



*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, OCTOBER 23, 2018  
4:00 P.M.**

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



1. Opening Prayer – Trustee Sicoli -
2. Attendance -
3. Approval of Agenda -
4. Declaration of Conflict of Interest -
5. Minutes of Policy Committee Meeting of September 25, 2018 5
6. Policies

Action Required

**POLICIES – PRIOR TO VETTING DEFERRED FROM SEPTEMBER POLICY COMMITTEE MEETING**

- |     |   |     |
|-----|---|-----|
| 6.1 | Transportation & School Operations for Inclement Weather Policy (500.1)         | 6.1 |
| 6.2 | Employee Attendance during Inclement Weather & Workplace Closure Policy (201.9) | 6.2 |
| 6.3 | Student Transportation Policy (500.2)   | 6.3 |

**POLICIES – FOR RECOMMENDATION TO NOVEMBER COMMITTEE OF THE WHOLE**

- |     |  |     |
|-----|--|-----|
| 6.4 | Employee Workplace Harassment Policy (201.7) | 6.4 |
| 6.5 | Employee Workplace Violence Policy (201.11)  | 6.5 |
| 6.6 | Occupational Health & Safety Policy (201.6)  | 6.6 |
| 6.7 | Catholic School Councils Policy (800.1)      | 6.7 |

**POLICIES – PRIOR TO VETTING**

- |      |   |      |
|------|---|------|
| 6.8  | Fundraising Policy (301.4)                                      | 6.8  |
| 6.9  | Student Senate – Elementary Policy (100.6.2)                    | 6.9  |
| 6.10 | Student Senate – Secondary Policy (100.6.1)                     | 6.10 |
| 6.11 | Prior Learning Assessment and Recognition (PLAR) Policy (400.4) | 6.11 |
| 6.12 | Diabetes Management Policy (302.8)                              | 6.12 |
| 6.13 | French Immersion Policy (400.7)                                 | 6.13 |

Information

- |      |  |      |
|------|--|------|
| 6.14 | Policy and Guideline Review 2018-2019 Schedule | 6.14 |
|------|--|------|

7. Date of Next Meeting  
November 27, 2018 – 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  
OCTOBER 23, 2018**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
SEPTEMBER 25, 2018**

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**RECOMMENDATION**

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



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, SEPTEMBER 25, 2018

Minutes of the Policy Committee Meeting held on Tuesday, September 25, 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 Burtnik.

**2. Attendance**

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

**Student Trustees:**

*Jade Bilodeau*  
*Madison McKinney*

**Staff:**

*John Crocco*, Director of Education  
*Ted Farrell*, Superintendent of Education  
*Frank Iannantuono*, Superintendent of Education/Human Resources  
*Giancarlo Vetrone*, Superintendent of Business & Finance  
*Scott Whitwell*, Controller of Facilities Services

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

**3. Approval of Agenda**

Moved by Trustee Vernal

**THAT** the September 25, 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 May 24, 2018**

Moved by Trustee Vernal

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of May 24, 2018, as presented.

**APPROVED**

**6. Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO THE OCTOBER 9, 2018 COMMITTEE OF THE WHOLE MEETING**

**6.1 Electronic Communications Systems (Employees) Policy (201.12)**

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Electronic Communications Systems (Employees) Policy (201.12) following the vetting process.

Following discussion, the Policy Committee recommended no additional amendments.

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE PROCEDURES**

- No amendment

Moved by Trustee Vernal

**THAT** the Policy Committee recommend to the October 9, 2018 Committee of the Whole Meeting to approve the revisions to the Electronic Communications Systems (Employees) Policy (201.12), as presented.

**APPROVED**

## **6.2 Student Parenting Policy (302.5)**

On behalf of Superintendent Rocca, Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Student Parenting Policy (302.5) following the vetting process.

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

### **POLICY STATEMENT**

- Paragraph 2 remove “*in situations*”, “*In such cases, it empowers*”, “*to*” and add “*will*”
- Paragraph 3 remove “*respond by*”, “*with respect, compassion and love; to*”, “*the*” and add “*s*” to “*student*”

### **ADMINISTRATIVE PROCEDURES**

- Not applicable for this policy.

Moved by Trustee Vernal

**THAT** the Policy Committee recommend to the October 9, 2018 Committee of the Whole Meeting to approve the revisions to the Student Parenting Policy (302.5), as amended.

### **APPROVED**

## **6.3 Playground Equipment Policy (702.1)**

Scott Whitwell, Controller of Facilities Services presented feedback received from the vetting process and highlighted recommended amendments to the Playground Equipment Policy (702.1) following the vetting process.

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

### **POLICY STATEMENT**

- No amendment

### **ADMINISTRATIVE PROCEDURES**

- Add “*A minimum of*” and remove “*or more*” to bullet 8 of page 2 and bullet 4 of page 3

Moved by Trustee Vernal

**THAT** the Policy Committee recommend to the October 9, 2018 Committee of the Whole Meeting to approve the revisions to the Playground Equipment Policy (702.1), as amended.

### **APPROVED**

#### **6.4 Continuing Education Policy (400.1)**

Ted Farrell, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Continuing Education Policy (400.1) following the vetting process.

Following discussion, the Policy Committee recommended no additional amendments.

#### **POLICY STATEMENT**

- No amendment

#### **ADMINISTRATIVE PROCEDURES**

- Not applicable for this policy.

Moved by Trustee Vernal

**THAT** the Policy Committee recommend to the October 9, 2018 Committee of the Whole Meeting to approve the revisions to the Continuing Education Policy (400.1), as presented.

#### **APPROVED**

### **POLICIES - PRIOR TO VETTING**

#### **6.5 Employee Attendance During Inclement Weather & Workplace Closure Policy (201.9)**

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

Following discussion, the Policy Committee requested changes be made to the Employee Attendance During Inclement Weather & Workplace Closure Policy and forwarded to the Committee members for review and approval to vet.

Upon approval of the Policy Committee, the Employee Attendance During Inclement Weather & Workplace Closure Policy (201.9), is to be vetted from the date of approval to December 14, 2018 with a recommended deadline for presentation to the Policy Committee in January 2019, for consideration to the Committee of the Whole and Board in January 2019.

#### **6.6 Transportation & School Operations for Inclement Weather Policy (500.1)**

John Crocco, Director of Education, presented the Transportation & School Operations for Inclement Weather Policy (500.1).

Following discussion, the Policy Committee requested changes be made to the Transportation & School Operations for Inclement Weather Policy to align with the Employee Attendance During Inclement Weather & Workplace Closure Policy and forwarded to the Committee members for review and approval to vet.

Upon approval of the Policy Committee, the Transportation & School Operations for Inclement Weather Policy (500.1), is to be vetted from date of approval to December 14, 2018 with a recommended deadline for presentation to the Policy Committee in January 2019, for consideration to the Committee of the Whole and Board in January 2019.

**6.7 Student Transportation Policy (500.2)**

The Policy Committee requested that the Student Transportation Policy be brought to the January 2019 Policy Committee Meeting.

**INFORMATION**

**6.8 Policies Currently Being Vetted to October 11, 2018**

- Employee Workplace Harassment Policy (201.7)
- Employee Workplace Violence Policy (201.11)
- Occupational Health & Safety Policy (201.6)
- Catholic School Councils Policy (800.1)

**6.9 Policy and Guideline Review 2018-2019 Schedule**

Chair Burtnik highlighted the Policy and Guideline Review 2018-2019 Schedule.

**7. Date of Next Meeting**

October 23, 2018 – Start time to be determined and posted on the Board website and agenda cover.

