



**DURHAM CATHOLIC  
DISTRICT SCHOOL BOARD**  
*Learning and Living in Faith*

**50**  
*Years*

## **REGULAR BOARD MEETING**

### **AGENDA**

**Monday, October 1, 2018**

**7:30 p.m.**

Durham Catholic District School Board  
Catholic Education Centre  
650 Rossland Road West  
Oshawa, ON L1J 7C4

Main Telephone Number: (905) 576-6150  
Toll Free: 1-877-482-0722  
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Board Web Site: [www.dcdsb.ca](http://www.dcdsb.ca)



If you require accessibility related accommodations for attendance at this meeting, please notify the meeting organizer in advance of the meeting date so that arrangements can be made.



## **REGULAR BOARD MEETING**

**Monday, October 1, 2018**

7:30 p.m.

Durham Catholic District School Board

Catholic Education Centre

650 Rossland Road West, Oshawa

## **OPEN SESSION AGENDA**

### **A. CALL TO ORDER**

Page

- a.1 Memorials and Prayer
- a.2 Roll Call and Apologies

John Rinella

### **B. APPROVAL OF AGENDA**

- b.1 Changes to printed Agenda
- b.2 Approval of Agenda

### **C. ANNOUNCEMENTS**

### **D. NOTICES OF MOTIONS**

### **E. DECLARATIONS OF INTEREST**

- e.1 Declaration of Conflict of Interest

### **F. ACTIONS TO BE TAKEN**

### **G. PRESENTATION**

### **H. DELEGATIONS**

### **I. CONSIDERATION OF MOTION**

### **J. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS**

### **K. COMMITTEES**

- k.1 Committee Reports

- k.2 Matters Referred from Committee

**L. STAFF REPORTS**

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**M. CORRESPONDENCE**

**N. INQUIRIES AND MISCELLANEOUS**

**O. PENDING ITEMS**

**P. ADJOURNMENT**

**Q. CLOSING PRAYER**



## Memorandum

To: Board of Trustees  
From: Anne O'Brien, Director of Education  
Date: October 1, 2018  
Subject: **Policies and Administrative Procedures**

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### **RECOMMENDATIONS**

Roster of Policies and Administrative Procedures

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Current Roster of Policies and Administrative Procedures – October 1, 2018.”

Fire Safety Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Fire Safety Administrative Procedure (AP414-1).”

Substance Abuse Prevention/Intervention Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the revised Substance Abuse Prevention/Intervention Administrative Procedure (AP312-2).”

To: Board of Trustees  
Re: Policies and Administrative Procedures  
Date: October 1, 2018

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### Application to the Leadership Position of Consultant/Coordinator Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Application to the Leadership Position of Consultant/Coordinator Administrative Procedure (AP325-2).”

### Hearing Protection Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the revised Hearing Protection Administrative Procedure (AP318-1).”

### Indoor Environmental Quality (IEQ) Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Indoor Environmental Quality (IEQ) Administrative Procedure (AP318-7).”

### Teacher Recruitment and Hiring Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Teacher Recruitment and Hiring Administrative Procedure (AP328-2).”

To: Board of Trustees  
Re: Policies and Administrative Procedures  
Date: October 1, 2018

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### Teacher Transfers Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Teacher Transfers Administrative Procedure (AP328-3).”

### Allocation of Teaching Staff Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Allocation of Teaching Staff Administrative Procedure (AP328-4).”

### Modified Work Program Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the revised Modified Work Program Administrative Procedure (AP328-6).”

### Student Protection Policy

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School approve the First Reading of the revised Student Protection Policy (PO607).”

To: Board of Trustees  
Re: Policies and Administrative Procedures  
Date: October 1, 2018

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### Student Protection Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the revised Student Protection Administrative Procedure (AP607-1).”

### Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder Administrative Procedure

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder Administrative Procedure (AP804-1).”

### Antiracism and Ethnocultural Equity Policy

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board rescind the Antiracism and Ethnocultural Equity Policy (PO218) as this policy is redundant.”

### **RATIONALE**

As per attached.

AOB/BC  
Attach.



## Current Roster of Policies and Administrative Procedures 2018-2019

DEPARTMENT	TITLE	POLICY/ADMIN.PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 <sup>st</sup> READING (P) -FOR INFO. (AP)	BOARD -2 <sup>ND</sup> READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 <sup>rd</sup> READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
GOVERNANCE	Board Award of Merit	PO209	X							
	Board Award of Merit	AP209-1	X							
	Equity and Inclusive Education	PO216	X							
	Equity and Inclusive Education	AP216-1	X							
	Religious Accommodation	AP216-2	X							
	Student Groups	AP216-3	X							
OPERATIONS	Records Management	AP	X	X						
	Anti-Spam	PO444	X	X						
	Anti-Spam	AP444-1	X	X						
	Ontario Student Record (on hold pending MOE direction)	PO418	X							
	Ontario Student Record (on hold pending MOE direction)	AP418-1	X							
	Modified Calendar		X							
	Communicable Diseases	PO446	X	X						
	Communicable Diseases	AP446-1	X	X						
	Fire Safety	AP414-1	X	X	X	X	X			
	Pupil Accommodation Review	PO430	X							
	Pupil Accommodation Review	AP430-1	X							
	Community Planning and Partnerships	PO435	X							
Community Planning and Partnerships	AP435-1	X								

DEPARTMENT	TITLE	POLICY/ADMIN.PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 <sup>ST</sup> READING (P) -FOR INFO. (AP)	BOARD -2 <sup>ND</sup> READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 <sup>RD</sup> READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
	Smoke and Tobacco Free Environment	PO407	X							
	Smoke and Tobacco Free Environment	AP407-1	X							
	Accessible Student Transportation	AP434-10	X							
PROGRAM & INSTRUCTION	Catholic Education	PO517	X	X						
	Family Life Education	AP517-1	X	X						
	Student Excursions and/or Exchanges for Educational Purposes	PO512	X	X						
	Student Excursions and/or Exchanges for Educational Purposes	AP512-1	X	X						
	Handling Racial/Ethnic Incidents	AP570	X							

	Substance Abuse Prevention/Intervention	AP312-2	X	X	X	X	X	X		
	Employee Conflict of Interest	PO317	X	X	X	X	X	X		
	Employee Conflict of Interest	AP317-1	X	X	X	X	X	X		
	Application to the Leadership Position of Curriculum Chair	AP325-1	X	X						
	Application to the Leadership Position of Consultant/Coordinator	AP325-2	X	X	X	X	X	X		

	Workplace Harassment and Workplace Sexual Harassment (Annual Review)	PO320	X							
	Workplace Harassment and Workplace Sexual Harassment (Annual Review)	AP320-1	X							
	Workplace Violence (Annual Review)	PO324	X	X	X					
	Workplace Violence Prev - General (Annual Review)	AP324-1	X	X	X					
	Workplace Violence Prev – Students	AP324-2	X	X	X					
	Occupational Health and Safety (Annual Review)	PO318	X							
	Hearing Protection	AP318-1	X	X	X	X	X	X		
	Indoor Environmental Quality (IEQ)	AP318-7	X	X	X	X	X	X		
	Teacher Recruitment and Hiring	AP328-2	X	X	X	X	X	X		
	Employees Running for, and/or Elected to Public Office	PO301	X	X	X	X	X	X		
	Teacher Transfers	AP328-3	X	X	X	X	X	X		
	Allocation of Teaching Staff	AP328-4	X	X	X	X	X	X		
	Modified Work Program	AP328-6	X	X	X	X				
STUDENT CONDUCT & SAFETY	Student Attendance (Annual Review)	PO613	X							
	Student Attend. – Elem. (Annual Review)	AP613-1	X							
	Student Attend. – Sec. (Annual Review)	AP613-2	X							
	Concussion Management and Prevention	PO614	X							
	Concussion Management and Prevention	AP614-1	X							
	Safe Arrivals – Elementary	PO603	X							

	Exceptional Health Conditions	PO606	X							
	Student Protection	PO607	X	X						
	Student Protection	PO607-1	X	X						
	Code of Conduct	PO610	X							
	Code of Conduct	AP610-1	X							
	Student Discipline	PO611	X							
	Student Discipline	AP611-1	X							
STUDENT SERVICES	Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder	AP804-1	X	X	X	X	X	X		
	Safe Physical Interventions For Student Behaviours Causing a Risk of Injury	AP804-2	X	X	X					
	Health Support Services in School Settings	PO800	X							
	Health Support Services in School Settings	AP800-1	X							



Durham Catholic District School Board

"The Board"

## Administrative Procedure

No Changes

Title: <b>Fire Safety</b>		Procedure #: <b>AP414-1</b>
Administrative Area:	<b>Operations</b>	
Policy Reference:	Emergency Preparedness (PO414)	
Date Approved:		
Dates of Amendment:		

### 1.0 Purpose

The Durham Catholic District School Board (DCDSB) is committed to a safe workplace for all its employees, contractors, visitors and students. Fire emergencies may be small and contained or large enough to threaten resources, people and the surrounding environment. In general, fires may occur when preventative systems fail or when proper safety procedures are not respected. To prevent fire emergencies, planning and preparedness is essential to eliminate or reduce the loss of resources and to ensure the safety of all affected persons. The purpose of this administrative procedure is to provide awareness and to outline the responsibilities for all affected employees regarding fire related hazards and their associated controls.

### 2.0 Definitions

**Fire:** Is a specific type of chemical reaction that produces heat and involves a fuel and an oxidizer which requires activation energy (e.g. an ignition source) to cause the reaction (e.g. a self-sustained oxidation of a fuel that emits heat and light).

**Fire Prevention:** The integration of planning, inspections, knowledge and continuous awareness to prevent fire losses before they may occur.

**Fire Safety Plan:** A fire safety plan is a detailed document that provides a framework regarding specific fire safety procedures for a specific building.

**Heat:** An energy transfer with reference to a temperature difference between a system and its surroundings or between two parts of the same system.

## 2.0 **Definitions (cont'd)**

**Fuel:** A combustible matter used in a chemical reaction in order to create heat or power (e.g. flammable or combustible materials).

**Oxygen:** Is a gas that is consumed in the chemical reaction of fire. As the fire progresses, the sufficient levels of oxygen must be continuously replaced or the fire will extinguish. Air normally contains 20.9% oxygen and the more oxygen available the more intense the fire becomes.

**Emergency Services:** Fire Services, Police, Emergency Medical Services and other related services.

**Fire Suppression Systems:** Equipment that may include extinguisher, sprinkler and other related fire control systems.

**Fire Extinguisher:** A portable container, usually filled with special chemicals for putting out a fire. There are different kinds of fire extinguishers for different classes of fires.

**Fire Class:** Is a term used to denote the type of fire, in relation to the combustion materials which may be ignited:

- Class A: ordinary combustibles such as wood, paper, fabric, etc.;
- Class B: flammable or combustible liquids / gases;
- Class C: potentially energized electrical equipment;
- Class D: combustible metals such as lithium, potassium, alkaline earth metals etc.; and
- Class F: cooking oils and fats.

**Hazard Control:** Refers to workplace procedures adopted to prevent injury, reduce adverse health effects and control equipment damage. Hazard control practices may involve a hierarchy of controls such as: elimination, substitution, engineering controls, administrative controls and personal protective equipment.

**Workplace:** For the purpose of this procedure, the workplace includes locations where activities related to the business of the Board take place. These include:

- activities within offices, staff rooms, classrooms, cafeterias/lunch rooms and other Board property;
- events associated with and including co-instructional and extracurricular activities; and
- situations outside of Board operated premises, e.g., field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings.

### 3.0 **Responsibilities**

#### 3.1 The Employer (DCDSB):

- 3.1.1 shall establish a framework for the Fire Safety Plan with respect to the Board's Emergency Preparedness policy;
- 3.1.1 shall appointment and organize designated staff members to carry out all related duties;
- 3.1.2 shall ensure that all related duties are carried out in accordance with applicable legislation, board policies and procedures;
- 3.1.3 shall take all reasonable measures to help identify, assess and control hazards in the workplace;
- 3.1.4 shall collaborate with the Joint Health and Safety Committee (JHSC) and Emergency Services regarding control measures; and
- 3.1.5 shall provide all necessary resources to support related safety measures.

