



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, SEPTEMBER 23, 2014
4:30 P.M.

HOLY CROSS COMMUNITY ROOM
CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO



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- | | | |
|----|--|-----|
| 1. | Opening Prayer – Trustee Sicoli | - |
| 2. | Attendance | - |
| 3. | Approval of Agenda | - |
| 4. | Declaration of Conflict of Interest | - |
| 5. | Minutes of Policy Committee Meeting of May 27, 2014 | 5 |
| 6. | Policies | |
| | <i>Action Required</i> | |
| | POLICIES – FOR RECOMMENDATION TO OCTOBER 14, 2014 COMMITTEE OF THE WHOLE | |
| | 6.1 Bullying Prevention Intervention Policy (302.6.8) | 6.1 |
| | 6.2 Reimbursement of Travel Expenses Policy (201.4) | 6.2 |
| | POLICIES – PRIOR TO VETTING | |
| | 6.3 Concussions (New) | 6.3 |
| | <i>Information</i> | |
| | 6.4 Policy and Guideline Review 2014-2015 Schedule | 6.4 |
| 6 | Date of Next Meeting | |
| | October 28, 2014 – 4:30 p.m. | |
| 7 | Adjournment | |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 23, 2014**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
MAY 27, 2014**

RECOMMENDATION

THAT the Policy Committee approve the Minutes of the Policy Committee Meeting of May 27, 2014, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, MAY 27, 2014

Minutes of the Policy Committee Meeting held on Tuesday, May 27, 2014 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 4:42 p.m. by Vice –Chair Burkholder who presided over the meeting on behalf of Chair Sicoli.

1. Opening Prayer

The meeting was opened with a prayer by Student Trustee Atallah.

2. Attendance

Moved by Trustee Burkholder

THAT the Policy Committee excuse Chair Sicoli from attending the Policy Meeting of May 27, 2014. Trustee Burtnik was present electronically.

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

Student Trustees:

Vincent Atallah, Trustee

Staff:

John Crocco, Director of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Lee Ann Forsyth-Sells, Superintendent of Education

Jennifer Brailey, Manager of Corporate Services & Communications Department

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

3. Approval of Agenda

Moved by Trustee Burkholder

THAT the May 27, 2014, Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

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

5. Minutes of the Policy Committee Meeting of April 22, 2014

Moved by Trustee Burtnik

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

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO JUNE COMMITTEE OF THE WHOLE MEETING

6.1 Criminal Background Check-Safe Schools Policy (302.6.7)

Frank Iannantuono, Superintendent of Education/Human Resources Services, presented the amendments to the Criminal Background Check-Safe Schools Policy (302.6.7) following the vetting process.

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

POLICY STATEMENT

Under References: add 10. *Volunteers in Catholic Schools Policy (800.9)*

ADMINISTRATIVE GUIDELINES

Pg. 5 number 12. Should read- *In exceptional circumstances, with the approval of the Director of Education and Superintendent of Human Resources an individual may begin employment with the Board before an acceptable criminal background check is collected.*

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the Committee of the Whole approval of the revisions to the Criminal Background Check-Safe Schools Policy (302.6.7), as amended.

APPROVED

6.2 Sexual Misconduct Policy (201.13)

Superintendent Iannantuono presented the amendments to the Sexual Misconduct Policy (201.13) following the vetting process.

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

POLICY STATEMENT

No amendment

ADMINISTRATIVE GUIDELINES

Pg. 4 move v. *giving personal gifts to students* under last bullet of the list above

Pg. 4 change iii. To read *exchanging personal notes, comments or communication*

Pg. 4 second bullet should read; *sending intimate correspondence to students*

Pg. 4 fourth bullet should read; *engaging in sexualized dialogue through any means with students*

Pg. 6 Under Investigation Procedures: should read *Academic Teaching Staff*

Pg.7. Superintendent of Education should read; *When a complaint is filed against the conduct of a Superintendent of Education, Superintendent of Business and Finance or the Controller of Facilities Services, the Director of Education will investigate the complaint.*

Pg.7 Director of Education should read; *When a complaint is filed against the conduct of the Director of Education, the Director or the Chairperson of the Board, whoever receives the complaint will notify the appropriate Board Solicitor to determine the next course of action. A report will be presented to the Board at the earliest opportunity.*

Moved by Chair Burtnik

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

APPROVED

6.3 Use of Corporate Logo (New)

John Crocco, Director of Education, presented the amendments to the Use of Corporate Logo (New) following the vetting process.

The Policy Committee suggested no additional amendments.

Moved by Trustee Burtnik

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

APPROVED

POLICIES - PRIOR TO VETTING

6.4 Bullying Prevention & Intervention – Safe Schools Policy (302.6.8)

Lee Ann Forsyth-Sells, Superintendent of Education presented the Bullying Prevention & Intervention – Safe Schools Policy (302.6.8).

The Policy Committee suggested no additional amendments.

The Policy Committee requested that the Bullying Prevention & Intervention – Safe Schools Policy (302.6.8) be vetted from May 30, 2014 to September 11, 2014 with a recommended deadline for presentation to the Policy Committee in September 23, 2014, for consideration to the Committee of the Whole and Board in October 2014.

INFORMATION

6.5 Policies Currently Being Vetted (to July 20th)

- Reimbursement of Travel Expenses Policy (201.4)

6.6 Policy and Guideline Review 2013-2014 Schedule

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

7. Date of Next Meeting

Tuesday, September 23, 2014 – 4:30 p.m.

8. Adjournment

The meeting adjourned at 5:37 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 23, 2014**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
BULLYING PREVENTION INTERVENTION POLICY (302.6.8)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the revised Bullying Prevention Intervention Policy (302.6.8), as presented.

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: September 23, 2014



BULLYING PREVENTION & INTERVENTION POLICY

STATEMENT OF POLICY

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

In keeping with, the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to **provide a safe, inclusive and accepting** ~~ensure that the school environment is one~~ climate of respect, dignity and trust, consistent with the Gospel Values. **“Blessed are the peacemakers; for, they shall be called the children of God” (Matthew 5:9).** All members of the school community deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

References:

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



BULLYING PREVENTION & INTERVENTION POLICY

ADMINISTRATIVE GUIDELINES

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

In accordance with the Accepting Schools Act

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

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

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

Positive School Climate

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

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

The following are some characteristics of a positive school climate:

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

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

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

Definition of Bullying

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

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

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

Bullying

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

Cyber-bullying

(1.0.0.2) Bullying includes bullying by electronic means including:

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

Bullying Prevention and Intervention Strategies and Supports

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

STRATEGIES

1. ~~Niagara Catholic Schools and Staff~~ **The Board and all employees of the Board** are expected to:
 - Take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents **and recognize that some allegations may require more comprehensive intervention.**
 - **Respond to any student behaviour that is likely to have a negative impact on the school climate.**
 - Address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence,, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
 - Encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.

- Consider interventions and, supports and consequences that align with the student’s strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).
- Model appropriate language and actions for students.
- Increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan.

SUPPORTS

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

- Provide a safe, caring, and supportive environment that upholds our Catholic Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
 - Provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying.
 - Consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the Board that are Consider that programs, intervention, and other supports should be curriculum-linked and consistent with a progressive discipline approach.
 - Use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and discourage bullying as unacceptable behaviours.
 - Consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and Consider that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
 - Emphasize intervention strategies that are preventative in nature.
 - Recognize that all bullying behaviours are serious and may require more comprehensive intervention.
 - Address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
 - Support pupils students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
 - a) Activities or organizations that promote gender equity;
 - b) Activities or organizations that promote anti-racism;
 - c) Activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
 - d) Activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.
2. The name of an activity or organization described in subsection (1) must be consistent with the promotion of a positive school climate that is inclusive and accepting of all pupils students in consultation with the principal/designate of the school.

