close affected schools or Board facilities, unless mitigating factors allow for staff to safely report to a Board facility at the discretion of the Director of Education.

The Director of Education will inform the Chair of the Board and all Trustees of any closures, change or alteration to the normal hours of operation of a school, group of schools or the system.

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

References

- [Education Statutes and Regulations of Ontario](#)
- [Niagara Catholic District School Board Policies/Procedures/Documents](#)
 - [Transportation & School Operations for Inclement Weather Policy \(500.1\)](#)



Niagara Catholic District School Board
**EMPLOYEE ATTENDANCE DURING
INCLEMENT WEATHER AND WORKPLACE CLOSURE POLICY**
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.9

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: February 27, 2018

INCLEMENT WEATHER

Inclement weather is defined as severe, harsh or stormy weather conditions which will vary throughout the Region of Niagara and could delay travel to schools as well as effect the normal operations of schools, worksites or the system which includes, but not limited to, the delay or cancellation of bus transportation by bus companies; travel advisories or road closures by the Niagara Regional Police and/or Ontario Provincial Police; or extreme weather warnings issued by Environment Canada to local municipalities in the Region of Niagara.

In consultation with members of Senior Administrative Council and as required, but not limited to, Niagara Student Transportation Services, Niagara Regional Police, Ontario Provincial Police and coterminous school boards, the Director of Education will determine any alterations and/or closures to the normal operations of the Niagara Catholic District School Board due to inclement weather or any other conditions which would affect the normal operations of a school, group of schools or the system.

REGULAR WORK LOCATION/ALTERNATE WORK LOCATION

1. **With the exception of school closures**, in periods of inclement weather, it is an expectation that all staff will attempt to reach their work location in time for normal hours of operation.
2. If travel to work **from the employee's location** is impeded by inclement weather **within the Board's jurisdiction** and may cause lateness, the employee will notify their Principal or immediate Supervisor upon arrival at the alternate **pre-determined** location(s), indicating their time of arrival.
3. **On an annual basis, the Principal or Supervisor will create a Pre-Determined Alternate Location List for staff to attend should the school or Board Facility be closed. The Alternative Location List will be provided to the Family of Schools Superintendent and Human Resources Services for distribution to the Principal or Supervisor of the alternate location.**
4. If inclement weather conditions are so severe as announced by the Ministry of Transportation, the Niagara Regional Police, and/or the Ontario Provincial Police as to delay travel to the employee's regular usual work location, the employee will report to the nearest school or work location within the Niagara Catholic District School Board and report to the Principal and/or Supervisor of that location for their normal hours of duty. Upon arrival at the alternate location, the employee is responsible to contact by phone their Principal and/or Supervisor to inform them of their location.
5. ~~If~~ **When** an employee reports to an alternative work location, they are under the authority of the Principal and/or Supervisor of that school or facility for their normal hours of duty.

6. The Principal/Supervisor is required to report all employees who have attended an alternate work location to the Family of Schools' Superintendent of Education **who will inform Human Resources Services.**
7. When the school buses are cancelled due to inclement weather as announced through local media and on the Board website, **the school or system will be closed and** all daily occasional and/or casual replacements assigned for the specific day are not to report to the daily assignment and will not be paid for this cancellation. (Unless otherwise notified, on days when bus transportation is cancelled, all professional development in-services will be cancelled.)

ABSENCE FROM REGULAR WORK LOCATION AND/OR ALTERNATE WORK LOCATION

1. Where an employee deems it impossible to report to any school or alternate work location within the Niagara Catholic District School Board in time for the commencement of normal hours of operation they must notify by phone their immediate Principal/Supervisor. The Principal/Supervisor will discuss a delay in the time to report to any school or alternate work location within the Board.
2. All employees must ~~continue to make all reasonable attempts to~~ report to their regular school or work location or in its alternative any other school or work location, **if open**, within the Niagara Catholic District School Board as weather conditions change throughout the day.
3. Employees who are unable to report to any school or alternate work location within the Niagara Catholic District School Board are required to record their absence on the Smart Find Express (SFE) system using the inclement weather code.
4. Principals/Supervisors are required to report all employees who have contacted them indicating that they deemed it impossible to report to any school or alternate work location within the Niagara Catholic District School Board to the Family of Schools Superintendent of Education by the end of the school day.
5. Employees unable to report to a school or alternate work location, must provide the Senior Administrator of Human Resources a signed and dated written explanation of the reason for the absence on their return to active duty. The decision of remuneration shall be determined by the Superintendent of Human Resources in consultation with the appropriate supervisor.

SCHOOL CLOSURE

1. Where the school, **group of schools**, or workplace is declared closed prior to the commencement of a scheduled workday, as announced through local media and the board website, all daily occasional and/or casual replacements, with the exception of long term occasional teachers assigned to the school or workplace for the specific day will not be paid for the day of the closure.
2. Where a school, a group of schools, or a workplace site is closed by the Director of Education, employees are required to attend a work location **or alternate location** determined by the Director of Education in consultation with members of Senior Administrative Council, the Family of Schools Superintendent of Education and the Principal and/or Principals(s) affected by a school closure. The alternate location(s) ~~or locations~~ for school or workplace staff will be communicated to staff by the Principal or Supervisor through staff phone communication procedures, announced on local media services and posted on the Board website. Where the school or workplace is declared closed prior to the commencement of a scheduled workday, as announced through local media and the board website, all occasional and/or casual replacements assigned to the school or workplace for the specific day will not be paid for the day of the closure, with the exception of long term occasional teachers. Daily Occasional and casual staff that are placed in an assignment for more than ten (10) consecutive days for the same employee will be paid for the day of closure of school or workplace site.

SYSTEM CLOSURE

1. When the Director of Education closes the entire system, employees are not required to report to any work location. For system closures employees are;
 - not required to record their absences on the Smart Find Express (SFE)
 - to remain in contact with their school Principal and/or Supervisor and/or the Board website for current information on the status of the system closure and the return to normal operations of the system.

2. Where the school or workplace is declared closed prior to the commencement of a scheduled workday, as announced through local media and the board website, all daily occasional and/or casual replacements, with the exception of long term occasional teachers assigned to the school or workplace for the specific day will not be paid for the day of the closure.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
STUDENT SENATE – SECONDARY POLICY (100.6.1)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Senate – Secondary Policy (100.6.1), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: January 29, 2019



Niagara Catholic District School Board
STUDENT SENATE – SECONDARY POLICY
STATEMENT OF POLICY

100 - Board

Policy No 100.6.1

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, the Niagara Catholic District School Board values the leadership, perspectives and participation of students.

The Niagara Catholic District School Board recognizes the benefits accrued when students have an opportunity to share and represent the perspectives and insights from their various school populations.

To assist the Student Trustees on the Board, and the Student Representative to the Niagara Catholic Parent Involvement Committee and the Special Education Advisory Committee (SEAC), the Niagara Catholic Student Senate has been established with representatives from each of the Board's Catholic secondary schools.

The Student Senate provides a forum for student servant leadership, the exchange of ideas, discussion, consultation, and communication through its Co-Chairs/Student Trustees with the Board, Director of Education, Senior Administrative Council and all students in the Niagara Catholic District School Board.

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

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Ontario Municipal Conflict of Interest Act*](#)



Niagara Catholic District School Board
STUDENT SENATE – SECONDARY POLICY
 ADMINISTRATIVE PROCEDURES

100 - Board

Policy No 100.6.1

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

1. The Student Senate will consist of:
 - a. two (2) senior secondary student members from each of the Board's Catholic secondary schools, and,
 - b. one (1) community representative consisting of a student who attends one (1) of the Board's Catholic secondary schools. The community representative will be selected by the Student Senate through an application process prior to the annual Niagara Catholic Student Leadership Symposium.

Unless otherwise indicated, the term of office for all positions on the Secondary Student Senate are for one (1) school year.

2. At the annual Niagara Catholic Student Leadership Symposium, two members of the Student Senate will be elected by the newly elected Student Senate to serve as Student Trustees on the Board and Co-Chairs of the Student Senate.
3. Through an election process, the Student Senate will annually determine the selection of Student Senate representatives to the Special Education Advisory Committee (SEAC) and the Niagara Catholic Parent Involvement Committee (NCPIC).
4. In the event that a Student Trustee is unable to fulfill their duty as a Student Trustee and Co-Chair of Student Senate or as a student representative on the Special Education Advisory Committee (SEAC) or the Niagara Catholic Parent Involvement Committee (NCPIC), a newly appointed Student Senate representative will be determined through a by-election process.
5. The Student Senate will assist the Student Trustees, the student representative on the Special Education Advisory Committee (SEAC) and on the Niagara Catholic Parent Involvement Committee (NCPIC) in determining student issues, gathering student opinion and communication with students.

The Student Trustees on the Board and the student representatives on the Special Education Advisory Committee (SEAC) and the Niagara Catholic Parent Involvement Committee (NCPIC) will be responsible for reporting back to the Student Senate on a regular basis.
6. In addition to providing the student voice throughout the vetting of Board Policies and Administrative Procedures, the Student Senate will annually be responsible for leadership in the organization of Board student conference(s) as requested, the annual system Graduation Celebration and the Niagara Catholic Student Leadership Symposium.
7. In accordance with the Niagara Catholic Student Trustee Policy, prior to the Friday of Catholic Education Week of each school year, the election of the new school year's Student Council members will occur in all secondary schools within the Niagara Catholic District School Board.
8. Prior to the annual Niagara Catholic Student Leadership Symposium;
 - each Secondary Principal will select (1) Administrative Appointee in accordance to applications ~~member~~ for the new school year's Student Senate; and

- each secondary Student Council will ~~select~~ **elect (1)** member of the new school year's ~~elected~~ Student Council to serve **as the Vice President of Student Council / Student Senate representative on the new school year's Student Senate.**

(Point 9 relocated from Point 13 to here)

9. In compliance with the Student Trustee Policy, to be eligible to serve as a Niagara Catholic Student Trustee and Co-Chair of the Student Senate, the following qualifications are required:
 - The pupil must be a practicing Roman Catholic.
 - The pupil must be enrolled as a resident, full-time, senior division student at the time of their term in one of the Board's Catholic Secondary Schools and have signed parental permission to be a Student Trustee if under 18 years of age.
 - The pupil must provide a written letter of endorsement from their Catholic secondary school Principal.
 - As a Student Trustee, Co-Chair of the Student Senate and a representative of Niagara Catholic, the pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.
10. **To be eligible to serve as a Community Representative on the Student Senate, the following qualifications are required:**
 - **The pupil must be enrolled as a resident, full-time, Grade 9, 10, 11 or 12 student at the time of their term in one of the Board's Catholic Secondary Schools, and have signed parental permission to be a Community Representative if under 18 years of age.**
 - **The pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.**
 - **The pupil must complete an Student Senate Community Representative Application Form and provide evidence of community involvement.**
 - **The pupil must provide a written letter of endorsement from their Catholic secondary school Principal.**
 - **The pupil must provide a written letter of endorsement attesting to their community involvement from an individual or an organization.**
11. Prior to May 20th of each year, the Niagara Catholic Student Senate will host a Student Leadership Symposium where the newly elected Student Senate will elect two (2) Co-Chairs of the Student Senate who will also serve as the Board's two (2) Student Trustees from August 1 to July 31 inclusive. A Student Trustee has the opportunity to seek re-election, but may not participate in any meetings or preparation plans relating to the election process.
12. Given the importance placed on the role of Student Trustees in serving on the Board of Trustees and as Co-Chairs of the Niagara Catholic Student Senate, ~~effective May 1, 2013~~, one of the two (2) elected Student Trustees by the Student Senate should have at least one year of experience as a Student Trustee before the start of the new term.
13. ~~In compliance with the Student Trustee Policy, to be eligible to serve as a Niagara Catholic Student Trustee and Co-Chair of the Student Senate, the following qualifications are required:~~
 - ~~The pupil must be a practicing Roman Catholic.~~
 - ~~The pupil must be enrolled as a resident, full time, senior division student at the time of their term in one of the Board's Catholic Secondary Schools and have signed parental permission to be a Student Trustee if under 18 years of age.~~
 - ~~The pupil must provide a written letter of endorsement from their Catholic secondary school Principal.~~
 - ~~As a Student Trustee, Co-Chair of the Student Senate and a representative of Niagara Catholic, the pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.~~

14. In the fall of each year, a retreat may be organized for all students elected to the Student Senate facilitated by the Board's Chaplaincy Leader.
15. A minimum of two secondary administrators will be appointed by the Director of Education to facilitate the operation of the Student Senate and to act as a resource. The administrators and Student Senate will dialogue with and report to the Director of Education.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
STUDENT SENATE – ELEMENTARY POLICY (100.6.2)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Senate – Elementary Policy (100.6.2), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: January 29, 2019



Niagara Catholic District School Board

STUDENT SENATE – ELEMENTARY POLICY

STATEMENT OF POLICY

100 - Board

Policy No 100.6.2

Adopted Date: April 23, 2013

Latest Reviewed/Revised Date: NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board values the leadership, perspectives and participation of students.

The Niagara Catholic District School Board recognizes the benefits accrued when students have an opportunity to share and represent the perspectives and insights from their school communities.

To assist the Student Trustees on the Board and the Student Representatives to the Niagara Catholic Parent Involvement Committee and the Special Education Advisory Committee (SEAC), the Niagara Catholic Elementary Student Senate has been established with elementary representatives from each Family of Schools within the Board.

The Elementary Student Senate provides a forum for student servant leadership, the exchange of ideas, discussion, consultation, peer mentorship and communication through its Co-Chairs to the Secondary Student Senate, the Student Trustees on the Niagara Catholic District School Board and the Director of Education.

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

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Ontario Municipal Conflict of Interest Act*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Student Senate – Secondary Policy \(100.6.1\)*](#)

**STUDENT SENATE – ELEMENTARY POLICY**

ADMINISTRATIVE PROCEDURES

1. The Elementary Student Senate will consist of:
 - a. two (2) intermediate elementary student members from each of the Board's eight Family of Schools' Elementary Student Councils for a total of sixteen (16) members, and,
 - b. one (1) community representative consisting of a student who attends one (1) of the Board's Catholic elementary schools. The community representative will be selected by the Student Senate through an application process prior to the commencement of the new school year.

The term of office for all positions on the Elementary Student Senate and Family of Schools' Elementary Student Council are for one (1) school year.

2. The Elementary Student Senate will meet a minimum of two (2) times during each secondary semester at the Catholic Education Centre.
3. Annually, and prior to the Niagara Catholic Student Leadership Symposium, all Elementary Principals will select one (1) intermediate student and coordinate the school's intermediate students to elect one (1) intermediate student to represent the school on its Family of Schools' Elementary Student Council for the following school year. To be considered for a Family of Schools' Elementary Student Council, intermediate students who are selected or elected must meet the eligibility requirements to serve as an Elementary Student Senator.

(Point 4 relocated from Point 15 to here)

4. To be eligible to serve as an Elementary Student Senator, the following qualifications are required:
 - The pupil must be a practicing Roman Catholic.
 - The pupil must be enrolled as a resident, full-time, intermediate division student at the time of their term in one of the Board's Catholic Elementary Schools and have signed parental permission to be an Elementary Student Senator.
 - The pupil must provide a written letter of endorsement from their Catholic elementary school Principal.
 - As an Elementary Student Senator and a representative of Niagara Catholic, the pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.
5. To be eligible to serve as a Community Representative on the Student Senate, the following qualifications are required:
 - The pupil must be enrolled as a resident, full-time, Grade 7 or 8 student at the time of their term in one of the Board's Catholic Elementary Schools, and have signed parental permission to be a Community Representative.
 - The pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.
 - The pupil must complete a Elementary Student Senate Community Representative Application Form and provide evidence of community involvement.
 - The pupil must provide a written letter of endorsement from their Catholic elementary school Principal.

