



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

AGENDA AND MATERIAL

POLICY COMMITTEE MEETING

**TUESDAY, JANUARY 31, 2017
5:00 P.M.**

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



-
- | | |
|---|-----|
| 1. Opening Prayer – Trustee Burtnik | - |
| 2. Attendance | - |
| 3. Approval of Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Minutes of Policy Committee Meeting of November 22, 2016 | 5 |
| 6. Policies | |
| <i><u>Action Required</u></i> | |
| POLICIES – FOR RECOMMENDATION TO FEBRUARY 14, 2017 COMMITTEE OF THE WHOLE | |
| 6.1 Accessibility Standards Policy (800.8) | 6.1 |
| 6.2 Assessment, Evaluation, Reporting and Homework Policy (301.10) | 6.2 |
| 6.3 Student Suspension – Safe Schools Policy (302.6.4) | 6.3 |
| 6.4 Student Expulsion – Safe Schools Policy (302.6.5) | 6.4 |
| 6.5 Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2) | 6.5 |
| POLICIES – PRIOR TO VETTING | |
| 6.6 Trustee Honorarium Policy (100.11) | 6.6 |
| <i><u>Information</u></i> | |
| 6.7 Policies Currently Being Vetted to February 15, 2017 | - |
| • Catholic School Councils Policy (800.1) | |
| 6.8 Policy and Guideline Review 2016-2017 Schedule | 6.8 |
| 7. Date of Next Meeting | |
| February 28, 2017 – Start time to be determined and posted on the Board website and agenda cover sheet. | |
| 8. Adjournment | - |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 31, 2017**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
NOVEMBER 22, 2016**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 22, 2016, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, NOVEMBER 22, 2016

Minutes of the Policy Committee Meeting held on Tuesday, November 22, 2016 at 5:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 5:00 p.m. by Policy Committee Chair Vernal.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Vernal.

2. Attendance

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

Student Trustees:

Kira Petriello

Nico Tripodi

Staff:

John Crocco, Director of Education

Yolanda Baldasaro, Superintendent of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Scott Whitwell, Controller of Facilities Services

Sherry Morena, Coordinator of Information Management, Corporate Services & Communications Department/Recording Secretary

3. Approval of Agenda

Moved by Trustee Sicoli

THAT the November 22, 2016, Policy Committee Agenda be approved, as presented.

APPROVED

4. **Declaration of Conflict of Interest**

No Disclosures of Interest were declared with any items on the agenda.

5. **Minutes of the Policy Committee Meeting of October 25, 2016**

Moved by Trustee Burtnik

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of October 25, 2016, as presented.

APPROVED

6. **Policies**

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO DECEMBER 6, 2016 COMMITTEE OF THE WHOLE MEETING

6.1 **Administration of Oral Medication to Students Policy (302.2)**

Yolanda Baldasaro, Superintendent of Education, highlighted amendments to the Administration of Oral Medication to Students Policy (302.2) which were made as a result of the policy deferral from the October 25, 2016 Policy Committee Meeting.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

Amend Appendix A to read:

- No. of Time(s) Per School Day for Administration
Time(s) of Day for Administration

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the December 6, 2016 Committee of the Whole Meeting to approve the revisions to the Administration of Oral Medication to Students Policy (302.2), as amended.

APPROVED

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

Superintendent Baldasaro presented feedback received from the vetting process and highlighted amendments to the Accessibility Customer Service Policy (800.8.1).

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Replace all instances of “The Board will welcome all...” with “The Board will welcome authorized...” in the administrative procedures and appendices.

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the December 6, 2016 Committee of the Whole Meeting to approve the revisions to the Accessibility Customer Service Policy (800.8.1), as amended.

APPROVED

6.3 Access to Board Premises – Safe Schools Policy (302.6.3)

Lee Ann Forsyth-Sells, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Access to Board Premises – Safe Schools Policy (302.6.3).

Scott Whitwell, Controller of Facilities Services, was in attendance for the presentation of the Policy.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Appendix A – Add the sentence “A request for an appeal shall not stay the Trespass to Property” at the end of the fifth paragraph.

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the December 6, 2016 Committee of the Whole Meeting to approve the revisions to the Access to Board Premises – Safe Schools Policy (302.6.3), as amended.

APPROVED

6.4 Progressive Student Discipline Policy (302.6.9)

Superintendent Forsyth-Sells, presented feedback received from the vetting process and highlighted amendments to the Progressive Student Discipline Policy (302.6.9).

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the December 6, 2016 Committee of the Whole Meeting to approve the revisions to the Progressive Student Discipline Policy (302.6.9), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.5 Accessibility Standards Policy (800.8)

Superintendent Baldasaro, presented the Accessibility Standards Policy (800.8).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Delete all instances of the phrase “and other persons with disabilities”.

The Policy Committee requested that the Accessibility Standards Policy, be vetted from November 23, 2016 to January 20, 2017 with a recommended deadline for presentation to the Policy Committee in January 31, 2017, for consideration to the Committee of the Whole and Board in February 2017.

6.6 Catholic School Councils Policy (800.1)

Superintendent Forsyth-Sells, presented the Catholic School Councils Policy (800.1). The Policy Committee asked that the deadline for vetting be extended to allow all Catholic School Councils the opportunity to review the policy.

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Purpose of the Catholic School Council
 1. Replace “parents/guardians” with “it’s members”
Replace “the Niagara Catholic District School Board” with “their school community”.
- Mandate of the Catholic School Council
 2. Replace “parents/guardians” with “it’s members”

The Policy Committee requested that the Catholic School Councils Policy, be vetted from November 23, 2016 to February 15, 2017 with a recommended deadline for presentation to the Policy Committee in February 28, 2017, for consideration to the Committee of the Whole and Board in March 2017.

INFORMATION

6.7 Policies Currently Being Vetted to January 13, 2017

- Assessment, Evaluation, Reporting and Homework Policy (301.10)
- Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2)
- Student Suspension – Safe Schools Policy (302.6.4)
- Student Expulsion – Safe Schools Policy (302.6.5)

6.8 Policy and Guideline Review 2016-2017 Schedule

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

7. Date of Next Meeting

January 31, 2017 – Start time to be determined and posted on the Board website and agenda cover sheet.

8. Adjournment

The meeting adjourned at 6:30 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 31, 2017**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
ACCESSIBILITY STANDARDS POLICY (800.8)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Accessibility Standards Policy (800.8), as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: January 31, 2017



Niagara Catholic District School Board

ACCESSIBILITY STANDARDS POLICY

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.8

Adopted Date: December 18, 2012

Latest Reviewed/Revised Date: February 26, 2013

In keeping with its Mission, Vision and Values, the Niagara Catholic District School Board is committed to providing an environment that fosters independence, dignity and respect in all of its facilities.

The Board is committed to providing services that are free of barriers and biases to our students, parents/guardians, staff and the public.

The Board strives to ensure that the principle of equity of opportunity is reflected and valued in our Catholic learning and working environments.

As a fully inclusive Board, the Accessibility Standards Policy recognizes the uniqueness and gifts of all people. This Policy acknowledges a respect for self and others by ensuring that all people have the same opportunity of access to Board services in order to actively and equitably participate fully in the Catholic learning environment.

The Board is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to;

1. Information and communication;
2. Employment;
3. **Design of Public Spaces** and,
4. Student transportation.

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

References

- [Accessibility for Ontarians with Disabilities Act \(AODA\)](#)
- ~~[Accessibility Standards for Customer Service – Ontario Regulation 429/07](#)~~
- [Ontario Human Rights Code](#)
- [Ontario Regulation 191/11: Integrated Accessibility Standards - Ontario Regulation 191/11](#)
- [Ontarians with Disabilities Act, 2001](#)
- [Workplace Safety and Insurance Act](#)
- [Highway Traffic Act](#)
- *Niagara Catholic District School Board Policies/Procedures/Documents*
 - [Accessibility Customer Service Policy \(800.8.1\)](#)
 - [Equity and Inclusive Education Policy \(100.10\)](#)
 - [Student Transportation Policy \(500.2\)](#)
 - [Multi-Year Accessibility Plan, 2012-2017](#)



Niagara Catholic District School Board
ACCESSIBILITY STANDARDS POLICY
ADMINISTRATIVE GUIDELINES ~~PROCEDURES~~

800 – Schools and Community Councils

Policy No. 800.8

Adopted Date: December 18, 2012

Latest Reviewed/Revised Date: February 26, 2013

ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION

PROVIDING ACCESSIBLE INFORMATION AND COMMUNICATION SERVICES

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

DEFINITIONS

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

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include, but are not limited to, options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

1. Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received training in the requirements of the Integrated Accessibility Standards including the Standards related to Information and Communications.
- 1.2 Initial training will be completed by January 1, 2014.

2. Feedback

- 2.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 2.2 Upon request the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.

- 2.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 2.4 The above provisions will be in place by January 1, 2014.

3. Procurement

- 3.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that is related to provision of information and communication services.
- 3.2 The above approach will be in place by January 1, 2013.

4. Provision of Information and Communications in Accessible Formats

- 4.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 4.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- 4.3 The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 4.4 The Board will notify the public, through the Board website, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 4.5 The Board will ensure that the provisions of accessible formats are in place by January 1, 2014.

5. Accessible Websites

- 5.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the WCAG 2.0 at Level A.
- 5.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with the WCAG 2.0 at Level AA.
- 5.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 5.4 These requirements apply to:
 - Websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product.
 - Web content published on a website after January 1, 2012.
- 5.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 - The availability of commercial software or tools or both; and
 - Significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

6. Educational and Training Resources and Materials

- 6.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 6.2 To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- 6.3 If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.

- 6.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 6.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 6.6 The Board will ensure these services are in place as of January 1, 2013.

7. Training for Program/Classroom Staff

- 7.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 7.2 The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.
- 7.3 The effective date for provision of this training is January 1, 2013.

8. School Information Centres

- 8.1 The Board will ensure that school information centres (libraries) are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 8.2 The effective date of the provision in 8.1 is January 1, 2015.
- 8.3 The Board will ensure that school **information centres (libraries)** are able to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources materials upon request by a person with a disability.
- 8.4 The effective date of the provision in 8.3 is January 1, 2020.

ACCESSIBILITY STANDARDS FOR EMPLOYMENT

ACCESSIBILITY IN EMPLOYMENT

The Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

DEFINITIONS

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

Performance management means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

Career development and advancement includes providing additional responsibilities within an employee's current position and the movements of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

Redeployment means the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include, but are not limited to, options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

The procedure with regard to Accessibility in Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

9. Responsibility

- 9.1 Supervisory Officers, Principals, Managers and other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board, will ensure that the provisions in this procedure are implemented.
- 9.2 Staff of the Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
- 9.3 Unless otherwise stated, the provisions of this procedure will be in place by January 1, 2014.

10. Recruitment

- 10.1 The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
- 10.2 Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- 10.3 When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
- 10.4 When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

11. Supports for Employees

- 11.1 The Board will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
- 11.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

12. Accessible Formats and Communication Supports

- 12.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace, and that the employee needs to perform the employee's job.

12.2 The Board, in determining the suitability of an accessible format or communication as required by 12.1, will consult with the employee.

13. Workplace Emergency Response Information

13.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.

13.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.

13.3 The Board will review individualized workplace emergency response information:

- When the employee moves to a different location in the Board;
- When the employee's overall accommodations needs or plans are reviewed, and;
- When the Board reviews its general emergency response procedures.

13.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

14. Individual Accommodation Plans

14.1 The Board, through the Human Resources Department, will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.

14.2 The Board's written process will address:

- How the employee requesting accommodation can participate in the development of the individual accommodation plan;
- The means by which the employee is assessed on an individual basis;
- In an effort to assist in determining if accommodation can be achieved and, if so, how it can be achieved, the Board may request an evaluation by an outside medical or other expert, at the Board's expense;
- How the employee can request to have a representative of their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan;
- The steps taken to protect the privacy of the employee's personal information;
- The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done;
- How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied;
- How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.

14.3 The Board will provide individual accommodation plans that:

- Include, if requested, any information regarding accessible formats and accommodation supports provided;
- Include, if required, individualized workplace emergency response information; and
- Identify any other accommodation to be provided.

15. Return to Work Process

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the Workplace Safety and Insurance Act.

- 15.1 The Board will develop, put in place and document a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.
- 15.2 The return to work process will:
- Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
 - Use documented individual accommodation plans (as in 14.0) as part of the process; and
 - Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

16. Performance Management

- 16.1 In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans.

17. Career Development

- 17.1 Where the Board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities, as well as any individual accommodation plans.

18. Redeployment

- 18.1 Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

ACCESSIBILITY STANDARDS FOR THE DESIGN OF PUBLIC SPACES

The Board is committed to ensuring that people with disabilities have the same opportunity of access to all public areas. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to the design of public spaces.

DEFINITIONS

Amenities means items that provide conveniences or services for use by the public, examples of which include drinking fountains, benches and garbage receptacles.

Bevel means a small slope that helps an individual negotiate an elevation change.

Cross slope means the slope of a surface that is perpendicular to the direction of travel.

In-Line Ramp means a ramp that does not change directions.

Maintenance means activities that are intended to keep existing public spaces and elements in existing public spaces in good working order or to restore the spaces or elements to their original condition, examples of which include painting and minor repairs.

mm means millimeters.

Off-Street Parking Facilities includes open area parking lots and structures intended for the temporary parking of vehicles by the public, whether or not the payment of a fee is charged and includes visitor parking spaces in parking facilities.

On-Street Parking includes parking spaces located on highways, as defined in subsection 1 (1) of the *Highway Traffic Act*, that provide direct access to shops, offices and other facilities whether or not the payment of a fee is charged.

Recreational Trails means public pedestrian trails that are intended for recreational and leisure purposes.

Redeveloped means planned significant alterations to public spaces, but does not include maintenance activities.

Rest Area means, in respect of recreational trails and exterior paths of travel, a dedicated level area that is intended for public use to allow persons to stop or sit.

Running Slope means the slope of a surface that is parallel to the direction of travel.

APPLICATION

Accessible Design of Public Spaces

1. The Board will consult with the public when it constructs new or redevelops existing outdoor play spaces.
2. The Board will incorporate accessibility features as identified in the Integrated Accessibility Standards when it constructs new or redevelops existing outdoor play spaces that it intends to maintain.
3. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new or redevelops existing exterior pedestrian walkways and outdoor sidewalks, connected ramps, and connected stairs, including those at Outdoor Education Centres.
4. The Board will consult with the public when it constructs new or redevelops existing rest areas on exterior pedestrian walkways and outdoor sidewalks.
5. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new or redevelops existing parking facilities that it intends to maintain.
6. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new service counters and fixed queuing guides, and when it constructs new or redevelops existing waiting areas.
7. The Board will prepare procedures for preventative and emergency maintenance of the accessible elements in the public spaces noted above in its multi-year accessibility plan.
8. The Board will prepare procedures for dealing with temporary disruptions when accessible elements in the public spaces noted above are not in working order.

ACCESSIBILITY STANDARDS FOR SCHOOL TRANSPORTATION

PROVISION OF ACCESSIBLE STUDENT TRANSPORTATION SERVICES

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The Board will ensure that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school, from school to school and field trips. The plan will be developed by the Board's Special Education Services, in collaboration with the Transportation Provider, and in consultation with the student's parents/guardians and home school staff.

These Administrative ~~Guidelines~~ **Procedures** will be included as an addendum to Niagara Student Transportation Services Consortium Operator contracts and training requirements for drivers/monitors.

DEFINITIONS

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

Individual school transportation plan is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator means the driver of the school transportation vehicle.

Transportation Provider is an entity or person who has entered into an agreement with the **Board** for the transportation of students in accordance with the Education Act.

Transportation Services means transportation that a board provides for students in accordance with the Education Act.

PROCEDURES

19. Responsibility

- 19.1 The Board will ensure that the provisions of ~~this the~~ Administrative ~~Guideline~~ **Procedures** are in place by January 1, 2014.
- 19.2 The Superintendent responsible for Special Education and staff responsible for student transportation will ensure that the provisions of ~~this the~~ Administrative ~~guideline~~ **Procedures** are implemented.

20. Individual School Transportation Plans

- 20.1 The Superintendent responsible for Special Education, or his/her designate, will, in consultation with parents/guardians and home school staff, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 20.2 Following consultation with parents/guardians and home school staff, the Superintendent responsible for Special Education, or his/her designate, will work with the Student Transportation Manager, or his/her designate, to develop an individual student transportation plan for each student with a disability who requires specific transportation services.

21. Content of Individual School Transportation Plans (*Appendix A*)

- 21.1 An individual school transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:

- Details of the student's assistance needs with respect to transportation to and from school, from school to school and field trips;
- Provisions for the boarding, securement and deboarding of the student as applicable. (*Appendix B*)

22. Communication of Responsibilities re: Individual School Transportation Plans

- 22.1 The Superintendent responsible for Special Education and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:
- The Transportation Provider
 - The parents or guardians of the student with the disability
 - The operator (driver) of the student transportation vehicle
 - The appropriate members of the school staff (e.g., principal, teacher, educational assistant)
 - The student with the disability.



**SAMPLE INDIVIDUAL STUDENT TRAVEL PLAN
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
NIAGARA STUDENT TRANSPORTATION SERVICES (NSTS) CONSORTIUM
PERSONALIZED STUDENT TRANSPORTATION ACCESSIBILITY PLAN
FOR STUDENTS WITH SPECIAL NEEDS**

ID

Name: «First Name» «Last Name»

Ontario Education Number: «OEN»

Details of Student’s Assistance Needs:

Equipment check/drop down box, i.e. wheelchair, rider, etc.

Plans for individual student boarding: In accordance with Administrative ~~Guidelines~~ **Procedures**
Appendix B

Plans for individual student securement: In accordance with Administrative ~~Guidelines~~ **Procedures**
Appendix B

Plans for individual student deboarding: In accordance with Administrative ~~Guidelines~~ **Procedures**
Appendix B

Follow up: Annual Review initiated by School Board Special Education Superintendent to plan for new school year

ROLES

Transportation Provider	Operator/Driver	Parent/Guardian	School Staff	Student	School Board Staff
Ensure that all Bus Operators/ Drivers are made aware of individual student’s needs with regard to boarding, securement and deboarding, and provide appropriate training.	Ensure that the student is transported safely according to needs. Follow Consortium/Board procedures for the transportation of students with disabilities.	Advise home school staff of medical or other conditions affecting safe transportation of student and communicate any changes. Help identify tools or strategies that may help driver and/or monitor while transporting the student.	Advise NSTS and parents of relevant issues while at school during the day. Help identify tools or strategies that may help driver and/or monitor while transporting the student	Follow bus rules. Advise driver and/or monitor of any emergency health issues or concerns.	Consult with schools on students with specialized transportation needs and advise NSTS on the student’s specialized transportation requirements.

CONFIRMATION OF COMMUNICATION

School Board Responsibility:

- With School Staff Date: _____ (Staffpersonresponsible) _____
- With Parent/Guardian Date: _____ (Staffpersonresponsible) _____
- With Student Date: _____ (Staffpersonresponsible) _____
- With NSTS Date: _____ (Staffpersonresponsible) _____

Niagara Student Transportation Services Responsibility:

- With Operator/Driver Date: _____ (Staffpersonresponsible) _____



PROVISIONS FOR BOARDING, SECUREMENT AND DEBOARDING

The following notes provide a range of examples, but are not intended to be comprehensive or address all the situations school boards may need to consider in the development of individual student transportation plans.

With regard to boarding and de-boarding procedures, it will be important to clarify that a parent/guardian or family member must know that they have to be there to transfer and receive the student.

BOARDING

Loading a Wheelchair

When operating a lift to load a student with a wheelchair on highways, country roads, and city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Put the 4-way emergency flasher on in approaching the stop.
- b) Ensure vehicle is stopped in a safe position for the pick-up.
- c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- d) Check that the student is ready to be loaded onto lift.
- e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- f) Open lift doors and secure them.
- g) Deploy and lower the lift and undo the lift safety belt.
- h) Back onto lift with wheelchair and set brakes. Secure lift safety belt. If the student is using a power chair, be sure to use low gear and turn power off.
- i) Keep one hand on the wheelchair and use the other hand to operate the controls.
- j) Inform the student you are raising the wheelchair lift.
- k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- l) Raise the lift to its fullest extent (level with vehicle floor).
- m) Release brakes on wheelchair and load student into the vehicle positioning the wheelchair into a tie-down position and reapply brakes. If power chair, use low gear and turn power off.
- n) Exit the vehicle, stow the ramp and close doors.
- o) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.
- p) Secure the wheelchair with the Q-strait system

SECUREMENT

Securing Students Who Have a Wheelchair

- a) Each wheelchair must be restrained and made secure as it is loaded onto the bus.
- b) There shall not be more than one wheelchair loose or free at any time while the bus is being loaded.
- c) Position the wheelchair, centred and square to the floor anchor points so that the restraint belts will attach to the chair and floor at approximately a 45 degree angle. The smaller front pivoting wheels on the wheelchair should be pointing straight.

- d) The chair and student must always face forward in the bus.
- e) Apply the wheelchair brakes (manual) or turn off the power (power chair).
- f) Attach the front belts (narrow type) by connecting the large hook to a solid frame member of the chair and connect the opposite end (flat hook) of the belt to the floor anchor point.
- g) Pull the belt through the clamping mechanism until all the slack is removed and the belt is snugly attached to the wheelchair.
- h) The rear belt clamps will provide the final tensioning of the front belts. Attach the loose end of the belt to the Velcro patch above the clamp.
- i) Attach the rear belts by connecting the chair hook to a solid frame member, as close to the point where the wheelchair back and seat cushion meet.
- j) Attach the floor hook at the opposite end of the belt into the floor anchor point.
- k) Attach the belts only to a solid, welded frame member on the wheelchair. Do not attach the hook to the wheels. Some chairs may come equipped with bolt-on anchor points or sling-straps, which are acceptable. Do not, under any circumstances, cross belts over each other.
- l) With the buckle open, pull the loose end of the belt until snug. While holding the loose end with one hand, close the clamp lever down until it securely locks into position. Connect the loose ends of the belts to the Velcro patch to keep the excess belting off the floor.
- m) Check that all the belts are tight and the wheelchair is secure and does not have any back and forth or sideways movement.
- n) To attach the lap belts, pass the loose ends of the lap belts around the student and downward toward the rear tie-down belts through the gap between the side panels and seat cushion or the gap between the seat cushion and the back rest of the wheelchair. Connect the belt ends to the pin connectors on the rear tie-down belts.
- o) The lap belt should be positioned as low as possible over the student's pelvic area and adjusted as tightly as possible. Ensure the belt is not twisted.
- p) To attach the shoulder belt, connect the loose end of the belt to the pin connector on either the left or right side of the lap belt. The ~~should~~ belt should be attached to the connector pin of the lap belt depending on which side of the bus the wheelchair is located. Use the right side pin if the wheelchair is on the left side of the bus and the left side pin if the wheelchair is on the right side of the bus. Again adjust the shoulder belt as snugly as possible, making sure the belt does not rub on the student's neck area.
- q) The shoulder belt should lie across the mid-point of the shoulder and travel upward and rearward from that point to ensure that downward force is avoided. Lap and shoulder belts should not be held away from the student's body by wheelchair components or parts such as wheelchair armrests or wheels.

DEBOARDING

Unloading a Wheelchair

When operating a lift to unload a student with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Ensure the vehicle is parked in a safe position for unloading
- b) Put on 4-way emergency lights.
- c) Ensure parking brake has been applied.
- d) Go to the student in the wheelchair and remove lap belt, shoulder belt, front 2 floor Q-straints, rear 2 floor Q-straints, and hang up belts.
- e) Position the wheelchair to unload and set brakes; if it is a power chair make sure the power switch is off.
- f) Check traffic and, when ready, activate overhead alternating red flashing lights. ~~(g)~~ Exit the vehicle and open lift door and secure it.
- g) Deploy the lift to floor level.
- h) Go back inside the vehicle and push the wheelchair (if power chair, turn on power and put in low gear) onto the lift. Set the brakes. For power chair, turn off the power.
- i) With one hand on the chair and the other hand on the control, lower wheelchair to ground level.
- j) Make sure the student is made aware that he/she is about to be lowered.

- k) Release brakes and undo the lift safety belt and push the wheelchair (if power chair, turn on power and set in low gear) off the lift.
- l) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.
- m) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- n) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- o) Return to the vehicle and turn off the overhead alternating flashing red lights.

BOARDING

Loading a Walker

When operating a lift to load a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Put the 4-way emergency flasher on in approaching the stop.
- b) Ensure vehicle is stopped in a safe position for the pick-up.
- c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- d) Check that the student is ready to be loaded onto lift.
- e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- f) Open lift doors and secure them.
- g) Deploy and lower the lift and undo the lift safety belt.
- h) Back onto lift with the walker and set brakes; secure the lift safety belt
- i) Keep one hand on the walker and use the other hand to operate the controls.
- j) Inform the student you are raising the lift.
- k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- l) Raise the lift to its fullest extent (level with vehicle floor).
- m) Release the brakes on the walker and load student into the vehicle and into assigned seat.
- n) Secure walker to the wall of the vehicle
- o) Exit the vehicle and stow the ramp and close doors.
- p) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.

DEBOARDING

Unloading a Walker

When operating a lift to unload a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Ensure the vehicle is parked in a safe position for unloading
- b) Put on 4-way emergency lights.
- c) Ensure parking brake has been applied.
- d) Position the walker to unload on the lift and set brakes.
- e) Check traffic and, when ready, activate overhead alternating red flashing lights.
- f) Exit the vehicle and open lift door and secure it.
- g) Deploy the lift to floor level.
- h) Go back inside the vehicle and help the student with the walker onto the lift. Set the brakes.
- i) With one hand on the walker and the other hand on the control, lower the walker to ground level. Make sure the student is made aware that he/she is about to be lowered.
- j) Release brakes and assist the student with the walker off the lift.
- k) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.
- l) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.

- m) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- n) Return to the vehicle and turn off the overhead alternating flashing red lights.

Note: In any instance where a student is required to wear a seatbelt or similar security device it will be the responsibility of the parent/guardian to secure/detach the device at the point of departure or arrival at the home stop and it will be the responsibility of the receiving school staff to secure/detach the device at the point of arrival at or departure from the school.

**FOR STUDENTS WHO HAVE A DISABILITY AND ARE AMBULATORY
(Examples might be students who have vision or communication disabilities, or have autism)**

Do not use the loading ramp unless authorized.

- a) Communicate with the student. Ask what help he/she needs. Allow time for response.
- b) Let the student set the pace. If the student is unable to respond, indicate clearly what you are going to do and what you expect the student to do.
- c) Follow behind the student while he/she is going up the steps; support the student while he/she steps up.

FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE ASTHMA

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE DIABETES

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE EPILEPSY

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO REQUIRE EPIPENS

Students board and deboard unassisted and are seated unsecured unless otherwise specified in the student's individual student transportation plan.

STUDENTS WHO HAVE SERVICE ANIMALS

Where a student with a disability is accompanied by a service animal, the requirement for the service animal, including the type of service animal, will be specified in the student's individual student transportation plan.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 31, 2017**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK
POLICY (301.10)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Assessment, Evaluation, Reporting and Homework Policy (301.10), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: January 31, 2017



Niagara Catholic District School Board

ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.10

Adopted Date: June 14, 2011

Latest Reviewed/Revised Date: May 28, 2013

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

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

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

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

Principals, Vice-Principals, ~~teachers~~ **educators**, Board staff and parents/guardians share a collective responsibility and accountability for **improving** student achievement. ~~As a result of this collective responsibility, All staff is responsible to gather, record, and share provide as required by Principals, evidence to support of assessment, evaluation and reporting information for each regarding student as required by Principals. This information is based on curricular expectations, performance standards, and instruction, assessment and evaluation practices, informed by the professional judgement of the educator. achievement informed by professional judgement, knowledge of curriculum expectations, context, evidence of learning, and methods of instruction and assessment.~~ This information is used to support students in improving learning, the achievement of curricular expectations and for Grades 1 to 12, learning skills, and work habits. ~~This information is used to guide students in focusing their learning efforts, setting and monitoring goals, and determining next steps in learning.~~

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

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

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

References

- [Education Statues and Regulations of Ontario 2013 Edition: Operation of Schools-General R.R.O. 1990 Regulation 298](#)
- [Ministry of Education. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010](#)
- [Ministry of Education, Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12](#)
- [Ministry of Education Policy/Program Memorandum No. 155, “Diagnostic Assessment in Support of Student Learning” January 7, 2013](#)
- [Ontario Catholic School Graduate Expectations: Institute for Catholic Education: Second Edition 2011](#)
- Ministry of Education, *Achieving Excellence, A Renewed Vision for Education in Ontario*, 2014
- Ministry of Education, *Equity and Inclusive Education Strategy*, 2009
- Ministry of Education, *The Individual Education Plan (IEP), A Resource Guide 2004*
- Ministry of Education, *The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools 2016*
- Ontario Schools, *Kindergarten to Grade 12: Policy and Program Requirements 2016*



Niagara Catholic District School Board

ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.10

Adopted Date: June 14, 2011

Latest Reviewed/Revised Date: May 28, 2013

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

Assessment

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

Assessment for Learning

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

Assessment as Learning

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

Assessment of Learning

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

Cheating and Plagiarism

Cheating is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:

- Copying from another student or making information available to another student for the purpose of copying during a test/ examination/ quiz or for individual/ group assignments;
- Failing to follow instructions of the presiding teacher during an examination;

- Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else;
- Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

Plagiarism is usually defined as presenting someone's words and ideas as one's own. It can take many forms, including the following:

- Submitting an essay/ assignment written by someone else e.g. buying an essay online, downloading an essay from a free website, having someone else complete one's assignment or copying or using work done by another student (including homework);
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of the material, including books, magazines or print from all electronic sources (videos, podcasts, etc.);
- Not providing quotation marks for direct quotations – even if sources have been cited.

Special Education and English Language Learners (ELL)

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

Professional Judgement

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

ASSESSMENT PRACTICES FOR EVALUATION OF STUDENT ACHIEVEMENT

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

- ~~collect and share over time~~, evidence of student learning and achievement **over time**, from a ~~minimum of three different~~ **multiple** sources that include *observations, conversations, (qualitative)* and *student products (quantitative)* (e.g., tests/exams, demonstrations, projects, essays etc.);
- ensure that student self-assessment and/or peer-assessment **is not used as a grade or mark; are not included in the evaluation of student learning;**
- consider **all of the evidence for all assessments assignments, tests, and examinations and other evidence of student work**, including observations, conversations and student products, that a student has completed or submitted **along with, the number of assessments assignments, tests and examinations and other the evidence of student work that were was not completed or submitted,** and the evidence of achievement that is available for each overall expectation for a subject or course;
- ensure that the report card **information grade** represents a student's achievement of overall curricular ~~um~~ expectations and **should reflect** the student's most consistent level of achievement, with special consideration given to more recent evidence; ~~and~~
- ~~ensure that both mathematical calculations and professional judgement will inform the determination of report card grades;~~
- ~~***Special Education and English Language Learners (ELL)***~~

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

ACADEMIC INTEGRITY

It is the responsibility of students to practice academic integrity in all aspects of their school work so that the marks they receive are a true reflection of their own achievement. Students must understand that ~~the tests/exams~~ **assessments** they completed and ~~the assignments they submitted~~ for evaluation must be their own work and that cheating and plagiarism will **have consequences**. ~~not be condoned.~~ (*Growing Success*, p. 42)

Practicing academic integrity also helps students to fulfill the Ontario Catholic School Graduate Expectations by demonstrating that they are: self-directed, responsible, lifelong learners, collaborative contributors, and responsible citizens.

Assignments for Evaluation

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

Cheating

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

Plagiarism

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

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

Prevention of Cheating and Plagiarism

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

Detection and Reporting of Cheating and Plagiarism

All confirmed incidents of cheating and/or plagiarism must be reported to the Principal/Vice-Principal, and parents/guardians by the classroom/**subject** teacher and will be noted in the Student Management System.

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

These methods may include; but are not limited to:

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

Consequences for Cheating and Plagiarism

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

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

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

For students in grades 9 to 12, if a student is found to have intentionally cheated and/or plagiarized on a mid-term examination, or final examination, or any other assignment that is part of the thirty (30) per cent of the grade for final evaluation, ~~Final Culminating Task~~, the student will receive a mark of "0" on these evaluation assessments and ~~there will be no~~ an opportunity to for a rewrite will not be provided.

LATE AND MISSED ASSIGNMENTS

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

Effective Preventative Measures

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

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

These strategies may include; but are not limited to:

- asking the student to clarify the reason for not completing the assignment on time;
- helping students develop better time-management skills and work habits;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class/subject;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication through a variety of means with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;
- in secondary schools referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using guidance counselors, child and youth workers, chaplains and/or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;

- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services in cooperation with special education staff;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories and context of each student, their parents/guardians and their previous experiences within the school system; **and/or**
- providing alternative assignments or tests/exams where, in the teacher’s professional judgement, it is reasonable and appropriate to do so; and deducting marks for late assignments, up to and including the full value of the assignment. (*Growing Success*, p. 43)

MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS

~~Therefore, When effective preventative strategies have been implemented by the teacher to prevent and/or address late and/or missed assignments, a teacher may, in consultation with the student, parents/guardians and, Principals/Vice-Principals may deduct marks for late and/or missed assignments. For mark deduction, Teachers and Principals/Vice-Principals should ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement. (*Growing Success*, p. 44)~~

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

Grades 1 to 8

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

Grades 9 to 12

- In Grades 9 to 10, late and/or missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.
- For Grades 9 and 10, mark deduction will be limited to **two (2)** per cent per day to a maximum of **ten (10)** per cent total deduction ~~in~~ **according to** the professional judgement of the teacher.
- For Grades 11 and 12, mark deduction will be limited to **three (3)** per cent per day to a maximum of **fifteen (15)** per cent ~~in~~ **according to** the professional judgement of the teacher.
- The expectation is that students will use their non-class time to complete late and missed assignments.
- Until an assignment has been submitted, the code “T” may be used in a mark book to indicate that an assignment is late or missed.

REPORTING ON STUDENT ACHIEVEMENT: KINDERGARTEN TO GRADE 12

Assignments for Evaluation

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

Kindergarten

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

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

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

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

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

Grades 1 to 12

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

Grades 9 to 12

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

- seventy (70) per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement;
- thirty (30) per cent of the grade will be based on a final evaluation administered at or toward the end of the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content **as determined by the teacher following the guidelines for the subject area.**
- ~~The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (*Growing Success*, p. 41)~~

DETERMINING THE LOWER LIMIT OF MARKS BELOW 50 PER CENT

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

Grades 1 to 8

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

Grades 9 to 12

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

- For mid-term report cards a mark below **thirty (30)** per cent will not be recorded.
- For final report cards the actual final mark earned by the student will be recorded. ~~with no A marks issued~~ between **forty-six (46)** and **forty-nine (49)** per cent **will not be issued.**

Students with Individual Education Plans and English Language Learners

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

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

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

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

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

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

MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS

RELOCATED UNDER LATE AND MISSED ASSIGNMENTS

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

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

Grades 1 to 8

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

Grades 9 to 12

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

- ~~Until an assignment has been submitted, the code “I” may be used in a mark book to indicate that an assignment is late or missed.~~

HOMEWORK

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

FAMILY-FRIENDLY HOMEWORK

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

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

~~In keeping with this family-friendly homework approach, students will not be assigned homework for completion during statutory/Board holidays and Professional Activity Days as noted on the Board’s school year calendar. Furthermore, students will not be expected to submit or participate in an assessment for evaluation within three (3) school days following a statutory/Board holiday or Professional Activity Day.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 31, 2017**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
STUDENT SUSPENSION – SAFE SCHOOLS POLICY (302.6.4)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Suspension – Safe Schools Policy (302.6.4), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: January 31, 2017



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 26, 2015

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

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

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

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

References

- [*Accepting Schools Act*](#)
- [*Education Act, Sections 306, 307, 308, 309, 310, 311*](#)
- [*Ontario Human Rights Code*](#)
- [*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education*](#)
- [*Policy/Program Memorandum 144: Bullying Prevention and Intervention*](#)
- [*Provincial Code of Conduct*](#)
- [*Regulation 472/07: Behaviour, Discipline and Safety of Pupils*](#)
- [*Niagara Catholic District School Board Policies/Procedures/Documents*](#)
 - [*Access to Board Premises Policy \(302.6.3\)*](#)
 - [*Bullying Prevention and Intervention Policy \(302.6.8\)*](#)
 - [*Code of Conduct Policy \(302.6.2\)*](#)
 - [*Electronic Communications System Policy \(Students\) \(301.5\)*](#)
 - [*Ontario Student Record Policy \(301.7\)*](#)
 - [*Progressive Student Discipline Policy \(302.6.9\)*](#)
 - [*Student Expulsion Policy \(302.6.5\)*](#)
 - [*Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program*](#)
 - [*Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board*](#)



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY**ADMINISTRATIVE PROCEDURES**

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 26, 2015

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

ACTIVITIES LEADING TO POSSIBLE SUSPENSION

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

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

ACTIVITIES LEADING TO SUSPENSION

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

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

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

VIOLENT INCIDENT

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

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

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

MITIGATING AND OTHER FACTORS

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

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

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

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

CONFIRMATION OF SUSPENSION

When a student has been suspended, a Principal will:

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

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

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

The written notice of the suspension must include the following:

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

PRINCIPAL DETERMINATION OF NOTIFICATION

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

SCHOOL WORK

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

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

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

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

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

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

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

This alternative program will strive to:

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

RE-ENTRY

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

APPEAL OF SUSPENSION

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

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

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

REVIEW OF SUSPENSION

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

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

APPEAL TO THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

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

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

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

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

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

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

SUSPENSION APPEAL BEFORE THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

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

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

REVIEW OF THE SUSPENSION PROCESS

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 31, 2017**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
STUDENT EXPULSION – SAFE SCHOOLS POLICY (302.6.5)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

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

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

Date: January 31, 2017



Niagara Catholic District School Board

STUDENT EXPULSION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.5

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 26, 2015

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

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

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

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

References

- [Accepting Schools Act](#)
- [Education Act, Sections 310, 311, 312, 313, 314](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [The Provincial Code of Conduct](#)
- [Niagara Catholic District School Board Policies/Procedures/Documents](#)
 - [Access to Board Premises Policy \(302.6.3\)](#)
 - [Bullying Prevention and Intervention Policy \(302.6.8\)](#)
 - [Code of Conduct Policy \(302.6.2\)](#)
 - [Electronic Communications System Policy \(Students\) \(301.5\)](#)
 - [Ontario Student Record Policy \(301.7\)](#)
 - [Progressive Student Discipline Policy \(302.6.9\)](#)
 - [Student Suspension Policy \(302.6.4\)](#)
 - [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Alternative Learning Fresh Start Program](#)
 - [Protocol between the Niagara Region Police Service and the Niagara Catholic District School Board](#)



Niagara Catholic District School Board

STUDENT EXPULSION POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.5

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: May 26, 2015

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

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

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

VIOLENT INCIDENT

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

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

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

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

MITIGATING AND OTHER FACTORS

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

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

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

SUSPENSION PENDING RECOMMENDATION FOR EXPULSION

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

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

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

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

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

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

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

This alternative program will strive to:

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

EXPULSION NOT RECOMMENDED

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

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

EXPULSION RECOMMENDED TO THE BOARD

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

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

1. Summary of the Principal's findings.

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

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

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

SUPERINTENDENT OF EDUCATION: RESOURCE TO THE DISCIPLINE HEARING COMMITTEE

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

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

DISCIPLINARY HEARING COMMITTEE

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

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

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

Parties before the Disciplinary Hearing Committee will be:

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

DECISION OF THE DISCIPLINARY HEARING COMMITTEE

Upon completion of the hearing, the Committee shall decide:

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

APPEAL OF BOARD DECISION TO EXPEL

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

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

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

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

3. Such other persons as may be specified by Board policy.

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

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

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

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

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

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

RE-ENTRY FOLLOWING AN EXPULSION

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 31, 2017**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
CATHOLIC LEADERSHIP; PRINCIPAL & VICE-PRINCIPAL
SELECTION POLICY (202.2)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Catholic Leadership: Principal & Vice-Principal Selection Policy (202.2), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: January 31, 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, 2012

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

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

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

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

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

References

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



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

200 – Human Resources

Policy No 202.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 28, 2012

PREAMBLE

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

ROLE OF THE PRINCIPAL/VICE-PRINCIPAL

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

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

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

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

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

LEADERSHIP FRAMEWORK FOR CATHOLIC PRINCIPALS AND VICE-PRINCIPALS

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

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

SELECTION OF PRINCIPALS

1. Religious Education Qualifications
Part III Specialist of the OECTA/OCSTA Religion course **or 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 in Catholic education – five years as a teacher and two years in some position of responsibility in education (i.e. Vice-Principal).
5. A participating member of a Catholic community as attested by a parish priest.
6. A positive recommendation from the candidate's Principal and an appropriate Superintendent of Education.
7. Successful Vice-Principal Performance Appraisal (if applicable).
8. Successful **participation** completion in the Board's **Administrative Internship- Leadership** Program or an equivalent leadership program.

SELECTION OF VICE-PRINCIPALS

1. Part II of the OECTA/OCSTA Religion course **or 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)
5. A positive recommendation from candidate's principal and an appropriate Superintendent of Education.
6. A participating member of a Catholic community as attested by a parish priest.

7. Successful ~~participation in completion~~ of the Leadership Identification Program or an equivalent leadership program.

EFFECTIVE SEPTEMBER 1st, 2014

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

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD: APPLICATION PROCESS

1. A completed application form.
2. A written pastoral reference (within the current school year).
3. A one-page statement of philosophy of Catholic Education which outlines past experiences and examples of personal commitment to Catholicism.
4. The names addresses and telephone numbers of five references from the applicant's current or previous work environment.
5. A current written professional reference from the applicant's immediate supervisor or supervisor from the previous year as requested on the application form.
6. Evidence of preferred qualities/experiences relating to leadership experiences and professional growth initiatives as requested on the application form.
7. A current copy of the candidate's Ontario Certificate of Qualification (O.C.T.).
8. A copy of the 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.
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 (**C.L.I.P.**) will be used in the selection of potential school leaders and in the creation of a "pool" from which appointments shall be made.
5. Vice-Principal applicants invited to proceed in the selection process will participate in a Skills Assessment Program prior to the interview.
6. Applicants who have not previously participated in a Skills Assessment Program may be required to do so prior to the interview.
7. The Interview Committee(s) shall consist of the following:
 - i. A maximum of two Superintendents of Education
 - ii. Chair of the Committee: Superintendent of Human Resources
 - iii. Two Principals
 - iv. One Vice-Principal

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

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

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

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

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

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

CONFLICT OF INTEREST

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

FORMATION OF POTENTIAL PRINCIPAL AND VICE-PRINCIPAL POOLS

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

APPOINTMENT AND ASSIGNMENT OF PRINCIPALS AND VICE-PRINCIPALS

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 31, 2017**

**TITLE: POLICIES – PRIOR TO VETTING
TRUSTEE HONORARIUM POLICY (100.11)**

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: January 31, 2017



Niagara Catholic District School Board
TRUSTEE HONORARIUM POLICY
 STATEMENT OF POLICY

100 – Board

Policy No 100.11

Adopted Date: September 28, 2010

Latest Reviewed/Revised Date: NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic is committed to recognizing the importance and value of providing fair levels of honoraria for elected Trustees of the Board as set out in Ontario Regulation 357/06, “Honoraria for Board Members”

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria paid to elected Trustees under section 191 of the Education Act. The regulation states that the honorarium shall consist of the following four (4) components:

1. The base amount for the year
2. The enrolment amount for the year
3. The attendance amount for the year
4. The distance amount for the year

The honorarium for elected Trustees of the Board will be calculated in accordance with the provisions of Ontario Regulation 357/06 and the honorarium will be adjusted each year to take into consideration the changes in enrolment from the previous year. Separate honoraria will be calculated for the Chair of the Board, the Vice Chair of the Board and for the Other Elected Trustees.

The Honorarium for elected Trustees of the Board Members, will be for each year of the term of office from December 1, 2010 to the following November 30, 2014 annually.

In compliance with the Education Act Regulation 357/06, at the annual December Board Meeting, a Trustee Honorarium report and recommendation for the annual honorarium for all elected Trustees will be presented for the consideration of the Board.

Honorarium Component	%	2010-11 Honorarium	2011-12 Honorarium	2012-13 Honorarium	2013-14 Honorarium
Base Amount		5,900	5,900	5,900	5,900
Enrolment Amount	100%	4,951	TBD	TBD	TBD
Attendance Amount		0	0	0	0
Distance Amount		0	0	0	0
Annual Honorarium		10,851	TBD	TBD	TBD

The Honorarium for the Chairperson of the Board, for each year of the term of office from December 1, 2010 to November 30, 2014, will be calculated in accordance with Regulation 357 and shall consist of the following amounts:

Honorarium Component	%	2010-11 Honorarium	2011-12 Honorarium	2012-13 Honorarium	2013-14 Honorarium
Base Amount		10,900	10,900	10,900	10,900
Enrolment Amount	100%	6,082	TBD	TBD	TBD
Attendance Amount		0	0	0	0
Distance Amount		0	0	0	0
Annual Honorarium		16,982	TBD	TBD	TBD

The Honorarium for the Vice Chairman of the Board, for each year of the term of office from December 1, 2010 to November 30, 2014, will be calculated in accordance with Regulation 357 and shall consist of the following amounts:

Honorarium Component	%	2010-11 Honorarium	2011-12 Honorarium	2012-13 Honorarium	2013-14 Honorarium
Base Amount		8,400	8,400	8,400	8,400
Enrolment Amount	100%	5,517	TBD	TBD	TBD
Attendance Amount		0	0	0	0
Distance Amount		0	0	0	0
Annual Honorarium		13,917	TBD	TBD	TBD

The amounts payable under this policy will be reviewed and approved by the Board annually.

References

- [Education Act \(Sec. 191\)](#)
- [Ontario Regulation 357](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 31, 2017**

TITLE: POLICY AND PROCEDURE REVIEW 2016-2017 SCHEDULE

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

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: January 31, 2017



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2016 - JUNE 2017

Updated: January 23, 2017

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	May 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Sept. 2016
2008	2015	302.6.9	Progressive Student Discipline	Sept. 2016
2009	2015	800.8.1	Accessibility Customer Service	Sept. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Oct. 2016
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Oct. 2016
2001	2015	302.6.4	Student Suspension - Safe Schools	Oct. 2016
2001	2015	302.6.5	Student Expulsion - Safe Schools	Oct. 2016
2012	2013	800.8	Accessibility Standards	Nov. 2016
1998	2013	800.1	Catholic School Councils	Nov. 2016
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	Nov. 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Nov. 2016
2008	2015	302.6.9	Progressive Student Discipline	Nov. 2016
2009	2015	800.8.1	Accessibility Customer Service	Nov. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Jan. 2017
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Jan. 2017
2001	2015	302.6.4	Student Suspension - Safe Schools	Jan. 2017
2001	2015	302.6.5	Student Expulsion - Safe Schools	Jan. 2017
2012	2013	800.8	Accessibility Standards	Jan. 2017
1998	2015	400.2	Educational Field Trips	Feb. 2017
NEW		NEW	Privacy	Feb. 2017
1998	2010	600.3	Monthly Financial Reports	Feb. 2017
1998	2013	800.1	Catholic School Councils	Feb. 2017
2011	2011	301.11	Student Fees	March 2017
1998	2011	800.3	Complaint Resolution	March 2017
1998	2015	400.2	Educational Field Trips	April 2017
NEW		NEW	Privacy	April 2017
1998	2010	600.3	Monthly Financial Reports	April 2017
2011	2011	301.11	Student Fees	May 2017
1998	2011	800.3	Complaint Resolution	May 2017
NEW		NEW	Anti-Spam	

* Ministry of Labour Compliance Annual Review

SORTED BY CW/BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	Dec. 2016
2001	2013	302.6.3	Access to Board Premises - Safe Schools	Dec. 2016
2008	2015	302.6.9	Progressive Student Discipline	Dec. 2016
2009	2015	800.8.1	Accessibility Customer Service	Dec. 2016
2011	2013	301.10	Assessment, Evaluation, Reporting and Homework	Feb. 2017
1998	2012	202.2	Catholic Leadership: Principal & Vice-Principal Selection	Feb. 2017
2001	2015	302.6.4	Student Suspension - Safe Schools	Feb. 2017
2001	2015	302.6.5	Student Expulsion - Safe Schools	Feb. 2017

2012	2013	800.8	Accessibility Standards	Feb. 2017
1998	2013	800.1	Catholic School Councils	March 2017
1998	2015	400.2	Educational Field Trips	May 2017
NEW		NEW	Privacy	May 2017
1998	2010	600.3	Monthly Financial Reports	May 2017
2011	2011	301.11	Student Fees	June 2017
1998	2011	800.3	Complaint Resolution	June 2017
NEW		NEW	Anti-Spam	