



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

*AGENDA AND MATERIAL*

## **POLICY COMMITTEE MEETING**

**TUESDAY, JANUARY 28, 2014  
4:30 P.M.**

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



- |  |     |
|--|-----|
| 1. Opening Prayer – Trustee Sicoli                               | -   |
| 2. Election of Chair of the Policy Committee 2014                | -   |
| 3. Attendance  | -   |
| 4. Approval of Agenda  | -   |
| 5. Declaration of Conflict of Interest                           | -   |
| 6. Minutes of Policy Committee Meeting of November 26, 2013      | 6   |
| 7. Policies  |     |
| <i>Action Required</i>   |     |
| POLICIES – FOR RECOMMENDATION TO FEBRUARY COMMITTEE OF THE WHOLE |     |
| 7.1 Attendance Support Program Policy (201.16)                   | 7.1 |
| 7.2 Religious Education for Teaching Staff Policy (201.3)        | 7.2 |
| 7.3 School Generated Funds Policy (301.6)                        | 7.3 |
| POLICIES – PRIOR TO VETTING                                      |     |
| 7.4 Advocacy Expenditures Policy (100.9)                         | 7.4 |
| 7.5 Anaphylaxis Policy (302.1)                                   | 7.5 |
| 7.6 Student Transportation Policy (500.2)                        | 7.6 |
| 7.7 Sexual Misconduct Policy (201.13)                            | 7.7 |
| <i>Information</i>   |     |
| 7.8 Policies Currently Being Vetted                              |     |
| • Board Advertising Policy (600.5)                               | -   |
| • Architect Selection Policy (701.1)                             | -   |
| • Ontario Student Record Policy (301.7)                          | -   |
| 7.9 Policy and Guideline Review 2013-2014 Schedule               | 7.9 |
| 8. Date of Next Meeting  |     |
| • February 25, 2014 – 4:30 p.m.                                  |     |
| 9. Adjournment   | -   |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: MINUTES OF THE POLICY COMMITTEE MEETING  
NOVEMBER 26, 2013**

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**RECOMMENDATION**

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of November 26, 2013, as presented.





**MINUTES OF THE  
POLICY COMMITTEE MEETING  
TUESDAY, NOVEMBER 26, 2013**

Minutes of the Policy Committee Meeting held on Tuesday, November 26, 2013 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:30 p.m. by Policy Committee Chairperson Burkholder.

**1. Opening Prayer**

The meeting was opened with a prayer.

**2. Attendance**

<b>Committee Members</b>	Present	Absent	Excused
Rhianon Burkholder (Committee Chair)	✓		
Kathy Burtnik	✓		
Dino Sicoli	✓		

**Student Trustees:**

*Vincent Atallah*, Trustee

**Staff:**

*John Crocco*, Director of Education

*Lee Ann Forsyth-Sells*, Superintendent of Education

*Frank Iannantuono*, Superintendent of Education/Human Resources

*Mark Lefebvre*, Superintendent of Education

*Scott Whitwell*, Controller of Facilities Services

*Jennifer Brailey*, Manager of Corporate Services & Communications Department

*Linda Marconi*, Recording Secretary

**3. Approval of Agenda**

Moved by Trustee Sicoli

**THAT** the November 26, 2013, Policy Committee Agenda be approved, as presented.

**Approved**

4. **Disclosure of Interest**

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

5. **Minutes of the Policy Committee Meeting of October 22, 2013**

Moved by Trustee Burtnik

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of October 22, 2013, as presented.

**Approved**

6. **Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO THE COMMITTEE OF THE WHOLE**

**6.1 Ontario Student Record (OSR) (301.7)**

Mark Lefebvre, Superintendent of Education, presented the amendments to the Ontario Student Record (OSR) Policy.

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- To include *authorized* staff in the second paragraph.
- Include **Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)** in References.

**ADMINISTRATIVE GUIDELINES**

- Section 3, change *school staff is* to **school staff are** in the first sentence.
- Section 5, change *never be taken* to **never to be taken** in the last sentence.
- Section 6, change *must be shredded* to **are shredded**.
- Section 12, add **as amended** after (OSR) Guideline 2000.

The Policy Committee requested that the Ontario Student Record (OSR) Policy be vetted from November 29, 2013 to February 7, 2014 with a recommended deadline for presentation to the Policy Committee in February 2014, for consideration to the Committee of the Whole and Board in February 2013.

**6.2 Employee Meals & Hospitality (201.14)**

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the amendments to the Employee Meals & Hospitality Policy.

The Policy Committee suggested the following amendments:

#### **POLICY STATEMENT**

- First paragraph, change *acknowledges that the employees* to **acknowledges that employees.**
- Include **Broader Public Sector Accountability Act (BPSAA), 2010** to the references.

#### **ADMINISTRATIVE GUIDELINES**

- Section 7, remove the word *lavish* and *other individuals* at the end of the sentence.

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Employee Meals & Hospitality Policy (201.14), as amended.

**Approved**

#### **6.3 Employee Conferences, Workshops & Meetings Policy (201.15)**

Superintendent Vetrone presented the amendments to the Employee Conferences, Workshops & Meetings Policy (201.15).

The Policy Committee suggested the following amendments:

#### **POLICY STATEMENT**

- Change title of Policy Statement and Guidelines to read **Employee Conferences, Workshops and Meetings.**
- Include **Broader Public Sector Accountability Act (BPSAA), 2010** to the references.

#### **ADMINISTRATIVE GUIDELINES**

- Amend Section 2 to read:  
**All requests to attend conferences, workshops and meetings shall be submitted to the employee's immediate supervisor and the appropriate managing Senior Administrative Council member for consideration.**
- Section 6, add All *approved* requests; *non-alcoholic* beverages.

Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Employee Conferences, Workshops & Meetings Policy (201.15), as amended.

**Approved**

#### **6.4 Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4)**

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

The Policy Committee suggested the following amendments:

#### **ADMINISTRATIVE GUIDELINES**

- Change the word *care* to *Card* in the first paragraph.
- Change the word *value* to *cost* throughout the Administrative Guidelines.

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Corporate Cards, Purchasing Cards & Petty Cash Policy (600.4), as amended.

**Approved**

#### **6.5 Admission of Elementary and Secondary Students (301.1)**

Lee Ann Forsyth-Sells, Superintendent of Education, presented the amendments to Admission of Elementary and Secondary Students Policy (301.1).

The Policy Committee suggested the following amendments:

##### **POLICY STATEMENT**

- Change the word *shall* to *will* in the last paragraph.

##### **ADMINISTRATIVE GUIDELINES**

- Copy and reword 2<sup>nd</sup> paragraph under Secondary School Admission Non-Catholic on page 2, to Elementary School Admission Non-Catholic.
- Section 4, 2<sup>nd</sup> paragraph, change *were* to *where*
- Add **and Senior Administrative Council** to end of 3<sup>rd</sup> paragraph in Section 4.
- Delete 7<sup>th</sup> and 8<sup>th</sup> paragraph under Section 4. Attendance Area Exceptions.

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Admission of Elementary and Secondary Students Policy (301.1), as amended.

**Approved**

#### **6.6 Continuing Education (400.1)**

Frank Iannantuono, Superintendent of Education/Human Resources, presented the amendments to the Continuing Education Policy (400.1).

The Policy Committee suggested the following amendments:

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Continuing Education Policy (400.1), as presented.

**Approved**

#### **6.7 Access to School Premises (302.6.3)**

Superintendent Forsyth-Sells presented the amendments to the Access to School Premises Policy (302.6.3).

The Policy Committee suggested the following amendments:

##### **POLICY STATEMENT**

- Change title of Policy to **Access to Board Premises Policy**

##### **ADMINISTRATIVE GUIDELINES**

- Section 4 i. Trespass to Property, change Confront to **Approach**
- Section 4 v., include **With consultation and approval of the FOS Superintendent**
- Section 4v., change Trespass Warning letter to **Trespass to Property letter**



Moved by Trustee Burtnik

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Access to School Premises Policy (302.6.3), as presented.

**Approved**

## **POLICIES - PRIOR TO VETTING**

### **6.8 Advertising Expenditures Policy (600.5)**

Superintendent Vetrone presented the amendments to the Advertising Expenditures Policy.

The Policy Committee suggested the following amendments:

In the discussion of the committee, Director Crocco recommended that Senior Staff design a new policy on the Use of Board Logo for the consideration of the March Policy Committee meeting.

#### **POLICY STATEMENT**

- Change title of Policy to **Board Advertising Policy**
- Include as 2<sup>nd</sup> paragraph the following:  
**Board advertising refers to system wide announcements, postings and promotional publications of events, programs, services, employment opportunities, and other promotional campaigns, which are disseminated through the media, including television, radio, newspapers, magazines, flyers, billboards, and various social media networks.**
- Change 2<sup>nd</sup> paragraph to read:  
**The Board supports advertising expenditures directed at the implementation of specific business practices of the Board such as, but not limited to advertising for the recruitment of staff, tendering for goods and services, and Board publications.**

#### **ADMINISTRATIVE GUIDELINES**

- Delete Section #2.
- Section 4, include **Board** before *advertising campaigns*, delete by the Director of Education and/or.
- Section 5, include **Board** before *advertising campaigns*.
- Section 6, include **Board** before *advertising*.

The Policy Committee requested that the Advertising Expenditures Policy be vetted from November 29, 2013 to February 7, 2014 with a recommended deadline for presentation to the Policy Committee in February 2014, for consideration to the Committee of the Whole and Board in March 2014.

### **6.9 Architect Selection Policy (701.1)**

Scott Whitwell, Controller of Facilities Services, presented the amendments to the Architect Selection Policy.

The Policy Committee suggested the following amendments:

#### **ADMINISTRATIVE GUIDELINES**

- Section 2. Rationale, 2<sup>nd</sup> paragraph, change *cheapest* to **least costly**.
- Section 5. Capital Projects, 2<sup>nd</sup> bullet, include **or Director of Education**; 3<sup>rd</sup> bullet, include **or representative of site**.

The Policy Committee requested that the Architect Selection Policy be vetted from November 29, 2013 to February 7, 2014 with a recommended deadline for presentation to the Policy Committee in February 2014, for consideration to the Committee of the Whole and Board in March 2014.

#### ***INFORMATION***

##### **6.10 Policies Being Vetted (Deadline – January 7, 2014)**

- School Generated Funds Policy (301.6)
- Religious Education Courses for Staff Policy (201.3)

##### **6.11 Policy and Guideline Review 2013-2014 Schedule**

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

#### **7. Date of Next Meeting**

Tuesday, January 28, 2014 – 4:30 p.m.

#### **8. Adjournment**

The meeting adjourned at 6:45 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
ATTENDANCE SUPPORT PROGRAM POLICY (201.16)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Attendance Support Program Policy (201.16), as presented.

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources  
Date: January 28, 2014



## ATTENDANCE SUPPORT PROGRAM POLICY

### STATEMENT OF POLICY

Section:	200 – Human Resources
No:	201.16
Adopted:	November 27, 2012
Revised:	NIL

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board is committed to creating and maintaining a healthy workplace. The Board believes that both individual and organizational health, are important factors affecting the ability of all employees to attend work and to contribute fully to its mission.

In order to carry out the Mission, Vision, and Values of the Niagara Catholic District School Board, regular attendance by all employees is an essential expectation. The Attendance Support Program (ASP) is a comprehensive program aimed at positively supporting the health & wellness of employees and the organization. All employees contribute to the Board's Mission, Vision, and Values and their regular attendance is required to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work among colleagues.

This Attendance Support Program combines prevention, intervention and support to achieve the goals of personal and workplace wellness.

The Attendance Support Program (ASP) is a comprehensive program aimed at positively supporting the health & wellness of employees and the organization. Its primary focus is to create, maintain and support a healthy workplace, which includes the physical and social environment, as well as personal health practices by addressing workplace wellness issues and promoting a healthy workplace. The Attendance Support Program will consistently support all employees so they are able to attend work regularly and contribute to the success of the Board. All employees have a responsibility to ensure their regular and prompt attendance at work.

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

#### ***References:***

- [Ontario Human Rights Code](#)
- [Workplace Safety and Insurance Act](#)
- [Employment Standards Act](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- ~~[Putting Students First Act](#)~~





## ATTENDANCE SUPPORT PROGRAM POLICY

### ADMINISTRATIVE GUIDELINES

Section:	200 – Human Resources
No:	201.16
Adopted:	November 27, 2012
Revised:	NIL

#### 1. Guiding Principles

The Niagara Catholic District School Board Attendance Support Program (ASP) is built upon the following principles:

- a. To provide assistance to employees who are absent from work and to enable them to attend work regularly and productively.
- b. To utilize effective and successful practices, supports and return to work procedures.
- c. To encourage regular attendance at work through the proactive use of preventative measures.
- d. To apply the application of this program in a manner consistent with the Ontario Human Rights Code and any other applicable legislation.
- e. The Attendance Support Program (ASP) will comply with the Short Term Sick Leave and Disability Plan. ~~of the Putting Students First Act.~~

#### 2. Attendance Support Program Procedures

##### a. Definitions of Absenteeism

- i. Non-Culpable or Innocent Absenteeism occurs when an Employee, through no fault of his/her own, is absent from the workplace because of a personal illness, disease or injury. The reason for the absence is not the concern; rather, it is the need to meet attendance expectations.
- ii. The Attendance Support Program (ASP) recognizes that employees with non-culpable absenteeism may require assistance to attend work regularly and meet attendance expectations.
- iii. Culpable Absenteeism refers to absences from work for which the employee is found to be accountable. Some examples of culpable absences are: failure to attend work without notifying the employer; late for work or leaving early; and abuse of leave. Employees with culpable absences are subject to progressive discipline in accordance with associated Board Policies, Administrative Guidelines, Procedures, Collective Agreements and Terms of Employment. It is required that culpable absences be directed to Human Resources for further direction and advice and are not intended to be addressed in the Attendance Support Program (ASP).