- The pupil must provide a written letter of endorsement attesting to their community involvement from an individual or an organization.
6. Each Family of Schools' Elementary Student Council will meet a minimum of three (3) times during the school year at the Family of Schools' Catholic secondary school.
 7. The two (2) secondary Student Senators from the Catholic secondary school within the Family of Schools will serve as ex-officio members of the Family of Schools Elementary Student Council.
 8. At the annual Niagara Catholic Student Leadership Symposium, students from each Family of Schools' Elementary Student Council will:
 - a. elect two (2) student Co-Chairs who will represent their respective Family of Schools' Elementary Student Council on the Elementary Student Senate, and,
 - b. select one (1) Community Representative for the Family of Schools' Elementary Student Council consisting of a student who attends one (1) of the Board's Catholic elementary schools. The community representative will be selected by the Family of Schools' Elementary Student Council through an application process prior to the commencement of the new school year. The qualifications to serve and the duration of the term of office for a Community Representative on the Family of Schools' Elementary Student Council will be the same as the Community Representative on the Elementary Student Senate as referenced within these Administrative Procedures.
 9. At the same annual Niagara Catholic Student Leadership Symposium, two (2) student members of the newly elected Elementary Student Senate will be elected to serve as Co-Chairs of the Elementary Student Senate and to serve as members of the Secondary Student Senate.
 10. The two (2) elected Elementary Student Senators of the Secondary Student Senate will be entitled to a binding vote and full membership privileges with the exception of being elected as a Student Trustee and Co-Chair of the Secondary Student Senate.
 11. In the event that a member of the Family of Schools Elementary Student Council or Elementary Student Senate is unable to fulfill their duty, a newly appointed representative will be determined through consultation with the elementary administrative liaison and a by-election process.
 12. The Co-Chairs of the Elementary Student Senate on the Secondary Student Senate will assist the Student Trustees, the student representatives on the Special Education Advisory Committee (SEAC) and on the Niagara Catholic Parent Involvement Committee (NCPIC) in determining student issues, gathering student opinion and communication with students.
 13. Through the Co-Chairs of the Elementary Student Senate, the Student Trustees on the Board and the student representatives on the Special Education Advisory Committee (SEAC) and the Niagara Catholic Parent Involvement Committee (NCPIC) will be responsible for reporting back to the Elementary Student Senate on a regular basis.
 14. In addition to providing the student voice throughout the vetting of Board Policies and Administrative Procedures, the Elementary Student Senate will assist the Secondary Student Senate in the organization of Board student conference(s) as requested and the Niagara Catholic Student Leadership Symposium.
 - ~~15. To be eligible to serve as an Elementary Student Senator, the following qualifications are required:
 - a. The pupil must be a practicing Roman Catholic.
 - b. The pupil must be enrolled as a resident, full-time, intermediate division student at the time of their term in one of the Board's Catholic Elementary Schools and have signed parental permission to be an Elementary Student Senator.
 - c. The pupil must provide a written letter of endorsement from their Catholic elementary school Principal.~~

- ~~d. As an Elementary Student Senator and a representative of Niagara Catholic, the pupil is expected to conduct themselves with proper demeanor at all times in accordance with the Mission, Vision, Values and Policies of the Niagara Catholic District School Board.~~
16. In the fall of each year, a retreat may be organized for all students elected to the Elementary and Secondary Student Senate facilitated by the Board's Chaplaincy Leader.
 17. A minimum of two (2) elementary administrators will be appointed by the Director of Education to facilitate the operation of the Elementary Student Senate and to act as a resource. The administrators and Elementary Student Senate will dialogue with and provide advice to the Secondary Student Senate through the Secondary Student Senate Co-Chairs.
 18. A minimum of two (2) elementary administrators will be appointed by the Family of Schools Superintendent of Education to facilitate the operation of the Family of Schools Elementary Student Council and to act as a resource. The administrators and Family of Schools Elementary Student Council will dialogue with and provide advice to the Elementary Student Senate through the Elementary Student Senate Co-Chairs.
 19. The Student Trustees report to the Board of Trustees and the Co-Chairs of the Elementary and Secondary Student Senate report to the Director of Education.

Appendix A [*Elementary Family of Schools' Student Council
and Elementary Student Senate Organizational Flowcharts*](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY (NEW)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Supporting Children and Students with Prevalent Medical Conditions Policy (NEW), as presented.

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

Date: January 29, 2019



Niagara Catholic District School Board

**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY**

STATEMENT OF POLICY

300 – School/Students

Policy No

Adopted Date: NEW

Latest Reviewed/Revised Date: NEW

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board recognizes that the support of students with prevalent medical conditions is complex requiring a whole-school approach to promote student health and safety and to foster and maintain healthy and safe environments in which students can learn. A safe, accepting, and healthy environment empowers students to reach their full potential for self-management of their medical condition(s) according to their Plan of Care.

Supporting Children and Students with Prevalent Medical Conditions Policy: Anaphylaxis, Asthma, Diabetes, Epilepsy, – articulates the role and responsibilities of parents, guardians, and school staff in supporting students. It also articulates the roles and responsibilities of the students themselves. The policy provides a framework for the development of strategies that reduce the risk to students suffering from a prevalent medical condition and to ensure school staff and others in contact with these students are prepared to handle an emergency situation.

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

References

- [*Allergy Asthma Information Association*](#)
- [*Anaphylaxis Canada*](#)
- [*Anaphylaxis in Schools & Other Settings, 3rd Edition, Canadian Society of Allergy and Clinical Immunology*](#)
- [*Sabrina's Law, 2005, S.O. 2005, c.7*](#)
- [*Ryan's Law, Ensuring Asthma Friendly Schools-2015*](#)
- [*Ontario Lung Association \(www.on.lung.ca\)*](#)
- [*Education Act Section 265-Duties of Principal*](#)
- [*Regulation 298 s20-Duties of Teachers*](#)
- [*Ministry of Education Policy Program Memorandum No, 161 – Supporting Children and Students with Prevalent Medical Conditions*](#)
- [*Ministry of Education Policy Program Memorandum No, 81 – Provision of Health Support Services in School Settings*](#)
- [*Ministry of Education Policy Program Memorandum No. 149*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*400.2: Educational Field Trip Policy*](#)
 - [*300.2: Administration of Oral Medication to Students*](#)



Niagara Catholic District School Board

**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY****ADMINISTRATIVE PROCEDURES**

300 – School/Students

Policy No

Adopted Date: NEW

Latest Reviewed/Revised Date: NEW

PURPOSE

1.1 The purpose of the Supporting Children and Students with Prevalent Medical Conditions policy and procedures is intended to ensure that school staff and others in contact with students diagnosed with prevalent medical conditions are prepared to handle an emergency.

1.2 The Board recognizes that students with prevalent medical conditions need a safe environment in which to learn. They have the right to participate fully in opportunities and experiences that all children enjoy and are available to all students.

1.3 Parent(s)/guardian(s) have the primary responsibility to inform school authorities about their child's/student's medical condition(s) and to transmit relevant information.

1.4 Open, ongoing communication between parent(s)/guardian(s), volunteers, and school staff regarding medical needs of students is necessary to ensure a safe, caring, and inclusive learning environment.

1.5 When responding to a medical emergency, a staff member is acting according to the principle of “in loco parentis” and is not acting as a health professional.

1.6 A Plan of Care for each student with a prevalent medical condition shall include:

- Details informing employees and others who are in direct contact with the student on a regular basis of monitoring and avoidance strategies and appropriate treatment
- Information regarding any medication that the pupil is taking is kept up-to-date by the pupil's parent(s)/guardian(s) and/or the pupil
- A readily accessible emergency procedure for the pupil, including emergency contact
- Details related to the storage of the pupil's medication including whether the pupil is permitted to carry their medication and whether any spare medication is kept in the school and, if so, where it is stored.

ROLES AND RESPONSIBILITIES

2.1 Parent(s)/Guardian(s):

2.1.1 As primary caregivers of their child/student, parent(s)/guardian(s) are expected to be active participants in supporting the management of their child's medical condition(s). At a minimum, parent(s)/guardian(s) should:

2.1.2 Educate their child about their medical condition(s) with support from their child's health care professional as needed.

2.1.3 Guide and encourage their child to reach their full potential for self-management and self-advocacy.

2.1.4 Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal/ Designate.

2.1.5 Communicate, to the Principal or the Principal/Designate, changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage the medical condition(s).

2.1.6 Confirm annually to the Principal/Designate that their child's medical status is unchanged.

2.1.7 Initiate and participate in annual meetings to review their child's Plan of Care.

2.1.8 Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care.

2.1.9 Track expiration dates of all medication supplied.

2.1.10 Seek medical advice from health care professionals (medical doctor, nurse practitioner, or pharmacist) as needed.

2.2 Students:

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students should:

2.2.1 Take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of developmental and their capacity for self-management.

2.2.2 Participate in the development of their Plan of Care.

2.2.3 Participate in meetings to review their Plan of Care.

2.2.4 Carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies, follow school board policies on disposal of medication and medical supplies).

2.2.5 Set goals on an ongoing basis for self-management of their medical condition(s), in conjunction with their parent(s)/guardian(s) and health care professional.

2.2.6 Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school.

2.2.7 Wear medical alert identification that they and/or their parent(s)/guardian(s) deem appropriate.

2.2.8 If possible, inform school staff and/or their peers if a medical incident or medical emergency occurs.

2.3 School Staff

2.3.1 Review the contents of the Plan of Care for any student with whom they have direct contact.

2.3.2 Annually, participate in training, during the instructional day, on prevalent medical conditions.

2.3.3 Share information on a student's signs and symptoms, with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing.

2.3.4 Support strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care.

2.3.5 Support a student's daily or routine management, and respond to medical incidents and medical emergencies.

2.3.6 Support inclusion by allowing students with a prevalent medical condition to perform daily or routine activities in a school location and to enable students with prevalent medical condition(s) to participate in school to their full potential.

2.3.7 Post the Plan of Care in the classroom and any other designated areas in the school as necessary, while being aware of confidentiality and the dignity of the student.

2.3.8 Communicate with parent(s)/guardian(s) in advance regarding classroom celebrations, parties, or other special activities where food may be served.

2.3.9 Communicate with parent(s)/guardian(s) after unplanned exercise or extra-curricular activity.

2.3.10 If student becomes unresponsive at any time or their condition requires medical judgement, immediately contact the office to call 911.

2.4 Principal

In addition to the responsibilities outlined under "School Staff", the Principal should:

2.4.1 Clearly communicate to parents/guardians and appropriate staff the process for parent(s)/guardian(s) to notify the school of their child's medical condition(s) as well as the expectation for parent(s)/guardian(s) to co-create, review, and update a Plan of Care. This process should be communicated to parent(s)/guardian(s):

- During the time of registration;
- Each year during the first week of school;
- When a child is diagnosed and/or returns to school;

2.4.2 Co-create, review, or update the **Plan of Care** for a student with a prevalent medical condition with the parent(s)/guardian(s) in consultation with the appropriate school staff, Board staff, and with the student when appropriate.

2.4.3 Maintain a file with the Plan of Care and supporting documentation for each student with a prevalent medical condition.

2.4.4 Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional

staff who will be in direct contact with student) including any revisions that are made to the Plan of Care.

2.4.5 Communicate with parent(s)/guardian(s) of any medical emergencies as outlined in the Plan of Care.

2.4.6 Encourage the identification of staff who can support the daily or routine management needs of students in the school with a prevalent medical condition.

2.4.7 Ensure that the Plan of Care for each student with a prevalent medical condition is posted in the classroom, staff room, office area, health room, attendance, and storage area for medications.

2.4.8 Establish procedures for informing occasional staff of students with prevalent medical condition(s).

2.4.9 Invite health related experts to address/inform classes generally on prevalent medical conditions.

2.5 School Board:

2.5.1 The Niagara Catholic District School Board is responsible for:

- Providing training and resources on prevalent medical conditions;
- Developing strategies that reduce the risk of student exposure to triggers or causative agents;
- Developing expectations to support the safe storage and disposal of medication and medical supplies;
- Communicating the expectation that students can carry their medication and supplies to support management of their medical condition;



Niagara Catholic District School Board

**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY - ANAPHYLAXIS POLICY**

ADMINISTRATIVE PROCEDURES

300 – School/Students

Policy No 302.1

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: May 27, 2014

DEFINITION

Anaphylaxis is a **severe life threatening form of allergic reaction**. **Anaphylactic reactions occur when the body's sensitized immune system overreacts in response to the presence of a particular allergen**. An allergen is a substance capable of causing an allergic reaction. Possible allergic symptoms are many and may rapidly lead to severe permanent injury, coma and/or death. **While** there is no clinical method to predict the severity or progression of a reaction, **there is a need to ensure the safety of students who suffer from extreme allergies (anaphylaxis) and empower school administrators to respond to their needs consistently but at the same time recognize individual differences from case to case.**

Certain foods, insect stings, latex products and medications are the most common allergens that produce anaphylaxis.

Anaphylaxis requires **immediate** first aid response and **immediate** medical intervention.

The terms student and pupil are interchangeable in these administrative procedures.

ANAPHYLACTIC REACTION – POSSIBLE SIGNS AND SYMPTOMS

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen. In rarer cases, the time frame can vary up to several hours after exposure. The ways these symptoms occur can vary from person to person and even from episode to episode in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- **Skin system:** hives, swelling, itching, warmth, redness, rash
- **Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing, swelling of tongue
- **Gastrointestinal system (stomach):** nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular system (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- **Other:** anxiety, feeling of “impending doom”, headache, weakness, uterine cramps, metallic taste
(Canadian Pediatric Society & Food Allergy Canada websites)

Since reactions are unpredictable, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past. **Symptoms do not always occur in the same order, even in the same individuals. Even when symptoms have subsided after initial treatment, they can return as much as 8 hours after exposure, regardless of the initial reaction**

severity.

It is important to note that anaphylaxis can occur without hives. If an allergic person expresses any concern that a reaction might be starting, the person should always be taken seriously.

PURPOSE

The procedures outlined will establish an appropriate response when a parent/guardian or adult student indicates to the Principal, in writing, that the student is at risk for anaphylaxis and that the student will require assistance at the first sign of any allergic reaction.

When in doubt, administer appropriate medication unless otherwise specified in writing by the student's allergist or physician.

1. The parent/guardian or adult student must inform the Principal, in writing, that their child or they are at risk for anaphylaxis, and must outline the possible symptoms and requested intervention by school staff on the Anaphylaxis Emergency Plan of Care form (*Appendix C*).
2. The parent/guardian or adult student shall familiarize themselves with Board Policy and School Anaphylaxis Administrative Procedures (Board Policy No. 302.1).
3. The parent/guardian or adult student shall provide the required medication to the school with instructions for intervention on a completed copy of the Anaphylaxis Emergency Plan of Care form (*Appendix C*).
4. The Emergency Plan will include a completed copy of the Anaphylaxis Emergency Plan of Care form (*Appendix C*).
5. A copy of the current Anaphylaxis Emergency Plan of Care form (*Appendix C*) must be filed in the student's OSR and copies must be located in the areas designated by the Principal. The form must be readily available in the event of emergency.
6. The Principal shall establish and maintain a School Anaphylaxis Management Plan. The plan shall include the development and maintenance of strategies that reduce the risk of exposure to anaphylactic agents in all areas of the school (*Appendix A*).
7. In a school, where a student has been identified as at risk for anaphylaxis, the Principal shall enlist the support and co-operation of all staff, students and parents/guardians so as to reduce the potential risk to the student.
8. Elementary Principals shall send a letter to the parents/guardians of the other students in the classroom of the at risk student informing them of the situation and requesting that the specific allergens not be sent to school (*Appendices E, F: Sample Letter to Parents/Guardians*).
9. Elementary and Secondary Principals shall also send communication home to all members of the school community (*Elementary & Secondary School Newsletter Insert – Appendix F*) indicating the presence of a student(s) with a life threatening allergic condition outlining the need to take appropriate action by requesting parents/guardians and students to cooperate by refraining from sending specific foods to school. In addition, Elementary and Secondary Principals shall inform the school community about the Anaphylaxis Policy and Administrative Procedures in the Student Handbook (*Appendix B*).

10. Prior to or on the 1st day of school each year, it is the responsibility of the parent/ guardian or student (at the age of majority) to initiate the process again and present the school with updated information and appropriate and up-to-date medication (check expiry date).
11. At the end of the school year the parent/guardian will be contacted to pick up the unused medication. If the parent/guardian does not comply, the Principal/Designate will take the medication to a local pharmacy.

SCHOOL STAFF TRAINING

All teaching, support staff and others at the school must familiarize themselves with students/staff members who are at risk for anaphylaxis. They will receive training in recognizing and responding to the signs and symptoms to anaphylactic reaction on an annual basis.

A Niagara Region Public Health Nurse from the School Health Program shall be contacted to provide training to all staff on giving the epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~) at the beginning of each school year or as soon as an at-risk individual(s) has been identified at the school.

Should staff change at any time throughout the year, it is the responsibility of the Principal to inform and provide training for new staff member(s) and occasional teachers.

GENERAL ANAPHYLAXIS EMERGENCY PROCEDURES: INDIVIDUALS KNOWN TO BE AT RISK FOR ANAPHYLAXIS

When a person is known to be at risk of anaphylaxis displays initial symptoms, then it must be presumed that the person is in need of the assistance outlined in the Anaphylaxis Emergency Plan form (*Appendix C*). IMMEDIATE intervention is essential, unless otherwise specified by the student's allergist/physician. No ill side effects will result from the administration of emergency medication if they are not experiencing an anaphylactic reaction. Unless otherwise specified in writing, the following steps are to be followed when a student is experiencing a known or suspected anaphylactic reaction:

- GIVE EPINEPHRINE AUTO-INJECTOR (e.g. EpiPen® ~~or Allerject™~~) immediately (*Appendix G*). Note the time the epinephrine auto- injector was administered.
- CALL 911 (AMBULANCE) and inform the dispatcher that an individual is having a life threatening allergic reaction (anaphylactic reaction).
- NOTIFY PARENT/GUARDIAN.

In a Case where an Ambulance Does Not Arrive:

- If the ambulance has not arrived within 5 to 15 minutes and if the reaction continues or worsens, give a second epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~).
- Even if symptoms subside entirely, this student must be taken to the hospital by ambulance.

INDIVIDUALS NOT KNOWN TO BE AT RISK OF ANAPHYLAXIS

A student/person not known to be at risk for anaphylaxis may also display symptoms of severe allergic reaction. In such circumstances, school staff should assess the situation and take action as would be appropriate for any other illness/injury/emergency incident, including administration of epinephrine.

EMERGENCY USE OF EPINEPHRINE AUTO-INJECTOR

In either case, where individuals are known or not known to be at risk of anaphylaxis, and should ANAPHYLAXIS appear imminent, any available epinephrine auto-injector (e.g. EpiPen® ~~or~~

Allerject™) must be used. Please follow the General Anaphylaxis Emergency Procedures (*Appendix G*).

In this circumstance, the parent/guardian of the student or adult student whose epinephrine auto-injector was used in the above emergency situation must be notified immediately by the Principal/designate. The Principal will make arrangements with the parent/guardian/adult student for a replacement epinephrine auto-injector at the Board's expense.

