



*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 25, 2016  
5:15 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 27, 2016   | 5   |
| 6. Policies  |     |
| <i><u>Action Required</u></i>  |     |
| <b>POLICIES – FOR RECOMMENDATION TO NOVEMBER 8, 2016 COMMITTEE OF THE WHOLE</b>                          |     |
| 6.1 Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2) | 6.1 |
| <b>POLICIES – PRIOR TO VETTING</b>   |     |
| 6.2 Assessment, Evaluation, Reporting and Homework Policy (301.10)                                       | 6.2 |
| 6.3 Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2)                             | 6.3 |
| 6.4 Student Suspension – Safe Schools Policy (302.6.4)   | 6.4 |
| 6.5 Student Expulsion – Safe Schools Policy (302.6.5)  | 6.5 |
| <i><u>Information</u></i>  |     |
| 6.6 Policies Currently Being Vetted until November 9, 2016   | -   |
| • Access to Board Premises – Safe Schools Policy 302.6.3   | -   |
| • Progressive Student Discipline Policy 302.6.9  | -   |
| • Accessibility Customer Service Policy 800.8.1  | -   |
| 6.7 Policy and Guideline Review 2016-2017 Schedule   | 6.7 |
| 7. Date of Next Meeting  |     |
| November 22, 2016 at 4:00 p.m.   | -   |
| 8. Adjournment   | -   |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 25, 2016**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
SEPTEMBER 27, 2016**

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**RECOMMENDATION**

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of September 27, 2016, as presented.



## MINUTES OF THE POLICY COMMITTEE MEETING

### TUESDAY, SEPTEMBER 27, 2016

Minutes of the Policy Committee Meeting held on Tuesday, September 27, 2016 at 5:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 5:30 p.m. by Policy Committee Chairperson Vernal.

**1. Opening Prayer**

The meeting was opened with a prayer by Trustee Burtnik

**2. Attendance**

Moved by Trustee Burtnik

**THAT** the Policy Committee excuse Trustee Sicoli from attending the Policy Meeting of September 27, 2016.

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

**Student Trustees:**

*Kira Petriello*, Trustee

*Nico Tripodi*, Trustee

**Staff:**

*John Crocco*, Director of Education

*Yolanda Baldasaro*, Superintendent of Education

*Lee Ann Forsyth-Sells*, Superintendent of Education

*Scott Whitwell*, Controller of Facilities Services

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

**3. Approval of Agenda**

Moved by Trustee Burtnik

**THAT** the September 27, 2016, 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, 2016**

Moved by Trustee Burtnik

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

**APPROVED**

**6. Policies**

**ACTION REQUIRED**

**POLICIES - PRIOR TO VETTING**

**6.1 Access to Board Premises – Safe Schools Policy (302.6.3)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Access to Board Premises – Safe Schools Policy (302.6.3).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE PROCEDURES**

- Page 2 add “*The Administrator/Supervisor will authorize access within the school site as a visitor to:*” under Visitors heading.
- Page 3 change last bullet to “*A cardholder may be charged a twenty-five (\$25.00) fee for lost, damaged or replacement card.*”

The Policy Committee requested that the Access to Board Premises – Safe Schools Policy, be vetted from September 28, 2016 to November 9, 2016 with a recommended deadline for presentation to the Policy Committee in November 2016, for consideration to the Committee of the Whole and Board in December 2016.

**6.2 Progressive Student discipline – Safe Schools Policy (302.6.9)**

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

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Progressive Student Discipline – Safe Schools, be vetted from September 28, 2016 to November 9, 2016 with a recommended deadline for presentation to the Policy Committee in November 2016, for consideration to the Committee of the Whole and Board in December 2016.

**6.3 Accessibility Customer Service Policy (800.8.1)**

Yolanda Baldasaro, Superintendent of Education, presented the Accessibility Customer Service Policy (800.8.1).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Accessibility Customer Service Policy, be vetted September 28, 2016 to November 9, 2016 with a recommended deadline for presentation to the Policy Committee in November 2016, for consideration to the Committee of the Whole and Board in December 2016.

***INFORMATION***

**6.4 Policies Currently Being Vetted to October 6, 2016**

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

**6.5 Policy and Guideline Review 2016-2017 Schedule**

Director Crocco presented the Policy and Guideline Review 2016-2017 Schedule.

**7. Date of Next Meeting**

October 25, 2016 at 4:00 p.m. unless a revised meeting start time otherwise posted.

**8. Adjournment**

The meeting adjourned at 6:07 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 25, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
ADMINISTRATION OF ORAL MEDICATION TO STUDENTS  
UNDER THE AGE OF 18 DURING SCHOOLS HOURS POLICY  
(302.2)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Administration of Oral Medication to Students Under the Age of 18 During School Hours Policy (302.2), as presented.

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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Date: October 25, 2016



Niagara Catholic District School Board

**ADMINISTRATION OF ORAL MEDICATION TO STUDENTS  
UNDER THE AGE OF 18**

STATEMENT OF POLICY

300 – School/Students

Policy No 302.2

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 26, 2009

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board and its staff work cooperatively with families, health care providers and community partners in order to provide a safe, inclusive and healthy educational environment for all students.

This policy is intended to meet the needs of students who require administration of prescribed and non-prescribed oral medication during school hours. ~~all students shall have access to the Catholic educational programs conducted within the schools of the Niagara Catholic District School Board regardless of prescribed and non-prescribed medication needs during school hours.~~

The Director of Education shall issue Administrative ~~Guidelines~~ **Procedures for the implementation of** ~~in~~ conjunction with this Policy.

