



*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 SEPTEMBER 27, 2016  
5:30 P.M.**

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



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- |  |     |
|--|-----|
| 1. Opening Prayer – Trustee Burtnik                                | -   |
| 2. Attendance  | -   |
| 3. Approval of Agenda  | -   |
| 4. Declaration of Conflict of Interest                             | -   |
| 5. Minutes of Policy Committee Meeting of May 24, 2016             | 5   |
| 6. Policies  |     |
| <i>Action Required</i>   |     |
| <b>POLICIES – PRIOR TO VETTING</b>                                 |     |
| 6.1 Access to Board Premises – Safe Schools Policy (302.6.3)       | 6.1 |
| 6.2 Progressive Student Discipline - Safe Schools Policy (302.6.9) | 6.2 |
| 6.3 Accessibility Customer Service Policy (800.8.1)                | 6.3 |
| <i>Information</i>   |     |
| 6.4 Policy and Guideline Review 2016-2017 Schedule                 | 6.4 |
| 7. Date of Next Meeting  |     |
| October 25, 2016 at 4:00 p.m.                                      |     |
| 8. Adjournment   | -   |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
SEPTEMBER 27, 2016**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
MAY 24, 2016**

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**RECOMMENDATION**

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of May 24, 2016, as presented.



## MINUTES OF THE POLICY COMMITTEE MEETING

**TUESDAY, MAY 24, 2016**

Minutes of the Policy Committee Meeting held on Tuesday, May 24, 2016 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 Chairperson Vernal.

**1. Opening Prayer**

The meeting was opened with a prayer by Trustee Vernal.

**2. Attendance**

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

**Trustees:**

*Fr. Paul MacNeil*

**Student Trustees:**

*Michaela Bodis*, Trustee

*Aidan Harold*, Trustee

**Staff:**

*John Crocco*, Director of Education

*Yolanda Baldasaro*, Superintendent of Education

*Frank Iannantuono*, Superintendent of Education/Human Resources

*Lee Ann Forsyth-Sells*, Superintendent of Education

*Scott Whitwell*, Controller of Facilities Services

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

**3. Approval of Agenda**

Director Crocco requested Item 6.9 Assessment, Evaluation, Reporting and Homework Policy (301.1) be deferred to the September Policy Committee.

Moved by Trustee Burtnik

**THAT** the May 24, 2016, Policy Committee Agenda be approved, as amended.

**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 April 26, 2016**

Moved by Trustee Burtnik

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of April 26, 2016, as presented.

**APPROVED**

**6. Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO JUNE 14, 2016 COMMITTEE OF THE WHOLE MEETING**

**6.1 Employee Workplace Harassment Policy (201.7)**

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

Following discussion, the Policy Committee recommended the following:

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the June 14, 2016 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Harassment Policy (201.7), as presented.

**APPROVED**

## **6.2 Employee Workplace Violence Policy (201.11)**

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

Following discussion, the Policy Committee recommended the following:

### **POLICY STATEMENT**

- No amendment

### **ADMINISTRATIVE GUIDELINES**

- Page 3 Bullet 12 add the word “*against*”
- Page 4 Last sentence of 2<sup>nd</sup> paragraph to read “*Although the Board is not required to file a written report the Board will nevertheless file a written report.*”

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the June 14, 2016 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Violence Policy (201.11), amended.

### **APPROVED**

## **6.3 Occupational Health & Safety Policy (201.6)**

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

Following discussion, the Policy Committee recommended the following:

### **POLICY STATEMENT**

- No amendment

### **ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the June 14, 2016 Committee of the Whole Meeting to approve the revisions to the Occupational Health & Safety Policy (201.6), as presented.

### **APPROVED**

#### **6.4 Board By-Laws Policy (100.1)**

John Crocco, Director of Education, presented feedback received from the vetting process and highlighted amendments to the Board By-Laws Policy (100.1) following the vetting process.