#### 3.2 The Principal or Supervisor:

- 3.2.1 shall establish and maintain a Fire Safety Plan as directed by the Board for their respective work locations (see Fire Safety Plan below for more information);
- 3.2.2 shall update the Fire Safety Plan annually or as often as required.
- 3.2.3 shall submit the Fire Safety Plan online through the Board provided software (e.g. eBASE) system.
- 3.2.4 shall print, place and maintain an approved copy in the workplace fire safety box and one readily available at the main office (e.g. in the "Emergency Response Plan" binder).
- 3.2.5 shall appoint and organize designated staff members to carry out all related duties;
- 3.2.6 shall provide and make available all required resources to all employees that may require such resources;
- 3.2.7 shall acquaint all affected employees with this Administrative Procedure and the Fire Safety Plan;
- 3.2.8 shall provide adequate instructions to all affected employees relating workplace hazards and there associated safety measures;
- 3.2.9 shall participate in implementing all required hazard controls;
- 3.2.10 shall collaborate with the Joint Health and Safety Committee (JHSC), HR/AS Department and the Emergency Services regarding control measures;
- 3.2.11 shall enforce all required control measures with all affected persons;
- 3.2.12 shall ensure that fire drills are carried out and documented in accordance with this administrative procedure (e.g. see Fire Drills); and

### 3.0 **Responsibilities (cont'd)**

3.2.13 shall ensure that provisions of alternate measures for the safety of occupants during the shutdown of any fire protection equipment is in place and maintained for the duration of the shutdown (e.g. see Alternative Measures).

#### 3.3 Employees (Staff Members):

Where it is related to their professional duties and responsibilities:

3.3.1 shall be aware of and participate in all aspects of the Fire Safety Plan;

3.3.2 shall immediately report all safety concerns to their Principal or Supervisor;

3.3.3 shall wear all required protective equipment;

3.3.4 shall appropriately use all protective devices and in accordance with the manufacturer's instructions;

3.3.5 shall acquaint themselves with related instructions before engaging the work or before use; and

3.3.6 shall participate in all relevant safety training.

#### 3.4 Health, Safety and Wellness Coordinator:

3.4.1 shall provide information regarding protective measures and equipment;

3.4.2 shall liaison with all required Emergency Services;

3.4.3 shall assist with training and training material;

3.4.4 shall monitor information on legislation; and

3.4.5 shall monitor and offer recommendations to improve the Fire Safety Plan as required.

#### 3.5 Joint Health Safety Committee:

3.5.1 shall assist with fire safety measures;

3.5.2 shall promote fire safety measures as prescribed by the Fire Safety Plan; and

3.5.3 shall provide recommendations with respect to fire prevention.

#### 3.6 Contractors and Visitors:

3.6.1 shall participate and follow all aspects of the Fire Safety Plan;

3.6.2 shall wear all required protective equipment;

3.6.3 shall appropriately use all protective devices and in accordance with the manufacturer's instructions;

3.6.4 shall acquaint themselves with related instructions before engaging the work or before use;

### 3.0 **Responsibilities (cont'd)**

- 3.6.5 shall comply with all aspects of this Administrative Procedure; and
- 3.6.6 shall provide all required documentation upon request to the Board or its representatives.

### 4.0 **Fire Emergency Procedures**

#### 4.1 **Upon Discovery of Fire:**

- 4.1.1 If safe to do so, put out the fire.
- 4.1.2 Immediately leave the area and where possible assist to evacuate.
- 4.1.3 Close all doors and windows to contain the fire. (e.g. do not lock)
- 4.1.4 Activate the fire alarm and alert affected staff (e.g. Supervisory Staff).
- 4.1.5 Make use of primary and secondary exits routes for safe evacuation (e.g. stairwells).
- 4.1.6 Proceed to the designated assembly area (e.g. outside away from building).
- 4.1.7 Follow all instructions from your Supervisor and Emergency Services.

#### 4.2 **Upon Hearing Fire Alarm:**

- 4.2.1 Notify Fire Service by calling 911
- 4.2.2 Call the Security Monitoring Station at 1-800-268-6870 (e.g. when safe).
- 4.2.3 Immediately evacuate and leave the building (e.g. use safe exit routes).
- 4.2.4 Close all doors and windows to contain the fire (e.g. do not lock).
- 4.2.5 Use applicable primary and secondary exits routes to exit the building (e.g. use stairwells to leave the building and do not use any elevators).
- 4.2.6 Proceed to the designated assembly area (e.g. outside away from the building).
- 4.2.7 Account and report on all staff with your supervisor (e.g. do not re-enter the building until permitted to do so by your supervisor).
- 4.2.8 Do not block the road or street access to any Emergency Service or related Public Service.

#### 4.3 **Fire Safety Plan:**

- 4.3.1 All Fire Safety Plans are located on the Board's software system (eBASE).
- 4.3.2 The Fire Safety Plan outlines the specific duties and responsibilities for all affected employees with regards to emergency procedures.

#### 4.0 **Fire Emergency Procedures (cont'd)**

- 4.3.3 A Fire Safety Plan is required for each work affected location.
- 4.3.4 All sections of the Fire Safety Plan shall be updated annually or as often as required. These sections include the following:
  - 4.3.4.1 Audit of Human Resources;
  - 4.3.4.2 Audit of Building Resources;
  - 4.3.4.3 Appendix A, Emergency Evacuation Procedures for Students and Staff; Requiring Special Assistance; and
  - 4.3.4.4 Individual Emergency Response Plans.

#### 4.4 **Fire Control Measures:**

- 4.4.1 Please refer to Fire Control Measures prescribed in your Fire Safety Plan.

#### 4.5 **Fire Drills:**

- 4.5.1 Fire drills shall be held three (3) times in each Fall and Spring school terms in schools.
- 4.5.2 All fire drills shall be documented in the Custodial Online Operation Log (COOL - Link: <http://cool.dcdsb.ca>).
- 4.5.3 Printed record should be kept in the main office for review (e.g. in the "Emergency Response Plan" binder).

#### 4.6 **Alternative Measures:**

- 4.6.1 Please refer to Alternate Measures for specific procedures in your Fire Safety Plan (e.g. required communications, notices and fire watch etc.).

#### 4.7 **Maintenance Procedures for Fire Protection Equipment:**

- 4.7.1 Please refer to Maintenance Procedures for Fire Protection Equipment prescribed in your Fire Safety Plan.

#### 4.8 **Students and Employees that Require Special Assistance:**

- 4.8.1 Principals or Supervisors shall:
  - 4.8.1.1 complete Appendix A of the Fire Safety Plan for all Students and Employees that require special assistance during an emergency evacuation;
  - 4.8.1.2 complete a detailed Individual Emergency Response Plan (IERP) for all employees that require special assistance during an emergency evacuation (e.g. due to a permanent or temporary disability and where an employee has a modified work plan);

#### 4.0 **Fire Emergency Procedures (cont'd)**

- 4.8.1.3 provide affected employees with an IERP form where required;
  - 4.8.1.4 review the form with the affected employee and complete sections 7 to 9 and implement the IERP as required;
  - 4.8.1.5 attach the finalized IERP (e.g. uploaded) to the respective Fire Safety Plan;
  - 4.8.1.6 review and update the IERP as often as required. (e.g. when a work location is changed or annual review).
- 4.8.2 Employees that require special assistance shall:
- 4.8.2.1 complete sections 1-6 of the IERP and return the IERP form to their Principal or Supervisor;
  - 4.8.2.2 Inform their Principal or Supervisor about changes that may require amendments to their IERP.

#### 4.9 **Fire Prevention Requirements at all Board owned sites:**

- 4.9.1 Heat producing electrical appliances such as microwaves, kettles, coffee makers, toasters, toaster ovens, etc. are prohibited in classrooms.
- 4.9.2 Hot or burning materials are prohibited from being placed into garbage containers.
- 4.9.3 Safe cooking practices shall be used at all times (e.g. school kitchens).
- 4.9.4 Unsafe electrical appliances shall not be used.
- 4.9.5 Power bars and extensions cords shall be used in an approved manner (e.g. Do not over-load outlets).
- 4.9.6 Extension cords used as permanent wiring are prohibited.
- 4.9.7 Hallways, passageways and exits must be clear of obstructions and combustible refuse at all times.
- 4.9.8 Flammable substances must be appropriately stored.
- 4.9.9 Drapes, curtains, or other decorative materials shall meet the requirements for a high degree of flame resistance as detailed in the Fire Code.
- 4.9.10 Artwork on school walls shall meet the following requirements:
  - 4.9.10.1 prohibited at exit doors;
  - 4.9.10.2 should not be suspended from ceilings;
  - 4.9.10.3 located so that it does not exceed 20% of each wall area; and
  - 4.9.10.4 should be arranged with 1m breaks at intervals not exceeding 4m to reduce horizontal fire spread in corridors. (A classroom door could provide such a natural break).

#### 4.0 **Fire Emergency Procedures (cont'd)**

4.9.11 No combustible materials, other than those for which the room or space is designed, shall be permitted in any service room, service space or exit stair.

4.9.12 Storage of recycling material shall be in accordance with the Ontario Fire Marshals Guideline for recycling programs in schools (e.g. please refer to Appendix B in your Fire Safety Plan for specific details).

4.9.13 A 1m clearance around all electrical panels or equipment, fire protection equipment or heating equipment must be maintained.

#### 4.10 **Training and Instruction:**

4.10.1 Training and instructions are available to all affected employees through DCDSB's Online Learning and Compliance System under the direction of the Principal or Supervisor as needed.

#### 4.11 **Signage:**

4.11.1 The Principal in consultation with the Chief Custodian and the Facilities Services department shall arrange for the posting of:

4.11.1.1 Signs which describe emergency procedures for occupants are required to be posted in various conspicuous locations throughout the school and in all classrooms.

**NOTE:** Signage may be ordered directly through the eBASE system (e.g. please see – "Occupational Health & Safety Form Request" Log). Please contact the Health Safety and Wellness portfolio for assistance with orders.

#### 5.0 **References and Sources**

- Ontario Regulation 213/07 Fire Code;
- *Occupational Health and Safety Act*, RSO 1990;

#### 6.0 **Related Forms / Policies**

- Emergency Preparedness Policy PO414;
- Occupational Health and Safety Policy PO318;
- Fire Safety Plan (<https://dcdsb.ebasefm.com>);
- Appendix A: Individual Emergency Response Plan; and
- Signage: If You Detect Fire Poster.



## Durham Catholic District School Board

## Appendix A: Individual Emergency Response Plan

1. PERSONAL INFORMATION	
Name:	Telephone/Extension (if applicable):
Position:	Supervisor:
School/Department:	
Location of Classroom/Workstation:	

2. EMERGENCY EVACUATION ASSESSMENT	
Is assistance required to quickly evacuate the workplace? Please indicate below the appropriate assistance/accommodation necessary.	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. PHYSICAL ASSISTANCE/ACCOMMODATIONS	
Please indicate the physical assistance required, i.e., help with stairs, guiding through hallways, etc.	
Is the assistance necessary on a permanent or temporary basis?	
Permanent <input type="checkbox"/>	Temporary <input type="checkbox"/>

4. COMMUNICATION NEEDS & ACCOMODATIONS	
Indicate preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required. <i>Example: person with hearing impairment may require Blackberry or pager to receive emergency evacuation information via text message.</i>	
Is the assistance necessary on a permanent or temporary basis?	
Permanent <input type="checkbox"/>	Temporary <input type="checkbox"/>

5. OTHER	
Please indicate the assistance required.	
Is the assistance necessary on a permanent or temporary basis?	
Permanent <input type="checkbox"/>	Temporary <input type="checkbox"/>

**6. PERSONAL EMERGENCY PREPAREDNESS KIT**

Personal Emergency Preparedness Kit required? (*at own discretion*)  Yes  No

List Contents (i.e. emergency supply of medication, food for specific dietary needs, epi pen, personal assistive equipment and batteries, emergency health & contact information, etc.):

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Location of Personal Emergency Preparedness Kit:

**7. EMERGENCY EVACUATION ROUTES**

Indicate **primary** accessible evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map and identify meeting location.

Indicate **alternative** evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.





Durham Catholic District School Board

"The Board"

## Administrative Procedure

Title: <b>Substance Abuse Prevention/ Intervention</b>	Procedure #: <b>AP312-2</b>
Administrative Area: <b>Human Resources/Administrative Services</b>	
Policy Reference: Disability Management (PO312)	
Date Approved:	
Dates of Amendment:	

### 1.0 Purpose

The Durham Catholic District School Board recognizes that substance abuse can negatively affect job productivity, the psychosocial work environment, regular and reliable employee attendance per Policy PO321 and Administrative Procedure AP321-2, and the health, safety and well-being of employees. The Board is committed to assisting employees with the prevention of substance use, the early identification of substance abuse, and referrals to rehabilitative and supportive programs within and outside of the Board. This administrative procedure serves to ensure a healthy and safe work environment and to ensure consistency when addressing substance use issues.

### 2.0 Definitions

**Impairment** – the inability of an employee to work with reasonable effectiveness and safety due to the use of drugs and/or alcohol or due to exhaustion arising out of the use of drugs or alcohol.

**Substance Abuse** – the use of illegal drugs, inappropriate use of alcohol, or the misuse of prescription or over-the-counter drugs that causes physical and/or mental harm.

### 3.0 Procedures

3.1 This procedure applies to all employees of the Durham Catholic District School Board, all persons carrying out business on behalf of the Board, and all persons carrying out duties or activities on Board property or Board business at off-site locations as approved by the immediate supervisor.

