



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

AGENDA AND MATERIAL

POLICY COMMITTEE MEETING

**TUESDAY, MAY 27, 2014
4:30 P.M.**

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



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- | | |
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| 1. Opening Prayer –Chair Burtnik | - |
| 2. Attendance | - |
| 3. Approval of Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Minutes of Policy Committee Meeting of April 22, 2014 | 5 |
| 6. Policies | |
| <i><u>Action Required</u></i> | |
| POLICIES – FOR RECOMMENDATION TO JUNE COMMITTEE OF THE WHOLE | |
| 6.1 Criminal Background Check-Safe Schools Policy (302.6.7) | 6.1 |
| 6.2 Sexual Misconduct Policy (201.13) | 6.2 |
| 6.3 Use of Corporate Logo (New) | 6.3 |
| POLICIES – PRIOR TO VETTING | |
| 6.4 Bullying Prevention & Intervention-Safe Schools Policy (302.6.8) | 6.4 |
| <i><u>Information</u></i> | |
| 6.5 Policy Currently Being Vetted (to July 20 th)
Reimbursement of Travel Expenses Policy (201.4) | - |
| 6.6 Policy and Guideline Review 2013-2014 Schedule | 6.6 |
| 6 Date of Next Meeting | |
| September 2014 | |
| 8. Adjournment | - |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 27, 2014**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
APRIL 22, 2014**

RECOMMENDATION

THAT the Policy Committee approve the Minutes of the Policy Committee Meeting of April 22, 2014, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, APRIL 22, 2014

Minutes of the Policy Committee Meeting held on Tuesday, April 22, 2014 at 5:08 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

1. Opening Prayer

The meeting was opened with a prayer by Vice-Chair Burkholder

2. Attendance

Moved by Trustee Burkholder

THAT the Policy Committee excuse Committee Chair Sicoli from attending the Policy Meeting of April 22, 2014.

Committee Members	Present	Absent	Excused
Rhianon Burkholder	✓		
Kathy Burtnik	✓		
Dino Sicoli (Committee Chair)			✓

Staff:

John Crocco, Director of Education
Yolanda Baldasaro, Superintendent of Education
Giancarlo Vetrone, Superintendent of Business & Finance
Jennifer Brailey, Manager of Corporate Services & Communications Department
Kristine Murphy, Administrative Assistant, Corporate Services & Communications Department /Recording Secretary

3. Approval of Agenda

Moved by Chair Burtnik

THAT the April 22, 2014, Policy Committee Agenda be approved, as presented.
APPROVED

4. Declaration of Conflict of Interest

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

5. **Minutes of the Policy Committee Meeting of March 18, 2014**

Moved by Chair Burtnik

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of March 18, 2014, as presented.

APPROVED

6. **Policies**

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO MAY COMMITTEE OF THE WHOLE MEETING

6.1 **Advocacy Expenditures Policy (100.9)**

Giancarlo Vetrone, Superintendent of Business & Finance, presented the amendments to the Advocacy Expenditures Policy (100.9) following the vetting process.

The Policy Committee suggested no additional amendments:

Moved by Chair Burtnik

THAT the Policy Committee recommend to the Committee of Whole approval of the revisions to the Advocacy Expenditures Policy (100.9), as presented.

APPROVED

6.2 **Anaphylaxis Policy (302.1)**

Yolanda Baldasaro, Superintendent of Education, presented the amendments to the Anaphylaxis Policy (302.1) following the vetting process.

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

ADMINISTRATIVE GUIDELINES

Under DEFINITION: First sentence remove asterisk *

Moved by Chair Burtnik

THAT the Policy Committee recommend to the Committee of the Whole approval of the revisions to the Anaphylaxis Policy (302.1), as amended.

APPROVED

6.3 **Student Transportation Policy (500.2)**

Vice-Chair Burkholder noted that Student Transportation and Reimbursement of Travel Expenses Policies would be presented before the Electronic Meetings (Board and Committees) Policy.

Superintendent Vetrone presented the amendments to the Student Transportation Policy (500.2) following the vetting process.

The Policy Committee suggested no additional amendments:

Moved by Chair Burtnik

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Transportation Policy (500.2), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.4 Reimbursement of Travel Expenses Policy (201.4)

Superintendent Vetrone presented the Reimbursement of Travel Expenses Policy (201.4).

The Policy Committee suggested the following amendments:

ADMINISTRATIVE GUIDELINES

Under Rate of Reimbursement 1. Remove “effective September 1, 2008”.

Under Reimbursement Procedures add; 4. The approval for travel reimbursement for forms submitted beyond 60 days of travel dates will be at the discretion of the Superintendent of Business and Financial Services.

The Policy Committee requested that the Reimbursement of Travel Expenses Policy (201.4) be vetted to July 20, 2014 with a recommended deadline for presentation to the Policy Committee in September, 2014, for consideration to the Committee of the Whole and Board in October 2014.

6.5 Electronic Meetings (Board and Committees) Policy (100.8)

John Crocco, Director of Education, presented the amendments to the Electronic Meetings (Board and Committees) Policy (100.8) following the vetting process.

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

ADMINISTRATIVE GUIDELINES

Second paragraph first sentence should read; At the written request received and acknowledged by the Director of Education Secretary/Treasurer.

Under Process for Electronic Meetings; Remove Item 6.

Moved by Chair Burtnik

THAT the Policy Committee recommend to the Committee of the Whole approval of the revisions to the Electronic Meetings (Board and Committees) Policy (100.8), as amended.

APPROVED

INFORMATION

6.6 Policies Currently Being Vetted (March 26-May 8, 2014)

- Criminal Background Check – Safe Schools (302.6.7)
- Use of Corporate Logo Policy (New)

6.7 Policy and Guideline Review 2013-2014 Schedule

Director Crocco presented the Policy and Guideline Review 2013-2014 Schedule.

7. Date of Next Meeting

Tuesday, May 27, 2014 – 4:30 p.m.

8. Adjournment

The meeting adjourned at 6:09 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 27, 2014**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
CRIMINAL BACKGROUND CHECK – SAFE SCHOOLS POLICY
(302.6.7)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the revised Criminal Background Check – Safe Schools Policy (302.6.7), as presented.

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

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

Recommended by: John Crocco, Director of Education Secretary/Treasurer

Date: May 27, 2014

	CRIMINAL BACKGROUND CHECK POLICY STATEMENT OF POLICY	Section:	200 – Human Resources
		No:	302.6.7
		Adopted:	June 26, 2001
		Revised:	June 19, 2003

Statement of Policy


In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the ~~Niagara Catholic District School Board~~, the Board has the responsibility to provide a safe and secure working and learning environment for students and employees. The Board is in a position of trust and must strive to protect the well-being of students.

~~The Niagara Catholic District School Board~~ Therefore the Board shall implement the requirements for the collection of personal information as described in Regulation 521/01 of the Education Act as amended by Regulation 322/03. The Board will adjudicate the possibility of risk to students and staff, where a potential employee has a ~~documented~~ criminal record and shall not employ persons or continue to employ persons who have with a criminal record which demonstrates an unacceptable level of a risk to students or staff.

The Director of Education will issue administrative guidelines in support for the implementation of this policy.

References:

1. Access to Board Premises: Safe Schools Policy 302.6.
2. Accessibility Customer Service 800.8.1
3. Education Act and Regulations 322.03
4. Educational Field Trip Policy 400.2
5. Police Protocol between the Niagara Regional Police Services and the Niagara Catholic District School Board
6. Regulation 521/01, as amended by Regulation 323/03.
7. Sexual Misconduct Policy 201.13
8. Student Protection Act, 2002
9. Teaching Profession Act

	<p><i>CRIMINAL BACKGROUND CHECK POLICY</i> <i>ADMINISTRATIVE GUIDELINES</i></p>	<p>Section: 200 – Human Resources No: 302.6.7 Adopted: June 26, 2001 Revised: June 19, 2003</p>
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Definitions

As per Regulation 521/01 of the Education Act, as amended by Regulation 322/03.

"Criminal Background Check" means, in respect of a Board, a document concerning an individual:

a. That was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the day the Board collects the document; and

b. That contains information concerning the individual's Personal Criminal History.

"Offence Declaration" means, in respect of a Board, a written declaration signed by an individual listing all of the individual's convictions for offences under the Criminal Code (Canada) up to the date of the declaration:

- i. That are not included in a criminal background check collected by the Ontario College of Teachers (OCT) after December 31, 1998 or in the last criminal background check collected by the Board under this regulation; and
- ii. For which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted.

"Personal Criminal History" means, in respect of an individual, information on criminal offences of which the individual has been convicted under the Criminal Code (Canada) and for which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted to the individual.

"Vulnerable Sector Screening" means, in respect of a Board, a document concerning an individual:

- i. That was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database and from local police service records, within six (6) months before the day the Board collects the document; and
- ii. That contains information concerning the individual's personal criminal history and
- iii. That contains information resulting from a criminal record search of data maintained by the Royal Canadian Mounted Police for sexual offences for which a pardon has been granted or issued.

Criminal Background Checks for Current Employees

All current employees will provide a Criminal Background Check in accordance with Regulation 521/01 **as amended by Regulation 322/03**.

Requirements

The "Collection of Personal Information Regulation" will require the Niagara Catholic District School Board to do the following:

Current employees

- a. If the employee became a member of the Ontario College of Teachers (OCT) after December 31, 1998 and commenced employment with the Board before April 01, 2002, the Board shall collect an Offence Declaration from the individual by September 01 of each year in which the individual is employed by the Board ~~after that day, commencing in 2002~~.
- b. If the employee commenced employment with the Board prior to April 1, 2002 and is not an individual described in paragraph (a), the Board shall collect:
 - i. A Criminal Background Check (CPIC) by July 31, 2003 if the individual continues to be employed by the Board after July 31, 2003.
 - ii. An Offence Declaration from the individual by September 1 of each year in which the individual is employed by the Board, commencing in 2004.