**8. Adjournment**

The meeting adjourned at 6:39 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

**TITLE: POLICIES – PRIOR TO VETTING DEFERRED FROM  
SEPTEMBER POLICY COMMITTEE MEETING  
TRANSPORTATION & SCHOOL OPERATIONS FOR  
INCLEMENT WEATHER POLICY (500.1)**

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: October 23, 2018





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.**

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 for the Region of Niagara
  - Other area School Board 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. When the decision is made, staff shall implement the responsibilities outlined in Appendices A, B and 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** ~~Cancel Transportation and Close All Schools, or a Group of Schools~~ **or Board facilities**

**DRAFT**

**Appendix C** *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*~~



## **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

#### **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 Services.
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**

**DRAFT**

~~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.~~



**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

**~~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.





**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

**TITLE: POLICIES – PRIOR TO VETTING DEFERRED FROM  
SEPTEMBER POLICY COMMITTEE MEETING  
EMPLOYEE ATTENDANCE DURING INCLEMENT WEATHER  
& WORKPLACE CLOSURE POLICY (201.9)**

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources  
Date: October 23, 2018



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.

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. A copy of 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(s).**
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  
OCTOBER 23, 2018**

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

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Date: October 23, 2018



Niagara Catholic District School Board  
**STUDENT TRANSPORTATION POLICY**  
 STATEMENT OF POLICY

500 – Auxiliary Services

Policy No 500.2

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

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

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

Grade Level	Kilometers
ELKP	.80
Grades 1-8	1.60
Grades 9-12	<del>2.50</del> 3.20

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

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

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

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

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

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

### References

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





Niagara Catholic District School Board  
**STUDENT TRANSPORTATION POLICY**  
ADMINISTRATIVE PROCEDURES

500 – Auxiliary Services

Policy No 500.2

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

**RESPONSIBILITIES FOR THE SAFETY OF STUDENTS**

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

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

**TRANSPORTATION – HAZARDS**

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

**TRANSPORTATION – MEDICAL CONDITIONS**

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

**TRANSPORTATION OF STUDENTS WITH SPECIAL EDUCATION NEEDS**

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

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

**EARLY LEARNING KINDERGARTEN PROGRAM STUDENTS:**

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

**TRANSPORTATION OF STUDENTS FOR PROGRAM ATTENDANCE**

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

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

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

**TRANSPORTATION OF STUDENTS TO SUMMER SCHOOL**

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

**TRANSPORTATION OF STUDENTS ON FIELD TRIPS**

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

**TRANSPORTATION OF STUDENTS ON "LATE BUSES"**

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

**RESPONSIBILITIES OF STUDENTS**

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

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

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

## **RESPONSIBILITIES OF THE BUS DRIVERS**

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

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

## **RESPONSIBILITIES OF PRINCIPALS**

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

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

## **RESPONSIBILITIES OF NIAGARA STUDENT TRANSPORTATION SERVICES**

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

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

## **OPERATION OF SCHOOL TRANSPORTATION VEHICLES**

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

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

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

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

## **EQUIPMENT AND OTHER ITEMS ON TRANSPORTATION VEHICLES**

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

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

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

## **COMPLAINT RESOLUTION PROCESS**

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

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

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

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

**EXCEPTIONS TO ADMINISTRATIVE PROCEDURES**

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

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

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**RECOMMENDATION**

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

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources  
Date: October 23, 2018



Niagara Catholic District School Board  
**EMPLOYEE WORKPLACE HARASSMENT POLICY**  
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: May 23, 2017

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

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

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

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

The Director of Education will issue administrative procedures for the implementation of this policy.

**References:**

- [\*\*Municipal Freedom of Information and Protection of Privacy Act\*\*](#)
- [\*\*Occupational Health & Safety Act \(December 2009\) Bill 13\*\*](#)
- [\*\*Bill 132: Sexual Violence and Harassment Action Plan Act\*\*](#)
- [\*\*Ontario Human Rights Code 1990\*\*](#)
- [\*\*Teaching Profession Act\*\*](#)
- [\*\*Safe Schools Act 2012\*\*](#)
- [\*\*Niagara Catholic District School Board Policies/Procedures\*\*](#)
  - [\*\*Workplace Violence Policy \(201.11\)\*\*](#)
  - [\*\*Trustee Code of Conduct\*\*](#)
  - [\*\*Complaint Resolution Policy\*\*](#)
  - [\*\*Family and Children Services Niagara \(FACS\) Protocol\*\*](#)
  - [\*\*Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board\*\*](#)
  - [\*\*Employee Code of Conduct & Ethics Policy\*\*](#)



Niagara Catholic District School Board

**EMPLOYEE WORKPLACE HARASSMENT POLICY**

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: May 23, 2017

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

**WORKPLACE HARASSMENT**

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

**ETHNOCULTURAL HARASSMENT**

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

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

**SEXUAL HARASSMENT IS:**

Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;

- Implied or expressed threat or reprisal in the form either of actual reprisal or the denial of opportunity for refusal to comply with a sexually oriented request; and
- Sexually oriented remarks, gestures and/or behaviour which may reasonably be perceived to cause humiliation or a negative psychological and/or emotional environment for work or study.
- **E**ngaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome

**Sexual Harassment may include:**

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

**Sexual Harassment is not:**



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

### COMPLAINT RESOLUTION PROCEDURES - INFORMAL RESOLUTION (VERBAL PROCESS)

- Complainants are encouraged to attempt to resolve concerns at the Informal Resolution Stage, **within two (2) working days or timelines agreed upon by both parties**. However, if the complainant believes circumstances make this difficult to do; the complainant may follow the Formal Resolution procedures.
- The complainant may speak directly to the accused, in order to:
  - identify the specific conduct, action or attitudes which are alleged to be harassing
  - demand that the conduct, action or attitudes cease
- The complainant may choose to speak to their Immediate Supervisor, or another **S**upervisor, in an attempt to resolve the complaint.
- This **S**upervisor may arrange informal meetings to resolve the issue and the parties concerned ~~may~~**shall** be accompanied by an advocate to attend the meetings if they so choose.
- No formal written records are necessary at this stage. It is strongly suggested, however, that the parties should keep personal documentation of the meeting(s).

### COMPLAINT RESOLUTION PROCEDURES - FORMAL RESOLUTION

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

**INVESTIGATIVE PROCEDURE OF THE COMPLAINT BY THE SUPERVISOR**

- Upon receipt of a formal complaint the Supervisor shall ascertain that a copy of the complaint has been provided to the accused and to the appropriate Superintendent and the Senior Administrator of Human Resources.
- The Supervisor shall arrange a meeting within ~~ten (10)~~ **two (2)** working days of the written complaint being sent to the accused. Each party to this meeting may have an "advocate" present during the meeting. This advocate may be a **Principal, Vice Principal, Supervisor, trusted staff member, friend, association or union representative.**
- During this meeting the Supervisor shall review the complaint, allow each party to present their position relative to the complaint, and question the parties for clarification.
- **No Merit**  
A written report is expected if the Supervisor concludes after an internal investigation that the complainant's allegations have no merit. This report shall be completed with a rationale for ending the investigation. The report shall be communicated to the parties within ten (10) working days of the meeting. A copy of this report shall be forwarded to the appropriate Superintendent and to the Senior Administrator of Human Resources. **If there is a determination that a report of harassment has been filed in bad faith, the investigation process will be discontinued and disciplinary action may occur.**
- **With Merit**  
An internal investigation is expected if the Supervisor concludes that the allegations have merit. After internal investigation:
  - If it is clear that the respondent's behaviour did constitute harassment/discrimination, the respondent will be required to provide a written plan that outlines what will be done to prevent any reoccurrence of the harassing behaviour(s).
  - The plan will also address future interactions with the complainant to ensure that there will be no overt or subtle intimidation or retaliation. The plan may include specific action regarding harassment/discrimination prevention education or counselling provided in the community.
  - The complainant's ~~wishes~~ **requests** regarding future interactions with the respondent may be considered in the development and the final approval of the plan.
  - The Superintendent of Human Resources will determine the appropriate disciplinary action to be taken.
- If either party is not accepting of the findings the matter may be referred to the Director of Education. The Director of Education may elect to proceed with an investigation through their office or refer the matter to an independent third party. Selection of the third party shall be the exclusive decision of the Director of Education.
- Should the Director of Education choose to investigate the matter through the Director of Education's office the Director of Education may request, in writing a meeting with either party for the purpose of reviewing the decision reached by the Supervisor. This request must be made within fourteen (14) working days of the decision by the Supervisor. The Director of Education will hold a meeting with both parties.
- After a meeting with the Director of Education a written final decision will be presented to both parties. A copy of this final decision including any prescribed action and discipline will be filed with the Senior Administrator of Human Resources.
- The final decision of the Director of Education may be appealed to the Committee of the Whole/or the Board by either party not to exceed sixty (60) school days.
- If the complaint is against the Director of Education the Chair of the Board will refer the issue to the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against a Trustee, the Director of Education will refer the issue to the Chair of the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against the Chair, the Director of Education will refer the issue to the Vice- Chair of the Board after conducting an informal investigation in order to assess merit.