## Procedures (cont'd)

- 3.2 The Durham Catholic District School Board holds that each employee has a responsibility for her/ his own safety, as well as those around her/him. This includes reporting any behavior that may jeopardize the safety of co-workers and/or students to the Superintendent of Human Resources and Administrative Services. This does not supersede the employee's "Duty to Report" as defined in the Student Protection Administrative Procedure (AP607-1) or reporting obligations to professional colleagues governing our employees.
- 3.3 While on Durham Catholic District School Board business or premises, the following acts are prohibited:
- 3.3.1 Using, possessing, trafficking, or offering alcohol, illicit drugs or drug paraphernalia;
  - 3.3.2 Deliberately misusing prescribed or over-the-counter medications;
  - 3.3.3 Possessing prescribed medications without a prescription;
  - 3.3.4 Trafficking or offering prescription medications; and
  - 3.3.5 Reporting to work while impaired due to alcohol or drug use.

Such acts may result in disciplinary action up to and including termination of employment.

- 3.4 In cases where an employee has been given a prescription for medication and this medication may affect her/his ability to work skillfully and safely, it is the responsibility of the employee to discuss the matter with her/his Principal/Supervisor/Manager or **the WSIB/Disability Management Claims Officer or a member of the** Human Resources Department ~~or~~ designate in order to obtain modified work accommodations, if necessary.
- 3.4.1 Where prescribed medications are on Board property due to an employee's needs, said medication must be monitored vigilantly and kept in a secure place that is out of harm's reach and inaccessible to students (e.g., the employee's pocket or a locked cabinet, etc.).
- 3.5 In the event that an employee has violated this administrative procedure, is suspected to be under the influence, is displaying impaired behaviour, and/or impaired behaviour has been reported, the Board, while maintaining the employee's confidentiality and dignity shall follow these steps:
- 3.5.1 Intervene with employee and escort to a confidential area to confront suspicions and/or document evidence of impairment/use;
  - 3.5.2 Investigate if suspicions are correct and discuss the decline of performance and/or ability to perform duties;

### 3.0 Procedures (cont'd)

#### 3.5 (cont'd)

- 3.5.3 Obtain second opinion of impairment, if necessary;
- 3.5.4 If deemed unfit to work, escort employee off of Board property. Provide emergency services transportation for employee to hospital, if medical attention is required, or to place of residence;
- 3.5.5 Advise employee of his/her right to contact a union/employee representative;
- 3.5.6 In consultation with Human Resources, send written documentation to employee of steps taken and what next steps to expect, making reference to the Employee Family Assistance Program (EFAP); and
- 3.5.7 ~~If appropriate,~~ Report substance concerns to a professional college governing the employee's professional responsibilities **with notification to the relevant union or professional association.**

3.6 Where necessary, as determined by the Superintendent of Human Resources and Administrative Services or designate, the Employer may further investigate the allegations of impairment or substance abuse. This may involve the assignment of the employee home with pay until completion of the investigation. Such assignment will be made at the sole discretion of the Board.

3.7 When an employee has been assigned to home duties due to substance use or placed on approved sick leave, a suspicion thereof, or for further investigation, the Employer may request that medical documentation be provided deeming the individual drug and/or alcohol free prior to his/her return to work.

3.8 If an employee is seeking rehabilitative services outside of the Board for substance abuse issues, he/she may wish to inform his/her Principal/Supervisor/Manager.

3.8.1 If an employee is uncomfortable or does not wish to approach his/her Principal/Supervisor/Manager, he/she may contact the appropriate WSIB/Disability Management Claims Officer, Superintendent of Human Resources and Administrative Services, or designate directly.

3.9 If the Board determines that an employee is fit to return to work and/or medical documentation has been received to this effect, a return-to-work meeting will be held with the WSIB/Disability Claims Management Officer or designate to review and determine appropriate accommodations, if required, as per Disability Management Policy (PO312). The employee will be advised of his/her right to have union/employee representation attend the meeting. At the meeting:

### 3.0 **Procedures (cont'd)**

#### 3.9 (cont'd)

- 3.9.1 The Board may require the employee to enter an agreement that will govern his/her continued employment;
- 3.9.2 Restrictions, modifications and timeframes will be addressed;
- 3.9.3 The schedule of follow-up meetings will be determined; and
- 3.9.4 A return-to-work plan, outlining the issues that were addressed in the meeting, will be supplied to the employee for his/her own records.

3.10 In accordance with Human Rights legislation, employees will be referred to rehabilitative services, if required. Assistance for employees is provided through the Employer's confidential Employee Family Assistance Program, as well as referrals to outside agencies.

3.11 Any violation of this procedure or the return-to-work agreement may result in discipline including suspension without pay and/or termination of employment.

3.12 In all cases governed by this administrative procedure, those responsible for the case will hold an employee's information, health issues, and assessments in confidence. Furthermore, the identity of any staff member who reports impaired behaviour or suspicions shall be kept confidential.

Any breach to confidentiality may result in disciplinary action up to and including termination.

#### 3.13 Responsibilities:

##### 3.13.1 The Board shall:

- 3.13.1.1 monitor employees for impaired behaviour and determine action;
- 3.13.1.2 ensure safety of all employees and students;
- 3.13.1.3 refer employees to Employee Family Assistance Program (EFAP);
- 3.13.1.4 promote and maintain an alcohol and drug-free workplace.

##### 3.13.2 Employees shall:

- 3.13.2.1 arrive to work capable, fit for duty, and conduct oneself in a safe manner that includes maintaining the safety of others;
- 3.13.2.2 report any awareness or suspicion of impaired conduct by another employee;
- 3.13.2.3 abstain from the inappropriate use of drugs or alcohol;
- 3.13.2.4 comply with this administrative procedure;

### 3.0 **Procedures (cont'd)**

- 3.13.2.5 Seek treatment when necessary;
- 3.13.2.6 Cooperate with any investigation related to this administrative procedure, to ensure the safety of self and others in performance of the employee's job requirements.

### 4.0 **Sources**

- DCDSB/APSSP Collective Agreement
- DCDSB/CUPE Educational Assistants Collective Agreement
- DCDSB/CUPE Facilities Services Collective Agreement
- DCDSB/CUPE Secretarial/Clerical/Technical Collective Agreement
- DCDSB/ETFO Collective Agreement
- DCDSB/OECTA Elementary Teachers' Collective Agreement
- DCDSB/OECTA Occasional Teachers' Collective Agreement
- DCDSB/OECTA Secondary Teachers' Collective Agreement
- DCDSB/Chaplains Terms and Conditions of Employment
- DCDSB/CPCO Principals and Vice Principals Terms and Conditions of Employment
- DCDSB/Middle Management Terms and Conditions of Employment
- DCDSB/Non Union Terms and Conditions of Employment
- Board Long Term Disability Benefits Plans
- *Occupational Health and Safety Act*
- *Workers' Safety and Insurance Act*
- *Ontario Human Rights Code*
- *Personal Health Information Protection Act (2004) PIPEDA and the Freedom of Information Act WSIB Functional Abilities Form (FAF) Health Progress Report (HPR)*

### 5.0 **Related Policies and Administrative Procedures**

- PO312 – Disability Management Policy
- AP312-1 – Disability Management Administrative Procedure
- PO321 – Employee Attendance Support Policy
- AP321-1 – Employee Attendance Support Administrative Procedure
- AP328-6 – Modified Work Program Administrative Procedure



## Durham Catholic District School Board

"The Board"

## Administrative Procedure

Title: <b>Application to the Leadership Position of Consultant/Coordinator</b>	Procedure #: <b>AP325-2</b>
Administrative Area: <b>Human Resources and Administrative Services</b>	
Policy Reference: Appointment to Positions of Academic Responsibility (PO325)	
Date Approved:	
Dates of Amendment:	

**1.0 Purpose**

To outline the process and expectations for applicants to the position of Consultant or Coordinator.

**2.0 Definitions****3.0 Procedures****3.1 Ministry Requirements**

Ontario Regulation 298, s.17(17)(2). Specialist or Honour Specialist qualifications if such are available, in one or more of the subjects or programs in which the teachers is appointed. If applicable, a candidate must hold the Specialist or Honour Specialist qualifications for the posted position at the time of application **unless the posting specifies that the candidate may complete the qualifications by the time the position commences.**

**3.2 Board Requirements**

Applicants will:

- i) have a minimum of five (5) years successful teaching experience as demonstrated in the most recent Teacher Performance Appraisal (TPA);
- ii) Religious Education Part II or equivalent;
- iii) Exemplify Catholic values and beliefs as required in the associated Policy;
- iv) Have a variety of current educational and up to date pedagogical experience;

**3.0 Procedures (cont'd)**

- v) Have teaching experience in at least two (2) elementary divisions or two (2) secondary divisions;
- vi) Have displayed leadership abilities and a professional attitude;
- vii) Have demonstrated a willingness to collaborate with colleagues and other professional staff in a classroom and departmental/cross-departmental setting;
- viii) Have displayed the ability to work with and utilize effectively all education personnel; and
- ix) Have demonstrated exemplary interpersonal, communication, collaboration and time management skills.

**Submission of Application**

- i) Before submitting an application to the Superintendent of Education – Human Resources/Administrative Services, a candidate should discuss her/his intention with her/his principal.
- ii) The application shall consist of:
  - a. A cover letter;
  - b. Updated resume/curriculum vitae;
  - c. A Statement of philosophy of Catholic education (two or three double spaced typed pages), as it pertains to curriculum and pedagogical leadership as a Consultant within the Catholic school community;
  - d. Certificate of Qualification;
  - e. An updated pastoral reference as required by the related policy (Form 4505); and
  - f. All other information which the applicant feels may be pertinent for consideration to the role.

**3.1 Selection Criteria**

- i) When an opening occurs for a Consultant/Coordinator position, all candidates who meet the requirements stated in this Administrative Procedure ~~may~~ shall proceed to the interview stage.

### 3.1 **Selection Criteria (cont'd)**

- ii) Areas to be explored regarding each candidate:
- a. Faith commitment;
  - b. Community and church involvement;
  - c. Philosophy of Catholic education;
  - d. Teaching and related professional experience(s) – teaching/other;
  - e. Knowledge of current education (practical and theoretical) practices and research;
  - f. Classroom management (practice and theoretical);
  - g. Knowledge of current education trends and issues;
  - h. Other topics as applicable; and
  - i. Communication, facilitation and collaboration skills.

### 3.2 **Selection Procedure**

- i) Any or all of the following may be used to collect data:
- a. Application and support data;
  - b. Panel interview/selection process;
  - c. Interview with Director of Education (if necessary);
  - d. Miscellaneous information as submitted by the candidate; and
  - e. Teacher Performance Appraisals (TPA's).
- ii) Each candidate will be notified of the recommendation of the Director of Education or designate.
- iii) All positions will be posted internally; however, the Director of Education retains the right to advertise externally and interview external candidates if and when it is deemed appropriate.

### 3.3 **Debriefing**

A debriefing session ~~may~~ **shall** follow the formal interview upon request of the unsuccessful candidate. This will allow the candidate the opportunity to discuss the interview with the members of the interview panel. Suggestions for improvement and future courses of action can also be given to the candidate at this time.

### 4.0 **Sources**

- *Education Act*
- *Ontario College of Teachers Act*
- Ontario College of Teachers Additional Qualifications
- Ontario Regulation 194/97 (Teacher Qualifications)
- Ontario Regulation 298 – Operations of Schools (General)
- Teachers Assignments in Ontario Schools (Ministry of Education 2010)

5.0 **References**

Appointment to Positions of Academic Leadership Interim Policy (PO325).

6.0 **Related Forms**

- Pastoral Reference for Leadership Position (4504)



Durham Catholic District School Board  
Catholic Education: Learning & Living in Faith



# PASTORAL REFERENCE FOR LEADERSHIP POSITION

This information is requested in accordance with the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* and under the authority of Regulation 184 made under the *Ontario College of Teachers (OCT) Act, 1996*. This information will be used for determining suitability, eligibility and qualifications of the applicant for employment with the Durham Catholic District School Board.

Applicant's Name	
Applicant's Address	
Applicant's E-mail	
Position Applied for	
Referee	

1) Type and length of association with this individual (eg. As parishioner, teacher in parish school, marriage preparation course, community agency, friend, etc).

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2) Your impression of this person's Christian maturity and/or witness.

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3) Active participation in and/or leadership in church matters (if applicable).

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4) Potential for providing leadership in the creation of a genuine Christian community.

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5) Other comments.