Retention of documentation

The Board shall retain an original or a true copy taken from the original ~~police~~ criminal background record check **or police vulnerable sector check** by the Director or designate. Completed criminal background checks and offence declarations will be filed in a separate and secure location in accordance with Regulation 521/01 **as amended by Regulation 322/03**

Adjudication Process

Where evidence is received of a criminal conviction, the Director or designate will consider at least the following factors in determining an appropriate course of action:

- a. Length of time since offence(s);
- b. Did the offence(s) involve children and/or sexual activity and/or violence and/or acts of dishonesty;
- c. Employment history;
- d. Employee's attitude towards offence(s);
- e. Treatment, counseling or other services received since offence;
- f. Other steps taken to rehabilitate;
- g. Likelihood offence(s) will be repeated;
- h. Was alcohol or illegal drugs a factor in commission of offence(s);
- i. Degree of co-operation with this investigation;
- j. Was offence(s) committed while employed by the Board;
- k. If employee is a teacher, relevance of offence(s) to teacher duties as set out in the Education Act and Regulations;

- l. If an employee is not a teacher, relevance of offence(s) to their employment duties **as set out in Board policy and the specific governing body applicable to the particular employee**; and
- m. Does offence(s) require any action pursuant to The Student Protection Act (including notification to the Ontario College of Teachers)

The course of action may include action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance of other Board policies, collective agreements and legislation.

Consequences of Non-Compliance

Employees who fail to provide a Criminal Background Check ~~by July 31, 2003~~ in compliance with Regulation 521/01 **as amended by Regulation 322/03** may be suspended without pay pending submission of the Criminal Background Check.

Employees who fail to provide ~~a signed~~ **an annual** Offence Declaration form by the date prescribed may be suspended without pay until the form is submitted.

Criminal Background Checks for Prospective Employees

All prospective employees will be required to provide, at their own expense, an original Vulnerable Sector Screening Check prior to commencing employment.

1. All applicants for employment with the Board shall be asked on their employment application form to indicate whether they have ever been convicted of a criminal ~~offence~~ **offense** for which a pardon has not been granted.

2. The Board shall enter into a Memorandum of Understanding with the Niagara Regional Police Service regarding the disclosure of information covered by the Memorandum of Understanding and the requirements of the Municipal Freedom of Information and Protection of Privacy Act.

Appendix A

3. Once an applicant for employment has been identified as a potentially successful candidate, an offer of employment may be made conditional upon the Board receiving the applicant's criminal background check results, which ~~are satisfactory to~~ **meets the requirements of a safe work environment as determined by** the senior official in ~~the~~ Human Resources ~~Department~~ **Services**.

4. The Board shall provide the prospective employee with an ~~"Access to Information Waiver"~~ **Police Criminal Record Check – Police Vulnerable Sector Check** form, which is to be completed by the prospective employee and submitted with the applicable fee to the Niagara Regional Police Service for processing.

5. Upon receipt of his or her verification of criminal record, the prospective employee will provide the original Niagara Regional Police Service document to ~~the Board's~~ Human Resources ~~Department~~ **Services**.

6. The Human Resources Department shall review the documentation to determine whether "bona fide" reasons exist to refuse the position based on the responsibilities inherent in the position.

7. ~~Respecting the Board's legal responsibilities, the~~ Human Resources **Services** Department shall consider the legal guidelines contained in the Canadian Charter of Rights and Freedoms, the Criminal Code, the Human Rights Code, the Police Services Act, the Child and Family Services Act, the Young Offenders Act and the Municipal Freedom of Information and Protection of Privacy Act **and relevant Board policies.**

8. The Board's offer of employment shall be withdrawn if the candidate:

- i. Has outstanding charges or prior convictions which indicate that the candidate could pose a threat to students/staff;
- ii. Has made a false declaration in his or her application for employment; or
- iii. Declines to provide a verification of criminal record as required by Board policy.

9. The offer of employment shall be either confirmed or withdrawn or the applicant's conditional employment shall be confirmed or terminated after receipt of the criminal background check.

10. All information surrounding the Criminal Background Check, including the results, will be maintained in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

11. ~~If the individual commences employment after March 31, 2002~~ †The Board shall collect an acceptable Criminal Background Check (Vulnerable Sector Screening) before the day ~~the~~ **an** individual commences employment with the Board. All offers of employment with the Board shall be conditional upon the applicant supplying an acceptable criminal background check. ~~The~~ Human Resources **Services** Department shall facilitate the collection of an Offence Declaration from the individual by September 01 of each year in which the Board employs the individual after the year employment was commenced.

12. In exceptional circumstances, **with the approval of the Superintendent of Human Resources and the Director of Education** ~~it may be necessary for~~ an individual ~~to~~ **may** begin employment with a **the** Board before an acceptable criminal background check is collected.

In such circumstances, the Board will require the individual to submit an Offence Declaration, pending submission of the acceptable criminal background check. Before any exception is made, a binding agreement shall be entered into between the employee or any authorized representative of the employee, and the Board, ensuring that the verification will be provided without delay. This agreement will preserve the Board's right to revoke the offer of employment, and dismiss the employee, should the information provided by the employee prove to be false or misleading in any respect, or if the background check is determined to be unacceptable.

~~Students, employees, volunteers and other individuals who have a legal and educational right to be at sites owned, leased, operated or being used by the Board and who lodge a complaint of sexual misconduct, or who report their suspicion of such conduct, must be able to do so without threat or fear of reprisal. For purposes of this policy and its guidelines, the school environment includes all activities common to an educational environment, including co-instructional and summer programs. For the protection of the complainant and the accused, this policy and resulting guidelines, have equal rights at all steps throughout the process. This policy supports the following laws, legislation, Board Policies and Board Protocols as amended from time to time.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 27, 2014**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
SEXUAL MISCONDUCT POLICY (201.13)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the revised Sexual Misconduct Policy (201.13), as presented.

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

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

Recommended by: John Crocco, Director of Education Secretary/Treasurer

Date: May 27, 2014

	<i>SEXUAL MISCONDUCT POLICY STATEMENT OF POLICY</i>	
	Section:	200 – Human Resources
	No:	201.13
	Adopted:	June 26, 2006
	Revised:	NIL

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board believes that all students, employees, volunteers and other individuals who have a legal right to be at sites owned, leased, operated or being used by the Board, have a right to study and work in an environment free from sexual misconduct.

Students, employees, volunteers and other individuals who have a legal and educational right to be at sites owned, leased, operated or being used by the Board and who lodge a complaint of sexual misconduct, or who report their suspicion of such conduct, must be able to do so without threat or fear of reprisal. ~~For purposes of this policy and its guidelines, the school environment includes all activities common to an educational environment, including co-instructional and summer programs. For the protection of The complainant and the accused this policy and resulting guidelines, have equal rights at all steps throughout the process. This policy supports the following laws, legislation, Board Policies and Board Protocols as amended from time to time.~~

The Director of Education will issue administrative guidelines ~~in support~~ for the implementation of this policy.

References:

Child and Family Services Act

Criminal Code of Canada

Education Act and Regulations

o Ontario Regulation 521 / 01 - Collection of Personal information

o Ontario Regulation 298 - Operation of Schools - General

Ontario Safe Schools Act, 2000

Ontario Schools: Code of Conduct, 2000

Student Protection Act, 2002

Teaching Profession Act

Ontario College of Teachers Act, 1996

o Professional Misconduct Regulation 437 / 97

Professional Advisory - Professional Misconduct Related to Sexual Abuse and Sexual Misconduct

 The Standards of Practice for the Teaching Profession

 The Ethical Standards for the Teaching Profession

Ontario Human Rights Code

Teacher Qualification Program

Education Accountability Act

Accreditation Regulation

Niagara Catholic - Bullying Prevention & Intervention Policy (302.6.8)

Niagara Catholic - Employee Workplace Harassment Policy (201.7)

Employee Workplace Violence Policy (201.11)

Protocol between the Niagara Catholic District School Board and Family and Children Services
Niagara

Police Protocol between the Niagara Regional Police Services, Niagara Catholic District School
Board. ~~Other References:~~

~~Robins Report~~

~~Ontario College of Teachers~~

Safe Physical Intervention with Students Policy (301.8)

Complaint Resolution Policy

	<p><i>SEXUAL MISCONDUCT POLICY ADMINISTRATIVE GUIDELINES</i></p>	<p>Section: 200 – Human Resources No: 201.13 Adopted: August 28, 2006 Revised: NIL</p>
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Background

Definitions of Sexual Misconduct:

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

1. Sexual Abuse

Sexual abuse is a form of professional misconduct. The *Student Protection Act* defines sexual abuse of a student and amends the *Ontario College of Teachers Act* to include this definition:

- a. sexual intercourse or other forms of physical sexual relations between the member and a student,
- b. touching, of a sexual nature, of the student by the member, or
- c. behaviour or remarks of a sexual nature by the member towards the student

~~Accordingly, all Board employees of the Niagara Catholic District School Board should avoid:~~

- ~~i. sexual relations or sexual intercourse with a student~~
- ~~ii. any form of sexual touching of a student~~
- ~~iii. any sexual contact, including behaviour or remarks of a sexual nature, regardless of the age of the student or any apparent consent by the student.~~

2. Sexual Misconduct

Sexual misconduct is offensive conduct of a sexual nature, which may affect the personal integrity, or security of any student, employee of the Board, volunteers or other persons covered by this policy, as well as the school environment.

