



*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, MARCH 26, 2019
4:00 P.M.**

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



1. Opening Prayer – Trustee Huibers -
2. Election of Chair of the Policy Committee 2019 – John Crocco, Director of Education/Secretary-Treasurer -
3. Attendance -
4. Approval of Agenda -
5. Declaration of Conflict of Interest -
6. Minutes of Policy Committee Meeting of February 26, 2019 6
7. Policies

Action Required

POLICIES – FOR RECOMMENDATION TO APRIL COMMITTEE OF THE WHOLE

- | | | |
|-----|--|-----|
| 7.1 | Employee Hiring and Selection (Teachers) Policy (203.1) | 7.1 |
| 7.2 | French Immersion/Admission of Elementary and Secondary Students Policy | 7.2 |

POLICIES – PRIOR TO VETTING

- | | | |
|-----|--|-----|
| 7.3 | Community Use of Facilities Policy (800.2) | 7.3 |
| 7.4 | Religious Education Courses for Staff Policy (201.3) | 7.4 |
| 7.5 | Sun Safe Policy (NEW) | 7.5 |
| 7.6 | Bullying Prevention & Intervention – Safe Schools Policy (302.6.8) | 7.6 |

Information

- | | | |
|-----|--|-----|
| 7.7 | Policies Currently Being Vetted to April 11, 2019 | - |
| | <ul style="list-style-type: none">• Safe Schools Policy (302.6)• Student Suspension – Safe Schools Policy (302.6.4)• Student Expulsion – Safe Schools Policy (302.6.5)• Financial Investment Policy (NEW)• Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4) | |
| 7.8 | Policy and Guideline Review 2018-2019 Schedule | 7.8 |
8. Date of Next Meeting
April 23, 2019 – Start time to be determined and posted on the Board website and agenda cover sheet
 8. Adjournment -

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 26, 2019**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
FEBRUARY 26, 2019**

RECOMMENDATION

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



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, FEBRUARY 26, 2019

Minutes of the Policy Committee Meeting held on Tuesday, February 26, 2016 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by John Crocco, Director of Education/Secretary-Treasurer, who chaired the meeting until the election of a Committee Chair.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Fera.

2. Election of the Chair of the Policy Committee 2019

Deferred to March Policy Committee Meeting. Trustee Fera chaired the February 26, 2019 meeting.

3. Attendance

| Committee Members | Present | Present Electronically | Absent | Excused |
|-------------------|---------|---------------------------|--------|---------|
| Frank Fera | ✓ | | | |
| Larry Huibers | | | | ✓ |
| Leanne Prince | ✓ | | | |

Trustees:

Rhianon Burkholder
Kathy Burtnik
Dino Sicoli

Student Trustees:

Madison McKinney

Staff:

John Crocco, Director of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Teresa Claxton, Coordinator of Human Resources
Giancarlo Vetrone, Superintendent of Business & Finance

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

4. Approval of Agenda

Moved by Trustee Prince

THAT the February 26, 2019, Policy Committee Agenda be approved, as presented.

APPROVED

5. Declaration of Conflict of Interest

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

6. Minutes of the Policy Committee Meeting of January 29, 2019

Moved by Trustee Prince

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of January 29, 2019, as presented.

APPROVED

7. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO MARCH 5, 2019 COMMITTEE OF THE WHOLE MEETING

6.1 Progressive Student Discipline – Safe Schools Policy (302.6.9)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Progressive Student Discipline – Safe Schools Policy (302.6.9) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the March 5, 2019 Committee of the Whole Meeting to approve the revisions to the Progressive Student Discipline – Safe Schools Policy (302.6.9), as presented.

APPROVED

6.2 Death Benefit Policy (201.5)

Teresa Claxton, Coordinator of Human Resources, on behalf of Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Death Benefit Policy (201.5) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the March 5, 2019 Committee of the Whole Meeting to approve the revisions to the Death Benefit Policy (201.5), as presented.

APPROVED

6.3 Deferred Salary Plan (X/Y) Policy (201.10)

Ms. Claxton presented feedback received from the vetting process and highlighted recommended amendments to the Deferred Salary Plan (X/Y) Policy (201.10) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the March 5, 2019 Committee of the Whole Meeting to approve the revisions to the Deferred Salary Plan (X/Y) Policy (201.10), as presented.

APPROVED

6.4 Employee Leaves of Absence Policy (201.1)

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Leaves of Absence Policy (201.1) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- First paragraph, 5th bullet – remove “*and which are not of a reoccurring nature*”
- Bullet 2 – remove first “*shall*”

Moved by Trustee Prince

THAT the Policy Committee recommend to the March 5, 2019 Committee of the Whole Meeting to approve the revisions to the Employee Leaves of Absence Policy (201.1), as amended.

APPROVED

POLICIES - PRIOR TO VETTING

6.5 Student Suspension – Safe Schools Policy (302.6.4)

Superintendent Forsyth-Sells, presented the Student Suspension – Safe Schools Policy (302.6.4).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Paragraph 1 – reword last sentence to “*A Principal may not suspend a student more than once for the same exact incident under section 306 of the Education Act*”

The Policy Committee requested that the Student Suspension – Safe Schools Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

6.6 Student Expulsion – Safe Schools Policy (302.6.5)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Student Expulsion – Safe Schools Policy (302.6.5).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Student Expulsion – Safe Schools Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

6.7 Safe Schools Policy (302.6)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Safe Schools Policy (302.6).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Student Expulsion – Safe Schools Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

6.8 Financial Investment Policy (NEW)

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the Financial Investment Policy (NEW).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Paragraph 2 change “*complaint*” to “*compliant*”

ADMINISTRATIVE PROCEDURES

- Paragraph 3 – add “*with an annual written report to the Board*”

The Policy Committee requested that the Financial Investment Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

6.9 Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4)

Superintendent Vetrone, presented the Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Corporate Cards, Purchasing Cards & Petty Cash Policy, be vetted from February 27, 2019 to April 11, 2019 with a recommended deadline for presentation to the Policy Committee in May 2019, for consideration to the Committee of the Whole and Board in June 2019.

INFORMATION

6.10 Policies Currently Being Vetted to March 19, 2019

- Employee Hiring and Selection (Teachers) Policy (203.1)
- French Immersion Policy/Admission of Elementary and Secondary Students Policy (301.1)

6.11 Policy and Guideline Review 2018-2019 Schedule

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

7. Date of Next Meeting

March 26, 2019 – Start time to be determined and posted on the Board website and agenda cover.

8. Adjournment

The meeting adjourned at 5:50 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 26, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE HIRING AND SELECTION (TEACHERS) POLICY
(203.1)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Hiring and Selection (Teachers) Policy (203.1), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: March 26, 2019



Niagara Catholic District School Board
**EMPLOYEE HIRING AND SELECTION
POLICY (TEACHERS)**
STATEMENT OF POLICY

200 – Human Resources

Policy No 203.1

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: June 19, 2018

In keeping with the mission, vision and values of the Niagara Catholic District School Board, the Niagara Catholic District School Board believes that the realization of the goals of Catholic education, founded on faith, inspired by the Gospel, and committed to service requires leadership at all levels.

The Niagara Catholic District School Board recognizes that our school community exists primarily to foster and exemplify Catholic values centred on the person of Jesus Christ.

The purpose of this policy is to recognize the inherent dignity and worth of every person, and to provide for equal rights and opportunities without discrimination for all qualified employees and applicants for employment with the Niagara Catholic District School Board, in accordance with the Ontario Human Rights Code. All employees employed by the Board will have an understanding of and a genuine commitment to the Board's mission, vision and values and **are** expected to respect and to support the Catholic philosophy of the Board and its schools.

In its hiring of exemplary and qualified teachers, to meet the needs of the system, the Niagara Catholic District School Board will give preferential consideration by virtue of the availability of qualified candidates, to qualified Roman Catholic applicants in accordance with the Ontario Human Rights Code, Section 24(1) (a), the historical right under the Constitution Act, 1982 and the Education Statutes and Regulations.