Following discussion, the Policy Committee recommended the following:

##### **POLICY STATEMENT**

- Page 2 add “*of Trustees*” to Organization Chart
- Page 3 Bullet 1 add “*and the two (2) Student Trustees,*”
- Page 3 remove bullet ii (b)
- Page 5 Bullets i. (a) and ii. (a) change “*publically*” to “*publicly*” Bullet i. (k) change “*and*” to “*as*”
- Page 10 Paragraph 1 change “*the morning of a*” to “*the day before the*”, Bullet v Paragraph 2 remove “*by specific motion*”, Paragraph 4 change “*Committee of the Whole*” to “*Committee of the Board*”, add “*or designate*”, Paragraph 5 change “*by resolution*” to “*as*”
- Page 11 Bullet vi change time to “*10:00*”
- Page 12 last paragraph change “*may*” to “*shall*”

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the June 14, 2016 Committee of the Whole Meeting to approve the revisions to the Board By-Laws Policy (100.1), as amended.

##### **APPROVED**

#### **6.5 Niagara Catholic Parent Involvement Committee & By-Laws Policy (800.7)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Niagara Catholic Parent Involvement Committee & By-Laws Policy (800.7) following the vetting process.

Following discussion, the Policy Committee recommended the following:

##### **POLICY STATEMENT**

- No amendment

##### **ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the June 14, 2016 Committee of the Whole Meeting to approve the revisions to the Niagara Catholic Parent Involvement Committee & By-Laws Policy (800.7), as presented.

##### **APPROVED**

## **6.6 Religious Accommodation Policy (100.10.1)**

Yolanda Baldasaro, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Religious Accommodation Policy (100.10.1) following the vetting process.

Following discussion, the Policy Committee recommended the following:

### **POLICY STATEMENT**

- No amendment

### **ADMINISTRATIVE GUIDELINES**

- Page 6 Bullet 4.4 remove “*both elementary and secondary*”, Bullet 4.5 replace “*Elementary, Secondary and Continuing Education*” to “*in*”
- Page 9 1<sup>st</sup> Paragraph change “*all baptized Khalsa Sikhs*” to “*all Khalsa Sikhs baptized in the Khalsa Sikhs tradition.*”

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the June 14, 2016 Committee of the Whole Meeting to approve the revisions to the Religious Accommodation Policy (100.10.1), as amended.

### **APPROVED**

## **6.7 Safe Arrival Policy (302.3)**

Superintendent Forsyth-Sells, presented feedback received from the vetting process and highlighted amendments to the Safe Arrival Policy (302.3) following the vetting process.

Following discussion, the Policy Committee recommended the following:

### **POLICY STATEMENT**

- No amendment

### **ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the June 14, 2016 Committee of the Whole Meeting to approve the revisions to the Safe Arrival Policy (302.3), as presented.

### **APPROVED**

## **6.8 Naming of a Board Facility Policy (NEW)**

Director Crocco, presented feedback received from the vetting process and highlighted amendments to the Naming of a Board Facility Policy (NEW) following the vetting process.

Following discussion, the Policy Committee recommended the following:

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE GUIDELINES**

- No amendment

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the June 14, 2016 Committee of the Whole Meeting to approve the revisions to the Naming of a Board Facility Policy (NEW), as presented .

**APPROVED**

**POLICIES - PRIOR TO VETTING**

**6.9 Assessment, Evaluation, Reporting and Homework Policy (301.1)**

Deferred to September 2016 Policy Committee meeting.

**6.10 Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2)**

Superintendent Baldasaro presented the Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2).

The Policy Committee suggested the following:

**POLICY STATEMENT**

- Paragraph 1 add “*work cooperatively with families*”

**ADMINISTRATIVE GUIDELINES**

- No amendments

The Policy Committee requested that the Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2), be vetted from May 25, 2016 to October 6, 2016 with a recommended deadline for presentation to the Policy Committee in October 2016, for consideration to the Committee of the Whole and Board in November 2016.

**INFORMATION**

**6.11 Policies Currently Being Vetted**

- Nil



**6.12 Policy and Guideline Review 2015-2016 Schedule**

Director Crocco presented the Policy and Guideline Review 2015-2016 Schedule.

**7. Date of Next Meeting**

September 27, 2016 – 4:00 p.m.