- Appendix A** *Division of Responsibilities*
- Appendix B** *General Information*
- Appendix C** *Anaphylaxis Emergency Plan of Care*
- Appendix D** *Sample Letter [A] to Parents/Guardians*
- Appendix E** *Sample Letter [B] to Parents/Guardians*
- Appendix F** *Elementary & Secondary Newsletter Insert*
- Appendix G** *General Anaphylaxis Emergency Procedures*

DIVISION OF RESPONSIBILITIES

Increased safety for students at risk for anaphylaxis in a school setting depends on the cooperation of the entire school community.

To minimize risk of exposure, and to ensure rapid response to emergency, parents/guardians, students and school personnel must understand and fulfill their responsibilities.

RESPONSIBILITIES OF PARENTS/GUARDIANS OF AN ANAPHYLACTIC CHILD

- Be informed of the Niagara Catholic District School Board's Anaphylaxis Administrative Procedures and School Anaphylaxis Management Plan.
- Complete and authorize Anaphylaxis Emergency Plan of Care form (*Appendix C*) that has been approved by the student's allergist/physician.
- Review both the Anaphylaxis Emergency Plan of Care form (*Appendix C*) and the procedures for reducing risk with school personnel annually.
- Provide transportation for their child until emergency procedures are in place for busing.
- Provide a MedicAlert® bracelet for their child as per parental consideration.
- Inform the school of their child's allergies.
- Provide the school with current medical instructions from their physician for administering auto-injector.
- Provide the school with up-to-date and sufficient number of epinephrine auto-injectors (e.g. EpiPen® or first dose of Allerject™) for the entire school year.
- Provide and maintain up-to-date emergency contact information to the school.
- Provide support to school and teachers, as requested.
- Provide in-service for staff, if requested.
- Assist in school communication plans.
- Be willing to provide safe foods for special occasions (if appropriate).
- Teach their child:
 - to recognize the signs and symptoms of an anaphylactic reaction;
 - to know where medication is kept and who can get it;
 - to carry their own epinephrine auto-injectors (e.g. EpiPen® or Allerject™) in a fanny-pack;
 - to not share snacks, lunches or drinks;
 - to understand the importance of hand-washing, and to wash hands before and after eating;
 - to report bullying/threats/harassment to an adult in authority;
 - to take as much responsibility as possible for their own safety.
- Welcome other parent/guardian calls with questions about safe foods.
- Participate in advisory/support groups.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

With Parent/Guardians and Students:

- Develop an individual Anaphylaxis Emergency Plan for each student who has an anaphylactic allergy, in consultation with student's parent(s)/guardian(s).
- Work closely with the parents/guardians of anaphylactic students.
- Develop a School Anaphylaxis Management Plan to implement the Board Policy and Procedures for reducing risk of anaphylaxis in all areas of the school, reviewed on an annual basis with school staff at the beginning of each school year.

- Ensure completion of all necessary forms by parents/guardians: *Appendix C – Anaphylaxis Emergency Plan of Care* at registration and to update the information on an annual basis.
- Direct parents/guardians of anaphylactic students to relevant Board and school policies and procedures and provide the opportunity to review them together.
- Inform all students, staff and parents/guardians that students with life-threatening allergies are in attendance and ask for their support.
- Communicate with the Catholic School Council to increase awareness of anaphylaxis and the role of the school in helping to protect students with life-threatening allergies.
- Advise the parents/guardians of other students on the school bus, explaining anaphylaxis and the need for their cooperation.
- Post a board provided “Anaphylaxis Aware” sign at entrances of the school.

With School Staff:

- Maintain a file for each anaphylactic pupil of current treatment and other information, including a copy of any prescriptions and instructions from the student’s physician and a current emergency contact list.
- Inform all students, staff and parents/guardians that students with life-threatening allergies are in attendance and ask for their support.
- [Share the plan of care with all school staff as well as occasional staff members. Plans of care should be posted in the Staff Room for all to reference while maintaining student privacy.](#)
- Post allergy-alert forms in the staff room, classroom, office and other appropriate rooms.
- Post Anaphylaxis Emergency Plans at appropriate places in the school (*Appendix C*).
- Maintain up-to-date emergency contacts and telephone numbers in the school office.
- Ensure that staff and volunteers have received instructions with giving an epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~).
- Practice emergency procedures with all staff.
- In cooperation with the parents/guardians and classroom teacher, may implement a [“buddy” system to enhance safety.](#)
- Ensure that occasional teachers and support staff are informed of the presence of an anaphylactic student and procedures.
- Arrange for annual in-services with all staff.
- Store epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~), labeled and in an easily accessible location known to all staff.
- Ensure that surfaces such as tables, toys, etc. are carefully cleaned of contaminating foods.

With Executive Director, Niagara Student Transportation Services:

- Complete and submit the annual memorandum from Transportation Services regarding Anaphylactic Students Using Transportation to the Executive Director, Niagara Student Transportation Services.
- [Ensure that the medical field of the Maplewood Student Information system has been completed.](#)
- Inform the Executive Director, Niagara Student Transportation Services of any problems reported regarding busing and the safety of anaphylactic students.
- ~~Establish and implement~~ [Reinforce current](#) procedures prohibiting eating on the school bus.
- [Through the Niagara Student Transportation Services](#) advise the bus driver of the presence of a student with life-threatening allergies on their bus [as well as share the Plan of Care with the driver.](#)
- Advise the parents/guardians of other students on the school bus, explaining anaphylaxis and the need for their cooperation.

Other:

- Establish safety procedures for field trips and extra-curricular activities as it applies to [the student.](#) ~~An anaphylactic student.~~ Additional epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~), should be brought on field trips. Communicate with parent/guardian prior to activity.
- Conduct spot checks along with staff to reinforce the student’s responsibility to carry epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~) and wear MedicAlert® notification.

- In the event, an elementary student who has a known food allergen in their lunch shares a classroom with a student with life-threatening allergies, the Principal must provide an alternate eating location for them to eat separately. Secondary School Principals must provide an alternate eating location for students with life-threatening allergies on request.
- Caterers or other businesses that supply food or food services to cafeterias within the jurisdiction of the Niagara Catholic District School Board must, as part of their contractual agreement, ensure personnel are trained to reduce the risk of cross-contamination through purchasing, handling, preparation and serving of food and clearly identify the contents of foods served.
- Principals, parents and food service staff should work closely together to ensure that food being served during lunch and snack programs is appropriate. If there is any uncertainty, food-allergic children should only eat food which parents have approved.
- Ensure a safe eating environment for children with food allergies which is agreeable to the allergic child and their parents/guardians.

RESPONSIBILITIES OF THE CLASSROOM TEACHER

- Participate in the review of the Anaphylaxis Emergency Plan **of Care** (*Appendix C*) for students in their classroom with life-threatening allergies.
- Participate in regular training about anaphylaxis and epinephrine auto-injectors (e.g. EpiPen® or ~~Allerject™~~).
- Display a photo-poster in the classroom, with parental approval and regard to the privacy needs of older students.
- Discuss anaphylaxis with the class in age-appropriate terms.
- Advise students not to share lunches, food implements or trade snacks.
- Choose alternatives to using food as a reward.
- Establish procedures to encourage the anaphylactic student to eat only what they bring from home.
- Reinforce hand-washing with soap and water before and after eating for all students.
- Advise students of disposing all food refuse properly.
- Facilitate communication with other parents/guardians.
- In cooperation with the parents/guardians and the Principal, may implement a “buddy” system to enhance safety.
- Follow Board policies and school procedures for reducing risks in classrooms and common areas.
- Conduct spot checks to reinforce the student’s responsibility to carry epinephrine auto-injectors (e.g. EpiPen® or ~~Allerject™~~) and wear MedicAlert® notification.
- Leave the Anaphylaxis Emergency Plan(s) in an organized, prominent and accessible format for occasional teachers, parent/guardian volunteers, or others who may have occasional contact.
- Plan appropriately for field trips. Communicate with parent/guardian prior to activity.
- Ensure that Anaphylaxis Emergency Plan **of Care** (*Appendix C*) is considered, and epinephrine auto-injectors (e.g. EpiPen® or ~~Allerject™~~) are taken.

RESPONSIBILITY OF EXECUTIVE DIRECTOR, NIAGARA STUDENT TRANSPORTATION SERVICES

- Ensure that the bus company is familiar with the Board’s Policy and Administrative Procedures on Anaphylaxis (Board Policy No. 302.1).
- **Note: Niagara Student Transportation Services is responsible to provide their staff with First Aid training and Auto-Injector training.**

RESPONSIBILITIES OF BUS OPERATORS AND BUS DRIVERS

- Ensure that all bus drivers are familiar with the Board’s Policy and Administrative Procedures on Anaphylaxis (Board Policy No.302.1) **related Niagara Student Transportation Services contractual requirements**, and follow bus company policy procedures for anaphylactic students.

- Participate in training offered by the bus company.

RESPONSIBILITIES OF PUBLIC HEALTH/SCHOOL NURSE

- Consult with and provide information to parents/guardians, students, and school personnel.
- Participate and/or conduct in-services, including training, in the use of epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~).
- Assist in developing Anaphylaxis Emergency Plan **of Care** form (*Appendix C*) when requested.
- Refer known cases of anaphylaxis to the school principal.
- Be available as a school resource.

RESPONSIBILITIES OF ANAPHYLACTIC STUDENTS

- Take as much age-appropriate responsibility as possible for avoiding allergens.
- Eat only foods brought from home or approved by parents/guardians for consumption.
- Take responsibility for checking labels and monitoring intake (as age appropriate).
- Wash hands frequently with soap and water and always before eating.
- Learn to recognize symptoms of an anaphylactic reaction (as age appropriate).
- Promptly inform an adult, as soon as suspected accidental exposure occurs or symptoms appear.
- Carry epinephrine auto-injectors (e.g. EpiPen® ~~or Allerject™~~) at all times as soon as age appropriate.
- Wear MedicAlert® identification.
- Know how to use the epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~) (as age appropriate).

RESPONSIBILITY OF SCHOOL COMMUNITY

- Respond co-operatively to requests from the school to reduce allergens from packed lunches, snacks and special occasions etc.
- Participate in parent/guardian information sessions.
- Encourage students to respect an anaphylactic student and school policies.

RESPONSIBILITIES OF ALL STUDENTS (AS AGE APPROPRIATE)

- Learn to recognize symptoms of anaphylactic reaction.
- Do not share food, especially with anaphylactic students.
- Follow school rules about reducing allergens in the classroom.
- Refrain from bullying/teasing/harassing a student with a food allergy.
- Wash hands with soap and water before and after eating.
- Dispose all food refuse properly.
- Respect the rights and needs of others.

GENERAL INFORMATION

DEFINITION - ANAPHYLAXIS

Anaphylaxis (pronounced *anna-fill-axis*) is a serious allergic reaction that is rapid in onset and may cause death. An allergen is a substance capable of causing an allergic reaction. Upon first exposure, the immune system treats the allergen as something to be rejected and not tolerated. This process is called *sensitization*. Re-exposure to the same allergen in the now-sensitized individual may result in an allergic reaction, which in its most severe form, is called *anaphylaxis*.

Foods such as peanuts, tree nuts (e.g. almond, cashew, hazelnut, pistachio), fish, shellfish, eggs, milk, sesame, soy and wheat as well as insect stings (e.g. yellow jackets, hornets, wasps, honey bees), latex products and medications, are the most common allergens that produce anaphylaxis. Anaphylaxis requires immediate first aid response and immediate medical intervention.

Although many substances have the potential to cause anaphylaxis, the most common triggers are foods and insect sting (e.g. yellow jackets, hornets, wasps, honey bees). In Canada, the most common food allergens that cause anaphylaxis are: peanut, tree nuts (almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, walnuts), milk, egg, seafood (fish, shellfish, crustaceans), soy, wheat, mustard and sulphites (a food additive). Health Canada requires these ‘priority allergens’ to always be identified on food labels by their common names.

IDENTIFICATION

In many cases, the medical diagnosis of anaphylactic allergies is made at a pre-school age, on early exposure to the allergen. The severity of a reaction cannot be predicted. Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen. In rarer cases, the time frame can vary up to several hours after exposure. The ways these symptoms occur can vary from person to person and even from episode to episode in the same person.

Symptoms of anaphylaxis generally include two or more of these four body systems: skin, respiratory, gastrointestinal and/or cardiovascular. However, low blood pressure alone (i.e. cardiovascular system), in the absence of other symptoms, can also represent anaphylaxis.

INITIAL SCHOOL INVOLVEMENT

Typically, the young child has previously had an unusual reaction to the allergen before entering the school system. The allergic reaction prompts the parent/guardian to seek medical treatment and subsequently a diagnosis of high risk for anaphylaxis is made. When the child reaches school age, the child’s parents/guardians notify the school of the condition and outline the expected response. While it is unlikely that the parent/guardian of a young child will fail to fully inform the school of the child’s high risk of anaphylaxis, school intake procedures should seek to identify those students at risk for anaphylaxis.

AVOIDANCE STRATEGIES

Avoidance is the cornerstone of preventing an allergic reaction. Much can be done to reduce the risk when avoidance strategies are developed. General recommendations for food and insect stings are provided in *Anaphylaxis in Schools & Other Settings*, 3rd Edition.

For food-allergic individuals, the key to remaining safe is avoidance of the food allergen. It must be stressed that very small or minute amounts of certain foods can cause severe reactions when ingested. This may happen if a person at risk touches an allergenic substance and then subsequently touches the mouth. Even a very small amount 'hidden' in a food or a trace amount of an allergen transferred to a serving utensil has the potential to cause a severe allergic reaction.

While it is difficult to completely eliminate all allergenic ingredients due to hidden or accidentally introduced sources, it is possible and extremely important to reduce the risk of exposure to them. Effective ingredient label reading, special precautions for food preparation, proper hand washing and cleaning go a long way toward reducing the risk of an accidental exposure.

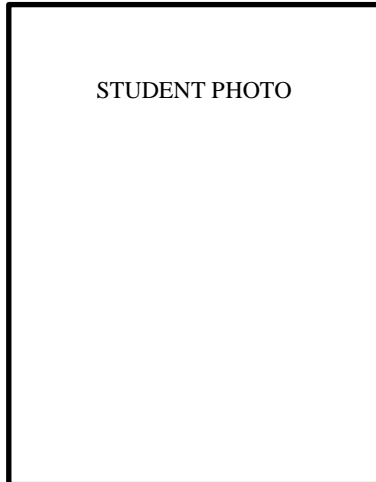
Examples of cross contamination:

1. A spoon is used to stir chocolate syrup into milk. The same spoon is accidentally used to stir chocolate syrup into soy beverage. The milk-allergic person reacts upon taking a sip of the chocolate soy beverage.
2. Students sharing food with an allergic child.

ANAPHYLAXIS EMERGENCY PLAN OF CARE

ANAPHYLAXIS EMERGENCY PLAN OF CARE: _____ (Student Name)

This person has a potentially life-threatening allergy (anaphylaxis) to:



(Check the appropriate boxes)

Food(s): _____

Insect stings

Other: _____

Food: The key to preventing an anaphylactic emergency is *absolute avoidance* of the allergen. People with food allergies should not share food or eat unmarked/ bulk foods or products with a “may contain” warning.

Epinephrine Auto-Injector: Expiry date: _____ / _____

Dosage: EpiPen® 0.15 mg 0.30 mg

Allerject™ 0.15 mg 0.30 mg

Location of Auto-Injector(s): _____

- Previous anaphylactic reaction: Person is at greater risk.
- Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- Skin system: hives, swelling, itching, warmth, redness
- Respiratory system (breathing): coughing, sneezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal system (stomach): nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular system (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps, metallic taste
- Early recognition of symptoms and immediate treatment could save a person’s life.

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. Give epinephrine auto-injector (e.g. EpiPen® or Allerject™) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.) Note the time the epinephrine auto-injector was administered.
2. Call 9-1-1 or local emergency medical services, tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine in 5 to 15 minutes IF the reaction continues or worsens.

4. Go to the nearest hospital immediately (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 hours).
5. Call emergency contact person (e.g. parent, guardian).

Emergency Contact Information				
Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient’s physician.

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of The Education Act, c. 129, s. 60 and will be used for the purposes of the Emergency Allergic Reaction Form and Obtaining Consent for Intervention during an Emergency Allergic Reaction. Questions about this collection should be directed to the Superintendent of Education at the Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 Telephone 905-735-0240.

In accordance with the Municipal Freedom of Information and Protection of Privacy Act, I give consent for the pertinent medical information concerning my child to be released as required. I have read and reviewed Appendix A: Division of Responsibilities regarding Anaphylaxis, Policy No. 302.1.

Patient/Parent/Guardian Signature _____ Date _____

Physician Signature _____ Date _____

SAMPLE LETTER [A] TO PARENTS/GUARDIANS

[To inform school community about Anaphylaxis]

(Elementary)

Dear Parents/Guardians,

Within our school community, there are several students who have a potentially life-threatening allergy (anaphylaxis) to foods, predominantly to peanuts and tree nuts (e.g. almond, cashew, hazelnut, pistachio).

We feel the best way to reduce the risk of accidental exposure to these students is to respectfully ask for the co-operation of the parents/guardians within this school community to avoid sending peanut butter or products with peanuts listed in the ingredients.

There is a wide range of nutritious foods available to pack for your child. Visit www.eatrightontario.ca for suggestions.