~~Sexual misconduct by teachers, employees and volunteers includes, but is not limited to:~~

- ~~i. Sexual Abuse Conduct, which would amount to sexual interference, an invitation to sexual touching, sexual exploitation, sexual exploitation of a person with a disability, an indecent act or exposure or a sexual assault, or other crime which may affect the sexual integrity of any student, employee of the Board, volunteers or other persons covered by this policy, or the school environment.~~

3. Sexual Harassment

Sexual harassment of students may be defined as a form of sexual misconduct as follows:

Inappropriate behaviour or remarks of a sexual nature which may constitute professional misconduct include, but are not limited to, conduct that would amount to sexual harassment or sexual discrimination under the Ontario Human Rights Code. These need not be overtly sexual but may nonetheless demean or cause personal embarrassment to a student, based upon a student's gender, race or sexual orientation.

Board employees of the Niagara Catholic District School Board must avoid even a single event that may constitute sexual harassment, including but not limited to:

- i. objectionable conduct or comments incompatible with the role of an employee regardless of whether the affected students appear to be offended by the conduct or comments
 - ii. sexual harassment of non-students or of co-workers
 - iii. reprisals or threatened reprisals for rejecting sexual advances.
 - iv. ~~Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;~~
 - v. ~~Implied or expressed threat or reprisal in the form either of actual reprisal or the denial of opportunity for refusal to comply with a sexually oriented request; and~~
 - vi. ~~Sexually oriented remarks, gestures and/or behaviour which may reasonably be perceived to cause humiliation or a negative psychological and/or emotional environment for work or study.~~
4. ~~Sexual relationships—any sexual relationship with a student or a former student under the age of 18 and any conduct directed to establishing such a relationship. This form of sexual misconduct may be in the form of: intimate letters from teacher to student; personal telephone calls; dialogue of a sexual nature through the Internet; supplying and/or viewing and/or invitation to view pornographic or lurid materials; suggestive comments to students; dating students and any other actions that may be considered grooming behaviours.~~

~~Students who sexually abuse or harass any employee of the Board are also engaged in sexual misconduct.~~

4. Sexual Relationships:

Regardless of the age of a student and whether there are any criminal law considerations, it is unacceptable for Board employees of the Niagara Catholic District School Board to engage in or attempt to establish a sexual relationship with a student.

Sexual relationships include, but are not limited to, any sexual relationship with:

- i. a student, regardless of the student's age
- ii. a former student under the age of 18
- iii. a former student who suffers from a disability affecting his or her ability to consent to a relationship.

Responsibility for ensuring that a member-student relationship is professional and appropriate rests with the employee and not with the student. This remains the case even when it is the student who attempts to initiate an inappropriate relationship. Any conduct directed to establishing such a relationship may constitute professional misconduct.

A student may be a student who is in the school or school system where the member is employed, or in relation to whom a member is otherwise considered to hold a position of trust and responsibility.

Board employees of the Niagara Catholic District School Board must not engage in activity directed to establishing a sexual relationship. This includes, but is not limited to:

- any form of sexual touching
- sending intimate letters to students
- making telephone calls of a personal nature to students
- engaging in sexualized dialogue through the Internet with students
- making suggestive comments to students
- dating students.

~~Such conduct is inappropriate even if the conduct does not result in the establishment of a relationship. Engaging in a sexual relationship with a person who is under the age of 18, or in relation to whom the member holds a position of trust or authority may also constitute professional misconduct, regardless of whether the person is a student or former student.~~

~~Board employees have an additional responsibility to avoid activities that may reasonably raise concerns as to their propriety. Keeping this in mind can help members avoid complaints to either their employer or to the College, and can help protect students by detecting and preventing sexual abuse or sexual misconduct by others.~~

~~Board employees understand that students depend on teachers to interpret what is right and wrong. This judgment can be difficult when certain acts seem innocent but may be considered later as a prelude to sexual abuse or sexual misconduct.~~

~~In the interests of student safety, when Board employees use their professional judgment about their own or others' activities they should be mindful of these and other considerations:~~

- ~~i. whether the activities are known to, or approved by, supervisors and/or parents or legal guardians~~
- ~~ii. whether the student is physically isolated from other observers, for example, behind closed doors~~
- ~~iii. whether the circumstances are urgent or an emergency (providing transportation in a blizzard, for example)~~
- ~~iv. whether the education environment might be detrimentally affected by the activities~~
- ~~v. whether the activity would reasonably be regarded as conduct intended to promote or facilitate an inappropriate personal relationship with a student~~
- ~~vi. the extent to which the activities might reasonably be regarded as posing a risk to the personal integrity or security of a student, or as contributing to any student's level of discomfort~~
- ~~vii. whether the conduct would reasonably be regarded as being in the best interests of the student.~~

Board employees of the Niagara Catholic District School Board must avoid:

- i. inviting individual students to their homes
- ii. seeing students in private and isolated situations
- iii. exchanging personal notes, comments or e-mails
- iv. becoming personally involved in students' affairs
- v. giving personal gifts to students
- vi. sharing personal information about themselves
- vii. making physical contact of a sexual nature.

~~When meeting with students, members must ensure that:~~

- ~~i. classroom and office doors are left open~~
- ~~ii. a third party is present or aware of the meeting~~
- ~~iii. the student is not physically isolated from other observers, for example, behind closed doors~~
- ~~iv. they are not alone with an individual student except in urgent or emergency circumstances.~~

5. Professional Misconduct for Academic Staff

A sexual relationship with a student or former student under the age of 18, or conduct directed to establishing such a relationship, may be regarded as professional misconduct. This conduct may also amount to sexual exploitation or sexual assault, which is addressed in the Criminal Code of Canada and the Ontario College of Teachers Act.

Where allegations of sexual misconduct are consistent with those offences outlined in the Criminal Code, the procedures set out through the FACS and Niagara Regional Police Protocols must be followed.

Where sexual misconduct may not amount to a criminal offence, but may amount to professional misconduct, then the Principal of the school must conduct an investigation of the matter.

The matter of the investigation shall be conducted in a fair and judicious manner to ensure the confidentiality of all parties. The alleged perpetrator will be entitled to representation during questioning. Allegations about sexual misconduct usually require an explanation.

- ~~i. The Principal/Supervisor shall conduct a preliminary gathering of information regarding all reports of sexually/physically inappropriate conduct by staff against a student(s).~~
- ~~ii. The preliminary gathering of information should involve recording, in writing, physical injuries (i.e., cuts, bruises, torn clothing, etc.) and any comments by staff member(s) involved, student(s), witnesses, and where appropriate, parent(s)/guardian(s).~~
- ~~iii. After this initial gathering of information, the Principal/Supervisor shall contact the appropriate Superintendent who will contact the Niagara Regional Police Service and consult with the Officer in Charge of the Child Abuse Unit, Sexual Assault Unit or the Youth Justice Co-ordinator with respect to police involvement.~~
- ~~iv. If the student making the allegation of sexually/physically inappropriate contact is under the age of 16 years, FACS must be notified.~~
- ~~v. Based on this consultation, the Principal/Supervisor shall then consider the appropriate next steps regarding notification of parent(s)/guardian(s), and take any other action warranted under the circumstances.~~

6. Criminal Offences

The following offences are considered Criminal in nature under the Criminal Code of Canada.

- a. Sexual interference - is an offence, which victimizes children under age 14. Generally, sexual interference involves an adult touching a child for a sexual purpose.
Invitation to touching - is also an offence as it applies to children under the age of 14. Generally this act involves an adult inducing a child to touch him or her. It is no defence that the child purportedly consented to such activity.
- b. Sexual exploitation - conduct of a sexual nature that is committed by a person who is in a position of trust or authority towards a young person (meaning a person at least 14 years old but under 18 years of age).
 - i. It is no defense that the young person purportedly consented to the activity. Teachers and other school personnel and volunteers will almost inevitably be regarded as being in positions of trust or authority respecting students with whom they interrelate.
 - ii. Indecent act and sexual exposure - criminalize indecent acts or the exposure of private parts, even absent of any suggested or actual physical contact between the perpetrator and another person. Sexual Assault - is an assault committed in circumstances of a sexual nature such as to violate the sexual integrity of its victim.

~~e. Physical Contact by Staff with Students:~~

~~The *Criminal Code of Canada* s.43 states: "Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances."~~

~~The three essential elements in this provision are:~~

- ~~i. That a student teacher relationship must exist (or a non teacher must prove that "he/she stood in loco parentis");~~
- ~~ii. The force must be by way of correction; and~~
- ~~iii. The force used must be reasonable and age appropriate under the circumstances. Physical Intervention Procedures and Guidelines developed by the Board outline appropriate use of restraint to ensure the safety of a student and/or others.~~

Investigation Procedures:

All reports of sexual misconduct will be thoroughly investigated by the supervising administrator with a report to the administrative supervisor.

Academic Staff

The *Student Protection Act* also amended the Teaching Profession Act. A member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide him or her with a copy of the report or with any information about the report. *“Members of the College may not engage in, or threaten to engage in, reprisals against anyone who discloses, reports for otherwise provides information with respect to alleged or suspected professional misconduct of a sexual nature.”*

Nor shall any disclosure be made that would undermine any ongoing or contemplated police or Family and Children’s Services (FACS) investigation.

The receiver of the complaint will treat the complaint and those associated with sensitivity and afford all the necessary protection in handling of such complaints.

Confidentiality will be respected and maintained at all times as required by relevant legislation.

Anyone who retaliates or threatens to retaliate against a person, who makes a complaint or reports alleged misconduct, in good faith, shall be subject to disciplinary action up to and including termination of employment.

~~Regulations made under The Teaching Profession Act mandates that a teacher who makes a complaint against a colleague, must inform the colleague that a complaint has been made against him or her.~~

~~The Regulations further state that A teacher who makes an adverse report about another teacher suspected of physical or sexual abuse or harassment of a student by that other teacher, shall not provide him or her a copy of the report or with any information about the report.~~

Where applicable, and if permitted by law, Police or FACS as well the Ontario College of Teacher investigators should be consulted as to the nature and timing of disclosure of pertinent information to the alleged perpetrator.