Delegation of Authority – Regarding Student Discipline

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

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

Student Suspension Policy #302.6.4 and Student Expulsion Policy #302.6.5

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

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

Submitted by Niagara Secondary Unit OECTA

1. SUPPORTS

"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."

COMMENT:

Niagara Secondary draws to the Board's attention the language of Section 12 of the Accepting Schools Act, 2012, which says in part:

"The Act is amended by adding the following section:

Board support for certain pupil activities and organizations

303.1 (1) Every Board shall support pupils 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)

(b)

(c)

(d) activities or organizations that promote awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name.

(2) For greater certainty, neither the board nor the principal shall refuse to allow a pupil to use the name gay-straight alliance or a similar name for an organization described in clause (1) (d)."

OECTA Niagara Secondary comments that the suggested new language in Policy 302.6.8 would appear to be in conflict with the language of the Act, and makes the following amendment:

"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 as clarified in the Act."

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 and Accepting Schools Incident Reporting Form (Appendix B)

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

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

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

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

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 and Accepting Schools Incident Reporting Form-Part II”.

Ontario Student Record

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

- Where the Principal/designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of

each student whose behaviour was inappropriate. The names of all other students that appear on the form - both students who have engaged in bullying and students who have been harmed - must be removed from the form before it is filed.

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

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

Principal Responsibilities with Principal/Designate Notification to Parents/Guardians

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

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

The Principal/designate shall disclose the following information:

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

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

The Principal/designate shall disclose the following information:

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

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

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

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

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

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

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

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

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

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

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

Vice-Principal Responsibilities

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

Teacher Responsibilities

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

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

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

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

Student Responsibilities

- Promote a safe, caring and positive environment for all by developing an awareness of bullying issues.
- Refuse to bully others or to be a bystander to acts of bullying.

- Report all acts of bullying that they may experience or observe to appropriate school personnel for assistance.
- Assist and co-operate in the implementation of school-wide bully prevention initiatives.

3. Parents/Visitors/Community Member Responsibilities

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

SAFE AND ACCEPTING SCHOOLS TEAMS (SASTs)

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 and Accepting 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.

2. SAFE SCHOOL 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.

COMMENT:

The Association recognizes that the make-up of the Safe School Teams is determined by Provincial legislation and Ministry direction. Having said that, we would recommend that language be added so as to clarify the method by which the teacher member of the committee is determined and therefore makes the following suggestion.

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 (selected by the members of the school teaching staff), support staff member, a community partner, and the principal. The Chair of this team must ~~have a~~ be a staff ~~chair,~~ member.

~~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 and Accepting School Incident Reporting Forms*
- *Appendix C- Board Bullying Prevention and Intervention Plan School Implementation Template*

DRAFT

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					
All Board employees who <u>work directly with students</u>					
Principals					



SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM

Report No: _____	CONFIDENTIAL SAFE AND ACCEPTING 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 checked="" type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person. <input checked="" type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner. <input checked="" type="checkbox"/> Committing sexual assault. <input checked="" type="checkbox"/> Trafficking in weapons or in illegal drugs. <input type="checkbox"/> Committing robbery. <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person). <input type="checkbox"/> Any activities listed in subsection 306(1) that is motivated by bias, prejudice, or hate. <input type="checkbox"/> Giving alcohol to a minor. <input type="checkbox"/> Any other activity for which a student may be expelled under the board policy <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or School Code of Conduct.
5. Report submitted by: Name: _____	
Role in School Community: _____	
Signature: _____ Date: _____	
Contact Information: Location: _____ Telephone: _____	
6. FOR PRINCIPALS' USE ONLY: Check if incident was a violent incident, as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> Violent Incident	

Information is collected under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collect on this form shall be directed to the school Principal.



SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM – Part II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No. _____

Report Submitted by: Name: _____

Date: _____

Investigation completed

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

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

Investigation in progress

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

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

Name of Principal: _____

Signature: _____

Date: _____

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

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



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

Niagara Catholic District School Board

School Implementation Template to be completed by Niagara Catholic Schools

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

In keeping with, the Mission, Vision and Values of the Niagara Catholic District School Board, the Board shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. “Blessed are the peacemakers; for, they shall be called the children of God” (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.

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

The Niagara Catholic District School Board recognizes that system and whole-school approaches are required to establish a Bullying Prevention and Intervention Plan for the Board and the schools of the Board and will be reviewed annually.

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

Insert School Letterhead

EDUCATION, AWARENESS AND OUTREACH

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

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

Definition of Bullying

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

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

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

Bullying

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

Cyber-bullying

(1.0.0.4) Bullying includes bullying by electronic means including:

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

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

- Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from conflict, aggression and teasing.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.

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

PREVENTION

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

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

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

[Insert school name] will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and

- align supervision plan to address where and when bullying happens, as identified through climate surveys.

INTERVENTION AND SUPPORT STRATEGIES

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

[Insert school name] will:

- take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents and recognize that some allegations may require more comprehensive intervention.
- respond to any student behaviour that is likely to have a negative impact on the school climate.
- address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but is not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.
- encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
- consider interventions and, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).
- model appropriate language and actions for students.
- increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan.
- recognize that the goals of policy initiatives must address the areas of challenge identified in the school climate surveys and other relevant data.

SUPPORTS

[Insert school name] will:

- provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff and parent, and all members of the Catholic school community.
- endeavour to increase education, awareness and outreach by using continuing best practices.

- consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the Board that are curriculum-linked and consistent with a progressive discipline approach.
- use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors.
- have in place processes and strategies to identify and respond to bullying when it happens.
- identify strategies for supporting all students involved in bullying.
- communicate the progressive discipline approach to the school community and the procedures in place to support students.
- use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and acceptable behaviours.
- consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
- support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
 - a) Activities or organizations that promote gender equity;
 - b) Activities or organizations that promote anti-racism;
 - c) Activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
 - d) Activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.

SAFE AND ACCEPTING SCHOOLS TEAM

[Insert school name] Safe and Accepting School Team shall:

- review the results of the School Climate Surveys and identify areas to monitor.
- develop and implement an appropriate action plan to address areas of concern.
- review and revise the school action plan and processes for reporting, response, support and following up on issues as appropriate.
- involve the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment.

- the roles/responsibilities of the school community (students, staff, parents and community members) will be continually reviewed in order to implement best practices.
- reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented.
- monitor, review, and evaluate the effectiveness of strategies and supports in the School Improvement Plan using the results from the School Climate Surveys.
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline.
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents and members of the community.

DRAFT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 23, 2014**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
REIMBRUSEMENT OF TRAVEL EXPENSES POLICY (201.4)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the revised Reimbursement of Travel Expenses Policy (201.4), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services

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

Date: September 23, 2014



REIMBURSEMENT OF TRAVEL EXPENSES

STATEMENT OF POLICY

Section:	200 – Human Resources
No:	201.4
Adopted:	December 22, 1998
Revised:	September 1, 2008 April 7, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board shall provide reimbursement to personnel for reasonable travel expenses incurred while on Board approved business. The Board is committed to ensuring travel reimbursement expenses are associated with employee's duties and continue to maximize benefits to the Board. of approved travel expenses to eligible employees for travel on Board business.