For more information on anaphylaxis, visit www.anaphylaxis.ca or www.aaia.ca

What is the school doing to help?

We are talking to the students about Anaphylaxis and showing age appropriate videos. Young students view the video, “The Elephant Who Couldn’t Eat Peanuts.” We are working hard at preventing accidental exposure. It is also important that we have common routines throughout the entire school. Since there is team teaching and many shared areas (washrooms, fountains, gym, library, computers, etc.) students are at risk of coming in contact with allergens. The teachers will explain the importance of the following health and safety routines to the students in their classrooms:

1. Wash your hands with soap and water before and after eating.
2. Do not bring food that contains peanuts/tree nuts.
3. Do not accept food from other students especially if you have food allergies.
4. Snacks are not permitted outside in the schoolyard.
5. Dispose of all food refuse properly.

Preventative safety measures for Anaphylaxis are now commonplace in our schools. Our Board has a policy in place to help ensure the safety of our students.

We would ask you to talk to your children about these preventative safety measures, which are going into effect immediately. Please sign the tear off form below to ensure you have received this information and return it to the classroom teacher tomorrow. Your questions and suggestions are most welcome. Your co-operation in this matter is greatly appreciated.

Yours in Catholic Education,

Principal

ANAPHYLAXIS SAFETY NOTICE

Student's Name: _____

Teacher: _____

I have read the safety recommended notice and am aware of the Board's Anaphylaxis policy and precautions for the safety of students with Anaphylaxis.

Parent/Guardian's Signature: _____

Comments below:

**SAMPLE LETTER [B]
TO PARENTS/GUARDIANS**

[To inform school community about Anaphylaxis]

(Elementary)

Dear Parents/Guardians,

I hope you will consider this letter very carefully and join the staff in taking care to ensure the safety of all the students in the school.

A number of our students have a potentially life-threatening allergy (anaphylaxis) to peanuts and tree nuts (e.g. almond, cashew, hazelnut, pistachio). These students are in various grades and we must all join together to ensure their safety.

I ask respectfully that families cooperate by enjoying peanut/tree nut-containing products at home (please do not send to school).

1. All foods must be eaten in the classroom – absolutely not outside or on the bus.
2. Food is not to be shared with other students.
3. Utensils are not to be shared with other students.
4. Hands are to be washed before and after eating with soap and water.
5. Dispose of all food refuse properly.

On behalf of the students and their parents/guardians, I thank you for your co-operation.

Yours in Catholic Education,

Principal

ELEMENTARY & SECONDARY NEWSLETTER INSERT

[To inform school community about Anaphylaxis]

ANAPHYLAXIS POLICY

At the beginning of every school year, we remind all students and parents/guardians of our Board's Anaphylaxis Policy.

At _____ [school name] we have Emergency Procedures, which clearly state what medical procedures must occur for those students who have various life-threatening medical conditions.

We are reminding all students and parents/guardians that we have students in our school who are known to have a potentially life-threatening allergy called Anaphylaxis.

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. While fatalities are rare, anaphylaxis must always be considered a medical emergency requiring immediate treatment.

Symptoms of anaphylaxis generally include two or more of these four body systems: skin, respiratory, gastrointestinal and/or cardiovascular. However, low blood pressure alone (i.e. cardiovascular system), in the absence of other symptoms, can also represent anaphylaxis. Breathing difficulties and low blood pressure are the most dangerous symptoms and both can lead to death if untreated. Anaphylaxis is an unpredictable condition as signs and symptoms can vary from one person to the next and from one episode to another in the same person.

In Canada, the most common food allergens that cause anaphylaxis are: peanut, tree nuts (almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, walnuts), milk, egg, seafood (fish, shellfish, crustaceans), soy, wheat, mustard and sulphites (a food additive).

Anaphylaxis requires immediate first aid response and immediate medical intervention.

GENERAL ANAPHYLAXIS EMERGENCY PROCEDURES

1. Administer the epinephrine auto-injector (e.g. EpiPen®, ~~Allerject™~~).

Don't hesitate. It can be life saving. Note the time the epinephrine auto-injector was administered.

The student should rest quietly. **DO NOT SEND THE STUDENT TO THE OFFICE.**

To give epinephrine auto-injector:

EpiPen® (Blue safety cap)

- Flip open the yellow cap of the EpiPen® or green cap of the EpiPen® Jr and remove from carrying case.
- Form a fist around the unit with orange tip point down – needle comes out this end; never put thumb, fingers or hand over orange tip.
- With your other hand pull off blue safety release cap.
- Swing at a 90 degree angle, firmly pushing in (so tip does not slide and unit is activated).
- You will hear a click. Designed to go through clothing.
- Hold firmly against thigh for approximately 10 seconds to make sure mechanism does not retract needle too soon and all medication is delivered.
- Remove unit from thigh – the orange needle cover automatically extends to cover the used needle.

Allerject™

- Pull Allerject™ from outer case.
- Pull off RED safety guard.
- Place BLACK end AGAINST the MIDDLE of the OUTER thigh (through clothing, if necessary), then press firmly and hold in place for five seconds.
- Seek immediate medical or hospital care.

2. HAVE SOMEONE CALL 911 (AMBULANCE) and inform the dispatcher that an individual is having an anaphylactic reaction.

- The student should be rushed to the hospital by ambulance after administration of epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~). Give used epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~) to ambulance crew to take to the hospital. Any additional epinephrine auto-injectors (e.g. EpiPens® ~~or Allerject™~~) should accompany the student in case a second injection is required if symptoms persist or recur.
- The time when the first epinephrine auto-injector was administered should be noted so that the second epinephrine auto-injector (e.g. EpiPen® ~~or Allerject™~~) can be administered in 5 to 15 minutes, if symptoms persist or recur. The provision of an adequate number of EpiPens® ~~or Allerject™~~ is the responsibility of the parent/guardian.

3. NOTIFY PARENT/GUARDIAN

4. If the ambulance has not arrived within 5 to 15 minutes and if the reaction continues or worsens, give a second epinephrine auto-injector (e.g. EpiPens® ~~or Allerject™~~) if available.

5. Even if symptoms subside entirely, this student must go to the hospital by ambulance.



Niagara Catholic District School Board

***SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY - ASTHMA POLICY***

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.9

Adopted Date: December 15, 2015

Latest Reviewed/Revised Date: Nil

DEFINITIONS

Definition of Asthma

According to the Ontario Lung Association (www.on.lung.ca), asthma is very common chronic (long-term) lung disease making it difficult for a person to breathe. Persons with asthma have sensitive airways that react to triggers including but not limited to air quality, allergies, cold/flu, physical activities, and pollen. When the airways react to a trigger, they become narrow due to swelling and squeezing of the airways resulting in less air getting through to the lungs and less air getting out.

Symptoms of Asthma

Symptoms of asthma include acute episodes of coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. Symptoms can vary in severity, as they can be mild or moderate and affect activity levels, or they can be severe and life threatening.

It is the Niagara Catholic District School Board's policy to provide a safe environment for students who are susceptible to allergens, but it is not possible to reduce the risk to zero. This is particularly the case with asthma triggers.

Students with asthma have sensitive airways that react to triggers. A trigger is something that can make asthma worse, such as, but not limited to: air quality, mold, dust or dust mites, pollen, viral infections, animal and pet dander, smoke, scented products and cold air. Triggers vary widely from individual to individual and are sometimes situation-specific. To the extent possible, school staff will identify and minimize asthma triggers and implement strategies to reduce the risk of exposures in classrooms, common school areas and in planning field trips.

Common Outdoor Triggers:

Cold air – susceptible students with asthma may need to use a scarf to cover their mouth and nose, especially prior to and during physical activity; when outdoor cold temperatures are extreme, a well-ventilated indoor site should be used for physical activity;

Air Quality, Smog – outdoor air quality and smog alerts can be monitored through local news/air quality sites; well-ventilated indoor sites can be chosen for physical activity on days when air quality is poor. www.airhealth.ca;

Pollen, Leaves, Trees – May through August, (or until first frost) grassy or densely treed activity sites should be avoided for physical activity.

Common Indoor Triggers:

Physical activities indoors (e.g., classroom, gymnasium) should be planned to eliminate or minimize common triggers that may cause asthma symptoms: strong smells (e.g., perfumes, strongly-scented markers or paints, cleaning products) dust, chalk, furry or feathered animals.

Asthma and Exercise:

While exercise can be an asthma trigger, exercise is important for everyone. Teachers and coaches should be prepared to accommodate and modify activities to promote participation of students with asthma.

Guidelines for supporting students with asthma include the following:

- Have the student warm-up 10 – 15 minutes prior to exercising and cool down afterward;
- Some students may need to use their inhaler prior to exercise, as advised by the physician;
- Be aware of environmental triggers (e.g., extreme temperature, air quality , high pollen count) and be prepared to relocate or reschedule as required;
- The student should not participate in physical activity if already experiencing asthma symptoms. If the student has asthma symptoms during exercise, they should stop until they feel better and use reliever inhaler as necessary;

Responding to Asthma Symptoms - Action:

- Have the student use reliever inhaler as prescribed (use a spacer if provided);
- Remove the student from the trigger;
- Have the student remain in an upright position;
- Have the student breathe slowly and deeply;
- Check symptoms. When all the student’s symptoms are gone, then the student can resume school activities, but should be monitored closely. The student may require additional reliever medication.
- If symptoms get worse or do not improve within 5 – 10 minutes, follow the steps for an emergency response.

Strategies to Assist Schools and Classrooms to Minimize Common Triggers:

If area rugs or carpets are used, choose ones with low nap or ones easily washed. Remove furry or feathered animals (birds, gerbils, mice, etc.). Where possible, use scent-free products.

Signs and Symptoms

Symptoms of asthma are variable and can include but are not limited to the following: coughing, wheezing, difficulty breathing, shortness of breath, chest tightness.

Medication

“Medication” refers to any medication prescribed by a health care provider and may be administered to a student or taken by the student during school hours or school related activities.

Emergency Medication and Administration of Medication

“Emergency Medication” refers to medication that is administered by a staff member to a student at the time of an asthma exacerbation; i.e. reliever inhaler or stand-by-medication.

Employees of the Board may be preauthorized to administer medication or supervise a student while the student takes medication in response to an asthma exacerbation with the consent of the parent/ guardian or adult student.

If an employee of the Board has reason to believe that a student is experiencing an asthma exacerbation, the employee may administer asthma medication even if there is no authorization.

Emergency Response

It is an emergency situation if the student:

- Has used a reliever medication and it has not helped within 5-10 minutes;
 - Has difficulty speaking or is struggling for breath;
 - Appears pale, grey or is sweating;
 - Has greyish/blue lips or nail beds;
 - Has skin on neck or chest sucked in with each breath;
- OR
- You have any doubt about the student’s condition:

Emergency Procedure:

- Have the student use, or assist the student in using, fast-acting reliever inhaler;
- If a staff member has reason to believe that a student is experiencing an asthma exacerbation, they can administer asthma medication to the student for the treatment of the exacerbation, even if there is no preauthorization to do so;
- Call 911. Notify office. Remain with the student;
- Have the student sit upright or with arms resting on a table or other support if possible. Continue to give the reliever inhaler every 5 - 10 minutes until the ambulance arrives;
- Contact the parent/guardian as soon as possible;
- Stay calm and reassure the student. Tell the student to breathe slowly and deeply. Note: Students are transported to hospital by ambulance only.

Immunity

The Act to Protect Pupils with Asthma states that “No action or other proceeding for damages shall be commenced against a Board employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.”

The procedures outlined will establish an appropriate response when a parent/guardian or adult student indicates to the Principal, in writing, that a student/adult student has been diagnosed with asthma and that the student/adult student will require assistance or will have easy access to their prescribed reliever inhaler(s) medication at the first sign of an asthma attack with consent from the parent/guardian/student.

PROCEDURES

The Board shall:

- Ensure that all schools identify students with asthma as part of the registration process or following a diagnosis, to gather necessary asthma related information from parents/guardians and the student.
- Provide asthma education and training opportunities for all staff, employees and others, in direct contact with students on a regular basis, on recognizing and preventing asthma triggers, recognizing when symptoms are worsening, and managing asthma exacerbations. The Board will ensure that all administrative, teaching, support staff and others are familiar with the *Asthma Policy* and with students and staff who have asthma.
- Review the Board's Asthma Policy as part of the Board's regular policy review cycle.

SCHOOL STAFF TRAINING

All administrative, teaching, support staff and others at the school must familiarize themselves with students and staff members with asthma and the Board Asthma Policy.

A Niagara Region Public Health Nurse from the School Health Program shall be contacted by the Principal/Vice-Principal or designate to provide training to all staff on the use of reliever inhalers at the beginning of each school year or as soon as an at-risk individual(s), student/adult student has been identified at the school.

Should staff change at any time throughout the year, it is the responsibility of the Principal to inform and provide training for new staff member(s), occasional teachers and support staff.

APPENDIX A**DIVISION OF RESPONSIBILITIES****RESPONSIBILITIES OF THE PARENTS/GUARDIANS OF A STUDENT WITH ASTHMA**

- Be familiar with the Board's *Asthma Policy*.
- Inform the Principal in writing that their student has been diagnosed with asthma and provide consent for the student to carry their asthma medication.
- Complete and authorize the *Student Asthma Management Plan of Care* (Appendix B) approved by the student's physician. Any changes to the student's medication will require a revised Student Asthma Management Plan (Appendix B) to be completed and authorized by the student's physician and parent/guardian.
- Continually provide the required medication to the school with administration direction provided by the student's physician/ health care provider.
- Ensure that any devices that are necessary for the administration of the prescribed medication are clean and free from defects.
- Annually review the *Student Asthma Management Plan of Care* and procedures with school personnel and others as required.
- Provide current emergency contact information to the school.
- Ensure that their student:
 - Recognizes early warning signs and symptoms of an asthma attack;
 - Carries their prescribed reliever inhaler(s) medication and understand how to take the medication;
- At the end of each school year it is the responsibility of the parent/guardian to pick-up any unused medication. If unused medication is not picked-up, the Principal/Designate will take the medication to a local pharmacy for disposal.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

With Parents/Guardians and students, the Principal shall:

- Ensure that, upon registration, parents/guardians or adult student shall be asked to supply information about the diagnosis of asthma.
- Develop a *Student Asthma Management Plan of Care* (Appendix B) for each student with asthma based on the recommendations of the student's health care provider, including details about the monitoring and avoidance strategies, appropriate treatment, a readily accessible emergency procedure for the student, and storage of the student's asthma medication.
- Inform school board personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's *Student Asthma Management Plan of Care* (Appendix B).
- Allow students to carry their own asthma medication with the consent of their parents/guardians. If the student is 16 years or older, they are not required to have parental consent.
- Require that all school staff ensure that all students have easy access to their prescribed reliever inhaler(s) medication at all times in the schools of the Board.

- Identify each student with asthma in Maplewood.
- Maintain a file for each student with asthma, including current treatment and other information, a copy of the prescription and instructions from the student's physician, and a current emergency contact list.
- Inform the Executive Director, Niagara Student Transportation Services of any problems reported regarding busing and the safety of students with asthma.
- In conjunction with the Controller of Facilities Services and the Board's Facilities Services' Department, identify asthma triggers in school to reduce the risk of exposure, and to set and monitor consistent standards for school maintenance, ventilation, indoor air quality, and dust control at all Board sites. In addition, Facilities Services will ensure that repairs, renovations and cleaning will be scheduled to avoid exposing students and staff to dust and other irritants, with major projects scheduled when schools are not in operation.

RESPONSIBILITIES OF THE CLASSROOM TEACHER AND SUPPORT STAFF

- Participate in the review of the *Student Asthma Management Plan of Care* (Appendix B) for each student with asthma in their classroom.
- Conduct spot checks to reinforce the student's responsibility to carry their prescribed reliever inhaler(s) medication.
- Participate in training on recognizing asthma symptoms and managing asthma exacerbations.
- Discuss signs and symptoms of asthma with the class in age-appropriate terms.
- Provide *Student Asthma Management Plans* (Appendix B) to occasional teachers, parent/guardian volunteers, or others who are in direct contact with the student when required.
- Plan for field trips by communicating with parents/guardians/students prior to the activity. **Field trips are an extension of learning. The classroom teacher shall ensure that the student's *Asthma Management Plan of Care (Appendix B)* accompanies the student on the field trip and is available during the field trip.**

RESPONSIBILITIES OF STUDENTS WITH ASTHMA

The student shall:

- Take age-appropriate responsibility for avoiding asthma triggers.
- Recognize early warning signs and symptoms of an asthma attack.
- Carry their prescribed reliever inhaler(s) medication and understand how to take the medication with parental permission under the age of sixteen (16) years.

RESPONSIBILITY OF EXECUTIVE DIRECTOR, NIAGARA STUDENT TRANSPORTATION SERVICES

- Ensure that all bus drivers are familiar with the Board's *Asthma Policy* and provide training for bus drivers.

RESPONSIBILITIES OF PUBLIC HEALTH/SCHOOL NURSE

- Consult with and provide information to parents/guardians, students, and school personnel.

- Participate and/or conduct in-services, including training, on the use of reliever inhalers.
- Assist in developing the *Student Asthma Management Plan* (Appendix B) as required.
- Be available as a school resource.



APPENDIX B

Niagara Catholic Student Asthma Management Plan of Care

Place Student Photo Here

Name of Student: _____ D.O.B.: _____

Name of Teacher: _____ Grade: _____

Emergency Contact Information (List in priority of contact)			
Name	Relationship	Daytime Phone	Alternate Phone
1.			
2.			
3.			