Individuals who knowingly make unfounded allegations of sexual misconduct shall be subject to disciplinary action.

The Superintendent of Human Resources ~~Services, Department~~ under the direction of the Director of Education will ensure that:

- i. improper conduct is the subject of appropriate disciplinary action
- ii. appropriate records of improper conduct are kept;
- iii. prospective employers as well as professional bodies and organizations are properly notified of such conduct.

Sexual misconduct with students under the age of sixteen (16), the Protocols and procedures set out in the Family and Children's Services/Board Protocol and the Police and School Board Protocol will be followed for alleged sexual misconduct.

~~To legally protect the rights of all involved, any incidence of sexual misconduct with students sixteen and over, or employees, volunteers or others covered by this policy shall involve the appropriate professional bodies and appropriate organizations.~~

~~Safe Physical Intervention with Students Policy (301.8)~~

~~INVESTIGATIVE PROCEDURES~~

~~Investigative Procedures for addressing reported sexual misconduct suspected Child abuse and/or Child misconduct:~~

- ~~i. When there is a suspicion of abuse or sexual misconduct and when dealing with students under the age of sixteen (16), the Niagara Catholic District School Board and Family and Children Services and the Niagara Regional Police Protocols govern the procedures to be followed by Board employees of the Niagara Catholic District School Board.~~
- ~~ii. FACS and/or police have prime responsibility for the investigation of allegations of child abuse and neglect, which includes sexual abuse. Staff will work cooperatively with the appropriate FACS and police personnel to the extent permitted by law.~~
- ~~iii. After investigating, the Police shall advise the Principal and other appropriate School Board personnel as soon as possible whether or not charges shall be laid.~~
- ~~iv. School Board employees may apply to Niagara Regional Police Service for the General Incident Report which will include a statement regarding the final outcome of the investigation.~~

Board Employee

Where a Board employee or volunteer is suspected of sexual misconduct, the individual making a report to FACS or the Police, shall notify the Principal and the appropriate Superintendent who supervises the alleged perpetrator, of the report.

Principal

Where the Principal (Superintendent) is suspected of such conduct, the notification of the report shall go to the appropriate **Family of Schools** Superintendent and to the Superintendent of Human Resources and/or **Director of Education**.

Superintendent of Education

Where the Superintendent of Education or Controller of Facilities is suspected of such conduct, the report shall go to the Director of Education.

Director of Education

Where the Director of Education is suspected of such conduct, the report shall go to the Chairperson of the Board through the Complaint Resolution Policy.

The Board liaison with the **Niagara Regional Police department** will request from the Police that when they become aware that a Principal is under investigation for sexual misconduct that they notify the Superintendent of Human Resources.

Reporting of an Allegation

student, employee or volunteer who has made a report concerning any allegation of sexual misconduct against an employee or volunteer and is not satisfied with the response may contact the Principal or the Superintendent of the school directly to investigate the matter and to report back to the student, employee or volunteer the status of the investigation.

The subject matter of the complaint should not be discussed with the alleged perpetrator until specific instructions are received from the investigating police or FACS personnel conducting the investigation.

~~If a member of the College has reasonable grounds to suspect the sexual abuse of students or sexual misconduct, the member has a responsibility to report the suspected or alleged case to appropriate authorities. This includes one or more or all of the following: Child and Family Services, police, the employer and the Ontario College of Teachers.~~

Senior ~~staff~~ **Administration** is obliged to address the interim status of the employee or volunteer against whom allegations of sexual abuse have been made, pending a preliminary investigation of the allegation.

When considering the interim status of an individual accused of misconduct, safety and security of the alleged victim (s) is paramount. However, the interim status must also reflect a consistency of approach following the principles of procedural fairness to all affected.

Where sexual abuse has been alleged against **an** employee or a volunteers, the subject of the allegations should be removed from the classroom or from situations involving unsupervised access to students, pending determination as to whether abuse has occurred.

The removal of the alleged perpetrator is mandated in legislation as soon as Senior Administration becomes aware that a teacher, temporary teacher, employee or volunteer has been charged with, or convicted of an offence under the Criminal Code involving sexual conduct and minors or of any other offence under the Criminal Code that in the opinion of the Senior Administration indicates that students may be at risk.

Depending on the circumstances, removal may involve reassignment to other duties, suspension or in some circumstances, commencement of termination proceedings, for example, where abuse is admitted.

While the Family and Children Services/Police determination may be an "unable to verify report", the Board may still, in its discretion, determine that there is sufficient information from its own investigation for discipline or discharge.

An employee or volunteer's assignment, re-assignment or employment status should be revisited upon completion of any police or FACS investigation, after any criminal charges are laid, after any criminal case is completed and upon completion of any internal investigation.

Where sexual misconduct is alleged, the police, together with FACS, if the allegations fall within the FACS jurisdiction, will conduct the investigation.

Any internal investigation should be deferred, pending conclusion of any ongoing or contemplated police investigation.

~~The Principal/Supervisor shall advise the staff member of the option to consider seeking immediate Federation/Union/Association assistance.~~

Where the Alleged Victim is sixteen (16) and over

- i. Where an employee or volunteer of the Board has reasonable grounds to suspect that a student sixteen (16) and over has suffered, or is at risk of likely suffering, sexual abuse as a result of actions of a person having charge of that student, he or she shall forthwith report those suspicions and the information on which they are based directly to the police.
- ii. Such employees or volunteers shall also notify the Principal of the school who supervises the alleged perpetrator of the report. If the Principal is the suspected perpetrator, the employee or volunteer shall notify the appropriate Superintendent of this report.
- iii. Given the age of the complainant/ student, after a report has been made to the police, the parents should not be notified of the complaint or allegations unless specific consent has been obtained from the student.
- iv. If the alleged perpetrator has access to children under the age of 16, the statutory reporting obligation of notifying FACS will also be triggered regardless of the fact that the particular student suspected to have been abused is 16 years of age or over.

Where the alleged perpetrator is a student

- i. In some cases a young offender (after they attain the age of 12) may be criminally responsible for sexual abuse.
- ii. Where a student is alleged to have sexually abused another student the procedures outlined in the FACS protocol and Niagara Regional Police protocol must be followed.
- iii. The Principal, in consultation with the Superintendent, will review the available information to determine whether the student who is alleged to have abused another student may remain in school pending investigation of the matter.
- iv. Where the student is charged with the sexual abuse of another student, the Principal, after consultation with the Police and FACS, will immediately remove the alleged offender from the school until the investigation is completed or the charge has been disposed of or a decision is made by the Senior Staff.
- v. Upon conclusion of the matter, the Principal in consultation with the Superintendent will determine the placement of the student.

~~GENERAL INFORMATION~~

~~Referenced from the Ontario College of Teachers Act~~

8. Employer Responsibilities:

The Student Protection Act stipulates that employers must report to the College at the time member is charged with a sexual offence.

The Director of Education shall promptly notify the Ontario College of Teachers in writing when he/she has dismissed, suspended or otherwise disciplined a member in the Board's employ for an action of professional misconduct, and provide the reasons for such action.

The Director of Education shall promptly notify the Ontario College of Teachers in writing where, in the opinion of the Director, a committee of the Ontario College of Teachers should review the conduct or actions of a member who is or has been employed by the Board.

Where a current or former employee is not a member of the Ontario College of Teachers, the Director of Education shall promptly notify any applicable licensing body in writing of the circumstances set out above.

The removal of the teacher or individual from the classroom may be considered as an interim measure until the investigation is complete.

The matter once investigated and found to have merit, will require disciplinary action up to and including termination of employment.

Appendix A:
[Sexual Misconduct Complaint Form](#)



*SEXUAL MISCONDUCT POLICY
STATEMENT OF POLICY*

Section:	200 – Human Resources
No:	201.13
Adopted:	June 26, 2006
Revised:	NIL

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board believes that all students, employees, volunteers and other individuals who have a legal right to be at sites owned, leased, operated or being used by the Board, have a right to study and work in an environment free from sexual misconduct.

Students, employees, volunteers and other individuals who have a legal and educational right to be at sites owned, leased, operated or being used by the Board and who lodge a complaint of sexual misconduct, or who report their suspicion of such conduct, must be able to do so without threat or fear of reprisal. The complainant and the accused have equal rights at all steps throughout the process.

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

References:

Child and Family Services Act

Criminal Code of Canada

Education Act and Regulations

o Ontario Regulation 521 / 01 - Collection of Personal information

o Ontario Regulation 298 - Operation of Schools - General

Ontario Safe Schools Act,

Ontario Schools: Code of Conduct,

Student Protection Act, 2002

Teaching Profession Act

Ontario College of Teachers Act, 1996

o Professional Misconduct Regulation 437 / 97

Professional Advisory - Professional Misconduct Related to Sexual Abuse and Sexual Misconduct

 The Standards of Practice for the Teaching Profession

 The Ethical Standards for the Teaching Profession

Education Act Regulations

Ontario Human Rights Code

Teacher Qualification Program

Education Accountability Act

Accreditation Regulation

Niagara Catholic - Bullying Prevention & Intervention Policy (302.6.8)

Niagara Catholic - Employee Workplace Harassment Policy (201.7)


Employee Workplace Violence Policy (201.11)

Protocol between the Niagara Catholic District School Board and Family and Children Services
Niagara

Protocol between the Niagara Regional Police Services and Niagara Catholic District School Board.

Safe Physical Intervention with Students Policy (301.8)

Complaint Resolution Policy (800.3)

	<i>SEXUAL MISCONDUCT POLICY ADMINISTRATIVE GUIDELINES</i>	
	Section:	200 – Human Resources
	No:	201.13
	Adopted:	August 28, 2006
	Revised:	NIL

Definitions of Sexual Misconduct:

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

1. Sexual Abuse

Sexual abuse is a form of professional misconduct. The *Student Protection Act* defines sexual abuse of a student and amends the *Ontario College of Teachers Act* to include this definition:

- a. sexual intercourse or other forms of physical sexual relations between the member and a student,
- b. touching, of a sexual nature, of the student by the member, or
- c. behaviour or remarks of a sexual nature by the member towards the student

2. Sexual Misconduct

Sexual misconduct is offensive conduct of a sexual nature, which may affect the personal integrity, or security of any student, employee of the Board, volunteers or other persons covered by this policy, as well as the school environment.