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



REIMBURSEMENT OF TRAVEL EXPENSES

ADMINISTRATIVE GUIDELINES

Section:	200 – Human Resources
No:	201.4
Adopted:	December 22, 1998
Revised:	September 1, 2008

EMPLOYEES ELIGIBLE FOR REIMBURSEMENT

Travel cost reimbursements will be paid to eligible employees for travel on approved Board business to various destinations, as follows:

1. Employees travelling ~~travelling~~ **scheduled** between work sites, according to Board approved assignments.
2. ~~Employees travelling to meetings as members of Board approved committees.~~

~~Employees travelling to meetings convened by the Director and Superintendents.~~

3. ~~2.~~ Employees travelling within the Board's jurisdiction on business, with the approval of their Supervisor.
4. ~~3.~~ Employees travelling outside the Board's jurisdiction, with the approval of their Supervisor.

TRAVEL ELIGIBLE FOR REIMBURSEMENT **REIMBURSEMENT** (~~Only eligible for reimbursement within the current school year~~)

1. All travel **at the start of day and end of day** between home and base ~~any~~ **Niagara Catholic work site** is the responsibility of the employee. ~~except on weekends.~~
2. All travel costs between **Niagara Catholic work sites** are eligible for reimbursement when an employee is **scheduled** for two assignments on the same day.

1. ~~3.~~ All distances claimed for reimbursement will be determined by the shortest route. A schedule of predetermined distances between school sites will be provided.

~~During work days, eligible employees will be reimbursed for the distance actually travelled each day from home to the various destinations, less the distance from home to base. Notwithstanding the foregoing, travel in the evening to the Board office or other sites on approved Board business is also eligible for travel reimbursement, unless the individual is paid overtime.~~

2. ~~4.~~ During weekends, with the approval of their Supervisor, eligible employees will be reimbursed for the distance actually travelled on Board business, unless the individual is paid overtime.
3. ~~5.~~ **Please Note:** Employees participating in full day conferences, meetings, workshops or general activities organized within the Niagara Region will not be eligible for travel reimbursement. The location of the conference, meeting, workshop or general activity will be designated as the temporary home base **Niagara Catholic site** for the duration of the activity.

GENERAL PROCEDURES

- ~~1. Each eligible employee will be assigned to a base by his Superintendent and / or Supervisor.~~
- ~~2. Eligible employees must indicate the distance from home to base in kilometres.~~

~~Quick stops and/or deliveries on the way home or on the way to work are not considered destinations.~~

RATE OF REIMBURSEMENT

1. The rate of reimbursement shall be 45 cents per kilometre, effective September 1, 2008.
2. The rate of reimbursement shall be reviewed by the Director of Education at least every two years*.
3. The Director, in consultation with Senior Staff, shall arrive at a rate for travel reimbursement after considering other rates in school boards, regional, municipal and Ontario government offices. A report on any changes in rate shall be forwarded to the Committee of the Whole and/or the Board for information.

REIMBURSEMENT PROCEDURES

Eligible employees will be reimbursed at the approved rate, as follows:

1. The **Reimbursement of Travel Expenses Form** is to be completed and signed by the eligible employee.
2. The Reimbursement of Travel Expenses Form is to be signed by the eligible employee's Supervisor/Superintendent and then forwarded to the appropriate Superintendent/Controller of Plant **Facilities Services**.
3. The Reimbursement of Travel Expenses Form ~~is to~~ **shall** be submitted on a monthly basis within the current school year.
- ~~3.4.~~ **The approval for travel reimbursement for forms submitted beyond 60 days of travel dates will be at the discretion of the Superintendent of Business and Financial Services.**

References:

- **Niagara Catholic - Employee Code of Conduct and Ethics Policy (201.17)**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 23, 2014**

**TITLE: POLICIES – PRIOR TO VETTING
CONCUSSIONS (NEW)**

Prepared by: Mark Lefebvre, Superintendent of Education

Presented by: Mark Lefebvre, Superintendent of Education

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

Date: September 23, 2014



CONCUSSION POLICY

STATEMENT OF POLICY

Section:	300 – Schools/Students
No:	New
Adopted:	
Revised:	NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board (Board) recognizes the importance of the health, safety and overall well-being of its students and is committed to taking steps to reduce the risk of injury.

The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

Increasing awareness of conditions to prevent and identify symptoms related to concussions will support the proper management of concussions, reducing increased risk. This Policy authorizes the creation of administrative procedures for implementation, which might include requirements described in Ministry of Education Policy/Program Memoranda, as matters of policy, and any such administrative procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or Ministry of Education materials all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy/Program Memoranda.

REFERENCES:

Education Act, R.S.O. 1990, c. E.2.

Ministry of Education, Policy/Program Memorandum 158, School Board Policies on Concussion

OPHEA Guidelines

Parachute Canada

	CONCUSSION POLICY ADMINISTRATIVE GUIDELINES	Section:	300 – Schools/Students
		No:	New
		Adopted:	
		Revised:	NIL

Purpose

The Niagara Catholic District School Board recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury. Concussion awareness, prevention, identification and management are a priority for the Board. The implementation of the Board’s Concussion Policy and Administrative Guidelines is another important step in creating healthier schools in Board.

Information

A concussion:

- is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep)
- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness)
- cannot be seen on X-rays, standard CT scans or MRIs
- is a clinical diagnosis made by a medical doctor or nurse practitioner*

*It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible on the same day.

Due to their developing brain and risk taking behavior, children and adolescents are more susceptible to concussion and take the longest to recover. Recent research has made it clear that a concussion can have a significant impact on a student’s cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student’s concussion symptoms to reappear or worsen. It is equally important to help students as they “return to learn” in the classroom as it is to help them “return to physical activity”. Without identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.

Research also suggests that a child or youth who suffers a second concussion before he or she is symptom free from the first concussion is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome – a rare condition that causes rapid and severe brain swelling and often catastrophic results, including death.

Concussion prevention and management requires the cooperation of all partners in the school community. To ensure the safety of students while they enjoy the many benefits of being active, parents/guardians, students, volunteers, staff, and school boards must all understand and fulfill their responsibilities. It is critical to a student's recovery that Return to Learn/Return to Physical Activity Plan be developed through a collaborative team approach led by the school principal.

This team should include the concussed student, his/her parents/guardians, school staff and volunteers who work with the student, and the medical doctor/nurse practitioner. Ongoing communication and monitoring by all members of the team is essential for the successful recovery of the student.

Signs and Symptoms of a Concussion

The first step to managing a concussion is being able to recognize common signs and symptoms. A concussion should be suspected following a blow to the head, face or neck, or a blow to the body that transmits a force to the head. It is important to observe for **one** or more of the signs or symptoms of a concussion which may take hours or day to appear. Review Appendix C-2 for a list of common signs and symptoms and complete this form. Concussion Recognition Tool is a pocket sized tool that can also be used to identify a suspected concussion when access to Appendix C 2 is not convenient (e.g. on the field).

Note: Appendix C-3 will still need to be completed

Note:

- Signs and symptoms may be different for everyone
- Signs and symptoms can appear immediately after the injury or may take hours or days to emerge
- Concussion symptoms for younger students may not be as obvious compared to older students
- A student may be reluctant to report symptoms because of a fear that he/she will be removed from the activity, his/her status on a team or in a game could be jeopardized or academics could be impacted
- It may be difficult for students under 10, with special education needs, or students for whom English/French is not their first language, to communicate how they are feeling
- If student loses consciousness or signs or symptoms worsen, call 911

Procedures

Immediate action must be taken by the individual (e.g. principal, teacher, coach) responsible for the student if the student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head. If in doubt, sit the student out and proceed with protocol.