Known Asthma Triggers

- Air Quality
 Allergies (specify) _____
 Cold/flu
 Physical Activities
 Pollen
 Anaphylaxis (specify allergy) _____
 Other (specify) _____

RELIEVER INHALER

_____ has been diagnosed with asthma and has been prescribed a reliever inhaler.
(Name of student)

Instructions/Dosage: _____ **Expiry Date:** _____

Name of Physician: _____ **Phone No.** _____

Signature of Physician: _____ **Date:** _____

PARENT/GUARDIAN CONSENT

I, _____ confirm that my child _____
(Print Name) (Print Name of Student)

is responsible and has permission to carry their reliever inhaler at all times including outdoor activities and field trips.

Please Check One:

Student will be responsible to carry and administer their own reliever inhaler.

Student requires assistance to use their reliever inhaler. Make sure it is readily accessibility by teacher/supervisor.

Signature of Parent/Guardian: _____ **Date:** _____



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY - DIABETES MANAGEMENT POLICY**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.8

Adopted Date: June 12,2012

Latest Reviewed/Revised Date: NIL

DEFINITION

Diabetes is a disease of the pancreas where ~~a person the affected student~~ is unable to create insulin ~~or is unable to use the insulin that is produced~~. Insulin is a hormone produced by the pancreas ~~that helps control the level of glucose or sugar in blood~~. Without insulin, carbohydrates (starch and sugars) ~~in the food we eat~~ cannot be converted into stored energy (called blood glucose or blood sugar) required to sustain life. Instead, unused glucose is accumulated in the blood and spills out into the urine. See Appendix ~~IL~~ Glossary of Terms.

Type 1 Diabetes (insulin-dependent)

Type 1 Diabetes can occur at any age. Children with Type 1 Diabetes must inject/receive insulin several times every day. Type 1 Diabetes cannot be prevented or cured.

Type 2 (non-insulin-dependent)

Type 2 Diabetes typically develops in adulthood, but can appear earlier. It has been appearing with more frequency in pubertal children and adolescents. Individuals who are inactive, overweight, with or without a family history of Type 2 diabetes are at greatest risk. Management includes lifestyle modification emphasizing healthy eating, increased physical activity and regular medical follow-up. Students with Type 2 Diabetes need to self-monitor their blood glucose and in some cases take oral medication or injected insulin.

PURPOSE

The procedures outlined will ~~promote the safety and well-being of students with diabetes. The Ministry of Education expects all school boards to establish and maintain appropriate management procedures for students who have prevalent medical conditions. of and response to the needs of students identified with diabetes.~~

PROCEDURES

~~According to~~*In accordance with PPM 161 – SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT MEDICAL CONDITIONS (ANAPHYLAXIS, ASTHMA, DIABETES AND/OR EPILEPSY) IN SCHOOLS (Appendix H) and PPM 81- PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS (Appendix GI)*

1. Creating a Positive Environment for Students with Diabetes

School personnel ~~will foster a culture of collaborative professionalism to can~~ support students with diabetes ~~by learning about the disease and by having frequent, open communication with parents, and students, and school staff~~ which will support a positive attitude toward students' full inclusion in all activities.

2. Considerations for Students with Additional Needs Working Towards Self-Management

Support for daily management will be required for students working towards independently managing their diabetes. Development of the Student Diabetes Management Plan of Care (Appendix B) will take into consideration each individual's needs and level of self-management.

In the event that students are not able to be independent in their care (e.g. a student may be too young, physically and/or developmentally challenged or in a diabetic emergency situation) adult intervention will be required on their behalf to support their safety and management of their diabetes.

If students are not taking responsibility for their diabetes care it may be due to other factors including: language, cognitive ability, physical ability, maturity level, behavioural issues and psychosocial barriers. A process must be developed that takes into consideration the age, maturity and responsibility level of students with diabetes.

3. Facilitating and Supporting Daily Diabetes Management Effective Practices in Schools

Blood Glucose Monitoring/Insulin Injection

Students need a safe and hygienic location in the school where they are comfortable to perform self-blood glucose monitoring and insulin injections throughout the school day. In some instances, they may require support or supervision of these activities.

Some students may not be able to perform self-blood glucose monitoring and or insulin administration throughout the school day. As necessary, school staff will seek support from the parent/guardian/caregiver and/or the ~~Community Care Access Centre (CCAC)~~ **Local Health Integration Network (LHIN)** or any other agency involved with the student. This will be discussed as part of the **Student Diabetes Management Plan of Care** and arrangements made where students are not able to self care.

Management of Diet Requirements

Proper timing of meals and snacks is important for a student with diabetes to maintain proper blood sugar levels. Students need the flexibility, and in some cases supervision, to eat all meals and snacks fully and on time. Food provided by the family should never be withheld from the student.

In addition, emergency food supplies or low blood sugar kit to respond to hypoglycaemia are to be available in the classroom and/or other locations in the school. The location of emergency supplies will be recorded on the Diabetes Management Plan. Staff should be aware of the location of emergency supplies.

Parent/guardian/caregiver is responsible for the provision of all food and low blood sugar kit for the student. Additional supplies should be provided for special events such as excursions or days with high levels of physical activity. The parent/guardian/caregiver should also inform ~~CCAC~~ **LHIN** of any upcoming field trips as the ~~CCAC~~ **LHIN** nurses are able to visit the child within the region.

4. Triggers

Low blood sugar is also called **hypoglycemia**. Low blood sugar occurs when the amount of blood glucose (sugar) falls below 4 mmol/L. Blood sugars can change within minutes and must be treated right away. It can be caused by:

- Too much insulin, and not enough food;
- Delaying or missing a meal or a snack;
- Not enough food before an activity;
- Unplanned activity, without adjusting food or insulin.

High blood sugar is also called **hyperglycemia**. Occurs when a student's blood sugar is higher than 15mmol/L. It is usually caused by:

- extra food, without extra insulin;
- not enough insulin;
- decreased activity;
- illness, stress, excitement or other factors;
- insulin pump malfunction;

Usually, it is caused by a combination of factors.

5. Signs and Symptoms

Hypoglycemia (Low Blood Glucose less than 4mmol/L) Symptoms:

- Cold, clammy or sweaty skin;
- Paleness;
- Shakiness, tremor, lack of coordination;
- Dizziness;
- Hunger;
- Irritability, hostility, poor behaviour, tearfulness;
- A staggering gait;
- Confusion;
- Headache;
- Blurred vision;
- Weakness/fatigue;
- Loss of consciousness and possible seizure if not treated early.

Mild to moderate hypoglycemia (low blood sugar) is common in the school setting, so it is important for staff to know its signs/symptoms, treatment, and prevention.

Hyperglycemia (high blood sugar greater than 15 mmol/L) Symptoms:

- Extreme thirst;
- Frequent urination;
- Headache;
- Hunger;
- Abdominal pain;
- Blurry vision;
- Warm, flushed skin;
- Irritability.

6. Emergency Response

In the event that rescue medication is prescribed, it is essential that the *Individual Plan of Care* include the emergency response protocol, and that all staff are aware of how it is to be implemented. The *Individual Plan of Care* will clearly identify individual roles and be respectful of all applicable legislation, policies and collective agreements.

Emergency Responses:

Severe hypoglycemia is an emergency.

If mild to moderate hypoglycemia is not treated right away, it can become life threatening. This is an emergency and immediate action is needed.

Symptoms:

- Uncooperative;
- Unresponsive;
- Loss of consciousness;
- Seizure.

Severe low blood sugar is an emergency situation and the following emergency protocol is to be followed:

- Roll student on left side (recovery position);
- Call 911 immediately;
- Notify parent/guardian;
- Do not put anything in the student's mouth, such as food or drink (choking hazard).

7. Field Trips

Field trips are an extension of the learning in the classroom and therefore, it is imperative that they are planned to include all students, including students with diabetes. The Principal must ensure that all appropriate documentation in the Student's Plan of Care is received in advance of the field trip and that plans are in place for any accommodations. Teachers will ensure that this information is available during field trips and that the *Individual Plan of Care* accompanies the student on the field trip.

Student Diabetes Management Plan of Care

The Principal or Designate in conjunction with the team (may include parent/guardian, the student if appropriate, school staff and other relevant professionals) will develop a **Student Diabetes Management Plan of Care** for each individual student who is identified with diabetes in accordance with their specific medical requirements (see Student Diabetes Management Plan of Care, Appendix B). All stakeholders will be invited to attend the **Student Diabetes Management Plan of Care** Case Conference, including Diabetes Education Centre or other relevant medical professionals.

Emergency Procedures

In emergency, life-threatening situations, where a student is unresponsive, unconscious or unable to self-administer the appropriate treatment, the school response shall be a 911 phone call to Emergency Medical Services, **in accordance to the Student Diabetes Management Action Plan (Appendix C).**

APPENDICES

Appendix A: [Roles and Responsibilities](#)

Appendix B: [Student Diabetes Management Plan of Care](#)

Appendix C: [Student Diabetes Emergency Action Plan](#)

Appendix D: [Student Diabetes Management Plan of Care Annual Review](#)

Appendix DE: [Administration of Prescribed and Non-Prescribed Medication During School Hours](#)

Appendix EF: [Parental Consent for Interscholastic Athletics](#)

Appendix FG: [Consent to Use, Share, and Disclose Personal Health Information](#)

Appendix H: [Policy/Program Memorandum No. 161](#)

Appendix GI: [Policy/Program Memorandum No. 81](#)

Appendix J: [Policy/Program Memorandum No. 149](#)

Appendix HK: [Diabetes Resource Guide List for Families, School Staff, and Service Providers](#)

ACKNOWLEDGEMENTS

Niagara Catholic District School Board would like to recognize and thank the Toronto District School Board (TDSB) for their permission to adapt these procedures from TDSB Diabetes Management: Operational Procedure PR60.

Niagara Catholic District School Board also acknowledges the Canadian Paediatric Society's Diabetes At School resource for providing the template from which the Student Diabetes Management Plan of Care (Appendix B), Student Diabetes Management Action Plan (Appendix C), and Student Diabetes Management Plan of Care Annual Review (Appendix D) were adapted.



Niagara Catholic District School Board

**SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT
MEDICAL CONDITIONS POLICY - EPILEPSY**

ADMINISTRATIVE PROCEDURES

300 – School/Students

Policy No

Adopted Date:

Latest Reviewed/Revised Date:

DEFINITIONS

Epilepsy: results from sudden bursts of hyperactivity in the brain; this causes seizures which vary in form, strength, and frequency depending on where the brain abnormal activity is found. Epilepsy is the diagnosis and seizures are the symptom.

A seizure is a brief episode caused by a transient disruption in brain activity that interferes with one or more brain functions.

Epilepsy is a brain disorder associated with an increased susceptibility to seizures.

Common seizure types: there are many types of seizures. The different types begin in different areas of the brain and they are grouped into two categories: Focal (or partial) and generalized.

Focal (or Partial) Seizures occur when seizure activity is limited to a part of one brain hemisphere. There is a site, or a focus, in the brain where the seizure begins. Sometimes seizures begin as focal (or partial) and then spread and become generalized. These are referred to as focal (or partial) seizures secondarily generalized.

Simple Focal (or Partial Seizure): awareness remains intact. A simple focal (or partial) seizure usually begins suddenly, and lasts seconds to minutes.

Aura: an aura can take many different forms; e.g., an aura might be a distortion in sight, sound, or smell, sudden jerky movements of one area of the body, dizziness, or a sudden overwhelming emotion. An aura is a simple Focal (or partial) seizure that may occur alone or may progress to a focal dyscognitive seizure or a generalized seizure.

Complex Focal (or Partial) Seizure: a person experiences altered awareness and may appear dazed and confused. A dreamlike experience may occur. The seizure often begins with an aura just before awareness is altered and can be used as a warning.

Automatisms: random purposeless movements over which the individual has no control. These may include movements such as chewing motions, lip smacking, pulling at clothing, or random walking. The seizure usually lasts between one and two minutes and is often followed by a period of disorientation or confusion.

Generalized Seizures: is characterized by the involvement of the whole brain. The excessive electrical discharge is widespread and involves both sides of the brain. The seizure may or may not be convulsive. A

generalized seizure commonly takes one of two forms: absence (without convulsions) or tonic clonic (with convulsions)

Absence seizures (formerly known as petit mal): result in a blank stare usually lasting less than 10 seconds. The seizure starts and ends abruptly, and awareness is impaired during the seizure. These seizures are sometimes misinterpreted as daydreaming or inattentiveness. Following the seizure, alertness is regained quickly. In an absence seizure, epileptic activity occurs throughout the entire brain. It is a milder type of activity that causes unconsciousness without convulsions. After the seizure, the person has no memory of it. During the seizure, the person may lose muscle control and make repetitive movements. There is no confusion after the seizure, and the person can usually resume full activity immediately.

Tonic Clonic: a tonic clonic (formerly known as grand mal) seizure usually lasts from one to three minutes. The tonic phase of this seizure type typically involves a crying out or groan, loss of awareness, and a fall as consciousness is lost and muscles stiffen. The cry or groan is not from pain; it is the sound of air being forced out of the lungs. The second phase or clonic phase of the seizure usually involves a convulsion and there is jerking and twitching of the muscles in all four limbs. Usually the movement involves the whole body. Urinary or bowel control may be lost and there may be shallow breathing, a bluish or gray skin colour, and drooling. Awareness is regained slowly, and the person often experiences a period of fatigue, confusion, or a severe headache after the seizure.

Atonic Seizure (also known as drop attacks): involves a sudden loss of muscle tone often resulting in a person falling or almost falling, dropping objects or nodding the head involuntarily.

Myoclonic Seizure: results in a sudden jerk of part of the body such as the arm or leg. The person may fall over. The seizure is very brief.

Infantile Spasms: a spasm typically lasts a few second but often occurs in a cluster of 5 to 50 or more. Symptoms include sudden flexing forward of head and arms, sudden drawing up of knees, raising both arms, and sudden body flexing at waist.

Medical Incident: A medical incident is a circumstance that requires immediate response and monitoring.

Plan of Care: A form that contains individualized information on a student with a prevalent medical condition

EPILEPSY

Epilepsy is a common brain disorder characterized by recurrent seizures. Most seizures are brief events that last from several seconds to a couple of minutes and normal brain function will return after the seizure ends. Recovery time following a seizure will vary. Sometimes recovery is immediate as soon as the seizure is over. Other types of seizures are associated with an initial period of confusion afterwards. Following some types of seizures there may be a more prolonged period of fatigue and/or mood changes. A health care professional may consider epilepsy as a possible diagnosis when a person has had two or more seizures starting in the brain.

Triggers

- Medication;
- Not taking one's anti-epileptic medication;
- Other medications that are taken in addition to anti-epileptic medication.

Internal Factors

- Stress, excitement and emotional upset; this type of over-stimulation may lower the student’s resistance to seizures by affecting sleeping or eating habits;
- Lack of sleep can change the brain’s patterns of electrical activity and can trigger seizures;
- Fevers may make some students more likely to have a seizure;
- Menstrual cycle; Many females find their seizures increase around this time of their period. This is referred to as catamenial epilepsy and is because of changes in hormone levels, increased fluid retention and changes in anti-epileptic drug levels in the blood.

External Factors:

- Poor diet can affect blood sugar levels causing seizures;
 - Stimulants such as tea, coffee, chocolate, sugar, sweets, soft drinks, excess salt, spices and animal proteins may trigger seizures by suddenly changing the body’s metabolism;
 - Parents/Guardians have reported that allergic reactions to certain foods (e.g. white flour) also seem to trigger seizures in their children;
- Certain nutrient shortages, such as a lack of calcium, have also been found to trigger seizures;
- Very warm weather, hot baths or showers, especially when there is a sudden change in temperature;
- Alcohol can affect the rate at which the liver breaks down anti-epileptic medication;
 - This may decrease the blood levels of anti-epileptic medications, affecting an individual’s seizure control;
- Television, videos and flashing lights;
 - The “strobe effect” from fast scene changes on a bright screen, rapidly changing colours or fast-moving shadows or patterns can all be trigger seizures;
- Lack of physical activity.

Signs and Symptoms

Motor Symptoms:	Non-motor Symptoms:	Autonomic Symptoms:	Autonomic Symptoms:
<ul style="list-style-type: none"> ● Jerking (clonic) ● Limp or weak muscles ● Rigid or tense muscles ● Brief muscle twitching (Myoclonus) ● Epileptic spasms ● Automatism or repeated automatic movements (clapping, rubbing hands, lip) 	<ul style="list-style-type: none"> ● Changes in thinking or cognition ● Loss of Memories ● Blank stares ● Repeated words ● Appearing dazed ● Laughing, screaming or crying 	<ul style="list-style-type: none"> ● Abdominal discomfort ● Stomach pain ● Belching ● Flatulence ● Vomiting ● Pallor ● Sweating ● Dilation of pupils ● Alteration in heart rate and respiration 	<ul style="list-style-type: none"> ● Fear, sadness, anger or joy ● Sensory ● Sees lights ● Hears buzzing ● Feels tingling or numbness ● Smells a foul odour ● Bad taste in the mouth ● Funny feeling in the pit of the stomach ● Choking

smacking, chewing, running) • Lack of movement (behaviour arrest)			sensation
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Emergency Response

In the event that rescue medication is prescribed, it is essential that the *Individual Plan of Care* include the **emergency response protocol**, and that all staff are aware of how it is to be implemented. Medication must be provided to the school in a premeasured format. The plan will clearly identify individual roles and be respectful of all applicable legislation, policies and collective agreements.