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Date of Reference	
Parish Name and Address	
Name of Priest (please print)	
Signature of Priest	

4502-01/6



Durham Catholic District School Board

"The Board"

## Administrative Procedure

No Changes

Title: <b>Hearing Protection</b>	Procedure #: <b>AP318-1</b>
Administrative Area: <b>Human Resources and Administrative Services</b>	
Policy Reference: <b>Occupational Health and Safety (PO318)</b>	
Date Approved:	
Dates of Amendment:	

### 1.0 Purpose

The Durham Catholic District School Board (DCDSB) is committed to a safe workplace for all its employees, contractors, visitors and students. Every workplace is subject to a varying degree of noise but exposure to excessive and frequent noise may result in permanent hearing damage. Noise-induced hearing loss can be a permanent and irreversible condition. The purpose of this administrative procedure is to provide awareness and to outline the rights and responsibilities for all affected employees regarding noise related hazards and the associated preventative procedures and controls.

### 2.0 Definitions

**Audiometric Assessment (testing)** – a hearing assessment that is conducted on an individual by a qualified specialist to measure their level of hearing.

**Audiogram** – a chart that displays the recorded hearing assessment results performed by a qualified specialist.

**dBA** – a measure of sound level in decibels using a reference sound pressure of 20 micropascals when measured on the A-weighting network of a sound level meter

**Decibel** – a unit of measurement of sound pressure level that is equal to 20 times the logarithm to the base 10 of the ratio of the pressure of a sound, divided by the reference pressure of 20 micropascals.

**Noise** – noise is typically unwanted sound. The difference between sound and noise depends upon the listener and the specific circumstances. Noise may represent a hazard to an employee's hearing if the noise is excessive, frequent and/or long in duration. Noise can be continuous, variable, intermittent or impulsive depending on how it changes over time.

## 2.0 **Definitions (cont'd)**

**Equivalent Sound Exposure Level** – an equivalent sound exposure level is the steady sound level in dBA which, if present in a workplace for eight hours in a day, would contain the same total energy as that generated by the actual and varying sound levels to which a worker is exposed in his or her total work day.

**Frequency** – the rate at which the source produces sound waves (e.g. number of times per second that a vibrating body completes one cycle of motion).

**Hazard Control** – refers to workplace procedures adopted to prevent injury, reduce adverse health effects and control equipment damage. Hazard control practices may involve a hierarchy of controls such as: elimination, substitution, engineering controls, administrative controls and personal protective equipment.

**Lex<sub>8</sub>** – the equivalent sound exposure level in 8 hours.

**Noise Induced Hearing Loss** – is hearing impairment resulting from exposure to loud sound.

**NRR** – Noise Reduction Rating is a unit of measurement used to determine the effectiveness of hearing protection devices to decrease sound exposure within a given working environment (e.g. regarding hearing protection).

**Pitch** – the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone. Low pitched or bass sounds have low frequencies. High-pitched or treble sounds have high frequencies.

**Sound** – produced by vibrating objects as waves of alternating regions of higher and lower air pressure in the air or other media. When an object vibrates the resulting changes in air pressure produces sound to the human ear. A person normally hears sounds with frequencies from about 20 to about 20,000 Hz.

**Sound Pressure** – the amount of air pressure fluctuation a noise source creates. A logarithmic scale called decibel or dB scale is used when measuring sound levels. Sound pressure cannot be added or subtracted in the usual arithmetical way. (e.g. one sound source emits a sound level of 90dB and a second source of 90dB placed beside the first do not combined to 180dB. The correct resulting sound pressure would be 93dB.

**Temporary Threshold Shift (TTS)** – a term used to describe temporary hearing loss by excessive sound that may return to baseline after time.

**Standard Threshold Shift (STS)** - a term used to describe a change in hearing threshold relative to the individual's baseline level.

**Permanent Threshold Shift (PTS)** - a term used to indicate that permanent hearing loss has occurred as a result of continued or repeated exposure to excessive noise over a period of time.

## 2.0 **Definitions (cont'd)**

**Workplace** – the workplace includes classrooms and other work-related locations where such activities may take place.

## 3.0 **Responsibilities**

### 3.1 **The Employer (DCDSB) shall:**

- 3.1.1 take reasonable measures to help identify, assess and control occupational noise hazards in the workplace;
- 3.1.2 establish and approve the hearing protection program under the Board's Occupational Health and Safety Policy; and
- 3.1.3 provide all necessary resources to support the hearing protection program.

### 3.2 **Principal/Supervisor shall:**

- 3.2.1 communicate and acquaint all affected employees with this Administrative Procedure and related hearing protection program;
- 3.2.2 provide and make available all required hearing protection to all employees requiring such personal protective equipment because of noise hazards associated with the course of their employment;
- 3.2.3 provide adequate instructions to all affected employees relating to noise concerns;
- 3.2.4 support and participate in implementing required and/or recommended hazard controls;
- 3.2.5 collaborate with the Joint Health and Safety Committee (JHSC) and HR/AS Department regarding noise control measures;
- 3.2.6 enforce the hearing protection program and the use of protective equipment; and
- 3.2.7 upon employee request; provide the employee with the Board's "Specialty Custom Fit Hearing Protection Request Form" (e.g. see Appendix C) and ensure to return the fully completed form back the Board's Occupational Health Safety and Wellness Coordinator.

### 3.3 **Employees (Staff), where it is related to their professional duties and responsibilities shall:**

- 3.3.1 participate in all aspects of the hearing protection program;
- 3.3.2 report all noise related concerns to their Principal or Supervisor;
- 3.3.3 to wear hearing protection when provided and/or where required to help prevent hearing loss;
- 3.3.4 use the protective hearing device in accordance with the manufacturer's instructions;
- 3.3.5 exercise due diligence in the care and storage of issued protective hearing device.
- 3.3.6 acquaint themselves with the instructions before use;
- 3.3.7 participate in all relevant training; and
- 3.3.8 request the required specialty custom fit hearing protection from their immediate Principal or Supervisor and to fully complete the Board's

### 3.0 **Responsibilities** (cont'd)

Specialty Custom Fit Hearing Protection Request Form” (e.g. see Appendix C).

#### 3.4 **Health and Safety and Wellness Coordinator shall:**

- 3.4.1 provide information regarding protective measures and equipment;
- 3.4.2 assist with the training and/or provide training materials;
- 3.4.3 monitor information on legislation;
- 3.4.4 monitor and continuously improve the program protection program;
- 3.4.5 organize and arrange for all noise survey's including audiometric assessments for the Board as required; and
- 3.4.6 organize and arrange for specialty hearing protection fitting for all DCDSB locations as required.

#### 3.5 **Joint Health & Safety Committee shall:**

- 3.5.1 assist with communication of the hearing protection program;
- 3.5.2 promote the hearing protection program; and
- 3.5.3 assist in updating the hearing protection program.

#### 3.6 **Contractors and Visitors shall:**

- 3.6.1 participate and follow all aspects of the hearing protection program as required;
- 3.6.2 wear hearing protection where required to help prevent hearing loss; and
- 3.6.3 provide such documentation upon request to show adequate training.

### 3.0 **Procedure**

#### 4.1 Elevated Noise Level:

- 4.1.1 All employees who are exposed to steady state or continuous noise levels above 85 dBA,  $L_{ex,8}$  are required to wear hearing protection and to follow the prescribed measures in this procedure to help prevent noise-induced hearing loss.
- 4.1.2 All employees who are exposed to non-continuous noise levels above 80 dBA are recommended to wear hearing protection for the duration of the activity as a preventative measure. For example, hearing protection would be recommended when tools are being used in the auto shop or woodshop, and when entering the mechanical rooms where a compressor may activate.

#### 4.2 Elevated Noise Area:

- 4.2.1 Depending on the type and duration of activities performed; the level of noise in some areas may exceed 85 dBA. These areas may include mechanical rooms (e.g. with running compressors), music rooms (e.g.

when loud instrumental music is played) and technology rooms (e.g. loud machines or tools used in the auto shop and wood shop).

#### 4.3 Hearing Protection:

4.3.1 Adequate hearing protection shall reduce noise levels below 85 dBA. DCDSB has included adequate ear plugs in its first aid supply list. The following earplugs are now available for order through the Board's purchasing department. Examples of recommended hearing protection may include but is not limited to the following hearing protection equipment below:

- 4.3.1.1 3M UltraFit™ Corded Ear Plugs NRR 25
- 4.3.1.2 3M Classic Ear Plugs NRR 29
- 4.3.1.3 3M1100 Ear Plugs NRR 29
- 4.3.1.4 Howard Light Max- Ear Plugs, NRR 33

This hearing protection was determined to be adequate for measured noise exposure. (DCDSB - Noise Survey #202171)

#### 4.4 Specialty Custom Fit Hearing Protection

An employee may request specialty custom fit hearing protection (e.g. a musician's ear piece); and DCDSB shall organize and pay for the usual and customary charges associated with the specialty custom fit hearing protection; when:

- The employee is exposed to continuous noise levels above 85 dBA, Lex<sub>8</sub>, and (e.g. Noise Survey #202171); and
- The employee is required as it relates to their job function to distinguish between sounds and to reduce sound distortion.

When provided; the Board shall not replace or cover monetary costs for specialty custom fit hearing protection where loss may occur from negligence with respect to personal care and storage.

Regular hearing protection shall be used in the absence of specialty custom fit hearing protection.

#### 4.5 Audiometric Assessments:

All employees who are exposed to steady state or continuous noise levels above 85 dBA, Lex<sub>8</sub> shall participate in a Board organized audiometric assessment as prescribed below:

- a baseline audiometric assessment within two (2) months of hire;
- an annual audiometric assessment; and
- a final audiometric assessment upon the end of employment.

Audiometric assessments shall be performed by a qualified audiometric professional and in accordance with established and prevailing CSA standards.

Employees should not be subject to significant noise levels for at least fourteen (14) hours prior to an audiometric assessment. Exposure to significant noise levels may contribute to a temporary threshold shift (TTS) that could negatively affect the audiometric assessment.

A supplementary audiometric assessment may be requested or recommended by the Board or its service provider where an employee's assessment is found to be inconclusive or invalid.

A baseline audiometric assessments shall be compared to annual audiometric assessments and the results of the assessment shall be provided to the employee in a confidential statement.

Employees found to have a standard threshold shift (STS) shall be notified by the Board's service provider and shall be required to participate in a Board organized fit testing follow up assessment to ensure that the hearing protection is adequate.

Employee audiograms shall be maintained confidential by the Board and or its service provider. Audiograms shall be made available to the Board's Health & Safety and Disability Management portfolios with respect to injury prevention and WSIB claim management as required.

#### 4.6 Fitting Instructions:

4.6.1 Please refer to Appendix B for fitting instructions on hearing protection. (See attached)

#### 4.7 Control Measures:

4.7.1 DCDSB shall take reasonable measures to help reduce excessive noise levels where possible. In situations where noise levels may not be adequately or easily controlled; all employees shall wear hearing protection to reduce the amount of noise exposure below 85 dBA,  $L_{ex,8}$ .

#### 4.8 Sound Level Monitoring and Concerns:

4.8.1 The Health Safety and Wellness Coordinator shall arrange for all required sound level monitoring. All monitoring shall be performed in accordance with accepted sampling methods as described in standard "CAN/CSA-Z107.56-06". All noise related concerns or monitoring requests should be forwarded by email to the Health Safety and Wellness portfolio using the Elevated Noise Concern Form located in Appendix A. (See attached)

#### 4.9 Training and Instruction:

4.9.1 Training and instructions are available to all affected employees through DCDSB's Online Learning and Compliance System.

#### 4.10 Signage:

4.10.1 Where practicable, a clearly visible warning sign shall be posted at every approach to an area in the workplace where the sound level regularly exceeds 85 dBA. Signage may be ordered directly through the eBASE system ("Occupational Health & Safety Form Request" Log) in consultation with the Health and Wellness Coordinator.

### 5.0 **References & Sources**

- Occupational Health and Safety Act, RSO 1990;
- Industrial Establishments, RRO 1990, Reg 851;
- Noise, O Reg 381/15;
- CAN/CSA-Z94.2-02 Hearing Protection Devices;
- CAN/CSA-Z107.56-06 Procedures for the Measurement of Occupational Noise Exposure; and
- Memorandum HRAS 1617-020 - Hearing Protection.

### 6.0 **Related Forms / Policies**

- Occupational Health and Safety PO 318;
- Appendix A: Elevated Noise Concern Form;
- Appendix B: Fitting Instructions;
- Appendix C: Specialty Custom Fit Hearing Protection Request Form; and
- High Noise Area Signage.