3. Sexual Harassment

Sexual harassment of students may be defined as a form of sexual misconduct as follows:

Inappropriate behaviour or remarks of a sexual nature which may constitute professional misconduct include, but are not limited to conduct that would amount to sexual harassment or sexual discrimination under the Ontario Human Rights Code. These need not be overtly sexual but may nonetheless demean or cause personal embarrassment to a student, based upon a student's gender, race or sexual orientation.

Board employees of the Niagara Catholic District School Board must avoid any and all actions that may constitute sexual harassment, including but not limited to:

- i. objectionable conduct or comments incompatible with the role of an employee regardless of whether the affected students appear to be offended by the conduct or comments
- ii. sexual harassment of non-students or of co-workers
- iii. reprisals or threatened reprisals for rejecting sexual advances.

4. Sexual Relationships:

Regardless of the age of a student and whether there are any criminal law considerations, it is unacceptable for Board employees of the Niagara Catholic District School Board to engage in or attempt to establish a sexual relationship with a student.

Sexual relationships include, but are not limited to, any sexual relationship with:

- i. a student, regardless of the student's age
- ii. a former student under the age of 18
- iii. a former student who suffers from a disability affecting his or her ability to consent to a relationship.

Responsibility for ensuring that a member-student relationship is professional and appropriate rests with the employee and not with the student. This remains the case even when it is the student who attempts to initiate an inappropriate relationship. Any conduct directed to establishing such a relationship may constitute professional misconduct.

A student may be a student who is in the school or school system where the member is employed, or in relation to whom a member is otherwise considered to hold a position of trust and responsibility.

Board employees of the Niagara Catholic District School Board must not engage in activity directed to establishing a sexual relationship. This includes, but is not limited to:

- any form of sexual touching
- sending intimate letters to students
- making telephone calls of a personal nature to students
- engaging in sexualized dialogue through the Internet with students
- making suggestive comments to students
- dating students.

Board employees of the Niagara Catholic District School Board must avoid:

- i. inviting individual students to their homes
- ii. seeing students in private and isolated situations
- iii. exchanging personal notes, comments or e-mails
- iv. becoming personally involved in students' affairs
- v. giving personal gifts to students
- vi. sharing personal information about themselves
- vii. making physical contact of a sexual nature.

5. Professional Misconduct for Academic staff

A sexual relationship with a student or former student under the age of 18, or conduct directed to establishing such a relationship, may be regarded as professional misconduct. This conduct may also amount to sexual exploitation or sexual assault, which is addressed in the Criminal Code of Canada and the Ontario College of Teachers Act.

Where allegations of sexual misconduct are consistent with those offences outlined in the Criminal Code, the procedures set out through the FACS and Niagara Regional Police [Services](#) Protocols must be followed.

Where sexual misconduct may not amount to a criminal offence, but may amount to professional misconduct, then the Principal of the school must conduct an investigation of the matter.

The matter of the investigation shall be conducted in a fair and judicious manner to ensure the confidentiality of all parties. The alleged perpetrator will be entitled to representation during questioning. Allegations about sexual misconduct usually require an explanation.

6. Criminal Offences

The following offences are considered Criminal in nature under the Criminal Code of Canada.

- a. Sexual interference - is an offence, which victimizes children under age 14. Generally, sexual interference involves an adult touching a child for a sexual purpose.
Invitation to touching - is also an offence as it applies to children under the age of 14. Generally this act involves an adult inducing a child to touch him or her. It is no defense that the child purportedly consented to such activity.
- b. Sexual exploitation - conduct of a sexual nature that is committed by a person who is in a position of trust or authority towards a young person (meaning a person at least 14 years old but under 18 years of age).
 - i. It is no defence that the young person purportedly consented to the activity. Teachers and other school personnel and volunteers will almost inevitably be regarded as being in positions of trust or authority respecting students with whom they interrelate.

- ii. Indecent act and sexual exposure - criminalize indecent acts or the exposure of private parts, even absent of any suggested or actual physical contact between the perpetrator and another person. Sexual Assault - is an assault committed in circumstances of a sexual nature such as to violate the sexual integrity of its victim.

7. Investigation Procedures:

All reports of sexual misconduct will be thoroughly investigated by the supervising administrator with a report to the administrative supervisor.

Academic Staff

The *Student Protection Act* also amended the Teaching Profession Act. A member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide him or her with a copy of the report or with any information about the report. *“Members of the College may not engage in, or threaten to engage in, reprisals against anyone who discloses, reports for otherwise provides information with respect to alleged or suspected professional misconduct of a sexual nature.”*

Nor shall any disclosure be made that would undermine any ongoing or contemplated police or Family and Children’s Services (FACS) investigation. The receiver of the complaint will treat the complaint and those associated with sensitivity and afford all the necessary protection in handling of such complaints. Confidentiality will be respected and maintained at all times as required by relevant legislation.

Anyone who retaliates or threatens to retaliate against a person, who makes a complaint or reports alleged misconduct, in good faith, shall be subject to disciplinary action up to and including termination of employment.

Where applicable, and if permitted by law, Police or FACS as well the Ontario College of Teacher investigators should be consulted as to the nature and timing of disclosure of pertinent information to the alleged perpetrator. Individuals who knowingly make unfounded allegations of sexual misconduct shall be subject to disciplinary action.

The Superintendent of Human Resources ~~Services, Department~~ under the direction of the Director of Education will ensure that:

- i. improper conduct is the subject of appropriate disciplinary action
- ii. appropriate records of improper conduct are kept;
- iii. prospective employers as well as professional bodies and organizations are properly notified of such conduct.

Sexual misconduct with students under the age of sixteen (16), the Protocols and procedures set out in the [Family and Children's Services/ School Board Protocol](#) and the [Police and School Board Protocol](#) will be followed for alleged sexual misconduct.

Board Employee

Where a Board employee or volunteer is suspected of sexual misconduct, the individual making a report to FACS or the Police, shall notify the Principal and the appropriate Superintendent who supervises the alleged perpetrator, of the report.

Principal

Where the Principal (~~Superintendent~~) is suspected of such conduct, the notification of the report shall go to the appropriate **Family of Schools** Superintendent and to the Superintendent of Human Resources and/or **Director of Education**.

Superintendent of Education

Where the Superintendent of Education or Controller of Facilities is suspected of such conduct, the report shall go to the Director of Education.

Director of Education

Where the Director of Education is suspected of such conduct, the report shall go to the Chairperson of the Board through the Complaint Resolution Policy.

Reporting of an Allegation

A student, employee or volunteer who has made a report concerning any allegation of sexual misconduct against an employee or volunteer and is not satisfied with the response may contact the Principal or the Superintendent of the school directly to investigate the matter and to report back to the student, employee or volunteer the status of the investigation.

The subject matter of the complaint should not be discussed with the alleged perpetrator until specific instructions are received from the investigating police or Family and Children Services personnel conducting the investigation.

Senior ~~staff~~-**Administration** is obliged to address the interim status of the employee or volunteer against whom allegations of sexual abuse have been made, pending a preliminary investigation of the allegation.

When considering the interim status of an individual accused of misconduct, safety and security of the alleged victim (s) is paramount. However, the interim status must also reflect a consistency of approach following the principles of procedural fairness to all affected.

Where sexual abuse has been alleged against **an** employee or a volunteers, the subject of the allegations should be removed from the classroom or from situations involving unsupervised access to students, pending determination as to whether abuse has occurred.

The removal of the alleged perpetrator is mandated in legislation as soon as Senior Administration becomes aware that a teacher, temporary teacher, employee or volunteer has been charged with, or convicted of an offence under the Criminal Code involving sexual conduct and minors or of any other offence under the Criminal Code that in the opinion of the Senior Administration indicates that students may be at risk.

Depending on the circumstances, removal may involve reassignment to other duties, suspension or in some circumstances, commencement of termination proceedings, for example, where abuse is admitted.

While Family and Children Services and/or Police determination may be an *"unable to verify report"*, the Board may still, in its discretion, determine that there is sufficient information from its own investigation for discipline or discharge.

An employee or volunteer's assignment, re-assignment or employment status should be revisited upon completion of any police or Family and Children Services investigation, after any criminal charges are laid, after any criminal case is completed and upon completion of any internal investigation.

Where sexual misconduct is alleged, the police, together with FACS, if the allegations fall within the FACS jurisdiction, will conduct the investigation.

Any internal investigation should be deferred, pending conclusion of any ongoing or contemplated police investigation.

Where the Alleged Victim is sixteen (16) and over

- i. Where an employee or volunteer of the Board has reasonable grounds to suspect that a student sixteen (16) and over has suffered, or is at risk of likely suffering, sexual abuse as a result of actions of a person having charge of that student, he or she shall forthwith report those suspicions and the information on which they are based directly to the police.
- ii. Such employees or volunteers shall also notify the Principal of the school who supervises the alleged perpetrator of the report. If the Principal is the suspected perpetrator, the employee or volunteer shall notify the appropriate Superintendent of this report.
- iii. Given the age of the complainant/ student, after a report has been made to the police, the parents should not be notified of the complaint or allegations unless specific consent has been obtained from the student.
- iv. If the alleged perpetrator has access to children under the age of 16, the statutory reporting obligation of notifying FACS will also be triggered regardless of the fact that the particular student suspected to have been abused is 16 years of age or over.

Where the alleged perpetrator is a student

- i. In some cases a young offender (after they attain the age of 12) may be criminally responsible for sexual abuse.