Conflict of Interest

The Board shall ensure that no individual will be involved in any part of the hiring process if it is self-declared and/or deemed to be a Conflict of Interest.

This policy and accompanying Administrative Procedures will clearly define and clarify the hiring and selection practices of all employee groups of the Niagara Catholic District School Board.

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

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Ontario Human Rights Code*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Equity and Inclusive Education Policy \(100.10\)*](#)
- [*Regulation 274/12*](#)



Niagara Catholic District School Board
**EMPLOYEE HIRING AND SELECTION
POLICY (TEACHERS)**
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 203.1

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: June 19, 2018

TEACHER SELECTION

The Niagara Catholic District School Board is committed to hiring exemplary and qualified teachers. The Hiring Policy specifically addresses the selection of teacher candidates for a teaching position within the Niagara Catholic District School Board.

Criteria and qualifications for positions will be established in a fair and objective manner. This criterion is outlined in the Administrative Procedures as set out below.

Recruitment for positions will ensure that all qualified applicants have the opportunity to apply. Applications and documentation of all teacher candidates and employees of the Niagara Catholic District School Board will be maintained in a confidential filing system in the Human Resources Services Department.

The Niagara Catholic District School Board will not discriminate in its hiring and promotion practices on the basis that the qualified applicant is related to a current or former employee. Staff who ~~is~~ are related will declare a conflict of interest and not partake in any part of the selection process.

CONFLICT OF INTEREST

No individual will be involved in any part of the hiring process if it is self-declared and/or deemed 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 Human Resources Services or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the hiring process.

A. SELECTION PROCEDURES FOR NEW HIRES TO PERMANENT CONTRACT POSITIONS

~~Candidates~~ Applicants being selected for permanent teaching contracts will be based on the following process:

Hiring of teachers will be determined by the system needs of the Niagara Catholic District School Board and will be in accordance with the Education Act, Regulations, Board Policy or Guideline and the Collective Agreement.

It is a requirement of the Niagara Catholic District School Board that, as a condition of Employment, a teacher will have completed at least Part I of the OCSTA/OECTA course in Religious Education or its equivalent within 2 years of employment.

A vulnerable sector background check (dated within the last year) shall be a condition of employment and shall be used to determine whether candidates have a record of offences which would render them unsuitable for employment. The candidate shall be directed to the appropriate Police Department who will

be responsible for the processing of the vulnerable sector background check. The fee charged for this service shall be the responsibility of the candidate.

PERMANENT TEACHER SELECTION PROCESS

1. ~~The Teacher Candidates~~ Applicants for teaching positions will be interviewed at the board level by a team consisting of the Superintendent of Human Resources, and/or a designate, and a minimum of 2 Principals and/or Vice-Principals as determined by the Superintendent of Human Resources Services.
2. ~~The Teacher Candidates~~ Applicants being considered for permanent teacher contract positions will be based on:
 - Pastoral reference and Faith Reference Portfolio
 - Qualifications (i.e. Undergraduate Courses, Graduate Courses, Additional Qualification Courses and/or other related experience)
 - Performance Appraisals and/or evaluations
 - Specific areas of specialization
 - Experience with Niagara Catholic and other related experience
 - Recommendations provided by supervisors
3. Senior Administrative Council will be informed of recommendations for the hiring of teachers based on the scoring of teacher candidates as outlined in Section 2 as well as the results of the Interviews for permanent contract positions.
4. The Director of Education will approve hiring for permanent teacher positions to the Niagara Catholic District School Board.
5. The Director of Education, through the Superintendent of Human Resources Services will submit the In-Camera Staffing Report to the Board for information.
6. Human Resources Services will be responsible for all offers of ~~to~~ teaching positions with the Board as well as the specific teaching assignment for the candidate.
7. Upon request, Human Resources Services will debrief candidates on the strengths and weaknesses of their interview.
8. The Superintendent of Human Resources Services will inform the teacher candidates in writing of their permanent status and any necessary requirements from the Board.

B. SELECTION PROCEDURES FOR NEW HIRES TO THE OCCASIONAL ROSTER

Selection of Candidates to be interviewed

Individuals, applying for available teaching positions with the Niagara Catholic District School Board, unless exempted as per a Letter of Permission, are required to:

- Be a Catholic
- Be in 'Good Standing' with the Ontario College of Teachers (prior to being ~~hired~~ assigned to a position or Letters of Permission)
- Meet all requirements set out in Teacher Application Package (Apply to Education)
- Submit a pastoral reference
- Submit a faith reference portfolio
- Submit practice teaching reports and final evaluations and/or recent evaluations
- Submit references
- Meet all qualifications as required by regulations
- Submit related experience

- Submit undergraduate transcripts and/or graduate Faculty of Education transcripts

Interview Procedures for Individual Placement on the Occasional Teacher Roster

Annual Board Interviews and Selection of Candidates

- Human Resources Services will organize interviews for teacher candidates which will be conducted during specified dates as determined by the Superintendent of Human Resources Services.
- The interviews are to be conducted by a panel consisting of a minimum two (2) Principals and/or Vice-Principals, including at least one (1) Principal as appointed by the Superintendent of Human Resources.
- All candidates for a given position will be asked identical questions.
- The panel will have the opportunity to ask probing questions if required.
- The Human Resources Services Department will screen and process the recommendations of the Interview Panel and validate whether the candidate has met all the requirements for a teaching position in the Niagara Catholic District School Board, including satisfactory references, Vulnerable Sector Checks, pastoral references, and other requirements as requested.
- Human Resources Services will notify successful individuals for placement on the Occasional Teacher Roster.
- All candidates being interviewed will be debriefed on the strengths and weaknesses of the interview by staff as appointed by Human Resources Services.

C. SELECTION PROCEDURES FOR THE OCCASIONAL LIST

Board Interviews and Selection of Candidates

- Human Resources Services will organize interviews for teacher candidates which will be conducted during a minimum of two times during each school year.
- The interviews are to be conducted by a panel consisting of a minimum three administrators as appointed by the Superintendent of Human Resources.
- All candidates for a given position will be asked identical questions.
- The panel will have the opportunity to ask probing questions if required.
- Human Resources Services will screen and process the recommendations of the Interview Panel and validate whether the candidate has met all the requirements for an occasional teaching position in the Niagara Catholic District School Board.
- Human Resources Services will notify successful individuals for placement on the Occasional Teacher List.
- Upon request, all candidates being interviewed will be debriefed on the strengths and weaknesses of the interview.

D. SELECTION PROCEDURES FOR THE RETIREE EMERGENCY LIST

- For the purposes of daily and or long-term occasional teaching positions, Human Resources Services will invite qualified teachers who have retired from the Board to be placed on the Emergency List.
- No person shall be assigned from the Retiree Emergency List unless and until the call out for occasional teachers on the Occasional Teacher Roster have been exhausted.

E. SELECTION PROCEDURES FOR THE EMERGENCY LIST

- For the purposes of daily and or long-term occasional teaching positions, Human Resources Services will invite qualified teachers who are Catholic but not able to produce a pastoral letter of reference. the teacher will be required to provide proof of being baptized in the Roman Catholic faith.
- No person shall be assigned from the Emergency List unless and until the call out for occasional teachers on the Occasional Teacher Roster have been exhausted.