**RECORDS**

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

**OTHER CONSIDERATIONS**

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

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

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**RECOMMENDATION**

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

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources  
Date: October 23, 2018



Niagara Catholic District School Board  
**EMPLOYEE WORKPLACE VIOLENCE POLICY**  
 STATEMENT OF POLICY

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: May 23, 2017

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

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

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

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

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

In accordance with current legislation in the Province of Ontario, the Board will assess the risks of workplace violence (**Appendix A**) that may arise from the nature of the workplace, and provide relevant training, information and instruction to the **workers** ~~employees~~.

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

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

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

### References

- [\*Bill 168: Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace\) 2009\*](#)
- [\*Human Rights Code\*](#)
- [\*Municipal Freedom of Information and Protection of Privacy Act\*](#)
- [\*Occupational Health & Safety Act \(December 2009\)\*](#)
- [\*Workplace Violence in School Boards: A Guide to the Law\*](#)
- [\*Niagara Catholic District School Board Policies/Procedures\*](#)
  - [\*Employee Workplace Harassment Policy \(201.7\)\*](#)



Niagara Catholic District School Board  
**EMPLOYEE WORKPLACE VIOLENCE POLICY**  
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: May 23, 2017

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

- the exercise of physical force by a person against a **worker employee**, in a workplace, that causes or could cause physical injury to the **worker employee**;
- an attempt to exercise physical force against a **worker employee**, in a workplace, that could cause physical injury to the **worker employee**; and
- a statement or behaviour that it is reasonable for a **worker employee** to interpret as a threat to exercise physical force against the **worker employee**, in the workplace, that could cause physical injury to the **worker employee**.
- **Workplace** refers to any place where **workers employees** perform work or work-related duties or functions. Schools and school-related activities, such as co-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.
- **Worker-Employee** refers to all **workers employees** of the Board.
- “worker” means any of the following
  - A person who performs work or supplies services for monetary compensation.
  - A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled
  - A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university or other post-secondary institution.
  - A person who receives training from an employer, but who, under the Employment Standards Act, 2000, is not an employee for the purposes of that Act because the conditions set out in subsection 1 (2) of that Act have been met.
  - Such other persons as may be prescribed who perform work or supply services to an employer for no monetary compensation;

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

The Employee Workplace Violence Policy and Administrative Procedures shall be posted in a ~~in a~~ specific area, at the Health and Safety Station, in every workplace throughout the Niagara Catholic District School Board ~~where five or more workers are regularly employed or unless an inspector orders otherwise.~~

**PROVISION OF INFORMATION**

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

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

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

**DOMESTIC VIOLENCE**

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

**COMPLAINT PROCEDURE**

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

1. The alleged assailant will be removed from the presence of the **worker employee** immediately, if the immediate Supervisor at the time of the incident deems it reasonable and practical.
2. The **worker employee(s)** shall receive immediate and appropriate support and/or medical attention if warranted.
3. In the event of a physical assault, medical verification of the injury sustained in the assault must be established and recorded as soon as possible by the immediate Supervisor.
4. ~~At the earliest opportunity,~~ **Without delay**, the assaulted employee(s) shall inform the immediate Supervisor. The immediate Supervisor must inform the Senior Administrator of Human Resources, who will then notify the appropriate Superintendent or Controller of Facilities Services.
5. It shall be the responsibility of the Senior Administrator of Human Resources to inform the appropriate Union President, if applicable, of the incident. These procedures do not preclude the assaulted **worker employee(s)** from contacting the Police and/or their Association/union representatives.
6. The immediate Supervisor will advise the alleged assailant, as soon as it is practical, that documentation of the specific details shall be recorded.
7. The immediate Supervisor will endeavour to restore the environment to normalcy and will conduct an investigation into the assault. The completed *Niagara Catholic Employee Workplace Violence Incident Report Form*, resulting from the investigation will be forwarded to the Senior Administrator of Human Resources with a copy to the appropriate Superintendent or Controller of Facilities Services. A copy of the *Niagara Catholic Workplace Safety and Insurance Board Employee Incident/Accident Report* will also be required in the event of a physical assault.
8. Upon receiving the reports from the **worker employee** and immediate Supervisor, the Senior Administrator of Human Resources will consult with the appropriate Superintendent(s) and/or Controller of Facilities Services prior to any action taken.
9. The Senior Administrator of Human Resources may seek legal advice for the Board regarding the incident.
10. The Senior Administrator of Human Resources shall inform the **worker employee** of the support mechanisms available through the Board.
11. With the approval of the Superintendent of Human Resources, the Senior Administrator of Human Resources may, if deemed appropriate, grant an approved leave of absence without loss of pay or sick leave credit, to the **worker employee(s)** who has been the subject of an assault.
12. The Niagara Catholic District School Board will not discriminate against workers **employees** because they are perceived to be victims of workplace violence.
13. In all cases, with Police involvement, the **worker employee** and immediate Supervisor shall report the incident(s) on the appropriate form.

14. Copies of reports made by the worker ~~employee~~ and immediate Supervisor must be given to the Senior Administrator of Human Resources, appropriate Superintendent(s) and/or Controller of Plant if appropriate, where appropriate action will be taken. Upon written request to the Senior Administrator of Human Resources, a copy of the detailed report from the immediate Supervisor will be provided to the ~~worker employee~~(s).
15. Where the two (2) or more parties involved in the assault are assigned to the same department or work-site, future work assignments and location shall be reviewed with the Senior Administrator of Human Resources, the appropriate Superintendent(s) or Controller of Plant, and the Immediate Supervisor.
16. Infringement of this policy will give rise to disciplinary measures up to and including termination of employment.

## JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE REPRESENTATIVES

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

The Workplace Violence Survey (**Appendix B**) will be conducted as often as necessary in order to monitor ~~worker employee~~ input on assessments and the provision necessary information to ~~workers employees~~.

The employer will provide for a risk assessment (**Appendix A**) in relation to workplace violence having regard to the nature of the workplace, the type of work, working conditions, circumstances that would be common to similar workplaces and circumstances particular to that workplace. The results of the risk assessment must be provided to the joint health and safety committee or the health and safety representative, or, if none exists, to the workers themselves **within ten (ten) working days or a timeline agreed upon by both parties**. Risk assessment must be performed as often as necessary.