**Reference**

- [Ministry of Education Policy/Program Memorandum No. 81](#)





Niagara Catholic District School Board

## ADMINISTRATION OF ORAL MEDICATION TO STUDENTS UNDER THE AGE OF 18

### ADMINISTRATIVE GUIDELINES PROCEDURES

300 – School/Students

Policy No 302.2

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 26, 2009

1. In accordance with the Ministry of Education Policy/Program Memorandum No. 81 Provision of Health Support Services in School Settings, all school boards will be responsible for the administration of oral medication where such medication has been prescribed during school hours.
  - That such procedure be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.
  - That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.
  - That the storage and safekeeping requirements for any labeled medication be stated.
  - That a record of administration be maintained which includes the ~~pupil's~~ student's name, date, time of provision, dosage given, name of person administering, etc.
  - That the telephone numbers of the parent and physician be readily accessible in the school.
  - That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the ~~pupil~~ student to take an appropriate level of responsibility for his or her medication.


*(Source: Ministry of Education Policy/Program Memorandum No. 81)*
2. For all prescribed and non-prescribed medication taken during school hours, the parent/guardian's signature and the physician's signature are required on the completed Administration of Prescribed and Non-Prescribed Oral Medication During School Hours Form (*Appendix A*).
3. Any changes to the dosage/regimen requires that the parent/guardian provide an updated form signed by the parent/guardian and physician.
4. ~~A record of administration is to be maintained at the school by the Principal/Designate on the Record of Administration of Prescribed and Non-Prescribed Medication Form (*Appendix B*).~~
5. ~~The medication is to be administered by the Principal/Designate in a manner which allows for the sensitivity and privacy of the pupil and which encourages the pupil to take an appropriate level of responsibility for his/her medication.~~
6. ~~In order for medication to be accepted by the Principal for administration purposes, it must be hand delivered in the original container by the parent/guardian to the Principal or his/her designate who shall inform the Principal as soon as possible.~~
7. ~~All medication stored in the school shall be kept in a secure location.~~
8. ~~The Principal/Designate of each school shall be responsible for both the control and administration of the medication.~~

- ~~9. The Principal/Designate can delegate the responsibility for the administration of medication to an appropriate staff member. Staff members, aside from trained Educational Assistants or other trained individuals, may exercise the option not to become involved in the administration of medication; the responsibility thereby returning to the Principal, or in his/her absence, to the Vice-Principal/Acting administrator.~~
- ~~10. Once the regimen has been completed, 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.~~
- ~~11. The parent/guardian shall be given a copy of the Record of Administration of Prescribed and Non-Prescribed Medication Form at the completion of the regimen.~~
- ~~12. The Principal shall keep on file the Record of Administration of Prescribed and Non-Prescribed Medication Form for the duration of the student's attendance at the school.~~
- ~~13. If the specific dosage and directions are not provided under no condition should a Principal/Designate administer said medication. Specific dosage and directions must be stated for the administration of prescribed and non-prescribed medication.~~
4. In order for medication to be accepted by the Principal for administration purposes, it must be hand delivered in the original container by the parent/guardian to the Principal or his/her designate who shall inform the Principal as soon as possible.
5. All medication stored in the school shall be kept in a secure location.
6. The Principal/Designate of each school shall be responsible for both the control and administration of the medication.
7. ~~If the specific dosage and directions are not provided~~ Under no condition should a Principal/Designate administer ~~said~~ medication **if the specific dosage and directions are not provided on the signed Administration of Prescribed and Non-Prescribed Oral Medication form.** ~~Specific dosage and directions must be stated for the administration of prescribed and non-prescribed medication.~~
8. The Principal/Designate can delegate the responsibility for the administration of medication to an appropriate staff member. Staff members, aside from trained Educational Assistants or other trained individuals, may exercise the option not to become involved in the administration of medication; the responsibility thereby returning to the Principal, or in his/her absence, to the Vice-Principal/Acting administrator.
9. The medication is to be administered by the Principal/Designate in a manner which allows for the sensitivity and privacy of the ~~pupil~~ **student** and which encourages the ~~pupil~~ **student** to take an appropriate level of responsibility for his/her medication.
10. A record of administration is to be maintained at the school by the Principal/Designate on the Record of Administration of Prescribed and Non-Prescribed **Oral** Medication Form (*Appendix B*).
11. Once the regimen has been completed, 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.
12. The parent/guardian shall be given a copy of the Record of Administration of Prescribed and Non-Prescribed **Oral** Medication Form at the completion of the regimen.

13. The Principal shall keep on file the Record of Administration of Prescribed and Non-Prescribed Oral Medication Form for the duration of the student's attendance at the school.
14. Medication authorized to be taken two and three times daily may not necessarily require administration at the school. Clarification as to the necessity for such treatment should be sought if the Principal has any specific concerns.

**NOTE** "Administration" for the purposes of this policy means:

- The safe storage and handling of the medication
- The visual supervision and observation of the taking of the medication
- The actual administration of the medication if appropriate or necessary
- The recording of the administration on the Record of Administration of Prescribed and Non-Prescribed Medication form.

 <small>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</small>	<p><b>NIAGARA CATHOLIC DISTRICT SCHOOL BOARD</b></p> <p><b>ADMINISTRATION OF PRESCRIBED AND NON-PRESCRIBED ORAL MEDICATION DURING SCHOOL HOURS</b></p>
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*This information is being collected under the Authority of The Education Act, and will be used for the purposes of administering prescribed and non-prescribed oral medication during school hours. Questions about this collection should be directed to the Superintendent of Education- ~~Student Achievement K-12-Special Education~~, Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240*

TO BE COMPLETED BY PARENT/GUARDIAN	TO BE COMPLETED BY PHYSICIAN
Name of Student	
Student's Date of Birth	Grade
Day                      Month                      Year	
School	Street Address
Student's OEN #	City    Postal Code
<i>Parent/Guardian Telephone</i> Home:	Telephone
Mobile:	Name of Medication
Business:	Condition for Which Medication is Prescribed
E-mail:	Possible Side Effects
<i>Emergency Contact</i> Name:	Times Per School Day for Administration/ <i>Time of Day for Administration</i>
Telephone:	Dosage Per Administration
Mobile:	Administration Parameters (Dates) From _____ To: _____
Parent/Guardian Approval <i>I hereby request and give permission to _____ School to administer the noted medication according to Board procedures and the instructions of the Physician.</i> (Remaining Medication will be returned to the Parent/Guardian)	Storage Requirements
Date:	Date:
<i>Signature of Parent/Guardian</i>	<i>Signature of Physician</i>

**NOTE: PLEASE RETAIN A COPY FOR THE DURATION OF THE STUDENTS ATTENDANCE AT THE SCHOOL**



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 25, 2016**

**TITLE: POLICIES - PRIOR TO VETTING  
ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK  
POLICY (301.10)**

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: October 25, 2016



Niagara Catholic District School Board

## **ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.10

Adopted Date: June 14, 2011

Latest Reviewed/Revised Date: May 28, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board acknowledges that the primary purpose of assessment, evaluation, and reporting is to improve student learning and achievement for all students. The Board promotes a family-friendly ~~homework~~ **homework to support the achievement and well-being** of all students.