Further to the Concussion Policy, the Board outlines the following roles and responsibilities:

Responsibilities

Family of Schools Superintendents of Education will:

- Perform an annual review of the Concussion Policy and Administrative Guidelines to ensure the guidelines align with current best practice recommendations and, at a minimum, the OPHEA concussion guidelines.
- Create a Concussion Board Report (Student Concussion Appendix C-2,C-3,C-4), to be completed by school principals, to track student concussions and record staff concussion education.
- Review concussion board reports annually to ensure compliance with and effectiveness of the Administrative Guidelines.
- Ensure concussion education is made available to all school personnel and volunteers.
- Implement concussion awareness and education strategies for students and their parents/guardians.

- Provide support to schools and staff to ensure enforcement of Return to Learn and Return to Physical Activity Guidelines and the Board Concussion Policy and Administrative Guidelines.
- Ensure that all board staff, including volunteers, involved in physical activity and supervision (includes but not limited to: recess supervision, curricular, interschool, and intramural physical activity, before and after school care), are trained to recognize signs and symptoms of a suspected concussion and what immediate action to take.
- Ensure that information on the Concussion Policy and Administrative Guidelines is shared with the school community, including organizations that use the school facilities, such as community sports organizations and licensed child-care providers operating in schools of the Board where applicable.
- Ensure each elementary and secondary school implements the Return to Learn and Return to Physical Activity Plan (Appendix C2,C3,C4).

Principals will:

- Abide by the Concussion Policy and Administrative Guidelines.
- Ensure staff, volunteers, parents/guardians, and students are aware of the Concussion Policy and Administrative Guidelines and understand their roles and responsibilities.
- Ensure the Concussion Policy and Administrative Guidelines is followed by all school staff (including occasional staff/support staff, recess supervisors), parents/guardians, students, and volunteers.
- Arrange for concussion in-servicing for staff and coaching volunteers, and repeat as necessary.
- Ensure the Concussion Recognition Tool is included in occasional teacher lesson plans and field trip folders.
- Share concussion information with students and their parents/guardians.
- Ensure lessons on Head Trauma/Concussion Awareness are delivered annually to all students.
- Ensure OPHEA safety guidelines are being followed.
- Work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success.
- Maintain up to date emergency contact and telephone numbers.
- Complete concussion Board report (OSBIE/Appendix I, Student Concussion) as each injury occurs or each term/semester.
- Attempt to obtain parental/guardian cooperation in reporting all non-school related concussions.
- Ensure concussion information is readily available to all school staff and volunteers.
- Ensure that all incidents are recorded, reported and filed as required by this Administrative Guideline, as appropriate, and with an OSBIE incident report form.
- For students who are experiencing difficulty in their learning environment as a result of a concussion, coordinate the development of an Individual Education Plan (IEP). See the revised OPHEA Strategies released by OPHEA for Return to Learn Strategies/Approaches.
- Approve any adjustments to the student's schedule as required.
- Alert appropriate staff about students with a suspected or diagnosed concussion.
- Prior to student return to school, ensure completion and collection of the following documentation:
 - Documentation of Medical Examination Form (Appendix C- 3,C-4)
 - Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan (Appendix C-3)
- File above documents (Appendix C-3,C-4) in student's OSR and provide copy to appropriate school staff.
- Once concussion is diagnosed, appoint primary staff member to act as the student's liaison to ensure adequate communication and coordination of student's needs.
- Ensure Parent/Guardian complete 'Acknowledgement of Risk/Permission to Participate Form

School Staff (Includes administration staff, teaching staff, support staff, coaches, volunteers, etc.) will:

- Understand and follow Concussion Policy and Administrative Guidelines.
- Attend and complete concussion training (e.g. staff meeting, online, workshop, read concussion package, etc.).
- Ensure that the Acknowledgement of Risk/Permission to Participate Appendix A distributed, completed and signed by parent prior to student participation in a sport.
- Ensure age-appropriate concussion education, including prevention, is included for all students participating in activities that could result in a concussion.
- Be able to recognize signs, symptoms and respond appropriately in the event of a concussion see Appendix A3: Concussion Guidelines-The Teachers/Coaches and Appendix C: Tool to Identify a Suspected Concussion Appendix C-2, C-3.
- Follow current OPHEA safety guidelines and implement risk management and injury prevention strategies.
- Make sure that occasional teaching staff are updated on concussed student's condition.

Parents/Guardians will:

- Review with your child the concussion information that is distributed through the school (e.g. learn signs and symptom of concussion (Appendix C-2).
- Reinforce concussion prevention strategies (e.g. Player Code of Conduct with your child.
- Understand and follow parents/guardian roles and responsibilities in the Administrative Guidelines.
- In the event of a suspected concussion, ensure child is assessed as soon as possible by physician/nurse practitioner, optimally on the same day.
- Cooperate with school to facilitate Return to Learn and Return to Physical Activity.
- Follow physician/nurse practitioner recommendations to promote recovery.
- Be responsible for the completion of all required documentation.
- Support your child's progress through recommended Return to Learn and Return to Physical Activity Guidelines.
- Collaborate with school to manage suspected or diagnosed concussions appropriately.
- Report non-school related concussion to principal (Return to Learn/Return to Physical Activity guidelines will still apply)

Students will:

- Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum we have both curriculum councils creating lesson plans for head injury prevention and awareness.
- Immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school.
- Inform school staff if you experience any concussion related symptoms (immediate, delayed or reoccurring).
- Remain on school premises until parent/guardian arrives if concussion is suspected
- Communicate concerns and challenges during recovery process with staff concussion liaison, school staff, parents/guardians, and health care providers.
- Follow concussion management strategies as per medical doctor/nurse practitioner direction and Return to Learn/Return to Physical Activity Guidelines.

Physician and/or other health care professionals will:

- Assist in the development of and pan individualized Academic and Physical Concussion Management Plan.
- Monitor recovery process and modify concussion management plan as required.

- Complete required documentation (Appendix C-3).
- If symptoms persist beyond 10 days, referral may be made to brain injury specialist.

Steps and Responsibilities in Suspected and Diagnosed Concussions

NOTE: For a simplified version of roles and responsibilities in suspected and diagnosed concussion see Management Flow Chart: Roles and Responsibilities in Suspected and Diagnosed Concussions

INITIAL RESPONSE:

Unconscious Student (or when there was any loss of consciousness)

Action
1. Stop the activity immediately-assume concussion
2. Initiate school Emergency Action Plan and call 911. Assume neck injury. Only if trained, immobilize student. <u>DO NOT</u> move the student or remove athletic equipment unless breathing difficulty
3. Remain with student until emergency medical service arrives
4. Contact student's parent/guardian (or emergency contact) to inform of incident and that emergency medical services have been contacted
5. Monitor student and document any changes (physical, cognitive, emotional/behavioural).
6. If student regains consciousness, encourage student to remain calm and still. Do not administer medication (unless the student requires medication for other conditions (e.g. insulin)
7. Complete and sign Appendix C 2 Tool to Identify Suspected Concussion and, if present, provide duplicate copy to parent/guardian retaining a copy.
8. If present, provide the parent/guardian a copy of Appendix C-3 Documentation of Medical Examination and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school.
9. Complete Board injury report (Appendix I Student Concussion Diagnosis Report/OSBIE), inform principal of suspected concussion, and forward copy of the completed and signed Appendix C Tool to Identify a Suspected Concussion.
10. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day
11. Once diagnosis is made complete Documentation of Medical Examination Appendix C-3 and return completed and signed document to school principal prior to student's return to school.
12. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the suspected concussion
13. Indicate that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical examination to the school principal