The OHSA requires employers to notify the Ministry of Labour of critical injury (as defined by the OHSA) or fatality immediately and file a written report with 48 hours. In the absence of a critical injury or fatality, an employer need not report a workplace violence incident to the Ministry of Labour unless ordered to do so by a Ministry of Labour Inspector. ~~Although the Board is not required to file a written report the Board will nevertheless file a written report.~~

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

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



## ADMINISTRATIVE PROCEDURES CONT.

### RISK ASSESSMENTS

A number of factors may contribute to the occurrence of workplace violence including;

**Workplace Location** - risk of workplace violence occurring due to the nature of the community in which the workplace is located, off site locations, working alone or in isolated areas, physical attributes of the workplace, areas on the periphery of the workplace (parking lots, portables), entry controls or use of the workplace by non-workers.

**General Workplace** – workplace violence occurring due to the characteristics of the general population including staff, students, parents and the general public.

**Specific Workplace** - workplace violence occurring due to individual students, staff, parent or clients who individually create a specific risk of workplace violence.

**Handling Money** – risk of workplace violence occurring due to the handling of money arising from fundraising activities, school photos, trips, charitable donations, staff funds, school site fees or registration fees.

### RATING SCALE

The below rating scale is provided to determine the likelihood of violence in the workplace and assist in deciding those controls. The scale relies on a combination of frequency and severity.

**Low** – One or more potential risks which rarely place a worker at risk of workplace violence, and/or the risk is minimal. The risk of workplace violence is not related to a normal part of the work routine, and /or there is minimal potential for intervention or first aid to be required.

**Moderate** - One or more potential risks of workplace violence which may occasionally place a worker at risk of workplace violence, and/or the risk of workplace violence is possible. The risk of workplace violence may be related to a normal part of the work routine on an infrequent basis, and/or there is moderate potential for intervention, or first aid or medical aid to be required.

**High** - One or more potential risks of workplace violence which may regularly place a worker at risk of workplace violence, and/or the risk of workplace violence is related to a normal part of the work routine on a regular basis, and/or there is a high potential for intervention(s), or medical aid to be required.

### SUMMONING ASSISTANCE

#### **SCHOOL-WIDE P.A. SYSTEM**

*Strengths*      Immediate school-wide communication

*Weaknesses*    May not be heard in noisy areas / One way communication / Restricts type of information communicated

### **CLASSROOM P.A. SYSTEM**

<i>Strengths</i>	Direct link to main office / Simple usage
<i>Weaknesses</i>	Requires someone in the office / Fixed location in class means staff may not be able to access / Useful inside the building only

### **INDIVIDUAL CELL PHONE**

<i>Strengths</i>	Fast one-to-one communication / Can be used at most locations / Has text option / Can be used for variety of messages / Few range limitations
<i>Weaknesses</i>	Requires recipient to be available / Signal strength may be poor / If being attacked – not enough time to dial

### **2-WAY RADIO (WALKIE-TALKIE)**

<i>Strengths</i>	Almost instant / One button use / Voice or signal communication / can warn numerous recipients / Used for a variety of messages / Few weak spots within range
<i>Weaknesses</i>	Requires constant charging and staffing / No 9-1-1 component

### **WORK REFUSALS**

All workers have the right to refuse to work when they have reason to believe their health or safety is in danger. The limited right of teachers to refuse work remains. A teacher cannot refuse to work as per *O.Reg. 857*, if the circumstances are such that the life, health or safety of a pupil is in imminent jeopardy.

The Occupational Health & Safety Act describes specific steps a must follow in a work refusal.

A worker must notify his/her Supervisor if he or she is refusing to do work. If a worker indicates he/she is refusing to work, the Supervisor needs to determine if the work refusal meets the criteria defined by section 43(3) of the *Occupational Health & Safety Act*.

A worker may refuse to work or do particular work with respect to workplace violence if he or she has reason to believe that workplace violence is likely to endanger the safety of himself or herself.

#### **Work Refusal Steps**

If the nature of the work refusal meets the requirements of section 43(3) the Supervisor must:

1. Immediately contact the **Coordinator of Health and Safety** and indicate you are dealing with a work refusal. The **Coordinator of Health and Safety** will inform the appropriate Joint Health and Safety Representative who will investigate along with the Supervisor without delay.
2. Document the work refusal including, but not limited to, the worker's complaint, time, date, relevant information, and any outcome of the refusal.
3. Notify the appropriate Superintendent of Schools
4. Take the necessary steps to ensure the safety of students and employees.

5. Pending the investigation the worker (complainant) must stay in a safe place and be available to the investigator. The worker will be assigned other work while the work refusal is being investigated. If another worker is asked to work in the worker/complainant's place, the worker ~~should~~ **shall** be informed of the nature of the work refusal. If the nature of the work refusal does NOT meet the requirement that the workplace violence is likely to endanger himself or herself, then this incident does not constitute a legitimate work refusal situation, in which case, the worker (complainant) should be informed that it was not a proper workplace violence work refusal and be instructed to return to work. If the worker engaged in a workplace violence work refusal that meets the requirements of workplace violence is likely to endanger himself or herself, then steps should be taken to rectify the situation so that it is deemed safe to return to work. Once the steps are taken, the worker (complainant) should be informed of the steps taken and directed to return to the work area. If the worker continues to refuse to work, the NCDSB / appropriate union / association representative from the Joint Health and Safety Committee, or the worker should contact the Ministry of Labour.

## **RECORDS**

All correspondence and other documents generated under this Procedure must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked "PRIVATE AND/OR CONFIDENTIAL" and be stored in a secure file in the Human Resources Department.

## **DISCIPLINARY ACTIONS**

Not sure how you want to handle this as there is no policy around progressive discipline



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

<b>Niagara Catholic District School Board School/Worksite Risk Assessment</b>
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<b>School/Site:</b>	
<b>Date:</b>	
<b>Auditors:</b>	
<b>Worksite Representatives:</b>	

Questions:	Yes	No	L	M	H	Description & Current Controls
<b>GEOGRAPHIC LOCATION &amp; HOURS</b>						
Location of School						
• Urban setting						
• Rural setting						
• High crime area						
• Isolated area						
• Close to emergency services						
What are the school hours?						
<b>HISTORY</b>						
Have there been any incidences in the past 3-5 years of strangers approaching staff at the school (resulting in staff feeling unsafe?), vandalism putting staff at risk, conflicts with community members on school property?						
Do violent, criminal, drunk, or drugged persons (unfavorable individuals) ever come into your building?						
Has the school ever been vandalized?						
<b>ACCESSIBILITY &amp; SECURITY MEASURES</b>						
Are all doors, except main entrance kept locked at all times?						
• If not, are non-locked doors monitored?						
Is there a sign-in & out book for parents or visitors?						
• If so, is it used/enforced?						
• Does office staff regularly check and follow up with sign in/out sheet?						
Are there posters/signs at the main doors/entrances asking visitors to report to the main office when they arrive at the school?						

Questions:	Yes	No	L	M	H	Description & Current Controls
Does main office staff have a clear vision line to the main entrance?						
Is the main office staffed at all times during school hours?						
What is the emergency protocol for main office staff should someone undesirable enter the school?						
Do all guests (parents, visitors, service providers, etc) wear special visitor passes?						
Can staff access the school after hours? What are the guidelines for this?						
Is there a communication procedure for staff accessing the schools after hours? (tracking?)						
Are there any safety and security measures in place for entrance into the school after hours for staff? (i.e. key/ code sign out, notifying supervisor, etc)						
Is there evening custodial staff at this school who work alone?						
<ul style="list-style-type: none"> <li>• What are their hours of work?</li> </ul>						
<ul style="list-style-type: none"> <li>• What safety and security measures are in place for these staff persons?</li> </ul>						
Is the school connected to a security company through an alarm system?						
Is the security system regularly checked?						
Are there signs stating a security system is in use?						
Is there a system for tracking staff keys?						
<ul style="list-style-type: none"> <li>• If so, is it enforced?</li> </ul>						
Is there a camera system <u>inside</u> the school?						
Is there a camera system <u>outside</u> the school?						
Can the main doors be locked from a remote location?						
Are there any security perimeters of the building after hours?						
Can staff lock classroom doors quickly in an emergency?						
Are garbage bins, equipment that staff regularly use outside well lit?						