To **ensure that assessment, evaluation and reporting practices are valid and reliable** to improve the learning of all students, teachers will use assessment, evaluation and reporting practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students;
- are carefully planned to relate to the curriculum expectations and learning goals, the Ontario Catholic School Graduate Expectations, and, as much as possible, to the interests, learning styles and preferences, needs and experiences of each student so that all students can become self-directed, responsible, lifelong learners;
- are communicated clearly to students and parents/guardians at the beginning of the school year/course and at other appropriate points throughout the school year/course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; **and,**
- develop students' self-assessment skills to enable them to assess their own learning, set of specific goals, and plan next steps for their learning; and support students in developing the qualities and characteristics defined by the Ontario Catholic School Graduate Expectations. (*Growing Success p.6*)

~~To ensure student success in assessment, evaluation, and reporting, practices will be rooted in the Ontario Catholic School Graduate Expectations so that all students can become self directed, responsible, lifelong learners. The Board promotes a family friendly homework approach to support the achievement of all students.~~

Principals, Vice-Principals, teachers, Board staff and parents/guardians share a collective responsibility and accountability for **improving** student achievement. ~~As a result of this collective responsibility,~~ **All** staff is responsible to provide as required by Principals, evidence to support assessment, evaluation and reporting information regarding student achievement **informed by professional judgement, knowledge of curriculum expectations, context, evidence of learning, and methods of instruction and assessment.** This information is used to guide students in focusing their learning efforts, setting and monitoring goals, and determining next steps in learning.

The Niagara Catholic District School Board upholds the value of academic integrity **a commitment to honesty, trust, and fairness** for all members of its educational community. ~~Academic integrity is a commitment to honesty, trust, and fairness.~~

Assessment, evaluation and reporting in all Catholic schools in the Niagara Catholic District School Board will be based on the current “*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*” document as mandated by the Ministry of Education.

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

## References

- [\*Education Statues and Regulations of Ontario 2013 Edition: Operation of Schools-General R.R.O. 1990 Regulation 298\*](#)
- [\*Ministry of Education. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010\*](#)
- [\*Ministry of Education, Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12\*](#)
- [\*Ministry of Education Policy/Program Memorandum No. 155, “Diagnostic Assessment in Support of Student Learning” January 7, 2013\*](#)
- [\*Ontario Catholic School Graduate Expectations: Institute for Catholic Education: Second Edition 2011\*](#)
- Ministry of Education, *Achieving Excellence, A Renewed Vision for Education in Ontario*, 2014
- Ministry of Education, *Equity and Inclusive Education Strategy*, 2009
- Ministry of Education, *The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools 2016*





Niagara Catholic District School Board

## ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.10

Adopted Date: June 14, 2011

Latest Reviewed/Revised Date: May 28, 2013

### DEFINITIONS ASSESSMENT “for”, “as” “of” Learning

Assessment is the process of gathering information, through a variety of means that includinge, but are not limited to formal/informal conversations, observations, discussions, questioning, conferences, learning tasks, or projects and student products to demonstrate that accurately reflects how well a student is achieving the curriculum expectations from Kindergarten to Grade 12 in a subject or course.

#### *Assessment for Learning*

**Assessment “for” Learning** is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002, in *Growing Success*, p. 144)

#### *Assessment as Learning*

**Assessment “as” Learning** is the process of developing and supporting student metacognition students being are actively engaged in the assessment process: that is, they monitoring their own learning; using assessment feedback from teachers, self, and peers to determine next steps; and setting individual learning goals. Assessment as learning requires students to have a clear understanding of learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41, in *Growing Success*, pp. 143–144)

#### *Assessment of Learning*

**Assessment “of” Learning** is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time. Teachers will use to make professional judgement s about the quality of student learning on the basis of established learning goals and success criteria, and to assign a value to represent that quality. This information gathered may should be used to communicate the student’s achievement to parents/guardians, other teachers, and students. themselves, and others. It occurs at or near the end of a cycle of learning. (*Growing Success*, p. 144)

#### *Special Education and English Language Learners (ELL)*

For students with special education needs and English language learners who may require accommodation but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations outlined in the student’s Individual Education Plan (IEP). (*Growing Success*, p. 38)

***Professional Judgement***

Professional judgement is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment. It is a process whereby the data generated from student achievement are analysed and interpreted using the assessment, evaluation and reporting principles from “*Growing Success*” to make an informed decision about student achievement.

**ASSESSMENT PRACTICES FOR EVALUATION OF STUDENT ACHIEVEMENT**

To support effective **assessment** practices in the evaluation of student achievement, and recognizing that the **evaluation of student achievement** ~~determination of a report card grade (Grades 1 to 12)~~ is the responsibility of the teacher, **informed by professional judgement, the teacher in consultation with the Principal, staff** will:

- collect, over time, evidence of student achievement from a minimum of three different sources- *observations, conversations, (qualitative)* and *student products (quantitative)* (e.g., tests/exams, demonstrations, projects, essays etc.);
- ensure that student self-assessment and/or peer-assessment are not included in the evaluation of student learning;
- consider the evidence for all **assessments assignments, tests, and examinations and other evidence of student work** that a student has completed or submitted **along with**, the number of **assessments assignments, tests and examinations and other evidence of student work** that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject or course;
- ensure that the report card ~~grade~~ represents a student’s achievement of overall curriculum expectations and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence; ~~and~~
- ~~ensure that both mathematical calculations and professional judgement will inform the determination of report card grades;~~
- ~~Special Education and English Language Learners (ELL)~~
- **ensure that** For students with special education needs and English language learners, who may require accommodation, but who do not require modified expectations, evaluation of achievement be based on the appropriate subject/grade/course curriculum expectations; **and that**
- ~~F~~ For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations outlined in the student’s Individual Education Plan (IEP). (*Growing Success*, p. 38)