F. SELECTION PROCEDURES FOR EMERGENCY INSTRUCTORS IN ELEMENTARY CLASSROOMS

- The Niagara Catholic District School Board is committed to ensuring that qualified teachers are teaching in our classrooms at all times. From time to time, in extenuating circumstances, this may not be possible. A Board registered Emergency Instructor may be called upon to cover a classroom in the absence of a classroom teacher. An Emergency Instructor, as named by the Niagara Catholic District School Board, is a person who is not certified as a teacher, is 18 years of age or older, holder of an Ontario Secondary school diploma and who is appointed on a daily basis to a maximum of ten school days, to instruct in the case of an emergency.
- Emergency Instructors shall not be deployed unless and until the call out for occasional teachers on the Occasional Teacher Roster have been exhausted and all retirees from the Emergency List have been exhausted.
- It will be the Principal's discretion to deploy Emergency Instructors if a classroom at the school is not filled with an Occasional Teacher as per the call-out process.
- For specific details attached is the link for General Administrative Procedures; [Emergency Instructor General Administrative Procedures](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 26, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
FRENCH IMMERSION/ADMISSION OF ELEMENTARY AND
SECONDARY STUDENTS POLICY**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the French Immersion/Admission of Elementary and Secondary Students Policy, as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Date: March 26, 2019

RESCIND



Niagara Catholic District School Board

French Immersion Policy

STATEMENT OF POLICY

400—Educational Programs

Policy No 400.7

Adopted Date: February 23, 2016

Latest Reviewed/Revised Date: Nil

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

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

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

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

References:

- ~~Niagara Catholic Admission of Elementary and Secondary Students Policy~~ ~~No. 301.1~~
- ~~Niagara Catholic Attendance Area Policy~~ ~~No. 301.3~~
- ~~Niagara Catholic Student Transportation Policy~~ ~~No. 500.2~~



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

Stakeholder Groups with Responsibilities under the French Immersion Administrative Procedures:

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

PROCEDURES

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

Rationale

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

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

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

Entry Point

Niagara Catholic District School Board offers early immersion in which the expected entry point is ELKP or Grade 1. Under special circumstances, after consultation with parents and with the approval of the school Principal, the appropriate Family of Schools Superintendent and the Superintendent of Education,

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~~Program, a student may be allowed to enter the program at another point provided the students accumulated hours in the French Immersion Program qualifies them for successful graduation from this program.~~

Attendance

~~French Immersion students are to attend the French Immersion site closest to their home address. Any out of boundary requests will follow the Board's Admission of Elementary and Secondary Students Policy, and the Student Transportation Policy.~~

Registration Processes

~~As there is a provincially mandated hard cap in all primary grade class sizes as well as an aggregate class size cap in all other elementary grades, there are a limited number of spots available for students entering the FI Program. The class enrollment cap is set at 26 (Board aggregate) for ELKP and 20 (hard cap) for all other primary grades.~~

~~Siblings of current French Immersion students that are entering ELKP or Grade 1 in the Niagara Catholic School Board for the first time are provided with the first opportunity to pre register for available French Immersion Programs at their local site by December 15th of the year preceding the September enrollment in French Immersion of the following year. Should the sibling not pre register for any reason, application for the Program will be on line and enrollment in the program will not be guaranteed.~~

~~Registration for the Niagara Catholic French Immersion Program is on line at a time and date communicated to all interested parent/guardian(s) at a date advertised at least two months in advance. Electronic registration is time stamped (day, hour, minute and seconds) rank ordered by time. Parents will receive notification by email to inform them if their child has been placed in the grade appropriate French Immersion class or if they have been placed on the school's French Immersion Class Waitlist. On line registration is the sole avenue to enroll students in the Niagara Catholic French Immersion Program. It is the sole responsibility of the parent/guardian(s) to ensure that they have registered their child at the correct site and grade. Errors in registration will not be considered at an alternative grade or French Immersion site when a waitlist exists for that specific entry point.~~

~~The specific French Immersion school site will contact successful applicants via e-mail and telephone to complete the registration process. Should a family fail to register a child by June 1st of the current school year for a September start in the next school year; the next qualified student registered electronically in rank order will be offered the available classroom position by the French Immersion site principal.~~

Transportation

~~All students enrolled in the French Immersion Program will be provided with transportation to their local Family of Schools designated French Immersion School site in accordance with the Board's Transportation of Students Policy #500.2. Designated Family of Schools French Immersion schools can be located at the following link: www.niagaracatholic.ca.~~

EQAO Participation

~~The Ministry of Education currently allows school boards to select participation in EQAO assessments in English or French (or both). All Niagara Catholic Elementary French Immersion students will participate~~

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~~in the Language component of the EQAO assessment in English in Grade 6. The EQAO assessment of Mathematics will be in French for Grades 3 and in English for Grade 6.~~

Support for Instruction

Staff Development

~~The Niagara Catholic District School Board recognizes that second language instruction requires specific teaching methodology. In keeping with the provincial guidelines and the standards of excellence used by the Niagara Catholic District School Board, French Immersion teachers must have:~~

- ~~• Professional development appropriate to their grade and subject;~~
- ~~• Professional development specific to immersion teaching; and~~
- ~~• An excellent command of oral and written French~~
- ~~• Professional qualifications in French under the Ontario College of Teachers Act~~

Resources

~~The Board will provide the necessary human resources (administrative, teaching and support staff), material and information technology resources to deliver an effective program in French.~~

Responsibilities

The Director of Education shall:

- ~~• allocate staff and resources to support the French Immersion Program.~~

Family of Schools Superintendents of Education shall:

- ~~• review French Immersion attendance areas and determine program locations in accordance with Policy and Procedure #108.0, Student Accommodation — Attendance Areas and Student Transfers;~~
- ~~• provide leadership and support to French Immersion site principals, as required, in implementing the French Immersion Program.~~

Superintendent of Education, Program shall:

- ~~• provide leadership and support the high quality implementation of the elementary and secondary Ontario French Immersion Curriculum.~~

Superintendent of Human Resource Services shall:

- ~~• ensure that selection processes for French Immersion (FI) teaching staff are aligned with legislation and all applicable Board policies and procedures;~~
- ~~• ensure that FI teachers hold additional qualifications to teach in French as a Second Language programs in English schools, and where teachers do not have additional qualifications in French, apply to the Ministry of Education for a Temporary Letter of Approval;~~
- ~~• administer language assessments for FI teacher candidates.~~

Program Department Staff shall:

- ~~• provide leadership and support to schools in implementing appropriate supports for students with special education needs.~~

Principals of Schools with French Immersion shall:

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- ~~adhere to the Board's French Immersion (FI) Program ensuring integrity and consistency are maintained across the system;~~
- ~~ensure that French is the language of instruction in all subjects taught in French;~~
- ~~adhere to the Board's protocol for hiring FI teaching staff.~~

Elementary Schools with French Immersion shall:

- ~~support the FI registration process;~~
- ~~host an information night for parents/guardians interested in enrolling their child(ren) in the FI program and share the following;~~
- ~~upcoming space accommodations if applicable;~~
- ~~the registration process.~~

For late registrations:

- ~~advise parents/guardians that students may be required to overflow due to staffing or accommodation considerations;~~
- ~~consider admission to the program on a first come, first served basis.~~

For delayed entry students:

- ~~consider, in consultation with parents/guardians whether enrolment in the FI program is in the best interest of the student;~~
- ~~monitor the student during the first six weeks, as required, with the classroom teacher and/or the special education resource teacher to ensure the student is progressing appropriately;~~
- ~~ensure parents/guardians are informed of the child's performance at regular intervals;~~
- ~~determine for Grades 4 to 8 which of Health and Physical Education and/or the Arts subjects will be taught in French and which in English, meeting program requirements and ensuring consistency within the school including, but not limited to,~~
- ~~Not changing the subject language mid-year;~~
- ~~Not offering one subject in both languages;~~
- ~~ensure FI qualified staff teaches all French subjects;~~
- ~~avoid, if at all possible, having one teacher teach both French and English to the same class;~~
- ~~for students entering the Board from a different Board's FI program or returning to FI after an extended absence, consider whether FI is an appropriate choice for the student by;~~
- ~~ensuring that the Student Record of Accumulated Instruction in French over their previous schooling includes at least 70 per cent of the total accumulated by Niagara Catholic students in the grade they are entering;~~
- ~~reviewing other relevant information, including student report cards;~~
- ~~recommending a curriculum based assessment, as appropriate;~~
- ~~communicating the final decision about student's participation in FI to parents/guardians;~~
- ~~consulting with the superintendent of schools, as required;~~
- ~~for English language learners (ELLs) entering Grade 1, update the English as a Second Language (ESL) information in Maplewood, as outlined in the Entering English as a Second Language/English Literacy Development Data document;~~
- ~~for English language learners (ELL) in Grades 4 to 8;~~
- ~~for subjects taught in English, ensure teachers determine the students' level of English language proficiency and communicate this information to the principal;~~

RESCIND

- ensure that the student's level of English language proficiency is noted in Trillium as outlined in the Entering English as a Second Language/English Literacy Development Data document;
- support the implementation of Board and Ministry policies and procedures for programming, and for tracking of ELLs' language proficiency.