Questions:	Yes	No	L	M	H	Description & Current Controls
<b>PORTABLES</b>						
Are there portables at the school?						
• How do students/staff enter into the school from the portables?						
• Are there any security measures followed for staff/students entering the school from the portables/yard during the day (i.e. buddy system with key?)						
• Can the portable doors be locked from the inside and outside?						
• Is there a notification system to the portables should a crisis occur?						
<b>LIGHTING OUTSIDE &amp; INSIDE</b>						
Is the school well lit outside at night (specifically entrances)?						
Are there zones around the school where someone may hide?						
Is the school well lit inside when staff are accessing the building after hours or on weekends?						
Are stairwells lit appropriately?						
Are washrooms lit appropriately?						
Are there any areas requiring more light?						
<b>PARKING LOTS</b>						
Do staff park in designated parking lots?						
Are parking lots well lit at night?						
Are parking lots monitored at all?						
Are there any security reminders in the parking lot? (i.e. "Lock Your Car", "Security Patrolled", "Parking Lot Monitored")						
Have cars been broken into while in the parking lot?						
<b>POTENTIAL HIDING SPOTS AROUND GROUNDS</b>						
Is there any overgrown vegetation that could be a potential hiding place for strangers around the parking lot, walking paths, play areas, field, on school property? (note: this vegetation should be cut back or removed if so)						
<b>DAYCARES</b>						
Is there a daycare in or attached to the school?						
Does the daycare have its own entrance door?						
Does the daycare have access to the school?						
Does the daycare have security measures in place for intruders?						

Questions:	Yes	No	L	M	H	Description & Current Controls
Are the daycare staff familiar with the schools emergency plan?						
Does the daycare staff control access to the school for parents who come to pick up their children after school hours?						
<b>AFTERSCHOOL &amp; COMMUNITY USE ACTIVITIES</b>						
Are there after school or community use activities in the school after hours?						
<ul style="list-style-type: none"> <li>If so, when and where in the school?</li> </ul>						
Is there a room use occupancy permit system/agreement for use after hours?						
Are there fundraising activities at the school?						
Where are the profits from fundraising kept?						
Is there a program for special needs children at this school?						
Is there a safe room for special needs children?						
<ul style="list-style-type: none"> <li>Has the safe room had a safety review?</li> </ul>						
Are there any low windows at the school that can be opened?						
<b>CLASSROOMS</b>						
Do all classrooms have operating communication systems to the main office?						
<ul style="list-style-type: none"> <li>Where are they located?</li> </ul>						
<ul style="list-style-type: none"> <li>What is the emergency contact number in an emergency? Is it posted?</li> </ul>						
Is furniture arranged in classrooms to allow for a quick exit?						
<b>PROCEDURES</b>						
Have staff been trained on the Lock Down procedure? When does this happen?						
Are student codes of conduct communicated to students?						
Are codes of conduct communicated to staff?						
Are staff trained on how to report incidents of conflict (with peers, parents, community members, etc) to their supervisor?						

Questions:	Yes	No	L	M	H	Description & Current Controls
What are the current response measures in place for when a conflict or violent incident is reported?						
Is there a process in place for having parent-teacher meetings in common areas instead of portable structures?						
<b>OTHER:</b>						
What improvements would you like to see at your school in terms of security and safety related to conflict or violence?						
Other:						

- review history of incidents
- perform a worksite parameter check

**L - Low:** One or more potential risks which rarely place a worker at risk of workplace violence, and/or the risk of workplace violence is minimal. The risk of workplace violence is not related to a normal part of the work routine, and/or there is minimal potential for intervention or first aid to be required.

**M - Moderate:** One or more potential risks of workplace violence which may occasionally place a worker at risk of workplace violence, and/or the risk of workplace violence is possible. The risk of workplace violence may be related to a normal part of the work routine on an infrequent basis, and/or there is moderate potential for intervention, or first aid or medical aid to be required.

**H - High:** One or more potential risks of workplace violence which may regularly place a worker at risk of workplace violence, and/or the risk of workplace violence is related to a normal part of the work routine on a regular basis, and/or there is a high potential for intervention(s), or medical aid to be required.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

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

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**RECOMMENDATION**

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

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources  
Date: October 23, 2018



Niagara Catholic District School Board  
**OCCUPATIONAL HEALTH & SAFETY POLICY**  
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: May 23, 2017

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board the Niagara Catholic District School Board believes that the prevention of employee occupational illness and injury and the prevention of accidents to volunteers, students and visitors on Board premises, is of the utmost importance. The Board, therefore, shall maintain as safe working environment as possible and ~~endeavour to~~ **take all reasonable precautions to prevent injury or occupational illness at Niagara Catholic District School Board sites and is committed to providing a safe, respectful and healthy workplace and learning environment for all employees, students, volunteers, visitors and contractors. The Board is committed to continually improving health and safety practices and performance in compliance with the Occupational Health and Safety Act.**

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

**Reference**

- [Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1](#)
- ~~*Niagara Catholic District School Board Policies/Procedures*~~
  - ~~[Employee Workplace Violence Policy 201.11](#)~~



Niagara Catholic District School Board  
**OCCUPATIONAL HEALTH & SAFETY POLICY**  
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: May 23, 2017

The Employer through the **S**upervisor has a responsibility for the safety of employees who report to them and therefore must ensure that employees work in a safe manner and use or wear the equipment, protective devices or clothing that the Board, or legislation, requires to be used or worn. Additionally, the Employer and/or other designated personnel, has a responsibility to respond ~~promptly~~ to any concerns put forth by any party regarding matters of occupational health and safety that are within the Board's jurisdiction.

Every employee has a responsibility to work in a safe manner; to use or wear the equipment, protective devices or clothing that the Employer, or legislation, requires to be used or worn; to report to their supervisor, the absence or defect in any equipment or protective device of which they are aware and which may endanger them or another worker; to report to their **S**upervisor any hazard or potential hazard, within the Board's jurisdiction, of which they are aware.

The Niagara Catholic District School Board supports the Internal Responsibility System whereby all workplace parties participate in building safety programs that exceed the minimum standards as set out by the Occupational Health and Safety Act. Employees who direct work are responsible for ensuring that safe work procedures and training are implemented and followed to maintain a safe and healthy workplace. They are also responsible to ensure that hazards, unsafe conditions, practices and behaviors that are reported to them are addressed.

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

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

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**RECOMMENDATION**

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

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: October 23, 2018



Niagara Catholic District School Board

**CATHOLIC SCHOOL COUNCILS POLICY**

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date March 28, 2017

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

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

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

**References**

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



Niagara Catholic District School Board

## **CATHOLIC SCHOOL COUNCILS POLICY**

ADMINISTRATIVE PROCEDURES

800 – Schools and Community Councils

Policy No. 800.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: March 28, 2017

### **PURPOSE OF THE CATHOLIC SCHOOL COUNCIL**

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

### **MANDATE OF THE CATHOLIC SCHOOL COUNCIL**

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

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

### **COMPOSITION**

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

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

## MEMBERSHIP

### PARENT/GUARDIAN MEMBERS

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

### COMMUNITY REPRESENTATIVES

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

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

## **ELECTIONS**

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

## **VACANCIES**

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

Vacancies on the Catholic School Council may occur when:

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

## **TERMS OF OFFICE**

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

## **OFFICERS**

### **Chair/Co-Chairs**

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

### **Sub-Committees**

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

## **MEETINGS**

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



## VOTING

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

## BY-LAWS

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

## AGENDAS/MINUTES AND FINANCIAL RECORDS

### Agendas

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

### Delegations

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

### Minutes and Financial Records

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

## INCORPORATION

A Catholic School Council shall not be incorporated.