Culpable absences will be managed through the process of progressive discipline.

## **b. Absence Reporting**

Employees are required to attend work as scheduled, with the understanding that there will be times when employees are unable to attend work due to a legitimate personal illness, disease or injury.

In order to ensure a consistent and equitable approach throughout the Board, all employees are required to report his/her own absences for all vacancies through the normal reporting procedures (Smartfind Express), within the required timeframe.

## **c. Process of Addressing Non-Culpable Absenteeism/Innocent Absenteeism**

When an employee reaches or exceeds the determined absence threshold, specific to their employment group, he/she will enter into the Attendance Support Program.

The process of addressing non-culpable absenteeism is supportive in nature. The intent is to understand the absences, discuss the impact the absences are having on the specific school, department or location, provide support and identify support services that are available to the employee. This process will allow sufficient time for the employee to address issues so he/she will attend work regularly in the future.

## **d. Identifying Absences That Require Attention by Supervisors**

It is the responsibility of all Supervising Administrators (Director of Education, Superintendent of Education, Controller of Facilities Services, Principals, Vice-Principals and Managers) to identify the absences and/or circumstances which may necessitate a meeting with the employee when the Attendance Support Program threshold has been reached or exceeded. The types of absences include, but are not limited to:

- A pattern of absenteeism (e.g. Mondays and Fridays)
- Absences due to personal illness, personal appointments, and leaves related to personal or family matters
- Absences due to workplace injury and/or illness
- Frequent absences of short duration
- Unclear rationale for absences
- Unauthorized absences.

## **3. Absence Threshold**

- a. Absence Threshold – is the established number of absences over a rolling working period. When an employee's absences reach or exceed the determined threshold, the process of supportive intervention with administration will commence to discuss the level of absenteeism, having regard for the personal circumstances of the employee.

Identified Absence Thresholds are as follows:  
10 occurrences for 10 and 12 month employees

Absences beyond 10 days occurrences will follow the requirements as per legislation and Board Policy. ~~the provisions of the Putting Students First Act.~~

- b. The Absence threshold will be reviewed every two years by Senior Administration. Employees will be notified of the initial threshold and any subsequent changes thereafter.
- c. The goals that are set within any phase of the multi-level process are specific and unique to each employee's circumstances.

**4. Supportive Intervention has four (4) distinct Phases:**

- a. **Phase 1** – When the employee reaches or exceeds the determined Absence threshold, the Supervising Administrator will arrange a meeting to initiate discussion related to the employee's absence level, gain an understanding of the issue(s) that may be preventing the employee from regularly attending work, offer support and guidance, as well as set attendance goals for the next four (4) months. During the four (4) month period, if the Supervising Administrator determines that the employee has met the goals set, then an "Improvement Letter" will be issued. The Phase 1 meeting shall include: the employee, Supervising Administrator, union/association representative (per employee request) and other administrative staff as required to support the process. A letter will be issued to the employee acknowledging entry into the Attendance Support Program.
- b. **Phase 2** – When the employee has been unable to meet the attendance goals established in Phase 1 or the prorated threshold is reached or exceeded during the first phase review period, the employee will enter into Phase 2. Attendance goals will again be set with the employee that will apply for the next four (4) months. During the next four (4) months, if the Supervising Administrator determines that the employee has met the goals set, then an "Improvement Letter" will be issued (Appendix A). The Phase 2 meeting shall include: the employee, Supervising Administrator, Coordinator of Attendance Support, union/association representative (per employee request) and other administrative staff as required to support the process. A letter will be issued to the employee acknowledging entry into Phase 2 of the Attendance Support Program.
- c. **Phase 3** – When the employee has been unable to meet the attendance goals established in Phase 2 or the prorated threshold is reached or exceeded during the Phase 2 review period, the employee will enter into Phase 3. Attendance goals will again be set with the employee that will apply for the next four (4) months. The employee will be advised that failure to meet the attendance goals set in Phase 3 may result in termination of employment. During the next four (4) months, if the Supervising Administrator determines that the employee has met the goals set, then an "Improvement Letter" will be issued (Appendix A). The Phase 3 meetings shall include: the Employee, Supervising Administrator and next level Supervisor or Family of Schools Superintendent, Coordinator of Attendance Support, union/association representative (per employee request) and other administrative staff as required to support the process. A letter will be issued to the employee acknowledging entry into Phase 3 of the Attendance Support Program.
- d. **Phase 4** – When the employee has been unable to meet the attendance goals established in Phase 3 or the prorated threshold is reached or exceeded during the Phase 3 review period, the employee will enter into Phase 4. The Phase 4 meeting shall include: the Employee, Supervising Administrator, next level

Supervisor or Family of Schools Superintendent, union/association representative (per employee request), Coordinator of Attendance Support and Superintendent of Human Resources or designate.

Where the employee progresses to Phase 4 and the Employer determines, as a result of the Phase 4 meeting, that there are no conditions which would suggest the need for reconsidering termination, the employee may be advised that his/her employment is being terminated on a non-disciplinary basis due to “frustration of contract”. If the decision is to terminate employment, the formal request of such is made to the Director of Education.

When attendance goals have been achieved, within any of the review periods, the employee remains in the Attendance Support Program (ASP), and their absences are monitored by the Coordinator of Attendance Support for a period of up to 12 working months.

Employees who do not reach or exceed the established threshold during the 12 working month review period will exit from the Attendance Support Program.

To provide consistency, an interview check list must be completed, during the meeting/interview, at every phase of the process.

## **5. Roles and Responsibilities**

### **Employee**

- Attend work as scheduled and actively participate in managing his/her attendance
- Maintain a record of all absences due to personal illnesses and be familiar with the attendance process
- Report all absences in Smartfind Express, in accordance with his/her appropriate Employee group procedure
- Seek and actively participate in appropriate Counselling (Employee and Family Assistance Program) and/or medical attention to address health concerns
- Cooperate in setting personal attendance goals
- Promote timely and successful return to work transitions
- Maintain regular contact with the Supervising Administrator during extended absences
- Contact union representative
- Provide any appropriate documentation and relevant health information, during any level of the process, in a timely manner, or upon request.

### **Employer – Niagara Catholic District School Board**

- Promote and foster the expectation of regular attendance in the work environment
- Promote and maintain a work environment that promotes overall health, safety and wellness of all employees
- Advocate that the Attendance Support Program be administered in a fair and consistent manner.



## **Supervising Administrator**

- Supervising Administrator includes Director of Education, Superintendent of Education, Controller of Facilities Services, Principal, Vice-Principal and Managers
- Communicate attendance expectations to all employees and ensure that they understand the principles of the Attendance Support Program
- Access and review monthly attendance reports from Smartfind Express for all Employees under his/her supervision
- Ensure all employees are treated fairly and equitably when monitoring attendance
- Practice, expect and promote regular attendance of all employees as advocated by the employer
- Ensure a consistent and timely application of the Attendance Support Program
- Maintain professional confidentiality
- Provide assistance and support to all employees as necessary
- Maintain regular contact with absent employees
- Advise employees of available resources (i.e. Employee and Family Assistance program (EFAP), Ontario Teachers Insurance Plan (OTIP))
- Participate in all meetings as outlined in the Attendance Support Program and provide input into the development of individualized attendance goals for each employee involved in the program
- Provide positive reinforcement to employees who are progressing and reaching their attendance goals.

## **Coordinator of Attendance Support**

- Provide training and support to Supervising Administrator regarding the Attendance Support Program
- Manage the implementation of the Attendance Support Program
- Safeguard employee confidentiality
- Support and offer guidance with return to work transitions
- Support Supervising Administrator to follow the Attendance Support Program process
- Offer support to assist employees to meet attendance goals, as necessary
- Support and promote regular and improved attendance
- Assist in setting attendance standards and protocols
- Monitor, evaluate and recommend revisions to the Attendance Support Program on an annual basis and/or as necessary.

## **Supervisory Officer**

- Promote and maintain a work environment which protects the overall health, safety and wellness of all Employees
- Demonstrate a commitment to the Attendance Support Program
- Ensure all Supervising Administrators act consistently in dealing with attendance issues at all levels of the organization
- Communicate expectations for attendance at work.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
RELIGIOUS EDUCATION FOR TEACHING STAFF POLICY  
(201.3)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Religious Education for Teaching Staff Policy (201.3), as presented.

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources Services  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources Services  
Date: January 28, 2014

	<b>RELIGIOUS EDUCATION FOR TEACHING STAFF</b>	
	STATEMENT OF POLICY	
	Section:	200 – Human Resources
	No:	201.3
	Adopted:	April 28, 1998
	Revised:	October 22, 2013

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


The Board will subsidize staff successfully completing the OECTA/OCSTA Board-approved Religion Courses as outlined in the Administrative Guidelines, such as the ones offered by St. Michael's College.

Annually, The Director will place an amount in The Board will annually approve funds will in the Annual Board Budget funds to the Staff Development budget to support this policy.

The Director of Education will issue Administrative Guidelines for the implementation of this policy. in conjunction with in support of this policy and reflective of applicable legislation.

Reference:

Collective Agreements

	<p><b>RELIGIOUS EDUCATION FOR TEACHING STAFF</b></p> <p><b>ADMINISTRATVIE GUIDELINES</b></p>	<p>Section: 200 – Human Resources</p> <p>No: 201.3</p> <p>Adopted: April 28, 1998</p> <p>Revised: October 24, 2002 October 22, 2013</p>
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A subsidy of **\$200.00** per course will be paid to staff upon successful completion of a Board-approved ~~OE~~CTA/~~OC~~STA Religious Education Course or a course in Religion or Theology such as those offered by **OC**STA/**OE**CTA Course.

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

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

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



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE  
SCHOOL GENERATED FUNDS POLICY (301.6)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the School Generated Funds Policy (301.6), as presented.

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Finance  
Presented by: Giancarlo Vetrone, Superintendent of Business & Finance  
Date: January 28, 2014

	<b>SCHOOL GENERATED FUNDS POLICY</b>	
	STATEMENT OF POLICY	
	Section:	300 – Schools/Students
	No:	301.6
	Adopted:	April 25, 2006
	Revised:	Nil

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, The Niagara Catholic District School Board recognizes that funds may be generated at the school level from a number of different and varied sources. **School Generated Funds apply to all funds that are received, raised, or collected in the name of the school or school activity.** School Generated Funds are to be used for the enhancement of educational programs and to support approved school-based initiatives.

The Policy on School Generated Funds **operate in conjunction with** will be consistent with existing **Provincial** Legislation, from the Province of Ontario, (i.e., **MOE Regulation 612** as it pertains to School Councils), other pertinent Board Policies, (i.e., **Fundraising Policy**) and **publicly accepted** accounting principles, as described in the **Public Sector Accounting Board (PSAB)** standards.

The Board, through its administration will provide appropriate guidance, authority and protection to school staff and fundraising volunteers by providing guidelines and procedures for the administration and reporting of School Generated Funds.

The provisions of this policy are expected to meet the public's rightful and reasonable expectations regarding the consistent and transparent stewardship of School Generated Funds.


The Board has a mandate and fiduciary responsibility to ensure proper management of the funds to protect public interest and trust.

The accounting and control of the proceeds of School Generated Funds must be conducted in accordance with the Administrative Guidelines outlined in this policy.

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

#### References:

- [Alcohol and Gaming Commission of Ontario \(AGCO\)](#)
- [OASBO School Generated Funds Guidelines \(2009\)](#)
- [Ontario Regulation 612/00 – School Councils and Parent Involvement Committees](#)
- [Public Sector Accounting Board \(PSAB\)](#)
- [Niagara Catholic - Fundraising Policy \(301.4\)](#)
- [Niagara Catholic - Student Fees Policy \(301.11\)](#)

	<b>SCHOOL GENERATED FUNDS POLICY</b>  <b>ADMINISTRATIVE GUIDELINES</b>	Section:	300 – Schools/Students
		No:	301.6
		Adopted:	April 25, 2006
		Revised:	Nil

(An detailed Administrative Manual is provided to all Niagara Catholic Schools.)

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### Section 1—Introduction

The **Administrative Guidelines** ~~se~~ procedures are based on the **January 2009** publication, “**School Generated funds Guidelines**” from the **Ontario Association of School Business Officials (OASBO)** and review of the ~~Ontario Association of School Business Officials August 2005 document~~ and revised to meet the Niagara Catholic District School Board’s requirements.

### Section 2—Sources and Uses of School Generated Funds

**School Generated Funds shall have a defined purpose and must be used for its defined purpose. Funds must be categorized for each specific event or activity and accounted for separately. Residual amounts for a specific event/activity at the end of the school year shall roll forward to the next year, and where possible used against the same or similar event/activity.**

Categories of school generated funds:

- 1. Local School Initiatives**
- 2. Board approved initiatives**
- 3. Fundraising**
- 4. Donations**
- ~~1.5. Fee for service~~



School-generated fees for services, athletics, etc.