Secondary Schools with French Immersion shall:

- ensure the most appropriate Core French placement for students who graduate from the Grade 8 FI program but do not continue with FI in secondary school;
- ensure that all required courses and a variety of other courses are available to students enrolled in the FI program in order to satisfy the requirements of the French Immersion Certificate upon graduation.

Teachers of French Immersion shall:

- recognize that the French Immersion (FI) program operates similarly to the program offered in English, and that all curriculum expectations and relevant Board policies and procedures apply;
- adhere to the Board Special Education Plan as it relates to FI;
- use French as the language of instruction for subjects taught in French;
- ensure students use French at all times in subjects taught in French;
- foster, model and encourage the use of French outside the classroom;
- for delayed entry students, inform parents/guardians of the child's performance at regular intervals;
- for English language learners (ELLs) in Grades 4 to 8 for subjects taught in English;
- determine the level of English language proficiency and communicate this information to the principal;
- provide the necessary program adaptations for ELLs as they acquire English proficiency;
- monitor the ELLs' level of English proficiency on an ongoing basis.

Parent(s)/guardian(s) shall:

- register their children for French Immersion (FI) by:
- for Kindergarten students in the Board, providing the child's Student Index Card signed by the current principal to the FI school;
- for students new to the Board, providing completed registration package as outlined in Policy and Procedure #163.0, School Admission, and
- presenting the appropriate documentation at the FI school to register;
- understand that students who register late may be overflowed to another site due to staffing issues or accommodation;
- understand that delayed entry students will need additional support at home to catch up on missed learning;
- understand that students who have not been in FI will not be accepted in the program after the last Friday in November of their Grade 1 year;
- communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with school staff;
- understand that learning materials will be in French including, but not limited to, homework assignments, assessment criteria and learning goals;
- understand that school boundaries are subject to review and may change.

French Immersion Students shall:

- use French at all times in subjects taught in French.

RESCIND

It is the expectation of the Niagara Catholic District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.

RESCIND

Progression of Niagara Catholic French Immersion Program Possible Entry Points Over Time

(Individual entry point dependant on location)

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

Elementary French Immersion Programming

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

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

Niagara Catholic Elementary French Immersion Programs

French Instructional time ————— *English Language Instructional time in shaded area*

| | | |
|-------------------|--|--|
| <i>ELKP—Gr. 1</i> | 90% French Language <i>274 Minutes</i> | Religion <i>10%</i> <i>30 minutes</i> |
| <i>Grade 2—3</i> | 80% French Language <i>243 Minutes</i> | English Language Arts is introduced <i>20%</i> <i>61 minutes</i> |
| <i>Grade 4—5</i> | 75% French Language <i>228 Minutes</i> | Additional subjects taught in English are introduced <i>25%</i> <i>76 minutes</i> |

RESCIND

| | | |
|------------------|--|---|
| <i>Grade 6–8</i> | <i>50% French Language</i> <i>152 minutes</i> | <i>50% English Language</i> <i>152 minutes</i> |
|------------------|--|---|

Subjects that ~~may~~ be taught in French are: French Language Arts, Religion, Math, Science and Technology, Social Studies (History & Geography in the Intermediate grades), Music, Visual Arts, Drama/Dance, Health and Physical Education.

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

French Immersion Secondary School Credits

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

Secondary French Immersion Program

Each secondary school will offer the following courses in French:

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

Secondary school students must accumulate at least 10 French Immersion credits to qualify for the French Immersion Certificate upon graduation.



Niagara Catholic District School Board
**ADMISSION OF ELEMENTARY AND
SECONDARY STUDENTS POLICY**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Niagara Catholic embraces the opportunities and challenges of providing a learning environment in which the teachings of Christ and the Catholic faith provide a distinctive Catholic education for all students within its jurisdiction.

The Board, in cooperation with the Bishop, Priests, Chaplaincy Leaders and the parent/guardian community, fosters the spiritual growth of all students enabling them to become responsible citizens, who give witness to Catholic social teachings by promoting peace, justice and sacredness of human life.

The purpose of this policy is to provide direction on the process for admission of students to the elementary and secondary schools of the Niagara Catholic District School Board.

Therefore, upon approval, any student within the Niagara Region, electing to attend a Niagara Catholic elementary or secondary school may attend with the understanding that they respect the environment and traditions of Catholic Education, and the expectations of the Niagara Catholic District School Board.

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

References

- [*Aboriginal Affairs and Northern Development Canada*](#)
- [*Education Act \(Section 33 \(3\), 1997\)*](#)
- [*Immigration and Refugee Protection Act \(Canada\)*](#)
- [*International Exchange Student - Ontario \(ISE\)*](#)
- [*Ontario Catholic School Graduation Expectations*](#)

Niagara Catholic District School Board Policies/Procedures

- [*Attendance Areas Policy \(301.3\)*](#)
- [*Code of Conduct Policy \(302.6.2\)*](#)
- [*Dress Code Secondary Uniform Policy \(302.6.6\)*](#)
- [*Elementary Standardized Dress Code Policy \(302.6.10\)*](#)
- [*Ontario Student Record Policy \(301.7\)*](#)
- [*Safe Schools Policy \(302.6\)*](#)
- [*Student Transportation Policy \(500.2\)*](#)
- [*Voluntary and Confidential Indigenous Students Self-Identification Policy for First Nation, Métis and Inuit Self-Identification Students Policy \(301.9\)*](#)



Niagara Catholic District School Board
**ADMISSION OF ELEMENTARY AND
 SECONDARY STUDENTS POLICY**

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

The provisions of the *Education Act*, along with other relevant legislation and Board policies, shall determine admission to elementary and secondary schools in the Niagara Catholic District School Board.

- i. Elementary and secondary students shall be admitted to the geographically designated home school.
- ii. The residential address of the parents/guardians of a student or adult student will determine the designated home school with proof of residency as required by the Principal.
- iii. The Principal/Vice-Principal, in consultation with the parents/guardians or adult student is responsible for placing the student in the most appropriate program.
- iv. Elementary and secondary students are expected to fully participate in required instructional classes including religious education, family life programs and faith life activities.
- v. Elementary and secondary students shall be granted transportation in accordance with the [Student Transportation Policy \(500.2\)](#).

ELEMENTARY AND SECONDARY ADMISSION NON-CATHOLIC

Elementary School Admission Non-Catholic

Parents/Guardians requesting to register a student in a Niagara Catholic elementary school, who is not eligible to direct their school support to the Catholic Board, it is expected that compliance with the Admission of Elementary and Secondary Students Policy be followed.

The admission of a non-Catholic ratepayer's student will require the recommendation from the school Principal/Vice-Principal in consultation with, and the approval of, the Family of Schools' Superintendent of Education.

Parents/Guardians have the responsibility to notify the school of changes regarding biographical information.

Secondary School Admission Non-Catholic

Parents/Guardians or adult student requesting admission to a Niagara Catholic secondary school, and who is not eligible to direct their school support to the Catholic Board, shall make application to the Principal/Vice-Principal of the Catholic secondary school.