**8. Adjournment**

The meeting adjourned at 6:26 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
SEPTEMBER 27, 2016**

**TITLE: POLICIES – PRIOR TO VETTING  
ACCESS TO BOARD PREMISES – SAFE SCHOOLS POLICY  
(302.6.3)**

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: September 27, 2016



Niagara Catholic District School Board  
**ACCESS TO BOARD PREMISES POLICY**  
**(SAFE SCHOOLS)**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the safety of students, staff, parents/guardians and authorized persons is a priority for the Niagara Catholic District School Board. The Board promotes a safe learning environment and workplace for all students, staff and authorized persons which is consistent with current legislation specifying who is permitted on Board premises when the premises are being used for a purpose authorized at any time by the Board.

This policy applies to all persons accessing any Board owned property or building under the jurisdiction of the Niagara Catholic District School Board. The Board authorizes its administrators to exercise rights as occupiers under the provisions of the Trespass to Property Act to ensure the safety of all authorized persons accessing Board property or buildings, including Board contracted transportation vehicles.

The Board authorizes administrators or another person authorized by Board policy to prohibit entry onto Board premises of any unauthorized person and to direct any unauthorized person to leave Board premises.

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

**References:**

- *Access to School Premises, Regulation (0.Reg.474/00)*
- *Education Act (Section 53 ss 1-3, s.o. 1997, c.31, s.28)*
- *Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board*
- *Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara*
- *Safe and Accepting Schools Act*
- *Trespass to Property Act (R.S.O. 1990 c. T.21; Sections 1-5, 9)*

**Niagara Catholic District School Board Policies/Procedures**

- *Code of Conduct Policy (302.6.2)*
- *Safe and Accepting Schools Policy (302.6)*
- *Student Suspension Policy (302.6.4)*
- *Student Expulsion Policy (302.6.5)*
- *Dress Code-Secondary Uniform Policy (302.6.6)*
- *Criminal Background Check Policy (302.6.7)*
- *Bullying Prevention and Intervention Policy (302.6.8)*
- *Progressive Student Discipline Policy (302.6.9)*
- *Elementary Standardized Dress Code Policy (302.6.10)*
- *Video Security Surveillance Policy (701.3)*
- *Community Use of Facilities Policy (800.2)*



Niagara Catholic District School Board  
**ACCESS TO BOARD PREMISES POLICY**  
**(SAFE SCHOOLS)**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

## SIGNAGE

The Facilities Services Department will ensure that all Board property and buildings have clearly marked signage indicating that it is Board Property; trespassers are prohibited; and that all visitors are to report to the main office or designated area in accordance with the Access to Board Premises Policy.

## PERSONS AUTHORIZED ON BOARD PREMISES

Persons authorized to be on Board premises are not entitled to have access to all areas of the premises. Access shall be restricted to areas authorized by an administrator/supervisor or by permit approved by the Facilities Services Department.

The following persons are permitted to be on Board premises when the premises are being used for a purpose authorized by the Board:

- A person enrolled as a student in the school.
- A parent or guardian of a student enrolled in the school.
- A person employed or retained by the Board.
- A person who is otherwise on the premises for lawful purposes (i.e. mail, deliveries, voting, Community Use Permit).
- A person invited to attend an event, class or meeting.
- A person invited by the Administrator/Supervisor or another person authorized by Board policy to be on the Board premises for a specific purpose (i.e. Catholic School Council, NCPIC, SEAC).

~~The following individuals have a statutory right to attend a Board site as a visitor and are required to sign in at the Main Office/Reception Desk. The Administrator/Supervisor will authorize access within the school/Board site as a visitor to:~~

- ~~● A Trustee of the Board~~
- ~~● A MPP member of the Provincial Legislative for the school in his/her constituency~~
- ~~● A Member of the clergy in the area where the member has pastoral charge.~~

## VISITORS

1. A parent/guardian of a child attending a Roman Catholic school and a member of the Board that operates the school may visit the school.
2. A member of the Assembly may visit a Roman Catholic school in the member's constituency.
3. A member of clergy of the Roman Catholic Church may visit a Roman Catholic school in the area where the member has pastoral charge.