**ACADEMIC INTEGRITY**

Students must understand that the ~~tests/exams~~ **assessments** they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will **have consequences**. ~~not be condoned.~~ (*Growing Success*, p. 42)

***Assignments for Evaluation***

An assignment for evaluation is used to evaluate student learning. ~~Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays.)~~ To ensure equity for all students, assignments for evaluation and tests or exams should be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class. (*Growing Success*, p. 144)

### ***Cheating***

~~Cheating is the deliberate use, the attempted use, or the giving of unauthorized assistance, material, or study aids in any academic work. Examples of cheating include, but are not limited to, using a cheat sheet, altering a graded assessment, knowingly allowing another student to use one's test responses, and other forms as determined by the classroom teacher.~~

### ***Plagiarism***

~~Plagiarism is defined as, the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, p. 151)~~

~~Examples of plagiarism include, but are not limited to, not citing work, copying and pasting information from an electronic source without citations, and submitting work as the student's original work.~~

### ***Prevention of Cheating and Plagiarism***

~~In an attempt to prevent instances of cheating and plagiarism, and to develop students' research and literacy skills, it is expected that school staff will develop strategies to eliminate the incidence of cheating and plagiarism and will integrate these strategies into instruction in an atmosphere of trust and support.~~

### ***Detection and Reporting of Cheating and Plagiarism***

All confirmed incidents of cheating and plagiarism must be reported to the Principal/Vice-Principal, and parent(s)/guardian(s) by the classroom/subject teacher and will be noted in the Student Management System.

Schools will employ a variety of methods in order to identify instances of cheating and plagiarism.

These methods may include; but are not limited to:

- teacher monitoring based on professional judgement and knowledge of an individual student's work, writing style etc.;
- conducting internet searches to identify possible sources of student work;
- collaboration between teachers, library technicians, Principals and Vice-Principals in tracing questionable information; and
- the use of third party plagiarism tracking software (if available).

### ***Consequences for Cheating and Plagiarism***

~~Students must understand that the tests and examinations they complete and the assignments they submit for evaluation must be their own work.~~

The appropriate response and consequence to address cheating and plagiarism, must consider:

- the individual student and circumstances (e.g., mitigating factors: student's age, grade level and/or maturity of the student);
- the nature and severity of the cheating and plagiarism; and
- the number and frequency of incidents.

If a student is found to have intentionally cheated and/or plagiarized on a Mid-Term examination, Final examination, or any other assignment that is part of the Final Culminating Task, the student will receive a mark of "0" on these evaluation assessments and there will be no opportunity for a rewrite.

## LATE AND MISSED ASSIGNMENTS

~~It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. (*Growing Success*, p. 43)~~

### *Effective Preventative Measures*

~~Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. (*Growing Success*, p. 43)~~

~~Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. (*Growing Success*, p. 43)~~

~~These strategies may include; but are not limited to:~~

- ~~• asking the student to clarify the reason for not completing the assignment on time;~~
- ~~• helping students develop better time-management skills and work habits;~~
- ~~• collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class/subject;~~
- ~~• planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;~~
- ~~• maintaining ongoing communication through a variety of means with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;~~
- ~~• in secondary schools referring the student to the Student Success team or teacher;~~
- ~~• taking into consideration legitimate reasons for missed deadlines;~~
- ~~• setting up a student contract;~~
- ~~• using guidance counselors, child and youth workers, chaplains and/or peer tutoring to try to deal positively with problems;~~
- ~~• holding teacher-student conferences;~~
- ~~• reviewing the need for extra support for English language learners;~~
- ~~• reviewing whether students require special education services in cooperation with special education staff;~~
- ~~• requiring the student to work with a school team to complete the assignment;~~
- ~~• for First Nation, Métis and Inuit students, involving Aboriginal counsellors and members of the extended family;~~
- ~~• understanding and taking into account the cultures, histories and context of each student, their parents/guardians and their previous experiences within the school system; and/or~~
- ~~• providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so; and deducting marks for late assignments, up to and including the full value of the assignment. (*Growing Success*, p. 43)~~

## MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS

~~For mark deduction, teachers and Principals/Vice-Principals should ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement. (*Growing Success*, p. 44)~~

Therefore, when **effective** preventative strategies have been implemented **by the teacher to prevent and/or address late and missed assignments**, a teacher ~~may~~, in consultation with the student, parents/guardians and, Principals/Vice-Principals may deduct marks for late and/or missed assignments.

### **Grades 1 to 8**

- In Grades 1 to 8 late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. (~~*Growing Success*, p. 44~~)

### **Grades 9 to 12**

- In Grades 9 to 10, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.
- For Grades 9 and 10, mark deduction will be limited to 2 per cent per day to a maximum of 10 per cent total deduction in the professional judgement of the teacher.
- For Grades 11 and 12 mark deduction will be limited to 3 per cent per day to a maximum of 15 per cent in the professional judgement of the teacher.
- The expectation is that students will use their non-class time to complete late and missed assignments.
- Until an assignment has been submitted, the code "I" may be used in a mark book to indicate that an assignment is late or missed.

## **REPORTING ON STUDENT ACHIEVEMENT: KINDERGARTEN TO GRADE 12**

### ***Assignments for Evaluation***

Evaluating entails the judging and interpreting of evidence of learning by the teacher in relation to the achievement of the curriculum expectations from Kindergarten to Grade 12.

### ***Kindergarten***

Evaluation in kindergarten is the summarizing of evidence of a child's learning in relation to the overall expectations at a given point in time, in order to specify a child's key learning, growth in learning and next steps in learning.