# Appendix A: Elevated Noise Concern Form



### To be completed by the Employee:

Employee (First Name, Last Name):	Request Date: (Day / Month / Year)
Affected School or Location:	Employees Contact Number:
Employee Job Position and Function:	Date and Time of Occurrence: (Day / Month / Year / Time)
Please provide specific details regarding your elevated noise concern:	
Specific Location:	
Provide details about the activity or task performed:	
Other Specific Details:	
_____ Employee's Signature	_____ Date: Day / Month / Year

### To be completed by the Employee's Principal or Supervisor:

Principal or Supervisor's comments regarding the elevated noise concern.	
<input type="checkbox"/> Request to investigate elevated noise concern <input type="checkbox"/> Other Requests:	
_____ Supervisor's Signature	_____ Date: Day / Month / Year
Please forward by email an electronic copy of this form including all attached documents to:  <a href="mailto:Guy.Langevin@dcdsb.ca">Guy.Langevin@dcdsb.ca</a> Health, Safety & Wellness Coordinator Human Resources and Administrative Services	

## Appendix B: Fitting Instructions



### Reusable Ear Plug

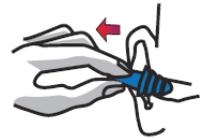
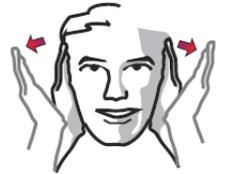
Reach around your head and pull up and back on your outer ear. This straightens out the ear canal, making way for a snug fit.

Hold the stem end of the earplug and insert it well inside your ear canal until you feel it sealing and the fit is comfortable.

Test the fit. In a noisy environment, and with earplugs inserted, cup both hands over your ears and release. You should not notice a significant difference in the noise level. If the noise seems to lessen when your hands are cupped over your ears, your earplugs are probably not fitted properly. Remove and re-fit. If you are unable to fit this type of hearing protection properly, use an alternative noise protection device option such as Ear Muffs, Disposable Ear Plugs or Hearing Bands.

Always remove earplugs slowly, twisting them to break the seal. If you remove them too quickly, you could damage your eardrum.

Reusable earplugs should be inspected and cleaned often in soapy water. If they become hard, torn or deformed, they should be replaced.



### Disposable Ear Plug

Hold the earplug between your thumb and forefinger. Roll and compress the entire earplug to a small, crease-free cylinder.

While still rolling, use your other hand to reach over your head and pull up and back on your outer ear. This straightens the ear canal, making way for a snug fit.

Insert the earplug and hold for 20 to 30 seconds. This allows the earplug to expand and fill your ear canal.

Test the fit. In a noisy environment, cup both hands over your ears and release. You should not notice a significant difference in the noise level. If the noise seems to lessen when your hands are cupped over your ears, your earplugs are probably not fitted properly. Remove, re-fit and test again. If you are unable to fit this type of hearing protection properly, use an alternative noise protection device option such as Ear Muffs, Re-Usable Ear Plugs or Hearing Bands.

Always remove earplugs slowly, twisting them to break the seal. If you remove them too quickly, you could damage your eardrum.

Dispose of ear plugs after use.



## Appendix B: Fitting Instructions

### Ear Muff

Earmuffs offer excellent protection if the cups are fitted and adjusted properly. Your ears should be completely enclosed by the ear cups.

Adjust the cups up or down to fit the headband securely at the crown of your head. The best performance is obtained when the cushions form a tight seal against your head.

Test the fit. In a noisy environment, place the palms of your hands on both cups and push the cushions towards your head and release. You should not notice a significant difference in the noise level. If the noise seems to lessen when you press the cups, your earmuff is probably not fitted properly. Re-adjust and test again. If you are unable to fit this type of hearing protection properly, use an alternative noise protection device option such as Disposable Ear Plugs, Re-Usable Ear Plugs or Hearing Bands.

Regularly check cushions for wear and clean them often with a damp cloth. Check them for wear. If the cushions become hard, damaged or deteriorate, they should be replaced promptly.



### Hearing Bands

Position the band under your chin. Use your hands to press the ear pads well into the ear canal, using an inward and up and down motion.

One at a time, reposition each ear pad by reaching over your head and pulling up and back over your outer ear. This straightens out the ear canal, making way for a snug fit. Then guide the pads into the ear canal and test the fit.

Test the fit. In a noisy environment, lightly touch the bands with your fingertips, pressing slightly inward. You should not notice a significant difference in the noise level. If the noise seems to lessen when you press the bands, your ear pads are probably not fitted properly. Remove, re-fit and test again. If you are unable to fit this type of hearing protection properly, use an alternative noise protection device option such as Ear Muffs, Re-Usable Ear Plugs or Disposable Ear Plugs.

Banded hearing protection products are made of washable materials and should be cleaned and stored carefully. Inspect regularly for tears or hardening. Damaged pads should be replaced immediately.



**Appendix C: Specialty Custom Fit Hearing Protection Request Form**



**To be completed by the Employee:**

Employee (First Name, Last Name):	Employee Job Position and Function:
School or Location:	Employees Contact Number or Email:
<p>Employee confirms and acknowledges that:</p> <ul style="list-style-type: none"> <li>I am requesting Specialty Custom Fit Hearing Protection because of continuous exposure to noise levels above 85 dBA, Lex,8;</li> <li>I have read and understood the Board's Hearing Protection AP 318-1; and</li> <li>the Board shall not replace or cover the costs for specialty custom fit hearing protection where the equipment was lost, stolen or damaged due personal negligence.</li> </ul>	
_____ Employee's Signature	_____ Date: Day / Month / Year

**To be completed by the employee's Principal or Supervisor:**

<p>Principal or Supervisor confirms that:</p> <ul style="list-style-type: none"> <li>the measured noise level normally exceed 85 dBA, Lex,8 in the employees work area; and</li> <li>the employee's employment function would required them to wear speciality hearing protection</li> </ul>	
Principal or Supervisor Comments:	
_____ Principal or Supervisor's Signature	_____ Date: Day / Month / Year
<p>Please forward by email an electronic copy of this form including all attached documents to:</p> <p><a href="mailto:Guy.Langevin@dcdsb.ca">Guy.Langevin@dcdsb.ca</a> Health, Safety &amp; Wellness Coordinator</p>	
<p><b>For Office Use Only</b></p> <p><input type="checkbox"/> <b>Approved</b></p>	<p>_____ <b>Signature</b></p>
<p><b>Date Processed:</b></p>	

# WARNING



## HIGH NOISE AREA



Durham Catholic District School Board

"The Board"

## Administrative Procedure

No Changes

Title: <b>Indoor Environmental Quality (IEQ)</b>	Procedure #: <b>AP318-7</b>
Administrative Area:	<b>Human Resources and Administrative Services</b>
Policy Reference:	<b>Occupational Health and Safety (PO318)</b>
Date Approved:	<b>July 07, 2001</b>
Dates of Amendment:	

### 1.0 Introduction

Indoor Environmental Quality (IEQ) issues often result from several indoor environmental factors. The term (IEQ) is not limited to air quality and also encompasses a broad range of other factors.

When a building is subject to poor environmental factors it is common for people to report some personal discomfort that may include personal symptoms. It is important to recognize that not all people are affected with the same symptoms or to the same extent. It is equally important to understand that an occupant's symptoms may also be caused by other health conditions such as the common cold, flu or personal health conditions. Therefore, a person that experiences discomfort or symptoms may not necessarily be due to poor IEQ factors.

When conducting an IEQ assessment; all factors need to be considered including air quality, noise, temperature, ergonomics, lighting and other personal factors that could be associated with the reported concern. As with all hazards in the workplace; IEQ concerns should be assessed when they are reported and poor IEQ factors may be suspected when many people report similar symptoms especially if they work in the same area.

### 2.0 Purpose

The purpose of this administrative procedure is to provide awareness and a process to resolve the IEQ issues or concerns. As with any occupational health hazard associated with the workplace; a process is applied in order to identify, assess and control the hazard. This procedure outlines the steps required to recognize and resolve the IEQ issue in a timely manner.

### 3.0 **Definitions**

**IEQ Indoor Environment Factors** - These factors may include: inadequate temperature, humidity, and poor air circulation, ventilation system issues and/or insufficient outdoor air intake.

**IEQ Indoor Air Contaminants** - chemicals, dusts, moulds, bacteria, gases, vapours and/or other unwanted odours.

**IEQ Symptoms** - may include: dryness (eye, nose and throat), headache, fatigue, allergies, coughing, sneezing, dizziness and nausea.

**Workplace:** the workplace includes classrooms and other work-related locations where such activities may take place.

### 4.0 **Procedure**

#### 4.1 **School Level - Initial Assessment**

Note: The initial assessment is a fact-finding exercise initiated at the school level to adequately document the concern and to correct the issue at this stage where possible.

- 4.1.1 Upon receipt of an IEQ complaint from a staff member, student or parent, the Principal or Supervisor shall start the initial assessment by facilitating the completion of forms as noted below:
  - 4.1.1.1 Appendix A: IEQ Occupant Interview Form shall be completed by the individual that has reported the issue or concern.
  - 4.1.1.2 Appendix B: IEQ Assessment Form shall be completed by the Principal or Supervisor.
  - 4.1.1.3 Both forms shall be used by the Principal or Supervisor to complete the initial assessment.
- 4.1.2 The Principal or Supervisor shall identify and correct any issues that are within their ability to correct. This may include housekeeping measures, supplying any required resources and other related controls that fall within the locations immediate ability and control.
- 4.1.3 If the Principal or Supervisor is not able to correct the IEQ issue; the Principal or Supervisor shall contact their Facilities Services (FS) representative and submit both forms electronically (e.g. Occupant Interview and Assessment Form) to their FS representative to make the required arrangements for a detailed assessment.

## **4.0 Procedure (cont'd)**

### **4.2 Facilities Services Department Level - Detailed Assessment**

Note: The detailed assessment is an in-depth Facilities Services (FS) level inspection to identify, assess and control the IEQ issue.

- 4.2.1 FS shall inform the Health, Safety and Wellness Coordinator (HSWC) and the Joint Health and Safety Committee (JHSC) chairs that a detailed assessment has been scheduled (e.g. provide by email the specific location including date and time of the assessment).
- 4.2.2 FS shall start the detailed assessment of the affected location as per the agreed schedule.
- 4.2.3 The location shall be thoroughly inspected for any related IEQ deficiencies.
- 4.2.4 Where applicable; the assessment shall include an inspection of the heating, ventilation and cooling (HVAC) system.
- 4.2.5 Where applicable; a written request by email can be made to the HSWC for an internal air quality measurement to determine if further measures are required by a Professional Independent Third Party provider.
- 4.2.6 All adjustment and repairs shall be completed as outlined in the "Corrective Measures" section below.
- 4.2.7 The results of the assessment including measurements and corrective actions shall be reported to; the affected Family of Schools Superintendent, the affected Principal or Supervisor, the HSWC and the JHSC Chairs.
- 4.2.8 If the IEQ issue or concern is not resolved at the FS Level; the Principal or Supervisor may request approval from their Family of Schools Superintendent to conduct Air Quality Testing (AQT) by a professional independent third party consultant.

### **4.3 Air Quality Testing**

- 4.3.1 The Principal or Supervisor shall submit their written approval for AQT to FS and the HSWC.

#### 4.0 **Procedure (cont'd)**

- 4.3.2 FS shall make scheduling arrangements for AQT with the School Principal, the HSWC and the selected Professional Independent Third Party provider.
- 4.3.3 The HSWC shall inform the JHSC Chairs and the affected designated worker member about the scheduled AQT.
- 4.3.4 Testing results shall be provided to FS and forwarded by FS to the affected Family of Schools Superintendent, the affected Principal or Supervisor, the HSWC and the JHSC Chairs.

#### 4.4 **Corrective Measures**

- 4.4.1 All corrective measures shall be performed in accordance with the Occupational Health and Safety Act and all applicable regulations.
- 4.4.1 Minor corrective and preventative measures that are within internal abilities shall be addressed by FS through the eBASE Work Order System.
- 4.4.2 Major corrective measures that are beyond internal capabilities shall will be reviewed by FS for adequate planning and scheduling of appropriate resources for remediation.
- 4.4.3 Once the issue has been addressed the affected location shall be monitored for further potential issues and/or a re-occurrence.

#### 5.0 **Related Forms, Policies & Administrative Procedures**

- PO318 Occupational Health and Safety
- Appendix A: IEQ Occupant Interview Form
- Appendix B: IEQ Assessment Form

#### 6.0 **References**

- Canadian Centre for Occupational Health and Safety - Indoor Air Quality



## APPENDIX A – IEQ OCCUPANT INTERVIEW FORM

This form shall be completed by the individual employee reporting the IEQ issue or concern. This documentation process is to assist the assessor in developing an accurate IEQ profile for the affected location. An IEQ profile is a collection of timely and factual information about the workplace, the job functions and its occupancy. An accurate and complete picture of the IEQ profile is required to help pin point and address the potential IEQ related issues or concerns. As part of the IEQ profile, some specific information about any experienced symptoms and discomforts may be required. This information shall be used to assess the reported issues and to provide a starting point in determining a specified course of action. It is important to note that building activities and weather can impact indoor environmental quality. Furthermore, an occupant’s symptoms may also be caused by other health conditions such as the common cold, flu or personal health conditions. Therefore, a person that experiences discomfort or symptoms may not necessarily be due to poor IEQ factors.

In the space provided below, please provide all factual information related to your IEQ issue or concern.