## ACCESS BY VISITORS TO BOARD PREMISES

All non-school based employees and visitors during operational hours are to comply with the following procedures when accessing any Board premises during operational hours:

1. Upon arrival, all non-school based employees and visitors are required to report to the main office/front desk to:
  - 1. Sign the Visitor's Book, stating their name, time and reason for the visit.
  - 2. Wear a Visitor's Identification name tag for the duration of their visit.
  - 3. Sign-out the Visitor's Book upon departure from Board premises.
2. All visitors authorized to access Board premises beyond normal operational hours are to gain access and be accompanied by an authorized employee of the Board. Visitors are prohibited from unaccompanied access to any Board premises.

### **REFUSAL OF ACCESS TO BOARD PREMISES - RELOCATED**

An Administrator/Supervisor or another person authorized by the Board has the duty to exercise discretion to refuse access to Board premises to:

- anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises.
- anyone who fails to report his or her presence on the premises as required by the Access to Board Premises Policy.
- a student who is suspended or expelled unless determined that the student is using the services of or taking a course or program to assist suspended or expelled students.
- individuals, under the order of the court, are not permitted to access Board premises, including, but not limited to, identified trespassers, non-custodial parents or other offenders.

### **BOARD PHOTO IDENTIFICATION CARDS AND AUTHORIZED ACCESS CARDS**

Niagara Catholic Photo Identification Cards and authorized Access Cards provide access to designated Board buildings and/or rooms within a building as authorized by the Facilities Services Department.

Individuals, who have been authorized to use the identification card to gain access to a Board building or rooms within a building are to provide their own individual access and are prohibited from providing access to visitors or unauthorized individuals.

Niagara Catholic Photo Identification Cards and authorized Access Cards are the property of the Board: and must:

- Cards must not be altered, covered or defaced in any way. ;
- Cards must be returned to the Board when no longer valid or in use. ; and
- Any lost or damaged cards must be reported immediately if lost to the Facilities Services Department.
- Damaged cards must be returned in part or whole to the Facilities Services Department for replacement.
- Employees may be charged a fee for replacement cards.

1. A Niagara Catholic Photo Identification Cards will be authorized by Human Resources Services and issued by the Facilities Services Department to all Niagara Catholic employees and occasional employees and must be worn by the employee during working hours and the hours of operation. Employees must use their own photo identification card to gain access to a Board building and/or rooms within a building and are prohibited from providing access to visitors.
2. A Niagara Catholic authorized Access Card will be made available upon the request of a Trustee, including a Student Trustee of the Board, for access to the Catholic Education Centre and Holy Cross Community Room during their term of office.

3. A Niagara Catholic authorized Access Card will be made available, upon the request of a school Principal and authorized by the Facilities Services Department to the local Parish Priest. As a visitor, the local Parish Priest is required to enter the school at the main entrance, to sign in at the main office of the school, and have access as authorized by the school Principal.
4. A Niagara Catholic authorized Access Card will be issued to an authorized person, upon approval of community use of facilities permit by the Facilities Services Department.

### **ACCESS BY VISITORS TO BOARD PREMISES RELOCATED**

~~All non-school based employees and visitors during operational hours are to comply with the following procedures when accessing any Board premises:~~

- ~~3. Upon arrival all non-school based employees and visitors are required to report to the main office/front desk to:
  - sign the Visitor's Book, stating their name, time and reason for the visit.
  - wear a Visitor's Identification name tag for the duration of their visit.
  - sign out upon departure from Board premises.~~
- ~~4. All visitors authorized to access Board premises beyond normal operational hours are to gain access and be accompanied by an authorized employee of the Board. Visitors are prohibited from unaccompanied access to any Board premises.~~

### **REFUSAL OF ACCESS TO BOARD PREMISES**

An Administrator/Supervisor or another person authorized by the Board has the duty to exercise discretion to refuse access to Board premises to:

- anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises.
- anyone who fails to report his or her presence on the premises as required by the Access to Board Premises Policy.
- a student who is suspended or expelled unless determined that the student is using the services of or taking a course or program to assist suspended or expelled students.
- individuals, under the order of the court, are not permitted to access Board premises, including, but not limited to, identified trespassers, non-custodial parents or other offenders.