1. ~~School-generated fund-raising for charities and/or specific events/initiatives~~
2. ~~Catholic School Council/Student Council/School-generated fund-raising for charities and/or specific events/initiatives/activities~~
3. ~~Funds raised through a Board-wide initiative.~~
4. ~~Funds raised through local school initiatives~~
5. ~~Funds donated to schools~~

Acceptable and unacceptable uses of school-generated funds:

~~Discretionary Funds raised for a general purpose with no specific intent must be used for school-related activities, at the discretion of the school Principal, and/or require Catholic School Council/Student Council input. Funds received from such areas as i.e. cafeteria commissions, photo rebates and GST refunds could be allocated for discretionary purposes (Principal's Project). Expenditures made using these funds must at all times be made with the overall purpose of benefiting the school environment and community. It is an expectation that approved staff development activities and the funding of such activities will be supported through board-generated funds as opposed to school-generated funds. Notwithstanding, all pertinent and necessary expenditures (i.e., refreshments) for the facilitation of meetings can be supported through school-generated funds.~~

~~A list of unacceptable uses of school-generated funds would include;~~

~~Items that are to be purchased from the Board's budget (i.e. textbooks, classroom supplies):~~

- ~~• Goods or services from employees, where such purchase would contravene **Section 217 of the Education Act.**~~
- ~~• Mileage reimbursements to employees.~~
- ~~• Monetary payments to employees for services and/or social events~~
- ~~• Investments other than those permitted by the Board and **Regulation 471/97 of the Education Act (ELIGIBLE INVESTMENTS).**~~

~~**Caution:** Expenditures made from school-generated funds that do not directly benefit the students in the school are subject to greater scrutiny and may require further justification.~~

### ~~Section 3—Accountability—Roles and Responsibilities~~

#### ~~Objectives:~~

~~To clarify the roles and responsibilities of individuals involved in school-generated funds.~~

#### ~~Specifies:~~

##### ~~*Roles & Responsibilities of the Director of Education:*~~

- ~~• Establish administrative guidelines for school-generated funds.~~
- ~~• Receive any financial review as determined by the appropriate Superintendent or designate~~

##### ~~*Roles & Responsibilities of the Superintendent of Business & Financial Services or designate:*~~

- ~~• Provide training to staff on the appropriate application of the administrative guidelines.~~
- ~~• Complete and/or follow-up on financial review reports.~~
- ~~• Receive and maintain a central file of annual financial reports from each Family of Schools Superintendent.~~

- The Manager of Student Information and Administrative Services will also receive and maintain a central file of annual financial reports.
- Report to the Family of Schools Superintendent **when SGF are:**
  - ~~if funds are lost or stolen~~ **Lost or stolen.**
  - ~~any Misused~~ of funds
  - **F**ailure to follow any policy or administrative guidelines

### ***Roles & Responsibilities of the Family of Schools Superintendent:***

- Review with Principals current Board policy and Administrative guidelines.
- Verify that schools are complying with the reporting requirements of the Administrative Guidelines for School Generated Funds (~~particularly Section 4 and 5~~).
- Family of Schools Superintendent's may request financial records at their discretion.
- Report to the Senior Business Official or designate **when SGF are:**
  - ~~if funds are lost or stolen~~ **Lost or stolen**
  - ~~any m~~ Misuse of funds
  - **F**ailure to follow any policy or administrative guidelines

### ***Roles & Responsibilities of the Principal:***

- Ensure that the Administrative Guidelines for School Generated funds are implemented in compliance with Board Policy and or Administrative Memorandum
- Act as one of the approved signing officers on the school bank account.
- Appoint the Designated Secretary responsible for receipts, disbursements, banking and record keeping and communicate those responsibilities.
- Ensure that processes are in place to adequately control the funds within the school including security over cash and records.
- Ensure that no staff members or members of the community are collecting and managing funds in their own bank account.
- Communicate responsibilities to staff members.
- Ensure that there is a primary contact for each club or class involved with financial transactions.
- Review, initial and date the monthly bank reconciliation.
- Review records periodically.
- Review, sign and date the annual Financial Reports.
- Distribute and/or make available the annual financial reports as outlined in the section on Financial Reporting.
- Notify the Family of Schools Superintendent and the Senior Business Official immediately if funds are lost or stolen.
- Ensure that the school or any individual associated with the school does not enter into contracts in the name of the school or the Board.
- Ensure that the Catholic School Council chair is aware and understands their roles and responsibilities.
- Provide financial reports for the Catholic School Council to review as they pertain to Catholic School Activities on a quarterly basis as a minimum.

### ***Roles & Responsibilities of the Designated Secretary in the school:***

- Implement the administrative guidelines for school generated funds as directed by the Principal.
- Act as one of the approved signing officers on the school bank account.
- Count and verify funds received for deposit.
- Prepare bank deposits and deposit funds at the bank on a regular basis.
- Issue cheques ensuring that all requests for payments are properly supported and approved by the Principal.
- Record transactions on a regular basis.
- Complete the monthly bank reconciliation.
- Prepare transaction reports as required.
- Advise the Principal of deviations from the administrative guidelines outlined in this manual.



- Prepare annual financial report and submit to Principal.
- Assist during financial review.
- Participate in board sponsored training relating to school generated funds.
- With approval of the principal, delegate some of these duties to another staff position directly involved with school generated funds.

### *Roles & Responsibilities of Staff Members:*

- Collect money from students or other sources as applicable.
- Count money collected and record amount and intended use on the Deposit Voucher Funds Received Form as indicated in the section on Banking, Receipts and Disbursements.
- Ensure funds collected are delivered to the Designated Secretary on a daily basis.
- Ensure that invoices have the appropriate approval and are delivered to the Designated Secretary for payment.
- Ensure details of financial activity related to their class or club are recorded correctly.
- Ensure that funds received are disbursed as per the intent of the funds raised or collected.
- Request and review transaction reports on a regular basis and advise the Designated Secretary of any discrepancy.

### *Roles & Responsibilities of Catholic School Council Chair:*

- Work with the Principal to ensure that the sources and uses of school generated funds comply with Board policy and the established administrative guidelines.
- Ensure fundraising activities involving the students and/or the school are in compliance with Board policies and no direct or indirect benefit is derived by a member of the Catholic School Council.
- Ensure that Catholic School Council members are aware that where conflicts of interest exist, they are disclosed.
- Review, sign and date the annual Catholic School Council financial reports.
- Attend board sponsored training relating to school generated funds.
- Ensure that all records and financial reports are available for review at the school as indicated in the section on Catholic School Councils.

## **Section 4—Banking/Receipts/Disbursements**

### **Objective:**

To simplify banking practices while

ensuring security of funds

- ~~protecting those responsible for handling the money~~
- ~~maintaining adequate records~~
- ~~The following practices represent the minimum procedures recognizing the balance between limited staffing and the need to meet basic security and reporting requirements.~~

### **Establishing a Bank Account**

- The school must have only one “school generated funds” bank account.
- Where schools participate in Lotteries and Games of Chance; a second separate bank account must be maintained.
- The bank account ~~shall~~ **must** be in the name of the school.
- Cheques for the school bank account ~~should~~ **must** be pre-numbered.
- The account must require two signatures on all cheques.
- It is acceptable to have up to four signing officers. The Principal must be one of the four.
- Bank account established ~~should~~ **must** be such that statements are issued on a monthly basis along with returned cheques.
- The bank statement ~~should~~ **must be** cut-off on the last day on the month.



## Receipts

- All money received at the school ~~is to~~ **must** be stored on site in a designated locked and safe location, which has limited access.
- All money collected ~~is to~~ **must** be deposited intact to the bank account promptly. This means that expenditures are not paid from the cash collected. The total funds are deposited to the bank and a cheque written to pay for expenditure.
- All staff collecting money must complete the attached “Deposit Voucher” and forward to the Designated Secretary in the school office.
- Once the Designated Secretary receives the money, he / she will sign for receipt of funds on the “Deposit Log”. Designated Secretary will note a reference number on the Deposit Log and Deposit Voucher. The individual making the deposit to the office should sign the log indicating the deposit of funds to the office and should be done in the presence of the Designated Secretary.
- The Deposit Voucher must be fully completed accompanied by a class list or other supporting documents and must be ~~totalled~~ **totalled** and signed to ensure that the deposit is accurate and deposited to the correct category/subcategory.
- ~~Where possible, M~~ money ~~should~~ **must** be counted in the presence of two individuals.
- When the funds have been counted by the Designated Secretary, he / she will sign the Deposit Voucher indicating that the actual money originally submitted were correctly accounted for and verified.
- You may use the same procedure for receipting funds received directly from individuals or groups not employed by the Board.
- The Deposit Voucher must be used to process all deposits to the school bank account.

## Disbursements

- All disbursements ~~should~~ **must** be recorded promptly.
- All payments ~~should~~ **must** be made by cheque or through Board approved petty cash.
- Pre-signing of cheques is not acceptable. Signature stamps are not acceptable.
- Payments ~~should~~ **must** only be made upon the presentation of original invoices, receipts or other appropriate supporting documentation approved by the Principal.
- When a cheque is issued the invoice must be marked paid and the cheque number and date recorded on the original documentation. Payments should not be made from company statements.
- Cheques made payable to cash or payments in advance to employees are not acceptable.
- Reimbursements to Principals above a set dollar amount (determined by board) must be approved by their Superintendent.
- Using the number control feature, all cheques should be accounted for. Voided cheques should be retained.
- Unused cheques ~~should~~ **must** be stored in a designated, secure location in order to prevent loss or theft.

## Investments

Where a school has excess funds, they may be invested in the name of the school as permitted by Reg. 471/97 of the Education Act (Eligible Investments) and Board **P**olicy and practices (e.g. term deposits, GIC's, etc.). These funds should be invested on a short-term basis.

## Bank Reconciliation

- Monthly bank reconciliations must be completed.
- Cheques not cashed within six months are stale-dated and ~~should~~ **shall** be reversed in your records.
- The Principal shall review the monthly bank reconciliation, sign it and retain on file.

~~**Caution:** Deviation from the above administrative guidelines will leave the school vulnerable to potential problems. The need to have administrative guidelines in place is often not recognized until something goes wrong. The goal is to have controls that ensure money is handled appropriately, that staff are protected and that records are accurate, up to date and useful. The controls are only as good as their enforcement. It is important that school administrators support and follow the established practices.~~

## **Section 5—Financial Reporting**

The Principal is accountable for the money to both the school community and the Board. Financial statements demonstrate accountability and, at the same time, provide information for decision-making needed by the school community and the Board.

### **Objective:**

~~To provide a format for financial reporting including:~~

~~Who will be responsible for preparing the reports~~

- ~~• What will be included in the reports~~
- ~~• The fiscal period that will be covered~~
- ~~• The reports that are required~~
- ~~• When they will be distributed~~
- ~~• To whom they will be distributed.~~

### **Specifies:**

- The financial reports shall be prepared under the direction of the Principal.
- The reports shall encompass all money generated in the name of or under the auspices of the school regardless of its source or use.
- The fiscal year for the reports shall be September 1 to August 31.
- The Principal shall review, sign and date all reports.
- The reports shall be made available at the school to the members of the school community upon request.
- The reports shall be kept with the records for the school generated funds for seven years.

### **Minimum Required Reports to Include;**

1. Plan for School Generated Funds – Yearly
2. Banking Summary Report – Monthly
3. Itemized Category Listing Report – Monthly
4. Summary Template (Template) - Annual
5. Bank Reconciliation Report - Monthly

## **Section 6—Accounting Systems**

~~The current accounting software package in place used to track school generated funds is “Schoolbanking.net”.~~



## ~~Section 7~~—Financial Review

The board's appointed financial reviewer **Auditors** will conduct audits of school generated funds. Usually **this will** occur on a cyclical basis, so that each school is audited periodically. Through a financial reviewer, regular financial reviews of school generated funds will be undertaken. The financial review function reports to the Director of Education.

New Principal appointments require all financial information transferred to the new Principal and a review of current finances shall be completed by both Administrators.

## ~~Section 8~~—Goods and Services **Harmonized Sales Tax**

All items purchased through the school generated funds bank account, if one exists, are eligible for **HGST** rebate as follows:

- A rebate of 93% of Provincial Sales Tax
- A rebate of 68% of Federal Sales Tax
- 100% of the HST paid on all purchases of text books and other published materials
- A rebate of 100% of the GST paid on all purchases of printed books, audio recordings of printed books and printed versions of religious scriptures.
- A rebate of 68% of the GST paid on all other purchases

To obtain a rebate of the **HGST** paid on items purchased through school generated funds, or the Catholic School Council funds **a HST rebate report must be prepared by the school.**

- A GST Rebate report must be prepared by the school
- The GST Rebate report must be reviewed and signed by the Principal

Original invoices that support the amounts shown on the **HGST** Rebate Claim must be kept on file at the school for audit purposes for a period of 7 years.

## ~~Section 9~~—Provincial Sales Tax

When buying an item under the general exemptions, notify the vendor that the purchase is exempt from PST. In this case, the vendor may request a Purchase Exemption Certificate. If so, complete the PEC and forward to the vendor, keeping a copy for the schools records.

## ~~Section 10~~—Charitable Donations

The Canadian tax system encourages taxpayers to support the activities of registered charities by allowing a tax credit to be claimed by a donor.

## ~~Section 11~~—Lotteries and Games of Chance

A license from the **Alcohol and Gaming Commission of Ontario (AGCO)** is required for all lotteries and games of chance.

All licenses require that a separate trust bank account be used for revenue and expenses.

A condition of all licenses is that you report on the financial activity of the project.

## ~~Section 12—Entering into Contracts~~

Board Administration, in consultation with schools, will determine the extent to which schools can enter into individual school contracts. ~~In many cases, Board policy, procedures, and administrative guidelines will establish the parameters regarding the dollar amount and the duration of contracts into which schools can enter~~ into a contract agreement.

## ~~Section 13—Catholic School Council~~

### ~~Background:~~

Under the Education Act Regulation 612, school boards in Ontario are required to establish a Catholic School Council for each school within the board. These Councils are advisory bodies that may make recommendations to the school Principal or the board on any matter. Many Catholic School Councils perform fundraising activities in the name of the school and as such are required to conform with ~~with~~ to the appropriate sections of Regulation 612 that deal with fundraising issues. The Principal is ultimately responsible for activities related to the school and therefore is also responsible for Catholic School Council activities.

Catholic School Councils are not to be incorporated. Any funds and assets generated through fundraising activities in accordance with Board policies and guidelines assisted by the Catholic School Council are the property of the Board.