## CONSULTATION BY THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

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

- [The student achievement and well-being of all students;](#)

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

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

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

## CONSULTATION WITH PARENTS

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

## RESOLUTION

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

## CODE OF CONDUCT

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

## FUNDRAISING

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

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

## **ANNUAL REPORT**

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

## **REMUNERATION**

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

**TITLE: POLICIES – PRIOR TO VETTING  
FUNDRAISING POLICY (301.4)**

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Date: October 23, 2018



Niagara Catholic District School Board

**FUNDRAISING POLICY**

## STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.4

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 12, 2012

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

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

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

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

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

The Board has approved the following annual fundraising activities:

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

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

**References**

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



Niagara Catholic District School Board

**FUNDRAISING POLICY**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.4

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 12, 2012

**DEFINITIONS**

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

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

**BACKGROUND**

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

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

**GUIDING PRINCIPLES FOR FUNDRAISING ACTIVITIES**

The Principal will:

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

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

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

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

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

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

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

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

### **Staff Members will:**

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

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

## **CONFLICT OF INTEREST**

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

## **CRITERIA TO BE CONSIDERED IN FUNDRAISING ACTIVITIES**

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

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

### **Examples of Acceptable Uses of Fundraising Proceeds**

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

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

## Examples of Unacceptable Uses of Fundraising Proceeds

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

## ACCOUNTABILITY AND FINANCIAL REPORTING

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

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

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

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

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

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



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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

**TITLE: POLICIES – PRIOR TO VETTING  
STUDENT SENATE - ELEMENTARY POLICY (100.6.2)**

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: October 23, 2018



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 13 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.
5. 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.
  6. 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.
  7. 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.
  8. 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.
  9. 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.
  10. 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.
  11. 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.
  12. 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.
  13. 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.
  - ~~14. 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.~~
15. 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.
  16. 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.
  17. 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.
  18. 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  
OCTOBER 23, 2018**

**TITLE: POLICIES – PRIOR TO VETTING  
STUDENT SENATE - SECONDARY POLICY (100.6.1)**

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: October 23, 2018



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 20<sup>th</sup> 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  
OCTOBER 23, 2018**

**TITLE: POLICIES – PRIOR TO VETTING  
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)  
POLICY (400.4)**

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: October 23, 2018



Niagara Catholic District School Board

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

### STATEMENT OF POLICY

400 – Educational Programs

Policy No 400.2

Adopted Date: May 26, 1998

Latest Reviewed/Revised Date: May 28, 2013

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

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

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

#### **References**

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



Niagara Catholic District School Board

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

ADMINISTRATIVE PROCEDURES

400 – Educational Programs

Policy No 400.4

Adopted Date: January 28, 2003

Latest Reviewed/Revised Date: May 28, 2013

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

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

### **DEFINITIONS**

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

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

### **CHALLENGE CREDITS**

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

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

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

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

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

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

## EQUIVALENCY CREDITS

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

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

## APPENDIX 1 – PRIOR LEARNING ASSESSMENT AND RECOGNITION

### Forms for Regular Day School Students

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

### Forms for Mature Students

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



## APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

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

Surname: \_\_\_\_\_

Given names: \_\_\_\_\_

MIN/OEN: \_\_\_\_\_

Grade: \_\_\_\_\_

Gender: \_\_\_male\_\_\_female

Date of birth: \_\_\_year\_\_\_month\_\_\_day

Name of parent/guardian: \_\_\_\_\_

School: \_\_\_\_\_

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade/Level	Course Code

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

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

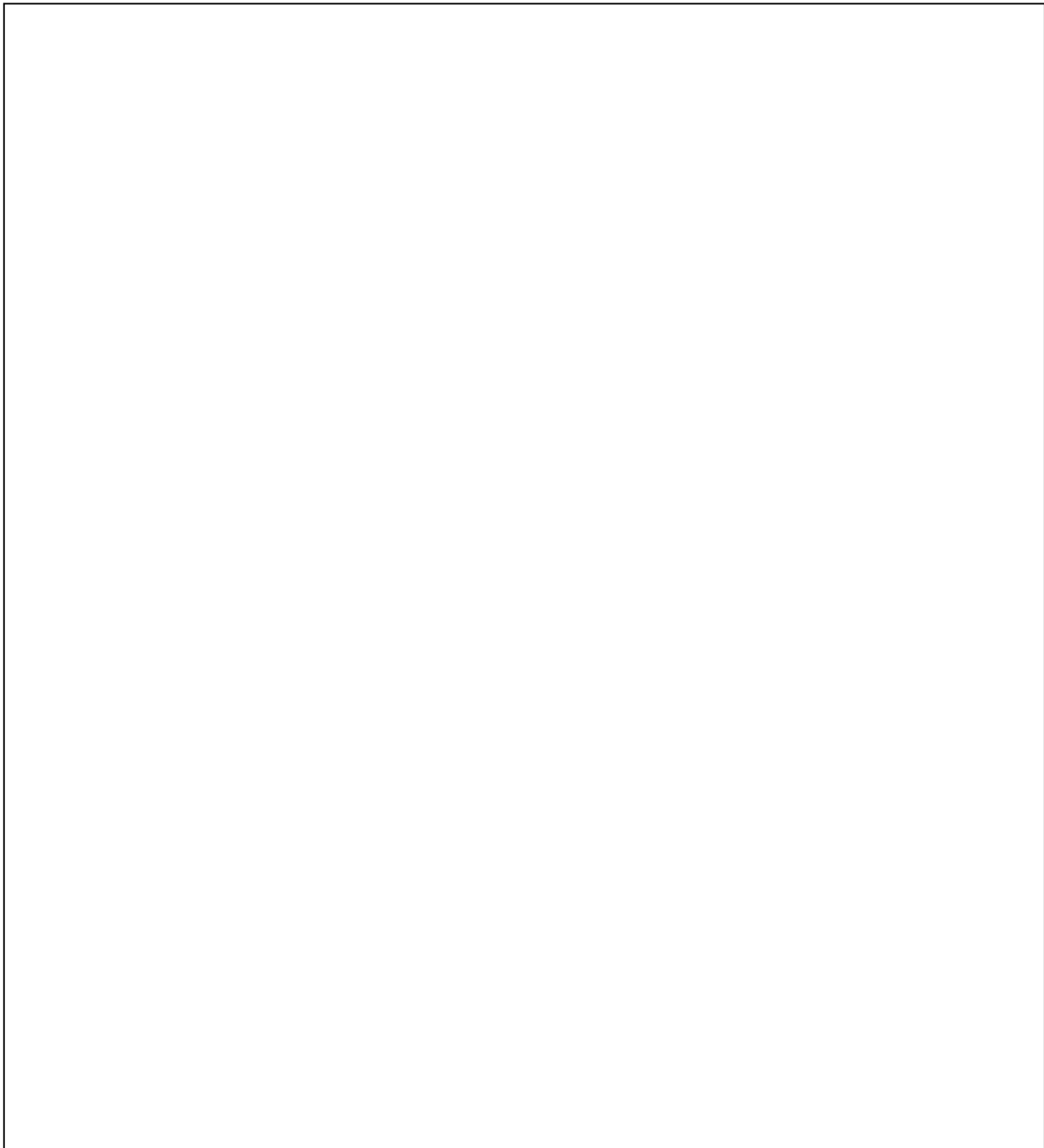
I am submitting the following as evidence that I am qualified to challenge for credit for this course:

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

## Student Paragraph

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

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

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

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

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

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher-adviser/  
guidance counsellor: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR OFFICE USE ONLY**