Conscious Student

Action
1. Stop the activity immediately
2. Initiate school Emergency Action Plan
3. When safe to do so, remove student from current activity/game
4. Conduct an initial concussion assessment of the student using Appendix C-2 Tool to Identify a Suspected Concussion (or pocket CRT)

If Concussion Is Suspected-If in Doubt, Sit them Out

Action
1. Do not allow student to return to play in the activity, game or practice that day even if the student states she/he is feeling better
2. Contact the student's parent/guardian (or emergency contact) to inform them: <ul style="list-style-type: none">o Of the incidento That they need to come and pick up the studento That the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day
3. Monitor and document any changes (i.e. physical, cognitive, emotional/behavioural) in the student. If signs or symptoms worsen, call 911
4. Complete, sign, and photocopy Appendix C:Tool to Identify a Suspected Concussion
5. Do not administer medication (unless student requires medication for other conditions-e.g. insulin)
6. Stay with student until his/her parent/guardian (or emergency contact) arrives.
7. Student must not leave the premises without parent/guardian supervision
8. Provide parent/guardian (emergency contact) signed copy of Appendix C Tool to Identify a Suspected Concussion, retaining a copy
9. Provide parent/guardian (or emergency contact) copy of Appendix D2 Documentation of Medical Examination and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school
10. Inform parent/guardian (or emergency contact) that the student must be examined by a medical doctor or nurse practitioner as soon as possible that day
11. Complete Board injury report (Appendix I Student Concussion Diagnosis Report/OSBIE), inform principal of suspected concussion, and forward copy of the completed and signed Appendix C-2 and C-3 Tool to Identify a Suspected Concussion.
12. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day
13. Complete Documentation of Medical Examination Appendix C-3 once diagnosis is made and return completed and signed document to school principal prior to student's return to school.
14. Inform all school staff (e.g. classroom teacher, SERT's, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the suspected concussion
15. Indicate that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical examination to the school principal

If signs are NOT observed, symptoms are NOT reported AND student passes Quick Memory Function Assessment (Appendix C-2)

Action
1. Recommended precautionary withdrawal of student from physical activity
2. Inform parent/guardian (or emergency contact) of the incident and provide signed copy of Appendix C Tool to Identify a Suspected Concussion, retaining a copy. Explain to parent/guardian (or emergency contact) that student should be monitored for 24-48 hours after the incident as concussion symptoms may take hours or days to emerge. If any signs or symptoms appear, the student needs to be examined by medical doctor or nurse practitioner as soon as possible on the same day and results shared with principal before return to school.
3. Inform Supervising School Staff/Volunteers if symptoms appear during learning or any activity
4. If symptoms appear proceed with Action items under "If a concussion is suspected"

ONCE DIAGNOSIS IS MADE

If NO CONCUSSION is diagnosed student may resume regular learning and physical activity

Action
1. Communicate diagnosis to school principal and return completed and signed Appendix C-3 Documentation of Medical Examination
2. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis
3. File any related written documentation of the incident and results of the medical examination (e.g. in the student's OSR)
4. Resume regular learning and physical activity

IF CONCUSSION IS DIAGNOSED: Return to Learn/Return to Physical Activity (Note: Student must successfully complete return to learn steps before initiating return to physical activity steps)

Action
1. Communicate diagnosis to school principal and return completed and signed Appendix C-3 Documentation for a Diagnosed Concussion. Also report non-school related concussions.
2. Provide parent/guardian Document for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan form Appendix C-4 and indicate that student must be symptom free or improved and form needs to be completed and signed before student can return to school. Ensure parent/guardian understands the plan, addressing their questions, concerns, and working with parent/guardian to overcome any barriers.
3. Complete Step 1-Return to Learn/Return to Physical Activity: Keep student home for cognitive rest (no school, no homework, no texting, no screen time) and physical rest (restricting recreational/leisure and competitive physical activities) until student is feeling better. Once symptoms start to improve, gradually increase mental activity (limit activities such as reading, texting, television, computer, and video games that require concentration and attention to 5-15 minutes). If moderate symptoms return, stop activity and allow student 30 minute break to resolve symptoms. If symptoms don't resolve, return to complete cognitive rest. Continue to gradually increase mental activity and monitor symptoms.
4. Continue cognitive and physical rest at home for at least 24-48 hours (or longer) until student's symptoms are improving or he/she is symptom free. Student should be able to complete 1-2 hours of mental activity (e.g. reading, homework) at home for one to two days before attempting return to school.
5. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis
6. Identify collaborative team (i.e. principal, concussed student, his/her parents/guardians, school staff and volunteers who work with the student, and the student's medical doctor/nurse practitioner) and designate a school staff member of the team as the concussion liaison to serve as the main point of contact for the student, the parent/guardians, or other school staff & volunteers who work with the student, and the medical doctor or nurse practitioner
7. Meet with collaborative team to review potential cognitive and emotional/behavioural difficulties student may experience, explain how these symptoms can impact learning and identify strategies/approaches to manage these symptoms. See Appendix B Return to Learn Strategies/Approaches
8. Ensure collaborative team understands the importance of not placing undue pressure on concussed student to rush through the return to learn/physical activity steps to avoid prolonged or increased symptoms. Return to learn should proceed slowly and gradually

Student's Symptoms are Improving

Action
1. Complete, sign and forward Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled Step1-Return to Learn/Return to Physical Activity
2. Proceed to Step 2a-Return to Learn: Student returns to school. Develop and implement Individual Education Plan (IEP) for Return to Learn Strategies/Approaches) with slow and gradual increases in cognitive activity (both at home and at school). Absolutely no recreational/leisure and competitive physical activity.
3. Monitor the student's progress through the Return to Learn/Return to Physical Activity Plan. This may include identification of the student's symptoms and how he/she responds to various activities. Strategies may need to be developed or modified to meet the changing needs of the student
4. Follow individualized classroom strategies/approaches for return to learn plan until student is symptom free

Student is Symptom Free

Action
1. Complete, sign and forward Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan Step 2a)
2. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, coaches, Concussion Liaison, and volunteers) who work with the student that student is symptom free and can return to regular learning activities without individualized classroom strategies and/or approaches. Student can proceed to Step 2-Return to Physical Activity see Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan.
3. Closely monitor student for the return of any concussion symptoms and/or deterioration of work habits and performance
4. Report any return of symptoms to supervising staff/volunteer
5. If symptoms return, stop activity and see Table below titled: Return of Symptoms. For more information see the last sections of Appendix C-4: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan.
6. Begin regular learning activities without individualized classroom strategies and/or approaches and initiate Step 2-Return to Physical Activity: individual light aerobic physical activity (e.g. walking, swimming or stationary cycling) only. Objective is to increase heart rate. Absolutely No participation in resistance/weight training, competition (including practices, scrimmages), participation with equipment or other students, drills, and body contact.
7. Complete and sign Appendix C-4 Documentation for a Diagnosed concussion-Return to Learn/Return to Physical Activity Plan Step 2-Return to Physical Activity if your child/ward is symptom free after participating in light aerobic physical activity and return to principal.
8. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, staff supervisors, recess supervisors, coaches, Concussion Liaison, and volunteers) who works with the student that he/she may proceed to Step 3-Return to Physical Activity. Provide supervising staff/coaches/volunteers Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan to record student progress through Step 3 and 4.
9. Continue with regular learning activities at school and begin Step 3: individual sport specific physical activity only (e.g. running drills in soccer, skating drills in hockey, shooting drills in basketball) to add movement. Absolutely No resistance/weight training, competition (including practices, scrimmages), body contact, head impact activities (e.g. heading a soccer ball) or other jarring motions (e.g. high speed stops, hitting a baseball with bat)

