



*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, APRIL 26, 2016
4:00 P.M.**

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



- | | |
|--|---|
| 1. Opening Prayer – Trustee Burtnik | - |
| 2. Attendance | - |
| 3. Approval of Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Minutes of Policy Committee Meeting of March 29, 2016 | 5 |
| 6. Policies | |

Action Required

POLICIES – FOR RECOMMENDATION TO MAY 10, 2016 COMMITTEE OF THE WHOLE

- | | |
|--|-----|
| 6.1 Access to Board Premises – Safe Schools Policy (302.6.3) | 6.1 |
| 6.2 Reimbursement of Travel Expenses Policy (201.4) | 6.2 |
| 6.3 Employee Workplace Harassment Policy (201.7) | 6.3 |
| 6.4 Employee Workplace Violence Policy (201.11) | 6.4 |
| 6.5 Occupational Health & Safety Policy (201.6) | 6.5 |
| 6.6 Establishment and Cyclical Review of Policies Policy (100.5) | 6.6 |

POLICY EDIT

- | | |
|--|-----|
| 6.7 Accessibility Standards Policy (800.8) | 6.7 |
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POLICIES – PRIOR TO VETTING

- | | |
|---|-----|
| 6.8 Assessment, Evaluation, Reporting and Homework Policy (301.1) | 6.8 |
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Information

- | | |
|--|------|
| 6.9 Policies Currently Being Vetted until May 13, 2016 | |
| • Board By-Laws Policy (100.1) | - |
| • Niagara Catholic Parent Involvement Committee & By-Laws Policy (800.7) | - |
| • Religious Accommodation Policy (100.10.1) | - |
| • Safe Arrival Policy (302.3) | - |
| • Naming of Board Facility Policy (NEW) | - |
| 6.10 Policy and Guideline Review 2015-2016 Schedule | 6.10 |
| 6.11 Time of Policy Committee Meetings | - |

7. Date of Next Meeting

May 24, 2016 – 4:00 p.m.

8. Adjournment

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 26, 2016**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
OF MARCH 29, 2016**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of March 29, 2016, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, MARCH 29, 2016

Minutes of the Policy Committee Meeting held on Tuesday, March 29, 2016 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by Policy Committee Member Trustee Sicoli for Pat Vernal, Chair of the Policy Committee, who joined the meeting electronically.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Sicoli

2. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Pat Vernal (Committee Chair)		✓		
Kathy Burtnik		✓		
Dino Sicoli	✓			

Trustees:

Fr. Paul MacNeil

Student Trustees:

Michaela Bodis, Trustee

Aidan Harold, Trustee

Staff:

John Crocco, Director of Education

Yolanda Baldasaro, Superintendent of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Ted Farrell, Superintendent of Education

Anna Pisano, Administrative Assistant, Corporate Services & Communications Department

/Recording Secretary

3. Approval of Agenda

Moved by Trustee Burtnik

THAT the March 29, 2016, 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 February 23, 2016

Moved by Trustee Vernal

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of February 23, 2016, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES – PRIOR TO VETTING

6.1 Religious Accommodation Policy (100.10.1)

Yolanda Baldasaro, Superintendent of Education, presented the Religious Accommodation Policy (100.10.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- Change “*guidelines*” to “*procedures*”
- Get verification from Legal Counsel as to whether the last paragraph under creed is contradictory to the first paragraph.

The Policy Committee requested that the Religious Accommodation Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

6.2 Naming of a Board Facility Policy (NEW)

John Crocco, Director of Education, presented the Naming of a Board Facility Policy (NEW).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- No amendments

The Policy Committee requested that the Naming of a Board Facility Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

6.3 Safe Arrival Policy (302.3)

Lee Ann Forsyth-Sells, Superintendent of Education and Ted Farrell, Superintendent of Education, presented the Safe Arrival Policy (302.3).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- Change “*guidelines*” to “*procedure*”
- Page 2 Bullet 6 add “*or Designate*”
- Add additional bullet to Responsibilities of Parents/Guardians

The Policy Committee requested that the Safe Arrival Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

6.4 Niagara Catholic Parent Involvement Committee & By-Laws Policy (800.7)

Superintendent Forsyth-Sells, presented the Niagara Catholic Parent Involvement Committee & By-Laws Policy (800.7).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- Change “*guidelines*” to “*procedure*”

The Policy Committee requested that the Niagara Catholic Parent Involvement Committee & By-Laws Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

6.5 Board By-Laws Policy (100.1)

Director Crocco presented the Board By-Laws Policy (100.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Page 3 move “*Niagara Catholic Parent Involvement Committee (NCPIC)*” to list of Statutory Committees
- Add “*Committee of the Whole*” for list of standing committees
- Page 4 paragraph 2 change “*one member*” to “*two members*”
- Reference Education Act
- Page 4 and 5 change “*act in the best interest of Catholic Education*” to “*act in the best interest of publicly funded Catholic Education*”
- Change all reference to gender to “*their*” or “*them*”
- Page 8 omit “*6. School Choir*”
- Page 9 bullet 9.i. add “*In the event of a change to the schedule of posted meetings the change will be publically communicated through the Boards communication process*”
- Page 10 remove “*Committee of the Whole*” from bullet iii
- Page 11 add “*and all it’s committees*” and “*a time is otherwise*” to bullet vi, change “*the last elected Vice-Chairperson will*” to “*the Chairperson will select a Trustee to*” from bullet vii, remove “*Committee of the Whole*” from bullet 11 paragraph 1
- Page 14 change “*ten (10)*” to “*fifteen (15)*” and remove “*with each questioner....*”
- Page 16 change “*the last elected Vice-Chairperson will*” to “*the Chairperson will select a Trustee to*” from paragraph one

The Policy Committee requested that the Board By-Laws Policy, be vetted from March 30, 2016 to May 13, 2016 with a recommended deadline for presentation to the Policy Committee in May, 2016, for consideration to the Committee of the Whole and Board in June, 2016.

INFORMATION

6.6 Policies Currently Being Vetted to April 8, 2016 and April 11, 2016

- Access to Board Premises – Safe Schools Policy (302.6.3)
- Reimbursement of Travel Expenses Policy (201.4)
- Employee Workplace Harassment Policy (201.7)
- Employee Workplace Violence Policy (201.11)
- Occupational Health & Safety Policy (201.6)
- Establishment and Cyclical Review of Policies Policy (100.5)

6.7 Policy and Guideline Review 2015-2016 Schedule

Director Crocco presented the Policy and Guideline Review 2015-2016 Schedule.

7. Date of Next Meeting

April 26, 2016

8. Adjournment

The meeting adjourned at 6:55 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
ACCESS TO BOARD PREMISES – SAFE SCHOOLS POLICY
(302.6.3)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Access to Board Premises – Safe Schools Policy (302.6.3), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: April 26, 2016



Niagara Catholic District School Board
**ACCESS TO BOARD PREMISES POLICY
 (SAFE SCHOOLS)**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, **the safety of students, staff, parents/guardians and authorized persons is a priority for the Niagara Catholic District School Board. The Board promotes a safe learning environment and workplace for all students, staff and authorized persons which is consistent with current legislation specifying** ~~ies~~ who is permitted on Board premises when the premises are being used for a purpose authorized **at any time** by the Board ~~on any day or at any time.~~

This policy applies to all persons accessing any Board owned property or building under the jurisdiction of the Niagara Catholic District School Board. The Niagara Catholic District School Board authorizes its administrators ~~staff~~ **to exercise rights as occupiers under the provisions of the Trespass to Property Act to utilize the provision of the regulation and the Criminal Code in efforts to ensure the safety of all authorized persons** ~~accessing Board premises, including all property or buildings, including Board contracted transportation vehicles.~~ **schools, of the Board, Board sites, all adjacent Board property of the Niagara Catholic District School Board, inclusive of playgrounds, parking lots, and school buses.**

~~The Principal/Vice Principal or another person authorized by the Board may prohibit entry to Board premises of an unauthorized person or to direct any unauthorized person to leave Board premises.~~

The Board authorizes administrators or another person authorized by Board policy to prohibit entry onto Board premises of any unauthorized person and to direct any unauthorized person to leave Board premises.

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

References:

- [*Access to School Premises, Regulation \(0.Reg.474/00\) and Amendments \(0.Reg. 471/07\) s. 305 of the Education Act*](#)
- [*Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board*](#)
- [*Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara*](#)
- [*Safe and Accepting Schools Act*](#)
- [*Trespass to Property Act \(R.S.O. 1990 C. T. 21; Sections 1-5, 9\)*](#)

Niagara Catholic District School Board Policies/Procedures

- [*Code of Conduct Policy \(302.6.2\)*](#)
- [*Safe and Accepting Schools Policy \(302.6\)*](#)
- [*Student Suspension Policy \(302.6.4\)*](#)
- [*Student Expulsion Policy \(302.6.5\)*](#)

- [*Dress Code-Secondary Uniform Policy \(302.6.6\)*](#)
- [*Criminal Background Check Policy \(302.6.7\)*](#)
- [*Bullying Prevention and Intervention Policy \(302.6.8\)*](#)
- [*Progressive Student Discipline Policy \(302.6.9\)*](#)
- [*Elementary Standardized Dress Code Policy \(302.6.10\)*](#)
- [*Video Security Surveillance Policy \(701.3\)*](#)
- [*Community Use of Facilities Policy \(800.2\)*](#)



Niagara Catholic District School Board
ACCESS TO BOARD PREMISES POLICY
(SAFE SCHOOLS)

ADMINISTRATIVE GUIDELINES-PROCEDURES

300 – Schools/Students

Policy No 302.6.3

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: December 17, 2013

~~The safety of students, staff, parents/guardians and authorized persons is a priority for the Niagara Catholic District School Board.~~

SIGNAGE

The Facilities Services Department will ensure that all Board property and buildings have clearly marked signage indicating that it is Board Property; trespassers are prohibited; and that all visitors are to report to the main office or designated area in accordance with the Access to Board Premises Policy.

PERSONS AUTHORIZED ON BOARD PREMISES ~~The Access Board Premises Administrative Guidelines clarify the expectations and procedures governing who is and who is not permitted on school premises, in keeping with O. Reg. 474/00 as amended by O. Reg. 471/07.~~ Persons authorized to be on Board premises are not entitled to have access to all areas of the premises. Access shall be restricted to areas authorized by an administrator/supervisor or by permit approved by the Facilities Services Department.

~~Subject to any restrictions set out in this regulation,~~ The following persons are permitted to be on Board premises when the premises are being used for a purpose authorized by the Board:

- A person/pupil enrolled as a student in the school.
- A parent or guardian of such pupil/a student enrolled in the school.
- A person employed or retained by the Board.
- A person who is otherwise on the premises for lawful purposes (i.e. mail, deliveries, voting, Community Use Permit).