### ~~Objective:~~

~~To clarify:~~

~~Ownership of Catholic School Council funds~~

- ~~• Bank Procedures~~
- ~~• Financial reporting requirements~~
- ~~• Record Retention~~
- ~~• Ownership of Catholic School Council Funds~~

~~The Ministry of Education’s document, Catholic School Councils A Guide for Members (2002), states “Catholic School Councils should be aware that, because the school board is a corporate entity and the school is not, any funds raised by the Catholic School Council (and any assets purchased with those funds) belong, legally, to the board.” Fundraising for schools by Catholic School Councils is a partnership between the school, the board and the fundraising group. The full document can be viewed at the Ontario Ministry of Education site.~~

~~All fundraising activities and expenditures must be conducted in accordance with Board policies. Particular attention needs to be paid to policies on purchasing, conflicts of interest and other similar policies. This is clearly stated in Regulation 612, section 22.~~

### ~~Banking Procedures~~

~~Catholic School Councils are not to have a separate bank account. All deposits and disbursements should flow through the school bank account.~~

~~To facilitate the issuing of cheques for ongoing activities such as the payment for pizza on pizza days, the council may wish to authorize activities for which funds can be disbursed and reported at the next Council meeting. Other disbursements would require principal/council approval prior to the initiation of the purchase.~~



~~For the security of the funds and to protect anyone handling money raised through Catholic School Council activities, all money needs to be counted and kept in the school for prompt deposit to the school bank account.~~

- All funds generated through the Catholic School Council are the responsibility of the Principal of the school shall be deposited and disbursed through the school bank account.
- All monies generated will be counted by two (2) members of the Catholic School Council or with the assistance of a staff member and the total amount shall be recorded and initialed on the prescribed Deposit Voucher Form
- All monies accompanied by the Deposit Voucher form will be submitted to the school Principal or Principal's designate.
- The Principal or Principal's designate will then count the receipts and initial the Deposit Voucher Form indicating agreement with the amount to be deposited into the school bank account.
- The deposit will be kept secure in the school office and will be promptly deposited.
- Monthly bank reconciliations will be completed and retained in the school office.

## **Disbursements**

- Request for payment will be issued upon the completion of the Cheque Request Form supported by an original invoice(s) and/or receipt (s) and approval from the Principal and/or Principal's designed.

## **Financial Report**

Aligning with the fiscal year of the Board, Catholic School Councils annual financial report shall reflect the activities undertaken from September 1 to August 31 of the following year.

Catholic School Councils shall:

- record in each Catholic School Council meeting minutes that a financial report was presented and approved by the Catholic School Council members in attendance;
- keep records of all financial transactions and make available at the school for examination without charge by any person for up to four (4) years; and
- Annually submit a written report on all fundraisers and activities to the Principal of the school and to the Board.

The Principal shall, on behalf of the Catholic School Council, provide the annual report to parents by posting the report in the school in a location that is accessible to parents.

## **~~Financial Reporting Requirements~~**

~~To enable the Catholic School Council to manage and monitor Catholic School Council funds and fundraising activities, current financial information is required. To achieve this goal, quarterly reports outlining the sources and uses of the funds and the current financial position of the Catholic School Council are required as a minimum. The school is responsible for ensuring that this information is shared with the Catholic School Council on a regular basis.~~

~~Regulation 612, section 24, Catholic School Councils states "every Catholic School Council shall annually submit a written report on its activities to the Principal of the school and to the board". It further states, "If the Catholic School Council engages in fundraising activities, the annual report shall include a report on those activities." The Catholic School Council may wish to use the Catholic School Council Summary report noted above to meet the reporting requirement.~~

~~It should be noted in the Catholic School Council meeting minutes that this report has been received and approved.~~

The fiscal year for Catholic School Councils is September 1 to August 31 of the following year. This is the same as the boards' fiscal year prescribed by the Province of Ontario. Annual financial reports shall reflect the activities undertaken during this timeframe. These reports will allow the Council to confirm that disbursements made coincide with previously approved disbursements.

## **Record Retention**

Regulation 612, section 16, states that "(1) A Catholic School Council shall keep minutes of its meetings and records of all of its financial transactions." It goes on to state "(2) The minutes and records shall be available at the school for examination without charge by any person." "(3) Subsections (1) and (2) do not apply to minutes and records that are more than four years old." As a matter of consistency with other financial record retention requirements, all records are to be maintained on board premises for a period of seven years.

**Caution:** Catholic School Councils are reminded that Regulation 612 of the Education Act governs their activities, responsibilities and reporting requirements. It is the Principal's responsibility to advise Councils when their activities fail to meet the requirements outlined in the regulation and Board policies and procedures.

## **Section 14—Student Councils**

Keeping track of the money raised and spent is considered an educational experience for the students involved. Student Councils require financial reports that show the results of their efforts.

## **Section 15—Changes in Principals**

To ensure that when the Principal changes, basic financial information is transferred to the new Principal and that a financial review is completed.



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: POLICIES – PRIOR TO VETTING  
ADVOCACY EXPENDITURES POLICY (100.9)**


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Prepared by: Giancarlo Vetrone, Superintendent of Business & Finance  
Presented by: Giancarlo Vetrone, Superintendent of Business & Finance  
Date: January 28, 2014

	<p><i>ADVOCACY EXPENDITURES POLICY</i></p> <p>STATEMENT OF POLICY</p>	<p>Section: 100 - Board</p> <p>No: 100.9</p> <p>Adopted: March 27, 2007</p> <p>Revised: NIL</p>
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~~In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports believes in the value of open communication with Governments, Ministries and Education Partners. in order to enhance the implementation of the Board's mission.~~


The Board will support **appropriate** expenditures which deal with advocacy initiatives directed to **G**overnments, **provincial and local organizations** and **M**inistries. ~~and in support of the Board's Mission Statement.~~

~~When desirable and appropriate the advocacy initiatives will also be implemented through the appropriate provincial organizations (i.e. OCSTA).~~

The Director of Education will **issue** establish **A**administrative **G**uidelines for the implementation of this policy.

**References:**

- Niagara Catholic – Employee Code of Conduct and Ethics Policy (201.17)
- Trustee Code of Conduct Policy (100.12)

	<p><i>ADVOCACY EXPENDITURES POLICY</i></p> <p>ADMINISTRATIVE GUIDELINES</p>	<p>Section: 100 - Board</p> <p>No: 100.9</p> <p>Adopted: March 27, 2007</p> <p>Revised: NIL</p>
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~~The Director of Education will recommend to the Board the appropriate expenditures relating to the membership fees and other costs levied by trustee associations.~~

1. The Director of Education shall recommend for Board approval the appropriate and desirable expenditures which relate to advocacy and lobbying initiatives involving ~~G~~governments, provincial and local organizations and ~~M~~inistries.
2. Expenditures related to attending events specific to fundraising by political parties or local politicians will not be approved.
3. Report Cards and Annual Reports shall not be used to advocate a particular position or point of view.
4. The use of students as vehicles for Board or school advocacy initiatives to the public, education partners and ~~G~~governments, shall be consistent with the Board's Mission Statement.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: POLICIES – PRIOR TO VETTING  
ANAPHYLAXIS POLICY (302.1)**


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Prepared by: Yolanda Baldasaro, Superintendent of Education  
Presented by: Yolanda Baldasaro, Superintendent of Education  
Date: January 28, 2014

	<b>ANAPHYLAXIS</b>	
	STATEMENT OF POLICY	
	Section:	300 – Schools/Students
	No:	302.1
	Adopted:	April 28, 1998
	Revised:	June 15, 2010


In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board will support schools in establishing an environment that reduces the risks for all students who suffer severe, life threatening allergic reactions (Anaphylaxis) to certain foods, and/or insect bites and in developing an appropriate intervention plan for those students. This policy is intended to be in full compliance with Sabrina’s Law – An Act to Protect Anaphylactic Pupils.

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

***References:***

[Sabrina’s Law, 2005, S.O. 2005, c.7](#)  
[Anaphylaxis in Schools & Other Settings, 2nd 3<sup>rd</sup> Edition, Canadian Society of Allergy and Clinical Immunology](#)  
[www.anaphylaxis.ca](http://www.anaphylaxis.ca)  
[www.aaia.ca](http://www.aaia.ca)



	<b>ANAPHYLAXIS</b>  <b>ADMINISTRATIVE GUIDELINES</b>	Section:	300 – Schools/Students
		No:	302.1
		Adopted:	April 28, 1998
		Revised:	June 15, 2010

**DEFINITION:**

Anaphylaxis is a **severe life threatening form of allergic reaction**. An allergen is a substance capable of causing an allergic reaction. Possible allergic symptoms are many and may rapidly lead to severe permanent injury, coma and/or death. There is no clinical method to predict the severity or progression of a reaction.

~~Certain Foods, such as peanuts, tree nuts (e.g. almond, cashew, hazelnut, pistachio), other nuts, fish, shellfish, eggs, milk, sesame, soy and wheat, insect stings (e.g. yellow jackets, hornets, wasps, honey bees), latex products and medications are the most common allergens that produce anaphylaxis.~~

Anaphylaxis requires **immediate** first aid response and **immediate** medical intervention.

The terms student and pupil are interchangeable in these administrative guidelines.

**ANAPHYLACTIC REACTION – POSSIBLE SIGNS AND SYMPTOMS:**

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen. In rarer cases, the time frame can vary up to several hours after exposure. The ways these symptoms occur can vary from person to person and even from episode to episode in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

**Skin system:** hives, swelling, itching, warmth, redness, rash

**Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing, swelling of tongue

**Gastrointestinal system (stomach):** nausea, pain/cramps, vomiting, diarrhea

**Cardiovascular system (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock

**Other:** anxiety, feeling of “impending doom”, headache, weakness, uterine cramps, metallic taste

Because reactions are unpredictable, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past. It is important to note that anaphylaxis can occur without hives. If an allergic person expresses any concern that a reaction might be starting, the person should always be taken seriously.

**PURPOSE:**

The procedures outlined will establish an appropriate response when a parent/guardian or adult student indicates to the Principal, in writing, that the student is at risk for anaphylaxis and that the student will require assistance at the first sign of any allergic reaction. **When in doubt,**



administer appropriate medication unless otherwise specified in writing by the student's allergist or physician.

## PROCEDURES

1. The parent/guardian or adult student must inform the Principal, in writing, that his/her child or he/she is at risk for anaphylaxis, and must outline the possible symptoms and requested intervention by school staff on the **Anaphylaxis Emergency Plan form (Appendix C)**.
2. The parent/guardian or adult student shall familiarize him/herself with Board Policy and School Anaphylaxis Administrative Guidelines (Board Policy No. 302.1).
3. The parent/guardian or adult student shall provide the required medication to the school with instructions for intervention on a completed copy of the Anaphylaxis Emergency Plan form (Appendix C).
4. The Emergency Plan will include:

A completed copy of the Anaphylaxis Emergency Plan form (Appendix C).
5. A copy of the current Anaphylaxis Emergency Plan form (Appendix C) must be filed in the student's OSR and copies must be located in the areas designated by the Principal. The form must be readily available in the event of emergency.
6. The Principal shall establish and maintain a School Anaphylaxis Management Plan. The plan shall include the development and maintenance of strategies that reduce the risk of exposure to anaphylactic agents in all areas of the school (Appendix A).
7. In a school, where a student has been identified as at risk for anaphylaxis, the Principal shall enlist the support and co-operation of all staff, students and parents/guardians so as to reduce the potential risk to the student.
8. Elementary Principals shall send a letter to the parents/guardians of the other students in the classroom of the at risk student informing them of the situation and requesting that the specific allergens not be sent to school (Appendices E,F: Sample Letter to Parents/Guardians).
9. Elementary and Secondary Principals shall also send communication home to all members of the school community (School Newsletter – Appendix G) indicating the presence of a student(s) with a life threatening allergic condition outlining the need to take appropriate action by requesting parents/guardians and students to cooperate by refraining from sending specific foods to school. In addition, elementary and secondary principals shall inform the school community about the Anaphylaxis Policy and Administrative Guidelines in the Student Handbook (Appendix B).
10. Prior to or on the 1st day of school each year, it is the responsibility of the parent/guardian or student (at the age of majority) to initiate the process again and present the school with updated information and appropriate and up-to-date medication (check expiry date).
11. At the end of the school year the parent/guardian will be contacted to pick up the unused medication. If the parent/guardian does not comply, the Principal/Designate will take the medication to a local pharmacy.

## **STAFF DEVELOPMENT AND TRAINING**

All teaching, support staff and others at the school must familiarize themselves with students/staff members who are at risk for anaphylaxis. They will receive training in recognizing and responding to the signs and symptoms to anaphylactic reaction on an annual basis.

A Niagara Region Public Health ~~Department~~ Nurse from the School Health Program shall be contacted to provide training to all staff on giving the epinephrine auto-injector (e.g. EpiPen® or ~~first dose of Twinject®~~ **Alleject™**) at the beginning of each school year or as soon as an at-risk individual(s) has been identified at the school.

Should staff change at any time throughout the year, it is the responsibility of the Principal to inform and provide training for new staff member(s) and occasional teachers.

## **GENERAL ANAPHYLAXIS EMERGENCY GUIDELINES:**

### **INDIVIDUALS KNOWN TO BE AT RISK FOR ANAPHYLAXIS**

When a person is known to be at risk of anaphylaxis displays initial symptoms, then it must be presumed that the person is in need of the assistance outlined in the Anaphylaxis Emergency Plan form (Appendix C). IMMEDIATE intervention is essential, unless otherwise specified by the student's allergist/physician. No ill side effects will result from the administration of emergency medication if he/she is not experiencing an anaphylactic reaction. Unless otherwise specified in writing, the following steps are to be followed when a student is experiencing a known or suspected anaphylactic reaction:

GIVE EPINEPHRINE AUTO-INJECTOR (e.g. EpiPen® or ~~first dose of Twinject®~~ **Alleject™**) immediately (Appendix H). Note the time the epinephrine auto-injector was administered.

CALL 911 (AMBULANCE) and inform the dispatcher that an individual is having a life threatening allergic reaction (anaphylactic reaction).

NOTIFY PARENT/GUARDIAN.

### **In a Case where an Ambulance Does Not Arrive:**

If the ambulance has not arrived within 5 to 15 minutes and if the reaction continues or worsens, give a second epinephrine auto-injector (e.g. EpiPen® or ~~first dose of Twinject®~~ **Alleject™**).

Even if symptoms subside entirely, this student must be taken to the hospital by ambulance.

### **INDIVIDUALS NOT KNOWN TO BE AT RISK OF ANAPHYLAXIS**

A student/person not known to be at risk for anaphylaxis may also display symptoms of severe allergic reaction. In such circumstances, school staff should assess the situation and take action as would be appropriate for any other illness/injury/emergency incident, **including administration of epinephrine.**

**EMERGENCY USE OF EPINEPHRINE AUTO-INJECTOR**

**In either case, where individuals are known or not known to be at risk of anaphylaxis, and should ANAPHYLAXIS appear imminent, any available epinephrine auto-injector (e.g. EpiPen® or ~~first-dose-of-Twinject®~~ Allegect™) must be used. Please follow the General Anaphylaxis Emergency Guidelines (Appendix H).**

In this circumstance, the parent/guardian of the student or adult student whose epinephrine auto-injector was used in the above emergency situation must be notified immediately by the Principal/designate. The Principal will make arrangements with the parent/guardian/adult student for a replacement epinephrine auto-injector at the Board's expense.



## APPENDIX A

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### DIVISION OF RESPONSIBILITIES

Increased safety for students at risk for anaphylaxis in a school setting depends on the cooperation of the entire school community.

To minimize risk of exposure, and to ensure rapid response to emergency, parents/guardians, students and school personnel must understand and fulfill their responsibilities.

#### RESPONSIBILITIES OF PARENTS/GUARDIANS OF AN ANAPHYLACTIC CHILD

- Be informed of the Niagara Catholic District School Board's Anaphylaxis Administrative Guidelines and School Anaphylaxis Management Plan.
- Complete and authorize Anaphylaxis Emergency Plan form (Appendix C) that has been approved by the student's allergist/physician.
- Review both the Anaphylaxis Emergency Plan form (Appendix C) and the procedures for reducing risk with school personnel annually.
- Provide transportation for their child until emergency procedures are in place for busing.
- Provide a MedicAlert<sup>®</sup> bracelet for their child.
- Inform the school of their child's allergies.
- Provide the school with current medical instructions from their physician for administering auto-injector.
- Provide the school with up-to-date and sufficient number of epinephrine auto-injectors (e.g. EpiPen<sup>®</sup> or first dose of ~~first dose of Twinject<sup>®</sup> Allegect<sup>™</sup>~~) for the entire school year.
- Provide and maintain up-to-date emergency contact information to the school.
- Provide support to school and teachers, as requested.
- Provide in-service for staff, if requested.
- Assist in school communication plans.
- ~~Supply information for school publications~~
  - ~~recipes~~
  - ~~foods to avoid~~
  - ~~alternate snack suggestions~~
  - ~~resources~~
- Be willing to provide safe foods for special occasions (if appropriate).
- Teach their child:
  - to recognize the signs and symptoms of an anaphylactic reaction;
  - to know where medication is kept and who can get it;
  - to carry his/her own epinephrine auto-injectors (e.g. EpiPen<sup>®</sup> or ~~first dose of Twinject<sup>®</sup> Allegect<sup>™</sup>~~) in a fanny-pack;
  - to not share snacks, lunches or drinks;
  - to understand the importance of hand-washing, and to wash hands before and after eating;
  - to report bullying/threats/harassment to an adult in authority;
  - to take as much responsibility as possible for his/her own safety.
- Welcome other parent/guardian calls with questions about safe foods.
- Participate in advisory/support groups.



## RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

### With Parent/Guardians and Students:

- Develop an individual **Anaphylaxis Emergency Plan** for each student who has an anaphylactic allergy, in consultation with student's parent(s)/guardian(s).
- Work closely with the parents/guardians of anaphylactic students.
- Develop a School Anaphylaxis Management Plan to implement the Board Policy and Guidelines for reducing risk of anaphylaxis in all areas of the school, reviewed on an annual basis with school staff at the beginning of each school year.
- Ensure completion of all necessary forms by parents/guardians: Appendix C - Anaphylaxis Emergency Plan at registration and to update the information on an annual basis.
- Direct parents/guardians of anaphylactic students to relevant Board and school policies and procedures and provide the opportunity to review them together.
- Inform all students, staff and parents/guardians that students with life-threatening allergies are in attendance and ask for their support.
- Communicate with the Catholic School Council to increase awareness of anaphylaxis and the role of the school in helping to protect students with life-threatening allergies.
- Advise the parents/guardians of other students on the school bus, explaining anaphylaxis and the need for their cooperation.

### With School Staff:

- Maintain a file for each anaphylactic pupil of current treatment and other information, including a copy of any prescriptions and instructions from the student's physician and a current emergency contact list.
- Inform all students, staff and parents/guardians that students with life-threatening allergies are in attendance and ask for their support.
- Post allergy-alert forms in the staff room, classroom, office and other appropriate rooms.
- Post ~~information about~~ Anaphylaxis **Emergency Plans** at appropriate places in the school (Appendix C).
- Maintain up-to-date emergency contacts and telephone numbers in the school office.
- Ensure that staff and volunteers have received instructions with giving an epinephrine auto-injector (e.g. EpiPen® or ~~first dose of Twinject®~~ **Alleject™**).
- Practice emergency procedures with all staff.
- In cooperation with the parents/guardians and classroom teacher, may implement a "buddy" system to enhance safety.
- Ensure that occasional teachers and support staff are informed of the presence of an anaphylactic student and procedures.
- Arrange for annual in-services with all staff.
- Store epinephrine auto-injectors (e.g. EpiPen® or ~~Twinject®~~ **Alleject™**), labeled and in an easily accessible location known to all staff.
- **Ensure that surfaces such as tables, toys, etc. are carefully cleaned of contaminating foods.**

### With Executive Director, Niagara Student Transportation Services:

- Complete and submit the annual memorandum from Transportation Services regarding Anaphylactic Students Using Transportation to the Executive Director, Niagara Student Transportation Services.
- Inform the Executive Director, Niagara Student Transportation Services of any problems reported regarding busing and the safety of anaphylactic students.
- Establish and implement procedures prohibiting eating on the school bus.
- Advise the bus driver of the presence of a student with life-threatening allergies on his/her bus.
- Advise the parents/guardians of other students on the school bus, explaining anaphylaxis and the need for their cooperation.

## Other:

- Establish safety procedures for field trips and extra-curricular activities as it applies to an anaphylactic student. Additional epinephrine auto-injectors (e.g. EpiPen® or ~~Twinject®~~ **Alleject™**), should be brought on field trips. Communicate with parent/guardian prior to activity.
- Conduct spot checks along with staff to reinforce the student's responsibility to carry epinephrine auto-injectors (e.g. EpiPen® or ~~Twinject®~~ **Alleject™**) and wear MedicAlert® notification.
- In the event, an elementary student who has a known food allergen in his/her lunch shares a classroom with a student with life-threatening allergies, the Principal must provide an alternate eating location for them to eat separately. Secondary **School** Principals must provide an alternate eating location for students with life-threatening allergies on request.
- Caterers or other businesses that supply food or food services to cafeterias within the jurisdiction of the Niagara Catholic District School Board must, as part of their contractual agreement, ~~refrain from using foods with peanut butter or peanut oil products and nuts~~ **ensure personnel are trained to reduce the risk of cross-contamination through purchasing, handling, preparation and serving of food and clearly identify the contents of foods served.**
- ~~Principals, staff and parents/guardians who arrange for the supply of food or food services for special events should be advised of the requirement to refrain from using food with peanut butter or peanut oil products.~~ **Principals, parents and food service staff should work closely together to ensure that food being served during lunch and snack programs is appropriate. If there is any uncertainty, food-allergic children should only eat food which parents have approved.**
- ~~When selecting fund raising activities, the principal shall be aware of the potential impact certain foods/ingredients may have upon anaphylactic students and act accordingly. Ingredients should be listed for all donated baked goods.~~
- **Ensure a safe eating environment for children with food allergies which is agreeable to the allergic child and his/her parents/guardians.**

## RESPONSIBILITIES OF THE CLASSROOM TEACHER

- Participate in the review of the Anaphylaxis Emergency Plan (Appendix C) for students in his/her classroom with life-threatening allergies.
- Participate in regular training about anaphylaxis and epinephrine auto-injectors (e.g. EpiPen® or ~~first dose of Twinject®~~ **Alleject™**).
- Display a photo-poster in the classroom, with parental approval and regard to the privacy needs of older students.
- Discuss anaphylaxis with the class in age-appropriate terms.
- Advise students not to share lunches, food implements or trade snacks.
- ~~Choose allergy free foods for classroom events.~~
- Choose alternatives to using food as a reward.
- Establish procedures to encourage the anaphylactic student to eat only what he/she brings from home.
- Reinforce hand-washing **with soap and water** before and after eating for all students.
- Advise students of disposing all food refuse properly.
- Facilitate communication with other parents/guardians.
- In cooperation with the parents/guardians and the ~~p~~Principal, may implement a “buddy” system to enhance safety.
- Follow the school and Board policies for reducing risks in classrooms and common areas.
- Conduct spot checks to reinforce the student's responsibility to carry epinephrine auto-injectors (e.g. EpiPen® or ~~first dose of Twinject®~~ **Alleject™**) and wear MedicAlert® notification.
- ~~Leave information~~ **the Anaphylaxis Emergency Plan(s)** in an organized, prominent and accessible format for occasional teachers, parent/guardian volunteers, or others who may have occasional contact.
- Plan appropriately for field trips. Communicate with parent/guardian prior to activity.
- Ensure that Anaphylaxis Emergency Plan (Appendix C) is considered, and epinephrine auto-



injectors (e.g. EpiPen® or Twinject® Allegect™) are taken.

- Adult supervision of young children who are eating is strongly recommended.

#### RESPONSIBILITY OF EXECUTIVE DIRECTOR, NIAGARA STUDENT TRANSPORTATION SERVICES

- Ensure that the bus company is familiar with the Board's Policy and Administrative Guidelines on Anaphylaxis (Board Policy No. 302.1).

#### RESPONSIBILITIES OF BUS OPERATORS AND BUS DRIVERS

- Ensure that all bus drivers are familiar with the Board's Policy and Administrative Guidelines on Anaphylaxis (Board Policy No.302.1) and follow bus company policy procedures for anaphylactic students.
- Participate in training offered by the bus company.

#### RESPONSIBILITIES OF PUBLIC HEALTH/SCHOOL NURSE

- Consult with and provide information to parents/guardians, students, and school personnel.
- Participate and/or conduct in-services, including training, in the use of epinephrine auto-injectors (e.g. EpiPen® or ~~first dose of Twinject®~~ Allegect™).
- Assist in developing Anaphylaxis Emergency Plan form (Appendix C) when requested.
- Refer known cases of anaphylaxis to the school principal.
- Be available as a school resource.

#### RESPONSIBILITIES OF ANAPHYLACTIC STUDENTS

- Take as much age-appropriate responsibility as possible for avoiding allergens.
- Eat only foods brought from home or approved by parents/guardians for consumption.
- Take responsibility for checking labels and monitoring intake (as age appropriate).
- Wash hands frequently with soap and water and always before eating.
- Learn to recognize symptoms of an anaphylactic reaction (as age appropriate).
- Promptly inform an adult, as soon as suspected accidental exposure occurs or symptoms appear.
- Carry epinephrine auto-injectors (e.g. EpiPen® or ~~Twinject®~~ Allegect™) at all times as soon as age appropriate.
- Wear MedicAlert® identification.
- Know how to use the epinephrine auto-injector (e.g. EpiPen® or ~~Twinject®~~ Allegect™) (as age appropriate).

#### RESPONSIBILITY OF SCHOOL COMMUNITY

- Respond co-operatively to requests from the school to ~~eliminate~~ reduce allergens from packed lunches, snacks and special occasions etc.
- Participate in parent/guardian information sessions.
- Encourage students to respect an anaphylactic student and school policies.
- ~~Inform the teacher prior to distribution of food products to any students in the school.~~

#### RESPONSIBILITIES OF ALL STUDENTS (AS AGE APPROPRIATE)

- Learn to recognize symptoms of anaphylactic reaction.
- Avoid ~~Do not sharing~~ share food, especially with anaphylactic students.
- Follow school rules about ~~keeping~~ reducing allergens out of in the classroom and washing hands.
- Refrain from bullying/teasing/harassing a student with a food allergy.
- Wash hands with soap and water before and after eating.

- Dispose all food refuse properly.
- Respect the rights and needs of others.



## APPENDIX B

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### GENERAL INFORMATION

#### DEFINITION

##### **Anaphylaxis**

~~Anaphylaxis is a severe life-threatening form of \*allergic reaction. An allergen is a substance capable of causing an allergic reaction. Possible allergic symptoms are many (see below) and may rapidly lead to severe permanent injury, coma and/or death. There is no clinical method to predict the severity or progression of a reaction.~~

Anaphylaxis (pronounced *anna-fill-axis*) is a serious allergic reaction that is rapid in onset and may cause death. An allergen is a substance capable of causing an allergic reaction. Upon first exposure, the immune system treats the allergen as something to be rejected and not tolerated. This process is called *sensitization*. Re-exposure to the same allergen in the now-sensitized individual may result in an allergic reaction, which in its most severe form, is called *anaphylaxis*.

Foods such as peanuts, tree nuts (e.g. almond, cashew, hazelnut, pistachio), fish, shellfish, eggs, milk, sesame, soy and wheat as well as insect stings (e.g. yellow jackets, hornets, wasps, honey bees), latex products and medications, are the most common allergens that produce anaphylaxis. Anaphylaxis requires immediate first aid response and immediate medical intervention.

Although many substances have the potential to cause anaphylaxis, the most common triggers are foods and insect sting (e.g. yellow jackets, hornets, wasps, honey bees). In Canada, the most common food allergens that cause anaphylaxis are: peanut, tree nuts (almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, walnuts), milk, egg, seafood (fish, shellfish, crustaceans), soy, wheat, mustard and sulphites (a food additive). Health Canada requires these 'priority allergens' to always be identified on food labels by their common names.

#### IDENTIFICATION

~~In many cases, the medical diagnosis of anaphylactic allergies is made at a pre-school age, on early exposure to the allergen. The severity of a reaction cannot be predicted. People seldom "grow-out" of the condition as they age and there is no cure. Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an allergen. In rarer cases, the time frame can vary up to several hours after exposure. The ways these symptoms occur can vary from person to person and even from episode to episode in the same person.~~

Symptoms of anaphylaxis generally include two or more of these four body systems: skin, respiratory, gastrointestinal and/or cardiovascular. However, low blood pressure alone (i.e. cardiovascular system), in the absence of other symptoms, can also represent anaphylaxis.

#### INITIAL SCHOOL INVOLVEMENT

Typically, the young child has previously had an unusual reaction to the allergen before entering the school system. The allergic reaction prompts the parent/guardian to seek medical treatment and subsequently a diagnosis of high risk for anaphylaxis is made. When the child reaches school age, the child's parents/guardians notify the school of the condition and outline the expected response. While it is unlikely that the parent/guardian of a young child will fail to fully inform the school of the child's high risk of anaphylaxis, school intake procedures should seek to identify those students at risk for anaphylaxis.



## QUANTITY OF ALLERGEN AVOIDANCE STRATEGIES

The exact amount of allergen necessary to produce anaphylaxis varies from individual to individual and may vary from episode to episode. Even minute quantities of the allergen are sufficient to produce a life-threatening reaction in many victims. The only way to stay safe is absolute avoidance of the allergen, in any amount. Research demonstrates that accidental ingestion of very small quantities of the allergen, via cross contamination, is a typical cause of anaphylactic reactions and that the allergic person believes the food to be allergen-free.

Avoidance is the cornerstone of preventing an allergic reaction. Much can be done to reduce the risk when avoidance strategies are developed. General recommendations for food and insect stings are provided in *Anaphylaxis in Schools & Other Settings, 3<sup>rd</sup> Edition*.

For food-allergic individuals, the key to remaining safe is avoidance of the food allergen. It must be stressed that very small or minute amounts of certain foods can cause severe reactions when ingested. This may happen if a person at risk touches an allergenic substance and then subsequently touches the mouth. Even a very small amount 'hidden' in a food or a trace amount of an allergen transferred to a serving utensil has the potential to cause a severe allergic reaction.

While it is difficult to completely eliminate all allergenic ingredients due to hidden or accidentally introduced sources, it is possible and extremely important to reduce the risk of exposure to them. Effective ingredient label reading, special precautions for food preparation, proper hand washing and cleaning go a long way toward reducing the risk of an accidental exposure.

Examples of cross contamination:

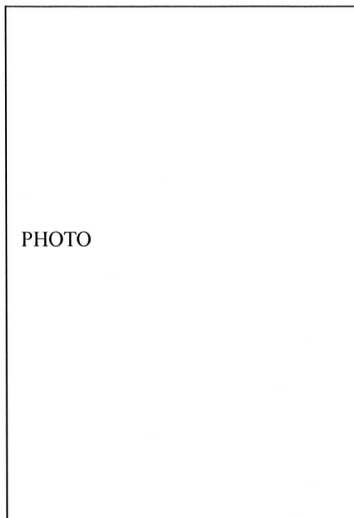
1. A spoon is used to stir chocolate syrup into milk. The same spoon is accidentally used to stir chocolate syrup into soy beverage. The milk-allergic person reacts upon taking a sip of the chocolate soy beverage.
2. After eating peanut butter at home, Student A goes to school. At school, Student A works at a keyboard and transfers trace quantities of the allergen from his/her hand to the keyboard. Student B subsequently works at the same keyboard and picks up traces of the allergen on his/her hands. Upon wiping his/her eyes, Student B experiences a reaction. This example illustrates the porous nature of peanut butter and the importance of hand washing for both students.  
**Students sharing food with an allergic child.**



## Appendix C

Anaphylaxis Emergency Plan: \_\_\_\_\_ (Name)

**This person has a potentially life-threatening allergy (anaphylaxis) to:**



(Check the appropriate boxes)

- Peanut **Food(s):** \_\_\_\_\_
- Insect stings
- Other: \_\_\_\_\_
- Tree nuts \_\_\_\_\_
- Egg \_\_\_\_\_  Latex \_\_\_\_\_
- Milk \_\_\_\_\_  Medication \_\_\_\_\_

Food: The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. People with food allergies should not share food or eat unmarked/ bulk foods or products with a “may contain” warning.

Epinephrine Auto-Injector: Expiry date: \_\_\_\_\_ / \_\_\_\_\_

- Dosage:
- EpiPen® Jr 0.15 mg  EpiPen® 0.30 mg
  - Twinject® 0.15 mg  Twinject® 0.30 mg
  - EpiPen®  0.15 mg  0.30 mg
  - Allerject™  0.15 mg  0.30 mg

Location of Auto-Injector(s): \_\_\_\_\_

- Previous anaphylactic reaction: Person is at greater risk.
- Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

**A person having an anaphylactic reaction might have ANY of these signs and symptoms:**

- Skin system: hives, swelling, itching, warmth, redness, rash
  - Respiratory system (breathing): coughing, sneezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
  - Gastrointestinal system (stomach): nausea, pain/cramps, vomiting, diarrhea
  - Cardiovascular system (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
  - Other: anxiety, feeling of “impending doom”, headache, uterine cramps, metallic taste
- Early recognition of symptoms and immediate treatment could save a person’s life.

**Act quickly. The first sign of a reaction can be mild, but symptoms can get worse very quickly.**

1. Give epinephrine auto-injector (e.g. EpiPen® or Twinject® **Allerject™**) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.) Note the time the epinephrine auto-injector was administered.
2. Call 9-1-1 or local emergency medical services, Tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine in 5 to 15 minutes IF the reaction continues or worsens.
4. Go to the nearest hospital immediately (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 hours).
5. Call emergency contact person (e.g. parent, guardian).

**Emergency Contact Information**

Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient’s physician.

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of The Education Act, c. 129, s. 60 and will be used for the purposes of the Emergency Allergic Reaction Form and Obtaining Consent for Intervention during an Emergency Allergic Reaction. Questions about this collection should be directed to the Superintendent of Education — Student Achievement, K-12 at the Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 Telephone 905-735-0240.

In accordance with the Municipal Freedom of Information and Protection of Privacy Act, I give consent for the pertinent medical information

\_\_\_\_\_

concerning my child to be released as required. I have read and reviewed Appendix A: Division of Responsibilities regarding Anaphylaxis, Policy No. 302.1.

Patient/Parent/Guardian Signature

Date

Physician Signature

Date



## APPENDIX E

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### SAMPLE LETTER [A] TO PARENTS/GUARDIANS

[To inform school community about Anaphylaxis]

(Elementary)

Dear Parents/Guardians,

~~We have some students in \_\_\_\_\_ class [teacher's name and grade] with Anaphylaxis; a potentially life threatening condition caused by an allergic reaction to certain foods, insect stings, medications, products, etc. It can lead to loss of life in as little time as five minutes if not responded to immediately. If a student has an allergic reaction he/she must be given a epinephrine auto injector (e.g. EpiPen® or first dose of Twinject®) immediately and rushed to hospital.~~

~~Some students have a life threatening food allergy to peanut products that is triggered through taste and touch. A reaction arises from the allergen entering the student's body. Traces of peanut butter or oil can get on the bus seats or playground equipment, desks and personal belongings. These trace amounts can cause a life threatening reaction.~~

~~What can parents/guardians do to help?~~

~~We wish to keep these students alive and healthy and need your assistance to help prevent accidental exposure. Please do not send any peanut butter/nuts/peanut oil snacks or products that list peanuts/nuts/peanut oil in the list of ingredients because they crumble and/or particles stick to the furniture. Parents/guardians are asked to read labels carefully for products that may contain nut products.~~

~~Within our school community, there are several students who have a potentially life-threatening allergy (anaphylaxis) to foods, predominantly to peanuts and tree nuts(e.g. almond, cashew, hazelnut, pistachio).~~

~~We feel the best way to reduce the risk of accidental exposure to these students is to respectfully ask for the co-operation of the parents/guardians within this school community to avoid sending peanut butter or products with peanuts listed in the ingredients.~~

~~There is a wide range of nutritious snacks: fruits, vegetables, and cheese as well as nut free snack products available. In addition to the obvious peanut butter sandwiches and cookies, please avoid any snacks with peanut/nut/peanut oil products in them. Please check all ingredients **foods available to pack for your child.** Visit [www.eatrightontario.ca](http://www.eatrightontario.ca) for suggestions.~~

~~For **M**ore information is available at **on anaphylaxis, visit** [www.anaphylaxis.ca](http://www.anaphylaxis.ca) or [www.aaia.ca](http://www.aaia.ca)~~

~~What is the school doing to help?~~

~~We are talking to the students about Anaphylaxis and showing age appropriate videos. Young students view the video, "The Elephant Who Couldn't Eat Peanuts." We are working hard at preventing accidental exposure. It is also important that we have common routines throughout the entire school. Since there is team teaching and many shared areas (washrooms, fountains, gym, library, computers,~~



etc.) students are at risk of coming in contact with allergens. The teachers will explain the importance of the following health and safety routines to the students in their classrooms:

1. Wash your hands with soap and water before and after eating.
2. Do not bring food that contains peanuts/tree nuts ~~or nut products or other allergens.~~
3. Do not accept food from other students especially if you have food allergies.
4. Snacks are not permitted outside in the schoolyard.
5. Dispose of all food refuse properly.

Preventative safety measures for Anaphylaxis are now commonplace in our schools. Our Board has a policy in place to help ensure the safety of our students. ~~Since we are endeavoring to have an “allergen safe” classroom, if a student in the class forgets and brings a peanut butter product to school, the student will be permitted to eat his/her lunch in a safe area. While we understand that it is difficult to ensure a completely peanut free school, we hope that with your support this action will not be necessary.~~

We would ask you to talk to your children about these preventative safety measures, which are going into effect immediately. Please sign the tear off form below to ensure you have received this information and return it to the classroom teacher tomorrow. Your questions and suggestions are most welcome. Your co-operation in this matter is greatly appreciated.

Yours in Catholic Education,

Principal

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### ANAPHYLAXIS SAFETY NOTICE

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

I have read the safety recommended notice and am aware of the Board's Anaphylaxis policy and precautions for the safety of students with Anaphylaxis.

Parent/Guardian's Signature: \_\_\_\_\_

Comments below:

## APPENDIX F

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### SAMPLE LETTER [B] TO PARENTS/GUARDIANS

[To inform school community about Anaphylaxis]

(Elementary)

Dear Parents/Guardians,

I hope you will consider this letter very carefully and join the staff in taking care to ensure the safety of all the students in the school.

A number of our students have a condition called Anaphylaxis, which is a severe life threatening form of allergic reaction that can result in death for the student. **potentially life-threatening allergy (anaphylaxis) to peanuts and tree nuts (e.g. almond, cashew, hazelnut, pistachio).** These students are in various grades and we must all join together to ensure their safety. A student with this condition can be allergic to peanuts, but also to foods such as tree nuts, fish, shellfish, eggs, milk, sesame, soy and wheat as well as insect stings from bees, wasps, latex products and medications.

Parents/guardians of all students are requested to refrain from sending any foods containing peanut/nut products in their children's lunches and snacks. All the students in the school must strictly adhere to the following guidelines:

**I ask respectfully that families cooperate by enjoying peanut/tree nut-containing products at home (please do not send to school).**

1. All foods must be eaten in the classroom – absolutely not outside or on the bus.
2. Food is not to be shared with other students.
3. Utensils are not to be shared with other students.
4. Hands are to be washed before and after eating **with soap and water**. ~~Traces of allergens can get on the bus seats or playground equipment, desks, and personal belongings.~~
5. Dispose of all food refuse properly.
5. ~~Parents/guardians are asked to read labels carefully for the following products that may contain peanuts/nut products or allergens: granola bars, crackers, chocolate bars, cookies, some cereals, any store baked goods or snacks.~~

On behalf of the students and their parents/guardians, I thank you for your co-operation.

Yours in Catholic Education,

Principal



## APPENDIX G

## ELEMENTARY &amp; SECONDARY NEWSLETTER INSERT

[To inform school community about Anaphylaxis]

Anaphylaxis Policy

At the beginning of every school year, we remind all students and parents/guardians of our Board's Anaphylaxis Policy.

At \_\_\_\_\_ [school name] we have Emergency Guidelines, which clearly state what medical procedures must occur for those students who have various life-threatening medical conditions.

We are reminding all students and parents/guardians that we have students in our school who are known to have a potentially life-threatening allergy called Anaphylaxis.

~~Anaphylaxis is a severe life threatening form of allergic reaction. It may begin with severe itching of the eyes or face; a sense of constriction in the throat, then other symptoms such as vomiting, diarrhea and difficulty with breathing may develop. This may lead to coma and death. Foods such as peanuts, other nuts, fish, shellfish, eggs, milk, and wheat as well as insect stings from bees and wasps, latex products and medication, are the most common allergens that produce anaphylaxis.~~

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. While fatalities are rare, anaphylaxis must always be considered a medical emergency requiring immediate treatment.

Symptoms of anaphylaxis generally include two or more of these four body systems: skin, respiratory, gastrointestinal and/or cardiovascular. However, low blood pressure alone (i.e. cardiovascular system), in the absence of other symptoms, can also represent anaphylaxis. Breathing difficulties and low blood pressure are the most dangerous symptoms and both can lead to death if untreated. Anaphylaxis is an unpredictable condition as signs and symptoms can vary from one person to the next and from one episode to another in the same person.

In Canada, the most common food allergens that cause anaphylaxis are: peanut, tree nuts (almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, walnuts), milk, egg, seafood (fish, shellfish, crustaceans), soy, wheat, mustard and sulphites (a food additive).

Anaphylaxis requires immediate first aid response and immediate medical intervention.



## APPENDIX H

## GENERAL ANAPHYLAXIS EMERGENCY GUIDELINES

1. Administer the epinephrine auto-injector (e.g. EpiPen® ~~first dose of Twinject®~~ Alleject™).

Don't hesitate. It can be life saving. Note the time the epinephrine auto-injector was administered.

The student should rest quietly. DO NOT SEND THE STUDENT TO THE OFFICE.

To give epinephrine auto-injector:

EpiPen® (Grey safety cap)

- ~~Remove yellow or green cap from carrying case.~~
- ~~Grasp the Auto-Injector with black tip pointing downward.~~
- ~~Pull off grey safety cap.~~
- ~~Place black tip against mid-outer thigh and press firmly until the Auto-Injector activates. (This may be done through light or a single layer of clothing if necessary (no thicker than jeans). A click will be heard.~~
- ~~Hold and Wait for fluid to enter body counting slowly to 10 (10 seconds—an accurate way to count: one-one thousand, two-one thousand, etc.) and then remove.~~
- ~~Massage injected area for 10 seconds.~~
- ~~Place used auto-injector in case, needle end first and twist cap on.~~

New EpiPen® (Blue safety cap)

- Flip open the yellow cap of the EpiPen® or green cap of the EpiPen® Jr and remove from carrying case.
- Form a fist around the unit with orange tip point down – needle comes out this end; never put thumb, fingers or hand over orange tip.
- With your other hand pull off blue safety release cap.
- Swing at a 90 degree angle, firmly pushing in (so tip does not slide and unit is activated). You will hear a click. Designed to go through clothing.
- Hold firmly against thigh for approximately 10 seconds to make sure mechanism does not retract needle too soon and all medication is delivered.
- Remove unit from thigh – the orange needle cover automatically extends to cover the used needle.

First Dose of Twinject®

- ~~Remove from carrying case.~~
- ~~Pull off GREEN end cap #1 to see a RED tip. Never put thumb, finger or hand over the RED tip.~~
- ~~Pull off GREEN end cap #2.~~
- ~~To inject, place RED tip against mid-outer thigh. Press down firmly. Injects through clothes.~~
- ~~Hold against thigh while slowly counting to ten.~~
- ~~Remove auto-injector.~~
- ~~Place used auto-injector in case.~~

Alleject™

- Pull Alleject™ from outer case.
- Pull off RED safety guard.
- Place BLACK end AGAINST the MIDDLE of the OUTER thigh (through clothing, if



- necessary), then press firmly and hold in place for five seconds.  
• Seek immediate medical or hospital care.

2. HAVE SOMEONE CALL 911 (AMBULANCE) and inform the dispatcher that an individual is having an anaphylactic reaction.
  - The student should be rushed to the hospital by ambulance after administration of epinephrine auto-injector (e.g. EpiPen® or ~~first dose of Twinject® Allegect™~~). Give used epinephrine auto-injector (e.g. EpiPen® or ~~first dose of Twinject® Allegect™~~) to ambulance crew to take to the hospital. Any additional epinephrine auto-injectors (e.g. EpiPens® or ~~first dose of Twinject® Allegect™~~) should accompany the student in case a second injection is required if symptoms persist or recur.
  - The time when the first epinephrine auto-injector was administered should be noted so that the second epinephrine auto-injector (e.g. EpiPen® or ~~first dose of Twinject® Allegect™~~) can be administered in 5 to 15 minutes, if symptoms persist or recur. The provision of an adequate number of EpiPens® or ~~Twinject® Allegect™~~ is the responsibility of the parent/guardian.
3. NOTIFY PARENT/GUARDIAN.
4. If the ambulance has not arrived within 5 to 15 minutes and if the reaction continues or worsens, give a second epinephrine auto-injector (e.g. EpiPens® or ~~first dose of Twinject® Allegect™~~) if available.
5. Even if symptoms subside entirely, this student must go to the hospital by ambulance.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: POLICIES – PRIOR TO VETTING  
STUDENT TRANSPORTATION POLICY (500.2)**


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Prepared by: Giancarlo Vetrone, Superintendent of Business & Finance  
Presented by: Giancarlo Vetrone, Superintendent of Business & Finance  
Date: January 28, 2014

	<b>STUDENT TRANSPORTATION POLICY</b>  <b>STATEMENT OF POLICY</b>	Section:	500 – Auxiliary Services
		No:	500.2
		Adopted:	March 27, 2007
		Revised:	June 15, 2010

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and in accordance with the *Education Act*, school boards may provide home-to-school or school-to-school transportation to for their students who are resident pupils within the Board's jurisdiction. or control. In all cases (other than those situations specified in the *Education Act*), transportation is a privilege, not a right, and it may be withdrawn at any time.

### Eligibility

Transportation may be provided for elementary and secondary school students when the walking distance from the student's residence to their home school is equal to or greater than the distance listed below:

Grade Level	Kilometers
Junior Kindergarten – Senior Kindergarten ELKP	.80
Grades 1 - 8	1.60
Grades 9 - 12	2.50

All distances referenced shall be the shortest walking route, measured from the point at which the laneway or driveway of the student's residence joins the roadway to the nearest roadway or pathway/sidewalk entrance to the school property.

The distance from a student's residence to the bus pickup or discharge location shall not exceed the transportation eligibility distances.

Where a student encounters safety hazards on his/her walk to school with the approval of the Family of Schools Superintendent of Education and the Executive Director of Niagara Student Transportation Services, consideration may be given to providing appropriate transportation for the student.

Transportation may be provided to students with exceptional special education needs, with the approval from the authorized department of the Family of Schools Superintendent of Education and the Superintendent of Education – Special Education.

Transportation may be provided to students, who attend a school other than their home school for approved program attendance, with the approval from the authorized department of the Family of Schools Superintendent of Education and the Superintendent of Education – Program.

Every effort will be made to keep student transportation time from home to school at a reasonable level. Whenever possible and practical, the transportation time is not expected to exceed one hour.

In situations where a student does not qualify for transportation under the Board's normal eligibility criteria, it is the parent's responsibility to ensure that their child gets to and from school safely.

The Director of Education, in consultation with the Niagara Student Transportation Services (NSTS) Consortium, will issue Administrative Guidelines in conjunction with this policy for the implementation of this policy.



*References:*

- *Education Act. R.S. 1990, c.E.2 S.190*
- *Accessibility Standards Policy (800.8)*
- *Niagara Student Transportation Services Consortium*
- *Admission of Elementary and Secondary Students Policy (301.1)*
- *Transportation and School Operations for Inclement Weather Policy (500.1)*
- *Educational Field Trips Policy (400.2)*

	<b>STUDENT TRANSPORTATION POLICY</b>  <b>ADMINISTRATIVE GUIDELINES</b>	Section:	500 – Auxiliary Services
		No:	500.2
		Adopted:	March 27, 2007
		Revised:	September 29, 2008

### RESPONSIBILITIES FOR THE SAFETY OF STUDENTS **(Revised Location in AG)**

Parents should be aware of the Transportation Policy of the Board and of its related Administrative Guidelines and Procedures. **Where a student is eligible for transportation** it is the responsibility of the parents:

- a. To make appropriate arrangements for the safety of their children while they travel from home to school on foot or by other means;
- ~~b. To ensure that the student is adequately supervised while walking to and from school, where a student is not eligible for transportation;~~
- b. To ensure that the student is adequately supervised while walking to and from the bus **designated** stops, where a student is eligible for transportation.
- c. To explain and reinforce the expected behaviour of their children at the designated stop and on the bus.
- d. To develop and review a plan for their children if they miss the transportation service arranged for them.
- ~~e.~~ **e. To notify the school of any pick-up or drop-off location that differs from their home address and any health conditions of their children that may require immediate medical attention.**

### TRANSPORTATION – HAZARDS

Hazards are assessed by Niagara Student Transportation Services annually according to set criteria, in consideration of parental responsibilities and with careful attention to consistency across Niagara.

### TRANSPORTATION – MEDICAL CONDITIONS

Students, with special medical conditions **that are debilitating and of a long-term nature, and that are** as documented by a physician, will be provided with transportation as **required approved by the Family of Schools Superintendent of Education.**

### TRANSPORTATION OF STUDENTS WITH ~~EXCEPTIONAL~~ **SPECIAL EDUCATION NEEDS**

Transportation for students with ~~exceptional~~ **special education** needs will be provided in accordance with the following criteria.:

- a. The Student Support Services' **Special Education** Department, in consultation with the school **Principal** and Niagara Student Transportation Services (NSTS), will determine if a student with special needs requires special transportation that is not the regular bussing provided by the Board. ~~In all cases, staff from the Student Support Services' Department will obtain approval from the Program Officer for Special Education~~ **Superintendent of Education – Special Education.**

## DRAFT

- b. The safety of a student with special needs will be a factor when considering alternative transportation arrangements.
- c. Students, with special medical conditions **that are debilitating and of a long-term nature, and that are** as documented by a physician, will be provided with transportation as ~~required~~ **approved by the Family of Schools Superintendent of Education.**
- d. Students enrolled in a Special Education Class, that is unavailable at the student's home school, will be provided with transportation **with the approval of the Superintendent of Education - Special Education.**
- e. When no such specific education program is involved, parents are responsible for providing transportation for students with special needs attending a school that is outside of their school area.
- f. One school week is required to implement special transportation arrangements.

### **EARLY LEARNING KINDERGARTEN PROGRAM STUDENTS:**

- a. Transportation for Early Learning Kindergarten Program (ELKP) students will be provided on the regular morning and afternoon routes.
- b. When a student is eligible for transportation, parents are responsible for the safety of their child at the designated pick-up and drop-off stop location including being present at the stop location to assist their child on and off of the bus.

### **TRANSPORTATION OF STUDENTS FROM SCHOOL TO SCHOOL FOR PROGRAM ATTENDANCE**

Students enrolled in the following educational programs that are unavailable at the student's home school, will be provided ~~The Board will provide~~ **with home to school or school to school** transportation ~~with respect to the following educational programs, as approved by the appropriate Superintendent:~~

- a. Eucharistic and Liturgical Programs
- b. ~~Spiritual Centre Outdoor Education Programs~~ **Journey Retreat**
- c. Cyberquest ~~Studio~~ Programs
- d. Alternative Co-operative Education Programs
- e. Apprenticeship Preparation Courses
- f. **French Immersion for inbound students within their Family of Schools**
- g. **Identified Specialist High School Major Programs**
- h. **Learning Strategies and Social Skills Programs**

In accordance with the Boards Admission of Elementary and Secondary Students Policy when no such approved educational program is involved, parents are responsible for providing transportation for students attending a school that is outside of their school area.



## **TRANSPORTATION OF STUDENTS TO SUMMER SCHOOL**

Transportation may be provided for students who are authorized to attend secondary school summer courses, as approved by the appropriate Superintendent of Education – Continuing Education. The summer school routes cover a large geographic area with central pick-up and drop-off stop locations and it is the responsibility of the student to report to the designated stop location.

## **TRANSPORTATION OF STUDENTS ON FIELD TRIPS**

Transportation may be provided ~~and funded by the school~~ for students who are authorized to participate in field trips organized by the school, in accordance with ~~the related approved procedures~~. **Board’s Educational Field Trips Policy.**

## **TRANSPORTATION OF STUDENTS ON “LATE BUSES”**

In order to facilitate the participation of students in ~~extra~~ co-curricular activities, the Board will endeavour to provide **transportation** ~~“late bussing”~~ for students who reside in rural areas which are distant from the school. **The “late bus” routes cover a large geographic area with central pick-up and drop-off stop locations.**

## **RESPONSIBILITIES OF STUDENTS**

Students shall be made aware of the following expectations regarding behaviour on buses and taxis at the beginning of each school year. It is the responsibility of ~~the~~ **all** students:

- a. To avoid anything which might disturb the driver or interfere with the safe operation of the vehicle;
- b. To exercise care, caution, good manners and consideration for others;
- c. To refrain from throwing articles inside the bus or out a window;
- d. To obey promptly the instructions of the driver and school patrollers;
- e. To refrain from smoking, drugs and alcohol;
- f. To refrain from using obscene language;
- g. To keep all parts of the body inside the vehicle at all times;
- h. To remain seated at all times;
- i. To be aware of the fact that misbehaviour on buses may result in suspension or loss of transportation privileges.

## **RESPONSIBILITIES OF THE BUS DRIVERS**

Bus drivers shall adhere to applicable laws, regulations and Board **P**olicies. It is the responsibility of the drivers:

- a. To be courteous, kind but firm and above reproach at all times;
- b. To maintain control over the students riding in the vehicle at all times;
- c. To exercise due care and precaution at all times;



- d. To ensure that all students have left the bus before considering the route complete;
- e. To maintain consistent pick-up and discharge **locations and** times and to refrain from changing the bus routes without the approval of the Board;
- f. To refrain from smoking inside the vehicle or on the Board's property;
- g. To dress in a suitable and acceptable manner;
- h. To issue a warning to a student who violates the student bus expectations;
- i. To report to the school Principal, in writing, the name of any misbehaving student, the nature of the misbehaviour and any specific action taken.
- ~~j. To avoid carrying their own under school age children on their school bus without Board approval.~~
- k.j. To respect and secure confidential route and student information provided to perform the transportation service.**

## **RESPONSIBILITIES OF PRINCIPALS**

Principals are responsible for the care and well-being of the students while they are being transported **on approved vehicles**. It is the responsibility of the Principals:

- a. To investigate thoroughly all reported misbehaviour on school vehicles;
- b. To discipline and, if necessary, withdraw or suspend transportation privileges;
- c. To inform parents personally by telephone, and confirm in writing, the details of the disciplinary problem and the action taken;
- d. To encourage and support the use of bus safety education programs for students such as are provided by the Board, bus operators and area police services;
- e. To provide adequate supervision arrangements for the loading and unloading of buses and taxis at their respective schools and be available should a problem arise during the runs;
- f. To notify the parents in writing if a student misbehaves on the bus and inform the parent that further offences may result in the student losing bus riding privileges.**
- g. To encourage and support the use of student transportation safety education programs available through NSTS and transportation operators.**
- £h. To keep student data up to date in the Board's student database, including pick-up and drop-off locations and health related conditions that may require immediate medical attention.**

## RESPONSIBILITIES OF NIAGARA STUDENT TRANSPORTATION SERVICES

Niagara Student Transportation Services (NSTS) is responsible to plan and administer services in accordance with applicable legislation, regulations and Board Policy, Administrative Guidelines. It is the responsibility of NSTS:

- a. To arrange transportation for students within a reasonable amount of time, with due care for safety and in consideration of students with exceptional needs.
- a.b. To ensure the safety of students including consistent pick-up and drop-off stop locations, maintain accurate route manifests, support resolving bus safety and behaviour concerns and to communicate health related conditions of students that may require immediate medical attention.

## OPERATION OF SCHOOL BUSES TRANSPORTATION VEHICLES

Transportation services may be provided to eligible students using contracted school buses, taxis or through services provided by a Public Transit Commission. **All transportation agreements for home to school and school to school service will be held between NSTS and the service operator.**

Where possible, bus stops should be located where the driver has a clear view of the road in both directions for at least 150 metres. (500 feet). Where possible, bus stops should not be located on a steep grade, brow of a hill, or on a blind curve. **Students shall not be discharged on a road or highway until all traffic has come to a complete stop.**

At no time shall the number of passengers in any vehicle exceed the capacity for which the vehicle has been licensed by the Ministry of Transportation. Students are not permitted to stand on school buses as a result of a lack of seating spaces (other than for a few start-up days when passenger loads are being assessed and adjusted).

~~Unless a vehicle is standing in a bus loading zone or bus stop, pupils shall not be discharged on a road or highway until all traffic has come to a complete stop.~~

Where it is possible and practical, there shall be co-operation and co-ordination of services with other school boards or private schools in the transportation of elementary and secondary school pupils.

## EQUIPMENT AND OTHER ITEMS ON TRANSPORTATION VEHICLES

Where equipment or other items are transported, it is important to ensure that the centre aisle be kept clear in case of an emergency and a quick exit is required. In the interest of student safety, **only** certain equipment is permitted on school vehicles, as follows:

- a. ~~Only musical~~ Musical equipment in cases shall be transported and shall be kept on the students' lap or under the seat, if possible.
- b. Ice skates shall have the blades covered and be tied together or carried in a sports bag. They shall be kept on the floor under the student's seat.
- c. Sports equipment such as skis, poles and skateboards shall not be allowed on the bus.
- d. Program related items shall be transported if special arrangements have been made in advance between the Principal (or designate) and the driver.

- e. Animals, birds, firearms, explosives, water pistols and any items that may interfere with the safe operation of the bus are not allowed.

In case of a dispute, the final decision as to what shall or shall not be transported—rests with Niagara Student Transportation Services.

## **HANDLING OF CONCERNS COMPLAINT RESOLUTION PROCESS**

**In accordance with the Board's Complaint Resolution Policy,** Every effort shall be made to investigate concerns while recognizing the need for the efficient and safe transportation of students in compliance with the Board's ~~regulations and procedures~~ **Policies and Administrative Guidelines.**

Concerns by parents are to be processed in accordance with the following procedures:

- a. Concerns should be directed initially to the school Principal.
- b. If the concerns are not resolved at the school level, the parent shall be directed to contact Niagara Student Transportation Services.
- c. **In accordance with the Board's Complaint Resolution Policy** If the concerns are still not resolved, the parent will be requested to contact the appropriate Superintendent of Education for further consideration.

**All concerns shall be addressed in a timely manner. The Principal, NSTS and Superintendent of Education will acknowledge the receipt within 24-hours to the person with whom the concern originated. The investigation and resolution process may take longer than 24-hours depending on the nature of the concern.**

## **EXCEPTIONS TO ADMINISTRATIVE GUIDELINES**

**All exceptions to the Administrative Guidelines criteria must be made by application to NSTS and approved by the appropriate Superintendent of Education. If an additional cost is projected, the Superintendent of Business and Financial Services and Family of Schools Superintendent of Education will be required to approve the request.**



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: POLICIES – PRIOR TO VETTING  
SEXUAL MISCONDUCT POLICY (201.13)**

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Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources Services  
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources Services  
Date: January 28, 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)

Niagara Catholic - 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)

	<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 ~~Investigation~~

1. All reports of sexual misconduct will be thoroughly investigated by the supervising administrator with a report to the administrative supervisor.
2. Students can be seen as being particularly vulnerable when lodging a complaint; therefore the receiver of the complaint should treat the complaint with sensitivity and afford all the necessary protection in handling of such complaints.
3. 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.
4. Confidentiality will be respected and maintained at all times as required by relevant legislation.
5. ~~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.
6. ~~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. Nor shall any disclosure be made that would undermine any ongoing or contemplated police or Family and Children's Services (FACS) investigation.

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.

7. *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."*



8. Individuals who knowingly make unfounded allegations of sexual misconduct shall be subject to disciplinary action.
9. 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.
10. 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.~~

## Definition

### Sexual Misconduct

1. Definitions are subject to changes from time to time as the appropriate legislation is reviewed and amended. 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.
- ~~2. 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.~~

### Sexual Abuse

- i. 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.

#### Sexual Harassment

- i. Sexual harassment of students may be defined as a form of sexual misconduct as follows:
  - ii. ~~Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;~~
  - iii. ~~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~~
  - iv. ~~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.~~

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 should 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.
- ~~3. 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.~~

## 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 should 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 should 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 should, whenever possible, 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.

## 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.

### c. 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.



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.**
- v. 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.
- vi. 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**.
  - i. 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.
  - ii. 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.
  - iii. 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.
  - iv. **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.

- v. 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.
- vi. 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.
- vii. 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.
- viii. 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.
- ix. 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.
- x. While the F.A.C.S./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.
- xi. 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.
- xii. Where sexual misconduct is alleged, the police, together with FACS, if the allegations fall within the FACS jurisdiction, will conduct the investigation.
- xiii. Any internal investigation should be deferred, pending conclusion of any ongoing or contemplated police investigation.



## Professional Misconduct

1. 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.
2. 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.
3. 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.
4. 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.
  - vi. The Principal/Supervisor shall advise the staff member of the option to consider seeking immediate Federation/Union/Association assistance.

5. 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.

6. 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~~

**Employer Responsibilities:**

1. *The Student Protection Act stipulates that employers must report to the College at the time a member is charged with a sexual offence.*
2. 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.
3. 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.

4. 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.
5. The removal of the teacher or individual from the classroom may be considered as an interim measure until the investigation is complete.
6. The matter once investigated and found to have merit, will require disciplinary action up to and including termination of employment.

Sexual Misconduct Complaint Form

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
JANUARY 28, 2014**

**TOPIC: POLICY AND GUIDELINE REVIEW 2013-2014 SCHEDULE**

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

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: January 28, 2014



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## POLICY AND GUIDELINE REVIEW 2013-2014 SCHEDULE

AS AT JANUARY 14, 2014 (Sorted by PC DATE)

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Resp	Policy Committee		Proposed CW & Board Timeline
					Prior to Vetting		
					After Vetting		
2001	2008	302.6.3	Access to School Premises - <i>Safe Schools</i>	LAFS	Sept. 2013		Dec. 2013
1998		400.1	Adult and Continuing Education	FI	Sept. 2013		Dec. 2013
2007		600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV	Sept. 2013		Dec. 2013
2006		301.6	School Generated Funds	GV	Oct. 2013		Feb. 2014
1998	2002	201.3	Religious Education Courses for Staff	FI	Oct. 2013		Feb. 2014
2002	2012	201.7	Employee Workplace Harassment *	FI	Oct. 2013		Nov. 2013
2002	2011	201.11	Employee Workplace Violence *	FI	Oct. 2013		Nov. 2013
2002	2011	201.6	Occupational Health & Safety *	FI	Oct. 2013		Nov. 2013
2003		400.5	Acceleration/Retention (Elementary)	ML	Oct. 2013		Nov. 2013
1998	2001	201.1	Employee Leaves of Absence	FI	Oct. 2013		Nov. 2013
2001	2002	302.6.1	Opening or Closing Exercises - <i>Safe Schools</i>	FI	Oct. 2013		Nov. 2013
2007		600.5	Advertising Expenditures	GV	Nov. 2013		Mar. 2014
1998		701.1	Architect Selection	SW	Nov. 2013		Mar. 2014
2006		301.7	Ontario Student Record (OSR)	ML	Nov. 2013		Mar. 2014
1998	2010	301.1	Admission of Elementary & Secondary Students	LAFS	Nov. 2013		Dec. 2013
2001	2008	302.6.3	Access to School Premises - <i>Safe Schools</i>	LAFS	Nov. 2013		Dec. 2013
1998		400.1	Adult and Continuing Education	FI	Nov. 2013		Dec. 2013
2007		600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV	Nov. 2013		Dec. 2013
2007		201.15	Employee Conferences, Workshops & Meetings	GV	Nov. 2013		Dec. 2013
2007		201.14	Employee Meals & Hospitality	GV	Nov. 2013		Dec. 2013
2007		100.9	Advocacy Expenditures	GV	Jan. 2014		Apr. 2014
1998	2010	302.1	Anaphylaxis	YB	Jan. 2014		Apr. 2014
2007	2010	500.2	Student Transportation	GV	Jan. 2014		Apr. 2014
2006		201.13	Sexual Misconduct	FI	Jan. 2014		Apr. 2014
1998	2002	201.3	Religious Education Courses for Staff	FI	Jan. 2014		Feb. 2014
2006		301.6	School Generated Funds	GV	Jan. 2014		Feb. 2014
2005		100.8	Electronic Meetings (Board and Committees)	JC	Feb. 2014		May 2014
<b>NEW</b>		<b>NEW</b>	Enrolment Register Policy	GV	Feb. 2014		May 2014
2007		600.5	Advertising Expenditures	GV	Feb. 2014		Mar. 2014
1998		701.1	Architect Selection	SW	Feb. 2014		Mar. 2014
2006		301.7	Ontario Student Record (OSR)	ML	Feb. 2014		Mar. 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	FI	Mar. 2014		Jun. 2014
<b>NEW</b>		<b>NEW</b>	Use of Board Logo	JC	Mar. 2014		Apr. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS	Mar. 2014		Apr. 2014
2007		100.9	Advocacy Expenditures	GV	Mar. 2014		Apr. 2014
2006		201.13	Sexual Misconduct	FI	Mar. 2014		Apr. 2014
2005		100.8	Electronic Meetings (Board and Committees)	JC	Apr. 2014		May 2014
<b>NEW</b>		<b>NEW</b>	Enrolment Register Policy	GV	Apr. 2014		May 2014
2007	2010	500.2	Student Transportation	GV	Apr. 2014		May 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS	May 2014		Jun. 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	FI	May 2014		Jun. 2014



Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Resp	Policy Committee		Proposed CW & Board Timeline
					Prior to Vetting	After Vetting	
1998	2010	301.1	Admission of Elementary & Secondary Students	LAFS			
2001	2008	302.6.3	Access to School Premises - <i>Safe Schools</i>	LAFS			
1998		400.1	Adult and Continuing Education	FI			
2007		600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV			
2007		201.15	Employee Conferences, Workshops & Meetings	GV			
2007		201.14	Employee Meals & Hospitality	GV			
1998	2010	201.2	Retirement & Service Recognition Celebration	FI			
1999	2010	302.3	Safe Arrival	FI			
2009		302.8	Safe Physical Intervention with Students	LAFS			
2001	2013	302.6	Safe Schools	FI			
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	FI			
2011	2011	301.11	Student Fees	YB			
2001	2012	302.5	Student Parenting	ML			
2013		100.6.12	Student Senate - Elementary	JC			
2000	2013	100.6	Student Senate - Secondary	JC			
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	FI			
1998	2012	100.4	Student Trustees	JC			
1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC			
2010		100.12	Trustee Code of Conduct	JC			
2011		100.13	Trustee Expenses & Reimbursement ( <i>Interim</i> )	JC			
2010		100.11	Trustee Honorarium	JC			
2002	2013	701.3	Video Security Surveillance	SW			
2011		301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	YB			
2001	2009	302.4	Volunteer Driver	YB			
2007	2008	800.4	Volunteer Recognition	JC			
2013		800.9	Volunteering in Catholic Schools	FI			

**\* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW**

**POLICY & GUIDELINES REVIEW REPORTS TO SENIOR ADMINISTRATIVE COUNCIL AGENDA ONE WEEK PRIOR TO A REGULARLY SCHEDULED POLICY COMMITTEE MEETING**

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