- ii. Where a student is alleged to have sexually abused another student the procedures outlined in the FACS protocol and Niagara Regional Police protocol must be followed.
- iii. The Principal, in consultation with the Superintendent, will review the available information to determine whether the student who is alleged to have abused another student may remain in school pending investigation of the matter.
- iv. Where the student is charged with the sexual abuse of another student, the Principal, after consultation with the Police and FACS, will immediately remove the alleged offender from the school until the investigation is completed or the charge has been disposed of or a decision is made by the Senior Staff.
- v. Upon conclusion of the matter, the Principal in consultation with the Superintendent will determine the placement of the student.

8. Employer Responsibilities:

The Student Protection Act stipulates that employers must report to the Ontario College of Teachers at the time a member is charged with a sexual offence.

The Director of Education shall promptly notify the Ontario College of Teachers in writing when he/she has dismissed, suspended or otherwise disciplined a member in the Board's employ for an action of professional misconduct, and provide the reasons for such action.

The Director of Education shall promptly notify the Ontario College of Teachers in writing where, in the opinion of the Director, a committee of the Ontario College of Teachers should review the conduct or actions of a member who is or has been employed by the Board.

Where a current or former employee is not a member of the Ontario College of Teachers, the Director of Education shall promptly notify any applicable licensing body in writing of the circumstances set out above.

The removal of the teacher or individual from the classroom may be considered as an interim measure until the investigation is complete.

The matter once investigated and found to have merit, will require disciplinary action up to and including termination of employment.

[Appendix A:](#)
[Sexual Misconduct Complaint Form](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 27, 2014**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
USE OF CORPORATE LOGO (NEW)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the revised Use of Corporate Logo (New), as presented.

Prepared by: John Crocco, Director of Education-Secretary/Treasurer
Presented by: John Crocco, Director of Education-Secretary/Treasurer
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: May 27, 2014

	<p>USE OF CORPORATE LOGO POLICY</p> <p>STATEMENT OF POLICY</p>	<p>Section:</p> <p>No:</p> <p>Adopted:</p> <p>Revised:</p>	<p>(NEW)</p>
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In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes the importance of presenting to the community a representation of the distinctiveness of Catholic education and the identity of the Board.

Niagara Catholic is committed to creating a consistent visual identity throughout the Board. A common visual identity strengthens public awareness of our distinctive corporate identity and enables members of the community, staff and stakeholders to identify the programs, services and initiatives of Niagara Catholic.

The Niagara Catholic corporate logo incorporates a cross and a plant, symbolizing a caring, nurturing environment, where individuals grow as students and as Christians. The colours of blue and green represent the water and land associated with the Niagara Peninsula. Our caring, Catholic Christian environment is communicated visually by enclosing the growing plant, which represents the spiritual, academic and physical growth of our students, within the cross.

The Niagara Catholic District School Board corporate logo is a registered trademark and the exclusive property of the Board. The Niagara Catholic corporate logo may not be used, reproduced or displayed by an individual, organization or entity without the written permission of the Board's Manager of Corporate Services and Communications or designate.

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

References

Board Advertising Policy #600.5

Dress Code – Secondary Uniform Policy – Safe Schools #302.6.6.2

Elementary Standardized Dress Code Policy – Safe Schools #302.6.1

	<p>USE OF CORPORATE LOGO POLICY</p> <p>ADMINISTRATIVE GUIDELINES</p>	<p>Section:</p> <p>No:</p> <p>Adopted:</p> <p>Revised:</p>	<p>(NEW)</p>
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The logo of the Niagara Catholic District School Board is the centerpiece of the Board’s communications strategy. As the heart of the Board’s corporate identity, the logo must be given a place of prominence when used in concurrence with school logos on school-based documents, letterhead, agendas, spirit wear, signage and promotional items.

The proper display of the Board’s corporate logo is required in all circumstances.

The Niagara Catholic corporate logo is to be included on all school and Board signage, letter heads, business cards, advertising and promotional materials, vehicles, websites, electronic communications, job postings, public announcements, media releases, system documents and publications. All student co-curricular clothing items, spirit wear or athletic uniforms will have, in addition to the school name and logo, the Board logo embroidered and/or screened on the item. All Board supplied staff uniforms and spirit wear will have the Board name and corporate logo embroidered and/or screened on the item.

Permission to Use

The Niagara Catholic logo may not be used reproduced or displayed by an individual, organization or entity without the written permission of the Board’s Manager of Corporate Services and Communications or designate. When permission is granted to an individual, organization or entity, the logo will be provided through the Corporate Services and Communications Department, along with specific directions, colour and size for its appropriate use and reproduction.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 27, 2014**

**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: May 27, 2014

	BULLYING PREVENTION & INTERVENTION POLICY	
	STATEMENT OF POLICY	
	Section:	300 – Schools/Students
	No:	302.6.8
Adopted:	November 25, 2003	
Revised:	February 26, 2013	

In keeping with, the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to **provide a safe, inclusive and accepting** ~~ensure that the school environment is one~~ climate of respect, dignity and trust, consistent with the Gospel Values. **“Blessed are the peacemakers; for, they shall be called the children of God” (Matthew 5:9).** All members of the school community deserve a positive school climate that is inclusive 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.

~~A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. To help achieve a positive school environment in their schools,~~ The Niagara Catholic District School Board and its schools will actively promote and support positive behaviours that reflect **their Catholic gospel values, the Ontario Catholic School Graduate Expectations, and the provincial, Board and School Codes of Conduct.** ~~They should also endeavour to ensure that parents and members of the broader community are involved in the school community.~~

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 Niagara Catholic District School Board **acknowledges that** ~~and all members of the school community recognize that bullying;~~ **bullying affects a student’s ability to learn, the school climate, including healthy relationships, and**

- ~~• Adversely affects a student’s ability to learn.~~
- ~~• Adversely affects the school climate, including healthy relationships.~~
- **will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.**

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 ~~in~~ **to helping to** create a safe and caring school environment free from bullying.

The Niagara Catholic District School Board recognizes that **a system and whole-school approaches are** ~~is required in to establish~~ ~~developing~~ a Bullying Prevention and Intervention Plan **for the Board and the schools of the Board and will be reviewed annually.** ~~and that everyone, school staff, parents, students and the wider community, has a role to play in creating a positive school climate and a safe learning environment, providing support to pupils who are impacted, by inappropriate behaviour such as bullying, sexual assault, gender based violence.~~

Catholic Education plays a critical role in preparing young people to become:

- ~~• A discerning believer formed in the Catholic faith community;~~
- ~~• An effective communicator;~~
- ~~• A reflective and creative thinker;~~
- ~~• A self directed, responsible, lifelong learner;~~

- A collaborative contributor;
- A caring family member; and
- A responsible citizen.

A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success.

All students and members of the school community should feel safe at school and deserve a positive school climate that is inclusive 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.

Students need to be equipped with the knowledge, skills, attitude and values to engage the world and others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all.

All Niagara Catholic 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 Handbooks and will implement the Board's Bullying Prevention and Intervention Plan.

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

*Blessed are the peacemakers;
for, they shall be called the children of God.
Matthew 5:9*

References:

- [Bill 13, Accepting Schools Act, 2012](#)
- [Bill 157: An Act to amend the Education Act](#)
- [Caring and Safe Schools in Ontario](#)
- [Education Act](#), s170 (1) (7.2), s300.0.2(1) s 300.3, s301(5.5) s302(3.1) (3.4), s303.3(1)(3), s306(1)
- [Education Act 301.\(1\) Provincial Code of Conduct](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [Memorandum 144; Bullying Prevention and Intervention](#)
- [Ministry of Education Policy/Program Memorandum 144: Bullying Prevention and Intervention](#)
- [Ontario Human Rights Code](#)
- [Regulation 472/07; Behaviour, Discipline and Safety of Pupils Policy/Program](#)
- [Ontario Catholic School Graduate Expectations](#)
- [Niagara Catholic Policies](#)
 - [Niagara Catholic-Safe Schools Policy\(302.6\)](#)
 - [Niagara Catholic-Opening and Closing Exercises Policy \(302.6.1\)](#)
 - [Niagara Catholic-Code of Conduct Policy \(302.6.2\)](#)
 - [Niagara Catholic-Access to School Premises Policy \(302.6.3\)](#)
 - [Niagara Catholic - Student Suspension Policy \(302.6.4\)](#)
 - [Niagara Catholic - Student Expulsion Policy \(302.6.5\)](#)
 - [Niagara Catholic-Dress Code-Secondary Uniform \(302.6.6\)](#)
 - [Niagara Catholic-Criminal Background Check Policy \(302.6.7\)](#)
 - [Niagara Catholic-Progressive Student Discipline Policy\(302.6.9\)](#)
 - [Niagara Catholic-Elementary Standardized Dress Code Policy \(302.6.10\)](#)

	BULLYING PREVENTION & INTERVENTION POLICY ADMINISTRATIVE GUIDELINES	Section:	300 – Schools/Students
		No:	302.6.8
		Adopted:	November 25, 2003
		Revised:	February 26, 2013

In accordance with the Accepting Schools 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~~
- b. ~~creating a negative environment at a school for another individual, and 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;~~

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

Positive School Climate

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

~~The Niagara Catholic District School Board and its schools will actively promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.~~

The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships ~~that are~~ free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents, and students with all partners actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.
- **Students, parents, visitors and community members are responsible for promoting a safe 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, caring and accepting school climate.**

~~In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying has been added to the list of infractions for which suspension and/or expulsion must be considered.~~

~~The policy statement and guidelines are consistent with current legislation and apply to students, staff, parents, visitors and community members involved with the Niagara Catholic District School Board.~~

Definition of Bullying

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

(1.0.0.2) Bullying includes bullying by electronic means 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 (1) individual or posting material on a website that may be accessed by one (1) or more individuals.

Bullying Prevention and Intervention Strategies and Supports

~~The Niagara Catholic District School Board will provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying and students who have engaged in bullying.~~

STRATEGIES

1. ~~Niagara Catholic Schools and Staff~~ **The Board and all employees of the Board** are expected to:

- Take 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.**
- **Respond to any student behaviour that is likely to have a negative impact on the school climate.**
- Address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is 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 Human Rights Code.
- Encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.

- Consider 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).
- Model 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.

SUPPORTS

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

- Provide a safe, caring, and supportive environment that upholds ~~our~~ Catholic Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
 - ~~• Provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying.~~
 - 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~~ Consider that programs, intervention, and other supports should be 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 ~~discourage bullying as unacceptable 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~~ Consider that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
 - ~~• Emphasize intervention strategies that are preventative in nature.~~
 - Recognize ~~that all bullying behaviours are serious and may require more comprehensive intervention.~~
 - ~~• Address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is 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 Human Rights Code.~~
 - Support ~~pupils~~ **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.
2. The name of an activity or organization ~~described in subsection (1)~~ must be consistent with the promotion of a positive school climate that is inclusive and accepting of all ~~pupils~~ **students in consultation with the principal/designate of the school.**

Delegation of Authority – Regarding Student Discipline

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including but not limited to, administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, speech and language pathologists, and Chaplaincy Leaders, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour.

~~Under recent amendments to the Education Act, 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 to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.~~

~~**Student Suspension Policy #302.6.4 and Student Expulsion Policy# 302.6.5**~~

~~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).~~

~~The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.~~

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.

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 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 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 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 Schools Incident Report Form (Appendix B)

Principal Responsibilities with Employees

~~A Principal and/or Vice Principal shall investigate any matter reported regarding bullying under subsection (1) of the Education Act.~~

~~After investigating a matter reported under subsection (1), a Principal shall communicate the results of the investigation,~~

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.

- a. ~~To that teacher if the matter was reported by a teacher, or~~
- b. ~~To that employee if the matter was reported by an employee who is not a teacher, unless, in the due diligence of the Principal, it would not be appropriate to do so. The Principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.~~

The principal/designate must provide the employee who reported the incident with written acknowledgement, using the “Safe 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 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.
- In the case of the student who has been harmed, no information about the incident must be placed in his/her 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 Responsibilities with 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 his/her engagement in the activity.

~~If the Principal of a school believes that a pupil of the school has been harmed as a result of an activity described under subsection (1) of the Education Act, the Principal shall, notify,~~

- ~~a. The parent or guardian of the pupil who the Principal believes has been harmed; and~~
- ~~b. The parent or guardian of any pupil of the school who the Principal believes has engaged in the activity that resulted in the harm.~~

~~When notifying a parent or guardian of a pupil under clause (1) (a), the Principal shall disclose,~~

- ~~a. The nature of the activity that resulted in harm to the pupil;~~
- ~~b. The nature of the harm to the pupil;~~
- ~~c. The steps taken to protect the pupil's safety, including the general nature of any disciplinary measures taken in response to the activity; and~~
- ~~d. The supports that will be provided for the pupil in response to the harm that resulted from the activity.~~

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

- invite parents/guardians to have a discussion with him/her 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.

~~When notifying a parent or guardian of a pupil, the Principal shall not disclose the name of or any other identifying or personal information about a pupil who has been harmed as a result of the activity, except in so far as is necessary.~~

~~When notifying a parent or guardian under this section, the Principal shall invite the parent or guardian to have a discussion with the principal about the supports that will be provided for his or her child.~~

~~Vice-Principal Responsibilities~~

~~Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student and suspensions for more than 5 school days.~~

~~Teacher Responsibilities~~

~~Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/or expulsion.~~

~~A teacher may be delegated limited authority to contact the parent of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.~~

~~The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.~~

~~If the teacher is not clear on whether to call the parent or guardian, the teacher should contact the principal, or if unavailable the Supervisory Officer for direction. The Principal or Vice-Principal will follow up with the parent as soon as possible.~~

Student Responsibilities

- ~~• Promote a safe, caring and positive environment for all by developing an awareness of bullying issues.~~
- ~~• Refuse to bully others or to be a bystander to acts of bullying.~~
- ~~• Report all acts of bullying that they may experience or observe to appropriate school personnel for assistance.~~
- ~~• Assist and co-operate in the implementation of school-wide bully prevention initiatives.~~

3. Parents/Visitors/Community Member Responsibilities

- ~~• Promote a safe, caring and positive environment for all by developing an awareness of bullying issues.~~
 - ~~• Inform the school if bullying is suspected.~~
 - ~~• Encourage their children to discuss any incidents of bullying and reinforce the need to speak out.~~
 - ~~• Support the school when resolving identified incidents of bullying.~~
 - ~~• Support the school through Catholic School Councils, in promoting local school bully prevention initiatives.~~
 - ~~• Support the school in training and communication strategies for members of the school community.~~
- ~~4. Current Legislation and the Provincial Code of Conduct require all schools in consultation with their Catholic School Councils, staff, students and parents to develop local Codes of Conduct. These locally developed Codes of Conduct shall be in compliance with the Ministry's and the Board's Code of Conduct.~~
- ~~5. When the Niagara Catholic District School Board is entering into an agreement with another person or entity respecting the use of a school operated by the board it will require the person or entity to follow standards that are consistent with the provincial code of conduct.~~
- ~~6. The Niagara Catholic District School Board requires that each school include and address the following bullying prevention statement in their local school Code of Conduct. In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, Catholic School will strive to create a safe, caring and supportive school environment, free of bullying, for all members of the school community that strives to create a safe, caring and supportive school environment, free of bullying, for all members of the school community.~~

SAFE SCHOOLS TEAMS

Each school must have in place a safe school team responsible for **fostering a safe, inclusive and accepting** school **climate** safety that is composed of at least one (1) student (where appropriate), parent,

teacher, support staff member, a community partner, and the principal. The **Chair of this** team must ~~have a be a staff chair member.~~

Safe School Teams shall:

- review the results of the School Climate Surveys and identify areas to monitor.
- develop a bullying prevention and intervention plan using 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 and members of the community.

~~Through the development of school level plans, which address prevention and intervention strategies, schools will implement a bullying prevention and intervention plan.~~

School Plans may include:

- ~~• Bullying Awareness and Prevention Week, specifically the week beginning on the third Sunday in November in each year is proclaimed as Bullying Awareness and Prevention Week.~~
- ~~• Opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;~~
- ~~• Opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;~~
- ~~• Training for all teachers and other staff;~~
- ~~• Procedures for responding appropriately and in a timely manner to inappropriate behaviour;~~
- ~~• Resources to support pupils who are impacted by inappropriate behaviour;~~
- ~~• Resources to support pupils who have engaged in inappropriate behaviour.~~

School Climate Surveys

~~Schools are required to conduct anonymous School Climate Surveys, developed by the Ministry of Education and the Board, of their students every two years.~~

~~Schools should also survey staff and parents to assess their perception of safety in the school in order to inform prevention and intervention planning.~~

~~These School Climate Surveys are to be shared with the Safe School Teams and to build strategies into the school improvement plans to improve the school climate regarding issues identified through the school climate surveys.~~

~~Schools must also establish a monitoring and review process to determine the effectiveness of their bullying prevention and intervention plans (i.e. school improvement plans).~~

Appendices:

- [*Appendix A - Keeping our Kids Safe at School: Reporting and Responding to Incidents*](#)
- [*Appendix B - Safe School Incident Reporting Form*](#)
- [*Appendix C- Board Bullying Prevention and Intervention Plan School Implementation Template*](#)



SAFE SCHOOLS INCIDENT REPORTING FORM

Report No: _____	CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORTING FORM-Part I
Name of School	
1. Name of Student(s) Involved (if known)	
2. Location of incident (check one)	<input type="checkbox"/> At a location in the school or on school property(please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time/Date of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	Activities for which suspension must be considered under subsection 306(1) of the Education Act <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person. <input type="checkbox"/> Possessing alcohol or illegal drugs. <input type="checkbox"/> Being under the influence of alcohol. <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority. <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student’s school or to property located on the premises of the student’s school. <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct. Activities for which expulsion must be considered under section 310(1) of the Education Act <input type="checkbox"/> Possessing a weapon, including possessing a firearm. <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person. <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner. <input type="checkbox"/> Committing sexual assault. <input type="checkbox"/> Trafficking in weapons or in illegal drugs. <input type="checkbox"/> Committing robbery. <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student’s continuing presence in the school creates an unacceptable risk to the safety of another person). <input type="checkbox"/> Any activities listed in subsection 306(1) that is motivated by bias, prejudice, or hate. <input type="checkbox"/> Giving alcohol to a minor. <input type="checkbox"/> Any other activity for which a student may be expelled under the board policy <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct.
5. Report submitted by: Name: _____ Role in School Community: _____ Signature: _____ Date: _____ Contact Information: Location: _____ Telephone: _____	
6. FOR PRINCIPALS’ USE ONLY: Check if incident was a violent incident, as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> Violent Incident Information is collected under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collect on this form shall be directed to the school Principal.	



SAFE SCHOOLS INCIDENT REPORTING FORM

SAFE SCHOOLS INCIDENT REPORTING FORM – Part II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No. _____

Report Submitted by: Name: _____

Date: _____

Investigation completed

Principal to communicate results with the teacher at a mutually convenient time*

Principal to communicate results with the other Board employees at a mutually convenient time , as appropriate*

Investigation in progress

Once investigation is completed, Principal to communicate results with the teacher at a mutually convenient time*

Once investigation is completed, Principal to communicate results with the other Board employees at a mutually convenient time , as appropriate*

Name of Principal: _____

Signature: _____

Date: _____

Note: Only Part II is to be given to the person who submitted the report.