~~Access to school premises does not entitle the person to have access to all areas of the school.~~

2. Conditional Access is granted to the following:-

- A person invited to attend an event, class or meeting.
- A person invited by the Principal/Vice-Principal Administrator/Supervisor or another person authorized by Board policy to be in/on the school Board premises for a specific purpose (e.g. Catholic School Council, NCPC, SEAC).

The following individuals have a statutory right to attend a Board site as a visitor and are required to sign in at the Main Office/Receiving Desk. The Administrator/Supervisor will authorize access within the school/Board site as a visitor to:

- A Trustee of the Board
- A MPP member of the Provincial Legislative for the school in his/her constituency
- A member of the clergy in the area where the member has pastoral charge.

PROHIBITION FROM REFUSAL OF ACCESS TO BOARD PREMISES

- ~~All entrances of elementary schools shall remain locked and/or secured.~~
- ~~All entrances of secondary schools shall remain locked and/or secured where appropriate.~~

DRAFT

An administrator/supervisor ~~Principal/Vice Principal/~~ or another person authorized by the Board has the duty to exercise his/her discretion to refuse admission ~~access to Board premises to:~~

- anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises. ~~*O. Reg. 474/00, s. 3 (1)*~~
- ~~A Principal/Vice Principal/ or another person authorized by the Board has the duty to exercise his/her discretion to refuse admission to~~ anyone who fails to report his or her presence on the premises ~~as required by the Access to Board Premises Policy. in a specified manner. *O. Reg. 474/00, s. 3 (2)*~~
- a student who is suspended or expelled unless determined that the student is using the services of or taking a course or program to assist suspended or expelled students.
- individuals, under the order of the court, are not permitted to access Board premises, including, but not limited to, identified trespassers, non-custodial parents or other offenders.

BOARD PHOTO IDENTIFICATION CARDS AND AUTHORIZED ACCESS CARDS

Niagara Catholic ~~Staff Photo Identification Cards and authorized Access Cards provide access to designated Board buildings and/or rooms within a building as authorized by the Facilities the property of the Board and must be returned as required when no longer or in use. Services Department.~~

Individuals, who have been authorized to use the identification card to gain access to a Board building or rooms within a building are to provide their own individual access and are prohibited from providing access to visitors or unauthorized individuals.

~~A lost Niagara Catholic Photo Identification Cards and authorized Access Cards are the property of the Board and must:~~

- not be covered or defaced in any way;
- ~~must~~ be returned when no longer valid or in use; and
- be reported immediately if lost to the Facilities Services Department.

1. ~~A Niagara Catholic Staff Photo Identification Cards shall be~~ will be authorized by Human Resources Services and issued by the Facilities Services Department ~~issued by the~~ to all Niagara Catholic employees and occasional employees and must be worn by the employee during working hours and the hours of operation. Employees must use their own photo identification card to gain access to a Board building and/or rooms within a building and are prohibited from providing access to visitors.
2. A Niagara Catholic authorized Access Card will be made available upon the request of a Trustee, including a Student Trustee of the Board, for access to the Catholic Education Centre and Holy Cross Community Room during their term of office.
3. A Niagara Catholic authorized Access Card will be made available, upon the request of a school Principal and authorized by the Facilities Services Department to the local Parish Priest. As a visitor, the local Parish Priest is required to enter the school at the main entrance, to sign in at the main office of the school, and have access as authorized by the school Principal.
4. A Niagara Catholic authorized Access Card will be issued to an authorized person, upon approval of community use of facilities permit by the Facilities Services Department.

~~A lost Photo Identification Card must be reported to the Facilities Services Department.~~

ACCESS BY VISITORS TO BOARD PREMISES

All non-school based employees and visitors during operational hours are to comply with the following procedures when accessing any Board premises:

1. Upon arrival all non-school based employees and visitors are required to report to the main office/front desk:
 - sign the Visitor's Book, stating their name, time and reason for the visit.
 - wear a Visitor's Identification name tag for the duration of their visit.

- sign-out upon departure from Board premises.
2. All visitors authorized to access Board premises beyond normal operational hours are to gain access and be accompanied by an authorized employee of the Board. Visitors are prohibited from unaccompanied access to any Board premises.

Visitor's Book

~~Each school will keep a Visitor's Book to record pertinent information regarding all visitors. The Visitor's Book will be maintained as per the following guidelines:~~

- ~~As outlined in Section 265(n) of the Education Act, the maintenance of the Visitor's Book shall be the responsibility of the school Principal.~~
- ~~The Visitor's Book shall be kept in a location determined by the Principal and shall be administered by such personnel as directed by the school Principal.~~
- ~~All visitors entering the school beyond the office must complete the information required in the Visitor's Book and wear a Visitor's Identification Card.~~

Prohibition from Access

- ~~All entrances of elementary schools shall remain locked and/or secured.~~
- ~~All entrances of secondary schools shall remain locked and/or secured where appropriate.~~
- ~~A Principal/Vice Principal or another person authorized by the Board has the duty to exercise his/her discretion to refuse admission to anyone whose presence on the premises would be detrimental to the safety or well-being of a person on the premises. *O. Reg. 474/00, s. 3 (1)*~~
- ~~A Principal/Vice Principal or another person authorized by the Board has the duty to exercise his/her discretion to refuse admission to anyone who fails to report his or her presence on the premises in a specified manner. *O. Reg. 474/00, s. 3 (2)*~~

TRESPASS TO PROPERTY

~~An Principal/Vice Principal/Administrator/Supervisor or authorized designate of a school may direct a person to leave the Board premises if the person is prohibited by regulation or Board policy. When a person is prohibited from Board premises, it means all premises and property of the Niagara Catholic District School Board.~~

~~If determined necessary by the Administrator/Supervisor and in consultation with the Family of Schools' Superintendent/Controller of Facilities Services, the Principal Administrator/Supervisor will issue send a Trespass to Property Letter (*Appendix A*) by registered mail with copies sent to the Niagara Regional Police Service, the Family of Schools' Superintendent/Controller of Facilities Services and the Board Lawyer. The Trespass to Property Letter will prohibit the individual from access to all Board property and premises throughout the Niagara Catholic District School Board until otherwise notified.~~

~~A Trespass to Property Letter (*Appendix A*) by registered mail with copies sent to the Niagara Regional Police Service, the Family of Schools' Superintendent and the Board Lawyer~~

~~If a Principal/Vice Principal or designate observes or becomes aware of a person entering the premises where entry is prohibited, or is engaging in a prohibited activity, or fails to leave the premises immediately after being directed the following procedures will be followed:~~

- ~~Approach the person.~~
- ~~Ask the person to identify him/herself and the reason for his/her presence on Board property.~~
- ~~If the person is a student from another school, ask for the name of the school.~~
- ~~Request that the person leave the premises.~~
- ~~If a Principal/Vice Principal or designate is unable to identify the person for the purpose of sending a letter, the Principal/Vice Principal or designate will record the incident that the person has received a verbal warning.~~
- ~~If a Principal/Vice Principal or designate observes or becomes aware of the person returning, the police will be contacted and the situation will be monitored.~~

Building Entrance Signage

~~Schools are encouraged to make the public aware of the *Education Act's Access to School Premises Regulation 474/00*.~~

~~All schools are required to post signs welcoming and requiring all visitors to begin their visit to the school by reporting to the school office or designated area before going to other sections of the building.~~

~~Each school shall designate the location(s) of visitor entrances which will be identified by Board approved signs.~~

~~Schools may wish to consider other control measures to ensure that these identified entrances are the only entrances available to visitors during the regular school hours.~~

SCHOOL WATCH PROGRAM

School Watch Program signs are posted at all schools/Board sites in the Niagara Catholic District School Board. Principals/Vice Principals Administrators or authorized designate will invite community partners/neighbours by letter (*Appendix B*) to participate in the School Watch Program by anonymously contacting the police during non-school hours if they observe any inappropriate activities or actions on school or Board property.

Visitor's Book

~~Each school will keep a Visitor's Book to record pertinent information regarding all visitors. The Visitor's Book will be maintained as per the following guidelines:~~

- ~~• As outlined in Section 265(n) of the Education Act, the maintenance of the Visitor's Book shall be the responsibility of the school Principal.~~
- ~~• The Visitor's Book shall be kept in a location determined by the Principal and shall be administered by such personnel as directed by the school Principal.~~
- ~~• All visitors entering the school beyond the office must complete the information required in the Visitor's Book and wear a Visitor's Identification Card.~~

7. Visitors to Schools—Visitor Identification Cards

~~All visitors authorized to be in a school building or on Board and school property are required to wear a Visitor's Identification Card issued by the Board's Facilities Services Department. Visitor Identification Cards apply during the hours of operation of the schools.~~

8. Photo Identification Cards

~~Photo Identification Cards shall be issued to all Niagara Catholic employees who are required to wear the Photo Identification Card during the hours of operation of the schools.~~

~~Photo Identification Cards are the property of the Board and must be returned as required when no longer in use. A lost Photo Identification Card must be reported to the Facilities Services Department.~~

APPENDIX A

**TRESPASS TO PROPERTY
SAMPLE LETTER**

Place on School Letterhead

Date

Name

Address

Town, Province

Postal Code

Dear:

Re: Trespass to Property Letter
Sent by Registered Mail

This letter is to inform you that under the *Trespass to Property Act*, s. 305 of the Education Act, you are not, permitted access to, or be on the premises of, _____ [*Name of School, and address*], ~~and all Board sites.~~ **Board property or buildings, including Board contracted transportation vehicles of the Niagara Catholic District School Board.**

The conditions of this letter are in effect from _____ to _____.
[insert date] [insert date]

If you [*or Name of Student*] for any reason, disregard the conditions set out in this letter and enter(s) the premises of the Board, the Niagara Regional Police Service will be instructed to charge you under the *Trespass to Property Act*, R.S.O. 1990 c.T.21 as amended.

If found guilty of trespassing, you (*he/she*) could be liable to a fine of up to \$2000, and in the event of any damage, a further judgement of up to \$1000.

Please be advised that no further warning will be given and you are expected to conduct yourself appropriately.

Should you wish to appeal the conditions set out in this letter, you must provide written notice of your intention to appeal to the Family of Schools' Superintendent within ten (10) days of receipt of this letter. Please forward such written notice to the *Family of Schools' Superintendent of Education*, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 or (Fax 905.735.9710).