10. If symptom free, proceed to Step 4-Return to Physical Activity. Student may begin activities where there is no body contact (e.g. dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport-specific drills (e.g. passing drills in football and ice hockey) to increase exercise, coordination and cognitive load. Absolutely no activities that involve body contact, head impact (e.g. heading soccer ball) or jarring motions (e.g. high speed stops, hitting a baseball with a bat)
11. Record student's progress through Steps 3 and 4. Once student has completed Steps 3 and 4 and is symptom free, complete and sign Appendix C-4 Documentation for a Diagnosed concussion-Return to Learn/Return to Physical Activity Plan form section titled "Step 4-Return to Physical Activity". Communicate with parent/guardian that the student has successfully completed Steps 3 and 4 and return completed and signed form Appendix C-4 to parent/guardian to obtain medical doctor/nurse practitioner diagnosis and signature
12. Provide school principal with written documentation from a medical doctor or nurse practitioner (e.g. completed and signed Appendix C-4 -Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled "Medical Examination") that indicates the student is symptom free and able to return to full participation in physical activity
13. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches, Concussion Liaison, and volunteers) who work with the student that student may proceed to Step 5-Return to Physical Activity. File written documentation (e.g. completed and signed Appendix E-Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled "Medical Examination") in student's OSR.
14. Continue with regular learning activities and begin Step 5: resume full participation in regular physical education/intramural/interschool activities in non-contact sports and full training practices for contact sports. The objective is to restore confidence and assess functional skills by teacher/coach. Absolutely no competitions (e.g. games, meets, events) that involve body contact.
15. If student remains symptom free, proceed to Step 6: Return to full participation in contact sports with no restrictions

Return of Symptoms

Action
1. Report any return of symptoms to supervising staff/volunteers
2. If signs of returned concussion symptoms and/or deterioration of work habits and performance occur, stop activity and contact student's parent/guardian (or emergency contact) and report to principal. Complete Board (Appendix I Student Concussion Diagnosis Report/OSBIE) report and forward to principal who will file in student record
3. Contact parent/guardian (or emergency contact) to inform of returned symptoms and need for medical examination on the same day. Provide Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan form and indicate that the last section titled "Return of Symptoms" must be completed, signed and returned before student can return to school.
4. Have student examined by a medical doctor/nurse practitioner as soon as possible on the same day
5. Complete, sign and forward Appendix C-4 Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled "Return of Symptoms" to principal
6. Follow medical doctor/nurse practitioner's treatment
7. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches), Concussion Liaison, and volunteers who work with the student that student has experienced return of symptoms and which step of the Return to Learn/Return to Physical Activity to proceed from.

NOTE:

- Cognitive or physical activities can cause student's symptoms to reappear
- Steps are not days-each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion and the student
- The signs and symptoms of a concussion often last for 7-10 days, but may last longer in children and adolescents
- Compared to older students, elementary school children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue, and other concussion symptoms
- If a student returns to activity while symptomatic, or before the brain has fully recovered, they are at an increased risk of sustaining another concussion with symptoms that can be prolonged and increased
- Principals, supervising staff, coaches and volunteers must be very aware of students asking to return to learn and return to play too early.
- Parents/guardians must report non-school related concussions
- Return to Learn/Return to Physical Activity steps must be followed regardless of where diagnosed concussion occurred

Encouraging Parent/Guardian Cooperation:

If the Parent/Guardian refuses a physician consultation and/or refuses to adhere to the concussion admin procedure the principal will:

- Discuss parental concerns (e.g. documentation fees) surrounding the process and attempt to address these concerns
- Provide rationale for the required steps of the Concussion Administrative Procedure
- Include parent/guardian and their child in every step of the recovery process
- Provide parents with concussion information to increase their awareness and knowledge
- Re-iterate the importance of obtaining an official diagnosis from trained physician
- Explain to parent/guardian if staff feels immediate medical attention is required that they are obligated to call 911 even on parent refusal
- Inform parent/guardian that school is obligated to follow the steps of the "Return to Learn" and "Return to Physical Activity" process
- If unsuccessful in acquiring full parental cooperation seek support from Senior Administration

Prevention:

Regardless of the steps taken to prevent injury, some students will continue to be injured. The severity of the injury can be mitigated by the following:

1. Awareness and education for coaches, volunteers, staff, parents and students to:
 - a) Recognize the symptoms of concussion;
 - b) Remove the student from play;
 - c) Refer the student to a medical doctor/nurse practitioner
 - d) Deliver curriculum based lessons on concussion awareness to students at specified grades
2. Wearing the sport specific protective equipment:
 - a) Equipment should fit properly;
 - b) Equipment should be well maintained;
 - c) Equipment should be worn consistently and correctly;
 - d) Equipment should meet current safety standards;
 - e) Damaged or expired equipment should be replaced

3. Follow OPHEA sport specific safety guidelines and enforce the fair play code of conduct
4. Ensure all students receive instruction, understand and follow the sport/activity specific safety rules and skills prior to participation (e.g. eliminate all checks to the head and eliminate all hits from behind)
5. Teach skills in proper progression (e.g. emphasize the principles of head-injury prevention, keeping the head up and avoiding collision)
6. Outline the concussion risks associated with the activity/sport and demonstrate how they can be minimized e.g. teach proper sport techniques - correct tackling in football, effective positioning in soccer, how to avoid over-crowding when using the playground
7. Students must follow their supervising staff/coach's/volunteer's safety instructions at all times
8. Reinforce that it is extremely important not to return to learning or physical activity while still recovering from a concussion to avoid further risk of injury.
9. Discourage parents/guardians/volunteers/teachers/coaches, school staff from pressuring recovering concussed students to play or learn before they are ready
10. Parents need to reinforce with their child the importance of following the school's safety procedures
11. Parents need to report concussion history on school medical form
12. Provide reassurance, support and request/offer academic accommodations as needed

Other Sources of Concussion Information

The following web links and organizations have information, videos and interactive games for parents, teachers and students on concussion recognition, prevention and management. Some organizations such as Bikes Boards and Blades will make school visits targeting Grade 2/3 students at no cost.

General Concussion Information

[Parachute Canada](#)

[Centre for Disease Control: Traumatic Brain Injury](#)

<http://www.concussionsontario.org>

<http://www.cdc.gov/concussion/sports/prevention.html>

ELearning Modules

[Coaches Association of Ontario](#)

[Parachute](#)

Online Videos

[Dr. Mike Evans: Concussions 101](#)

<http://brain101orcasinc.com/1000/> (OREGON CENTER FOR APPLIED SCIENCES, INC.)

Concussion Research

[Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012](#)

OPHEA Safety Guidelines

[Ontario Physical Education Safety Guidelines](#)

Concussion Tools

[Concussion Recognition Tool](#)

[Sport Concussion Assessment Tool](#)

[Child Sport Concussion Assessment Tool](#)

[Concussion App](#)

Student Education

[Dr. Mike Evans: Concussions 101](#)

[Brain Day](#)

[Hamilton Brain Injury Association: Bikes, Blades and Boards Education Program](#) info@hbia.ca
905-538-5251

[Coaching Association of Ontario](#)

Video: Head Games www.slice.com

Conclusion:

Despite prevention strategies listed above, head injuries will still occur. **Niagara Catholic District School Board** staff and volunteers who are involved in intramural or inter-school athletics or any part of the health and physical education curriculum will not be held personally liable in a civil proceeding for an act or omission if the person acts reasonably in the circumstances and in good faith.