Employees Full Name:	Date (Day, Month, Year):
Affected School or Workplace:	Employee Job Position:
Specific Work Location of concern:	Date & Time of concern (Day, Month, Year, Time)
Please describe all symptoms and patterns:	
When do you notice these symptoms and who often? When do the symptoms go away?	

## APPENDIX A – IEQ OCCUPANT INTERVIEW FORM (cont'd)

<p>Are you aware of any potential health related factors that could aggravate the symptoms?</p>	
<p>Are you aware of any suspected and/or potential causes:</p>	
<p>Employee's Signature</p>	<p>Date: Day / Month / Year</p>
<p>After completing this form please ensure to submit a copy to your School Principal or workplace Supervisor</p>	



## APPENDIX B – IEQ ASSESSMENT FORM

**To be completed by the School Principal or Supervisor of the Workplace**

This form shall be used to document IEQ related issues or concerns. Complaints relating to poor IEQ are multi-factorial in nature, and can involve broad range of factors. When assessing the workplace for IEQ deficiencies; all factors need to be considered including air quality, noise, temperature, ergonomics, lighting and other personal factors that could be associated with the reported concern. Your knowledge and direct observations can help resolve the concern in a timely manner.

Name and address of School or Workplace:	Date of IEQ Complaint (Day, Month, Year):
What is the nature of the complaint (Please provide all factual details in chronological order)	
What are the known, suspected or potential causes in this issue or concern:	
What has been done at the school level to address the issue or concern: (This may include housekeeping measures, supplying any required resources and other related controls that fall within the locations immediate ability and control)	
Other significant information related to the IEQ issue or concern	
Supervisor’s Signature	Date: Day / Month / Year
<b>If the IEQ issue or concern is not resolved at the School level please forward an electronic copy of this form to your Facilities Service representative.</b>	



Durham Catholic District School Board

"The Board"

# Administrative Procedure

No Changes

Title: <b>Teacher Recruitment and Hiring</b>	Policy #: <b>AP328-2</b>
Policy Area: <b>Human Resources and Administrative Services</b>	
Source: <b>Staffing (PO328)</b>	
Date Approved:	
Dates of Amendment:	

## 1.0 Purpose

Consistent with the Board's denominational and management rights, the recruitment and hiring of Catholic teachers hired is the exclusive purview of the Durham Catholic District School Board. It is the goal and priority of the Board to hire candidates who are committed to their faith as a practicing Catholic, excellence in their pedagogy and equity in their teaching practices.

The purpose of this administrative procedure is to provide a framework to support the process of recruiting and hiring Catholic teachers for the Durham Catholic District School Board.

## 2.0 Definitions

**Recruitment** – refers to the overall process of attracting, shortlisting, selecting and appointing suitable candidates either permanent or occasional for the Board.

## 3.0 Procedures

### 3.1 The Board:

- 3.1.1 shall be responsible for imparting, the teachings of Jesus Christ, upholding Catholic social teachings and promoting the Catholic Graduate Expectations in a developmental, positive and systemic way in order to initiate students into the fullness of Christian life in the Catholic tradition and for eliciting in response a personal commitment to Catholic and Gospel values.

### 3.0 **Procedures (cont'd)**

- 3.1.2 shall be concerned with the achievement, well-being, and formation of the whole person by integrating personal faith and life.
- 3.1.3 has the historical denomination rights under the Constitution Act, 1867, Education Act, and Ontario Human Rights Code to give preference in hiring committed and practicing Roman Catholic teachers, a right that is necessary to ensure the essential Catholic nature of its schools.
- 3.1.4 understands that for its Catholic schools, it is through the teacher-student relationship that “*God, His truth, His life are integrated into the entire syllabus, curriculum, and life of the school*”. (What Is A Catholic School?, Archbishop Pocock) and to that end, Catholic teachers serve a moral leaders and role models to students.
- 3.1.5 expects that all members of the Catholic school community are held to similar standards of faith and morals, but there is a special focus on the teacher. (Ontario Conference of Catholic Bishops. – This Moment of Promise.)

### 4.0 **Requirements**

- 4.1 The Durham Catholic District School Board will take matters of faith into account when recruiting and hiring teachers and will exercise preference to favour committed and practicing Roman Catholic teachers.
- 4.2 Candidates for Catholic teacher positions are required to provide a Pastoral Reference Form delineating the candidate’s spiritual orientation and faith commitment as a practicing Catholic.
- 4.3 Candidates from the Faculties of Education in Ontario must have completed the Religious Education Pre-Service Course.
- 4.4 Candidates will agree in writing to complete Part 1 of the OCSTA/OECTA Religion Course within the probationary period and may have their employment terminated for failure to do so.
- 4.5 Candidates will be required, where eligible, to support in writing the appropriate Separate School Board by the assignment of their property tax assessment.
- 4.6 Candidates for teaching positions must make a commitment in good conscience to support and promote by teaching and witnessing the basic purpose of the school as set out in the Board’s Mission Statement and Strategic Plan.
- 4.7 All candidates must be sufficiently knowledgeable about Catholicism that they can illustrate its beliefs, social teaching and values throughout the curriculum.
- 4.8 The selection process to hire Catholic teachers will include discerning issues of Catholicity and the ability to serve as a Catholic role model for students.

5.0 **Sources**

- DCDSB/OECTA Elementary Teachers' Collective Agreement
- DCDSB/OECTA Occasional Teachers' Collective Agreement
- DCDSB/OECTA Secondary Teachers' Collective Agreement
- Education Act and its Regulations
- O.Reg. 274/12 Hiring Practices

6.0 **Related Policies & Administrative Procedures**

PO328 Staffing



Durham Catholic District School Board

"The Board"

# Administrative Procedure

No Changes

Title: <b>Teacher Transfers</b>	Policy #: <b>AP328-3</b>
Policy Area: <b>Human Resources and Administrative Services</b>	
Policy Reference: <b>Staffing (PO328)</b>	
Date Approved:	
Dates of Amendment:	

## 1.0 Introduction

The Board is cognizant of its denominational and management rights under the *Education Act* and its Regulations, and the Ontario Human Rights Code. In the allocation and assignment of teachers to its schools, the Board attempts to be responsive to program and wellness needs of students and the interests of our teachers. In considering the transfers of teaching staff, the Board considers the need to ensure a balanced program with academic integrity, teachers' legitimate requests for new teaching assignments and the opportunity provided for the professional development and growth of teachers. In affecting any teacher transfer, the Board endeavors to honour and comply with any collective agreement obligations.

## 2.0 Definitions

**Circumstantial Transfers** – Are the result of circumstances generally created by events external to schools and the staff. These may include conditions created by declining enrolment or the closing, relocation or change of designation of a school.

**Principal and/or Superintendent Initiated Transfers** – Where the teacher has been recommended for a transfer by the Principal and/or Superintendent. Reasons for the recommendation are in writing.

**Teacher-Initiated Administrative Transfers** – Where the teacher unilaterally requests a change in assignment from one teaching staff to another within the system. It is independent of known vacancies. The teacher is guaranteed a transfer through this placement to any position for which the teacher is qualified where a position is available in one (1) of the three (3) geographic areas selected by the teacher.

**Transfers by Mutual Consent** – May occur at any time during the school year with the mutual consent of the teacher and Superintendent.

### 3.0 **Purpose**

The purpose of this Administrative Procedure is to outline the conditions and process in which teacher transfers may occur.

### 4.0 **Application/Scope**

This Administrative Procedure applies to all permanently employed elementary and secondary teachers covered under their respective Collective Agreements. This Administrative Procedure does not apply to the Board's occasional teaching staff.

### 5.0 **Principles**

- 5.1 The Director of Education or designate may approve the transfer of teachers considering:
  - 5.1.1 That the transfer is made in accordance with all parties' collective agreement obligations and criteria;
  - 5.1.2 That the transfer be made in accordance with the *Education Act* and its Regulations, including teacher qualifications;
  - 5.1.3 The Collective Agreement rights and entitlements of an internally affected teacher;
  - 5.1.4 The unique circumstances of the school communities, including but not limited to the program needs of students, overall qualifications of teachers on staff and staffing levels;
  - 5.1.5 The unique circumstances of the teacher, including but not limited to a teachers' medical health as supported by a certified/qualified medical practitioner, professional development needs, personal needs and employment record; and
  - 5.1.6 The overall needs of the school system.

### 6.0 **Requirements**

- 6.1 Teachers requesting a transfer must meet the criteria requirements under their respective collective agreement and must submit their request in writing;
- 6.2 Teachers requesting a transfer are encouraged to discuss the matter with their principal before doing so;
- 6.3 Where a principal and/or superintendent of education recommends the transfer of a teacher, the request must be made in writing and submitted to the Human Resources and Administrative Services Department for consideration.
- 6.4 Requests for transfers will be considered in a timely manner.
- 6.5 The Human Resources and Administrative Services Department will provide a written response to the party requesting the transfer.
- 6.6 The Director of Education may consult with the OECTA Durham Elementary Unit and the OECTA Durham Secondary Unit as required.
- 6.7 The Director of Education or designate may transfer a teacher at any time or as deemed appropriate in order to fulfill legislative, contractual, collective agreement, program, personnel requirements or for compassionate reasons.

## 7.0 **Sources**

- DCDSB OECTA Durham Elementary Unit Collective Agreement
- DCDSB OECTA Durham Secondary Unit Collective Agreement

## 8.0 **Related Policies and Administrative Procedures**

- PO328 Staffing



Durham Catholic District School Board

"The Board"

## Administrative Procedure

No Changes

Title: <b>Allocation of Teaching Staff</b>	Procedure #: <b>AP328-4</b>
Administrative Area: <b>Human Resources and Administrative Services</b> Policy Reference: <b>Staffing (PO328)</b> Date Approved: Dates of Amendment:	

### 1.0 Purpose

The purpose of this administrative procedure is to establish the parameters in which the overall teaching staffing complement is determined and which will be applicable to all schools and central departments and adhere to the following principles:

that all school Boards in the Province of Ontario must ensure compliance with legislative obligations and direction from the Ministry of Education regarding class size.

that the Board's staffing formulas to determine allocation of full-time equivalent (FTE) classroom teaching positions Grade JK-12, are governed by class size obligations under applicable Collective Agreements, the Education Act and its Regulations; and any Program/Policy Memorandum from the Ministry of Education.

that the allocation of school-based teaching staff shall be determined by the Human Resources and Administrative Services Department (HRAS) in consultation with Administrative Council, through the regular collection of enrolment and student audit projections.

### 2.0 Definitions

**Kindergarten Class Size** - Full Day Kindergarten (FDK) Class Size as defined under Ontario Regulation 132/12 requires the Board to have a Board-wide average size of FDK classes of 26 or less.

## 2.0 **Definitions (cont'd)**

FDK classes with 16 or more students shall be staffed with a Designated Early Childhood Educator (DECE) and a classroom teacher.

The following FDK guidelines are to be considered as well:

- Minimize differences in FDK class sizes within a school; and
- Maximize the number of classes with a DECE.

**Primary Class Size** – Grade 1 to 3 is defined as having at least 90 percent of Primary classes Board-wide having 20 or fewer students. Up to 10 percent of Primary classes in the system may exceed the cap of 20 students but cannot exceed 23 students.

**Junior/Intermediate (J/I) Class Size** – Grade 3/4 to 8 is defined as a Board-wide average size of 24.5 students and with the provision that no grade 3/4 class size may be greater than 23 students

**Secondary School Class Size** – Grade 9 to 12 is defined as a Board-wide average size of secondary school classes not exceeding 22 students.

Average class size in secondary schools cannot be definitively determined until the March 31<sup>st</sup> count date as the total number of credits changes when students add or drop classes in either first or second semester. Staffing for secondary schools is based on student enrolment projections which consider current credit count and adjusts for historic average credit per student. If necessary, staffing is adjusted in second semester to accommodate changes in credit count.

## 3.0 **Procedures**

### 3.1 Enrolment Collection

In consultation with all parties, enrolment collection dates and surplus declaration dates are determined for the upcoming school year using the Human Resources and Administrative Services Staffing Timelines document.

In accordance with Staffing Timelines, collective agreements and regulations, the following roles are integral to the Allocation of Teaching Staff:

### 3.2 The Director of Education may:

- 3.2.1 Allocate additional school-based or centrally assigned teaching staff beyond any contractual and/or statutory class-size obligations, taking into consideration student needs, program enhancements/ requirements, enrolment fluctuations, Ministry funding or any other relevant factor.
- 3.2.2 Approve overall allocations of teaching staff as provided by staff on an annual basis.