Principals/Vice-Principals will ensure that all students attending a Niagara Catholic secondary school will:

- i. successfully achieve a credit in Religious Education for every year of attendance, up to graduation (total of four (4) Religious Education Credits),
- ii. participate fully in the faith life activities of the Catholic secondary school, and
- iii. respect the environment and traditions of Catholic Education and the expectations of the Niagara Catholic District School Board.

Elementary and Secondary Graduation Ceremonies

Students who qualify for graduation will be invited by the Principal to participate in faith-based elementary or secondary Catholic graduation ceremonies providing they meet all of the Ministry of Education, Board and school-based graduation expectations. The expectations include, but are not limited to, participation in religious education and faith life activities, being a student in good standing and fulfilling the Ontario Catholic School Graduate Expectations as endorsed by the Niagara Catholic District School Board.

REQUIRED DOCUMENTATION: ELEMENTARY AND SECONDARY**Responsibility of Parents/Guardians or adult student**

It is the responsibility of the parents/guardians or adult student to complete the required Niagara Catholic District School Board Admission Forms (where applicable):

- [Elementary Student Registration Form - Appendix A](#)
- [Secondary Student Registration Form - Appendix B](#)
- [Consent for Release of Information - Appendix C](#)
- [Application for Direction of School Support – Appendix D](#)
- [Roman Catholic School Assessment Lease – Appendix E](#)
- [Request for Admission Form \(Non-Catholic/Out-of-Boundary\) – Appendix F](#)
- [Confirmation of Pupil Eligibility for English as a Second Language/Literacy Development Funding - Appendix G](#)
- [International Student Application Form – Appendix H](#)
- [Renewal International Student Application Form – Appendix I](#)
- Completion of the Niagara Region Public Health Confidential Student Immunization Form (provided by the school)

In addition, it is the responsibility of the parents/guardians or adult student to provide original documentation or a copy certified as original (where applicable) for the following:

- Proof of age: Birth Certificate, Statement of Live Birth or Passport
- A Roman or Eastern Rite Catholic Baptismal Certificate. If the student has not been baptized, the student may be admitted if one (1) parent can provide a Roman/Eastern Rite Baptismal Certificate. If necessary, a letter from a pastor certifying that the student or parent has been baptized in the Roman or Eastern Rite will be accepted in lieu of a Baptismal Certificate.
- ~~Ontario Health Card~~
- Immunization Record or Statement of Conscience or Religious Belief Affidavit
- Proof of Immigration Status
- Court Order
- International Student Letter of Confirmation

The Principal is to ensure that the Niagara Catholic Registration Checklist (internal use only) and copies of all relevant registration documents are placed in the student's OSR.

ATTENDANCE AREA EXCEPTIONS

In accordance with the *Education Act*, the Niagara Catholic District School Board has established boundaries for student attendance.

If, parents/guardians request to register a student or where applicable adult student in a Niagara Catholic school other than their home school, it is expected that the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy are followed.

Approval for an Out-of-Boundary admission request will require a recommendation from the Principal/Vice-Principal in consultation with, and the approval of the Family of Schools' Superintendent of Education. Permission to attend will remain in effect for the duration of a student's attendance at the school, unless otherwise notified by the Principal of the school and approved by the Family of Schools' Superintendent of Education.

Transportation for an approved Out-of-Boundary admission request shall be the sole responsibility of the parents/guardians or where applicable adult student.

Approved attendance area exceptions are for the identified school boundaries at the time of the approval. Any changes which occur to the attendance area boundaries may require attendance area exceptions for those families currently registered to attend the school within the boundaries of their residence.

Parents/Guardians or adult students have the responsibility to notify the Principal/Vice-Principal of changes to their residency status and/or circumstances for the initial attendance area exception request.

Approval for Out-of-Boundary requests will not be granted into:

- Schools identified by Board motion
- Schools at or above on-the-ground capacity (no surplus space) unless there is available childcare.

Any exemptions to these specific exceptions will require the approval of the Principal, the Family of Schools' Superintendent of Education and Senior Administrative Council:

- Out-of-Boundary approval will be granted with admission into a Board approved academic program that is not offered at the student's home school.
- Unless otherwise approved, transportation for an Out-of-Boundary Board approved academic program that is not offered at the student's home school shall be the sole responsibility of the parents/guardians or adult student.

FRENCH IMMERSION PROGRAM

The provision of Niagara Catholic's French Immersion programs is based on program viability, which may include, but is not limited to, factors such as enrolment, legislation, qualified staff, programming requirements, school space accommodations, and school site locations, which may change from time to time, in consultation with affected school communities.

The Director of Education and the Superintendent of Education, Program and Innovation will confirm the location of French Immersion Programs in the Board.

Elementary French Immersion Program

Entry Point

The entry point for French Immersion Programs is Kindergarten or Grade 1. Upon the approval of the school Principal and the appropriate Family of Schools' Superintendent, a student may enter the program at another point provided the student's accumulated hours in the French Immersion Program qualifies the student for successful recognition in completing the requirements of this program.

Attendance

Students enrolled in the French Immersion Program are to attend the Family of Schools designated French Immersion school site based on their home address. Any Out-of-Boundary requests will follow the Attendance Area Exceptions process outlined in this Policy and the Student Transportation Policy.

Registration

There are a limited number of spots available for students entering the French Immersion Program. Where necessary, registration waitlists will be developed for each Family of Schools designated French Immersion school site.

- **Sibling Pre-registration**

Siblings of current elementary French Immersion students ~~that~~ who are entering Kindergarten or Grade 1 are provided with the first opportunity to pre-register on-line for the French Immersion Programs at their designated Family of Schools site by December 15th of the year preceding the September enrolment in the French Immersion Program.

Siblings not pre-registered by the indicated date will then be required to follow the on-line open pre-registration process outlined below.

- **Open Pre-registration**

Open pre-registration for the French Immersion Program is on-line at a designated date and time posted on the Board website.

The pre-registration must be completed and submitted using the Board on-line ~~easyregister~~ registration portal during the indicated pre-registration window. It is the sole responsibility of the parent(s)/guardian(s) to ensure that they have registered their student at the correct French Immersion school site and grade.

Each pre-registration is dated and time stamped and rank ordered. The applicant will receive email notification confirming pre-registration of their student.

Admission will be determined by pre-registration ranking. The applicant will receive notification from their Family of Schools' French Immersion school site regarding the status of their student's pre-registration prior to the March Break of the current school year, i.e. admission into the French Immersion Program or placement on the waitlist. Successful applicants will be required to complete the registration process for their student by June 1st of the current school year.

Transportation

Students enrolled in the French Immersion Program, where eligible, will be provided with transportation to their local Family of Schools designated French Immersion school site in accordance with the Board's Transportation of Students Policy.

Secondary French Immersion Program

Attendance

Designated Niagara Catholic secondary school sites will endeavour to offer credits in French, based on viability and enrolment, to enable a student to qualify for the French Immersion Certificate. Any out of boundary requests will follow the Attendance Area Exceptions process outlined in this Policy and the Student Transportation Policy.

Program Requirements

All Niagara Catholic students are required to successfully complete 30 credits in order to complete the requirements for the Ontario Secondary School Graduation Diploma. Secondary school students must accumulate a minimum of ten (10) French Immersion credits to qualify for the French Immersion Certificate upon graduation.

NON-RESIDENT OF CANADA (VISA) STUDENT

The designated Superintendent of Education may approve the admission of a non-resident student in accordance with the Education Act. Such approval shall be reviewed annually.

- The student must obtain approval from the designated Superintendent of Education prior to admission into any school.
- The International Student Application form must be completed. Prior to admission into any school, a Visa student will be provided with a letter from the designated Superintendent of Education confirming attendance.
- A Visa student shall be charged the fee determined by the Board.

