



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

AGENDA AND MATERIAL

POLICY COMMITTEE MEETING

**TUESDAY, MARCH 18, 2014
4:45 P.M.**

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



1. Opening Prayer – Chair Burtnik	-
2. Attendance	-
3. Approval of Agenda	-
4. Declaration of Conflict of Interest	-
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6. Policies	
<i>Action Required</i>	
POLICIES – FOR RECOMMENDATION TO APRIL COMMITTEE OF THE WHOLE	
6.1 Architect Selection Policy (701.1)	6.1
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• Anaphylaxis Policy (302.1)	-
• Student Transportation Policy (500.2)	-
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Policies Currently Being Vetted (to April 10 th)	
• Electronic Meetings (Board and Committees) Policy (100.8)	-
6.6 Policy and Guideline Review 2013-2014 Schedule	6.6
7. Date of Next Meeting	
• April 22, 2014 – 4:45 p.m.	
8. Adjournment	-

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 18, 2014**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
FEBRUARY 25, 2014**

RECOMMENDATION

THAT the Policy Committee approve the Minutes of the Policy Committee Meeting of February 25, 2014, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, FEBRUARY 25, 2014

Minutes of the Policy Committee Meeting held on Tuesday, February 25, 2014 in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:38 p.m. by Policy Committee Chair Sicoli

1. **Opening Prayer**

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

2. **Attendance**

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

Student Trustees:

Vincent Atallah, Trustee

Staff:

John Crocco, Director of Education

Mark Lefebvre, Superintendent of Education

Giancarlo Vetrone, Superintendent of Business & Finance

Jennifer Brailey, Manager of Corporate Services & Communications Department

Kristine Murphy, Administrative Assistant, Corporate Services & Communications Department /Recording Secretary

3. **Approval of Agenda**

Moved by Vice-Chair Burkholder

THAT the February 25, 2014, Policy Committee Agenda be approved, as presented.

APPROVED

4. **Declaration of Conflict of Interest**

Vice-Chair Burkholder declared an indirect pecuniary interest in Item No. 6.2 - Report on Architect Selection Policy (701.1) of the Policy Meeting February 25, 2014, because she has a relative who is employed by a company with which a contract may be made. She did not take part in the consideration or discussion of, or vote on any question with relation to that item.

5. **Minutes of the Policy Committee Meeting of January 28, 2014**

Moved by Vice-Chair Burkholder

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of January 28, 2014, as presented.

APPROVED

6. **Policies**

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO MARCH COMMITTEE OF THE WHOLE MEETING

6.1 **Advertising Expenditures Policy (600.5)**

Giancarlo Vetrone, Superintendent of Business & Finance, presented the amendments to the Advertising Expenditures Policy (600.5) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- First Paragraph - 'Director's Office and the' to be removed and 'Board Services' be changed to 'Corporate Services'.
- First Paragraph - The word 'Board' to be changed to 'Corporate' to be added

Moved by Chair Burtnik

THAT the Policy Committee recommend to the Committee of the Whole approval of the revisions to the Advertising Expenditures Policy (600.5), as amended.

APPROVED

6.2 **Architect Advertising Policy (701.1)**

On behalf of Scott Whitwell, Controller of Facilities Services, John Crocco, Director of Education Secretary/Treasurer, presented the amendments to the Architect Advertising Policy (701.1) following the vetting process.

Following discussion, the Policy Committee asked that Items 4 and 5 of the Administrative Guidelines be clarified with Scott Whitwell, Controller of Facilities Services and that the Policy be brought back to the Policy Committee Meeting on March 18, 2014 for consideration.

6.3 Ontario Student Record Policy (301.7)

Mark Lefebvre, Superintendent of Education, presented the amendments to the Ontario Student Record Policy (301.7) following the vetting process.

The Policy Committee suggested no additional amendments.

Moved by Trustee Burkholder

THAT the Policy Committee recommend to the Committee of the Whole approval of the revisions of the Ontario Student Record Policy (301.7), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

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

Director Crocco, presented the Electronic Meetings (Board and Committees) Policy (100.8).

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

POLICY STATEMENT

- Name Change to: Trustee Electronic Meetings Policy

ADMINISTRATIVE GUIDELINES

- Name Change to: Trustee Electronic Meetings Policy

6.5 Enrolment Register Policy (New)

Superintendent Vetrone, presented background information on the Enrolment Register Policy (New).

Following discussion, the Policy Committee agreed that it would be redundant to develop an Enrolment Register Policy. Since the Audit Committee had recommended the development of an Enrolment Register Policy, it was agreed that a recommendation be made to the Committee of the Whole and the Board for consideration, that an Enrolment Register Policy not be developed at this time. It was further agreed that subject to the Board approving this recommendation, a Senior Administrative Council system memorandum be issued outlining the responsibility of Principals to ensure that an annual process is in place to monitor and confirm the accuracy of enrolment registers in each school.

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the Committee of the Whole that an Enrolment Register Policy not be developed at this time, and that subject to Board approval of this recommendation, staff be directed to issue a Senior Administrative Council system memorandum outlining the responsibilities of Principals in monitoring and confirming the accuracy of enrolment registers.

Approved

INFORMATION

6.6 Policies Currently Being Vetted (to April 4, 2014)

- Advocacy Expenditures Policy (100.9)
- Anaphylaxis Policy (302.1)
- Student Transportation Policy (500.2)
- Sexual Misconduct Policy (201.13)

6.7 Policy and Guideline Review 2013-2014 Schedule

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

7. Date of Next Meeting

Tuesday, March 18, 2014 – 4:45 p.m.

8. Adjournment

The meeting adjourned at 6:15 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 18, 2014**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
ARCHITECT SELECTION POLICY (701.1)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Architect Selection Policy (701.1), as presented.

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Recommended by: Policy Committee

Date: March 18, 2014

	ARCHITECT AND CONSULTANT SELECTION POLICY STATEMENT OF POLICY	Section:	700 – Buildings and Site
		No:	701.1
		Adopted:	February 24, 1998
		Revised:	NIL

~~The~~ In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, ~~the Board and its staff~~ will ensure that architectural and design consultant services are provided by a variety of firms and that work is awarded in a fair and open manner. The manner in which services are selected shall reflect the professional nature of the services being provided, with Requests for Proposals used for significant projects.

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

References:

- Ontario Association of Architects
- Accessibility Standards Policy 800.8
- National Guide to Sustainable Municipal Infrastructure
- Purchasing/Supply Chain Management Policy 600.1

	ARCHITECT AND CONSULTANT SELECTION POLICY ADMINISTRATIVE GUIDELINES	Section:	700 – Buildings and Site
		No:	701.1
		Adopted:	February 24, 1998
		Revised:	June 6, 2007

1. ARCHITECT SELECTION PROCESS

The process for selection of architects and engineering consultants shall be **guided by** the *Qualifications Based Selection Process* as recommended by the National Guide to Sustainable Municipal Infrastructure and the Ontario Association of Architects

2. RATIONALE

The objective of the architect selection process is to select an architect who is best qualified for a specific project, and to provide the benefit of the architect's skill, knowledge and experience to jointly develop a scope of services that considers all opportunities for adding value. These opportunities would include exploring new and innovative methods for continuous improvement and linking capital expenditures with operations and maintenance costs over the lifecycle of the asset. Lifecycle costing is critical because projects requiring architects are long-term investments, paid for with public funds. Best value for the Board means the asset is delivered with the least financial impact in the long-term.

Generally, the Request for Proposal process requires submission of a fee component for the proposed work. The fee component is often allocated considerable weight in the evaluation, with the result that the lowest-priced proposal is often accepted on the assumption that it represents best value. A price-based selection process is not appropriate for professional consulting services because it is frequently not possible to provide sufficient detail about the services required to ensure that all firms are bidding on equal footing. This is because part of the undertaking may be an exploration for the most appropriate solution. The most appropriate solution is not necessarily the ~~cheapest~~ **least costly** design solution.

This qualifications-based selection process diverges from price-based selection practices in that it frees architects to demonstrate how they can add maximum value to the Board's project rather than focusing on how to minimize their fees to 'win' an assignment. The process of selecting an architect based on qualifications does not preclude consideration of price. It simply removes it from the consultant evaluation phase and introduces it once the scope of service has been determined. The architect is then required to provide a work breakdown with the proposed fee.

3. CONSULTANTS LIST

Based on information received from requests for *Statements of Interest and Qualifications* and from past history of excellent service to the Board and other clients, the Controller of ~~Plant Services~~ **Facilities Services** will maintain a list of firms on a ~~C~~onsultants List for assignment of work.

4. ~~SMALL PROJECTS~~ CAPITAL PROJECTS - MINOR

For projects estimated to cost less than \$ 1,000,000 the appropriate Manager of Facilities Services, subject to the direction of the Controller of Plant Facilities Services, shall select a firm to implement the work from the list of consultants. Such work will normally be billed on an hourly basis.

5. CAPITAL PROJECTS - MAJOR

For projects estimated to cost more than \$1,000,000, architects and engineering consultants shall be selected in accordance with the appended *Qualifications Based Selection Templates and Related Instructions*.

A committee, chaired by the Controller of Plant Facilities Services, for scoring the *Statement of Interest and Qualifications* submissions, as well as the *Project Proposals* and *Interviews*, shall consist of the following members:

- Trustee(s) as selected by the chair of the Board. (Normally local Trustees should be given first consideration)
- The appropriate Superintendent of Education or Director of Education
- The Principal of the School or representative of the site
- Two Plant Facilities Services Staff

The Board shall be informed as soon as possible of the final architect selection.

~~The award of a contract for consulting services for projects estimated to cost more than \$1,000,000 shall be subject to the approval of the Director of Education.~~ Approval for architectural and/or consulting services for major capital projects shall be in compliance with the Purchasing/Supply Chain Management Policy.

An appropriate contractual agreement will be issued to the successful firm to reflect the provisions in the *Scope of Services and Fee Proposal* including modifications negotiated by The Controller of Plant Facilities Services.

RELATED DOCUMENTS

- [Project Definition - form & instructions](#)
- [Time Frame for Architect Selection - form & instructions](#)
- [Statement of Interest & Qualifications - letter template](#)
- [Statement of Interest & Qualifications Scoring Sheet - form & instructions](#)
- [Project Proposal - letter template](#)
- [Statement of Interest & Qualifications - letter template, proposals not accepted](#)
- [Project Proposal Scoring Sheet](#)
- [Interview Scoring Sheet](#)
- [Summary Evaluation Sheet](#)
- [Statement of Ranking - letter template](#)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 18, 2014**

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

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: March 18, 2014



BULLYING PREVENTION & INTERVENTION POLICY

STATEMENT OF POLICY

Section:	300 – Schools/Students
No:	302.6.8
Adopted:	November 25, 2003
Revised:	February 26, 2013

In keeping with, the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to **provide a safe, inclusive and accepting** ~~ensure that the school environment is one~~ climate of respect, dignity and trust, consistent with the Gospel Values. **All members of the school community deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.**

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

A safe, inclusive and accepting learning and teaching environment, where all students feel accepted, is a necessary condition for the success of all students in the Board. This same environment is also a critical component of bullying prevention and intervention strategies supporting equitable and inclusive educational opportunities for all students.

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

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

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

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

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

- ~~● A discerning believer formed in the Catholic faith community;~~
- ~~● An effective communicator;~~
- ~~● A reflective and creative thinker;~~
- ~~● A self directed, responsible, lifelong learner;~~
- ~~● A collaborative contributor;~~
- ~~● A caring family member; and~~

- A responsible citizen.

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

All students and members of the school community should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.

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

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

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

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

References:

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



**BULLYING PREVENTION &
INTERVENTION POLICY**
ADMINISTRATIVE GUIDELINES

Section:	300 – Schools/Students
No:	302.6.8
Adopted:	November 25, 2003
Revised:	February 26, 2013

In accordance with the Accepting Schools Act

- Bullying² means aggressive and typically repeated behaviour by a pupil where,
- a. The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - b. creating a negative environment at a school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

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

Positive School Climate

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

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

The following are some characteristics of a positive school climate:

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

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

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

Definition of Bullying

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

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

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

Bullying

- (1.0.0.1) Behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

- (1.0.0.2) Bullying includes bullying by electronic means including:

- (a) creating a webpage or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one (1) individual or posting material on a website that may be accessed by one (1) or more individuals.

Board Bullying Prevention and Intervention Plan

The Board will:

- Establish a bullying prevention and intervention plan that aligns with the Ministry of Education and Board policy and procedures.
- Solicit the views of student, teachers, principals, and other staff of the Board, volunteers working in the schools, parents/guardians of the students, Catholic School Councils, and the local community.
- Consult with the Special Education Advisory Committee, the Niagara Catholic Parent Involvement Committee and community partners, including social service agencies, mental health agencies, members of First Nations, Metis, and Inuit communities, and other appropriate community groups.
- Ensure the plan is available to the public on the Board and school websites.
- Establish and provide annual professional development programs to educate teachers and other school staff about bullying prevention strategies for promoting a positive school climate.
- Put in place procedures to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal.
- Add bullying to the list of infractions for which suspension and/or expulsion must be considered.
- Conduct voluntary, anonymous School Climate Surveys developed by the Ministry and the Board for staff, students and parents/guardians at least once every two (2) years.

- Provide policy and procedures for reporting serious student incidents to all Board employees, school bus drivers, third-party operators and other individuals who come into direct contact with students on a regular basis.
- Review the bullying prevention and intervention plan at least once every two (2) years.

Bullying Prevention and Intervention Strategies and Supports

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

STRATEGIES

1. ~~Niagara Catholic Schools and Staff~~ **The Board and all employees of the Board** are expected to:
 - Take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents **and recognize that some allegations may require more comprehensive intervention.**
 - **Respond to any student behaviour that is likely to have a negative impact on the school climate.**
 - Address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
 - Encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
 - **Consider interventions and, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).**
 - Model appropriate language and actions for students.
 - Increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan.

SUPPORTS

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

- Provide a safe, caring, and supportive environment that upholds our **Catholic** Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
- ~~Provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying.~~
- Consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the **Board that are** ~~Consider that programs, intervention, and other supports should be curriculum-linked and consistent with a progressive discipline approach.~~
- Use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and discourage bullying as unacceptable behaviours.
- Consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers **and** ~~Consider~~ that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
- ~~Emphasize intervention strategies that are preventative in nature.~~
- ~~Recognize that all bullying behaviours are serious and may require more comprehensive intervention.~~

- ~~Address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.~~
 - Support pupils **students** who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including,
 - a. Activities or organizations that promote gender equity;
 - b. Activities or organizations that promote anti-racism;
 - c. Activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
 - d. Activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.
2. The name of an activity or organization described in subsection (1) must be consistent with the promotion of a positive school climate that is inclusive and accepting of all pupils **students in consultation with the principal/designate of the school.**

Delegation of Authority – Regarding Student Discipline

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

Under recent amendments to the Education Act, Principals must suspend a student for bullying and consider referring that student for expulsion if (1) the student has previously been suspended for bullying, and (2) the student’s continuing presence in the school creates, in the principal’s opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.

Student Suspension Policy #302.6.4 and Student Expulsion Policy# 302.6.5

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

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

Reporting and Responding to Incidents (Appendix A)

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

Reporting of Student Incidents to the Principal/Designate

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

Safe Schools Incident Reporting Form (Appendix B)

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

Part I of the Safe School Incident Report Form (Appendix B) must:

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

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

Principal Responsibilities with Employees

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

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

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

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

The principal/designate must provide the employee who reported the incident with written acknowledgement, using the “Safe Schools Incident Reporting Form-Part II”.

Ontario Student Record

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

The names of all other students that appear on the form must be removed before it is filed in the student’s OSR:

- Where the Principal/designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form must be removed from the form before it is filed.

- In the case of the student has been harmed, no information about the incident must be placed in his/her OSR, unless that student's parent/guardian expressly requests that it be placed in the OSR.
- In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
- The form and documentation must be kept in the OSR for a minimum of one (1) year.

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

Principal Responsibilities with Principal/Designate Notification to Parents/Guardians

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

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

The Principal/designate shall disclose the following information:

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

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

The Principal/designate shall disclose the following information:

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

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

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

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

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

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

- invite parents/guardians to have a discussion with him/her about the supports that will be provided for their student.

- not disclose the name of or any other identifying or personal information about the student who has been harmed as a result of the activity.

The Principal/designate shall not notify a parent/guardian of a student if, in their opinion, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest.

If the Principal/designate decides not to notify a parent/guardian that their student was involved in a serious student incident, the Principal/designate shall:

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

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

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

Vice-Principal Responsibilities

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

Teacher Responsibilities

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

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

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

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

Student Responsibilities

- ~~Promote a safe, caring and positive environment for all by developing an awareness of bullying issues.~~
- ~~Refuse to bully others or to be a bystander to acts of bullying.~~
- ~~Report all acts of bullying that they may experience or observe to appropriate school personnel for assistance.~~

- ~~Assist and co-operate in the implementation of school-wide bully prevention initiatives.~~

3. ~~Parents/Visitors/Community Member Responsibilities~~

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

SAFE SCHOOLS TEAMS

Each school must have in place a safe school team responsible for **fostering a safe, inclusive and accepting school climate** safety that is composed of at least one (1) student (where appropriate), parent, teacher, support staff member, a community partner, and the principal. The **Chair of this** team must have a **be a staff chair member.**

Safe School Teams shall:

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

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

School Plans may include:

- ~~Bullying Awareness and Prevention Week, specifically the week beginning on the third Sunday in November in each year is proclaimed as Bullying Awareness and Prevention Week.~~
- ~~Opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;~~

- Opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;
- Training for all teachers and other staff;
- Procedures for responding appropriately and in a timely manner to inappropriate behaviour;
- Resources to support pupils who are impacted by inappropriate behaviour;
- Resources to support pupils who have engaged in inappropriate behaviour.

School Climate Surveys

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

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

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

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

Appendices:

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

APPENDIX A

KEEPING OUR KIDS SAFE AT SCHOOL: REPORTING AND RESPONDING TO INCIDENTS

	Reporting	Responding	Supporting Students	Notifying Parents of Victims	Delegating Responsibility/ Authority
All Board employees	<input checked="" type="checkbox"/>				
All Board employees who <u>work directly with students</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



SAFE SCHOOLS INCIDENT REPORTING FORM

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



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

SAFE SCHOOLS INCIDENT REPORTING FORM

SAFE SCHOOLS INCIDENT REPORTING FORM – Part II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No. _____

Report Submitted by: Name: _____

Date: _____

Investigation completed

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

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

Investigation in progress

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

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

Name of Principal: _____

Signature: _____

Date: _____

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

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

Insert School Letterhead

Board Bullying Prevention and Intervention Plan School Implementation Template

The *Education Act* requires school boards to develop a Bullying Prevention and Intervention Plan and to require all of its schools to implement the plan.

This document is intended to facilitate the School's implementation of the Board's Bullying Prevention and Intervention Plan, with a view to promote a school-wide approach to ensuring a safe, inclusive and accepting school environment free of bullying, harassment, discrimination, and other inappropriate behaviours.

The Board's Bullying Prevention and Intervention Plan is based upon the Ministry of Education's Model Bullying Prevention and Intervention Plan (the "Model Plan")¹ released January 29, 2013, and the requirements set out in this document have been taken directly from the Model Plan.

.....

EDUCATION, AWARENESS AND OUTREACH

[insert school name] (the "School") recognizes that a whole-school approach to engaging the school community will help the School's efforts to address inappropriate behaviour.

To this end, the School will utilise the following Ministry of Education definition of bullying in communications with the school community:

¹ Ministry of Education, "*Working Draft: Safe and Accepting Schools Model Bullying Prevention & Intervention Plan*" January 2013, Queen's Printer for Ontario, 2013, available online at:
<http://www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf>

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

(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or

(ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education ("intimidation")

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of "bullying" above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

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

In its communication efforts, the School will:

- "Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from conflict, aggression and teasing.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a whole school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help prevent and address bullying.

- Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents and the broader school community
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community.”²

The School will also communicate and share with the school community, “policies and procedures including the Board/school Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedures to address incidents of discrimination, progressive discipline approach, and bullying prevention and intervention plans and strategies.”³

The School will endeavour to increase education, awareness and outreach by using continuing best practices.

The School has identified and implemented strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.

EVALUATION OF EVIDENCE

The School recognizes that effective anti-bullying strategies must be evidence-based.

The School will base its bullying interventions, strategies, practices and programs on evidence from the school climate surveys and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies:

- Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying). The School will consider using a risk assessment approach in this process.
- Review and update the School’s strategies as a result of gathering new information and share with the school community.⁴

² *Supra* note 1, pgs. 2-3.

³ *Supra* note 1, p. 3.

⁴ *Supra* note 1, p. 3.

Pre-Evaluation Strategy

The School's main issues of concern raised by students, staff and parents in the school climate surveys and based on other relevant information have been identified and reviewed by the School for appropriate follow-up.

The School's concerns raised in respect of the physical environment have been identified and reviewed by the School for appropriate follow-up.

The School's current processes for reporting, response, support and following up on issues have been reviewed and revised as appropriate.

Based on a review of the school climate survey results and other relevant information, areas of success and/or improvement have been identified and utilized to update School practices.

Based on the school climate surveys and other relevant information, areas requiring improvement have been identified and utilized to update School practices.

Based on the above, the School has implemented an appropriate action plan to address areas of concern.

Post-Evaluation Strategy

The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The "post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary."⁵

Upon re-evaluation, the School will update the information in the action plan to reflect the effectiveness of its anti-bullying initiatives.

POLICY AND PROCEDURES

The School recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change.⁶

The School also recognizes that the goals of policy initiatives must address the areas of challenge identified in school climate surveys and other relevant data.⁷

The School will actively communicate its policies, procedures and guidelines to the school community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment).⁸

The roles/responsibilities of the school community (students, staff, parents, and community members) will be continually reviewed in order to implement best practices.

⁵ *Supra* note 1, p. 3.

⁶ *Supra* note 1, p. 3.

⁷ *Supra* note 1, p. 4.

⁸ *Supra* note 1, p. 3.

PREVENTION

The School recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The School is committed to taking steps to strengthen prevention measures.⁹

The roles and responsibilities of the safe and accepting school team (which will be communicated with the school community) are being implemented and revised as appropriate.

Based on its evidence-based analysis, the School has identified and implemented as appropriate the following practices and initiatives for bullying prevention (as divided by categories set out in the Model Plan):

- a. bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board or the School¹⁰;
- b. relationship building and community building programs that are present in the school, classroom and in the larger community¹¹;
- c. activities that promote a positive school climate¹²;
- d. awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills¹³;
- e. awareness raising strategies to engage community partners and parents in early and ongoing dialogue¹⁴;
- f. ways to link curriculum and daily learning;
- g. ways to support and encourage role modeling by caring adults and student leaders within the School and school community.

⁹ *Supra* note 1, p. 4.

¹⁰ *Supra* note 1, p. 4.

¹¹ *Supra* note 1, p. 4.

¹² *Supra* note 1, p. 4.

¹³ *Supra* note 1, p. 4.

¹⁴ *Supra* note 1, p. 4.

The School has also identified and implemented as appropriate the learning and training opportunities for school staff and the school community that are needed.¹⁵

The School will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to development effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and,
- align supervision plan to address where and when bullying happens, as identified through climate surveys.¹⁶

INTERVENTION AND SUPPORT STRATEGIES

The School recognizes the importance of using timely interventions and supports with a school-wide approach.¹⁷

To this end, the School will:

- use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- have in place processes and strategies to identify and respond to bullying when it happens;
- identify strategies for supporting all students involved in bullying;
- communicate the progressive discipline approach to the school community and the procedures in place to support the student.

The School supports the use of evidence-informed interventions and support strategies in a timely manner and using a whole school approach.

¹⁵ *Supra* note 1, p. 3.


¹⁶ *Supra* note 1, p. 4.

¹⁷ *Supra* note 1, p. 4.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 18, 2014**

**TITLE: POLICIES – PRIOR TO VETTING
CRIMINAL BACKGROUND CHECK – SAFE SCHOOLS POLICY
(302.6.7)**

Prepared by: Frank Iannantuono, Superintendent of Education
Presented by: Frank Iannantuono, Superintendent of Education
Recommended by: John Crocco, Director of Education Secretary/Treasurer
Date: March 18, 2014

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


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

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

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

References:

- Access to Board Premises: Safe Schools Policy 302.6.3
- Accessibility Customer Service 800.8.1
- Education Act and Regulations 322.03
- Educational Field Trip Policy 400.2
- Police Protocol between the Niagara Regional Police Services and the Niagara Catholic District School Board
- Regulation 521/01, as amended by Regulation 323/03.
- Sexual Misconduct Policy 201.13
- Student Protection Act, 2002
- Teaching Profession Act
- Volunteer Driver Policy 302.4
- Volunteering in Catholic Schools Policy 800.9

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

Definitions

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

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

- a. that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the day the Board collects the document; and
- b. that contains information concerning the individual's Personal Criminal History.

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

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

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

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

- i. that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database and from local police service records, within six (6)

- months before the day the Board collects the document;
- ii. that contains information concerning the individual's personal criminal history; and
 - iii. that contains information resulting from a criminal record search of data maintained by the Royal Canadian Mounted Police for sexual offences for which a pardon has been granted or issued.

Criminal Background Checks for Current Employees

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

Requirements

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

Current employees

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

Retention of Documentation

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

Adjudication Process

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

- a. Length of time since offence(s);
- b. Did the offence(s) involve children and/or sexual activity and/or violence and/or acts of dishonesty;
- c. Employment history;
- d. Employee's attitude towards offence(s);
- e. Treatment, counseling or other services received since offence;
- f. Other steps taken to rehabilitate;
- g. Likelihood offence(s) will be repeated;
- h. Was alcohol or illegal drugs a factor in commission of offence(s);
- i. Degree of co-operation with this investigation;
- j. Was offence(s) committed while employed by the Board;
- k. If employee is a teacher, relevance of offence(s) to teacher duties as set out in the Education Act and Regulations;
- l. If employee is not a teacher, relevance of offence(s) to their employment duties; and
- m. Does offence(s) require any action pursuant to The Student Protection Act (including notification to the Ontario College of Teachers)

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

Consequences of Non-Compliance

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

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

Criminal Background Checks for Prospective Employees

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

1. All applicants for employment with the Board shall be asked on their employment application form to indicate whether they have ever been convicted of a criminal **offence** ~~offense~~ for which a pardon has not been granted.
2. The Board shall enter into a Memorandum of Understanding with the Niagara Regional Police Service regarding the disclosure of information covered by the

Memorandum of Understanding and the requirements of the Municipal Freedom of Information and Protection of Privacy Act.

3. Once an applicant for employment has been identified as a potentially successful candidate, an offer of employment may be made conditional upon the Board receiving the applicant's criminal background check results, which are satisfactory to the senior official in the Human Resources ~~Department~~ **Services**.
4. The Board shall provide the prospective employee with an "~~Access to Information Waiver~~" **Police Criminal Record Check – Police Vulnerable Sector Check** form, which is to be completed by the prospective employee and submitted with the applicable fee to the Niagara Regional Police Service for processing.
5. Upon receipt of his or her verification of criminal record, the prospective employee will provide the original Niagara Regional Police Service document to ~~the Board's~~ Human Resources ~~Department~~ **Services**.
6. The Human Resources ~~Department~~ **Services** shall review the documentation to determine whether "bona fide" reasons exist to refuse the position based on the responsibilities inherent in the position.
7. ~~Respecting the Board's legal responsibilities,~~ the Human Resources **Services** ~~Department~~ shall consider the legal guidelines contained in the Canadian Charter of Rights and Freedoms, the Criminal Code, the Human Rights Code, the Police Services Act, the Child and Family Services Act, the Young Offenders Act and the Municipal Freedom of Information and Protection of Privacy Act **and relevant Board policies**.
8. The Board's offer of employment shall be withdrawn if the candidate:
 - i. Has outstanding charges or prior convictions which indicate that the candidate could pose a threat to students/staff;
 - ii. Has made a false declaration in his or her application for employment; or
 - iii. Declines to provide a verification of criminal record as required by Board policy.
9. The offer of employment shall be either confirmed or withdrawn or the applicant's conditional employment shall be confirmed or terminated after receipt of the criminal background check.
10. All information surrounding the Criminal Background Check, including the results, will be maintained in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
11. ~~If the individual commences employment after March 31, 2002~~ (The Board shall collect an acceptable Criminal Background Check (Vulnerable Sector Screening) before the day ~~the~~ **an** individual commences employment with the Board. All offers of

employment with the Board shall be conditional upon the applicant supplying an acceptable criminal background check. ~~The Human Resources~~ **Services Department** shall facilitate the collection of an Offence Declaration from the individual by September 01 of each year in which the Board employs the individual after the year employment was commenced.

12. In exceptional circumstances it may be necessary for an individual to begin employment with a **the** Board before an acceptable criminal background check is collected.

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

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 18, 2014**

**TITLE: POLICIES – PRIOR TO VETTING
USE OF CORPORATE LOGO POLICY (NEW)**

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

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

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

Date: March 18, 2014

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

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

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

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

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

References

Board Advertising Policy #600.5

Dress Code – Secondary Uniform Policy – Safe Schools #302.6.6.2

Elementary Standardized Dress Code Policy – Safe Schools #302.6.1

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

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

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

Permission to Use

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 18, 2014**

TITLE: POLICY AND GUIDELINE REVIEW 2013-2014 SCHEDULE

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

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: March 18, 2014



POLICY AND GUIDELINE REVIEW SCHEDULE

JANUARY - JUNE 2014

Updated: March 3, 2014

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting
				After Vetting
2007		100.9	Advocacy Expenditures	Jan. 2014
1998	2010	302.1	Anaphylaxis	Jan. 2014
2007	2010	500.2	Student Transportation	Jan. 2014
2006		201.13	Sexual Misconduct	Jan. 2014
1998	2002	201.3	Religious Education Courses for Staff	Jan. 2014
2006		301.6	School Generated Funds	Jan. 2014
2005		100.8	Electronic Meetings (Board and Committees)	Feb. 2014
2007		600.5	Advertising Expenditures	Feb. 2014
2006		301.7	Ontario Student Record (OSR)	Feb. 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	Mar. 2014
NEW		NEW	Use of Corporate Logo	Mar. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Mar. 2014
1998		701.1	Architect Selection	Mar. 2014
2007		100.9	Advocacy Expenditures	Apr. 2014
1998	2010	302.1	Anaphylaxis	Apr. 2014
2005		100.8	Electronic Meetings (Board and Committees)	Apr. 2014
2006		201.13	Sexual Misconduct	Apr. 2014
2007	2010	500.2	Student Transportation	Apr. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	May 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	May 2014

SORTED BY CW/BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2007		600.5	Advertising Expenditures	Mar. 2014
1998		701.1	Architect Selection	Mar. 2014
2006		301.7	Ontario Student Record (OSR)	Mar. 2014
NEW		NEW	Use of Corporate Logo	Apr. 2014
2007		100.9	Advocacy Expenditures	May 2014
1998	2010	302.1	Anaphylaxis	May 2014
2005		100.8	Electronic Meetings (Board and Committees)	May 2014
2006		201.13	Sexual Misconduct	May 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	Jun. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Jun. 2014
2001	2003	302.6.7	Criminal Background Check - <i>Safe Schools</i>	Jun. 2014

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

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

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

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

*** MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW**

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

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