Emergency Procedure:

Emergency response should be detailed for individual students in the *Individual Plan of Care*. In general, if someone is having a seizure:

- Stay calm:
-Seizures usually end on their own within seconds or a few minutes.
- Time It:
-Note the time the seizure begins and ends.
- Create a safe space:
-Move sharp objects out of the way;
-if the student falls, place something soft under their head and roll them on their side as the seizure subsides;
-If the student wanders, stay by their side and gently steer them away from danger;
-If the student is in wheelchair, remain in the wheelchair, secure harness and recline if available.
- Call 911:
-If the seizure lasts more than 5 minutes;
-If it repeats without full recovery between convulsive seizures or as directed by neurologist;
-If consciousness or regular breathing does not return after the seizure ends;
-If the student is pregnant, has diabetes, appears injured or is in water;
-If you are not sure the student has epilepsy or a seizure disorder.
- Provide Assurance:
-When the seizure ends, stay with them until complete awareness returns.
- Do not:
-Restrain the student;
-Put anything in their mouth.

Field Trips

- Field trips are an extension of the learning in the classroom and therefore, it is imperative that they are planned to include all students. The principal must ensure that all appropriate documentation

is received in advance of the field trip and that plans are in place to accommodate students with epilepsy. Field trips are an extension of learning. The classroom teacher shall ensure that the student's *Epilepsy Plan Of Care (Appendix A)* accompanies the student on the field trip and is available during the field trip.

- If it is necessary for the student to take prescription medication during the field trip, the parent/guardian and physician must complete the *Authorization for Administration of Prescribed and Non Prescribed Medication During School Hours form*. It must be forwarded to the principal prior to the administration of medication. If the student currently receives medication during the school day and a copy of this form is on file at the school, it is not necessary to complete another form.

Information and Awareness

A medical diagnosis of epilepsy is based on multiple pieces of information: the description of the episodes; the student's medical and family history; and the results of diagnostic tests. Fortunately, epilepsy is a treatable condition. Many people with epilepsy (two out of three) will achieve good seizure control with medication. When medication is not effective in preventing seizures there are other treatment options available.

Types of Seizures:

- Focal (or partial) seizures occur when seizure activity is limited to a part of one brain hemisphere. There is a site, or a focus, in the brain where the seizure begins. There are two types of focal seizures:
 - Focal Onset Aware Seizures (previously known as a Simple Partial Seizure);
 - Focal Onset Impaired Awareness Seizures (previously known as Focal Dyscognitive Seizure or Complex Partial Seizures);
- Generalized seizures occur when there is widespread seizure activity in the left and right hemispheres of the brain. The different types of generalized seizures are:
 - Absence seizures (formerly known as petit mal);
 - Tonic-clonic or convulsive seizures (formerly known as grand mal);
 - Atonic seizures (also known as drop attacks);
 - Clonic seizures;
 - Tonic seizures;
 - Myoclonic seizures;
- Psychogenic non-epileptic seizures are not due to epilepsy but may look very similar to an epilepsy seizure.

Safety Considerations

- Ensure that consideration is made on behalf of students with Epilepsy in the planning of school events and field trips (e.g., lighting effects for school dances, bleacher seating for athletic events);

- Be aware that during physical activities, where climbing is involved, that the student is properly assisted and does not climb to great heights;
- Monitor that fluorescent light fixtures in the classroom/school are working correctly (not flickering);
- Minimize the use of videos in class, if possible;
- Avoid loud noise as much as possible;
- Avoid using the “lights out” technique for class control;
- Ensure that the information provided for occasional teachers include the *Individual Plan of Care*;
- The principal will ensure that a plan is established to support students with epilepsy in the event of a school emergency (e.g. bomb threats, evacuation, fire, “hold and secure”, “lockdown” or for activities off school property (e.g. field trip, sporting event).

Facilitating and Supporting Routine Management

- Students are allowed to carry their medications (including controlled substances) and supplies, as outlined in the *Individual Plan of Care*;
- Where possible, facilitating and supporting daily or routine management involves, but is not limited to, supporting inclusion by allowing students with epilepsy to perform daily or routine management activities in a school location (e.g., within the classroom), as outlined in their *Individual Plan of Care*.

Resources

- Resources are available from the Epilepsy Niagara Website: <http://epilepsyniagara.org/> under the “Resources” tab.
- <http://epilepsyontario.org/agency/epilepsy-niagara/>

FORMS

All forms for use by the Niagara Catholic District School Board staff can be accessed through the Employee Portal under Electronic Forms.

All forms for use by the Niagara Catholic District School Board students and parents are available on the School Board website.

Forms related to this procedure:

- *Individual Plan of Care*;
- *Administration Prescribed Medication And Non-Prescribed Medication During School Hours*
- *Record of Administration of Prescribed And Non-Prescribed Medication*

Appendix A

Prevalent Medical Condition – Epilepsy Plan of Care (To be completed within first 30 days of school)
Student Information

Student Name _____ Date of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher (s) _____

Student Photo (Optional)



Emergency Contacts (List in Priority) Name Relationship Daytime Phone Alternate Phone

1. Name: _____
Relationship: _____
Daytime Phone: _____
Alternate Phone: _____

2. Name: _____
Relationship: _____
Daytime Phone: _____
Alternate Phone: _____

Has an emergency rescue medication been prescribed? Yes No

If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.

Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional. Known Seizure Triggers Check (✓) all those that apply

Stress Changes in Diet illness change in weather Menstrual cycle lack of sleep improper medication balance inactivity electronic stimulation (TV, Video, Florescent lights)

Other (specify)

Any other medical condition or allergy?

DAILY/ROUTINE EPILEPSY MANAGEMENT

Description of Seizure (Non-convulsive) Action (e.g. description of dietary therapy, risks to be mitigated, trigger avoidance)

Description of Seizure (Convulsive) Action:

SEIZURE MANAGEMENT Note: It is possible for a student to have more than one seizure type. Record information for each seizure type. Seizure Type Actions to take during seizure (e.g. tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms)

Type: _____

Description:

Frequency of seizure activity:

Typical seizure duration:

BASIC FIRST AID: CARE AND COMFORT

First Aid procedure(s):

Does the student need to leave classroom after a seizure? Yes No If yes, describe process for returning student to classroom:

Basic Seizure First Aid • Stay calm and track time and duration of seizure • Keep student safe • Do not restrain or interfere with student’s movements • Do not put anything in student’s mouth • Stay with student until fully conscious

For Tonic-clonic seizure: • Protect student’s head • Keep airway open/watch breathing • Turn student on side

Emergency Procedures

Students with epilepsy will typically experience seizures as a result of their medical condition.

- Call 9-1-1 when: • Convulsive (tonic-clonic) **seizure lasts longer than five minutes** • Student has repeated seizures without regaining consciousness • Student is injured or has diabetes • Student has breathing difficulties • Student has a seizure in water

- Notify parent(s)/guardian(s) or emergency contact

- Health Care Provider Information (Optional) Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator. Healthcare Provider’s:

Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Medication Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects ❖ This information may remain on file if there are no changes to the student’s medical condition. Authorization/Plan Review Individuals with whom this plan of care is to be shared.

Other individuals to be contacted regarding Plan of Care:

1. _____
2. _____
3. _____
4. _____

Before School Program: _____

After School Program: _____

School Bus Driver/Route # (if applicable): _____

Other: _____

This plan remains in effect for the 20__ _ 20__ school year without change and will be reviewed on or before: _____.

(It is the parent(s)/guardian(s) responsibility to notify the Principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Signature

Date: _____

Principal: _____ Signature

Date: _____

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
STUDENT TRANSPORTATION POLICY (500.2)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Transportation Policy (500.2), as presented.

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

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

Date: January 29, 2019



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

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
- ~~c.~~ 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
JANUARY 29, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
FUNDRAISING POLICY (301.4)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Fundraising Policy (301.4), as presented.

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

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

Date: January 29, 2019



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 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)
- [**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.

The Board has endorsed the following annual system fundraising activities:

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

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
JANUARY 29, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
POLICY (400.4)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Prior Learning Assessment and Recognition (PLAR) Policy (400.4), as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Date: January 29, 2019



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 20112016**](#)
- [**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 school student: a student, other than a mature student, who is enrolled in a regular school program. A student enrolled only in continuing education and/or correspondence courses is not considered a regular 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 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 in**

Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2016. Appropriate applications for regular 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 in which they have ~~were~~ previously failed **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 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 ~~p~~Principals. 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 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 School Students

- PRIOR LEARNING ASSESSMENT AND 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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
EMPLOYEE HIRING AND SELECTION (TEACHERS) POLICY
(203.1)**

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: January 29, 2019



Niagara Catholic District School Board
**EMPLOYEE HIRING AND SELECTION
POLICY (TEACHERS)**

STATEMENT OF POLICY

200 – Human Resources

Policy No 203.1

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: June 19, 2018

In keeping with the mission, vision and values of the Niagara Catholic District School Board, the Niagara Catholic District School Board believes that the realization of the goals of Catholic education, founded on faith, inspired by the Gospel, and committed to service requires leadership at all levels.

The Niagara Catholic District School Board recognizes that our school community exists primarily to foster and exemplify Catholic values centred on the person of Jesus Christ.

The purpose of this policy is to recognize the inherent dignity and worth of every person, and to provide for equal rights and opportunities without discrimination for all qualified employees and applicants for employment with the Niagara Catholic District School Board, in accordance with the Ontario Human Rights Code. All employees employed by the Board will have an understanding of and a genuine commitment to the Board's mission, vision and values and expected to respect and to support the Catholic philosophy of the Board and its schools.

In its hiring of exemplary and qualified teachers, to meet the needs of the system, the Niagara Catholic District School Board will give preferential consideration by virtue of the availability of qualified candidates, to qualified Roman Catholic applicants in accordance with the Ontario Human Rights Code, Section 24(1) (a), the historical right under the Constitution Act, 1982 and the Education Statutes and Regulations.

Conflict of Interest

The Board shall ensure that no individual will be involved in any part of the hiring process if it is self-declared and/or deemed to be a Conflict of Interest.

This policy and accompanying Administrative Procedures will clearly define and clarify the hiring and selection practices of all employee groups of the Niagara Catholic District School Board.

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

References

- [Education Statutes and Regulations of Ontario](#)
- [Ontario Human Rights Code](#)
- *Niagara Catholic District School Board Policies/Procedures*
 - [Equity and Inclusive Education Policy \(100.10\)](#)
- [Regulation 274/12](#)



Niagara Catholic District School Board
**EMPLOYEE HIRING AND SELECTION
POLICY (TEACHERS)**

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 203.1

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: NIL

TEACHER SELECTION

The Niagara Catholic District School Board is committed to hiring exemplary and qualified teachers. The Hiring Policy specifically addresses the selection of teacher candidates for a teaching position within the Niagara Catholic District School Board.

Criteria and qualifications for positions will be established in a fair and objective manner. This criterion is outlined in the Administrative Procedures as set out below.

Recruitment for positions will ensure that all qualified applicants have the opportunity to apply. Applications and documentation of all teacher candidates and employees of the Niagara Catholic District School Board will be maintained in a confidential filing system in the Human Resources Services Department.

The Niagara Catholic District School Board will not discriminate in its hiring and promotion practices on the basis that the qualified applicant is related to a current or former employee. Staff who is related will declare a conflict of interest and not partake in any part of the selection process.

CONFLICT OF INTEREST

No individual will be involved in any part of the hiring process if it is self-declared and/or deemed a Conflict of Interest regarding any individual submitting their name for a position with Niagara Catholic.

Conflicts of Interest will be declared to either the Superintendent of Human Resources Services or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the hiring process.

A. SELECTION PROCEDURES FOR NEW HIRES TO PERMANENT CONTRACT POSITIONS

Candidates being selected for permanent contracts will be based on the following process:

Hiring of teachers will be determined by the system needs of the Niagara Catholic District School Board and will be in accordance with the Education Act, Regulations, Board Policy or Guideline and the Collective Agreement.

It is a requirement of the Niagara Catholic District School Board that, as a condition of Employment a teacher will have completed at least Part I of the OCSTA/OECTA course in Religious Education or its equivalent within 2 years of employment.

A vulnerable sector background check (dated within the last year) shall be a condition of employment and shall be used to determine whether candidates have a record of offences which would render them unsuitable for employment. The candidate shall be directed to the appropriate Police Department who will be responsible for the processing of the vulnerable sector background check. The fee charged for this service shall be the responsibility of the candidate.

PERMANENT TEACHER SELECTION PROCESS

1. The Teacher Candidates will be interviewed at the board level by a team consisting of the Superintendent of Human Resources, and/or a designate, and a minimum of 2 Principals and/or Vice-Principals as determined by the Superintendent of Human Resources Services.
2. The Teacher Candidates being considered for permanent contract positions will be based on:
 - Pastoral reference and Faith Reference Portfolio
 - Qualifications (i.e. Undergraduate Courses, Graduate Courses, Additional Qualification Courses and/or other related experience)
 - Performance Appraisals and/or evaluations
 - Specific areas of specialization
 - Experience with Niagara Catholic and other related experience
 - Recommendations provided by supervisors
3. Senior Administrative Council will be informed of recommendations for the hiring of teachers based on the scoring of teacher candidates as outlined in Section 2 as well as the results of the Interviews for permanent contract positions.
4. The Director of Education will approve hiring for permanent teacher positions to the Niagara Catholic District School Board.
5. The Director of Education, through the Superintendent of Human Resources Services will submit the In-Camera Staffing Report to the Board for information.
6. Human Resources Services will be responsible for all offers of ~~te~~teaching positions with the Board as well as the specific teaching assignment for the candidate.
7. Upon request, Human Resources Services will debrief candidates on the strengths and weaknesses of their interview.
8. The Superintendent of Human Resources Services will inform the teacher candidates in writing of their permanent status and any necessary requirements from the Board.

B. SELECTION PROCEDURES FOR NEW HIRES TO THE OCCASIONAL ROSTER**Selection of Candidates to be interviewed**

Individuals, applying for available teaching positions with the Niagara Catholic District School Board, unless exempted as per a Letter of Permission, are required to:

- Be a Catholic
- Be in 'Good Standing' with the Ontario College of Teachers (prior to being hired or Letters of Permission)
- Meet all requirements set out in Teacher Application Package (Apply to Education)
- Submit a pastoral reference
- Submit a faith reference portfolio
- Submit practice teaching reports and final evaluations and/or recent evaluations
- Submit references
- Meet all qualifications as required by regulations
- Submit related experience
- Submit undergraduate transcripts and/or graduate Faculty of Education transcripts

Interview Procedures for Individual Placement on the Occasional Teacher Roster**Annual Board Interviews and Selection of Candidates**

- Human Resources Services will organize interviews for teacher candidates which will be conducted during specified dates as determined by the Superintendent of Human Resources Services.
- The interviews are to be conducted by a panel consisting of a minimum two (2) Principals and/or Vice-Principals, including at least one (1) Principal as appointed by the Superintendent of Human Resources.
- All candidates for a given position will be asked identical questions.
- The panel will have the opportunity to ask probing questions if required.
- The Human Resources Services Department will screen and process the recommendations of the Interview Panel and validate whether the candidate has met all the requirements for a teaching position in the Niagara Catholic District School Board, including satisfactory references, Vulnerable Sector Checks, pastoral references, and other requirements as requested.
- Human Resources Services will notify successful individuals for placement on the Occasional Teacher Roster.
- All candidates being interviewed will be debriefed on the strengths and weaknesses of the interview by staff as appointed by Human Resources Services.

C. SELECTION PROCEDURES FOR THE OCCASIONAL LIST**Board Interviews and Selection of Candidates**

- Human Resources Services will organize interviews for teacher candidates which will be conducted during two times during each school year.
- The interviews are to be conducted by a panel consisting of a minimum three administrators as appointed by the Superintendent of Human Resources.
- All candidates for a given position will be asked identical questions.
- The panel will have the opportunity to ask probing questions if required.
- Human Resources Services will screen and process the recommendations of the Interview Panel and validate whether the candidate has met all the requirements for an occasional teaching position in the Niagara Catholic District School Board.
- Human Resources Services will notify successful individuals for placement on the Occasional Teacher List.
- Upon request, all candidates being interviewed will be debriefed on the strengths and weaknesses of the interview.

D. ELECTION PROCEDURES FOR THE RETIREE EMERGENCY LIST

- For the purposes of daily and or long-term occasional teaching positions, Human Resources Services will invite qualified teachers who have retired from the Board to be placed on the Emergency List.
- No person shall be assigned from the Retiree Emergency List unless and until the call out for occasional teachers on the Occasional Teacher Roster have been exhausted.

E. SELECTION PROCEDURES FOR EMERGENCY INSTRUCTORS IN ELEMENTARY CLASSROOMS

- The Niagara Catholic District School Board is committed to ensuring that qualified teachers are teaching in our classrooms at all times. From time to time, in extenuating circumstances, this may not be possible. A Board registered Emergency Instructor may be called upon to cover a classroom in the absence of a classroom teacher. An Emergency Instructor, as named by the Niagara Catholic District School Board, is a person who is not certified as a teacher, is 18 years of age or older, holder of an Ontario Secondary school diploma and who is appointed on a daily basis to a maximum of ten school days, to instruct in the case of an emergency.
- Emergency Instructors shall not be deployed unless and until the call out for occasional teachers on the Occasional Teacher Roster have been exhausted and all retirees from the Emergency List have been exhausted.
- It will be the Principal's to deploy Emergency Instructors if a classroom at the school is not filled with an Occasional Teacher as per the call-out process.
- For specific details attached is the link for General Administrative Procedures; [Emergency Instructor General Administrative Procedures](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
CORPORATE CARDS, PURCHASING CARDS & PETTY CASH
POLICY (600.4)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: January 29, 2019



Niagara Catholic District School Board

***CORPORATE CARDS, PURCHASING CARDS
AND PETTY CASH POLICY***

STATEMENT OF POLICY

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Purchasing of Goods and Services Policy (600.1) and the related Administrative Procedures recognize that the purchase and payment of low value goods and services can be expedited through the use of Corporate Cards, Purchasing Cards and Petty Cash.

The Niagara Catholic District School Board authorizes the Director of Education to provide Corporate Cards, Purchasing Cards and Petty Cash to appropriate employees in order to fulfill their duties.

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

References

- ***[Broader Public Sector Accountability Act \(BPSAA\), 2010](#)***
- ***Niagara Catholic District School Board Policies/Procedures***
 - ***[Employee Code of Conduct and Ethics Policy \(201.17\)](#)***
 - ***[Purchasing/Supply Chain Management Policy \(600.1\)](#)***



Niagara Catholic District School Board

CORPORATE CARDS, PURCHASING CARDS AND PETTY CASH POLICY

ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

DEFINITIONS

Corporate Card

A Niagara Catholic credit card that is issued to corporate executives, **such as Members of Senior Administrative Council**, who can then acquire goods and services without having to process the transaction through the traditional purchasing procedure, such as, using purchase requisitions or purchase orders. The purchases **Purchases** made by an executive using the corporate card are generally larger and higher in value not subject to a single purchase limit and must adhere to the **Purchasing/Supply Chain Management Policy (600.1)**.

Purchasing Card

Procurement card, or P-card, is a form of company credit card that is issued to **non-corporate** employees, who can then acquire goods and services without having to process the transaction through the traditional purchasing procedure, such as using purchase requisitions or purchase orders. The purchases **Purchases** made by an employee using a procurement cards are generally small and low value **subject to a single purchase limit and must adhere to the Purchasing/Supply Chain Management Policy (600.1)**.

All cards are issued to employees **who are issued credit cards** who are expected to follow Niagara Catholic's policies and procedures related to credit card use, including reviewing and approving transactions **according to a set schedule within given deadlines**.

1. Corporate Cards will be issued to Members of Senior Administrative Council.
2. Purchasing Cards will be provided to all Principals and Vice-Principals.
3. Corporate Cards and/or Purchasing Cards may be provided with the approval of the **Director of Education Superintendent of Business and Financial Services** to other board employees, if it is deemed necessary for them to carry out their responsibilities.
4. Through the Superintendent of Business & Financial Services, the appropriate Family of Schools Superintendent of Education may provide adequate Petty Cash Funds for **the schools and departments** under their supervision, in order to facilitate the purchase and payments of low value goods and services, **in accordance with the Purchasing/Supply Chain Management Policy (600.1)**.

5. Approved Corporate Cards and Purchasing Cards will be issued by the bank responsible for the Board's Banking Services and they shall be issued in the name of the Board and the Employee. Approved Petty Cash Funds will be issued by the Accounting Department.
6. Corporate Cards, Purchasing Cards and Petty Cash Funds are to be used solely for expenses related to Board Business.
7. Cash Advances from Corporate Cards, Purchasing Cards and Petty Cash are not permitted.
8. Personal expenses shall not be charged to Corporate Cards, Purchasing Cards and Petty Cash. Any personal expenses charged in error shall be recovered from the respective employee.
- ~~9. Purchases and payments paid by Corporate Card shall be processed using the **Request for Payment of Corporate Card Form** and in accordance with the related instructions.~~
9. Expenses paid with Corporate or Purchasing Cards shall be processed using the Expenses and Claims module in Microsoft NAV Employee Centre. All receipts and invoices for these purchases shall be scanned into the Claim and submitted for approval within given deadlines. Failure to adhere to given deadlines may result in the revocation of credit card privileges.
- ~~10. Purchases and payments paid by Purchasing Card shall be processed using the **Request for Payment of Purchasing Card Form** and in accordance with the related instructions.~~
- ~~11. Purchases and payments paid by Petty Cash shall be processed using the **Request for Reimbursement of Petty Cash Form** and the related instructions.~~
10. Expenses paid with Petty Cash funds shall be processed using the Payment Requests module in Microsoft NAV Employee Centre. All receipts and invoices for these purchases shall be scanned into the Request and submitted for approval.
- ~~12.~~
- ~~13.~~11. All expenses paid by Corporate Card, Purchasing Card and Petty Cash shall be reviewed and approved by the appropriate supervisor, with the following exceptions:
 - The expenses of the Director of Education shall be approved by the Chair of the Board.
 - The expenses of the Chair of the Board shall be approved by the Superintendent of Business and Financial Services and the Director of Education.
- ~~14.~~12. Failure to abide by this policy and the related administrative procedures may lead to the cancellation of the Corporate Cards, Purchasing Cards and Petty Cash and may lead to appropriate disciplinary action at the discretion of the Director of Education.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
EMPLOYEE CONFERENCES, WORKSHOPS & MEETINGS
POLICY (201.15)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: January 29, 2019



Niagara Catholic District School Board
**EMPLOYEE CONFERENCES, WORKSHOPS
AND MEETINGS POLICY**
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.15

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board recognizes and supports where appropriate the value of professional staff development and that, conventions, conferences, and meetings assist in facilitating this objective.

All employees are encouraged to attend business related and Board approved conferences, workshops and meetings in their capacity as Niagara Catholic District School Board employees.

Authorized employee expenditures incurred while attending conferences, conventions, and other professional development activities as an approved representative of the Niagara Catholic District School Board shall be reimbursed.

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

References

- ***Niagara Catholic District School Board Policies/Procedures***
 - [*Code of Conduct Policy \(302.6.2\)*](#)



Niagara Catholic District School Board
**EMPLOYEE CONFERENCES, WORKSHOPS
 AND MEETINGS POLICY**
 ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.15

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

APPROVAL PROCEDURE

1. For all Conferences, Workshops and Meetings, which are held outside the Province of Ontario, prior approval by the Director of Education shall be required.
2. All Requests to Attend Conferences, Workshops and Meetings Forms shall be approved by the immediate supervisor and the appropriate managing Senior Administrative Council member.
3. All eligible employees shall be reimbursed for approved expenses, which are incurred while attending conferences, workshops and meetings.
4. Employees shall ensure that the expenses related to Conferences and Workshops are reasonable and economical and that they are required in carrying out their responsibilities.

REIMBURSEMENT PROCEDURE

1. All claims for reimbursement of expenses require the authorization of the immediate supervisor. Expense claims by the Director of Education are to be approved by the Chairperson of the Board.
2. All expense claims shall be supported by original receipts, as well as the credit card slips. The receipts shall indicate the specific purpose of the travel and hospitality, indicating location, dates and individuals in attendance.
3. All expense claims **and requests for reimbursement of the Employees should** ~~shall~~ be submitted ~~on a monthly basis~~ **within a month of the date of the Conference, Workshop or Meeting**, following the appropriate procedures and using the prescribed expense forms.
4. All expenses shall be claimed during the appropriate corresponding budget year.
- ~~5. All requests for payment of expenses related to Conferences, Workshops and Meetings shall be submitted for reimbursement and/or for payment, using the appropriate Employee Conferences, Workshops and Meetings Form and the related instructions, designated form.~~
- ~~6.~~**5.** All requests for payment of expenses related to Conferences, Workshops and Meetings shall be supported by the original receipts and related details. The following expenses and charges will be eligible for reimbursement and/or payment: travel costs by automobile and other means, hotel room charges (standard room rates), meals (including food, beverages, taxes and gratuities – **subject to per meal limits**), telephone calls, taxi costs, parking fees, etc.
- ~~7.~~**6.** The following expenses and charges will not be eligible for reimbursement and/or payment: movies or entertainment charges, charges for use of recreational/fitness facilities, alcohol, charges incurred by a family member, parking violation charges, traffic violation charges. **This list is not meant to be all**

inclusive. Eligibility for reimbursement will be at the discretion of the Superintendent of Business and Financial Services.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
STUDENT EXPULSION – SAFE SCHOOLS POLICY (302.6.5)**

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

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

Date: January 29, 2019



Niagara Catholic District School Board

STUDENT EXPULSION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.5

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~is committed to promoting and supporting appropriate student behaviour that contributes to a positive~~ ~~shall~~ endeavour to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values in all schools. ~~and sustaining~~ a safe, inclusive, and accepting learning and teaching environment for all students to reach their full academic, and spiritual potential and become living witnesses of Christ.

A positive school climate exists when all members of the school community feel safe, included, and accepted, by actively promoting responsibility, respect, civility, and academic excellence in all Niagara Catholic schools/sites.

The conduct of students as members of the school community is expected to be modelled upon ~~our Catholic faith, the traditions of Catholic education, and the Ontario Catholic School Graduate Expectations.~~ ~~Christ,~~ fostering and promoting a positive school learning environment for students and staff, so that all students can reach their full academic and spiritual potential.

The Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others, the consequences may lead to expulsion from a school or all schools of the Board.

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

References

- [*Accepting Schools Act*](#)
- [*Accessibility for Ontarians with Disabilities Act 2005*](#)
- [*Caring and Safe Schools in Ontario*](#)
- [*Child & Family Services Review Board*](#)
- [*Child, Youth and Family Services Act 2017*](#)
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Niagara Catholic District School Board Policies/Procedures/Documents

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- [***Accessibility Standards Policy \(800.8\)***](#)
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Niagara Catholic District School Board

STUDENT EXPULSION POLICY

ADMINISTRATIVE PROCEDURES

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

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

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

VIOLENT INCIDENT

Where inappropriate ~~student~~ behaviour constitutes a violent incident, **the Principal must follow the direction in the Police/School Board Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board regarding notification of the police for a violent incident.**

~~Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A) must be completed by the Principal, filed and retained in the student's Ontario Student Record (OSR) 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 student's 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 student's 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 (1) of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm

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

MITIGATING AND OTHER FACTORS

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

~~Mitigating and other factors to be considered by~~ The Principal, **in determining consequences shall consider the following mitigating factors** ~~before deciding whether to impose a expulsion are:~~

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, 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 suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. how the expulsion would affect the student's ongoing education;
5. the age of the student;
6. **where the** ~~In the case of a student for whom~~ **has** an Individual Education Plan (IEP) **or disability related needs** ~~has been developed:~~
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether a expulsion is likely to result in aggravating or worsening the student's behaviour or conduct, **and**
7. other matters as the Principal considers appropriate.

SUSPENSION PENDING RECOMMENDATION FOR EXPULSION

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

A Principal shall **promptly** conduct an investigation **following the suspension** to determine whether to recommend to the Board that the student be expelled. Pending an investigation to determine whether the student will be recommended to the Disciplinary Hearing Committee for expulsion, the Principal must assign the student to the Niagara Catholic Alternative Learning Fresh Start Program for suspended students.

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

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

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

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program **at the Pope Francis Centre** if:

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

This alternative program will strive to:

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

EXPULSION NOT RECOMMENDED

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

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

EXPULSION RECOMMENDED TO THE BOARD

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

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

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

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

1. A statement that the student will be subject to an expulsion hearing for the activity that resulted in suspension.
- ~~2. A copy of the Board policies and procedures governing the expulsion hearing for the activity that resulted in the suspension.~~
3. A statement that the person has the right to respond, in writing, to the Principal's report.
4. A statement that the person has the right to appeal the Principal's decision for expulsion to the Board.
- ~~5. The date, time and location of the expulsion hearing.~~
6. Detailed information about the procedures and possible outcomes of the expulsion hearing, including but not limited to, information explaining that:
 - i. if the Board does not expel the student, it will, confirm the suspension, shorten its duration or withdraw it,
 - ii. the parties will have the right to make submissions during the expulsion hearing as to whether, if the student is not expelled, the suspension should be confirmed, reduced or withdrawn,
 - iii. any decision of the Board with respect to the suspension made at the expulsion hearing is final and not subject to appeal.
 - iv. if the Board expels the student from ~~his or her~~ the school only, the Board will assign the student to another school, or alternative program, and
 - v. if the Board expels the student from all schools of the Board, the Board will recommend the student to an alternative program for expelled students.
7. The name and contact information of the Superintendent of Education: Resource to the Discipline Hearing Committee to discuss any matter respecting the expulsion hearing.

**SUPERINTENDENT OF EDUCATION:
RESOURCE TO THE DISCIPLINE HEARING COMMITTEE**

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

1. Arrange a meeting with the Family of Schools' Superintendent, the Principal, the student's parent/guardian, student or adult student. If a meeting is arranged, the Superintendent of Education: Resource to the Discipline Hearing Committee will review the Disciplinary Hearing Committee process for expulsion hearings, as well as respond to any questions or concerns the student's parent/guardian and student or adult student may have regarding the process or incident; and may assist to narrow the issues and identify agreed upon fact.

2. Prepare a package of documents for the Disciplinary Hearing Committee, which will include the following components:
 - i. a copy of the Principal's Report; and
 - ii. a copy of the original suspension letter and the notice of expulsion sent to student's parent/guardian, student or adult student.
3. Inform the student's parent/guardian, student or adult student of the date, time and location of the expulsion hearing, will provide a copy of the *Suspension/Expulsion Hearing Rules*, and a copy of the documentation to the Disciplinary Hearing Committee.
4. Ensure that the item is placed on the Disciplinary Hearing Committee agenda.

DISCIPLINARY HEARING COMMITTEE

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

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

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

Parties before the Disciplinary Hearing Committee will be:

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

DECISION OF THE DISCIPLINARY HEARING COMMITTEE

Upon completion of the hearing, the Committee shall decide:

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

APPEAL OF BOARD DECISION TO EXPEL

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

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

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

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

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

1. Within ~~thirty~~ (30) **calendar** days of the Board's decision to expel the student. This date should be referenced in the letter of appeal.
2. The ~~thirty~~ (30) **calendar** days may be extended if the Child and Family Services Review Board believes there are reasonable grounds.
3. The expulsion appeal hearing will be held no later than ~~thirty~~ (30) **calendar** days after receiving a request to appeal the Board's expulsion decision, unless either the parties or the school board requests a later date.

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

1. Confirm the Board's expulsion decision.
2. Reject the expulsion decision and reinstate the student.
3. ~~Modify the type or duration of the~~ **change the** expulsion **decision from** ~~for~~ all schools in the Board to the student's school only.
4. **Order that the record of the expulsion be removed or changed**
5. ~~Impose, change or remove conditions that must be satisfied if the student is to return to school following an expulsion.~~

~~If the Child and Family Services Review Board overrules the decision of the Board and reinstates the student, it may order that any record of the expulsion of the student be expunged.~~

The Child and Family Services Review Board will issue a decision ~~within no later than ten~~ (10) **calendar** days ~~after the~~ of the completion of the expulsion hearing **has been completed** and will issue written reasons for the decision within ~~thirty~~ (30) **calendar** days.

RE-ENTRY FOLLOWING AN EXPULSION

1. A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once the student has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The Board shall re-admit the student and inform the student in writing of the re-admission.
2. A student who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which the student was expelled.
 - i. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
 - ii. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;

- iii. The student will be required to sign a Declaration of Performance form provided by the Board; and
- iv. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD)

The Principal/Designate shall document student discipline on the Board’s Student Management System (Maplewood) under the student discipline tab with the following information:

- Type of infraction
- Check Violent Incident Box, if applicable
- Student Incident Details
- Consequences
- Appeal/Outcome Information, if applicable

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 the following documentation (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/Designate must check the *Violent Incident Box* on the *Safe and Accepting Schools Form Part I-Appendix B* and on the student’s discipline tab in the *Student Management System*. The form, a copy of the *Violent Incident Form* printed from the *Student Management System* and any other documentation (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;
 - five years, if the student was expelled for the violent incident.
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.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
STUDENT SUSPENSION – SAFE SCHOOLS POLICY (302.6.4)**

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

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

Date: January 29, 2019



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

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A positive school climate exists when all members of the school community feel safe, included, and accepted, by actively promoting responsibility, respect, civility, and academic excellence in all Niagara Catholic schools/sites. The Board shall endeavor to provide a safe, inclusive and accepting school climate of respect, dignity and trust, consistent with Gospel Values.

The conduct of students as members of the **Catholic** school community is expected to be modelled upon **our Catholic faith, the traditions of Catholic education, and the Ontario Catholic School Graduate Expectations.** ~~fostering and promoting a positive learning environment for students and staff, so that all students can reach their full academic and spiritual potential.~~

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ACTIVITIES LEADING TO POSSIBLE SUSPENSION

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

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol, ~~or~~ illegal drugs, **or cannabis, unless the student is a medical cannabis user**
3. Being under the influence of alcohol, illegal drugs **or cannabis, unless the student is a medical cannabis user**
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
6. Bullying.
7. Medical Immunization.
8. Any other activity that, under a policy of the Board, is an activity for which a Principal/**Designate** may suspend a student to be contrary to the Board or school Code of Conduct:
 - Habitual neglect of duty,
 - Use of profane vulgar, or improper language,
 - Conduct injurious to the physical or mental well-being of any member of the school community.
 - Conduct injurious to the moral tone of the school,
 - Persistent opposition to authority,
 - **Smoking and/or Vaping.**

ACTIVITIES LEADING TO SUSPENSION

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

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.

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

VIOLENT INCIDENT

Where inappropriate student behaviour constitutes a violent incident, **the Principal/Designate must follow the direction in the Police/School Board Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board regarding notification of the police for a violent incident.**

~~Where inappropriate student behaviour constitutes a violent incident, a *Violent Incident Form* (Appendix A) must be completed by the Principal, filed and retained in the student's Ontario Student Record (OSR) 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 student's 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 student's 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
- using a weapon to cause or to threaten bodily harm to another person
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion
- hate and/or bias-motivated occurrences

MITIGATING AND OTHER FACTORS

A Principal/**Designate will must** consider whether a student should be suspended, and the duration of the suspension taking into account any mitigating and other factors, and will make every effort to consult with the student's parent/guardian, student or adult student and any other person who can contribute relevant information to the investigation.

~~Mitigating and other factors to be considered by~~ **The Principal/Designate, in determining consequences shall consider the following mitigating factors** before deciding whether to impose a suspension are:

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 suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. how the suspension would affect the student's ongoing education;
5. the age of the student;
6. ~~where the~~ ~~In the case of a student for whom~~ ~~has~~ an Individual Education Plan (IEP) or ~~disability related needs has been developed:~~
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether 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.

CONFIRMATION NOTICE OF SUSPENSION

~~When a student has been suspended,~~ A Principal/Designate who suspends a student shall ~~will:~~

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

~~When a student has been suspended,~~ A Principal/Designate who suspends a student shall ensure that ~~provide~~ written notice of the suspension is given promptly to the following persons:

1. The student,
2. The student's parent/guardian unless,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. The Family of Schools' Superintendent, the student's teacher(s) and the Stay-in-School Coordinator.

The written notice of the suspension must include the following:

1. The reason for the suspension.
2. The duration of the suspension.
3. Procedure to return to school upon completion of the suspension.
4. Information about the Niagara Catholic Alternative Learning Fresh Start Program, an intervention and prevention program for Grades 6 7 to Grade 12 students while serving a suspension for six (6) or more school days, ~~or limited expulsion.~~
5. Information about the investigation the Principal/Designate will conduct to determine whether to recommend expulsion.
6. Information about the right to appeal the suspension.
7. The name and contact information of the Family of Schools' Superintendent to whom the notice of appeal must be submitted.

PRINCIPAL DETERMINATION OF NOTIFICATION

If a Principal/**Designate** decides not to notify a parent/guardian of a student involved in an incident, if in the opinion of the Principal/**Designate** doing so would put the student at risk of harm, the Principal/**Designate** 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.

SCHOOL WORK

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

- the day the student is suspended, if the student is suspended for one (1) school day.
- the day the student is suspended or the following school day, if the student has been suspended for two (2) or more school days.

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

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

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

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program **at the Pope Francis Centre** if:

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

This alternative program will strive to:

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

RE-ENTRY

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

APPEAL OF SUSPENSION

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

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

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

REVIEW OF SUSPENSION

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

1. advise the school Principal of the appeal and set a meeting date to review the appeal;
2. advise the student's parent/guardian or adult student that a review of the suspension will take place and will discuss any matter respecting the incident and/or appeal of the suspension;
3. hear and determine the appeal within ~~fifteen~~ **(15)** school days of receiving notice of intention to appeal, unless the parties agree on a later deadline;
4. review the suspension (reason, duration, any mitigating or other factors);
5. consult with the Principal regarding modification or expunging the suspension;
6. request a meeting with the student's parent/guardian or adult student and the Principal to narrow the issues and try to effect a settlement;
7. provide written notice of the review decision to the student's parent/guardian or adult student as follows:
 - i. Confirm the suspension and the duration of the suspension.
 - ii. Confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly.
 - iii. Quash the suspension and order that the record of suspension be expunged, even if the suspension that is under appeal has already been served.
 - iv. The decision of the Board on an appeal under this section is final.

APPEAL TO THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

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

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

Arrange a date for the appeal before the Disciplinary Hearing Committee.

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

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

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

SUSPENSION APPEAL BEFORE THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

The Disciplinary Hearing Committee will conduct the suspension appeal in accordance with the [*Suspension/Expulsion Hearing Rules*](#), the *Education Act* and Board Policy:

1. One of the appointed Trustees will be elected Chair of the Disciplinary Hearing Committee.
2. The Director of Education or designate, will act as Secretary to the Disciplinary Hearing Committee to facilitate the Hearing
3. Legal counsel for the Board may be present at the appeal to act as an advisor on procedural matters.
4. The Disciplinary Hearing Committee may make such orders or give such directions at an appeal, as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.
5. Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
6. When making their determination the Disciplinary Hearing Committee shall consider:
 - i. the Principal's Report and submissions;
 - ii. the submissions and any other information provided by the Appellant; and
 - iii. the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
7. The Disciplinary Hearing Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:
 - i. Confirm the suspension and its duration; or
 - ii. Confirm the suspension but shorten its duration and amend the record, as necessary;
 - iii. Quash the suspension and order that the record be expunged; or
 - iv. Make such other appropriate order.

8. The decision shall be communicated to the appellant in writing.
9. The decision of the Disciplinary Hearing Committee is final.

REVIEW OF THE SUSPENSION PROCESS

It is expected that the Family of Schools' Superintendent will review the suspension statistics of each school with the Principal on an annual basis.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD)

The Principal/Designate shall document student discipline on the Board's Student Management System (Maplewood) under the student discipline tab with the following information:

1. Type of infraction
2. Check Violent Incident Box, if applicable
3. Student Incident Details
4. Consequences
5. Appeal/Outcome Information, if applicable

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 (suspension letter) 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/Designate must check the *Violent Incident Box* on the *Safe and Accepting Schools Form Part I-Appendix B* and on the student's discipline tab in the *Student Management System*. The form, a copy of the *Violent Incident Form* printed from the *Student Management System* and any other documentation (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;
 - five years, if the student was expelled for the violent incident.
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.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
FRENCH IMMERSION POLICY (400.7)**

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: January 29, 2019



Niagara Catholic District School Board
French Immersion Admission 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 **and their families the opportunity to apply** access to optional French Immersion programs ~~being from grade to grade in accordance with their individual performance.~~ The provision of Niagara Catholic's French Immersion programs is based on program viability which may include, but is not limited to, factors such as qualified staff, programming requirements, school space accommodations, and school site locations which may change from time to time, in consultation with affected school communities.

~~Students will generally be placed in classes with their age appropriate peers. The placement of students must be based on all the 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 \(500.2\)*](#)



Niagara Catholic District School Board
French Immersion Admission Policy
ADMINISTRATIVE PROCEDURES

400 – Educational Programs

Policy No 400.7

Adopted Date: February 23, 2016

Latest Reviewed/Revised Date: Nil

~~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 **qualified** teacher who speaks the language fluently. The program is designated for **children students** whose first language is *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 p**Program begins in ~~ELKP~~ **Kindergarten** 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 Kindergarten~~ or Grade 1. 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 Kindergarten~~ 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 R~~egistration 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 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 Kindergarten</i>	90% French Language 274 Minutes	Religion 10% 30 minutes
<i>Grades 21 - 3</i>	80% French Language 243 Minutes	English Language Arts is introduced 20% 61 minutes
<i>Grades 4 - 56</i>	75% French Language 228 Minutes	Additional subjects taught in English are introduced 25% 76 minutes Mathematics is taught bilingually
<i>Grades 67 - 8</i>	50% French Language 152 minutes	50% English Language 152 minutes

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 enrolment and viability**, (~~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 **endeavour, based on enrolment and viability**, to 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.



Niagara Catholic District School Board
**ADMISSION OF ELEMENTARY AND
 SECONDARY STUDENTS POLICY**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

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

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

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

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

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

References

- [*Aboriginal Affairs and Northern Development Canada*](#)
- [*Education Act \(Section 33 \(3\), 1997\)*](#)
- [*Immigration and Refugee Protection Act \(Canada\)*](#)
- [*International Exchange Student - Ontario \(ISE\)*](#)
- [*Ontario Catholic School Graduation Expectations*](#)

Niagara Catholic District School Board Policies/Procedures

- [*Attendance Areas Policy \(301.3\)*](#)
- [*Code of Conduct Policy \(302.6.2\)*](#)
- [*Dress Code Secondary Uniform Policy \(302.6.6\)*](#)
- [*Elementary Standardized Dress Code Policy \(302.6.10\)*](#)
- [*Ontario Student Record Policy \(301.7\)*](#)
- [*Safe Schools Policy \(302.6\)*](#)
- [*Student Transportation Policy \(500.2\)*](#)
- [*Voluntary and Confidential Indigenous Students Self-Identification Policy for First Nation, Métis and Inuit Self-Identification Students Policy \(301.9\)*](#)



Niagara Catholic District School Board
**ADMISSION OF ELEMENTARY AND
SECONDARY STUDENTS POLICY**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

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

- i. Elementary and secondary students shall be admitted to the geographically designated home school.
- ii. The residential address of the parents/guardians of a student or adult student will determine the designated home school with proof of residency as required by the Principal.
- iii. The Principal/Vice-Principal, in consultation with the parents/guardians or adult student is responsible for placing the student in the most appropriate program.
- iv. Elementary and secondary students are expected to fully participate in required instructional classes including religious education, family life programs and faith life activities.
- v. Elementary and secondary students shall be granted transportation in accordance with the [Student Transportation Policy \(500.2\)](#).

ELEMENTARY AND SECONDARY ADMISSION NON-CATHOLIC

Elementary School Admission Non-Catholic

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

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

Parents/Guardians have the responsibility to notify the school of changes regarding biographical information.

Secondary School Admission Non-Catholic

Parents/Guardians or adult student requesting admission to a Niagara Catholic secondary school, and who is not eligible to direct their school support to the Catholic Board, shall make application to the Principal/Vice-Principal of the Catholic secondary school.

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

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

Elementary and Secondary Graduation Ceremonies

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

REQUIRED DOCUMENTATION: ELEMENTARY AND SECONDARY**Responsibility of Parents/Guardians or adult student**

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

- [Elementary Student Registration Form - Appendix A](#)
- [Secondary Student Registration Form - Appendix B](#)
- [Consent for Release of Information - Appendix C](#)
- [Application for Direction of School Support – Appendix D](#)
- [Roman Catholic School Assessment Lease – Appendix E](#)
- [Request for Admission Form \(Non-Catholic/Out-of-Boundary\) – Appendix F](#)
- [Confirmation of Pupil Eligibility for English as a Second Language/Literacy Development Funding - Appendix G](#)
- [International Student Application Form – Appendix H](#)
- [Renewal International Student Application Form – Appendix I](#)
- Completion of the Niagara Region Public Health Confidential Student Immunization Form (provided by the school)

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

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

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

ATTENDANCE AREA EXCEPTIONS

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

If, parents/guardians request to register a student or where applicable adult student in a Niagara Catholic school other than their home school, it is expected that the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy are followed.

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

Transportation for an approved Out-of-Boundary admission request shall be the sole responsibility of the parents/guardians or where applicable adult student.

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

Parents/Guardians or adult student have the responsibility to notify the Principal/Vice-Principal of changes to their residency status and/or circumstances for the initial attendance area exception request.

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

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

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

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

FRENCH IMMERSION PROGRAM

The provision of Niagara Catholic's French Immersion programs is based on program viability, which may include, but is not limited to, factors such as qualified staff, programming requirements, school space accommodations, and school site locations, which may change from time to time, in consultation with affected school communities.

The Director of Education and the Superintendent of Education, Program and Innovation will confirm the location of French Immersion Programs in the Board.

Elementary French Immersion Program

Entry Point

The entry point for French Immersion Programs is Kindergarten or Grade 1. Upon the approval of the school Principal and the appropriate Family of Schools' Superintendent, a student may enter the program at another point provided the student's accumulated hours in the French Immersion Program qualifies the student for successful recognition in completing the requirements of this program.

Attendance

Students enrolled in the French Immersion Program are to attend the Family of Schools designated French Immersion school site based on their home address. Any Out-of-Boundary requests will follow the Attendance Area Exceptions process outlined in this Policy and the Student Transportation Policy.

Registration

There are a limited number of spots available for students entering the French Immersion Program. Where necessary, registration waitlists will be developed for each Family of Schools designated French Immersion school site.

- **Sibling Pre-registration**

Siblings of current elementary French Immersion students that are entering Kindergarten or Grade 1 are provided with the first opportunity to pre-register on-line for the French Immersion Programs at their designated Family of Schools site by December 15th of the year preceding the September enrolment in the French Immersion Program.

Siblings not pre-registered by the indicated date will then be required to follow the on-line open pre-registration process outlined below.

- **Open Pre-registration**

Open pre-registration for the French Immersion Program is on-line at a designated date and time posted on the Board website.

The pre-registration must be completed and submitted using the Board on-line *easyregister* portal during the indicated pre-registration window. It is the sole responsibility of the parent(s)/guardian(s) to ensure that they have registered their student at the correct French Immersion school site and grade.

Each pre-registration is date and time stamped and rank ordered. The applicant will receive email notification confirming pre-registration of their student.

Admission will be determined by pre-registration ranking. The applicant will receive notification from their Family of Schools' French Immersion school site regarding the status of their student's pre-registration prior to the March Break of the current school year, i.e. admission into the French Immersion Program or placement on the waitlist. Successful applicants will be required to complete the registration process for their student by June 1st of the current school year.

Transportation

Students enrolled in the French Immersion Program, where eligible, will be provided with transportation to their local Family of Schools designated French Immersion school site in accordance with the Board's Transportation of Students Policy.

Secondary French Immersion Program

Attendance

Designated Niagara Catholic secondary school sites will endeavour to offer credits in French, based on viability and enrolment, to enable a student to qualify for the French Immersion Certificate. Any out of boundary requests will follow the Attendance Area Exceptions process outlined in this Policy and the Student Transportation Policy.

Program Requirements

All Niagara Catholic students are required to successfully complete 30 credits in order to complete the requirements for the Ontario Secondary School Graduation Diploma. Secondary school students must accumulate a minimum of ten (10) French Immersion credits to qualify for the French Immersion Certificate upon graduation.

NON-RESIDENT OF CANADA (VISA) STUDENT

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

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

RESIDENTS OF ONTARIO BUT OUTSIDE OF THE NIAGARA REGION

Parents/Guardians or adult student who reside in Ontario, but outside of the Niagara Region, may request to register a student in a Niagara Catholic District School Board school in compliance with the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy.

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

EXCHANGE STUDENTS

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

STUDENTS WITH IMMIGRATION DOCUMENTS

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

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

ABORIGINAL PEOPLES

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

EXPELLED STUDENTS

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

EXTENUATING CIRCUMSTANCES

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

ADMISSION APPEALS

Parents/guardians **or adult student** may appeal an admission decision in writing to the Family of Schools' Superintendent who will present the appeal to Senior Administrative Council. ~~The decision of Senior Administrative Council will be communicated to the parents/guardians by~~ **The Family of Schools' Superintendent of Education will communicate the decision of Senior Administrative Council to the parents/guardians or adult student.**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 29, 2019**

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: January 29, 2019



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2018 - JUNE 2019

Updated: January 29, 2019

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
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
2012	2018	203.1	Employee Hiring and Selection (Teachers)	January 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	January 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	January 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	January 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	January 2019
2016	2016	400.7	French Immersion	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
2000	2013	100.6.1	Student Senate - Secondary	January 2019
2013	2013	100.6.2	Student Senate - Elementary	January 2019
NEW	NEW	NEW	Supporting Children and Students with Prevalent Medical Conditions	January 2019
2007	2014	500.2	Student Transportation	January 2019
2002	2012	301.4	Fundraising	January 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	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
NEW	NEW	NEW	Financial Investment	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
2001	2013	302.6	Safe Schools	March 2019
1998	2013	800.2	Community Use of Facilities	March 2019
2012	2018	203.1	Employee Hiring and Selection (Teachers)	March 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	March 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	March 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	March 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	March 2019
2016	2016	400.7	French Immersion	March 2019
2005	2014	100.8	Electronic Meetings (Board and Committees)	April 2019
2007	2013	201.14	Employee Meals & Hospitality	April 2019
2001	2013	302.6.2	Code of Conduct - Safe Schools	April 2019
2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	April 2019
2013	2013	203.4	Leadership Pathways	April 2019
2013	2013	800.9	Volunteering in Catholic Schools	April 2019
1998	2013	800.2	Community Use of Facilities	April 2019
NEW	NEW	NEW	Financial Investment	April 2019

SORTED BY CWBOARD 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
2000	2013	100.6.1	Student Senate - Secondary	February 2019
2013	2013	100.6.2	Student Senate - Elementary	February 2019
NEW	NEW	NEW	Supporting Children and Students with Prevalent Medical Conditions	February 2019
2007	2014	500.2	Student Transportation	February 2019
2002	2012	301.4	Fundraising	February 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	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
2012	2018	203.1	Employee Hiring and Selection (Teachers)	April 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	April 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	April 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	April 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	April 2019
2016	2016	400.7	French Immersion	April 2019
2007	2013	201.14	Employee Meals & Hospitality	May 2019
2001	2013	302.6.2	Code of Conduct - Safe Schools	May 2019
2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	May 2019
2013	2013	203.4	Leadership Pathways	May 2019
2013	2013	800.9	Volunteering in Catholic Schools	May 2019
1998	2013	800.2	Community Use of Facilities	May 2019
NEW	NEW	NEW	Financial Investment	May 2019