Appendices

APPENDIX A - Acknowledgement of Risk/Permission to Participate Form

APPENDIX C-2 - Tool to Identify Suspected Concussion

APPENDIX C-3 - Documentation of Medical Examination

APPENDIX C-4 - Documentation for a Diagnosed Concussion-Return to Learn/Physical Activity

APPENDIX C-5 - Pocket Concussion Recognition Tool

APPENDIX C-6 - Sample Active and Safe Play Pledge Code of Conduct

APPENDIX C-7 - Sample 'Return to Learn' Strategies

References

Parachute Canada (Formerly Think First) - <http://parachutecanada.org/activeandsafe/>

- <http://www.youtube.com/parachutecanada>

- <http://www.parachutecanada.org/active-and-safe/items/roles-and-responsibilities-of-educators>

- <http://www.parachutecanada.org/active-and-safe/items/roles-and-responsibilities-of-coaches-and-officials>

- <http://www.cces.ca/files/pdfs/CCES-Active&Safe-Pledge-E.pdf>

OPHEA Safety Guidelines, 2012 and 2013, Elementary and Secondary - <http://www.safety.ophea.net>

http://safety.ophea.net/sites/safety.ophea.net/files/docs/appendices/S_C/EN_S_C_Generic%20Section_12.pdf

Canchild Sponsored by McMaster University and McMaster Children's Hospital -

http://canchild.ca/en/ourresearch/mild_traumatic_brain_injury_concussion_education.asp#NEW

Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012: <http://www.sportsconcussion.com/pdf/Consensus-Statement-Concussion-Sports-4th.pdf>

Sport Concussion Assessment Tool - 3rd edition For use by medical professionals only
<http://www.sportsconcussion.com/pdf/SCAT3-pfh.pdf>

Sport Concussion Assessment Tool for children ages 5 to 12 years For use by medical professionals only
<http://www.sportsconcussion.com/pdf/SCAT3-Child.pdf>

Pocket Concussion Recognition Tool 2013 <http://www.sportsconcussion.com/pdf/PFH-Pocket-Card.png>

<http://www.chop.edu/service/concussion-care-for-kids/home.html>

Center for Disease Control and Prevention: Returning to School After a Concussion: A fact Sheet for School Professionals www.cdc.gov/concussion

<http://www.hockeycanada.ca/en-ca/news/2012-nr-130-en>

www.ontario.ca/concussions



Appendix C-2

Tool to Identify a Suspected Concussion

Identification of Suspected Concussion

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion must be suspected in the presence of any one or more of the signs or symptoms outlined in the chart below and/or the failure of the Quick Memory Function Assessment.

1. Check appropriate box

An incident occurred involving _____ (student name) on _____ (date). He/she was observed for signs and symptoms of a concussion.

No signs or symptoms described below were noted at the time. *Note: Continued monitoring of the student is important as signs and symptoms of a concussion may appear hours or days later (refer to #4 below).*

The following signs were observed or symptoms reported:

This tool is a quick reference, to be completed by teachers/coaches, to help identify a suspected concussion and communicate this information to parent/guardian.

Signs and Symptoms of Suspected Concussion	
<p>Possible Signs Observed</p> <p><i>A sign is something that is observed by another person (e.g., parent/guardian, teacher, coach, supervisor, peer).</i></p> <p>Physical</p> <ul style="list-style-type: none"> <input type="checkbox"/> vomiting <input type="checkbox"/> slurred speech <input type="checkbox"/> slowed reaction time <input type="checkbox"/> poor coordination or balance <input type="checkbox"/> blank stare/glassy-eyed/dazed or vacant look <input type="checkbox"/> decreased playing ability <input type="checkbox"/> loss of consciousness or lack of responsiveness <input type="checkbox"/> lying motionless on the ground or slow to get up <input type="checkbox"/> amnesia <input type="checkbox"/> seizure or convulsion <input type="checkbox"/> grabbing or clutching of head <p>Cognitive</p> <ul style="list-style-type: none"> <input type="checkbox"/> difficulty concentrating <input type="checkbox"/> easily distracted <input type="checkbox"/> general confusion <input type="checkbox"/> cannot remember things that happened before and after the injury (<i>see Quick Memory Function Assessment on page 2</i>) <input type="checkbox"/> does not know time, date, place, class, type of activity in which he/she was participating <input type="checkbox"/> slowed reaction time (e.g., answering questions or following directions) <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> <input type="checkbox"/> strange or inappropriate emotions (e.g., laughing, crying, getting angry easily) <p>Other</p> <p>_____</p>	<p>Possible Symptoms Reported 2.</p> <p><i>A symptom is something the student will feel/report.</i></p> <p>Physical</p> <ul style="list-style-type: none"> <input type="checkbox"/> headache <input type="checkbox"/> pressure in head <input type="checkbox"/> neck pain <input type="checkbox"/> feeling off/not right <input type="checkbox"/> ringing in the ears <input type="checkbox"/> seeing double or blurry/loss of vision <input type="checkbox"/> seeing stars, flashing lights <input type="checkbox"/> pain at physical site of injury <input type="checkbox"/> nausea/stomach ache/pain <input type="checkbox"/> balance problems or dizziness <input type="checkbox"/> fatigue or feeling tired <input type="checkbox"/> sensitivity to light or noise <p>Cognitive</p> <ul style="list-style-type: none"> <input type="checkbox"/> difficulty concentrating or remembering <input type="checkbox"/> slowed down, fatigue or low energy <input type="checkbox"/> dazed or in a fog <p>Emotional/Behavioural</p> <ul style="list-style-type: none"> <input type="checkbox"/> irritable, sad, more emotional than usual <input type="checkbox"/> nervous, anxious, depressed <p>Other</p> <p>_____</p>
<p>If any observed signs or symptoms worsen, call 911.</p>	



Ask the student the following questions, recording the answers below. Failure to answer any one of these questions correctly may indicate a concussion:

- What room are we in right now? *Answer:* _____
- What activity/sport/game are we playing now? *Answer:* _____
- What field are we playing on today? *Answer:* _____
- What part of the day is it? *Answer:* _____
- What is the name of your teacher/coach? *Answer:* _____
- What school do you go to? *Answer:* _____

3. Action to be Taken

If there are any signs observed or symptoms reported, or if the student fails to answer any of the above questions correctly:

- a concussion should be suspected;
- the student must be immediately removed from play and must not be allowed to return to play that day even if the student states that he/she is feeling better; and
- the student must not leave the premises without parent/guardian (or emergency contact) supervision.

In all cases of a suspected concussion, the student must be examined by a medical doctor or nurse practitioner for diagnosis and must follow our concussion protocol.

4. Continued Monitoring by Parent/Guardian

- Students should be monitored for 24 - 48 hours following the incident as signs and symptoms can appear immediately after the injury **or may take hours or days to emerge.**
- If any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

5. Teacher/Coach name: _____

Teacher/Coach signature: _____ Date: _____



Appendix C-3

Documentation of Medical Examination

This form to be provided to all students suspected of having a concussion. Please reference our Concussion Protocol for further information.

_____ (Student name) sustained a suspected concussion on _____ (date). As a result, this Student must be seen by a medical doctor or nurse practitioner. Prior to returning to school, the parent/guardian must inform the Student Success Team of the results of the medical examination by completing the following:

Results of Medical Examination

(medical documentation required below)

- My child/ward has been examined and **no concussion** has been diagnosed and therefore may resume full participation in learning and physical activity with no restrictions.
- My child/ward has been examined and **a concussion has been diagnosed** and therefore must begin a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

Declaration of Student Activity:

Academic Courses	Co-curricular Activities

Parent/Guardian signature: _____ Date: _____

Comments: (Please provide direction re: cognitive/physical rest & activity.)