### **TRESPASS TO PROPERTY**

An Administrator/Supervisor or authorized designate may direct a person to leave the Board premises if the person is prohibited by regulation or Board policy. When a person is prohibited from Board premises, it means all premises and property of the Niagara Catholic District School Board.

If determined necessary by the Administrator/Supervisor and in consultation with the Family of Schools' Superintendent/Controller of Facilities Services, the Administrator/Supervisor will issue a Trespass to Property Letter ([Appendix A](#)) by registered mail with copies sent to the Niagara Regional Police Service, the Family of Schools' Superintendent/Controller of Facilities Services and the Board Lawyer. The Trespass to Property Letter will prohibit the individual from access to all Board property and premises throughout the Niagara Catholic District School Board until otherwise notified.

### **SCHOOL WATCH PROGRAM**

School Watch Program signs are posted at all Board sites in the Niagara Catholic District School Board. Administrators or authorized designate will invite community partners/neighbours by letter ([Appendix B](#)) to participate in the School Watch Program by anonymously contacting the police during non-school hours if they observe any inappropriate activities or actions on school or Board property.

**TRESPASS TO PROPERTY**  
**SAMPLE LETTER**

Place on School Letterhead

Date

Name

Address

Town, Province

Postal Code

Dear:

Re: Trespass to Property Letter  
*Sent by Registered Mail*

This letter is to inform you that under the *Trespass to Property Act*, s. 305 of the Education Act, you are not permitted access to, or be on the premises of, \_\_\_\_\_ [*Name of School, and address*], Board property or buildings, including Board contracted transportation vehicles of the Niagara Catholic District School Board.

The conditions of this letter are in effect from \_\_\_\_\_ to \_\_\_\_\_.  
[insert date] [insert date]

If you [*or Name of Student*] for any reason, disregard the conditions set out in this letter and enter(s) the premises of the Board, the Niagara Regional Police Service will be instructed to charge you under the *Trespass to Property Act*, R.S.O. 1990 c.T.21 as amended.

If found guilty of trespassing, you (*he/she*) could be liable to a fine of up to \$2000, and in the event of any damage, a further judgement of up to \$1000.

Please be advised that no further warning will be given and you are expected to conduct yourself appropriately.

Should you wish to appeal the conditions set out in this letter, you must provide written notice of your intention to appeal to the Family of Schools' Superintendent within ten (10) days of receipt of this letter. Please forward such written notice to the *Family of Schools' Superintendent of Education*, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 or (Fax 905.735.9710).

Sincerely,

Principal

c. Chief of Police, Niagara Regional Police Service  
Family of Schools' Superintendent/Controller of Facilities Services  
Board Lawyer

**PARTICIPATION IN SCHOOL WATCH PROGRAM  
SAMPLE LETTER**

Place on School Letterhead

RE: SCHOOL WATCH PROGRAM

Dear Community Partner/Neighbour:

As community partners and neighbours you are invited to participate in the School Watch Program simply by anonymously contacting the Niagara Regional Police Service during non-school hours if you observe any inappropriate activities or actions on school or board property.

For non-emergency calls or for general information, do not dial 9-1-1.

Use the Niagara Regional Police Service number for your area and follow the instructions given by the automated attendant:

<b><i>Area</i></b>	<b><i>Phone Number</i></b>
St. Catharines, Niagara-on-the-Lake, Niagara Falls and Thorold	905.688.4111
Fort Erie	905.871.2300
Pelham	905.735.7811
Grimsby, Lincoln and West Lincoln	905.945.2211
Welland, Wainfleet and Port Colborne	905.735.7811
Callers with a TTY (a text telephone device that is used by the hearing or speech impaired)	905.688.1466

Thank you for your participation in the Niagara Catholic School Watch Program, for your continued support of Catholic education and the safety of our school communities in the Niagara Catholic District School Board.

Sincerely,

*[Insert Principal's Name/Designate]*

*[Insert Title]*



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
SEPTEMBER 27, 2016**

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

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: September 27, 2016



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

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: June 16, 2015

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

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

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

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

### References

- [\*\*Ontario Human Rights Code\*\*](#)
- [\*\*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education\*\*](#)
- [\*\*Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour\*\*](#)
- [\*\*Regulation 472/07: Behaviour, Discipline and Safety of Pupils\*\*](#)
- [\*\*Niagara Catholic District School Board Policies/Protocol\*\*](#)
  - [\*\*Access to Board Premises Policy \(302.6.3\)\*\*](#)
  - [\*\*Bullying Prevention and Intervention Policy \(302.6.8\)\*\*](#)
  - [\*\*Code of Conduct Policy \(302.6.2\)\*\*](#)
  - [\*\*Ontario Student Record Policy \(301.7\)\*\*](#)
  - [\*\*Safe Physical Intervention with Students Policy \(301.8\)\*\*](#)
  - [\*\*Student Expulsion Policy \(302.6.5\)\*\*](#)
  - [\*\*Student Suspension Policy \(302.6.4\)\*\*](#)
  - [\*\*Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program\*\*](#)
  - [\*\*Protocol Between the Niagara Region Police Service and the Niagara Catholic District School Board\*\*](#)



Niagara Catholic District School Board  
**PROGRESSIVE STUDENT DISCIPLINE POLICY**  
 ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.9

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: June 16, 2015

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

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

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

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

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

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

## PREVENTATIVE PRACTICES

Preventative practices may include, but not limited to:

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

## BEHAVIOUR SUPPORT PRACTICES

Behaviour management practices may include, but not limited to:

- Behaviour Support Plans and Safety Plans
- Class placement

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

## EARLY AND ONGOING INTERVENTION STRATEGIES

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

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

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

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

Ongoing intervention strategies may include, but not limited to:

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

## PROGRESSIVE DISCIPLINE STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

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

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

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

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

- Meeting with the student's parents/guardians, student and Principal

- Referral to a community agency for anger management or substance abuse counselling
- Detentions
- Withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices
- Alternative Placement
- Suspension
- Expulsion
- **Exclusion**

## VIOLENT INCIDENT

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

**The term violent incident is defined as the occurrence of any one of the following, or the occurrences of a combination of any of the following** ~~are considered as violent incidents:~~

- possessing a weapon, **including possessing a firearm**
- ~~threats of serious physical injury~~
- physical assault causing bodily harm **requiring medical attention**
- sexual assault
- robbery ~~and extortion~~
- **using a weapon to cause or to threaten bodily harm to another person**
- **extortion**
- hate and/or bias-motivated ~~violence~~ **occurrences**
- ~~vandalism causing extensive damage to Board property or property located on Board property~~

## VICTIMS OF SERIOUS STUDENT INCIDENTS

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

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

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

### Mitigating and Other Factors

Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-

economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code. The Board authorizes Principals, or their delegates, to impose consequences in appropriate circumstances.

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

A Principal, in determining the consequence will consider:

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

## **RECORD OF PROGRESSIVE DISCIPLINE**

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

The record should include:

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

**DRAFT**
 NIAGARA CATHOLIC  
 DISTRICT SCHOOL BOARD

**VIOLENT INCIDENT FORM**

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

<b>A. DESCRIPTION OF VIOLENT INCIDENT</b>		(Please attach sheet if space is not sufficient)

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

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

## GUIDELINES FOR THE REPORTING OF VIOLENT INCIDENTS

### A. CATEGORIES OF VIOLENT INCIDENT

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

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

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

- possessing a weapon, **including possessing a firearm**
- ~~threats of serious physical injury~~
- physical assault causing bodily harm **requiring medical attention**
- sexual assault
- robbery ~~and extortion~~
- **using a weapon to cause or to threaten bodily harm to another person**
- **extortion**
- hate and/or bias-motivated ~~violence occurrences~~
- ~~vandalism causing extensive damage to Board property or property located on Board property~~

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

### B. LOCATION OF VIOLENT INCIDENT(S)

In determining when it is appropriate for the principal to report to the police violent incidents committed or likely to be committed at a location other than the school, such considerations as where the incident occurred or is likely to occur and its severity should apply.

Regardless of where the violent incident occurs, we should be mindful that it may have an adverse effect on the students and that moral at school may suffer. Teachers and staff should make every effort to deal with students' concerns in an open and supportive manner.