Date application received: \_\_\_\_\_

Date challenge process completed: \_\_\_\_\_

## RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

Student's surname: \_\_\_\_\_

Given names: \_\_\_\_\_

MIN/OEN: \_\_\_\_\_

Gender: \_\_\_\_ male \_\_\_\_ female

Date of birth: \_\_\_\_ year \_\_\_\_ month \_\_\_\_ day

Name of parent/guardian: \_\_\_\_\_

Course title: \_\_\_\_\_ Course type: \_\_\_\_\_

Course grade/level: \_\_\_\_\_ Course code: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

## Assessment Strategies Used

### a) Formal Tests – 70% of final percentage grade

Overall Expectations Covered	Type of Test	Date Completed	Level of Achievement

**Percentage Grade (out of 70%) \_\_\_\_\_**

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

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

**Percentage Grade (out of 30%) \_\_\_\_\_**

**Final Percentage Grade \_\_\_\_\_**

**Signatures**

Subject teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher-adviser/guidance counsellor: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT**

**Cumulative Tracking Record**

**Surname**

**Given Names MIN/OEN Student Number Gender Date of Birth**

**School Board/School Authority/Inspected Private School<sup>1</sup>**

**Number Name of School Date of Entry**

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

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

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

<sup>3</sup> Signature of person authorized to maintain the student's OSR

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

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

<b>Surname</b>	<b>Given Names</b>	<b>MIN/OEN</b>	<b>Student Number</b>	<b>Gender</b>	<b>Date of Birth</b>
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<b>School Board/School Authority/Inspected Private School<sup>1</sup></b>	<b>Number</b>	<b>Name of School</b>	<b>Date of Entry</b>
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Date (Year/ Month)	School Board/ Inspected Private School <sup>2</sup>	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization <sup>3</sup>

<sup>1</sup> Name of school board/school authority/inspected private school that maintains the student's OSR  
<sup>2</sup> Name of school board or inspected private school through which the student earned the credit(s)  
<sup>3</sup> Signature of principal who granted the credit(s)

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



## APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

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

Surname: \_\_\_\_\_

Given names: \_\_\_\_\_

MIN/OEN: \_\_\_\_\_

Grade: \_\_\_\_\_

Gender: \_\_\_male\_\_\_female

Date of birth: \_\_\_year\_\_\_month\_\_\_day

Name of parent/guardian: \_\_\_\_\_

School: \_\_\_\_\_

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade/Level	Course Code

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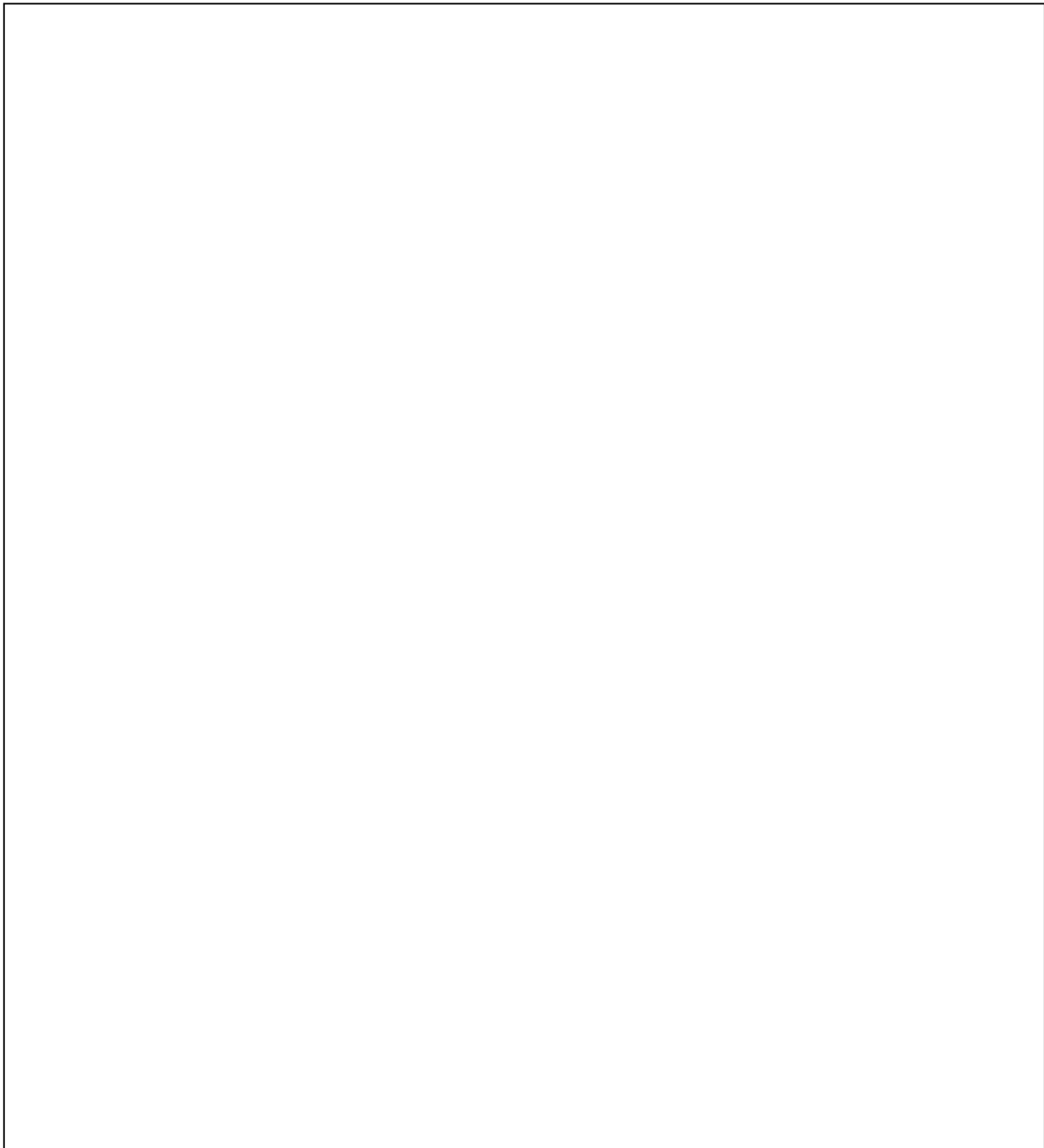
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- \_\_\_\_\_ letter(s) of recommendation from member(s) of the community
- \_\_\_\_\_ a portfolio of relevant work
- \_\_\_\_\_ proof of successful relevant experience in a supervised setting
- \_\_\_\_\_ proof of independent learning in a relevant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

## Student Paragraph

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

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

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

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

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher-adviser/  
guidance counsellor: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR OFFICE USE ONLY**

Date application received: \_\_\_\_\_

Date challenge process completed: \_\_\_\_\_

## RECORD OF ASSESSMENT OF CHALLENGE FOR CREDIT FOR A COURSE

Student's surname: \_\_\_\_\_

Given names: \_\_\_\_\_

MIN/OEN: \_\_\_\_\_

Gender: \_\_\_\_ male \_\_\_\_ female

Date of birth: \_\_\_\_ year \_\_\_\_ month \_\_\_\_ day

Name of parent/guardian: \_\_\_\_\_

Course title: \_\_\_\_\_ Course type: \_\_\_\_\_

Course grade/level: \_\_\_\_\_ Course code: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

## Assessment Strategies Used

### a) Formal Tests – 70% of final percentage grade

Overall Expectations Covered	Type of Test	Date Completed	Level of Achievement

**Percentage Grade (out of 70%) \_\_\_\_\_**

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

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

**Percentage Grade (out of 30%) \_\_\_\_\_**

**Final Percentage Grade \_\_\_\_\_**

**Signatures**

Subject teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher-adviser/guidance counsellor: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

**TITLE: POLICIES – PRIOR TO VETTING  
DIABETES MANAGEMENT POLICY (302.8)**

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Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

Date: October 23, 2018



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, 3<sup>rd</sup> 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 student.