Medical Doctor/Nurse Practitioner Signature: _____

*Signature may be substituted by medical note with similar information regarding incident.

Date: _____



Appendix C-4

Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan

The Return to Learn/Return to Physical Activity Plan is a combined approach. Parts A and B (Return to Learn) must be completed prior to the Student returning to physical activity. Each Part must take a minimum of 24 hours.

Part A - Physical and Cognitive Home Rest

- *Completed at home.*
 - *Cognitive Rest - includes limiting activities that require concentration and attention (e.g., reading, texting, television, computer, video/electronic games).*
 - *Physical Rest - includes restricting recreational/leisure and competitive physical activities.*
- My child/ward has completed Part A - Physical and Cognitive Home Rest and his/her **symptoms have shown improvement**. My child/ward will proceed to Part B - Return to Learn.
- My child/ward has completed Part A - Physical and Cognitive Home Rest and is **symptom free**. My child/ward will proceed directly to Part C -Return to Physical Activity.

Parent/Guardian signature: _____ Date: _____

Comments:

If at any time during the following steps symptoms return, please refer to the "Return of Symptoms" section on page 4 of this form.



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Part B - Return to Learn

- *Student returns to school.*
 - *Requires individualized classroom strategies and/or approaches which gradually increase cognitive activity.*
 - *Physical rest- includes restricting recreational/leisure and competitive physical activities.*
- My child/ward has been receiving individualized classroom strategies and/or approaches and is **symptom free**. My child/ward will return to regular learning activities at school. My child/ward will proceed to Part C - Return to Physical Activity.

Parent/Guardian signature: _____ Date: _____

Comments:

Part C - Return to Physical Activity

(i.) Light Aerobic Physical Activity

- Student can participate in individual light aerobic physical activity only.
 - Student continues with regular learning activities.
- My child/ward is symptom free after participating in light aerobic physical activity. My child/ward will proceed to Part C (ii) - Sport Specific Physical Activity.

Parent/Guardian signature: _____ Date: _____

Comments:



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(ii.) Sport Specific Physical Activity (non-contact)

- *Student may begin individual sport-specific physical activities only. No body contact and or resistance/weight training.*

(iii.) Return to Non-Sport Specific Physical Activity (non-contact)

- *Student may begin activities where there is no body contact (e.g., dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport-specific drills.*

Student has successfully completed Part C (i, ii, iii) and is symptom free.

Teacher/coach signature: _____

Medical Examination

- I, _____ (medical doctor/nurse practitioner name) have examined _____ (child/ward) and confirm he/she continues to be symptom free and is able to return to regular physical education class/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports.

Medical Doctor/Nurse Practitioner Signature: _____

Date: _____

Comments:

(iv.) Return to Regular Non-Contact Physical Activity

- *Student may resume regular physical education/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports (no contact permitted).*



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Return to Physical Activity With No Restrictions

- *Student may resume full participation in contact sports with no restrictions.*
- My child/ward is symptom free after participating in regular non-contact physical activities in non-contact sports and full training/practices for contact sports and is now permitted to return to physical activity with no restrictions.*

Parent/Guardian signature: _____ Date: _____

Comments:

Return of Symptoms

- My child/ward has experienced a return of concussion signs and/or symptoms and has been examined by a medical doctor/nurse practitioner, who has advised a return to:
 - Step _____ of the Return to Learn/Return to Physical Activity Plan

Parent/Guardian signature: _____ Date: _____

Comments:

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 23, 2014**

TITLE: POLICY AND GUIDELINE REVIEW 2014-2015 SCHEDULE

The Policy and Guideline Review 2014-2015
Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: September 23, 2014



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER - JUNE 2015

Updated: September 16, 2014

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

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

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

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
Sorted by Policy Name				
Updated: August 25, 2014				

2003	2013	400.5	Acceleration/Retention (Elementary)	ML
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
2009	2009	800.1	Accessibility Customer Service	LAFS
2012	2013	800.8	Accessibility Standards	YB
1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	LAFS
1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
2007	2014	600.5	Advertising Expenditures	GV
2007	2014	100.9	Advocacy Expenditures	GV
1998	2014	302.1	Anaphylaxis	YB
NEW	NEW	NEW	Anti-Spam	JC
1998	2014	701.1	Architect Selection	SW
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	LAFS
1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
1998	2012	301.3	Attendance Areas	SW
2012	2014	201.16	Attendance Support Program	FI
1997	2010	100.1	Board By-Laws	JC
2012	2012	701.5	Bottled Water	LAFS
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
1998	2013	800.1	Catholic School Councils	LAFS
2001	2012	400.3	Christian Community Service	ML
2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
1998	2013	800.2	Community Use of Facilities	SW
1998	2011	800.3	Complaint Resolution	JC
NEW	NEW	NEW	Concussion	ML
1998	2013	400.1	Continuing Education	FI
2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
2001	2014	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
2012	2012	302.8	Diabetes Management	YB
2001	2012	302.6.6.2	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
1998	2013	400.2	Educational Field Trips	ML
1998	2012	800.5	Education-Based Research	LAFS
2006	2012	201.12	Electronic Communications Systems (Employees)	TF
2006	2012	301.5	Electronic Communications Systems (Students)	TF
2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
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
2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
1998	2013	201.1	Employee Leaves of Absence	FI
2007	2013	201.14	Employee Meals & Hospitality	GV
2002	2012	201.7	Employee Workplace Harassment *	FI
2002	2011	201.11	Employee Workplace Violence *	FI
2011	2011	400.6	Environmental Stewardship	SW
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
2002	2012	301.4	Fundraising	GV
2013	2013	203.4	Leadership Pathways	FI

1998	2010	600.3	Monthly Financial Reports	GV
2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
2005	2011	302.7	Nutrition	YB
2002	2011	201.6	Occupational Health & Safety *	FI
2006	2014	301.7	Ontario Student Record (OSR)	ML
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
1998	2012	702.1	Playground Equipment	SW
2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
2008	2010	302.6.9	Progressive Student Discipline - Safe Schools	LAFS
1998	2010	701.2	Pupil Accommodation Review	SW
1998	2011	600.1	Purchasing/Supply Chain Management	GV
1998	2011	600.2	Records and Information Management	JC
1998	2008	201.4	Reimbursement of Travel Expenses	GV
2010	2010	100.10.1	Religious Accommodation	YB
1998	2014	201.3	Religious Education Courses for Staff	FI
1998	2010	201.2	Retirement & Service Recognition Celebration	FI
1999	2010	302.3	Safe Arrival	FI
2009	2009	301.8	Safe Physical Intervention with Students	LAFS
2001	2013	302.6	Safe Schools	LAFS
2006	2014	301.6	School Generated Funds	GV
2006	2014	201.13	Sexual Misconduct	FI
2001	2009	302.6.5	Student Expulsion - Safe Schools	LAFS
2011	2011	301.11	Student Fees	YB
2001	2012	302.5	Student Parenting	ML
2013	2013	100.6.2	Student Senate - Elementary	JC
2000	2013	100.6.14	Student Senate - Secondary	JC
2001	2009	302.6.4	Student Suspension - Safe Schools	LAFS
2007	2014	500.2	Student Transportation	GV
1998	2012	100.4	Student Trustees	JC
1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
2010	2010	100.12	Trustee Code of Conduct	JC
2011	2011	100.13	Trustee Expenses & Reimbursement	JC
2010	2010	100.11	Trustee Honorarium	JC
2014		NEW	Use of Corporate Logo	JC
2002	2013	701.3	Video Security Surveillance	SW
2011	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	2013	800.9	Volunteering in Catholic Schools	FI

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW