



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, MAY 28, 2019
4:00 P.M.**

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



- | | |
|--|---|
| 1. Opening Prayer – Trustee Fera | - |
| 2. Attendance | - |
| 3. Approval of Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Minutes of Policy Committee Meeting of April 23, 2019 | 5 |
| 6. Policies | |

Action Required

POLICIES – FOR RECOMMENDATION TO JUNE 11, 2019 COMMITTEE OF THE WHOLE

- | | | |
|-----|---|-----|
| 6.1 | Community Use of Facilities Policy (800.2) | 6.1 |
| 6.2 | Bullying Prevention and Intervention Policy (302.6.8) | 6.2 |

POLICIES – PRIOR TO VETTING

- | | | |
|-----|--|-----|
| 6.3 | Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2) | 6.3 |
| 6.4 | Employee Meals and Hospitality Policy (201.14) | 6.4 |
| 6.5 | Employee Conferences, Workshops and Meetings Policy (201.15) | 6.5 |
| 6.6 | Opening or Closing Exercises – Safe Schools (302.6.1) | 6.6 |
| 6.7 | Acceleration/Retention (Elementary) Policy (400.5) | 6.7 |

Information

- | | | |
|-----|---|-----|
| 6.8 | Policies Currently Being Vetted to September 9, 2019 | - |
| | • Emergency Instructors Policy (NEW) | |
| | • Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW) | |
| 6.9 | Policy and Guideline Review 2018-2019 Schedule | 6.9 |
| 7. | Date of Next Meeting | |
| | September 24, 2019 – Start time to be determined and posted on the Board website and agenda cover sheet | |
| 8. | Adjournment | - |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
APRIL 23, 2019**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of April 23, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, APRIL 23, 2019

Minutes of the Policy Committee Meeting held on Tuesday, April 23, 2019 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

1. Opening Prayer

The meeting was opened with a prayer by Trustee Prince.

2. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Larry Huibers (Committee Chair)	✓			
Frank Fera	✓			
Leanne Prince	✓			

Trustees:

Rhianon Burkholder
Kathy Burtnik
Dino Sicoli

Student Trustees:

Jade Bilodeau
Madison McKinney

Staff:

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

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

3. Approval of Agenda

Moved by Trustee Fera

THAT the April 23, 2019 Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

Disclosures of Conflict of Interest were declared by Trustee Fera with Item 6.9 and Trustee Huibers with Items 6.9, 6.12 and 6.13 of the agenda. These trustees have family members who are employees of the Board.

5. Minutes of the Policy Committee Meeting of March 26, 2019

Moved by Trustee Prince

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of March 26, 2019, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - PRIOR TO VETTING DEFERRED FROM MARCH POLICY COMMITTEE MEETING

6.1 Religious Education Courses for Staff Policy (201.3)

Frank Iannantuono, Superintendent of Education/Human Resources, presented the Religious Education Courses for Staff Policy (201.3).

The Policy Committee requested that the Religious Education Courses for Staff Policy be incorporated into the Employee Hiring and Selection (Teachers) Policy (203.1).

POLICIES - FOR RECOMMENDATION TO MAY COMMITTEE OF THE WHOLE MEETING

6.2 Employee Hiring and Selection (Teachers) Policy (203.1)

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Hiring and Selection (Teachers) Policy (203.1) following the vetting process.

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

POLICY STATEMENT

- Incorporate the Religious Education for Teaching Staff Policy (201.3)

ADMINISTRATIVE PROCEDURES

- Incorporate the Religious Education for Teaching Staff Policy (201.3)
- Page 5 - remove last two bullets

Moved by Trustee Prince

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Employee Hiring and Selection (Teachers) Policy (203.1), as presented.

APPROVED

6.3 Emergency Instructors Policy (NEW)

Frank Iannantuono, Superintendent of Education/Human Resources presented the Emergency Instructors Policy (NEW).

Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- Add “*Elementary*” to the title

ADMINISTRATIVE PROCEDURES

- Remove first two sentences under the Application Process
- Page 3 – remove “*Brianna Spence,*” and add “*Services*”
- Page 3 – change first two sentences under Daily Plans to “*The Emergency Instructor shall follow the teaching plan left by the classroom teacher. Where this is not possible, the Principal/Vice Principal will provide the required directions to the Emergency Instructor in order to develop a classroom routine for the day.*”

The Policy Committee requested that the Emergency Instructors Policy, be vetted from April 24, 2019 to September 9, 2019 with a recommended deadline for presentation to the Policy Committee in September 2019, for consideration to the Committee of the Whole and Board in October 2019.

6.4 Safe Schools Policy (302.6)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Safe Schools Policy (302.6) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Safe Schools Policy (302.6), as presented.

APPROVED

6.5 Student Suspension – Safe Schools Policy (302.6.4)

Superintendent Forsyth-Sells presented feedback received from the vetting process and highlighted recommended amendments to the Student Suspension – Safe Schools Policy (302.6.4) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 4, bullet 7 – add “*e-cigarettes, and any other tobacco product*”

Moved by Trustee Fera

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Student Suspension – Safe Schools Policy (302.6.4), as presented.

APPROVED

6.6 Student Expulsion – Safe Schools Policy (302.6.5)

Superintendent Forsyth-Sells presented feedback received from the vetting process and highlighted recommended amendments to the Student Expulsion – Safe Schools Policy (302.6.5) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 3, bullet 7 – add “*e-cigarettes, and any other tobacco product*”

Moved by Trustee Prince

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

APPROVED

6.7 Financial Investment Policy (NEW)

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Financial Investment Policy (NEW) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Fera

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Financial Investment Policy (NEW), as presented.

APPROVED

6.8 Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4)

Superintendent Vetrone presented feedback received from the vetting process and highlighted recommended amendments to the Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the May 14, 2019 Committee of the Whole Meeting to approve the revisions to the Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.9 Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2)

Director Crocco and Superintendent Iannantuono, presented the Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Page 5 – remove “(v. One Trustee appointed by the Board)”
- Page 5, bullet 10 – remove “(approval of the Board)” and “(confirm)”
- Page 6 – remove “(for approval.)”

The Policy Committee requested that the Catholic Leadership: Principal & Vice-Principal Selection Policy, be vetted from April 24, 2019 to September 9, 2019 with a recommended deadline for presentation to the Policy Committee in September 2019, for consideration to the Committee of the Whole and Board in October 2019.

6.10 Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW)

Director Crocco, presented the Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Paragraph 3 – change “appointed” to “selected”
- Paragraph 4 – change “are” to “shall be”

ADMINISTRATIVE PROCEDURES

- Page 4, bullet 5 – add “and/or” and “The Director of Education will make the offer of employment”

The Policy Committee requested that the Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy, be vetted from April 24, 2019 to September 9, 2019 with a recommended deadline for presentation to the Policy Committee in September 2019, for consideration to the Committee of the Whole and Board in October 2019.

6.11 Opening or Closing Exercises – Safe Schools Policy (302.6.1)

Deferred to the May Policy Committee Meeting.

6.12 Employee Meals & Hospitality Policy (201.14)

Deferred to the May Policy Committee Meeting.

6.13 Employee Conferences, Workshops & Meetings Policy (201.15)

Deferred to the May Policy Committee Meeting.

INFORMATION

6.14 Policies Currently Being Vetted to May 8, 2019

- Bullying Prevention & Intervention – Safe Schools Policy (302.6.8)
- Community Use of Facilities Policy (800.2)

6.15 Policy and Guideline Review 2018-2019 Schedule

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

7. Date of Next Meeting

May 28, 2019 – Start time to be determined and posted on the Board website and agenda cover.

8. Adjournment

The meeting adjourned at 6:40 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
COMMUNITY USE OF FACILITIES POLICY (800.2)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Community use of Facilities Policy (800.2), as presented.

Prepared by: Scott Whitwell, Controller of Facilities Services
Kathy Levinski, Administrator of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services
Kathy Levinski, Administrator of Facilities Services

Date: May 28, 2019



Niagara Catholic District School Board

COMMUNITY USE OF FACILITIES POLICY

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board supports the responsible use of Board facilities by the community where it does not detract from the operations of the facility as it pertains to Board and / or School programs.

Niagara Catholic acknowledges that schools in Ontario are recognized as hubs for community activity and will be affordable and accessible to communities in order to support the goals of a healthier Ontario, stronger communities and student success.

A schedule of fees will reflect the varying nature and purpose of the community use of its facilities based on the fee structure as determined by the community use classifications.

The schedule of fees shall be reviewed and revised annually by Senior Administrative Council.

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

References

- [Accepting Schools Act, ~~2011~~ \(2012\)](#)
- ~~[Fire Safety Reference Guide for Schools](#) (November 2008) [\(Updated February 2013\)](#)~~
- [Smoke Free Ontario Act 2017](#)
- **Niagara Catholic District School Board Policies/Procedures/Documents**
 - [Accessibility Customer Services Policy \(800.8.1\)](#)
 - [Access to Board Premises \(302.6.3\)](#)
 - [Code of Conduct Policy \(302.6.2\)](#)
 - ~~[School Operations for Inclement Weather and Workplace Closure Policy \(500.1\)](#)~~
 - [User Group Classifications and Fees](#)



Niagara Catholic District School Board

COMMUNITY USE OF FACILITIES POLICY

ADMINISTRATIVE PROCEDURES

800 – Schools and Community Councils

Policy No. 800.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: June 18, 2013

GENERAL CONDITIONS

1. School facilities are primarily for the use of the school and permits shall be granted in compliance with educational programs offered in the Board's schools, custodial and maintenance programs, and the Board's Mission, Vision and Values and the Code of Conduct.
2. Applications for the use of facilities or grounds by community-based groups and organizations will be received by the Controller of Facilities Services or designate through the Niagara Catholic Community Use Online Reservation System. The Controller of Facilities Services or designate will decide on the approval of each application.
3. The general term of indoor permits will be from October 1 to the first Friday in August in the current school year of issue.

3-

INSIDE FACILITY - Hours available for permit groups

Weekdays elementary facilities 6:00 p.m. - 10:00 p.m.

Weekdays secondary facilities 6:00 p.m. – 9:30 p.m.

Weekends all facilities 8:00 a.m. - 10:00 p.m.

4. Use of grounds will be from May 1 to October 1 for elementary schools only.

GROUND - During school year - Hours available for permit groups

Weekdays 6:00 p.m. to dusk

Weekends 9:00 a.m. to dusk

GROUND - During summer months - Hours available for permit groups

Weekdays 9:00 a.m. to dusk

Weekends 9:00 a.m. to dusk

4-

5. Secondary school playing fields are not available to permit groups without a reciprocal agreement.

~~INSIDE FACILITY - Hours available for permit groups~~~~Weekdays all facilities 6:00 p.m. - 10:00 p.m.~~~~Weekends all facilities 8:00 a.m. - 10:00 p.m.~~***~~GROUND - During school year - Hours available for permit groups~~***~~Weekdays 6:00 p.m. to dusk~~~~Weekends 9:00 a.m. to dusk~~***~~GROUND - During summer months - Hours available for permit groups~~***~~Weekdays 9:00 a.m. to dusk~~~~Weekends 9:00 a.m. to dusk~~

6. Unless otherwise approved by the Controller of Facilities Services or designate, schools and other facilities will be closed for permit users on the following dates:

<i>Thanksgiving Weekend</i>	Friday to Monday inclusive
<i>Christmas Holidays</i>	Two week shutdown, including Friday to commencement of school on Monday (except for school use)
<i>Family Day</i>	Monday
<i>Mid-Winter Break</i>	Friday to commencement of school on Monday (except for school use)
<i>Easter Weekend</i>	Holy Thursday to Easter Monday inclusive
<i>Victoria Day Weekend</i>	Saturday to Monday inclusive
<i>PA Days with custodial staff participation</i>	(except for child care operators)——

7. The person who obtains a Community Use of Facilities permit shall be 18 years of age or older, shall accept full and personal responsibility for the conduct and supervision of all persons admitted to Board facilities, and shall be accountable for any and all damages resulting from the use of Board property.
- ~~7.8.~~ The person who obtains a Community Use of Facilities permit must designate and identify a person who will be in attendance at the facility during the times ~~and uses~~ to which the permit applies **on the permit application**.
9. A Custodian (subject to the Collective Agreement), security person or responsible person acceptable to the Controller of Facilities Services or designate may be assigned to the permitted facility to protect the interests of the Board by opening the facility, flushing water lines where applicable, providing access to appropriate areas, ensuring the security of the Board's property, responding to emergency situations and shutting down and securing the building at the completion of the program. Costs associated with the additional staff may be charged to the permit holder.
- ~~8.10.~~ **Custodial staff is on duty for the care and protection of school property and not as supervisors of an activity in progress. All participants and spectators attending the permitted event must be supervised by the permit holder or designate.**
- ~~9.11.~~ The Board will not be responsible for personal injury or for the loss or damage to personal belongings of participants or spectators inside the building or on the property.
- ~~10.12.~~ Smoking **and/or vaping** is not permitted on Board property. The permit holder shall be responsible for enforcing this regulation.
- ~~11.13.~~ All parties are to follow standards of behaviour that are consistent with the Provincial and local Code of Conduct when using space in our schools.
- ~~12.14.~~ Exits must be kept free from any obstruction. Exterior doors are to be locked at all times and are not to be wedged open. If necessary, a monitor is to be stationed at the door to admit guests and to keep the door secure at all times.
- ~~13.15.~~ Sleepovers are not permitted in Board facilities.
- ~~14.16.~~ Any advertising for the Community Use activities, which identify the school as the location, must have written permission by the Controller of Facilities Services or designate **prior to distribution**.
- ~~15.17.~~ No parking is permitted on lawns or asphalt play areas.
- ~~16.18.~~ The Controller of Facilities Services / designate will monitor and record group activity complaints received and take appropriate action.

19. The use of specialty rooms (such as computer/technology labs, science rooms, sensory rooms), staff rooms, offices and ~~No storage space will not be is~~ granted to outside organizations.
- ~~17.~~20. Permitted classrooms will be assigned by school principals and Facilities Services staff. Approved classroom use shall respect and adhere to the following: do not erase items on the blackboard, disturb bulletin boards or use teacher's aids within classroom, furniture must be put back and electronic or technical equipment is not for community use unless previously approved on permit application.
- ~~18.~~21. Professional movers approved by the Board and paid by the permit holder must carry out moving of any school piano from stage to floor or vice-versa. Pianos must be returned to the same location in which they are found. When the permit holder requests tuning of pianos, a charge will be made.
- ~~19.~~22. Facilities shall not be physically altered in any way.
- ~~20.~~ Custodial staff is on duty for the care and protection of school property and not as supervisors of an activity in progress.
- ~~21.~~23. Appropriate attire for the activity including footwear (e.g. ~~running shoes~~ clean rubber-soled, non-skid and non-marking athletic shoes during athletic functions held in gymnasiums ~~on gym floors~~) must be worn by the active participants of the permit group. ~~Permit holders will be responsible for cost associated for additional cleaning.~~
- ~~22.~~24. Decorations must conform to fire safety practices as recommended by the Fire Department. The Board reserves the right to request inspections by Fire Department, Municipal and Provincial officials as deemed necessary. Any violations with respect to the above conditions may result in immediate cancellation of the Community Use Agreement.

PERMIT APPLICATION AND PROCESS

All individuals or groups (including Board staff) must apply and pay for use of Board facilities through the Niagara Catholic Community Use Online Reservation System at <http://ncdsb.ebasefm.com/communityuse/>

School Administration shall plan their after school hours facility needs in advance. The system will be available up to July 7th to school principals to enter their permit requests, prior to public bookings.

Board staff, no user fee and not-for-profit groups will be able to enter their permit requests from July 7th to August 31st and all other groups after September 7th for the coming school year. Upon approval, a permit number will be issued.

1. All after school events using Board facilities must have an approved Community Use ~~Permit~~ of Schools Permit Number.
2. Applicants must be 18 years of age or older to obtain a permit.
3. Permits will be issued for a minimum of 1 hour.
4. Permits are valid for the current school year only. Applications must be made on a yearly basis.
5. Applications for community use must be received at least ten (10) working days prior to the date of use.

6. Depending on the classification of the user group, a non-refundable permit administration fee for community use of facility ~~is required upon application~~ will be charged.
7. Applicants are required to pay the applicable fees for any time or space used that exceeds the information stated on the permit.
8. Applicants are required to provide a valid credit card on their application form and agree to update their credit card information as required.
9. All taxes imposed on the sale of tickets for an event and all arrangements in regard to taxes shall be the responsibility of the organization using the facility.
- ~~9~~10. It is the responsibility of the permit holder to be aware of and adhere to Canadian copyright laws. Copyright authorization and reimbursement of the appropriate license fees is the sole responsibility of the permit holder.
- ~~10~~11. Cost for the improper use of fire and security alarms or equipment will be charged to the permit holder.
- ~~11~~12. The permit holder will make restitution for any damages caused.
- ~~12~~13. It is the responsibility of the applicant to examine the facility to ensure its acceptability for the event.

USER GROUP CLASSIFICATIONS

Classification A

Board or school sponsored activities including: school council events, school dances, school sporting activities and Continuing Education, Catholic Church Services, Masses and Religious Instruction Classes.

Classification B

Not-for-profit youth related community groups providing services free of charge and no user fee.

Classification C

Not-for-profit youth related community groups including activities run by local not-for-profit youth groups, groups directly involved with children and youth including scouts/guides, YMCA/YWCA, 4H clubs, Special Olympics and other youth groups where the activities are intended for participants under the age of 18; not-for-profit recognized children's sport and recreation service providers including members or affiliates of Provincial sports organizations that are recognized by the Ministry of Tourism **Culture and Sport**; not-for-profit ~~child care~~ **child care** operations – before and after school ~~child care~~ **child care** (as the ~~Day Nurseries Act~~ **as in the Child Care and Early Years Act, 2014**).

Classification D

Not-for profit adult related community groups or other charitable groups such as local service clubs, community health associations, senior groups, etc. as determined by Senior Administrative Council, Niagara Catholic staff members booking a personal event.

Classification E

Commercial or profit groups including religious, cultural, service and recognized political organizations (Federal/Provincial/Municipal); individuals or groups providing services and programs for the community

and charging participation or user fees (paid instruction/supervision) including music, dancing, arts, drama, gymnastics classes, sports and other groups including driver education programs, partnership in education – colleges and universities, enterprises, general public, Niagara Catholic staff members booking a for profit event.

The Board may enter into negotiated agreements for defined space requirements. Such agreements may include before and after school programs, licensed child care centres, elections and polling stations, and reciprocal agreements.

INSURANCE

All permit holders shall carry liability insurance of at least \$2 million and name the Niagara Catholic District School Board as an additional insured. An insurance certificate proving compliance with this requirement must be provided before the permit application is approved. Where there is ongoing, continuous use, the insurance will contain a clause that it will not be cancelled or changed without the Board first having received not less than 30 days written notice of such a cancellation or change.

If an applicant for a permit is not able to provide their own liability insurance, the applicant can apply for the required insurance through the School Board under the following terms and conditions:

- The applicant must agree to pay the premium at the time of the application;
- The applicant must satisfy itself as to the limits of coverage and the exclusions from coverage;
- The applicant must be truthful in providing full information about the event that may be necessary to assess the risk;
- The applicant acknowledges that the Board would prefer the applicant to arrange their own insurance coverage. The Board assumes no liability with respect to the administration or placing of the insurance and the applicant releases the Board from such liability.

CANCELLATION OF PERMITS

1. In the event of ~~any~~ cancellation of the entire permit or individual booking(s) within a permit, the permit holder must contact the staff assigned to community use coordination a minimum of seven (7) working days in advance of the booking. The cancellation must be in writing through the Community Use Online Reservation System. Failure to do so may necessitate full charge for the rental facility. A cancellation fee will be applied in all cases and caretaking charges may apply; the permit administration fee will not be refunded for any cancelled permit.
- 1.2. Should an approved permit booking be modified within five (5) working days of the approved use, a cancellation fee may be applied.
- 2.3. Designated Board administrative staff may, at any time, cancel or withdraw the use of any facility, without cause or sufficient notice. In the event of such cancellation staff will endeavour, if requested, to find an acceptable alternate location. There shall be no claim or right to damage or reimbursement on account of any loss, damage or expense incurred by the permit applicant/holder.
- 3.4. Permits shall be invalid during the days when the schools are closed due to inclement weather. The ~~Inclement Weather Policy~~ School Operations for Inclement Weather and Workplace Closure Policy will prevail in the event of school closures. Refunds or rescheduling of cancelled events must be applied for within the school year and will be undertaken at no cost to the user group.

SERVING OF ALCOHOL ON BOARD PREMISES

(This applies to all permit groups and Board staff)

When any group (including Board staff) proposes the consumption of alcoholic beverages during the rental period, it must be stated in the Community Use Online Registration Application and the appropriate licensing must be obtained. In addition, the following conditions must be met:

1. One individual is to be designated (name to be provided to the Board in advance) as the person in charge of the bar and must ~~be a licensed bartender and/or~~ have a Smart Serve Certificate. The designate must be given specific instructions and authority by the applicant to refuse alcoholic beverages to any person appearing to be intoxicated. **Any individual serving alcohol must have a Smart Serve Certificate.**
2. The application, together with all required information (~~liquor licence~~ **Special Occasion Permit**, alcohol insurance), is to be submitted one month in advance to the staff assigned to community use coordination.
3. Where alcohol is served, Alcohol Liability Insurance in an amount no less than ~~two~~ **five** million dollars with the Niagara Catholic District School Board named as an additional insured and ~~Liquor Licence~~ **Special Occasion Permit** obtained from the ~~Liquor Control Board~~ **Alcohol and Gaming Commission** of Ontario must be carried by the user group.
4. Persons under the age of 19 must not ~~handle nor~~ be served alcohol.
5. Food must be served in conjunction with alcoholic beverages.
6. When alcoholic beverages are served, a custodian must be in attendance at the event and be responsible to lock up. In addition to the applicable rate, the organization must pay for this custodial assistance for the duration of the event.

~~The Board may enter into negotiated agreements for defined space requirements. Such agreements may include before and after school programs, licensed childcare centres, elections and polling stations, and reciprocal agreements.~~

EQUIPMENT

Technical Equipment

~~Auditorium equipment such as lighting and sound is included in the hourly rates below. Technicians are an extra hourly charge. User groups may be permitted to use some Board/School equipment through the Community Use Online Registration application.~~

Equipment such as sound and audio visual is not included as part of the permit agreement. These items must be arranged directly with the school principal and additional charges may apply.

Rental of any equipment is granted on the conditions that:

- The principal is satisfied that a competent operator will operate the equipment;**
- Such equipment is used within the building to which it was assigned.**

Other Equipment

All other equipment required during the approved permit booking must be identified on the permit application.

Other equipment includes such items as basketball nets, volleyball standards, score clocks, bleachers, tables and chairs.

Adopted Date:	April 28, 1998
Revision History:	April 18, 2000 February 25, 2003 March 17, 2003 August 31, 2006 February 28, 2012 June 18, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
BULLYING PREVENTION AND INTERVENTION POLICY
(302.6.8)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Bullying Prevention and Intervention Policy (302.6.8), as presented.

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

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

Date: May 28, 2019



Niagara Catholic District School Board

BULLYING PREVENTION & AND INTERVENTION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.8

Adopted Date: November 25, 2003

Latest Reviewed/Revised Date: October 28, 2014

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to schools and workplaces that are Christ-centred healthy, safe, and inclusive, where all members are accepted and welcomed in teaching, learning and working environments, free from any form of bullying. The principles of equity and inclusive education are embedded in teaching and learning environments to support a positive school climate and a culture of mutual respect. shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. *“Blessed are the peacemakers, for they will be called children of God”* (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive, safe and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio economic status or disability. *“Blessed are the peacemakers, for they will be called children of God”* (Matthew 5:9).

The Niagara Catholic District School Board, and its school actively promotes and supports positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate Expectations, and the provincial, Board and School Code of Conducts.

A safe, inclusive and accepting learning and teaching environment, where all students feel accepted, is a necessary condition for the success of all students in the Board. This same environment is also a critical component of bullying prevention and intervention strategies supporting equitable and inclusive educational opportunities for all students. The Board acknowledges that any form of bullying adversely affects a student’s well-being and ability to learn, adversely affects the school climate, including healthy relationships, and will not be accepted on school property/sites, transportation, at school-related activities, on school buses or in any other circumstances (e.g., online) where engaging bullying will have a negative impact on the school climate.

Therefore, in accordance with the Accepting Schools Act, the Ministry of Education PPM 144 (2018), and the provincial, Board and School Codes of Conduct, all members of the school community, including staff, students, parents/guardians and visitors, will be respectful to one another at all times and are responsible to help create a safe, inclusive and accepting school environments free from bullying.

Consistent with current legislation in the Province of Ontario, the Provincial Code of Conduct, the Codes of Conduct of the Board and Schools all members of the school community, including staff, students, parent/guardians and visitors, will be respectful to one another and are responsible to help create a safe, inclusive and accepting school environment free from bullying.

The Niagara Catholic District School Board will When establishing the Board Bullying Prevention and Intervention Plan, the Board will engage students, teachers, Principals, and other staff of the Board, volunteers working in the schools, parents/guardians of students, and Catholic School Councils. The Board will also consult with Student Senates, the Special Education Advisory Committee, the Niagara Catholic Parent Involvement Committee, and the Indigenous Education Advisory Council. The Board Bullying Prevention and Intervention Plan is available to the public through the Board and school websites.

Niagara Catholic schools will implement the Board’s plan will and include a specified bullying prevention and intervention statement in their School Code of Conduct to be included in Student Handbooks. recognizes that system and whole school approaches are required to establish a Bullying Prevention and Intervention Plan for the Board and the schools of the Board and will be reviewed annually.

All schools in the Board will include a specified bullying prevention and intervention statement in their School Code of Conduct which will be included in the Student Handbook and will implement the Board's Bullying Prevention and Intervention Plan.

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

References

- [Accepting Schools Act](#)
- [Accessibility for Ontarians with Disabilities Act 2005](#)
- [Caring and Safe Schools in Ontario](#)
- [Child & Family Services Review Board](#)
- [Child, Youth and Family Services Act 2017](#)
- [Education Act and Regulations](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Catholic School Graduation Expectations](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)
- [Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018](#)
- [Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour –Issued October 17, 2018](#)
- [Provincial Code of Conduct](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [Smoke-Free Ontario Act 2017](#)

Niagara Catholic District School Board Policies/Procedures/Documents

- [Access to Board Premises Policy \(302.6.3\)](#)
- [Accessibility Standards Policy \(800.8\)](#)
- [Bullying Prevention and Intervention Policy \(302.6.8\)](#)
- [Catholic School Councils Policy \(800.1\)](#)
- [Code of Conduct Policy \(302.6.2\)](#)
- [Complaint Resolution Policy \(800.3\)](#)
- [Criminal Background Check Policy \(302.6.7\)](#)
- [Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)](#)
- [Electronic Communications System Policy \(Students\) \(301.5\)](#)
- [Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)](#)
- [Equity and Inclusive Education Policy \(100.10\)](#)
- [Niagara Catholic Parent Involvement Committee Policy \(800.7\)](#)
- [Ontario Student Record Policy \(301.7\)](#)
- [Opening or Closing Exercises Policy \(302.6.1\)](#)
- [Progressive Student Discipline Policy \(302.6.9\)](#)
- [Privacy Policy \(600.6\)](#)
- [Records and Information Management Policy \(600.2\)](#)
- [Safe Arrival Policy \(302.6\)](#)
- [Safe Physical Intervention with Students Policy \(301.8\)](#)
- [Safe Schools Policy \(302.6\)](#)
- [Student Expulsion Policy \(302.6.5\)](#)
- [Student Suspension Policy \(302.6.4\)](#)
- [Student Transportation Policy \(500.2\)](#)
- [Volunteers in Catholic Schools Policy \(800.9\)](#)
- [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program](#)

- *Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara*
- *Protocol Between the Niagara Regional Police Service and the Niagara Catholic District School Board*



Niagara Catholic District School Board

BULLYING PREVENTION & INTERVENTION POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.8

Adopted Date: November 25, 2003

Latest Reviewed/Revised Date: October 28, 2014

DEFINITION OF BULLYING

In accordance with subsection 1(1) of the Education Act;

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying (1.0.0.1)

Behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying (1.0.0.1 2)

Bullying includes bullying by electronic means (**cyber-bullying**) including:

- (a) creating a webpage or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one (+) individual or posting material on a website that may be accessed by one (+) or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social.

Physical-may include hitting, pushing, slapping and tripping.

Verbal-may include name calling, mocking, insults, threats, sexist, racist, homophobic or transphobic comments.

Social or Relational-may be more subtle and may include gossiping, spreading rumours, excluding others, humiliating others with public gestures or graffiti, shunning or ignoring and may occur through the use of technology.

Harm to an individual can be experienced in a number of ways, including physical, mental, emotional and psychological.

POSITIVE SCHOOL CLIMATE

Bullying prevention is a whole school approach supporting expectations for a safe, caring, inclusive, and accepting school climate. It includes a shared understanding about the nature and underlying causes of bullying and its impact on the lives of individual students and the school community.

~~Staff, students and parents/guardians and the wider community play key roles in creating a positive and safe school climate and learning environment.~~

The following ~~are~~ **include** some characteristics of a positive school climate:

- **s**tudents, staff members, and parents/guardians feel safe, and are safe, included, and accepted.
- **a**ll members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships free from discrimination and harassment.
- **s**tudents are encouraged and given support to be positive leaders and role models in their school community.
- **o**pen and ongoing dialogue takes place between the **P**rincipal, staff members, parents/**g**uardians, and students with all partners actively engaged.
- **t**he learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- **e**very student is inspired and given support to succeed in an environment of high expectations.
- **b**ullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.
- Students, staff members, parents/guardians, visitors and community members are responsible for promoting a safe, inclusive and accepting school climate by developing an awareness of bullying, reporting incidents of bullying, supporting the school through Catholic School Council bullying prevention initiatives, and communicating an understanding of the factors that contribute to a safe, inclusive, and accepting school climate.

BULLYING PREVENTION AND INTERVENTION STRATEGIES **AND** SUPPORTS

~~The Niagara Catholic District School Board will~~ provides **preventative** programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying and **for** students who have engaged in bullying. **Board staff, community agencies, or other professionals may provide bullying prevention and intervention programs and supports that include:**

- **e**arly intervention for both the student who is a victim of bullying and the student who bullies;
- **a** safe and positive learning environment that is supportive of student achievement and well-being; and,
- **t**he development of positive relationships among staff, among students, and between staff and students to promote a safe environment and positive school climate.

STRATEGIES

The Board and all employees of the Board are expected to:

- **t**ake seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents and recognize that some allegations may require more comprehensive intervention.
- **r**espond to any student behaviour that is likely to have a negative impact on the school climate.
- **a**ddress behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but ~~is~~ **are** not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the **O**ntario Human Rights Code.
- **e**ncourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
- **c**onsider interventions and, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).
- **m**odel appropriate language and actions for students.

- increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan to incorporate in the School Improvement Plan for Student Achievement and Well-Being.

SUPPORTS

The Board and all employees of the Board are expected to:

- provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff and parents/guardians, and all members of the Catholic school community.
- consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the Board that are curriculum-linked and consistent with a progressive discipline approach.
- use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and acceptable behaviours.
- consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
- support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
 - a) activities or organizations that promote gender equity;
 - b) activities or organizations that promote anti-racism;
 - c) activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
 - d) activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.

The name of an activity or organization must be consistent with the promotion of a positive school climate as clarified in the Education Act that is inclusive and accepting of all students in consultation with the Principal/Designate of the school.

SUSPENSION AND EXPULSION FOR BULLYING

The Board recognizes the importance of dealing with bullying and any incident of bullying, which can have a significant impact on the safety of students, learning and school climate. As a result, bullying is one of the activities for which suspension must be considered (See Student Suspension Policy No 302.6.4 and Student Expulsion Policy No. 302.6.5). Principals must suspend a student for bullying, and consider referring that student for expulsion if:

- 1) the student has previously been suspended for bullying, and
- 2) the student's continuing presence in the school creates, in the Principal's opinion, an unacceptable risk for the safety of another person.

Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306 (1), of the Education Act, including bullying, 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 (e.g., socio-economic status, appearance).

PRINCIPAL NOTIFICATION-PARENTS/GUARDIANS

Principals/Designates ~~is are~~ required to ~~provide information to the is less than 18 years of age, is not 16 or 17 and withdrawn from parental control~~ notify parents/guardians of a student who has been harmed as a result of a serious student incident, such as bullying. When notifying parents/guardians, a

Principal/Designate must invite the parents/guardians to have a discussion with them about the supports that will be provided for their student.

Principals/Designates shall disclose the following information:

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

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

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

~~If a~~ **The Principal/Designate decides shall** not to notify the parents/guardians of a student ~~involved in an incident~~, if, in the opinion of the Principal/Designate, doing so would put the student at risk of harm from the parents/guardians of the student, such that notification is not in the best interests of the student. The Principal/Designate will document the rationale for this decision, and notify both the teacher who reported the incident and the appropriate ~~share this decision with the~~ Family of Schools' Superintendent ~~and if applicable, the teacher(s) of the student.~~

REPORTING AND RESPONDING TO INCIDENTS (APPENDIX A)

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

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

REPORTING SERIOUS STUDENT INCIDENTS TO THE PRINCIPAL

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

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

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

An individual who becomes aware that a student may have engaged in a serious student incident shall report the matter to the Principal/Designate as soon as reasonably possible using the [Safe and Accepting Schools Incident Reporting Form-Part I](#). Where the Principal/Designate is the sole witness to an incident, the

Principal/Designate is similarly required to use the [Safe and Accepting Schools Incident Reporting Form-Part I](#), to confirm the incident in writing.

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

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

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

Once the investigation is complete, the Principal/Designate:

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

ONTARIO STUDENT RECORD (OSR)

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

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

MAINTENANCE OF THE ONTARIO STUDENT RECORD (OSR)

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

~~Reporting and Responding to Incidents (Appendix A)~~

- All Board employees have a responsibility for reporting student incidents.
- All Board employees who work directly with students have a responsibility to report, respond and support students.
- Principals/designates have the responsibility to report, respond, support students and notify parents/guardians.

Reporting of Student Incidents to the Principal/Designate

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

Safe and Accepting Schools Incident Reporting Form (Appendix B)

The Principal/Designate shall investigate any matter reported regarding bullying. All reports made to the Principal/Designate, including those made verbally must be confirmed in writing, using the “Safe and Accepting Schools Incident Report Form” (Appendix B). The Principal/Designate is also required to complete the form to confirm an incident.

Part I of the Safe and Accepting Schools Incident Report Form (Appendix B) must:

- be submitted to the Principal/Designate in a timely manner.
- be assigned a number for filing and retrieval purposes.
- be investigated by the Principal/Designate.
- be filed in the student’s OSR “only” if further action is required.

Part II of the Safe and Accepting Schools Incident Report Form (Appendix B)

Once the investigation is complete the Principal/Designate must communicate the results of the investigation to the teacher who made the report or the Board employee if the Principal/Designate considers it appropriate.

The Principal/Designate must provide the employee who reported the incident with written acknowledgement, using the “Safe and Accepting Schools Incident Reporting Form Part II”.

Ontario Student Record

If the Principal/Designate has decided that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate.

- Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – must be removed from the form before it is filed.
- In the case of the student who has been harmed, no information about the incident must be placed in their OSR, unless that student’s parent/guardian expressly requests that it be placed in the OSR.
- In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student’s OSR.
- The form and documentation must be kept in the OSR for a minimum of one (1) year.

If no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

Principal/Designate Notification to Parents/Guardians

The Principal/Designate are required to notify the parents/guardians of students, who have been harmed as the result of a serious student incident.

~~Harm, means harm that can be experienced in a number of ways, including physical, mental, emotional and psychological.~~

~~The Principal/Designate shall disclose the following information:~~

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

~~The Principal/Designate is also required to notify the parents/guardians of students, who engaged in serious student incidents.~~

~~The Principal/Designate shall disclose the following information:~~

- ~~• the nature of the activity that resulted in harm to the other student~~
- ~~• the nature of the harm to the other student~~
- ~~• the nature of any disciplinary measures taken in response to the activity~~
- ~~• the supports that will be provided for the student in response to their engagement in the activity.~~

~~When notifying parents/guardians of these incidents, the Principal/Designate shall:~~

- ~~• invite parents/guardians to have a discussion with them about the supports that will be provided for their student.~~
- ~~• not disclose the name of or any other identifying or personal information about the student who has been harmed as a result of the activity.~~

~~The Principal/Designate shall not notify a parent/guardian of a student if, in their opinion, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest. If the Principal/Designate decides not to notify a parent/guardian that their student was involved in a serious student incident, the Principal/Designate shall:~~

- ~~• document the rationale for this decision and notify both the teacher who reported the incident and the appropriate Family of Schools' Superintendent of Education of this decision.~~
- ~~• if they determine it is appropriate to do so, inform other Board employees of this decision.~~
- ~~• refer students to Board resources or to a community based service provider that can provide the appropriate type of confidential support.~~

PROFESSIONAL DEVELOPMENT STRATEGIES FOR ADMINSTRATORS, TEACHERS AND OTHER SCHOOL STAFF

The Board will provide professional development for administrators, teachers and other school staff about bullying prevention and intervention strategies for promoting positive school climate. Training may include but is not limited to, Board policy awareness, curriculum connections related to bullying prevention and intervention, social and emotional skills and critical and creative thinking skills to help students develop healthy relationships.

COMMUNICATION, MONITOR AND REVIEW

It is important that all members of the school community understand and support bullying prevention and intervention. To support a whole-school approach the Board will continue to communicate, monitor, review, and evaluate the effectiveness of Board policies and procedures, in consultation with Principals, staff, parents/guardians, students, the Indigenous Education Advisory Council, the Niagara Catholic Parent Involvement Committee and Catholic School Councils, the Special Education Advisory Committee, and community-based service providers.

SAFE AND ACCEPTING SCHOOLS TEAMS (SASTS)

Under the leadership of Principals, teachers and other school staff members maintain order in the school, and are expected to hold everyone to the highest standard of respectful and responsible behaviour. Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate that is composed of at least one (1) student, at least one: parent/guardian, teacher, support staff member, community partner, and the Principal/Designate. The Chair of this team must be a staff member.

Safe and Accepting Schools Teams shall:

- review the results of the School Climate Surveys and identify areas to monitor.
- ~~develop a bullying prevention and intervention plan using~~ review the Board Bullying Prevention and Intervention Plan School Template (Appendix C).
- monitor, review, and evaluate the effectiveness of strategies and supports in the School Improvement Plan using the results from the School Climate Surveys.
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents/guardians and members of the community.

Adopted Date:	November 25, 2003
Revision History:	February 1, 2008 June 17, 2008 September 18, 2008 January 26, 2010 April 27, 2010 February 26, 2013 October 28, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

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

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: May 28, 2019



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, 2017

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 ~~consult~~ ~~review~~ and seek input from the Board of Trustees on the 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, 2017

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. of a~~ 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:

SELECTION QUALIFICATIONS OF PRINCIPALS

Qualifications required prior to assuming the position:

1. Religious Education Qualifications
Part III Specialist of the OECTA/OCSTA Religion course or equivalent 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 preferably 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.~~ **on the Application for Administrative Position form.**
7. Successful Vice-Principal Performance Appraisal (if applicable).
8. Successful completion in the Board's Leadership Program or an equivalent leadership program.

SELECTION QUALIFICATIONS OF VICE-PRINCIPALS

Qualifications required prior to assuming the position:

1. Part II of the OECTA/OCSTA Religion course or equivalent 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)

ORIGINAL DRAFT – April 23, 2019

5. A positive recommendation from candidate's Principal ~~and an appropriate Superintendent of Education.~~ on the Application for Administrative Position form.
6. A participating member of a Catholic community as attested by a parish priest.
7. Successful completion of the Leadership Identification Program or an equivalent leadership program.
8. 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 applicant's most recent Performance Appraisal.
9. A copy of the applicant's 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.

ORIGINAL DRAFT – April 23, 2019

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
 - v. **One Trustee appointed by the Board**

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

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

Members of the Interview Committee will make recommendation(s) to Senior Administrative Council for Principal or Vice-Principal appointment in the respective pool.

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).

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 **for consideration**.
10. After consideration, the Director of Education will determine the final report and **following consultation with the Board of Trustees (In-Camera) (approval of the Board)** will determine **(confirm)** ~~inform the Board of~~ placement in the Principal and/or Vice-Principal Pool.
11. The Superintendent of Human Resources **Services** who is the chairperson for the process shall coordinate 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 **Services** or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the 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 and assignments as Principal or Vice-Principal will be made by the Director of Education:
 - i. in consultation with Senior Administrative Council,
 - ii. ~~with~~ in consideration of the Principal Profile as submitted by the Catholic School Council, and
 - iii. ~~will in consultation with~~ ~~inform~~ the Chair of the Board, Vice-Chair of the Board and the local Trustee(s).

Appointments and assignments will be reported to the Board. (for approval.)

2. Initial appointments to the position of Principal and Vice-Principal shall be for up to a one (1) year probationary term. Subsequent to a successful Performance Appraisal at the conclusion of this term, they may be confirmed in that role.

Adopted Date:	April 28, 1998
Revision History:	January 8, 2002 October 23, 2002 January 25, 2011 February 28, 2012 February 28, 2017



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, 2017

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 ~~consult~~ ~~review~~ and seek input from the Board of Trustees on the 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, 2017

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. of a~~ 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:

SELECTION QUALIFICATIONS OF PRINCIPALS

Qualifications required prior to assuming the position:

1. Religious Education Qualifications
Part III Specialist of the OECTA/OCSTA Religion course or equivalent 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 preferably 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.~~ **on the Application for Administrative Position form.**
7. Successful Vice-Principal Performance Appraisal (if applicable).
8. Successful completion in the Board's Leadership Program or an equivalent leadership program.

SELECTION QUALIFICATIONS OF VICE-PRINCIPALS

Qualifications required prior to assuming the position:

1. Part II of the OECTA/OCSTA Religion course or equivalent 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)

REVISED DRAFT – April 23, 2019

5. A positive recommendation from candidate's Principal ~~and an appropriate Superintendent of Education.~~ on the Application for Administrative Position form.
6. A participating member of a Catholic community as attested by a parish priest.
7. Successful completion of the Leadership Identification Program or an equivalent leadership program.
8. 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 applicant's most recent Performance Appraisal.
9. A copy of the applicant's 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.

REVISED DRAFT – April 23, 2019

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~~ **will** be present for all interviews.

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

Members of the Interview Committee will make recommendation(s) to Senior Administrative Council for Principal or Vice-Principal appointment in the respective pool.

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).

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 **for consideration.**
10. After consideration, the Director of Education will determine the final report and **following consultation with the Board of Trustees (In-Camera)** will determine ~~inform the Board of~~ placement in the Principal and/or Vice-Principal Pool.
11. The Superintendent of Human Resources **Services** who is the chairperson for the process shall coordinate 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 **Services** or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the 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 and assignments as Principal or Vice-Principal will be made by the Director of Education:
 - i. **in consultation with Senior Administrative Council,**
 - ii. ~~with~~ **in** consideration of the Principal Profile as submitted by the Catholic School Council, and
 - iii. ~~will in consultation with~~ **inform** ~~the Chair of the Board, Vice-Chair of the Board and 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 one (1) year probationary term. Subsequent to a successful Performance Appraisal at the conclusion of this term, they may be confirmed in that role.

Adopted Date:	April 28, 1998
Revision History:	January 8, 2002 October 23, 2002 January 25, 2011 February 28, 2012 February 28, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
EMPLOYEE MEALS AND HOSPITALITY POLICY (201.14)**

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

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

Date: May 28, 2019



Niagara Catholic District School Board

~~EMPLOYEE MEALS AND~~ HOSPITALITY POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.14

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

In keeping with, the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board acknowledges that the employees may incur expenses related to their work for the Board. It is the Policy of Niagara Catholic District School Board that staff designated by the Director of Education may provide hospitality on behalf of the Board where necessary and reasonable in the course of their duties.

Hospitality is defined as the provision of food, beverages, accommodations, transportation, and/or other amenities expensed to Board funds, **for the benefit, reception and entertainment of guests/visitors, school community members, and business partners.**

The Board shall assume no obligation to reimburse hospitality expenses that are not in compliance with this Policy.

The Niagara Catholic District School Board shall comply with the Broader Public Sector Expenses Directive in a manner that achieves value for money ~~while treating all employees fairly and equitably.~~ These expenditures shall be reasonable, transparent, appropriate and as approved.

All expenditures related to Hospitality shall be made available through the Freedom of Information (FOI) requests.

Expenditures shall be reimbursed in accordance with administrative procedures established by the Director of Education.

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

References

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



Niagara Catholic District School Board

~~EMPLOYEE MEALS AND~~ HOSPITALITY POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.14

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

APPROVAL PROCEDURE

1. All employees shall be reimbursed for approved expenses, which are incurred in fostering good relationships and networking.
2. Employees are directed to ensure that the expenses related to Hospitality are reasonable and economical and that they are required in carrying out their responsibilities.

REIMBURSEMENT PROCEDURE

1. All claims for reimbursement of expenses require the authorization of the supervisor. All claims for reimbursement of expenses by the Director of Education are to be approved by the Chairperson of the Board.
2. ~~All requests for payment of expenses related to hospitality~~ All claims for reimbursement of expenses shall be supported by original receipts, as well as the Credit Card Slips. The receipts shall indicate the specific purpose of the ~~travel and hospitality, indicating~~ **including** location, dates and individuals in attendance.
3. All claims for reimbursement of expenses should be submitted on a monthly basis, following the appropriate procedures and ~~shall be claimed during the appropriate corresponding budget year.~~ **using the prescribed expense forms.**
4. ~~Appropriate procedures for reimbursement of hospitality expenses would be submitting either a payment request or an expense claim, as appropriate, in Microsoft Dynamics NAV.~~
3. ~~All expenses shall be claimed during the appropriate corresponding budget year.~~
4. ~~All claims for hospitality shall be submitted for reimbursement and/or for payment using the appropriate forms and related procedures, including:~~
 - ~~Niagara Catholic Cheque Requisition Form~~
 - ~~Niagara Catholic Request for Payment of Corporate Card Form~~
 - ~~Niagara Catholic Request for Payment of Purchasing Card Form~~
 - ~~Niagara Catholic Request for Reimbursement of Petty Cash Form~~

~~All requests for payment of expenses related to hospitality shall be supported by the original receipts and related details. The following expenses and charges will be eligible for reimbursement and/or payment: travel costs by automobile and other means, hotel room charges (standard room rates), meals (including food, beverages, taxes and gratuities), telephone calls, taxi costs, parking fees, etc.~~

5. The following expenses and charges will not be eligible for reimbursement and/or payment: gift cards, movies or entertainment charges, charges for use of recreational/fitness facilities, alcohol, charges incurred by a family member, parking violation charges, traffic violation charges, and lavish gifts. ~~for staff and other individuals.~~

Adopted Date:	March 27, 2007
Revision History:	December 17, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

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

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: May 28, 2019



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

200 – Human Resources

Policy No 201.15

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

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

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

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

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

References

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



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

200 – Human Resources

Policy No 201.15

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

APPROVAL PROCEDURE

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

REIMBURSEMENT PROCEDURE

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

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

Adopted Date:	March 27, 20017
Revision History:	December 17, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
OPENING OR CLOSING EXERCISES – SAFE SCHOOLS POLICY
(302.6.1)**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: May 28, 2019



Niagara Catholic District School Board
OPENING OR CLOSING EXERCISES POLICY
(Safe Schools Policy)

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.1

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: November 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, **opening or closing exercises reflect the distinctiveness of Catholic education, Catholic beliefs and traditions, and the Ontario Catholic School Graduate Expectations in all Niagara Catholic schools.**

Daily opening **and/or closing** exercises ~~at all schools within~~ the Niagara Catholic District School Board will include a prayer that reflects ~~the~~ Gospel values and ~~our~~ the Catholic faith. A specific **scriptural** reading or reflection may also be included ~~as part of the prayer or in addition to the prayer~~ to enhance the message for the day.

To instill pride and respect for self and country, all schools in the Niagara Catholic District School Board must include the singing/**playing** of “O Canada” as part of daily opening exercises. ~~In accordance with the two official languages of Canada,~~ Principals will ensure that the **singing/playing** of the national anthem will include ~~both English and French lyrics~~ **the two official languages of Canada.**

~~Principals may include the recitation of Pledge of Canadian citizenship as part of any opening or closing ceremony.~~

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

References

- [***Education Statutes and Regulations of Ontario Act s.304***](#)
- [***O. Regulation 435/00, s.1***](#)

Niagara Catholic District School Board Policies/Procedures

- [***Safe and Accepting Schools Policy \(302.6\)***](#)
- [***Equity and Inclusive Education \(100.10\)***](#)
- [***Religious Accommodation \(100.10.1\)***](#)



Niagara Catholic District School Board
OPENING OR CLOSING EXERCISES POLICY
(Safe Schools Policy)

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.1

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: November 26, 2013

OPENING OR CLOSING EXERCISES

In accordance with the *Education Act*, all pupils are required to participate in the opening or closing exercises unless:

- ~~In the case of a pupil who is less than 18 years old, if the parent or guardian applies to the Principal of the school for an exemption for the exercises.~~
- ~~In the case of a pupil who is at least 18 years old, if the pupil applies to the principal for an exemption from the exercises.~~

Daily opening or closing exercises **must** include:

1. ~~the singing of “O Canada” in accordance with the two official languages of Canada. Principals will ensure that the singing/playing of the national anthem, O Canada will include with the two official languages of Canada both English and French lyrics; and~~
2. a prayer, with a specific **scriptural** reading or reflection.

PLEDGE OF CITIZENSHIP

The Principal, after consultation with staff and **the** Catholic School Council ~~for advice~~, may decide to include the reciting of the **pledge of Canadian** citizenship in opening or closing exercises ~~or at a specifically designated time of the year~~. This practice shall be reviewed **on an annually basis at the beginning of each school year**.

Pledge of Citizenship:

- **I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.**

EXEMPTIONS

A student is not required to sing O Canada or recite the pledge of citizenship in the following circumstances:

- **In the case of a pupil who is less than 18 years old, if the pupil’s parent/guardian applies in writing to the Principal of the school for an exemption from the exercises.**
- **In the case of a pupil who is at least 18 years old, if the pupil applies in writing to the Principal for an exemption from the exercises.**

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 November 26, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
ACCELERATION/RETENTION (ELEMENTARY) POLICY (400.5)**

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

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

Date: May 28, 2019



Niagara Catholic District School Board

ACCELERATION/RETENTION POLICY (ELEMENTARY)

STATEMENT OF POLICY

400 – Educational Programs

Policy No 400.5

Adopted Date: April 22, 2003

Latest Reviewed/Revised Date: November 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, **the Board supports the student achievement and well-being of all students.** ~~it is the policy to allow students at the elementary level to progress from grade to grade in accordance with their individual performance. Students will generally be placed in classes with their age appropriate peers. The placement of students must be based on all the factors influencing the student's progress including academic social, emotional and physical growth considerations.~~ **It is the practice of the Board to place elementary students in the age appropriate grade level at their home school.**

~~When a request is made to accelerate or retain a student~~ **The decision to accelerate or retain a student is the sole responsibility of the school Principal.** ~~who will consult with the parent(s), guardian, advocate, classroom teacher, appropriate Co-ordinator of Special Education, Department personnel and Family of Schools Superintendent.~~ **Factors for consideration to accelerate or retain a student that may include, but are not limited to, academic achievement, emotional and social, well-being and physical, and other information in the best interests of the student.**

~~Consideration for either acceleration or retention should be initiated early within the current school year (September or October). Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year and prior to February 1st for the following term.~~

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

References

- [Education Act](#)
- [Growing Success: Assessment Evaluation and Reporting in Ontario Schools, 2010](#)
- [Growing Success: The Kindergarten Addendum 2016](#)
- [Learning for All 2013](#)
- [Ministry of Education - Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

Niagara Catholic Policies and Procedures

- [Admission of Elementary and Secondary Students Policy \(301.1\)](#)
- [Assessment, Evaluation, Reporting and Homework Policy \(301.10\)](#)
- [Complaint Resolution Policy \(800.3\)](#)



Niagara Catholic District School Board

ACCELERATION/RETENTION POLICY (ELEMENTARY)

ADMINISTRATIVE PROCEDURES

400 – Educational Programs

Policy No 400.5

Adopted Date: April 22, 2003

Latest Reviewed/Revised Date: November 26, 2013

ACCELERATION DEFINITIONS

Acceleration: The advancement of a ~~child~~ **student** to one grade level beyond that which is normally associated with their current grade/age placement. ~~Usually, a students should not~~ **would** be grade accelerated ~~more than~~ **only** once during the elementary school. ~~years.~~

Retention: The withholding of promotion to ~~or the~~ placement of a student ~~in~~ **at the next** grade level other than an age appropriate setting. ~~Usually, a student would be retained only once during elementary school.~~

- ~~• It is the practice of this Board to place students in the grade appropriate to age.~~
- ~~• Since lateral enrichment activities are available to students who require them regardless of grade, students should not be grade accelerated more than once during the elementary school years.~~
- ~~• Grade acceleration is only one of many options to be considered when determining effective enrichment programming for students.~~

RETENTION

The withholding of promotion to, or the placement of a student in a grade level other than an age appropriate setting:

- ~~• It is the general practice of this Board to place students in the grade appropriate to age.~~
- Retention is only to be considered an option if the student will benefit from an additional year at the grade level. Consideration may be given to the following: maturation level, ability, social/emotional factors, standardized assessments.
- ~~• Retention should not be utilized as a consequence for negative behaviour or truancy.~~
- ~~• Grade retention is not deemed to be a viable option for students who have been identified as Exceptional through the IPRC process.~~
- ~~• Alternative interventions: resource assistance and support, modifications and accommodations to program (IEP) and assessment results should be in place for each student.~~
- ~~• During the completion of Term 1 or Term 2 Report Cards, prior to selecting 'Promotion at Risk', it is understood that the principal and teacher have discussed this option in light of the procedures for Retention.~~

PROCESS: Acceleration/ Retention

In accordance with the *Education Act*, it is the duty of the Principal to promote students as they progress through elementary school.

For the purposes of both acceleration and retention is to be followed:

1. Parents/guardians may submit a written request to the Principal to accelerate or retain a student. ~~should be initiated early within the current school year (September or October) for placement the following year. Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year and prior to February 1st for the following term.~~
2. The Principal, in consultation with the parents/guardians, classroom teacher, Educational Resource Teacher, Family of Schools' Superintendent, and the Coordinator of Special Education, will review the request and the timing of the request.

The following information will be reviewed by the Principal in consideration of a decision:

- i. Academic achievement
 - ii. Emotional and social well-being
 - iii. Any other information and/or extenuating circumstances
3. The Principal ~~will contact~~ ~~notify~~ the parents/guardians ~~to notify them of the decision and will provide written notification of the decision.~~ ~~in writing.~~
4. In cases where the parents/guardians are not in agreement with the decision ~~of the Principal~~, the Principal shall inform the parents/guardians of the Niagara Catholic District School Board's *Complaint Resolution Policy (800.3)* and notify the ~~appropriate~~ Family of Schools' Superintendent.
5. All documentation pertaining to the decision to accelerate or retain a student must be filed in the documentation folder in the Ontario Student Record (OSR).

Identification of Students

~~Students may be recommended for either acceleration or retention from a number of sources: classroom teacher, parents/guardian, principal, other related individuals who impact upon the child's academic/social life.~~

Timeline

~~Consideration for either acceleration or retention should be initiated early within the current school year (September or October). Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year and prior to February 1st for the following term.~~

Confirmation

~~Once a student has been identified as a potential candidate for either acceleration or retention, and with support of the principal and parents, the appropriate Special Education Department Coordinator is to be contacted for consultation.~~

Assessment

~~A student brought forward through Steps 1, 2 and 3 is to be assessed by the appropriate tests / personnel as determined by the Principal and Special Education Department Coordinator. The results are to be shared with the classroom teacher, the parent / guardian, principal and student (where appropriate).~~

Decision

~~A recommendation by the principal to accelerate or retain a student is to be made in consultation with the parents/guardian, classroom teacher and appropriate Special Education Department personnel. The parents of the student will be provided with recommendations in writing. A copy of the decision will be placed in the student's OSR.~~

Approval

~~In cases where the parents are in agreement, the principal will contact the appropriate Family of Schools Superintendent. Final approval for the acceleration or retention of a student will be made with the support of the Family of Schools Superintendent.~~

Appeal

~~In cases where the parent(s) are not in agreement with the decision, the Principal shall contact the appropriate Family of Schools Superintendent and inform the parent(s) of the Niagara Catholic District School Board's *Complaint Resolution Policy (800.3)*. A copy of the decision shall be placed in the student's OSR.~~

Adopted Date:	April 22, 2003
Revision History:	November 26, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 28, 2019**

TITLE: POLICY AND PROCEDURE REVIEW 2018-2019 SCHEDULE

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

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 28, 2019



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2018 - JUNE 2019

Updated: May 28, 2019

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
2006	2012	201.12	Electronic Communications Systems (Employees)	September 2018
2001	2012	302.5	Student Parenting	September 2018
1998	2012	702.1	Playground Equipment	September 2018
1998	2013	400.1	Continuing Education	September 2018
1998	2013	500.1	Transportation & School Operations for Inclement Weather	October 2018
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	October 2018
2013	2013	100.6.2	Student Senate - Elementary	October 2018
2000	2013	100.6.1	Student Senate - Secondary	October 2018
2012	2012	302.8	Diabetes Management	October 2018
2002	2016	201.7	Employee Workplace Harassment *	October 2018
2002	2016	201.11	Employee Workplace Violence *	October 2018
2002	2016	201.6	Occupational Health & Safety *	October 2018
2007	2014	500.2	Student Transportation	November 2018
2002	2012	301.4	Fundraising	November 2018
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	November 2018
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	November 2018
2002	2013	201.5	Death Benefit	November 2018
2002	2013	201.10	Deferred Salary Plan (X/Y)	November 2018
1998	2013	201.1	Employee Leaves of Absence	November 2018
1998	2017	800.1	Catholic School Councils	November 2018
2012	2018	203.1	Employee Hiring and Selection (Teachers)	January 2019
2016	2016	400.7	French Immersion	January 2019
1998	2013	500.1	Transportation & School Operations for Inclement Weather	January 2019
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	January 2019
2013	2013	100.6.2	Student Senate - Elementary	January 2019
2000	2013	100.6.1	Student Senate - Secondary	January 2019
NEW	NEW	NEW	Supporting Children and Students with Prevalent Medical Conditions	January 2019
2007	2014	500.2	Student Transportation	January 2019
2002	2012	301.4	Fundraising	January 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	January 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	February 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	February 2019
2001	2013	302.6	Safe Schools	February 2019
NEW	NEW	NEW	Financial Investment	February 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	February 2019
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	February 2019
2002	2013	201.5	Death Benefit	February 2019
2002	2013	201.10	Deferred Salary Plan (X/Y)	February 2019
1998	2013	201.1	Employee Leaves of Absence	February 2019
1998	2013	800.2	Community Use of Facilities	March 2019
NEW	NEW	NEW	Sun Safe	March 2019
2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	March 2019
2012	2018	203.1	Employee Hiring and Selection (Teachers)	March 2019
2016	2016	400.7	French Immersion	March 2019
1998	2014	201.3	Religious Education Courses for Staff	April 2019
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	April 2019
NEW	NEW	NEW	Catholic Leadership: Supervisory Officer & Controller of Facilities Selection	April 2019
2012	2018	203.1	Employee Hiring and Selection (Teachers)	April 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	April 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	April 2019
2001	2013	302.6	Safe Schools	April 2019
NEW	NEW	NEW	Financial Investment	April 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	April 2019
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	May 2019
2007	2013	201.14	Employee Meals and Hospitality	May 2019
2007	2013	201.15	Employee Conferences, Workshops and Meetings	May 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	May 2019
2003	2013	400.5	Acceleration/Retention (Elementary)	May 2019
1998	2013	800.2	Community Use of Facilities	May 2019
2003	2014	302.6.8	Bullying Prevention and Intervention	May 2019

SORTED BY CW/BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2006	2012	201.12	Electronic Communications Systems (Employees)	October 2018
2001	2012	302.5	Student Parenting	October 2018
1998	2012	702.1	Playground Equipment	October 2018
1998	2013	400.1	Continuing Education	October 2018
2002	2016	201.7	Employee Workplace Harassment *	November 2018
2002	2016	201.11	Employee Workplace Violence *	November 2018
2002	2016	201.6	Occupational Health & Safety *	November 2018
1998	2017	800.1	Catholic School Councils	December 2018
1998	2013	500.1	Transportation & School Operations for Inclement Weather	February 2019
2002	2018	201.9	Employee Attendance During Inclement Weather & Workplace Closure	February 2019
2000	2013	100.6.1	Student Senate - Secondary	February 2019
2013	2013	100.6.2	Student Senate - Elementary	February 2019
NEW	NEW	NEW	Supporting Children and Students with Prevalent Medical Conditions	February 2019
2007	2014	500.2	Student Transportation	February 2019
2002	2012	301.4	Fundraising	February 2019
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	February 2019
2008	2016	302.6.9	Progressive Student Discipline - Safe Schools	March 2019
2002	2013	201.5	Death Benefit	March 2019
2002	2013	201.10	Deferred Salary Plan (XY)	March 2019
1998	2013	201.1	Employee Leaves of Absence	March 2019
2016	2016	400.7	French Immersion	April 2019
2012	2018	203.1	Employee Hiring and Selection (Teachers)	May 2019
2001	2017	302.6.4	Student Suspension - Safe Schools	May 2019
2001	2017	302.6.5	Student Expulsion - Safe Schools	May 2019
2001	2013	302.6	Safe Schools	May 2019
NEW	NEW	NEW	Financial Investment	May 2019
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	May 2019
1998	2013	800.2	Community Use of Facilities	June 2019
2003	2014	302.6.8	Bullying Prevention and Intervention	June 2019