Sincerely,

Principal

c. Chief of Police, Niagara Regional Police Service
Family of Schools' Superintendent/**Controller of Facilities Services**
Board Lawyer

**PARTICIPATION IN SCHOOL WATCH PROGRAM
SAMPLE LETTER**

Place on School Letterhead

RE: SCHOOL WATCH PROGRAM

Dear Community Partner/Neighbour:

As community partners and neighbours you are invited to participate in the School Watch Program simply by anonymously contacting the Niagara Regional Police Service during non-school hours if you observe any inappropriate activities or actions on school or board property.

For non-emergency calls or for general information, do not dial 9-1-1.

Use the Niagara Regional Police Service number for your area and follow the instructions given by the automated attendant:

<i>Area</i>	<i>Phone Number</i>
St. Catharines, Niagara-on-the-Lake, Niagara Falls and Thorold	905.688.4111
Fort Erie	905.871.2300
Pelham	905.735.7811
Grimsby, Lincoln and West Lincoln	905.945.2211
Welland, Wainfleet and Port Colborne	905.735.7811
Callers with a TTY <i>(a text telephone device that is used by the hearing or speech impaired)</i>	905.688.1466

Thank you for your participation in the Niagara Catholic School Watch Program, for your continued support of Catholic education and the safety of our school communities in the Niagara Catholic District School Board.

Sincerely,

[Insert Principal's Name/Designate]

[Insert Title]

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 26, 2016**

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

RECOMMENDATION

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

Prepared by: Giancarlo Vetrone, Superintendent of Education
Presented by: Giancarlo Vetrone, Superintendent of Education
Date: April 26, 2016



Niagara Catholic District School Board
REIMBURSEMENT OF TRAVEL EXPENSES POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.4

Adopted Date: December 22, 1998

Latest Reviewed/Revised Date: October 28, 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.

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

References

- *Niagara Catholic District School Board Policies/Procedures*
 - [Employee Code of Conduct and Ethics Policy \(201.17\)](#)
 - [Income Tax Regulations C.R.C, c.945 Income Tax Act](#)



Niagara Catholic District School Board
REIMBURSEMENT OF TRAVEL EXPENSES
 ADMINISTRATIVE GUIDELINES

200 – Human Resources

Policy No 201.4

Adopted Date: December 22, 1998

Latest Reviewed/Revised Date: October 28, 2014

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 scheduled between work sites, according to Board approved assignments.
2. Employees travelling within the Board's jurisdiction on business, with the approval of their Supervisor.
3. Employees travelling outside the Board's jurisdiction, with the approval of their Supervisor.

TRAVEL ELIGIBLE FOR REIMBURSEMENT

1. All travel at the start of day and end of day between home and any Niagara Catholic work site is the responsibility of the employee.
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.
3. All distances claimed for reimbursement will be determined by the shortest route. A schedule of predetermined distances between school sites will be provided.
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.
5. 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 a Niagara Catholic site for the duration of the activity.

RATE OF REIMBURSEMENT

- ~~1. The rate of reimbursement shall be 45 cents per kilometre.~~
- ~~2. The rate of reimbursement shall be reviewed by the Director of Education at least every two years*.~~
- ~~3. The Director, in consultation with the Superintendent of Business and Financial Services, 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 review at the Policy Committee.~~

Employees will receive an allowance on a per-kilometer rate that is deemed reasonable by the Niagara Catholic District School Board in accordance with the amounts prescribed in section 7306 of the Income Tax Regulations.

These rates will be used as a guideline to determining the annual per-kilometre rate paid to Niagara Catholic Employees and Trustees as recommended by the Superintendent of Business and Financial Services to the Director of Education for approval. Employees will be notified when the annual per-kilometre rate is changed through a Memorandum issued by the Superintendent of Business & Financial Services.

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 Facilities Services.
3. The Reimbursement of Travel Expenses Form shall be submitted on a monthly basis within the current school year.
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.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Workplace Harassment policy (201.7), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education
Presented by: Frank Iannantuono, Superintendent of Education
Date: April 26, 2016



Niagara Catholic District School Board

EMPLOYEE WORKPLACE HARASSMENT POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: February 24, 2015

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of harassment in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a harassment situation has a responsibility to draw appropriate attention to it.

Where the occasion of a complaint of harassment arises, the Board may achieve resolution through a formal or informal process. During the process all information gathered is to be kept confidential. It is the intention of the policy and the resulting guidelines to attempt to protect both the complainant and the accused. Therefore, each party has equal rights at all steps throughout the process.

The Board will review this policy ~~with respect to workplace violence~~, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

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

References:

- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- [*Occupational Health & Safety Act \(December 2009\)*](#)
- [*Ontario Human Rights Code 1990*](#)
- [*Teaching Profession Act*](#)
- [*Safe Schools Act 2012*](#)

Niagara Catholic District School Board Policies/Procedures

- [*Niagara Catholic - Workplace Violence Policy \(201.11\)*](#)
- [*Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board*](#)
- [*Family and Children Services Niagara \(FACS\) Protocol*](#)
- [*Trustee Code of Conduct*](#)
- [*Complaint Resolution Policy*](#)



Niagara Catholic District School Board

EMPLOYEE WORKPLACE HARASSMENT POLICY

ADMINISTRATIVE GUIDELINES

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: February 24, 2015

The expected duties of a supervisor of the Niagara Catholic District School Board are comprised of but not limited to the responsibilities of training, evaluating, counselling, supervising and disciplining when warranted. These duties in itself do not constitute harassment.

WORKPLACE HARASSMENT

Means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought to reasonably to be known to be unwelcome.

ETHNOCULTURAL HARASSMENT

Is one or a series of unwanted, unsolicited remarks, behaviours or communications, in any form, directed toward an individual or members of an identifiable group because of a prohibited ground of discrimination, which has the effect of:

- Creating an intimidating, hostile, or offensive psychological or emotional climate for work or study, and/or
- Undermining work/academic performance, and/or
- Preventing or impairing full and equal enjoyment of employment/educational services, benefits, and/or opportunities.

SEXUAL HARASSMENT**Sexual Harassment is:**

- Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;
- Implied or expressed threat or reprisal in the form either of actual reprisal or the denial of opportunity for refusal to comply with a sexually oriented request; and
- Sexually oriented remarks, gestures and/or behaviour which may reasonably be perceived to cause humiliation or a negative psychological and/or emotional environment for work or study.

Sexual Harassment may include:

- The display or distributing of offensive material such as pictures, cartoons, e-mails and graffiti in schools, or in other Board premises,
- Unwanted and unnecessary physical contact,
- Unwelcome remarks, jokes or other gestures of a sexual nature.
- Unwelcome sexual innuendo, sexual advances, inappropriate body contact, request for sexual favours and the display of exploitive material

Sexual Harassment is not:

- Conduct which both parties find acceptable such as an occasional compliment,
- An occasional or appropriate comment which a reasonable person, in his/her circumstances, would not take to have an unwelcome sexual connotation.

- Relationships between consenting adults which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.

COMPLAINT RESOLUTION PROCEDURES - INFORMAL RESOLUTION (VERBAL PROCESS)

- Complainants are encouraged to attempt to resolve concerns at the Informal Resolution Stage. However, if the complainant believes circumstances make this difficult to do, the complainant may follow the Formal Resolution procedures.
- The complainant may speak directly to the accused, in order to:
 - identify the specific conduct, action or attitudes which are alleged to be harassing
 - demand that the conduct, action or attitudes cease
- The complainant may choose to speak to his/her Immediate Supervisor, or another supervisor, in an attempt to resolve the complaint.
- This supervisor may arrange informal meetings to resolve the issue and the parties concerned may be accompanied by an advocate to attend the meetings if they so choose.
- No formal written records are necessary at this stage. It is strongly suggested, however, that the parties should keep personal documentation of the meeting(s).

COMPLAINT RESOLUTION PROCEDURES - FORMAL RESOLUTION

- This complaint procedure is not intended to affect the employee's rights and duties as outlined in relevant legislation and/or Collective Agreements or Terms of Employment.
- If the complainant is not satisfied that the informal resolution procedure has produced acceptable results, or if circumstances warrant further action, then the complainant may initiate the formal resolution procedure.
- The complainant has the right to bring forward a formal complaint and to obtain a review of her/his complaint in an atmosphere of respect and confidentiality without fear of embarrassment or reprisals.
- The formal complaint shall be in written form.
- The formal complaint should be brought to the attention of the Immediate Supervisor with copies to the appropriate Superintendent and the Senior Administrator of Human Resources.
- Resolution to the formal complaint process shall be initiated through the Immediate Supervisor or Senior Administrator of Human Resources.
- When the accused is the Immediate Supervisor the complaint shall be directed to the appropriate Superintendent, with a copy to the Senior Administrator of Human Resources.
- When the accused person is a Superintendent or Senior Administrator of Human Resources the complaint shall be directed to the Director of Education.
- When allegations are made against the Director the complaint shall be directed to the Chairperson of the Board.
- The complaint shall be forwarded to the Director if the accused is a Trustee.
- The formal written complaint shall include:
 - identification of the accused individual(s) involved
 - identification of the specific conduct, action, or attitudes which the complainant considers harassing
 - identification of any witnesses to the conduct, action or attitudes
 - a suggested resolution
- A copy of this complaint must be sent by the complainant to the accused within **three (3)** working days of the registration of the complaint.
- If the complaint is directed at another member of the College of Teachers, teachers are required to comply with section 18 1(b) of the regulation made under the **Teaching Profession Act**.

INVESTIGATIVE PROCEDURE OF THE COMPLAINT BY THE SUPERVISOR

- Upon receipt of a formal complaint the Supervisor shall ascertain that a copy of the complaint has been provided to the accused and to the appropriate Superintendent and the Senior Administrator of Human Resources.
- The Supervisor shall arrange a meeting within ten (10) working days of the written complaint being sent to the accused. Each party to this meeting may have an "advocate" present during the meeting. This advocate may be a principal, vice principal, supervisor, trusted staff member, friend, association or union representative.
- During this meeting the Supervisor shall review the complaint, allow each party to present their position relative to the complaint, and question the parties for clarification.
- **No Merit**
A written report is expected if the Supervisor concludes after an internal investigation that the complainant's allegations have no merit. This report shall be completed with a rationale for ending the investigation. The report shall be communicated to the parties within ten (10) working days of the meeting. A copy of this report shall be forwarded to the appropriate Superintendent and to the Senior Administrator of Human Resources.
- **With Merit**
An internal investigation is expected if the Supervisor concludes that the allegations have merit. After internal investigation:
 - If it is clear that the respondent's behaviour did constitute harassment/ discrimination, the respondent will be required to provide a written plan that outlines what will be done to prevent any reoccurrence of the harassing behaviour(s).
 - The plan will also address future interactions with the complainant to ensure that there will be no overt or subtle intimidation or retaliation. The plan may include specific action regarding harassment/discrimination prevention education or counselling provided in the community.
 - The complainant's wishes regarding future interactions with the respondent may be considered in the development and the final approval of the plan.
 - The Superintendent of Human Resources will determine the appropriate disciplinary action to be taken.
- If either party is not accepting of the findings the matter may be referred to the Director of Education. ~~He/she~~ ~~They~~ Director of Education may select to proceed with an investigation through his / her office or refer the matter to an independent third party. Selection of the third party shall be the exclusive decision of the Director of Education.
- Should the ~~he/she~~ Director of Education choose to investigate the matter through ~~his / her~~ the Director of Education's office ~~he/she~~ the Director of Education may request, in writing a meeting with either party for the purpose of reviewing the decision reached by the Supervisor. This request must be made within fourteen (14) working days of the decision by the Supervisor. The Director of Education will hold a meeting with both parties.
- After a meeting with the Director of Education a written final decision will be presented to both parties. A copy of this final decision including any prescribed action and discipline will be filed with the Senior Administrator of Human Resources.
- The final decision of the Director of Education may be appealed to the Committee of the Whole/ or the Board by either party not to exceed sixty (60) school days.
- If the complaint is against the Director of Education the Chair of the Board will refer the issue to the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against a Trustee, the Director of Education will refer the issue to the Chair of the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against the Chair, the Director of Education will refer the issue to the Vice- Chair of the Board after conducting an informal investigation in order to assess merit.

RECORDS

- All records for cases determined to have merit, shall be sealed and placed in the accused person's electronic personnel file and are accessible only to authorized Board personnel, the accused and any representative of the accused with the appropriate written permission of the accused. If there are no

further complaints that are deemed to have merit, within a three (3) year period this individual may request, in writing, that their record be removed and destroyed.

- At the written request of the accused, the Director of Education and / or delegate may review the appropriate harassment file after a three (3) year period provided the individual has fully complied with the Board's Employee Workplace Harassment policy during that time period.
- The Director of Education and/or delegate may, at his/her discretion, determine that the harassment file be retained or destroyed following the review.

OTHER CONSIDERATIONS

- All investigations, accusations and all matters dealing with the Employee Workplace Harassment complaints will be conducted with regard to due process and confidentiality.
- Any breach of confidentiality by those parties involved may result in disciplinary action.
- The process does not abrogate or deny the rights of any employee granted or contained in any other provincial acts or regulations, federal legislation or collective agreements.
- If the most recent incident giving rise to the complaint occurred prior to the current school year or prior to six months before initiation of the complaint, the complaint must have a reasonable explanation of why the complaint was not promptly made and the supervisor, in consultation with the appropriate Supervisory Officer and/or Controller of Facilities Services, must be satisfied that the delay was incurred in good faith and no substantial prejudice will result to any individual affected by the delay.
- If the complaint is made by a student or a parent against an employee of the Board the appropriate supervisor will exercise the relevant guidelines or regulations as set out in the Police Protocol section of the Safe Schools Policy (302.6) as well as the FACS Protocol.
- All principals/supervisors shall make all employees aware of this policy as well as the Employee Assistance Program (EAP).
- Failure to take measures to address harassment in the workplace has legal implications for the employer (Board) under the Ontario Human Rights Code.
- This policy will be implemented in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- Timelines to the investigation and the process listed in this policy may be extended with the approval and agreement of the parties.
- Copies of this policy will be submitted to the complainant and harasser upon receipt of the complaint.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Workplace Violence Policy (201.11), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education
Presented by: Frank Iannantuono, Superintendent of Education
Date: April 26, 2016



Niagara Catholic District School Board

EMPLOYEE WORKPLACE VIOLENCE POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: February 24, 2015

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of workplace violence in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a potential workplace violence situation has a responsibility to draw appropriate attention to it.

Workplace Violence will not be tolerated on the Niagara Catholic District School Board premises, while conducting company business, or work related functions, whether such violence is perpetrated by senior administration, managers, employees, contractors, customers, clients, visitors or members of the general public.

If the employee believes they are at risk of violence in the workplace including domestic violence they must advise the employer and the employer should take appropriate steps which may include seeking the assistance of the local police.

Where the occasion of workplace violence arises, the Board will achieve resolution through a formal process. During the process all information gathered is to be kept confidential.

In accordance with current legislation in the Province of Ontario, the Board will assess the risks of workplace violence that may arise from the nature of the workplace, and provide relevant training, information and instruction **to the employees**.

This Policy is to be applied in conjunction with other Board Policies dealing with employee behaviour, progressive discipline, conflict resolution and school safety (i.e. Code of Conduct, Access to School Premises, Criminal Background Check, Police and School Board Protocol, Occupational Health and Safety, Safe Physical Intervention ~~for~~ of Students, Employee Workplace Harassment).

The Board will review this policy with respect to workplace violence, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

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

References

- [**Bill 168: Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace\) 2009**](#)
- [**Human Rights Code**](#)
- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Occupational Health & Safety Act \(December 2009\)**](#)
- [**Niagara Catholic District School Board Policies/Procedures**](#)
 - [**Employee Workplace Harassment Policy \(201.7\)**](#)



Niagara Catholic District School Board

EMPLOYEE WORKPLACE VIOLENCE POLICY**ADMINISTRATIVE GUIDELINES**

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: February 24, 2015

Workplace Violence is defined by the Ministry of Labour (MOL) as:

- the exercise of physical force by a person against an employee, in a workplace, that causes or could cause physical injury to the employee;
- an attempt to exercise physical force against an employee, in a workplace, that could cause physical injury to the employee; and
- a statement or behaviour that it is reasonable for an employee to interpret as a threat to exercise physical force against the employee, in the workplace, that could cause physical injury to the employee.
- **Workplace** refers to any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as co-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.
- **Employee** refers to all employees of the Board.

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

The Employee Workplace Violence Policy and Administrative Guidelines shall be posted in a conspicuous place (~~Health and Safety Station~~) **in a specific area, at the Health and Safety Station**, in every workplace throughout the Niagara Catholic District School Board.

PROVISION OF INFORMATION

Disclosure of Information with respect to Workplace Violence provided to an ~~Employee~~ **employee** may include personal information related to a risk of violence from a person with a history of violent behaviour if,

- The ~~Employee~~ **employee** can be expected to encounter that person in the course of his or her work; and
- The risk of workplace violence is likely to expose the employee to physical injury, as outlined in legislation.

No employer or supervisor shall disclose more personal information than is reasonably necessary to protect the worker from physical injury.

DOMESTIC VIOLENCE

If the employer becomes aware, or ought to reasonably be aware that domestic violence that is likely to expose an ~~Employee~~ **employee** to physical injury may occur in the workplace, the employer will take every reasonable precaution to protect the employee.

COMPLAINT PROCEDURE

When an employee has been the subject of a workplace violence, the following steps shall be considered:

DRAFT

1. The alleged assailant will be removed from the presence of the ~~Employee~~ **employee** immediately, if the ~~Immediate~~ **immediate** Supervisor at the time of the incident deems it reasonable and practical.
2. The ~~Employee~~ **employee**(s) shall receive immediate and appropriate support and/or medical attention if warranted.
3. In the event of a physical assault, medical verification of the injury sustained in the assault must be established and recorded as soon as possible by the ~~Immediate~~ **immediate** Supervisor.
4. At the earliest opportunity, the assaulted ~~Employee~~ **employee**(s) shall inform the ~~Immediate~~ **immediate** Supervisor. The ~~Immediate~~ **immediate** Supervisor must inform the Senior Administrator of Human Resources, who will then notify the appropriate Superintendent or Controller of Plant.
5. It shall be the responsibility of the Senior Administrator of Human Resources to inform the appropriate Union President, if applicable, of the incident. These guidelines do not preclude the assaulted employee(s) from contacting the ~~P~~ **Police** and/or their Association/union representatives.
6. The ~~Immediate~~ **immediate** Supervisor will advise the alleged assailant, as soon as it is practical, that documentation of the specific details shall be recorded.
7. The ~~Immediate~~ **immediate** Supervisor will endeavour to restore the environment to normalcy and will conduct an investigation into the assault. The completed *Niagara Catholic Violent Incident Form*, resulting from the investigation will be forwarded to the Senior Administrator of Human Resources with a copy to the appropriate Superintendent or Controller of Plant. A copy of the *Niagara Catholic Workplace Safety and Insurance Board Employee Incident/Accident Report* will also be required in the event of a physical assault.
8. Upon receiving the reports from the ~~Employee~~ **employee** and ~~Immediate~~ **immediate** Supervisor, the Senior Administrator of Human Resources will consult with the appropriate Superintendent(s) and/or Controller of Plant prior to any action taken.
9. The Senior Administrator of Human Resources may seek legal advice for the Board regarding the incident.
10. The Senior Administrator of Human Resources shall inform the ~~Employee~~ **employee** of the support mechanisms available through the Board.
11. With the approval of the Superintendent of Human Resources, the Senior Administrator of Human Resources may, if deemed appropriate, grant an approved leave of absence without loss of pay or sick leave credit, to the ~~Employee~~ **employee**(s) who has been the subject of an assault.
12. The Niagara Catholic District School Board will not discriminate employees because they are perceived to be victims of workplace violence.
13. In all cases, with Police involvement, the ~~Employee~~ **employee** and ~~Immediate~~ **immediate** Supervisor shall report the incident(s) on the appropriate form.
14. Copies of reports made by the ~~Employee~~ **employee** and ~~Immediate~~ **immediate** Supervisor must be given to the Senior Administrator of Human Resources, appropriate Superintendent(s) and/or Controller of Plant if appropriate, where appropriate action will be taken. Upon written request to the Senior Administrator of Human Resources, a copy of the detailed report from the ~~Immediate~~ **immediate** Supervisor will be provided to the ~~Employee~~ **employee**(s).
15. Where the two (2) or more parties involved in the assault are assigned to the same department or work-site, future work assignments and location shall be reviewed with the Senior Administrator of Human Resources, the appropriate Superintendent(s) or Controller of Plant, and the Immediate Supervisor.
16. Infringement of this policy will give rise to disciplinary measures up to and including termination of employment.

JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE REPRESENTATIVES

The employer shall advise the Joint Occupational Health and Safety Committee ~~Representatives~~ at the school site of the results of the assessment or re-assessment of the Workplace Violence Management Program and provide a copy where the assessment or re-assessment is in writing.

The Workplace Violence Survey will be conducted ~~on an annual basis~~ **as often as necessary** required in order to monitor employee input on assessments and the provision necessary information to employees.

DRAFT

The employer will provide for a risk assessment in relation to workplace violence having regard to the nature of the workplace, the type of work, working conditions, circumstances that would be common to similar workplaces and circumstances particular to that workplace. The results of the risk assessment must be provided to the joint health and safety committee or the health and safety representative, or, if none exists, to the workers themselves. Risk assessment must be performed as often as necessary.

The OHSA requires employers to notify the Ministry of Labour of critical injury (as defined by the OHSA) or fatality immediately and file a written report within 48 hours. ~~In the absence of a~~ ~~Absent a~~ critical injury or fatality, an employer need not report a workplace violence incident to the Ministry of Labour unless ordered to do so by a Ministry of Labour Inspector. ~~Although the Board is not required to file a written report, they will nevertheless determine whether or not to file a written report~~

The JHSC, the health and safety representative and the union(s) shall be notified within **four (4)** days of a workplace violence incident if a person is disabled from performing his or her usual work or requires medical attention because of the incident.

This ~~policy~~ **Policy** is to be interpreted and applied in conjunction with other board policies dealing with employee behaviour, progressive discipline, conflict prevention and resolution, and school safety.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
OCCUPATIONAL HEALTH & SAFETY POLICY (201.6)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Occupational Health & Safety Policy (201.6), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education
Presented by: Frank Iannantuono, Superintendent of Education
Date: April 26, 2016



Niagara Catholic District School Board
OCCUPATIONAL HEALTH & SAFETY POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: February 24, 2015

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board the Niagara Catholic District School Board believes that the prevention of employee occupational illness and injury, and the prevention of accidents to volunteers, students and visitors on Board premises, is of the utmost importance. The Board, therefore, shall endeavour to provide and maintain as safe a work environment as possible.

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

Reference

- [**Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1**](#)
- [Employee Workplace Violence Policy 201.114](#)



Niagara Catholic District School Board
OCCUPATIONAL HEALTH & SAFETY POLICY
ADMINISTRATIVE GUIDELINES

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: February 24, 2015

~~Every~~ ~~The Employer through the~~ supervisor has a responsibility ~~to~~ ~~for~~ the safety of employees who report to ~~him/her~~ ~~them~~ and therefore must ensure that employees work in a safe manner and use or wear the equipment, protective devices or clothing that the Board, or legislation, requires to be used or worn. Additionally, the ~~Board, through its supervisors~~ ~~Employer~~ and/or other designated personnel, has a responsibility to respond promptly to any concerns put forth by any party regarding matters of occupational health and safety that are within the Board's jurisdiction.

Every employee has a responsibility to work in a safe manner; to use or wear the equipment, protective devices or clothing that the ~~Board~~ ~~Employer~~, or legislation, requires to be used or worn; to report to ~~his/her~~ ~~their~~ supervisor, the absence or defect in any equipment or protective device of which ~~s/he is~~ ~~they~~ ~~are~~ aware and which may endanger ~~him/herself~~ ~~them~~ or another worker; to report to ~~his/her~~ ~~their~~ supervisor any hazard or potential hazard, within the Board's jurisdiction, of which ~~s/he is~~ ~~they~~ ~~are~~ aware.

All parties employed within or contracted by the ~~Board~~ Employer must act in compliance with the *Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1*, as amended.

~~Refer to the Occupational Health and Safety Procedural Manual developed by the Joint Occupational Health & Safety Committee.~~

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 26, 2016**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES
POLICY (100.5)**

RECOMMENDATIONS

THAT the Policy Committee recommend to the Committee of the Whole approval of the Establishment and Cyclical Review of Policies Policy (100.5), as presented.

THAT the Policy Committee recommend to the Committee of the Whole that pending the approval of the Establishment and Cyclical Review of Policies Policy (100.5), all references to Administrative Guidelines in current Board Policies be changed to Administrative Procedures.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: April 26, 2016



Niagara Catholic District School Board

**ESTABLISHMENT AND CYCLICAL
REVIEW OF POLICIES POLICY**

STATEMENT OF POLICY

100 – Board

Policy No 100.5

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: April 27, 2010

In keeping with the Mission, Vision and Values of the The Niagara Catholic District School Board, in order to fulfill its duties and responsibilities, **the Board** reserves ~~to itself~~ the **governing** function of establishing and cyclically reviewing Policies. ~~for those to whom it delegates authority.~~ The Policies that regulate action will govern the ~~operation of the~~ **Niagara Catholic** school system. ~~and the internal operations of the Board.~~ The **Policies Policy** pertaining to the internal **governing** operations of the Board **of Trustees** shall be called By-laws.

The Director of Education, as Chief Executive Officer, is accountable to the Board for the implementation of Board approved Policy and shall issue Administrative **Procedures Guidelines to implement** ~~in support of~~ each Policy.

The Policies of the Board shall be congruent with and supportive of the Education Act and Regulations of the Province of Ontario, all **applicable** laws and statutes, ~~and of the Mission Statement and Vision 2020 Strategic Plan~~ of the **Niagara Catholic District School Board**. ~~and all applicable laws and statutes.~~

The process of establishing Policies and the cyclical review of all Policies will include timely consultation with individuals and groups as deemed appropriate to a particular policy.

All Policies will shall be reviewed on a cyclical basis of at least every five (5) years to ensure that they continue to meet the current needs of the system and are in compliance with current legislation and Ministry of Education expectations. **Specific Policies may be reviewed earlier within the five year cycle as required to ensure alignment with changes in law, regulations or at the request of the Board, Policy Committee or the Director of Education.** Consideration of the development of a new Board Policy will be **at the direction of the Board or the Director of Education as required by law or regulations.**

The Director of Education will issue Administrative **Procedures Guidelines to implement** ~~in support of~~ this policy.

References

- [Education Act](#)
- *Niagara Catholic District School Board Policies/Procedures*
 - [Board By-laws \(100.1\)](#)



Niagara Catholic District School Board

ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES POLICY

ADMINISTRATIVE ~~GUIDELINES~~ PROCEDURES

100 – Board

Policy No 100.5

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: April 27, 2010

The development of a new Board Policy will be at the direction of the Board or the Director of Education as required by law or regulations. The development and review of all policies shall will be initiated by the Board, Policy Committee or the Director of Education. The Director of Education may delegate the development or revision of Policy Statements and Administrative Procedures Guidelines to appropriate members of Senior Administrative Council and staff.

The establishment of new Policies and Administrative Procedures Guidelines as well as the cyclical review of existing Policies and Administrative Procedures Guidelines will adhere to the following process:

1. The draft of a new Policy or changes to an existing Policy will be reviewed by Senior Administrative Council. ~~for input.~~
2. ~~Once approved by the Director of Education, the draft Policy and Administrative Procedures will then be forwarded to the Policy Committee. for input and information.~~
3. The Policy Committee may recommend that the draft Policy be vetted to various stakeholder groups or that it be returned to staff for further study.
4. Once ~~approved~~ recommended by the Policy Committee for vetting, the draft Policy and Administrative Procedures will then be distributed to stakeholder groups as identified in these Administrative Procedures. ~~in the Policy Development Update Form.~~
5. Once the vetting process has been completed, Senior Administrative Council will consider the recommendations from the vetting process as part of the design of the final draft Policy to the Policy Committee. ~~will then be presented to Senior Administrative Council for review.~~
6. Once approved by the Director of Education, the final draft Policy will ~~then~~ be submitted to the Policy Committee for review and consideration as a recommendation to the Committee of the Whole. At the Policy Committee, the lead member of Senior Administrative Council will provide a summary of the feedback received during the vetting process and any changes made to the draft Policy. Once approved by the Policy Committee, the final draft will be forwarded to the Committee of the Whole as a recommendation for consideration at the next Committee of the Whole meeting.
7. Once reviewed and approved by the Committee of the Whole, the final draft will ~~then~~ be forwarded to the Board as a recommendation for consideration at the next Board Meeting. ~~its next meeting.~~
8. The Director of Education will issue Administrative Procedures Guidelines, if necessary, to implement ~~in support of the Policy, ensure it is posted on the Board website and brought to the attention of staff for compliance. and will distribute the policy to the system.~~
9. Once approved by the Board, the Policy Policies and Administrative Procedures Guidelines will be reviewed with the appropriate administrative staff, who will then ~~in turn~~ review the Policy and Administrative Procedures with school staff for implementation as of the date of Board approval. ~~to begin the implementation process.~~

VETTING PROCESS

As determined by the Policy Committee, a draft Policy and its accompanying Administrative Procedures may be vetted with all or any of the following individuals or groups:

- Trustees
- Director of Education
- Superintendents
- Administrators
- Principals/Vice-Principals
- Student Achievement Department
- OECTA Elementary
- OECTA Secondary
- OECTA Occasional Teachers
- CUPE
- Managers
- Principals'/Vice-Principals' Council Association
- Non-Unionized Staff
- Catholic School Councils Chairs
- Regional Catholic School Council
- Alliance Committee
- Parent Involvement Committee
- Special Education Advisory Committee
- The Bishop
- Pastors
- Board Solicitors
- Student Senates
- Others as identified by the Policy Committee

VETTING TIMELINE

The timeline for vetting will generally be six (6) weeks to ensure an opportunity for placement on the agendas of Staff Meetings, Catholic School Councils, Alliance, Parent Involvement and Special Education Advisory Committee meetings of the Niagara Catholic District School Board.

As part of the Vetting Process, all draft Policy and Administrative Procedures will be placed on the Board website for feedback from members of the Niagara Catholic community.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 29, 2016**

**TITLE: POLICIES EDIT
ACCESSIBILITY STANDARDS POLICY (800.8)**

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Date: April 26, 2016



Niagara Catholic District School Board

ACCESSIBILITY STANDARDS POLICY

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.8

Adopted Date: December 18, 2012

Latest Reviewed/Revised Date: February 26, 2013

In keeping with its Mission, Vision and Values, the Niagara Catholic District School Board is committed to providing an environment that fosters independence, dignity and respect in all of its facilities.

The Board is committed to providing services that are free of barriers and biases to our students, parents/guardians, staff and the public.

The Board strives to ensure that the principle of equity of opportunity is reflected and valued in our Catholic learning and working environments.

As a fully inclusive Board, the Accessibility Standards Policy recognizes the uniqueness and gifts of all people. This Policy acknowledges a respect for self and others by ensuring that all people have the same opportunity of access to Board services in order to actively and equitably participate fully in the Catholic learning environment.

The Board is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to;

1. Information and communication;
2. Employment; and,
3. Student transportation.

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

References

- [*Accessibility for Ontarians with Disabilities Act \(AODA\)*](#)
- [*Accessibility Standards for Customer Service - Ontario Regulation 429/07*](#)
- [*Human Rights Code*](#)
- [*Integrated Accessibility Standard - Ontario Regulation 191/11*](#)
- [*Ontarians with Disabilities Act, 2001*](#)
- [*Workplace Safety and Insurance Act*](#)
- [*Niagara Catholic District School Board Policies/Procedures/Documents*](#)
 - [*Accessibility Customer Service Policy \(800.8.1\)*](#)
 - [*Equity and Inclusive Education Policy \(100.10\)*](#)
 - [*Student Transportation Policy \(500.2\)*](#)
 - [*Multi-Year Accessibility Plan, 2012-2017*](#)



Niagara Catholic District School Board

ACCESSIBILITY STANDARDS POLICY

ADMINISTRATIVE GUIDELINES

800 – Schools and Community Councils

Policy No. 800.8

Adopted Date: December 18, 2012

Latest Reviewed/Revised Date: February 26, 2013

ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION**PROVIDING ACCESSIBLE INFORMATION AND COMMUNICATION SERVICES**

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include but are not limited to options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES**1. Responsibility**

1.1 Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the board have received training in the requirements of the Integrated Accessibility Standards including the Standards related to Information and Communications.

1.2 Initial training will be completed by January 1, 2014.

2. Feedback

2.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.

2.2 Upon request the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.

- 2.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 2.4 The above provisions will be in place by January 1, 2014.

3. Procurement

- 3.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that is related to provision of information and communication services.
- 3.2 The above approach will be in place by January 1, 2013.

4. Provision of information and communications in accessible formats

- 4.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 4.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- 4.3 The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 4.4 The Board will notify the public, through the Board website, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 4.5 The Board will ensure that the provisions of accessible formats are in place by January 1, 2014.

5. Accessible Websites

- 5.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the WCAG 2.0 at Level A.
- 5.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with the WCAG 2.0 at Level AA.
- 5.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 5.4 These requirements apply to:
 - Websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product.
 - Web content published on a website after January 1, 2012.
- 5.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 - The availability of commercial software or tools or both; and
 - Significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

6. Educational and training resources and materials

- 6.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 6.2 To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- 6.3 If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.
- 6.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.

- 6.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 6.6 The Board will ensure these services are in place as of January 1, 2013.

7. Training for Program/Classroom Staff

- 7.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 7.2 The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.
- 7.3 The effective date for provision of this training is January 1, 2013.

8. School Information Centres

- 8.1 The Board will ensure that school information centres (libraries) are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 8.2 The effective date of the provision in 8.1 is January 1, 2015.
- 8.3 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources materials upon request by a person with a disability.
- 8.4 The effective date of the provision in 8.3 is January 1, 2020.

ACCESSIBILITY STANDARDS FOR EMPLOYMENT

ACCESSIBILITY IN EMPLOYMENT

The Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Performance management means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

Career development and advancement includes providing additional responsibilities within an employee's current position and the movements of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

Redeployment means the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include, but are not limited to, options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

The procedure with regard to Accessibility in Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

9. Responsibility

- 9.1 Supervisory Officers, Principals, Managers and other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board, will ensure that the provisions in this procedure are implemented.
- 9.2 Staff of the Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
- 9.3 Unless otherwise stated, the provisions of this procedure will be in place by January 1, 2014.

10. Recruitment

- 10.1 The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
- 10.2 Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- 10.3 When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
- 10.4 When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

11. Supports for Employees

- 11.1 The Board will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
- 11.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

12. Accessible Formats and Communication Supports

- 12.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace, and that the employee needs to perform the employee's job.
- 12.2 The Board, in determining the suitability of an accessible format or communication as required by 12.1, will consult with the employee.

13. Workplace Emergency Response Information

- 13.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 13.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.
- 13.3 The Board will review individualized workplace emergency response information:
- When the employee moves to a different location in the board;
 - When the employee's overall accommodations needs or plans are reviewed, and;
 - When the Board reviews its general emergency response procedures.
- 13.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

14. Individual Accommodation Plans

- 14.1 The Board, through the Human Resources Department, will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 14.2 The Board's written process will address:
- How the employee requesting accommodation can participate in the development of the individual accommodation plan;
 - The means by which the employee is assessed on an individual basis;
 - In an effort to assist in determining if accommodation can be achieved and, if so, how it can be achieved, the Board may request an evaluation by an outside medical or other expert, at the Board's expense;
 - How the employee can request to have a representative of their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan;
 - The steps taken to protect the privacy of the employee's personal information;
 - The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done;
 - How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied;
 - How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.
- 14.3 The Board will provide individual accommodation plans that:
- Include, if requested any information regarding accessible formats and accommodation supports provided;
 - Include, if required, individualized workplace emergency response information; and
 - Identify any other accommodation to be provided.

15. Return to Work Process

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the Workplace Safety and Insurance Act.

- 15.1 The Board will develop, put in place and document a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.

- 15.2 The return to work process will:
- Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
 - Use documented individual accommodation plans (as in 14.0) as part of the process; and
 - Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

16. Performance Management

- 16.1 In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans.

17. Career Development

- 17.1 Where the board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities, as well as any individual accommodation plans.

18. Redeployment

- 18.1 Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

ACCESSIBILITY STANDARDS FOR SCHOOL TRANSPORTATION

PROVISION OF ACCESSIBLE STUDENT TRANSPORTATION SERVICES

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The Board will ensure that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school, from school to school and field trips. The plan will be developed by the Board's Special Education Services, in collaboration with the Transportation Provider, and in consultation with the student's parents/guardians and home school staff.

These Administrative Guidelines will be included as an addendum to Niagara Student Transportation Services Consortium Operator contracts and training requirements for drivers/monitors.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Individual school transportation plan is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator means the driver of the school transportation vehicle.

Transportation Provider is an entity or person who has entered into an agreement with the board for the transportation of students in accordance with the Education Act.

Transportation Services means transportation that a board provides for students in accordance with the Education Act.

PROCEDURES

19. Responsibility

19.1 The Board will ensure that the provisions of this Administrative Guideline are in place by January 1, 2014.

19.2 The Superintendent responsible for Special Education and staff responsible for student transportation will ensure that the provisions of this administrative guideline are implemented.

20. Individual School Transportation Plans

20.1 The Superintendent responsible for Special Education, or his/her designate, will, in consultation with parents/guardians and home school staff, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.

20.2 Following consultation with parents/guardians and home school staff, the Superintendent responsible for Special Education, or his/her designate, will work with the Student Transportation Manager, or his/her designate, to develop an individual student transportation plan for each student with a disability who requires specific transportation services.

21. Content of Individual School Transportation Plans (*Appendix A*)

21.1 An individual school transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:

- Details of the student's assistance needs with respect to transportation to and from school, from school to school and field trips;
- Provisions for the boarding, securement and debarking of the student as applicable.
(*Appendix B*)

22. Communication of responsibilities re Individual School Transportation Plans

22.1 The Superintendent responsible for Special Education and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:

- The Transportation Provider
- The parents or guardians of the student with the disability
- The operator (driver) of the student transportation vehicle
- The appropriate members of the school staff (e.g., principal, teacher, educational assistant)
- The student with the disability.



SAMPLE INDIVIDUAL STUDENT TRAVEL PLAN
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
NIAGARA STUDENT TRANSPORTATION SERVICES (NSTS) CONSORTIUM

PERSONALIZED STUDENT TRANSPORTATION ACCESSIBILITY PLAN
FOR STUDENTS WITH SPECIAL NEEDS

ID

Name: «First Name» «Last Name»

School: «School Name»

Ontario Education Number: «OEN»

Grade: «School Grade»

Program: «PROGRAM»

Details of Student's Assistance Needs:

Equipment check/drop down box, i.e. wheelchair, rider, etc.

Routine: ~~AM Transportation~~
~~Noon Transportation~~
~~PM Transportation~~
~~Late Bus Transportation~~

Plans for individual student boarding: In accordance with Administrative Guidelines **Appendix B**

Plans for individual student securement: In accordance with Administrative Guidelines **Appendix B**

Plans for individual student deboarding: In accordance with Administrative Guidelines **Appendix B**

Follow up: Annual Review initiated by School Board Special Education Superintendent to plan for new school year

ROLES

Transportation Provider	Operator/Driver	Parent/Guardian	School Staff	Student	School Board Staff
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Ensure that all Bus Operators/ Drivers are made aware of individual student's needs with regard to boarding, securement and deboarding, and provide appropriate training.	Ensure that the student is transported safely according to needs. Follow Consortium/Board procedures for the transportation of students with disabilities.	Advise home school staff of medical or other conditions affecting safe transportation of student and communicate any changes. Help identify tools or strategies that may help driver and/or monitor while transporting the student.	Advise NSTS and parents of relevant issues while at school during the day. Help identify tools or strategies that may help driver and/or monitor while transporting the student	Follow bus rules. Advise driver and/or monitor of any emergency health issues or concerns.	Consult with schools on students with specialized transportation needs and advise NSTS on the student's specialized transportation requirements.
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CONFIRMATION OF COMMUNICATION

School Board Responsibility:

- With School Staff Date: _____ (Staffpersonresponsible) _____
- With Parent/Guardian Date: _____ (Staffpersonresponsible) _____
- With Student Date: _____ (Staffpersonresponsible) _____
- With NSTS Date: _____ (Staffpersonresponsible) _____

Niagara Student Transportation Services Responsibility:

- With Operator/Driver Date: _____ (Staffpersonresponsible) _____



PROVISIONS FOR BOARDING, SECUREMENT AND DEBOARDING

The following notes provide a range of examples but are not intended to be comprehensive or address all the situations school boards may need to consider in the development of individual student transportation plans.

With regard to boarding and de-boarding procedures it will be important to clarify that a parent/guardian or family member must know that they have to be there to transfer and receive the student.

BOARDING

Loading a Wheelchair

When operating a lift to load a student with a wheelchair on highways, country roads, and city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Put the 4-way emergency flasher on in approaching the stop.
- b) Ensure vehicle is stopped in a safe position for the pick-up.
- c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- d) Check that the student is ready to be loaded on to lift.
- e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- f) Open lift doors and secure them.
- g) Deploy and lower the lift and undo the lift safety belt.
- h) Back on to lift with wheelchair and set brakes. Secure lift safety belt. If the student is using a power chair, be sure to use low gear and turn power off.
- i) Keep one hand on the wheelchair and use the other hand to operate the controls.
- j) Inform the student you are raising the wheelchair lift.
- k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- l) Raise the lift to its fullest extent (level with vehicle floor).
- m) Release brakes on wheelchair and load student into the vehicle positioning the wheelchair into a tie-down position and reapply brakes. If power chair, use low gear and turn power off.
- n) Exit the vehicle, stow the ramp and close doors.
- o) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.
- p) Secure the wheelchair with the Q-strait system

SECUREMENT

Securing Students Who Have a Wheelchair

- a) Each wheelchair must be restrained and made secure as it is loaded onto the bus.
- b) There shall not be more than one wheelchair loose or free at any time while the bus is being loaded.
- c) Position the wheelchair, centred and square to the floor anchor points so that the restraint belts will attach to the chair and floor at approximately a 45 degree angle. The smaller front pivoting wheels on the wheelchair should be pointing straight.
- d) The chair and student must always face forward in the bus.

- e) Apply the wheelchair brakes (manual) or turn off the power (power chair).
- f) Attach the front belts (narrow type) by connecting the large hook to a solid frame member of the chair and connect the opposite end (flat hook) of the belt to the floor anchor point.
- g) Pull the belt through the clamping mechanism until all the slack is removed and the belt is snugly attached to the wheelchair.
- h) The rear belt clamps will provide the final tensioning of the front belts. Attach the loose end of the belt to the Velcro patch above the clamp.
- i) Attach the rear belts by connecting the chair hook to a solid frame member, as close to the point where the wheelchair back and seat cushion meet.
- j) Attach the floor hook at the opposite end of the belt into the floor anchor point.
- k) Attach the belts only to a solid, welded frame member on the wheelchair. Do not attach the hook to the wheels. Some chairs may come equipped with bolt-on anchor points or sling-straps, which are acceptable. Do not, under any circumstances, cross belts over each other.
- l) With the buckle open, pull the loose end of the belt until snug. While holding the loose end with one hand, close the clamp lever down until it securely locks into position. Connect the loose ends of the belts to the Velcro patch to keep the excess belting off the floor.
- m) Check that all the belts are tight and the wheelchair is secure and does not have any back and forth or sideways movement.
- n) To attach the lap belts, pass the loose ends of the lap belts around the student and downward toward the rear tie-down belts through the gap between the side panels and seat cushion or the gap between the seat cushion and the back rest of the wheelchair. Connect the belt ends to the pin connectors on the rear tie-down belts.
- o) The lap belt should be positioned as low as possible over the student's pelvic area and adjusted as tightly as possible. Ensure the belt is not twisted.
- p) To attach the shoulder belt, connect the loose end of the belt to the pin connector on either the left or right side of the lap belt. The shoulder belt should be attached to the connector pin of the lap belt depending on which side of the bus the wheelchair is located. Use the right side pin if the wheelchair is on the left side of the bus and the left side pin if the wheelchair is on the right side of the bus. Again adjust the shoulder belt as snugly as possible, making sure the belt does not rub on the student's neck area.
- q) The shoulder belt should lie across the mid-point of the shoulder and travel upward and rearward from that point to ensure that downward force is avoided. Lap and shoulder belts should not be held away from the student's body by wheelchair components or parts such as wheelchair armrests or wheels.

DEBOARDING

Unloading a Wheelchair

When operating a lift to unload a student with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Ensure the vehicle is parked in a safe position for unloading
- b) Put on 4-way emergency lights.
- c) Ensure parking brake has been applied.
- d) Go to the student in the wheelchair and remove lap belt, shoulder belt, front 2 floor Q-straints, rear 2 floor Q-straints, and hang up belts.
- e) Position the wheelchair to unload and set brakes; if it is a power chair make sure the power switch is off.
- f) Check traffic and, when ready, activate overhead alternating red flashing lights. (g) Exit the vehicle and open lift door and secure it.
- g) Deploy the lift to floor level.
- h) Go back inside the vehicle and push the wheelchair (If power chair, turn on power and put in low gear) onto the lift. Set the brakes. For power chair, turn off the power.
- i) With one hand on the chair and the other hand on the control, lower wheelchair to ground level.
- j) Make sure the student is made aware that he/she is about to be lowered.

- k) Release brakes and undo the lift safety belt and push the wheelchair (if power chair, turn on power and set in low gear) off the lift.
- l) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.
- m) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- n) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- o) Return to the vehicle and turn off the overhead alternating flashing red lights.

BOARDING

Loading a Walker

When operating a lift to load a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Put the 4-way emergency flasher on in approaching the stop.
- b) Ensure vehicle is stopped in a safe position for the pick-up.
- c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- d) Check that the student is ready to be loaded on to lift.
- e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- f) Open lift doors and secure them.
- g) Deploy and lower the lift and undo the lift safety belt.
- h) Back on to lift with the walker and set brakes; secure the lift safety belt
- i) Keep one hand on the walker and use the other hand to operate the controls.
- j) Inform the student you are raising the lift.
- k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- l) Raise the lift to its fullest extent (level with vehicle floor).
- m) Release the brakes on the walker and load student into the vehicle and into assigned seat.
- n) Secure walker to the wall of the vehicle
- o) Exit the vehicle and stow the ramp and close doors.
- p) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.

DEBOARDING

Unloading a Walker

When operating a lift to unload a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Ensure the vehicle is parked in a safe position for unloading
- b) Put on 4-way emergency lights.
- c) Ensure parking brake has been applied.
- d) Position the walker to unload on the lift and set brakes.
- e) Check traffic and, when ready, activate overhead alternating red flashing lights.
- f) Exit the vehicle and open lift door and secure it.
- g) Deploy the lift to floor level.
- h) Go back inside the vehicle and help the student with the walker onto the lift. Set the brakes.
- i) With one hand on the walker and the other hand on the control, lower the walker to ground level. Make sure the student is made aware that he/she is about to be lowered.
- j) Release brakes and assist the student with the walker off the lift.
- k) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student.
- l) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.

- m) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- n) Return to the vehicle and turn off the overhead alternating flashing red lights.

Note: In any instance where a student is required to wear a seatbelt or similar security device it will be the responsibility of the parent/guardian to secure/detach the device at the point of departure or arrival at the home stop and it will be the responsibility of the receiving school staff to secure/detach the device at the point of arrival at or departure from the school.

FOR STUDENTS WHO HAVE A DISABILITY AND ARE AMBULATORY
(Examples might be students who have vision or communication disabilities, or have autism)

Do not use the loading ramp unless authorized.

- a) Communicate with the student. Ask what help he/she needs. Allow time for response.
- b) Let the student set the pace. If the student is unable to respond, indicate clearly what you are going to do and what you expect the student to do.
- c) Follow behind the student while he/she is going up the steps; support the student while he/she steps up.

FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE ASTHMA

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE DIABETES

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE EPILEPSY

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO REQUIRE EPIPENS

Students board and deboard unassisted and are seated unsecured unless otherwise specified in the student's individual student transportation plan.

STUDENTS WHO HAVE SERVICE ANIMALS

Where a student with a disability is accompanied by a service animal, the requirement for the service animal, including the type of service animal, will be specified in the student's individual student transportation plan.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 29, 2016**

**TITLE: POLICIES – PRIOR TO VETTING
ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK
POLICY (301.1)**

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: April 26, 2016



Niagara Catholic District School Board

**ASSESSMENT, EVALUATION, REPORTING
AND HOMEWORK POLICY**

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.10

Adopted Date: June 14, 2011

Latest Reviewed/Revised Date: May 28, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board acknowledges that the primary purpose of assessment, evaluation, and reporting is to improve student learning and achievement for all students. To ensure student success in assessment, evaluation, and reporting, practices will be rooted in the Ontario Catholic School Graduate Expectations so that all students can become self-directed, responsible, lifelong learners. The Board promotes a family-friendly homework approach to support the achievement **and well-being** of all students.

Principals, Vice-Principals, teachers, Board staff and parents/guardians share a collective responsibility and accountability for student achievement. As a result of this collective responsibility, all staff is responsible to provide as required by Principals, evidence to support assessment, evaluation and reporting information regarding student achievement. This information is used to guide students in focusing their learning efforts, setting and monitoring goals, and determining next steps in learning.

The Niagara Catholic District School Board upholds the value of academic integrity for all members of its educational community. Academic integrity is a commitment to honesty, trust, and fairness.

Assessment, evaluation and reporting in all Catholic schools in the Niagara Catholic District School Board will be based on the current “*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*” document as mandated by the Ministry of Education.

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

References

- [*Education Statutes and Regulations of Ontario 2013 Edition: Operation of Schools-General R.R.O. 1990 Regulation 298*](#)
- [*Ministry of Education. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*](#)
- [*Ministry of Education, Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*](#)
- [*Ministry of Education Policy/Program Memorandum No. 155, “Diagnostic Assessment in Support of Student Learning” January 7, 2013*](#)
- [*Ontario Catholic School Graduate Expectations: Institute for Catholic Education: Second Edition 2011*](#)
- *Ministry of Education, Achieving Excellence, A Renewed Vision for Education in Ontario, 2014*
- *Ministry of Education, Equity and Inclusive Education,*



Niagara Catholic District School Board

ASSESSMENT, EVALUATION, REPORTING AND HOMEWORK POLICY

ADMINISTRATIVE GUIDELINES ~~PROCEDURES~~

300 – Schools/Students

Policy No 301.10

Adopted Date: June 14, 2011

Latest Reviewed/Revised Date: May 28, 2013

To ensure that assessment, evaluation and reporting practices are valid and reliable and to improve the learning of all students, teachers will use assessment, evaluation and reporting practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students;
- are carefully planned to relate to the curriculum expectations and learning goals, the Ontario Catholic School Graduate Expectations, and, as much as possible, to the interests, learning styles and preferences, needs and experiences of each student;
- are communicated clearly to students and parents/guardians at the beginning of the school year/course and at other appropriate points throughout the school year/course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set of specific goals, and plan next steps for their learning; and
- support students in developing the qualities and characteristics defined by the Ontario Catholic School Graduate Expectations. (*Growing Success*, p. 6)

ASSESSMENT “for”, “as” “of” Learning

Assessment is the process of gathering information, through a variety of means that include, but are not limited to formal/informal observations, discussions, questioning, conferences, learning tasks, or projects that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Assessment for Learning

Assessment “for” Learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (~~Adapted from Assessment Reform Group, 2002, in *Growing Success*, p. 144~~)

Assessment as Learning

Assessment “as” Learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teachers, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (~~Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41, in *Growing Success*, pp. 143–144~~)

Assessment of Learning

Assessment “ of “ Learning is The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student’s achievement to parents/guardians, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning. (*Growing Success*, p. 144)

Special Education and English Language Learners (ELL)

For students with special education needs and English language learners who may require accommodation but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations outlined in the student’s Individual Education Plan (IEP). (*Growing Success*, p. 38)

Professional Judgement

Professional judgement is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment. It is a process whereby the data generated from student achievement are analysed and interpreted using the assessment, evaluation and reporting principles from “*Growing Success*” to make an informed decision about student achievement.

ASSESSMENT PRACTICES

To support effective practices in the evaluation of student achievement, and recognizing that the determination of a report card grade (Grades 1 to 12) is the responsibility of the teacher, staff will:

- collect, over time, evidence of student achievement from a minimum of three different sources- *observations*, *conversations*, and *student products* (e.g., tests/exams, demonstrations, projects, essays etc.);
- ensure that student self-assessment and/or peer-assessment are not included in the evaluation of student learning;
- consider the evidence for all assignments, tests and examinations that a student has completed or submitted, the number of assignments, tests and examinations that were not completed or submitted and the evidence of achievement that is available for each overall expectation for a subject or course;
- ensure that the report card grade represents a student’s achievement of overall curriculum expectations and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence; and
- ensure that both mathematical calculations and professional judgement will inform the determination of report card grades.

ACADEMIC INTEGRITY

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. (*Growing Success*, p. 42)

Assignments for Evaluation

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays.)

To ensure equity for all students, assignments for evaluation and tests or exams should **be** completed, whenever possible, under the supervision of a teacher. Assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class. (*Growing Success*, p. 144)

Cheating

Cheating is the deliberate use, the attempted use, or the giving of unauthorized assistance, material, or study aids in any academic work. Examples of cheating include, but are not limited to, using a cheat sheet, altering a graded assessment, knowingly allowing another student to use one's test responses, and other forms as determined by the classroom teacher.

Plagiarism

Plagiarism is defined as, the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, p. 151)

Examples of plagiarism include, but are not limited to, not citing work, copying and pasting information from an electronic source without citations, and submitting work as the student's original work.

Prevention of Cheating and Plagiarism

In an attempt to prevent instances of cheating and plagiarism, and to develop students' research and literacy skills, it is expected that school staff will develop strategies to eliminate the incidence of cheating and plagiarism and integrate these strategies into instruction in an atmosphere of trust and support.

Detection and Reporting of Cheating and Plagiarism

All confirmed incidents of cheating and plagiarism must be reported to the Principal/Vice-Principal, and parent(s)/guardian(s) by the classroom teacher and will be noted in the Student Management System

Schools will employ a variety of methods in order to identify instances of cheating and plagiarism.

These methods may include; but are not limited to:

- teacher monitoring based on professional judgement and knowledge of individual student's work, writing style etc.;
- conducting internet searches to identify possible sources of student work;
- collaboration between teachers, library technicians, Principals and Vice-Principals in tracing questionable information; and
- ~~the~~ use of third party plagiarism tracking software (if available).

Consequences for Cheating and Plagiarism

Students must understand that the tests and examinations they complete and the assignments they submit for evaluation must be their own work.

The appropriate response and consequence to address cheating and plagiarism, must consider:

- the individual student and circumstances (e.g., mitigating factors: student's age, grade level and/or maturity of the student);
- the nature and severity of the cheating and plagiarism; and
- ~~the~~ number and frequency of incidents.

If a student is found to have intentionally cheated and/or plagiarized on a Mid-Term examination, Final examination, or any other assignment that is part of the Final Culminating Task, the student will receive a mark of "0" on these evaluation assessments and there will be no opportunity for a rewrite.

LATE AND MISSED ASSIGNMENTS

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher.

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. (*Growing Success*, p. 43)

Effective Preventative Measures

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. (*Growing Success*, p. 43)

These strategies may include; but are not limited to:

- asking the student to clarify the reason for not completing the assignment on time;
- helping students develop better time-management skills and work habits;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class/subject;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication through a variety of means with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;
- in secondary schools referring the student to the Student Success team or teacher ;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using guidance counselors, child and youth workers, chaplains and/or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services in cooperation with special education staff;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories and context of each student, their parents/guardians and their previous experiences within the school system.
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so; and deducting marks for late assignments, up to and including the full value of the assignment. (*Growing Success*, p. 43)

REPORTING ON STUDENT ACHIEVEMENT

Grades 1 to 12

Student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum using letter grades for Grades 1 to 6 and percentage marks for Grades 7 to 12. (*Growing Success*, p. 40)

Grades 9 to 12

For Grades 9 to 12, a final grade (percentage mark) will be recorded for every course. The final grade will be determined as follows:

- seventy (70) per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement;
- thirty (30) per cent of the grade will be based on a final evaluation administered at or toward the end of the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.
- ~~The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (*Growing Success*, p. 41)~~

DETERMINING THE LOWER LIMIT OF MARKS BELOW 50 PER CENT

It is expected that clear and ongoing communication with the student and his/her parents/guardians or adult student regarding ways to support success in learning has occurred in collaboration with teachers, Principals and Vice-Principals, Student Services, and Student Success teachers to support the student as required.

Grades 1 to 8

Teachers will use the code “R” (remediation required) to indicate when student achievement has fallen below level 1. “R” signals that additional learning is required before the student begins to achieve success in meeting the subject expectations. Through consultation with parents/guardians, strategies to address the student's specific learning needs will be developed in order to support the student.

Grades 9 to 12

For Grades 9 to 12, teachers will use a percentage mark on report cards to indicate achievement below 50 per cent, ranging from 30 to 45 per cent in the professional judgement of the teacher.

- For mid-term report cards a mark below 30 per cent will not be recorded.
- For final report cards the actual final mark earned by the student will be recorded with no marks issued between 46 and 49 per cent.

Students with Individual Education Plans

Students with an Individual Education Plan (IEP) who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R” or a mark below 50 per cent.

THE MEANING AND USE OF “I” – GRADES 1 TO 10

For Grades 1 to 10, the code “I” may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. **The code “I” must not be used for Grades 11 and 12 courses.** For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student.

For example, teachers may find it appropriate to use “I” when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

In Grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an “I” on their final report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program. (*Growing Success*, p. 42)

MARK DEDUCTION FOR LATE OR MISSED ASSIGNMENTS

For mark deduction, teachers and Principals/Vice-Principals should ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement. (*Growing Success*, p. 44)

Therefore, when preventative strategies have been implemented, a teacher may, in consultation with the student, parents/guardians and, Principals/Vice-Principals may deduct marks for late and/or missed assignments.

Grades 1 to 8

- In Grades 1 to 8 late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. (*Growing Success*, p. 44)

Grades 9 to 12

- In Grades 9 to 10, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits
- For Grades 9 and 10, mark deduction will be limited to 2 per cent per day to a maximum of 10 per cent total deduction in the professional judgement of the teacher.
- For Grades 11 and 12 mark deduction will be limited to 3 per cent per day to a maximum of 15 per cent in the professional judgement of the teacher.
- The expectation is that students will use their non-class time to complete late and missed assignments.
- Until an assignment has been submitted, the code “I” may be used in a mark book to indicate that an assignment is late or missed.

HOMEWORK

The Niagara Catholic District School Board promotes a family-friendly homework approach that aligns with the definition of homework from *Growing Success*, “Work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class”. (*Growing Success*, p. 148)

Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Homework does not include assignments for evaluation which include, but are not limited to: Science Fair Projects, Heritage Fair, and speeches that should be completed whenever possible under the supervision of the teacher.

FAMILY-FRIENDLY HOMEWORK

Students will not be assigned homework for completion during Statutory/Board holidays/ Professional Activity Days/sacramental or school events as per the Board’s school year calendar.

Students will not be given an assignment for completion prior to Statutory/Board holidays or Professional Activity Days where it is expected that the assignment is to be submitted for evaluation within three (3) school days following Statutory/Board holidays or Professional Activity Days as per the Board’s school year calendar.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
APRIL 26, 2016**

TITLE: POLICY AND GUIDELINE REVIEW 2015-2016 SCHEDULE

The Policy and Guideline Review 2015-2016
Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: April 26, 2016



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2015 - JUNE 2016

Updated: March 29, 2016

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
2012	2014	201.16	Attendance Support Program	Sept. 2015
NEW		NEW	Asthma	Sept. 2015
2010	2010	800.6	Facility Partnerships	Oct. 2015
1998	2010	701.2	Pupil Accommodation Review	Oct. 2015
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Nov. 2015
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Nov. 2015
NEW		NEW	French Immersion	Nov. 2015
2012	2014	201.16	Attendance Support Program	Nov. 2015
NEW		NEW	Asthma	Nov. 2015
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	Jan. 2016
1998	2014	201.4	Reimbursement of Travel Expenses	Jan. 2016
2010	2010	800.6	Facility Partnerships	Jan. 2016
1998	2010	701.2	Pupil Accommodation Review	Jan. 2016
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Jan. 2016
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Jan. 2016
NEW		NEW	French Immersion	Jan. 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	Feb. 2016
2002	2015	201.7	Employee Workplace Harassment *	Feb. 2016
2002	2015	201.11	Employee Workplace Violence *	Feb. 2016
2002	2015	201.6	Occupational Health & Safety *	Feb. 2016
2010	2010	100.10.1	Religious Accommodation	March 2016
NEW		NEW	Naming of a Board Facility	March 2016
1997	2010	100.1	Board By-Laws	March 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	March 2016
1999	2010	302.3	Safe Arrival	March 2016
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	April 2016
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	April 2016
1998	2014	201.4	Reimbursement of Travel Expenses	April 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	April 2016
2002	2015	201.7	Employee Workplace Harassment *	April 2016
2002	2015	201.11	Employee Workplace Violence *	April 2016
2002	2015	201.6	Occupational Health & Safety *	April 2016
2010	2010	100.10.1	Religious Accommodation	May 2016
NEW		NEW	Naming of a Board Facility	May 2016
1999	2010	302.3	Safe Arrival	May 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	May 2016
1997	2010	100.1	Board By-Laws	May 2016
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	Sept. 2016
NEW		NEW	Anti-Spam	

SORTED BY CW/BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2012	2014	201.16	Attendance Support Program	Dec. 2015
NEW		NEW	Asthma	Dec. 2015
2010	2010	800.6	Facility Partnerships	Feb. 2016
1998	2010	701.2	Pupil Accommodation Review	Feb. 2016
2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	Feb. 2016
2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	Feb. 2016
NEW		NEW	French Immersion	Feb. 2016
2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	May 2016
1998	2014	201.4	Reimbursement of Travel Expenses	May 2016
1998	2010	100.5	Establishment and Cyclical Review of Policies	May 2016
2002	2015	201.7	Employee Workplace Harassment *	May 2016
2002	2015	201.11	Employee Workplace Violence *	May 2016
2002	2015	201.6	Occupational Health & Safety *	May 2016
2012	2013	800.8	Accessibility Standards	May 2016
2010	2010	100.10.1	Religious Accommodation	June 2016
NEW		NEW	Naming of a Board Facility	June 2016
1999	2010	302.3	Safe Arrival	June 2016
2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	June 2016
1997	2010	100.1	Board By-Laws	June 2016
2011	2013	301.1	Assessment, Evaluation, Reporting and Homework Policy	October 2016
NEW		NEW	Anti-Spam	