The evidence of learning includes conversations, observations, samples of the child's work, information shared by the family and other forms of evidence.

Three (3) formal written reports will be provided during the school year:

First Reporting Period: the Kindergarten Communication of Learning: Initial Observations

Second (Term 1) and Third (Term 2) Reporting Periods: the Kindergarten Communication of Learning

### ***Grades 1 to 12***

Student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum using letter grades for Grades 1 to 6 and percentage marks for Grades 7 to 12. (~~*Growing Success*, p. 40~~)

### ***Grades 9 to 12***

For Grades 9 to 12, a final grade (percentage mark) will be recorded for every course. The final grade will be determined as follows:

- seventy (70) per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement

throughout the course, although special consideration should be given to more recent evidence of achievement;

- thirty (30) per cent of the grade will be based on a final evaluation administered at or toward the end of the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content **as determined by the teacher following the guidelines for the subject area.**
- ~~The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (*Growing Success*, p. 41~~

## **DETERMINING THE LOWER LIMIT OF MARKS BELOW 50 PER CENT**

It is expected that clear and ongoing communication with the student and his/her parents/guardians or adult student regarding ways to support success in learning has occurred in collaboration with teachers, Principals and Vice-Principals, Student Services, and Student Success teachers to support the student as required.

### ***Grades 1 to 8***

Teachers will use the code “R” (remediation required) to indicate when student achievement has fallen below level 1. “R” signals that additional learning is required before the student begins to achieve success in meeting the subject expectations. Through consultation with parents/guardians, strategies to address the student’s specific learning needs will be developed in order to support the student.

### ***Grades 9 to 12***

~~For Grades 9 to 12, t~~Teachers will ~~use~~ **assign** a percentage mark on report cards to indicate achievement below 50 per cent, ranging from 30 to 45 per cent, in the professional judgement of the teacher.

- For mid-term report cards a mark below 30 per cent will not be recorded.
- For final report cards the actual final mark earned by the student will be recorded with no marks issued between 46 and 49 per cent.

### ***Students with Individual Education Plans and English Language Learners***

Students with an Individual Education Plan (IEP) who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R” or a mark below 50 per cent.

## **THE MEANING AND USE OF “I” – GRADES 1 TO 10**

For Grades 1 to 10, the code “I” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. **The code “I” is not applicable for Grades 11 and 12 courses.**

For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student. ~~For example, T~~teachers may find it appropriate to use “I” when evidence of a student’s achievement is insufficient ~~because the student has enrolled in the school very recently or because there were issues~~ **or there are** extenuating circumstances beyond the student’s control, ~~such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.~~



In Grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an “I” on their final report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program. (*Growing Success*, p. 42)

## **MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS**

### **RELOCATED UNDER LATE AND MISSED ASSIGNMENTS**

~~For mark deduction, teachers and Principals/Vice Principals should ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement. (*Growing Success*, p. 44)~~

~~Therefore, when preventative strategies have been implemented a teacher may, in consultation with the student, parents/guardians and, Principals/Vice Principals may deduct marks for late and/or missed assignments.~~

#### ***Grades 1 to 8***

- ~~• In Grades 1 to 8 late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. (*Growing Success*, p. 44)~~

#### ***Grades 9 to 12***

- ~~• In Grades 9 to 10, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.~~
- ~~• For Grades 9 and 10, mark deduction will be limited to 2 per cent per day to a maximum of 10 per cent total deduction in the professional judgement of the teacher.~~
- ~~• For Grades 11 and 12 mark deduction will be limited to 3 per cent per day to a maximum of 15 per cent in the professional judgement of the teacher.~~
- ~~• The expectation is that students will use their non class time to complete late and missed assignments.~~
- ~~• Until an assignment has been submitted, the code “I” may be used in a mark book to indicate that an assignment is late or missed.~~

## **HOMEWORK**

~~The Niagara Catholic District School Board promotes a family friendly homework approach that aligns with the definition of homework from *Growing Success*, “Work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class. (*Growing Success*, p. 148) Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Homework, does not include assignments for evaluation which include, but are not limited to: Science Fair Projects, Heritage Fair, and speeches that should be completed whenever possible under the supervision of the teacher.~~

## **FAMILY-FRIENDLY HOMEWORK**

~~The Niagara Catholic District School Board promotes a family-friendly approach to homework that supports the work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class. Students will not be assigned Homework for completion will not be assigned during Statutory/Board holidays/ Professional Activity Days/sacramental or school events as per the Board’s school year calendar.~~

Students will not be given an assignment for ~~completion~~ prior to Statutory/Board holidays or Professional Activity Days, where it is expected that the assignment is to be submitted for evaluation within three (3) school days following Statutory/Board holidays or Professional Activity Days as per the Board's school year calendar.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 25, 2016**

**TITLE: POLICIES – PRIOR TO VETTING  
CATHOLIC LEADERSHIP: PRINCIPAL & VICE-PRINCIPAL  
SELECTION POLICY (202.2)**

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

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

Date: October 25, 2016



Niagara Catholic District School Board  
**CATHOLIC LEADERSHIP: PRINCIPAL AND  
VICE-PRINCIPAL SELECTION POLICY**  
STATEMENT OF POLICY

200 – Human Resources

Policy No 202.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 28, 2012

In keeping with its Mission, Vision and Values, the Niagara Catholic District School believes that the realization of the goals of Catholic education requires leadership founded on faith, inspired by the Gospel, and committed to service.

For appointments to all positions of Principal and Vice-Principal with the Niagara Catholic District School Board, a candidate shall have a demonstrated record of promoting Catholic Education as evidenced in one's personal faith journey, as well as an understanding of and a genuine commitment to the Board's mission and shared vision.

Individuals aspiring to Catholic leadership positions within the Niagara Catholic District School Board shall possess the qualifications required by Education Statutes and Regulations of Ontario, as well as those established by the Board. The Board will ensure that individuals appointed to positions of responsibility as Principals and Vice-Principals possess all of the qualifications, experience and necessary skills to perform this role.