### 3.3 The Superintendent of Education responsible for teacher allocation will:

- 3.3.1 Through the annual budget process, allocate centrally-assigned teaching staff subject to any collective agreement obligations.
  - 3.3.2 Participate in a collaborative process in determining overall staffing needs for teachers.
  - 3.3.3 Facilitate approved Human Resources and Administrative Services (HRAS) department staffing recommendations with the Family of Schools principals when/where required.
- 3.4 The School Principal shall:
- 3.4.1 Participate in a collaborative process in determining overall staffing needs for teachers.
  - 3.4.2 Provide mandatory updated enrolment data to Human Resources and Administrative Services Department in a timely manner.
  - 3.4.3 Implement approved staffing recommendations by Human Resources and Administrative Services Department in consultation with the Family of Schools Superintendent and Human Resources and Administrative Services staff.
- 3.5 The Superintendent of Education for HRAS shall:
- 3.5.1 Review and approve all staffing recommendations provided by the HRAS department based on analysis of enrolment numbers after each round of data collection.
  - 3.5.2 Report the projected allocation for student-based teaching staff to the Administrative Council as part of the annual budget process.
  - 3.5.3 Ensure the final staffing complement be vetted with and approved by Administrative Council.
  - 3.5.4 Prepare a report of overall teaching staff allocations to the Board of Trustees on an annual basis, as determined by the Director of Education.
  - 3.5.5 Prepare a report of the Board's average class size for secondary schools that has been calculated and recorded twice in each school year on October 31<sup>st</sup> and March 31<sup>st</sup>. This report must be submitted to the Ministry of Education no later than June 30<sup>th</sup> in each school year.
- 3.6 The Human Resources Coordinator – Attendance Support and Staffing will:
- 3.6.1 Facilitate staffing processes and procedures by ensuring compliance with Collective Agreements, established formula and budgeted positions – for teachers and Designated Early Childhood Educator's (DECEs) system-wide.  
In collaboration with the Manager of Planning, analyze system-wide preliminary elementary and secondary projections for the following school year and advise the Superintendent of Education – Human Resources and Administrative Services and Senior Manager – Employee Relations of initial staffing projections for other staffing processes to begin.
  - 3.6.2 Attend yearly French Immersion program preliminary staffing meeting with the Superintendent of Education and Principals to determine the number of classes and number of PCS allowed for the panel.
  - 3.6.3 After every enrolment count date analyze elementary system-wide class size results and provide the updated number of classrooms and FTE for

all school-based teaching positions and/or recommend reorganization of classroom class size, if necessary, to meet Ministry staffing requirements, to HRAS staff.

- 3.6.5 After every enrolment count date, analyze secondary system-wide class size results and provide updated number of classrooms and FTE for all school-based teaching positions, if necessary to meet Ministry staffing requirements, to Human Resources and Administrative Services staff.
- 3.6.6 Provide staffing projections for Designated Early Childhood Educator's (DECE's) for the following school year and advise the Superintendent of Education – HRAS and Senior Manager – Employee Relations of initial staffing projections for other staffing processes to begin.
- 3.6.7 Report to the Ministry of Education the Board's system-wide results for the FDK/Primary Class Size and Secondary Average Class Size by applicable deadlines.

3.7 The Human Resources Coordinator – Family of Schools will:

- 3.7.1 Collect updated enrolment data from elementary school principals for inputting on staffing software.
- 3.7.2 Collect updated enrolment data from secondary school principals to input on the Board staffing spreadsheet.
- 3.7.3 Assist the Human Resources Coordinator – Attendance Support and Staffing to identify schools who have not met class size guidelines (see definitions) for every enrolment count date.
- 3.7.4 Collaborate with principals throughout the staffing allocation process.

#### 4.0 **Sources**

- Education Act, RSO, 1990; Section 170.1
- Ontario Regulation 132/12
- OECTA Durham Elementary Unit Collective Agreement
- OECTA Durham Secondary Unit Collective Agreement
- Ministry Guidelines, SB Memos, Funding Initiatives, PPM
- Human Resources and Administrative Services Staffing Timelines document.

#### 5.0 **References**

- Staffing Policy (PO328)

#### 6.0 **Related Forms**



## Durham Catholic District School Board

"The Board"

## Administrative Procedure

Title: <b>Modified Work Program</b>	Procedure #: <b>AP328-6</b>
Administrative Area: <b>Human Resources and Administrative Services</b>	
Policy Reference: <b>Staffing (PO328)</b>	
Date Approved:	
Dates of Amendment:	

**1.0 Purpose**

The Durham Catholic District School Board and its Employee Groups have worked in partnership to develop and enhance the terms and conditions of a formal modified work program. The parties are committed to providing rehabilitation and modified work for employees who are unable to perform their regular duties because of illness/injury or other disability. To ensure for the dignity and respect of the employee, the work will be productive and the result of the work will be of value. The purpose of the administrative procedure is to describe the modified work program developed to meet these objectives.

**2.0 Definitions**

**Workplace Accommodation** - Accommodation is made through the provision of Modified work that is within the employee's medical restrictions.

**Types of Accommodation** - Accommodation may include one or more of the following: modification to equipment and facilities, changes in work tasks, changes in working conditions, ergonomic changes to the worksite or equipment, progression of work from part-time to full-time hours.

- The Board is required to accommodate the employee to the point of undue hardship.
- With the support of the Human Resources/Administrative Services and Facilities Services Departments, schools and operating departments may be required to modify and pay for the modifications to the work or the worksite so the employee is able to perform the essential duties of the job.
- Accommodation should be made where requested directly by the employee and immediately after approved medical documentation has been provided (Medical certificate – non teaching; Appendix B - teaching).

## 2.0 **Definitions** (cont'd)

- Whenever possible, the employee should be permitted to return to their pre-disability job with modification.
- The length of the accommodation is, under normal circumstances three months, and notwithstanding will be considered on a case by case basis based on the unique circumstances of the employee. Cognitive limitations may require longer recovery time.
- After performing modified work for (3) three months or as noted above, if an employee is unable to return to their pre-disability job, one of the following actions will be taken:
  - the current modified work assignment will continue;
  - a new modified work assignment will be provided;
  - the modified work assignment will end and the employee will return to benefits if eligible.

**Modified Work Options** - An employee may either accept or decline modified work. When an employee declines modified work, the Board, the Workplace Safety and Insurance Board (WSIB) and/or the long term disability insurance carrier may discontinue benefits. As a result of the above, the Durham Catholic District School Board has no other option than to discontinue sick leave and other benefits and the employee's employment status will be reviewed.

**Occupational Injury/Illness** - When deemed medically necessary by the treating physician and/ or the Workplace Safety and Insurance Board (WSIB), every effort will be made to accommodate permanent medical restrictions to the point of undue hardship.

**Non-Occupational Injury/Illness** - When accommodating medical restrictions, careful consideration should be given to the expected time for full recovery. Lengthy or indefinite modified work assignments are not appropriate under these circumstances.

Note: Regardless of the origin of the injury or illness, job placements resulting from permanent medical restrictions are not considered modified work.

## 3.0 **Procedures**

### 3.1 Return to modified work Procedures Following an Occupational or Non-Occupational Injury or Illness

- 3.1.1 In all occupational lost time incidents and all non-occupational lost time incidents of five (5) consecutive workdays or more, the employee must be authorized by the Principal/Supervisor and confirmed by the Superintendent of Education - Human Resources/Administrative Services or the alternate, prior to a return to modified work in accordance with the following procedure:

### 3.0 Procedures (cont'd)

- 3.1.1.1 Employee - Following any lost time occupational injury or illness of five consecutive workdays or more, the employee obtains written medical authorization from the treating physician to return to work. A medical certificate or Appendix B as provided under the respective collective agreement or terms and conditions of employment must be complete. However, a note on a physician's letterhead will be accepted for a return to regular work.
  - 3.1.1.2 A completed Medical Certificate per the respective collective agreement or terms and conditions of employment is required for a return to modified work or a job placement resulting from permanent medical restriction for either an occupational or non-occupational injury or illness.
  - 3.1.1.3 The employee is responsible for ensuring that his/her Principal/Supervisor and the WSIB/Disability Claims Management Officer receives the required Return to Work Authorization from the treating practitioner, prior to the authorized date of return to work via the confidential fax at (905) 576-1981 or electronic mail.
- 3.2 Occupational and Non-Occupational Modified Work Assignments
- 3.2.1 **Employee** - When deemed fit for modified work, the employee will:
    - 3.2.1.1 Work with Principal/Supervisor/Human Resources/Administrative Services Department and Employee Group Representative ~~when requested~~, to establish a mutually agreed upon modified work plan per the accepted Medical Certificate under the respective collective agreement or terms and conditions of employment.
    - 3.2.1.2 Meet with the WSIB/Disability Claims Management Officer to discuss ~~the return to modified work and accept or decline modified work as offered~~ and confirm the modified work placement or assignment.
    - 3.2.1.3 Cooperate fully and participate in developing and implementing a progressive modified work plan which allows for increased activity when the treating physician gradually decreases the medical restrictions with supporting medical documentation that has been submitted to the WSIB Disability Claims Management Officer.
    - 3.2.1.4 Undergo periodic assessments, as specified by the treating physician, to review the physical capability and return to regular work potential.
    - 3.2.1.5 Notify the Principal/Supervisor/WSIB Disability Claims Management Officer immediately if condition deteriorates while performing modified work.
    - 3.2.1.6 Continue with medical rehabilitation necessary to reach maximum level of functional ability before resuming regular work.

NOTE: If modified work is rejected, sick leave, WSIB or LTD benefits may be affected if the employee is qualified and able to perform the modified work offered.

### 3.0 **Procedures (cont'd)**

#### 3.2.2 **Principal/Supervisor**

- ~~3.2.2.1 After receiving a copy of the Medical Certificate per the respective collective agreement or terms and conditions of employment from the employee, the Principal/Supervisor forwards the information to the Human Resources/Administrative Services Department.~~
- 3.2.2.1 Assists in developing progressive modified work plans by working with the WSIB/Disability Claims Management Officer and the employee. The Employee Group Representative may be involved when requested by the employee.
- 3.2.2.2 Identifies possible modified work that is within the employee's medical restrictions taking into account the pre-disability work schedule.
- 3.2.2.3 Implements modifications, where possible, to the work or the worksite to accommodate and permit the employee to perform the essential duties of their regular job.
- 3.2.2.4 Follows employee progress and performance on a weekly basis.
- 3.2.2.5 Refers the employee to the WSIB/Disability Claims Management Officer when difficulty arises while performing modified work.
- 3.2.2.6 Notifies Employee Group Representative of relevant details associated with modified work assignments.
- 3.2.2.9 Identifies vacancies within existing classifications that could be utilized for modified work placements.

#### 3.2.3 **Human Resources/Administrative Services Department**

- 3.2.3.1 Notifies the WSIB/Disability Claims Management Officer of employees who are absent, five (5) consecutive days or more.
- 3.2.3.4 Administers income supplement benefits, including sick leave, and in accordance with collective agreement or terms and conditions of employment obligations, WSIB requirements or LTD plan provisions.
- 3.2.3.5 Assists employees and departments regarding WSIB and other benefit entitlement matters.
- 3.2.4.1 Receives notification from the Human Resources Department of employees that are absent for five (5) consecutive work days or more for non-occupational illness/injury.

### **3.0 Procedures (cont'd)**

#### **3.2.4 Disability Claims Management Officer**

- 3.2.4.2 When the Employee has been certified fit to return to modified work by the treating physician, the WSIB/Disability Claims Management Officer evaluates the return to work authorization and performs one or more of the following actions:
- 3.2.4.2.1 Receives medical restrictions and contacts the employee and their representative to establish an accommodation meeting as soon as possible.
  - 3.2.4.2.2 Conduct a return to work assessment by determining the compatibility between the medical restrictions and the physical demands of the regular job.
  - 3.2.4.2.3 Assesses all available information and verifies the treating physician's written authorization to return to modified work.
  - 3.2.4.2.4 Contacts the treating physician to clarify or obtain further information or to verify that job duties can be safely performed.
  - 3.2.4.2.5 Provides information regarding the employee's level of fitness by assessing:
    - 3.2.4.2.5.1 the limitations/medical restrictions;
    - 3.2.4.2.5.2 the physical demands of the regular job;
    - 3.2.4.2.5.3 part-time/graduated versus full-time requirements;
    - 3.2.4.2.5.4 job placement; and
    - 3.2.4.2.5.5 health re-assessment date.
  - 3.2.4.2.6 Liaises with the Principal/Supervisor/Human Resources/Administrative Services staff and provides the medical restrictions to establish if the employee may be accommodated within her/his own work location.
  - 3.2.4.2.7 Assists work locations in identifying modified work and making minor job modifications to accommodate employees.
  - 3.2.4.2.8 Makes recommendations for the modifications of jobs and/or the work environments.