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 professional (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 student 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) in 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 - 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, DIEBETES 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 - 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 Paediatric Society & Food Allergy Canada websites)

Because 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.
- 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.
- 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.
- Inform the Executive Director, Niagara Student Transportation Services of any problems reported regarding busing and the safety of anaphylactic students.
- Establish and implement procedures prohibiting eating on the school bus.
- Advise the bus driver of the presence of a student with life-threatening allergies on their bus.
- 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 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).

## **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) 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, 3<sup>rd</sup> 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.

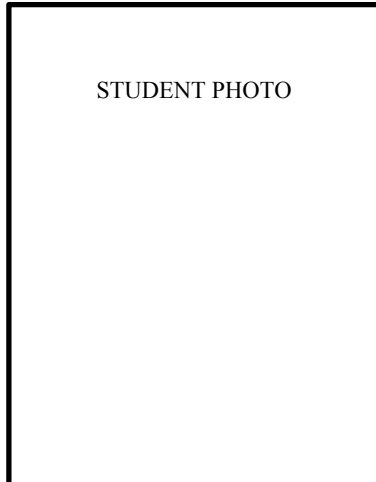
**Examples of cross contamination:**

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).

<b>Emergency Contact Information</b>				
<b>Name</b>	<b>Relationship</b>	<b>Home Phone</b>	<b>Work Phone</b>	<b>Cell Phone</b>

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](http://www.eatrightontario.ca) for suggestions.

For more information on anaphylaxis, visit [www.anaphylaxis.ca](http://www.anaphylaxis.ca) or [www.aaia.ca](http://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](http://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](http://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 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 students' 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.



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 - EPILEPSY**

**ADMINISTRATIVE PROCEDURES**

300 – School/Students

Policy No

Adopted Date:

Latest Reviewed/Revised Date:

**1.0 Definitions:**

1.1 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.

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

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

1.4 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.

1.5 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.

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

1.7 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.

1.8 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.

1.9 Automatism: random purposeless movements over which the individual has not 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.

1.10 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)

1.11 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.

1.12 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 involve 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.

1.13 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.

1.14 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.

1.15 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.

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

1.17 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.

### **2.1 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.

2.2 **Signs and Symptoms**

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

<p>automatic movements (clapping, rubbing hands, lip smacking, chewing, running)</p> <ul style="list-style-type: none"> <li>• Lack of movement (behaviour arrest)</li> </ul>		<p>heart rate and respiration</p>	<ul style="list-style-type: none"> <li>• Funny feeling in the pit of the stomach</li> <li>• Choking sensation</li> </ul>
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2.3 **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.

## **2.4 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.

## **2.5 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.

## 2.6 **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).

## 2.7 **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*.

## 2.8 **Resources**

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

### 3.0 **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*

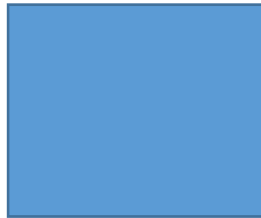
***Prevalent Medical Condition – Epilepsy Plan of Care (To be completed within first 30 days of school)***  
***Student Information***

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: \_\_\_\_\_

**DRAFT**

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  
OCTOBER 23, 2018**

**TITLE: POLICIES – PRIOR TO VETTING  
FRENCH IMMERSION POLICY (301.4)**

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Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: October 23, 2018





Niagara Catholic District School Board

***French Immersion Policy***

## STATEMENT OF POLICY

400 – Educational Programs

Policy No 400.7

Adopted Date: February 23, 2016

Latest Reviewed/Revised Date: Nil

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

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

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

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

***References:***

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



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

**Stakeholder Groups with Responsibilities under the French Immersion Administrative Procedures:**

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

## PROCEDURES

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

### Rationale

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

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

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

### Entry Point

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

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

## Attendance

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

## Registration Processes

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

Siblings of current French Immersion students that are entering ~~ELKP or~~ Grade 1 in the Niagara Catholic School Board ~~for the first time~~ are provided with the first opportunity to pre-register for available French Immersion Programs at their **designated** local site by December 15<sup>th</sup> 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.

**General 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~~Registration **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 1<sup>st</sup> 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 pPrincipal.

## Transportation

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

### ***Resourcees***

~~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)

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

**Elementary French Immersion Programming**

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

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

**Niagara Catholic Elementary French Immersion Programs**

*French Instructional time*

*English Language Instructional time in shaded area*

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

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

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

**French Immersion Secondary School Credits**

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

**Secondary French Immersion Program**

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

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

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



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 23, 2018**

**TITLE: POLICY AND PROCEDURE REVIEW 2018-2019 SCHEDULE**

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The Policy and Procedure Review 2018-2019  
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: October 23, 2018



# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2018 - JUNE 2019

Updated: September 25, 2018

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting
				After Vetting
2006	2012	201.12	Electronic Communications Systems (Employees)	September 2018
2001	2012	302.5	Student Parenting	September 2018
1998	2012	702.1	Playground Equipment	September 2018
1998	2013	400.1	Continuing Education	September 2018
1998	2013	500.1	Transportation & School Operations for Inclement Weather	October 2018
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	October 2018
2007	2014	500.2	Student Transportation	October 2018
2002	2012	301.4	Fundraising	October 2018
2013	2013	100.6.2	Student Senate - Elementary	October 2018
2000	2013	100.6.1	Student Senate - Secondary	October 2018
2016	2016	400.7	French Immersion	October 2018
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	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
1998	2017	800.1	Catholic School Councils	October 2018
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	November 2018
2010	2015	100.10	Equity and Inclusive Education	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	2013	500.1	Transportation & School Operations for Inclement Weather	November 2018
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	November 2018
2007	2014	500.2	Student Transportation	November 2018
1998	2016	100.5	Establishment and Cyclical Review of Policies	January 2019
2013	2013	203.4	Leadership Pathways	January 2019
2013	2013	800.9	Volunteering in Catholic Schools	January 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	January 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	January 2019
2002	2012	301.4	Fundraising	January 2019
2013	2013	100.6.2	Student Senate - Elementary	January 2019
2000	2013	100.6.1	Student Senate - Secondary	January 2019
2016	2016	400.7	French Immersion	January 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	January 2019
2012	2012	302.8	Diabetes Management	January 2019
2007	2013	201.14	Employee Meals & Hospitality	February 2019
2001	2013	302.6.2	Code of Conduct - Safe Schools	February 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	February 2019
2001	2013	302.6	Safe Schools	February 2019
1998	2013	800.2	Community Use of Facilities	February 2019
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	February 2019
2010	2015	100.10	Equity and Inclusive Education	February 2019
2002	2013	201.5	Death Benefit	February 2019
2002	2013	201.10	Deferred Salary Plan (X/Y)	February 2019
1998	2013	201.1	Employee Leaves of Absence	February 2019

\* Ministry of Labour Compliance Annual Review

**SORTED BY CW/BOARD MEETING DATE**

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2006	2012	201.12	Electronic Communications Systems (Employees)	October 2018
2001	2012	302.5	Student Parenting	October 2018
1998	2012	702.1	Playground Equipment	October 2018
1998	2013	400.1	Continuing Education	October 2018
2002	2016	201.7	Employee Workplace Harassment *	November 2018
2002	2016	201.11	Employee Workplace Violence *	November 2018
2002	2016	201.6	Occupational Health & Safety *	November 2018
1998	2017	800.1	Catholic School Councils	November 2018
1998	2013	500.1	Transportation & School Operations for Inclement Weather	February 2019
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	February 2019
2007	2014	500.2	Student Transportation	February 2019
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2013	2013	100.6.2	Student Senate - Elementary	February 2019
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2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	February 2019
2012	2012	302.8	Diabetes Management	February 2019
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	March 2019
2010	2015	100.10	Equity and Inclusive Education	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