Prior to the commencement of the Principal and Vice-Principal Selection process, the Director of Education will review and seek input from the Board of Trustees on the selection process, skill set and profile of a Catholic Principal and Vice-Principal within the Niagara Catholic District School Board.

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

### ***References***

- [\*Bill 177, Student Achievement and School Board Governance Act, 2009\*](#)
- [\*Education Act and Regulations\*](#)
- [\*Effective Practices Guide for Principal/Vice-Principal Terms and Conditions of Employment\*](#)
- [\*Ontario Leadership Strategy\*](#)
- [\*Policy/Program Memorandum \(PPM\) No. 152 Terms and Conditions of the Employment of Principals and Vice-Principals, 2010\*](#)
- [\*Reach Every Student: Energizing Ontario Education, 2008\*](#)



Niagara Catholic District School Board  
**CATHOLIC LEADERSHIP: PRINCIPAL AND  
VICE-PRINCIPAL SELECTION POLICY**  
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 202.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 28, 2012

**PREAMBLE**

The major objectives of the role description and the procedures outlined herein are to provide a set of clear expectations of the most competent and knowledgeable candidates aspiring to the position of Catholic Leadership, i.e. Principal and Vice-Principal, while providing a clear set of procedures to be followed from application to appointment.

**ROLE OF THE PRINCIPAL/VICE-PRINCIPAL**

Catholic Principals and Vice-Principals are the central figures within the leadership of the Niagara Catholic District School Board representing the mission and vision on a daily basis within each school community and on a system-wide basis.

The Principal is key to a quality Catholic school. The quality of a Principal's leadership is affected by the vision, knowledge, competence and personal qualities of the person who holds that position. The principal's leadership is a blend of educational skill, management skill and relationship-building, which is able to move others to perform well and to grow spiritually and professionally. Foremost among the attributes required must be a commitment and dedication to the mission and vision of Catholic education, and a willingness to accept responsibility from the Catholic community and to exercise Catholic leadership within this community.

Personal faith commitment is a fundamental criterion for leadership in Catholic education. This commitment will be evident in the candidate's involvement within their community and/or parish.

The Principal and Vice-Principal in the Catholic system demands a qualified educator who is a person of faith, vision, commitment and leadership. Throughout the stages of the selection process, evidence of strength in the following areas will be sought.

The Vice-Principal supports the Principal in the leadership of the school community.

**LEADERSHIP FRAMEWORK FOR CATHOLIC PRINCIPALS AND VICE-PRINCIPALS**

- Catholic Faith, Community and Culture
- Setting Directions
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

Qualifications required prior to assuming the position at the Time of Application—Effective September 1st, 2011\*

## SELECTION OF PRINCIPALS

1. Religious Education Qualifications  
Part III Specialist of the OECTA/OCSTA Religion course  
*or*  
Four full graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.  
*or*  
Part II of the OECTA/OCSTA Religion course and two graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
2. Ontario School Principal's Qualifications Part I and Part II as per Ontario Regulation 184/97 under the Ontario College of Teachers' Act.
3. Part II of the Special Education qualifications as per the Ontario College of Teacher Qualifications.
4. A minimum of seven years of successful teaching and/or administrative experience in Catholic education – five years as a teacher and two years in some position of responsibility in education (i.e. Vice-Principal).
5. A participating member of a Catholic community as attested by a parish priest.
6. A positive recommendation from the candidate's Principal and an appropriate Superintendent of Education.
7. Successful Vice-Principal Performance Appraisal (if applicable).
8. Successful ~~participation~~ completion in the Board's ~~Administrative Internship- Leadership~~ Program or an equivalent leadership program.

## SELECTION OF VICE-PRINCIPALS

1. Part II of the OECTA/OCSTA Religion course  
*or*  
Four full graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.  
*or*  
Part I of the OECTA/OCSTA Religion course and two graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
2. Ontario School Principal's Qualifications Part I and Part II as per Ontario Regulation 184/97 under the Ontario College of Teachers' Act.
3. Part I of the Special Education Course will be required prior to assuming the position.
4. Vice-Principal candidates are required to have a minimum of five/ year's successful teaching and/or acceptable related experience in at least two different divisions (Primary, Junior, Intermediate, or Senior)
5. A positive recommendation from candidate's principal and an appropriate Superintendent of Education.

6. A participating member of a Catholic community as attested by a parish priest.
7. Successful ~~participation in~~ of the Leadership Identification Program or an equivalent leadership program.

**EFFECTIVE SEPTEMBER 1st, 2011**

- ~~1. Those currently in the position of Vice Principal and/or in the Principal and Vice Principal Administrative Pools with the Niagara Catholic District School Board will be grandfathered in the application and assignment process only and will be required to obtain the necessary qualifications as per revised Administrative Procedures, within 2 years (no later than September 2013).~~
2. The Administrative pools will run from the time of entry to the end of the school year in which it expires.

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD: APPLICATION PROCESS**

1. A completed application form.
2. A written pastoral reference (within the current school year).
3. A one-page statement of philosophy of Catholic Education which outlines past experiences and examples of personal commitment to Catholicism.
4. The names addresses and telephone numbers of five references from the applicant's current or previous work environment.
5. A current written professional reference from the applicant's immediate supervisor or supervisor from the previous year as requested on the application form.
6. Evidence of preferred qualities/experiences relating to leadership experiences and professional growth initiatives as requested on the application form.
7. A current copy of the candidate's Ontario Certificate of Qualification (O.C.T.).
8. A copy of the most recent Performance Appraisal.
9. A copy of the Annual Growth Plan.

**ADVERTISING AND APPLICATIONS**

1. Applications will be invited from qualified internal candidates and may be invited from qualified external candidates.
2. Application information provided to candidates will stipulate the qualifications and all additional requirements involved in the selection process.

**SELECTION PROCESS**

The following process will establish a pool of potential Principals and Vice-Principals for each of the Elementary and Secondary School Panels:

1. Applications will be invited from qualified candidates for the positions of Principal and Vice-Principal as required.

2. The Superintendent of Human Resources, in consultation with Senior Administrative Council, shall review all applications to determine which applicants shall be invited to proceed in the selection process.
3. Those applicants not selected to proceed in the selection process shall be so notified and given reasons.
4. The **Niagara** Catholic Leadership Identification Process (**€**L.I.P.) will be used in the selection of potential school leaders and in the creation of a "pool" from which appointments shall be made.
5. Vice-Principal applicants invited to proceed in the selection process will participate in a Skills Assessment Program prior to the interview.
6. Applicants who have not previously participated in a Skills Assessment Program may be required to do so prior to the interview.
7. The Interview Committee(s) shall consist of the following:
  - i. A maximum of two Superintendents of Education
  - ii. Chair of the Committee: Superintendent of Human Resources
  - iii. Two Principals
  - iv. One Vice-Principal

Members of the Interview Committee shall be present for all interviews.

Members of the Interview Committee will be provided with copies of the applicants' resumes and applications.

8. The scoring system for the selection process will be as follows:
  - i. Principal:
    - 70% Track record
    - 30 % Interview
  - ii. Vice-Principal:
    - 70% Track Record and Skills Assessment
    - 30 % Interview

**Track Record will is defined as qualifications, experience, professional growth and the supervisor's recommendations based on site visit(s).**

- ~~● **Principal Site Visit:**~~
- ~~● **(as part of Track Record) Tangible evidence of Leadership Framework Criteria, and Annual Growth Plan**~~

9. Senior Administrative Council will review the results of the Interview Process, Skills Assessment and Track Record information in the formulation of a recommendation to be submitted to the Director of Education. After consideration, the Director of Education will determine the final report and inform the Board of placement in the Principal and/or Vice-Principal Pool.
10. The Superintendent of Human Resources who is the chairperson for the process shall co-ordinate the debriefing of each candidate upon request.

## **CONFLICT OF INTEREST**

No individual will be involved in any part of the selection process if it is self-declared and/or deemed to be a Conflict of Interest regarding any individual submitting their name for a position with Niagara Catholic. Conflicts of Interest will be declared to either the Superintendent of Education/Human Resources or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the selection process.

**FORMATION OF POTENTIAL PRINCIPAL AND VICE-PRINCIPAL POOLS**

Assignments to the Principal or Vice-Principal Pool will be for up to two years renewable for a second two year term at the recommendation of the Director of Education who will inform the Board.

**APPOINTMENT AND ASSIGNMENT OF PRINCIPALS AND VICE-PRINCIPALS**

1. Appointments as Principal or Vice-Principal will be made by the Director of Education. Assignments as Principal or Vice-Principal will be made by the Director of Education with consideration of the Principal Profile as submitted by the Catholic School Council and will inform the local Trustee(s). Appointments and assignments will be reported to the Board.
2. Initial appointments to the position of Principal and Vice-Principal shall be for up to a ~~two (2)~~one (1) year probationary term. Subsequent to a successful Performance Appraisal at the conclusion of this term, he/she may be confirmed in that role.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 25, 2016**

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

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: October 25, 2016





Niagara Catholic District School Board

**STUDENT SUSPENSION POLICY**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 26, 2015

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

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

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

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

**References**

- [\*\*Accepting Schools Act\*\*](#)
- [\*\*Education Act, Sections 306, 307, 308, 309, 310, 311\*\*](#)
- [\*\*Ontario Human Rights Code\*\*](#)
- [\*\*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education\*\*](#)
- [\*\*Policy/Program Memorandum 144: Bullying Prevention and Intervention\*\*](#)
- [\*\*Provincial Code of Conduct\*\*](#)
- [\*\*Regulation 472/07: Behaviour, Discipline and Safety of Pupils\*\*](#)
- [\*\*Niagara Catholic District School Board Policies/Procedures\*\*](#)
  - [\*\*Access to Board Premises Policy \(302.6.3\)\*\*](#)
  - [\*\*Bullying Prevention and Intervention Policy \(302.6.8\)\*\*](#)
  - [\*\*Code of Conduct Policy \(302.6.2\)\*\*](#)
  - [\*\*Ontario Student Record Policy \(301.7\)\*\*](#)
  - [\*\*Progressive Student Discipline Policy \(302.6.9\)\*\*](#)
  - [\*\*Student Expulsion Policy \(302.6.5\)\*\*](#)
  - [\*\*Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program\*\*](#)
  - [\*\*Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board\*\*](#)



Niagara Catholic District School Board

**STUDENT SUSPENSION POLICY****ADMINISTRATIVE PROCEDURES**

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 26, 2015

When inappropriate behaviour occurs a Principal may consider suspending a student for no less than one (1) school day and no longer than twenty (20) school days for an infraction, that a student has committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal will contact the police consistent with the Protocol between Niagara Region Police Service and the Niagara Catholic District School Board. A student may not be suspended more than once for the same occurrence.

**ACTIVITIES LEADING TO POSSIBLE SUSPENSION**

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

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

**ACTIVITIES LEADING TO SUSPENSION**

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

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons, illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Bullying, if,
  - i. the student has previously been suspended for engaging in bullying, and

- ii. the students' continuing presence in the school creates an unacceptable risk to the safety of another person
9. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

## VIOLENT INCIDENT

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

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

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

## MITIGATING AND OTHER FACTORS

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

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

1. whether the student has the ability to control his or her behaviour;
2. whether the student has the ability to understand the foreseeable consequences of his or her behaviour;
3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
4. the student's academic, discipline and personal history;
5. whether a progressive discipline approach has been used with the student,
6. whether the activity for which the student might be suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
7. how the suspension would affect the student's ongoing education;
8. the age of the student
9. In the case of a student for whom an Individual Education Plan (IEP) has been developed:

- i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
  - ii. whether appropriate individualized accommodation has been provided; and
  - iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct.
10. other matters as the Principal considers appropriate.