### C. PARENT/GUARDIAN INVOLVEMENT

Clause 11(3) of Ontario Regulation 298 requires the principal to report promptly any neglect of duty or infraction of the school rules by a student to the parent or guardian of the student.

When a violent incident is being reported to the police, parents or guardians must be contacted with the least possible delay. If a parent or guardian is unavailable, another adult chosen by the student should be contacted. However, a call to the police should not be delayed because of the unavailability of a parent or guardian, or another adult. Parents or guardians must nevertheless be informed as soon as possible that a referral has been made to the police.

Where a student is engaging in violent behavior, every effort should be made to provide the student and the family with information and support.

### D. Insertion of information in the OSR



The following information will be included in the OSR:

A Violent Incident Form, containing:

- a description of the serious violent incident leading to a suspension or expulsion or a call to the police;
- a reference to the call to the police, if applicable;
- a reference to the school/board disciplinary response to the incident, if applicable.

A copy of the school board's letter(s) to the student and/or parents(s) or guardian(s) regarding the suspension or expulsion for violent behavior.

#### E. REMOVAL OF INFORMATION FROM THE OSR

The information relating to suspension for violent behavior shall not be removed from the OSR unless three consecutive years have passed during which no further suspension for serious violent incidents have taken place.

When the student has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.

#### F. TRANSFER OF THE OSR

If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to suspension or expulsion, as well as to a report to the police, will remain in the OSR unless removed under D. or E. above. The transfer will occur in accordance with section 6 of the guideline Ontario Student Record (OSR), 1989.

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
SEPTEMBER 27, 2016**

**TITLE: POLICIES – PRIOR TO VETTING  
ACCESSIBILITY CUSTOMER SERVICE POLICY (800.8.1)**

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Date: September 27, 2016



Niagara Catholic District School Board  
**ACCESSIBILITY CUSTOMER SERVICE POLICY**  
STATEMENT OF POLICY

800.8.1 – Schools and Community Councils

Policy No. 800.8.1

Adopted Date: December 15, 2009

Latest Reviewed/Revised Date: February 24, 2015

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

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

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

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

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

### **References**

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- ~~Accessibility Standards for Customer Service Ontario Regulation 429/07 191/11~~ **Ontario Regulation 191/11, Integrated Accessibility Standards**
- [Ontario Education Services Corporation](#)
- [Ontario Human Rights Code](#)
- **Niagara Catholic District School Board Policies/Procedures/Documents**
  - [Accessibility Standards Policy \(800.8\)](#)
  - [Niagara Catholic Multi-Year Accessibility Plan 2012-2017](#)



Niagara Catholic District School Board  
**ACCESSIBILITY CUSTOMER SERVICE POLICY**  
ADMINISTRATIVE PROCEDURES

800.8.1 – Schools and Community Councils

Policy No. 800.8.1

Adopted Date: December 15, 2009

Latest Reviewed/Revised Date: February 24, 2015

## DEFINITIONS

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

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

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

**Service Animal** is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a ~~medical practitioner~~ **regulated health professional**.

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

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

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

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

## EXPECTATIONS

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration, and equality of opportunity for all, with particular attention to persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing ~~our staff and volunteers~~ **members of the organization** to providing services that respect the independence and dignity of persons with disabilities and such services to incorporate measures that include but are not limited to the use of support persons, assistive devices and service animals. (*Appendix 1, Appendix 2, Appendix 3*)

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

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

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



## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE SUPPORT PERSONS**

### **Use of Support Persons by the General Public**

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

### **Definition/Explanation of Support Person**

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

### **Additional Information**

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

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

## **ADMINISTRATIVE PROCEDURES**

### **1.0 Responsibility**

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

### **2.0 Access to Board Premises**

- 2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/ or school premises with his or her support person. Access will be in accordance with normal security procedures.

- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

### **3.0 Confidentiality**

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

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

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

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

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

**NOTE:** This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises. **In such a situation the Board will waive the admission fee or fare for the support person, if one exists.**

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



## **SAMPLE CONSENT FORM**

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

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

Affirmation of consent:

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Parent/Guardian)\_\_\_\_\_

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

Support Person Signature \_\_\_\_\_ Date \_\_\_\_\_

(Printed Name of Support Person)\_\_\_\_\_

Signature of Witness - Principal/Staff Member\_\_\_\_\_

(Printed Name of Staff Person)\_\_\_\_\_ Date\_\_\_\_\_





## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE ASSISTIVE DEVICES**

### **Use of Assistive Devices by the General Public**

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

### **Definition/Explanation of Assistive Devices**

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

### **ADMINISTRATIVE PROCEDURES**

#### **1.0 Responsibility**

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

#### **2.0 Communication re Use of Assistive Devices**

##### *Assistive Devices Carried by Persons with Disabilities*

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

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

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

**\*NOTE:** These could include:

<i>Assistive devices:</i>	Telephones with large numbers, amplifiers, lifts.
<i>Services:</i>	<i>Sign language interpretation, oral interpretation, real-time captioning.</i>
<i>Alternate service methods:</i>	<i>Assistance of a staff person to complete a transaction, e.g., school registration</i>

## **TIPS FOR HELPING SOMEONE WITH AN ASSISTIVE DEVICE**

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

Examples of personal assistive devices include:

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

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

## **MOVING PERSONAL ASSISTIVE DEVICES**

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

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

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

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

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

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## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE USE OF SERVICE ANIMALS**

### **Use of Service Animals by General Public**

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

### **Definition/Explanation of Service Animal**

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

### **Additional Information**

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

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

## **ADMINISTRATIVE PROCEDURES**

### **1.0 Responsibility**

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

### **2.0 Access to Board premises**

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

### **3.0 Exclusion of Service Animal**

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

### **4.0 Alternative measures if Service Animal must be excluded**

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

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

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



## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE DISRUPTION OF SERVICE**

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

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

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

### **ADMINISTRATIVE PROCEDURES**

#### **1.0 Responsibility**

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

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

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

#### **3.0 What Must be Included in Notice of Disruption of Services**

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

**SAMPLE NOTICES  
DISRUPTION OF SERVICE**

**Sample I - Access to School Building**

To: Parents, Guardians and Community Users of our School

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

Thank you,  
Principal

**Sample 2 - Accessible Washroom**

To: Visitors to the Education Centre

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

Thank you,  
Controller of Facilities Services



## **ACCESSIBILITY CUSTOMER SERVICE GUIDELINE MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE**

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

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

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

### **ADMINISTRATIVE PROCEDURE**

#### **1.0 Responsibility**

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

#### **2.0 Methods for Feedback**

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

#### **3.0 Proactive Measures for Accessibility Customer Service**

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

## **SAMPLE NOTICE MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE**

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

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

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

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



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
SEPTEMBER 27, 2016**

**TITLE: POLICY AND GUIDELINE REVIEW 2016-2017 SCHEDULE**

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The Policy and Guideline Review 2016-2017  
Schedule is presented for information.

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: September 27, 2016



# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2016 - JUNE 2017

Updated: June 21, 2016

<b>SORTED BY POLICY COMMITTEE MEETING DATE</b>				
<b>Policy Issued</b>	<b>Reviewed Revised</b>	<b>Policy #</b>	<b>POLICY NAME</b>	<b>Prior to Vetting After Vetting</b>
1998	2009	301.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	May 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Sept. 2016
2001	2013	302.6	Safe Schools - Appendix A	Sept. 2016
2009	2015	800.8.1	Accessibility Customer Service	Sept. 2016
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	Oct. 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Nov. 2016
2001	2013	302.6	Safe Schools - Appendix A	Nov. 2016
2009	2015	800.8.1	Accessibility Customer Service	Nov. 2016
<b>NEW</b>		<b>NEW</b>	Anti-Spam	

\* Ministry of Labour Compliance Annual Review

<b>SORTED BY CW/BOARD MEETING DATE</b>				
<b>Policy Issued</b>	<b>Reviewed Revised</b>	<b>Policy #</b>	<b>POLICY NAME</b>	<b>CW/BD</b>
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	Nov. 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Dec. 2016
2001	2013	302.6	Safe Schools - Appendix A	Dec. 2016
2009	2015	800.8.1	Accessibility Customer Service	Dec. 2016
<b>NEW</b>		<b>NEW</b>	Anti-Spam	