In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the Principal shall communicate the results of the investigation to the teacher or other Board employee, who is not at teacher, as appropriated. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the Principal shall not disclose more personal information that is reasonably necessary for the purpose of communicating the results of the investigation.



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.

Niagara Catholic District School Board - School Implementation Template to be completed by Niagara Catholic Schools

Niagara Catholic “Bullying Prevention and Intervention Policy Statement” Policy No. 302.6.8

In keeping with, the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. “Blessed are the peacemakers; for, they shall be called the children of God” (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive 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.

The Niagara Catholic District School Board and its schools actively promote and support positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate Expectations, and the Provincial, Board and School Codes of Conduct.

The Niagara Catholic District School Board 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 Handbooks and will implement the Board’s Bullying Prevention and Intervention Plan.

Insert School Letterhead

EDUCATION, AWARENESS AND OUTREACH

[Insert school name] recognizes that a positive school climate exists when all members of the school community of students, staff, parents/guardians, volunteers and others are safe, feel safe, are included and accepted, building healthy relationships free from bullying, discrimination and harassment.

[Insert School name] will utilize the following Ministry of Education definition of bullying as stated in Board Policy No. 302.6.8 in communications with the school community:

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

(1.0.0.2) Bullying includes bullying by electronic means 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 (1) individual or posting material on a website that may be accessed by one (1) or more individuals.

[Insert School name] as per Board Policy No. 302.6.8 will:

- Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from conflict, aggression and teasing.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.

- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a whole-school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help prevent and address bullying.
- Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents and the broader school community.
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community.
- [Insert School name] will actively communicate and share with the school community, Board Policies the Board/School Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedure to address incidents of discrimination, progression discipline approach, and bullying prevention and intervention plans and strategies.

PREVENTION

[Insert school name] recognizes that fostering a positive learning environment will help reduce possible bullying, harassment, and discrimination incidents. [Insert school name] is committed to taking steps to strengthen prevention measures.

[Insert School Name] using evidence-based analysis will identify and implement as appropriate the following practices and initiatives for bullying prevention:

- bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board and/or the School.
- relationship building and community building programs that are present in the school classroom and in the larger community.
- activities that promotes a positive school climate.
- awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills.
- awareness raising strategies to engage community partners and parents in early and ongoing dialogue.
- ways to link curriculum and daily learning.
- ways to support and encourage role modeling by caring adults and student leaders within the school and school community.
- identify and implement as appropriate the learning and training opportunities for school staff and the school community that are needed.

[Insert school name] will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and
- align supervision plan to address where and when bullying happens, as identified through climate surveys.

INTERVENTION AND SUPPORT STRATEGIES

[Insert school name] recognizes the importance of using timely interventions and supports with a school-wide approach.

[Insert school name] will:

- take 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.
- respond to any student behaviour that is likely to have a negative impact on the school climate.
- address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is 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 Human Rights Code.
- encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
- consider 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).
- model 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.
- recognize that the goals of policy initiatives must address the areas of challenge identified in the school climate surveys and other relevant data.

SUPPORTS

[Insert school name] will:

- provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
- endeavour to increase education, awareness and outreach by using continuing best practices.
- 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 teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors.
- have in place processes and strategies to identify and respond to bullying when it happens.
- identify strategies for supporting all students involved in bullying.
- communicate the progressive discipline approach to the school community and the procedures in place to support students.
- 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.

SAFE SCHOOLS TEAM

[Insert school name] Safe School Team shall:

- review the results of the School Climate Surveys and identify areas to monitor.
- develop and implement an appropriate action plan to address areas of concern.
- review and revise the school action plan and processes for reporting, response, support and following up on issues as appropriate.
- involve the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment.
- the roles/responsibilities of the school community (students, staff, parents and community members will be continually reviewed in order to implement best practices.
- reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented.
- monitor, review, and evaluate the effectiveness of strategies and supports in the School Improvement Plan using the results from the School Climate Surveys.
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline.
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents and members of the community.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MAY 27, 2014**

TITLE: POLICY AND GUIDELINE REVIEW 2013-2014 SCHEDULE

The Policy and Guideline Review 2013-2014
Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 27, 2014



POLICY AND GUIDELINE REVIEW SCHEDULE

JANUARY - JUNE 2014

Updated: May 21, 2014

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	May 2014
2006		201.13	Sexual Misconduct	May 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	May 2014
2006		201.13	Sexual Misconduct	May 2014
NEW		NEW	Use of Corporate Logo	May 2014

NEW		NEW	Concussions (prior to January 2015)	Sept. 2014
1998	2014	201.4	Reimbursement of Travel Expenses	Sept. 2014
NEW		NEW	Anti-Spam (Interim)	Oct. 2014

SORTED BY CW/BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2007		100.9	Advocacy Expenditures	May 2014
1998	2010	302.1	Anaphylaxis	May 2014
2005		100.8	Electronic Meetings (Board and Committees)	May 2014
2007	2010	500.2	Student Transportation	May 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	Jun. 2014
NEW		NEW	Use of Corporate Logo	Jun. 2014
2006		201.13	Sexual Misconduct	Jun. 2014
1998	2014	201.4	Reimbursement of Travel Expenses	Sept. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Oct. 2014

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD -POLICIES	Resp
Sorted by Revision Date Updated: March 3, 2014				

1998	2008	201.4	Reimbursement of Travel Expenses	GV
2007	2008	800.4	Volunteer Recognition	JC
2009	2009	800.1	Accessibility Customer Service	LAFS
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	LAFS
2009	2009	301.8	Safe Physical Intervention with Students	LAFS
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
2001	2009	302.4	Volunteer Driver	YB
1997	2010	100.1	Board By-Laws	JC
2010	2010	100.1	Equity and Inclusive Education	YB
1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
2010	2010	800.6	Facility Partnerships	SW
1998	2010	600.3	Monthly Financial Reports	GV
2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
1998	2010	701.2	Pupil Accommodation Review	SW
2010	2010	100.10.1	Religious Accommodation	YB
1998	2010	201.2	Retirement & Service Recognition Celebration	FI
1999	2010	302.3	Safe Arrival	FI
2010	2010	100.12	Trustee Code of Conduct	JC
2010	2010	100.11	Trustee Honorarium	JC
1998	2011	800.3	Complaint Resolution	JC
2002	2011	201.11	Employee Workplace Violence *	FI
2011	2011	400.6	Environmental Stewardship	SW
2005	2011	302.7	Nutrition	YB
2002	2011	201.6	Occupational Health & Safety *	FI
1998	2011	600.1	Purchasing/Supply Chain Management	GV
1998	2011	600.2	Records and Information Management	JC
2011	2011	301.11	Student Fees	YB
2011	2011	100.13	Trustee Expenses & Reimbursement (Interim)	JC
2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	YB
1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
1998	2012	301.3	Attendance Areas	SW
2012	2012	701.5	Bottled Water	LAFS
1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
2001	2012	400.3	Christian Community Service	ML
2012	2012	302.8	Diabetes Management	YB
2001	2012	302.6.6.2	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
1998	2012	800.5	Education-Based Research	LAFS
2006	2012	201.12	Electronic Communications Systems (Employees)	MC
2006	2012	301.5	Electronic Communications Systems (Students)	MC
2012	2012	302.6.1	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
2012	2012	201.17	Employee Code of Conduct & Ethics	FI
2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
2002	2012	201.7	Employee Workplace Harassment *	FI
2002	2012	301.4	Fundraising	GV
2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
1998	2012	702.1	Playground Equipment	SW
2001	2012	302.5	Student Parenting	ML
1998	2012	100.4	Student Trustees	JC

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD -POLICIES	Resp
Sorted by Revision Date Updated: March 3, 2014				

2003	2013	400.5	Acceleration/Retention (Elementary)	ML
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
2012	2013	800.8	Accessibility Standards	YB
1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	LAFS
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
1998	2013	800.1	Catholic School Councils	LAFS
2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
1998	2013	800.2	Community Use of Facilities	SW
1998	2013	400.1	Continuing Education	FI
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
2002	2013	201.5	Death Benefit	FI
2002	2013	201.1	Deferred Salary Plan (X/Y)	FI
1998	2013	400.2	Educational Field Trips	ML
2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
1998	2013	201.1	Employee Leaves of Absence	FI
2007	2013	201.14	Employee Meals & Hospitality	GV
2013	2013	203.4	Leadership Pathways	FI
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
2001	2013	302.6.1	Opening or Closing Exercises - <i>Safe Schools</i>	LAFS
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
2001	2013	302.6	Safe Schools	LAFS
2013	2013	100.6.2	Student Senate - Elementary	JC
2000	2013	100.6.14	Student Senate - Secondary	JC
1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
2002	2013	701.3	Video Security Surveillance	SW
2013	2013	800.9	Volunteering in Catholic Schools	FI
2007	2014	600.5	Advertising Expenditures	GV
1998	2014	701.1	Architect Selection	SW
2012	2014	201.16	Attendance Support Program	FI
2006	2014	301.7	Ontario Student Record (OSR)	ML
1998	2014	201.3	Religious Education Courses for Staff	FI
2006	2014	301.6	School Generated Funds	GV
2007	2014	100.9	Advocacy Expenditures	GV
1998	2014	302.1	Anaphylaxis	YB
2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
2006	2014	201.13	Sexual Misconduct	FI
2007	2014	500.2	Student Transportation	GV
NEW	NEW	NEW	Anti-Spam	JC
NEW	NEW	NEW	Concussion	ML
NEW	NEW	NEW	Use of Corporate Logo	JC

*** MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW**

POLICY & GUIDELINES REVIEW REPORTS TO SENIOR ADMINISTRATIVE COUNCIL AGENDA ONE WEEK PRIOR TO A

PC MEETING DATES - 4:30 PRIOR TO SEPT, OCT, NOV, JAN, FEB, MAR, APR & MAY BD MEETINGS