## **CONFIRMATION OF SUSPENSION**

When a student has been suspended, a Principal will:

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

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

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

The written notice of the suspension must include the following:

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

## **PRINCIPAL DETERMINATION OF NOTIFICATION**

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

## **SCHOOL WORK**

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

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

## **NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM**

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

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

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

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

This alternative program will strive to:

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

## **RE-ENTRY**

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

## **APPEAL OF SUSPENSION**

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

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

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

## **REVIEW OF SUSPENSION**

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

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

## **APPEAL TO THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD**

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

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

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

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

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

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

## **SUSPENSION APPEAL BEFORE THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD**

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

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

## **REVIEW OF THE SUSPENSION PROCESS**

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

**DRAFT**
 NIAGARA CATHOLIC  
 DISTRICT SCHOOL BOARD

**VIOLENT INCIDENT FORM**

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

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

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

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



## GUIDELINES FOR THE REPORTING OF VIOLENT INCIDENTS

### A. CATEGORIES OF VIOLENT INCIDENT

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

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

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

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

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

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

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

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

### C. PARENT/GUARDIAN INVOLVEMENT

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

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

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

### D. Insertion of information in the OSR

The following information will be included in the OSR:

A Violent Incident Form, containing:

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

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

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

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

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

#### F. TRANSFER OF THE OSR

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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 25, 2016**

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

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: October 25, 2016



Niagara Catholic District School Board

**STUDENT EXPULSION POLICY**

## STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.5

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 26, 2015

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

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

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

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

**References**

- [Accepting Schools Act](#)
- [Education Act, Sections 310, 311, 312, 313, 314](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [The Provincial Code of Conduct](#)
- [Niagara Catholic District School Board Policies/Procedures](#)
  - [Access to Board Premises Policy \(302.6.3\)](#)
  - [Bullying Prevention and Intervention Policy \(302.6.8\)](#)
  - [Code of Conduct Policy \(302.6.2\)](#)
  - [Ontario Student Record Policy \(301.7\)](#)
  - [Progressive Student Discipline Policy \(302.6.9\)](#)
  - [Student Suspension Policy \(302.6.4\)](#)
  - [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Alternative Learning Fresh Start Program](#)
  - [Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board](#)



## Niagara Catholic District School Board

**STUDENT EXPULSION POLICY**

## ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.5

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 26, 2015

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

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

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

**VIOLENT INCIDENT**

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

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

- possessing a weapon, **including possessing a firearm**
- ~~threats of serious physical injury~~
- physical assault causing bodily harm **requiring medical attention**
- sexual assault

- robbery ~~and extortion~~
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated ~~violence-occurrences~~
- ~~vandalism causing extensive damage to Board property or property located on Board property~~

## MITIGATING AND OTHER FACTORS

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

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

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

## SUSPENSION PENDING RECOMMENDATION FOR EXPULSION

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

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

## NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

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

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

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

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

This alternative program will strive to:

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

## EXPULSION NOT RECOMMENDED

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

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

## EXPULSION RECOMMENDED TO THE BOARD

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

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

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



- ii. the type of program for expelled students that might benefit the student, if the student is expelled from all schools of the Board.

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

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

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

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

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

### **DISCIPLINARY HEARING COMMITTEE**

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

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

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

Parties before the Disciplinary Hearing Committee will be:

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

## **DECISION OF THE DISCIPLINARY HEARING COMMITTEE**

Upon completion of the hearing, the Committee shall decide:

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

## **APPEAL OF BOARD DECISION TO EXPEL**

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

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

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

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

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

1. Within sixty (60) days of the Board's decision to expel the student. This date should be referenced in the letter of appeal.
2. The sixty (60) days must be extended if the Child and Family Services Review Board believes there are reasonable grounds. The expulsion appeal hearing must convene within thirty (30) days of receiving a request to appeal the Board's expulsion decision.

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

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

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

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

## **RE-ENTRY FOLLOWING AN EXPULSION**

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

**DRAFT**
 NIAGARA CATHOLIC  
 DISTRICT SCHOOL BOARD

**VIOLENT INCIDENT FORM**

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

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

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

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

## GUIDELINES FOR THE REPORTING OF VIOLENT INCIDENTS

### A. CATEGORIES OF VIOLENT INCIDENT

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

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

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

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

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

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

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

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

### C. PARENT/GUARDIAN INVOLVEMENT

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

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

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

### D. Insertion of information in the OSR

The following information will be included in the OSR:

A Violent Incident Form, containing:

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

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

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

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

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

#### F. TRANSFER OF THE OSR

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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
OCTOBER 25, 2016**

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

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

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: October 25, 2016



# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2016 - JUNE 2017

Updated: September 27, 2016

<b>SORTED BY POLICY COMMITTEE MEETING DATE</b>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	May 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Sept. 2016
2001	2013	302.6	Safe Schools - Appendix A	Sept. 2016
2009	2015	800.8.1	Accessibility Customer Service	Sept. 2016
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	Oct. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Oct. 2016
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Oct. 2016
2001	2015	302.6.4	Student Suspension - Safe Schools	Oct. 2016
2001	2015	302.6.5	Student Expulsion - Safe Schools	Oct. 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Nov. 2016
2001	2013	302.6	Safe Schools - Appendix A	Nov. 2016
2009	2015	800.8.1	Accessibility Customer Service	Nov. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Jan. 2017
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Jan. 2017
2001	2015	302.6.4	Student Suspension - Safe Schools	Jan. 2017
2001	2015	302.6.5	Student Expulsion - Safe Schools	Jan. 2017
<b>NEW</b>		<b>NEW</b>	Anti-Spam	

\* Ministry of Labour Compliance Annual Review

<b>SORTED BY CW/BOARD MEETING DATE</b>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	Nov. 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Dec. 2016
2001	2013	302.6	Safe Schools - Appendix A	Dec. 2016
2009	2015	800.8.1	Accessibility Customer Service	Dec. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Feb. 2017
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Feb. 2017
2001	2015	302.6.4	Student Suspension - Safe Schools	Feb. 2017
2001	2015	302.6.5	Student Expulsion - Safe Schools	Feb. 2017
<b>NEW</b>		<b>NEW</b>	Anti-Spam	