RESIDENTS OF ONTARIO BUT OUTSIDE OF THE NIAGARA REGION

Parents/Guardians or adult students who reside in Ontario, but outside of the Niagara Region, may request to register a student in a Niagara Catholic District School Board school in compliance with the Admission of Elementary and Secondary Students' Policy and the Attendance Areas Policy.

A student, whose legal residence is outside the jurisdiction of the Niagara Catholic District School Board, but within Ontario requesting admission to a school under the jurisdiction of the Board, may have fees paid by the resident Board. Such a request is to be accompanied by a statement from the resident Board indicating fees will be paid on behalf of the student. Where fees are not paid, approval must be obtained from the Director of Education and are reviewed on an annual basis.

EXCHANGE STUDENTS

A student approved as an Exchange Student will participate in reciprocal, school-based programs, provided in co-operation with the Canadian School Authorities and the foreign exchange partners of the International Student Exchange-Ontario (ISE) in compliance with the Admission of Elementary and Secondary Students' Policy.

STUDENTS WITH IMMIGRATION DOCUMENTS

A student identified as a: Non-Landed Immigrant, Permanent Resident, Refugee, Work Permit, or Diplomatic Status, will be admitted in accordance to the Ontario Education Statutes and Regulations, following Immigration Canada Laws and procedures, and in compliance with the Admission of Elementary and Secondary Students Policy.

A Principal/Vice-Principal who receives immigration documents from a student applying for admission will review the documents for eligibility and request completion of the Confirmation of Eligibility Form. The Principal/Vice-Principal will ensure that the information is completed according to the immigration documents provided.

ABORIGINAL PEOPLES

~~A student identified as Aboriginal Peoples will be admitted in accordance with the Aboriginal Affairs and Northern Development Canada, the Ontario Education Statutes and Regulations, and in compliance with the Admission of Elementary and Secondary Students Policy.~~

EXPELLED STUDENTS

An expelled student will be referred to the Family of Schools' Superintendent of Education, who in consultation with the Principal/Vice-Principal, parents/guardians, the student or where applicable adult student will determine an appropriate placement recommendation.

EXTENUATING CIRCUMSTANCES

A request for school admission, which has extenuating, and/or compelling family circumstances, shall be submitted in writing to the Family of Schools' Superintendent of Education for consideration.

ADMISSION APPEALS

Parents/guardians **or adult students** may appeal an admission decision in writing to the Family of Schools' Superintendent who will present the appeal to Senior Administrative Council. ~~The decision of Senior Administrative Council will be communicated to the parents/guardians by~~ **The Family of Schools' Superintendent of Education will communicate the decision of Senior Administrative Council to the parents/guardians or adult students.**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
COMMUNITY USE OF FACILITIES POLICY (800.2)**

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Date: March 26, 2019



Niagara Catholic District School Board

COMMUNITY USE OF FACILITIES POLICY

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: June 18, 2013

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

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

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

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

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

References

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



COMMUNITY USE OF FACILITIES POLICY

ADMINISTRATIVE PROCEDURES

GENERAL CONDITIONS

1. School facilities are primarily for the use of the school and permits shall be granted in compliance with educational programs offered in the Board’s schools, custodial and maintenance programs, and the Board’s Mission, Vision and Values and the Code of Conduct.

2. Applications for the use of facilities or grounds by community-based groups and organizations will be received by the Controller of Facilities Services or designate through the Niagara Catholic Community Use Online Reservation System. The Controller of Facilities Services or designate will decide on the approval of each application.

3. The general term of indoor permits will be from October 1 to the first Friday in August in the current school year of issue.

~~3.~~

INSIDE FACILITY - Hours available for permit groups

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

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

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

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

GROUND S - During school year - Hours available for permit groups

Weekdays 6:00 p.m. to dusk

Weekends 9:00 a.m. to dusk

GROUND S - During summer months - Hours available for permit groups

Weekdays 9:00 a.m. to dusk

Weekends 9:00 a.m. to dusk

~~4.~~

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

~~INSIDE FACILITY - Hours available for permit groups~~

~~Weekdays all facilities 6:00 p.m. - 10:00 p.m.~~

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

~~GROUND S - During school year - Hours available for permit groups~~

~~Weekdays 6:00 p.m. to dusk~~

~~Weekends 9:00 a.m. to dusk~~

~~GROUND S - During summer months - Hours available for permit groups~~

~~Weekdays 9:00 a.m. to dusk~~

~~Weekends 9:00 a.m. to dusk~~

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

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

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

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

PERMIT APPLICATION AND PROCESS

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

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

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

1. All after school events using Board facilities must have an approved Community Use ~~Permit~~ of Schools Permit Number.
2. Applicants must be 18 years of age or older to obtain a permit.
3. Permits will be issued for a minimum of 1 hour.
4. Permits are valid for the current school year only. Applications must be made on a yearly basis.
5. Applications for community use must be received at least ten (10) working days prior to the date of use.
6. Depending on the classification of the user group, a non-refundable permit administration fee for community use of facility ~~is required upon application~~ will be charged.

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

USER GROUP CLASSIFICATIONS

Classification A

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

Classification B

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

Classification C

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

Classification D

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

Classification E

Commercial or profit groups including religious, cultural, service and recognized political organizations (Federal/Provincial/Municipal); individuals or groups providing services and programs for the community and charging participation or user fees (paid instruction/supervision) including music, dancing, arts, drama, gymnastics classes, sports and other groups including driver education programs, partnership in

education – colleges and universities, enterprises, general public, Niagara Catholic staff members booking a for profit event.

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

INSURANCE

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

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

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

CANCELLATION OF PERMITS

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

SERVING OF ALCOHOL ON BOARD PREMISES

(This applies to all permit groups and Board staff)

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

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

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

EQUIPMENT

Technical Equipment

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

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

Rental of any equipment is granted on the conditions that:

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

Other Equipment

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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
RELIGIOUS EDUCATION COURSES FOR STAFF POLICY (201.3)**

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

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

Date: March 26, 2019



Niagara Catholic District School Board

RELIGIOUS EDUCATION FOR TEACHING STAFF POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.3

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 25, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board supports the continuing growth of staff through faith development and religious education courses. The Board requires staff to obtain certification in Religion, **as required by the Collective Agreements**.

The Board will subsidize staff successfully completing the Board-approved Religion Course as outlined in the Administrative Procedures.

The Board will annually approve funds ~~will~~ in the Annual Board Budget to support this policy.

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



Niagara Catholic District School Board

RELIGIOUS EDUCATION FOR TEACHING STAFF POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.3

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 25, 2014

A subsidy of \$200.00 per course will be paid to staff upon successful completion of a Board-approved Religious Education Course or a course in Religion or Theology such as those offered by OCSTA/OECTA Course.

Staff must send evidence of successful completion of courses to the ~~Director of Education or~~ Superintendent of Education-Human Resources Services.

Employees must complete the "Request for a Religious Education Course Subsidy" form for prior approval.

Requests for course subsidies must be submitted within one year of successful completion of the course.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
SUN SAFE POLICY (NEW)**

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

Date: March 26, 2019



Niagara Catholic District School Board

SUN SAFETY POLICY

STATEMENT OF POLICY

300 – School/Students

Policy No

Adopted Date: NEW

Latest Reviewed/Revised Date: NEW

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board recognizes that staff, parents/guardians and other members of the Catholic school community share the responsibility of establishing an environment that minimizes the danger of ultraviolet (UV) radiation exposure.

In recognition of its own responsibility for creating a sun safe environment in the interest of student and staff health and welfare, the Board shall strive to implement strategies that will assist in reducing exposure to the harmful UV radiation from the sun during the regular school day and related outdoor school activities.

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

References

- [*Niagara Region Public Health Sun Safety in Schools*](#)
- [*Niagara Region Public Health Sun Safety Tips*](#)
- [*Sunsense – Sun Safety Policy Guidelines for Schools*](#)
- **Niagara Catholic District School Board Policies/Procedures/Protocols**
 - [*Extreme Heat/Extreme Cold Weather Protocol*](#)



Niagara Catholic District School Board

SUN SAFETY POLICY

ADMINISTRATIVE PROCEDURES

300 – School/Students

Policy No

Adopted Date: NEW

Latest Reviewed/Revised Date: NEW

PURPOSE

The purpose is to increase student, teacher and community awareness of skin cancer and other skin damage caused by UV radiation.

- To assist students to develop strategies that protect their skin from UV radiation.
- To encourage all members of the school community to protect their skin from UV radiation at all times, particularly at high-risk times such as lunchtimes, sporting events, and outdoor excursions.
- To ensure that parents/guardians are informed of the School Board's Sun Safety Policy
- To work towards a school environment that supports sun protective practices for students and staff.
- To assist teachers and staff to recognize the symptoms of heat-related illness and how to treat it.
- To increase preventative measures taken to reduce the risk of developing a heat-related illness.

ROLES AND RESPONSIBILITIES

RESPONSIBILITIES OF BOARD, PRINCIPALS, TEACHERS, AND PARENTS/ GUARDIANS

Responsibilities of the School Board

- Review policy in the policy review cycle.
- Encourage staff to be role models for sun safety. Wear a broad brimmed hat, other sun protective clothing and sunscreen whenever outdoors.
- Encourage schools to take advantage of educational materials on sun safety and to participate in the Sun Safety educational information sessions.
- Ensure sun safety precaution language is included in applicable forms (e.g., Permission/Acknowledgement for Educational Field Trips and Athletic/Co-curricular Participation)

Responsibilities of the School Principal

- Review the Sun Safety policy with school staff at the beginning of each school year and in the early spring.
- Inform the Catholic School Council of the Sun Safety policy.
- Actively promote sun protection in the school newsletters, at assemblies, school council meetings and staff meetings.
- On outdoor excursion permission forms that are sent home to parents/guardians, ask that parents/guardians supply their children with suitable clothing, hats and sunscreen, as per policy,

- Ensure sun protection strategies are incorporated into outdoor events. Consider avoiding peak UV radiation periods, wear a hat and sunscreen, and seek or provide shade when possible.
- When the UV index is 8 or higher, take full precautions and seek shade when outside, limiting direct sun exposure between 11:00 a.m. and 3:00 p.m.
- Encourage staff members to act as role models by wearing appropriate hats and clothing outdoors, using sunscreen with SPF 30 or higher, and seeking shade whenever possible.
- Encourage the school to work towards increasing and/or maintaining shade on its grounds.

Responsibilities of Teachers

- Incorporate sun protection and skin cancer prevention material into appropriate areas of the school curriculum.
- Actively promote sun protection prior to and during outdoor activities, sports and excursions.
- Encourage students to wear a hat that protects their face, neck, and ears whenever they are outside.
- Encourage students to reapply sunscreen 20 minutes prior to outdoor activities.
- Encourage hydration before and during physical activity.
- Monitor outdoor temperatures and humidity. Reduce intensity of physical activity when temperatures are high.
- Become familiar with the signs and symptoms of heat-related illness.

Responsibilities of Parents/Guardians

- Ensure your child comes to school wearing sunscreen SPF 30 or higher when the UV Index is 3 or higher.
- Provide your child with sunscreen of SPF 30 or higher for re-application while at school or during school related activities. Ensure that your child comes to school with sun protective clothing.
- Provide children with reusable water bottles to encourage hydration.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 26, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
BULLYING PREVENTION & INTERVENTION – SAFE SCHOOLS
POLICY (302.6.8)**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: March 26, 2019



Niagara Catholic District School Board

BULLYING PREVENTION & AND INTERVENTION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.8

Adopted Date: November 25, 2003

Latest Reviewed/Revised Date: October 28, 2014

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

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

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

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

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

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

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

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

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

References

- [Accepting Schools Act](#)
- [Accessibility for Ontarians with Disabilities Act 2005](#)
- [Caring and Safe Schools in Ontario](#)
- [Child & Family Services Review Board](#)
- [Child, Youth and Family Services Act 2017](#)
- [Education Act and Regulations](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Catholic School Graduation Expectations](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)
- [Policy/Program Memorandum 124: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018](#)
- [Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour –Issued October 17, 2018](#)
- [Provincial Code of Conduct](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [Smoke-Free Ontario Act 2017](#)

Niagara Catholic District School Board Policies/Procedures/Documents

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

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



Niagara Catholic District School Board

BULLYING PREVENTION & INTERVENTION POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.8

Adopted Date: November 25, 2003

Latest Reviewed/Revised Date: October 28, 2014

DEFINITION OF BULLYING**In accordance with subsection 1(1) of the Education Act;**

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

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

Bullying (1.0.0.1)

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

Cyber-bullying (1.0.0.1 2)

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

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

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

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

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

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

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

POSITIVE SCHOOL CLIMATE

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

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

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

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

BULLYING PREVENTION AND INTERVENTION STRATEGIES **AND** SUPPORTS

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

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

STRATEGIES

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

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

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

SUPPORTS

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

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

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

SUSPENSION AND EXPULSION FOR BULLYING

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

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

Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306 (1), of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

PRINCIPAL NOTIFICATION-PARENTS/GUARDIANS

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

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

Principals/Designates shall disclose the following information:

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

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

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

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

REPORTING AND RESPONDING TO INCIDENTS (APPENDIX A)

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

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

REPORTING SERIOUS STUDENT INCIDENTS TO THE PRINCIPAL

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

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

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

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

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

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

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

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

Once the investigation is complete, the Principal/Designate:

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

ONTARIO STUDENT RECORD (OSR)

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

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

MAINTENANCE OF THE ONTARIO STUDENT RECORD (OSR)

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

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

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

Reporting of Student Incidents to the Principal/Designate

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

Safe and Accepting Schools Incident Reporting Form (Appendix B)

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

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

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

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

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

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

Ontario Student Record

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

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

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

Principal/Designate Notification to Parents/Guardians

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

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

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

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

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

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

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

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

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

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

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

PROFESSIONAL DEVELOPMENT STRATEGIES FOR ADMINSTRATORS, TEACHERS AND OTHER SCHOOL STAFF

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

COMMUNICATION, MONITOR AND REVIEW

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

SAFE AND ACCEPTING SCHOOLS TEAMS (SASTS)

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

Safe and Accepting Schools Teams shall:

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 26, 2019**

TITLE: POLICY AND PROCEDURE REVIEW 2018-2019 SCHEDULE

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

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: March 26, 2019



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2018 - JUNE 2019

Updated: March 26, 2019

| SORTED BY POLICY COMMITTEE MEETING DATE | | | | |
|---|------------------|----------|--|-----------------------------------|
| Policy Issued | Reviewed Revised | Policy # | POLICY NAME | Prior to Vetting After Vetting |
| 2006 | 2012 | 201.12 | Electronic Communications Systems (Employees) | September 2018 |
| 2001 | 2012 | 302.5 | Student Parenting | September 2018 |
| 1998 | 2012 | 702.1 | Playground Equipment | September 2018 |
| 1998 | 2013 | 400.1 | Continuing Education | September 2018 |
| 1998 | 2013 | 500.1 | Transportation & School Operations for Inclement Weather | October 2018 |
| 2002 | 2018 | 201.9 | Employee Attendance During Inclement Weather & Workplace Closure | October 2018 |
| 2013 | 2013 | 100.6.2 | Student Senate - Elementary | October 2018 |
| 2000 | 2013 | 100.6.1 | Student Senate - Secondary | October 2018 |
| 2012 | 2012 | 302.8 | Diabetes Management | October 2018 |
| 2002 | 2016 | 201.7 | Employee Workplace Harassment * | October 2018 |
| 2002 | 2016 | 201.11 | Employee Workplace Violence * | October 2018 |
| 2002 | 2016 | 201.6 | Occupational Health & Safety * | October 2018 |
| 2007 | 2014 | 500.2 | Student Transportation | November 2018 |
| 2002 | 2012 | 301.4 | Fundraising | November 2018 |
| 2003 | 2013 | 400.4 | Prior Learning Assessment and Recognition (PLAR) | November 2018 |
| 2008 | 2016 | 302.6.9 | Progressive Student Discipline - Safe Schools | November 2018 |
| 2002 | 2013 | 201.5 | Death Benefit | November 2018 |
| 2002 | 2013 | 201.10 | Deferred Salary Plan (X/Y) | November 2018 |
| 1998 | 2013 | 201.1 | Employee Leaves of Absence | November 2018 |
| 1998 | 2017 | 800.1 | Catholic School Councils | November 2018 |
| 2012 | 2018 | 203.1 | Employee Hiring and Selection (Teachers) | January 2019 |
| 2016 | 2016 | 400.7 | French Immersion | January 2019 |
| 1998 | 2013 | 500.1 | Transportation & School Operations for Inclement Weather | January 2019 |
| 2002 | 2018 | 201.9 | Employee Attendance During Inclement Weather & Workplace Closure | January 2019 |
| 2013 | 2013 | 100.6.2 | Student Senate - Elementary | January 2019 |
| 2000 | 2013 | 100.6.1 | Student Senate - Secondary | January 2019 |
| NEW | NEW | NEW | Supporting Children and Students with Prevalent Medical Conditions | January 2019 |
| 2007 | 2014 | 500.2 | Student Transportation | January 2019 |
| 2002 | 2012 | 301.4 | Fundraising | January 2019 |
| 2003 | 2013 | 400.4 | Prior Learning Assessment and Recognition (PLAR) | January 2019 |
| 2001 | 2017 | 302.6.4 | Student Suspension - Safe Schools | February 2019 |
| 2001 | 2017 | 302.6.5 | Student Expulsion - Safe Schools | February 2019 |
| 2001 | 2013 | 302.6 | Safe Schools | February 2019 |
| NEW | NEW | NEW | Financial Investment | February 2019 |
| 2007 | 2013 | 600.4 | Corporate Cards, Purchasing Cards & Petty Cash | February 2019 |
| 2008 | 2016 | 302.6.9 | Progressive Student Discipline - Safe Schools | February 2019 |
| 2002 | 2013 | 201.5 | Death Benefit | February 2019 |
| 2002 | 2013 | 201.10 | Deferred Salary Plan (X/Y) | February 2019 |
| 1998 | 2013 | 201.1 | Employee Leaves of Absence | February 2019 |
| 1998 | 2013 | 800.2 | Community Use of Facilities | March 2019 |
| 1998 | 2014 | 201.3 | Religious Education Courses for Staff | March 2019 |
| NEW | NEW | NEW | Sun Safe | March 2019 |
| 2003 | 2014 | 302.6.8 | Bullying Prevention & Intervention - Safe Schools | March 2019 |
| 2012 | 2018 | 203.1 | Employee Hiring and Selection (Teachers) | March 2019 |
| 2016 | 2016 | 400.7 | French Immersion | March 2019 |
| 2005 | 2014 | 100.8 | Electronic Meetings (Board and Committees) | April 2019 |
| 2006 | 2014 | 201.13 | Sexual Misconduct | April 2019 |
| 2001 | 2013 | 302.6.1 | Opening or Closing Exercises - Safe Schools | April 2019 |
| 2010 | 2015 | 100.10 | Equity and Inclusive Education | April 2019 |
| 2007 | 2013 | 201.14 | Employee Meals & Hospitality | April 2019 |
| 2007 | 2013 | 201.15 | Employee Conferences, Workshops & Meetings | April 2019 |
| 2001 | 2017 | 302.6.4 | Student Suspension - Safe Schools | April 2019 |
| 2001 | 2017 | 302.6.5 | Student Expulsion - Safe Schools | April 2019 |
| 2001 | 2013 | 302.6 | Safe Schools | April 2019 |
| NEW | NEW | NEW | Financial Investment | April 2019 |
| 2007 | 2013 | 600.4 | Corporate Cards, Purchasing Cards & Petty Cash | April 2019 |
| 2014 | NIL | 100.14 | Use of Corporate Logo | May 2019 |
| 2001 | 2013 | 302.6.2 | Code of Conduct - Safe Schools | May 2019 |
| 2003 | 2013 | 400.5 | Acceleration/Retention (Elementary) | May 2019 |
| 2013 | 2013 | 203.4 | Leadership Pathways | May 2019 |
| 2013 | 2013 | 800.9 | Volunteering in Catholic Schools | May 2019 |

| | | | | |
|------|------|---------|---|----------|
| 1998 | 2013 | 800.2 | Community Use of Facilities | May 2019 |
| 1998 | 2014 | 201.3 | Religious Education Courses for Staff | May 2019 |
| NEW | NEW | NEW | Sun Safe | May 2019 |
| 2003 | 2014 | 302.6.8 | Bullying Prevention & Intervention - Safe Schools | May 2019 |

* Ministry of Labour Compliance Annual Review

| SORTED BY CW/BOARD MEETING DATE | | | | |
|--|-------------------------|-----------------|--|---------------|
| Policy Issued | Reviewed Revised | Policy # | POLICY NAME | CW/BD |
| 2006 | 2012 | 201.12 | Electronic Communications Systems (Employees) | October 2018 |
| 2001 | 2012 | 302.5 | Student Parenting | October 2018 |
| 1998 | 2012 | 702.1 | Playground Equipment | October 2018 |
| 1998 | 2013 | 400.1 | Continuing Education | October 2018 |
| 2002 | 2016 | 201.7 | Employee Workplace Harassment * | November 2018 |
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| 2002 | 2016 | 201.6 | Occupational Health & Safety * | November 2018 |
| 1998 | 2017 | 800.1 | Catholic School Councils | December 2018 |
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| 2000 | 2013 | 100.6.1 | Student Senate - Secondary | February 2019 |
| 2013 | 2013 | 100.6.2 | Student Senate - Elementary | February 2019 |
| NEW | NEW | NEW | Supporting Children and Students with Prevalent Medical Conditions | February 2019 |
| 2007 | 2014 | 500.2 | Student Transportation | February 2019 |
| 2002 | 2012 | 301.4 | Fundraising | February 2019 |
| 2003 | 2013 | 400.4 | Prior Learning Assessment and Recognition (PLAR) | February 2019 |
| 2008 | 2016 | 302.6.9 | Progressive Student Discipline - Safe Schools | March 2019 |
| 2002 | 2013 | 201.5 | Death Benefit | March 2019 |
| 2002 | 2013 | 201.10 | Deferred Salary Plan (X/Y) | March 2019 |
| 1998 | 2013 | 201.1 | Employee Leaves of Absence | March 2019 |
| 2012 | 2018 | 203.1 | Employee Hiring and Selection (Teachers) | April 2019 |
| 2016 | 2016 | 400.7 | French Immersion | April 2019 |
| 2001 | 2017 | 302.6.4 | Student Suspension - Safe Schools | May 2019 |
| 2001 | 2017 | 302.6.5 | Student Expulsion - Safe Schools | May 2019 |
| 2001 | 2013 | 302.6 | Safe Schools | May 2019 |
| NEW | NEW | NEW | Financial Investment | May 2019 |
| 2007 | 2013 | 600.4 | Corporate Cards, Purchasing Cards & Petty Cash | May 2019 |
| 1998 | 2013 | 800.2 | Community Use of Facilities | June 2019 |
| 1998 | 2014 | 201.3 | Religious Education Courses for Staff | June 2019 |
| NEW | NEW | NEW | Sun Safe | June 2019 |
| 2003 | 2014 | 302.6.8 | Bullying Prevention & Intervention - Safe Schools | June 2019 |