**3.0 Procedures (cont'd)**

- 3.2.4.2.9 Liaises with Principal/Supervisor/Human Resources/Administrative Services Department colleagues and Employee Group Representative when requested, regarding the availability of modified work within the employee's own department that complies with the medical restrictions, and also provides the parties involved with the medical restrictions.
- 3.2.4.2.10 Ensures employees have adequate training for the modified work placement by liaising with the appropriate Principal/Supervisor.
- 3.2.4.2.11 Discusses alternate or creates modified work with the Human Resources/Administrative Services Department when the employee cannot be accommodated in their original department.
- 3.2.4.2.12 develops a written, mutually agreed upon modified work plan, which allows for increased activity when the treating physician gradually decreases the medical restrictions. This is done in conjunction with the employee, Principal/Supervisor/Human Resources/Administrative Services Department and Employee Group Representative(s) when requested. A copy of this plan is to be provided to all stakeholders.
- 3.2.4.2.13 Determines acceptance or decline of modified work as indicated by the employee.
- 3.2.4.2.14 Advises the employee to notify her/his Principal/Supervisor immediately if any deterioration in his/her condition occurs while performing modified work.  
NOTE: An explanation is to be provided to employees that rejection of modified work will be reviewed by WSIB or the LTD Carrier Insurance Company and WSIB/LTD benefits may be reduced or denied if the employee declined modified work that is within their medical capabilities.
- 3.2.4.2.15 Monitors employee's health status from their return to modified work to their return to regular work or permanent placement through interviews with employees, Principal/Supervisors/Human Resources/Administrative Services and Employee Group Representatives.
- 3.2.4.2.16 On re-assessment date(s) of the modified work assignment, the WSIB/Disability Claims Management Officer assesses and provides the employee with a Medical Certificate or Appendix B for completion by the treating Physician.
- 3.2.4.2.17 Recommends Functional Abilities Evaluations as required.

### 3.0 **Procedures (cont'd)**

#### 3.3 **Rates of Pay**

##### 3.3.1 Modified Regular Work

###### 3.3.1.1 For Occupational Illness/Injury:

- 3.3.1.1.1 Employees performing modified regular work are paid their regular hourly rate or salary as determined by the Board.
- 3.3.1.1.2 Employees are eligible for step-up-rate increases and general adjustments when performing modified regular work.
- 3.3.1.1.3 Employees progressing from part-time to full-time hours as prescribed by the treating physician or the WSIB will be paid regular wages as determined by the Board.

###### 3.3.1.2 For Non-Occupational Illness/Injury:

- 3.3.1.2.1 Employees will be paid for hours worked.
- 3.3.1.2.2 Employees will be paid a rehabilitation benefit as stipulated in the respective collective agreement or terms and conditions of employment or LTD insurance carrier's policy.

##### 3.3.2 **Alternate Work or Created Work**

###### 3.3.2.1 For Occupational Illness/Injury:

- 3.3.2.1.1 Employees performing Alternate work are paid their regular hourly rate or salary as determined by the Board.
- 3.3.2.1.2 Employees are eligible for rate increases within their pre-injury job classification when performing Alternate work.
- 3.3.2.1.3 When employees are placed into an existing classification on a permanent basis, the work location accepting the employee will do so within the normal operating budget and the employee will become an employee of that department.
- 3.3.2.1.4 Employees progressing from part-time to full-time hours, as prescribed by the treating physician or the WSIB, will be paid regular salary as determined by the Board.

### 3.0 **Procedures (cont'd)**

#### 3.3.2.2 For Non-Occupational Injury/Illness:

- 3.3.2.2.1 Employees will be paid for hours worked.
- 3.3.2.2.2 Employees will be paid a rehabilitation benefit as stipulated in the respective collective agreement or terms and conditions of employment or insurance companies' policy.

### 4.0 **Sources**

- DCDSB/APSSP Collective Agreement
- DCDSB/CUPE Educational Assistants Collective Agreement
- DCDSB/CUPE Facilities Services Collective Agreement
- DCDSB/CUPE Secretarial/Clerical/Technical Collective Agreement
- DCDSB/ETFO Collective Agreement
- DCDSB/OECTA Elementary Teachers' Collective Agreement
- DCDSB/OECTA Occasional Teachers' Collective Agreement
- DCDSB/OECTA Secondary Teachers' Collective Agreement
- DCDSB/Chaplains Terms and Conditions of Employment
- DCDSB/CPCO Principals and Vice Principals Terms and Conditions of Employment
- DCDSB/Middle Management Terms and Conditions of Employment
- DCDSB/Non Union Terms and Conditions of Employment
- All applicable long term disability plans
- Education Act and Regulations
- Ontario Human Rights Code
- Occupational Health and Safety Act, 1990
- Workplace Safety and Insurance Act, 1997
- Workplace Safety and Insurance Board
- Colleges and Regulatory bodies governing various professionals employed by the Durham Catholic District School Board

### 5.0 **References**

- PO321 Employee Attendance Support Policy
- AP321-1 Employee Attendance Support Administrative Policy
- PO312 Disability Management Policy
- AP312-1 Disability Management Administrative Procedure
- AP312-2 Substance Abuse Intervention/Prevention Administrative Procedure
- PO304 Employee Family and Assistance Program Policy
- PO318 Occupational Health and Safety Policy

### 6.0 **Related Forms Attached**

- Medical Certificate
- Appendix B
- Temporary Modified Work Plan (TMWP)





**MEDICAL CERTIFICATE**  
 - Please PRINT in black ink

**CONFIDENTIAL**

<b>Employee Name:</b>	
<b>NON PHYSICAL (if applicable):</b>	
<b>Supervision required:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Needs limited supervision <input type="checkbox"/> Needs frequent supervision <input type="checkbox"/> Needs constant supervision	<b>Supervision of others:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Can give direction up to 5 staff or up to 20 students <input type="checkbox"/> Can give direction up to 1 - 2 staff or up to 10 students <input type="checkbox"/> Not able to supervise
<b>Tolerance to deadlines:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Can deal with strict deadlines <input type="checkbox"/> Can deal with recurring deadlines <input type="checkbox"/> Can occasionally deal with deadlines <input type="checkbox"/> Cannot deal with deadline pressures	
<b>Attention to detail (indicate maximum time the individual can concentrate):</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Can concentrate intensely on detailed work <input type="checkbox"/> Can concentrate on details, needs occasional breaks with non-detailed work <input type="checkbox"/> Concentration on detail is limited <input type="checkbox"/> Concentration on detail is severely limited	<b>Performance on multiple tasks:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Can handle multiple tasks - requires some time management assistance <input type="checkbox"/> Can handle more than one task but requires cues as to when to do a task <input type="checkbox"/> Can deal with one task at a time
<b>Tolerance to external stimulus:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Can cope with distracting stimulus for portion of day <input type="checkbox"/> Can cope with small degree of distraction <input type="checkbox"/> Needs quiet, non distracting work environment	<b>Ability to cope with confrontational situations:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Moderate ability to cope with confrontational situations <input type="checkbox"/> Can cope with exposure to confrontational situations with backup available <input type="checkbox"/> Unable to cope with confrontational situations
<b>Responsibility and accountability: •</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Can accept a high level of responsibility including sensitive situations <input type="checkbox"/> Can accept responsibility including the responsibility for the safety of others <input type="checkbox"/> Can exercise a moderate level of responsibility with occasional need for support <input type="checkbox"/> Errors in judgment or attention likely to occur	<b>Ability to work with others cooperatively:</b> <input type="checkbox"/> Tolerates working alone <input type="checkbox"/> Can tolerate others within vicinity, but needs to perform independent tasks <input type="checkbox"/> Can work with others cooperatively when required <input type="checkbox"/> Fully able to work in close cooperation with others
<b>Additional comments on Abilities and/or Restrictions:</b>	
<hr/> <hr/>	
<b>From the date of this assessment, the above will apply approximately:</b> <input type="checkbox"/> 1-2 days <input type="checkbox"/> 3-7 days <input type="checkbox"/> 8 - 14 days <input type="checkbox"/> 14+ days	<b>Have you discussed return to work with your patient?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Recommendations for work hours and start date:</b> <input type="checkbox"/> Regular full-time hours <input type="checkbox"/> Modified hours <input type="checkbox"/> Graduated hours	<b>Start Date:</b> dd    mm    yyyy
<b>Recommended date of next appointment to review physical and/or cognitive abilities</b> ►    dd    mm    yyyy	
<b>Section C: To Be Completed by Health Professional (Please Print)</b>	
Health Professional Name:	Signature:
Address:	Fax:
Telephone:	Date:

**PLEASE RETURN THE COMPLETED FORM TO OUR CONFIDENTIAL FAX NUMBER AT (905) 576-1981.**



Durham Catholic District School Board  
650 Rossland Road West, Oshawa, Ontario L1J 7C4

Confidential Fax: (905) 567-1981

## APPENDIX B

This form shall be provided by the medical practitioner to the employee who will then deliver it to the Human Resources/Administrative Services Department.

### Medical Certificate

#### Part 1 – Employee - please complete following:

\_\_\_\_\_  
(Employee Name)

The information supplied will be used in a confidential manner and may assist in creating a return to work plan.

I hereby consent to the completion of this form by:

\_\_\_\_\_  
(Treating Medical Practitioner's Name)

\_\_\_\_\_  
(Signature of Employee)

\_\_\_\_\_  
(Date)

<input type="checkbox"/>	Absent from Work
	_____
	(first date of absence)
<input type="checkbox"/>	Not absent from work but requires accommodations

#### Part 2 – Medical Practitioner – please complete the following

1. Nature of Illness (do not provide diagnosis):

\_\_\_\_\_

**\* "Nature of the illness"(or injury) suggests a general statement of a person's illness or injury in plain language without any technical medical details, including diagnosis or symptoms. Although revealing the nature of an illness may suggest the diagnosis, it will not necessarily do so. "Nature of illness" and "diagnosis" are not congruent terms. For example, a statement that a person has a cardiac or abdominal condition or that s/he has undergone surgery in that respect reveals the essence of the situation without revealing a diagnosis.**

**Part 2 – Medical Practitioner (cont'd) – please complete the following**

2. Is this condition the result of: (check one)

Non-occupational illness/injury

Occupational illness/injury

3. Is he/she receiving treatment:  Yes  No

4. Has or will a referral to a specialist been made?  Yes  No

If yes, date of referral: \_\_\_\_\_  
(dd/mm/yyyy)

5. Have you discussed return to work with your patient?  Yes  Not at this time

6. Is the patient able to return to work:  with accommodation  without accommodation

Expected date of return: \_\_\_\_\_  
(dd/mm/yyyy)

unable to return to work at this time

7. Date of next assessment: \_\_\_\_\_  
(dd/mm/yyyy)

Health Care Practitioner Signature:	Date Completed: _____ dd/mm/yyyy
Health Care Practitioner Name and Address:	

***Part 3 and/or 4 need only be completed for a return to work that requires an accommodation.***

**Part 3 – Medical Practitioner – please complete the following:**

<b>COGNITIVE LIMITATIONS AND/OR RESTRICTIONS</b> <input type="checkbox"/> N/A				
Please describe <b>cognitive</b> limitations and/or restrictions. Physical limitations and/or restrictions, if any, can be detailed in Part 4. These cognitive restrictions will be assessed when determining modified work either in the employee's own position or another suitable position.				
<b>Date of Assessment:</b> _____ (dd/mm/yyyy)				
<b>Level of Functioning</b> (Please circle which level applies for each task)	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Supervision Required</b>	needs constant supervision	needs frequent supervision	needs limited supervision	requires no supervision
<b>Supervision of Others</b>	not able to supervise others	can meet demands of or for occasional supervision	can meet demands of or for regular supervision	can meet demands of full supervision
<b>Tolerance to Deadlines</b>	cannot deal with deadline pressures	occasionally deal with deadlines	can deal with deadlines that are reoccurring	can deal with strict deadlines
<b>Attention to Detail</b> (indicate maximum time the Individual can concentrate)	concentration on detail is severely limited	concentrate on detail is limited	can concentrate on details, needs occasional breaks of non detailed work	able to concentrate intensely on detailed work
<b>Performance of Multiple Tasks</b>	can deal with one task at a time	can handle more than 1 task but requires cues as to when to do task	can handle multiple tasks requires some time management assistance	fully able to handle multiple tasks without difficulty
<b>Tolerance to External Stimulus</b>	needs quiet, non distracting work environment	can cope with small degree of distraction	can cope with distracting stimuli for portion of day	fully able to cope with multiple stimuli without negative effect
<b>Ability to Work with Others Cooperatively</b>	tolerates working alone	can tolerate others within vicinity, but needs to perform independent tasks	can work with others cooperatively when required	fully able to work in close cooperation with others
<b>Confrontational Situations</b>	unable to cope with confrontational situations	can cope with exposure to confrontational situations with back-up available	moderate ability to cope with confrontational situations	able to deal with confrontational situations with tact and control
<b>Responsibility and Accountability</b>	errors in judgment or attention likely to occur	can exercise a moderate level of responsibility with occasional need for support	can accept responsibility including the responsibility for the safety of others	can accept a high level of responsibility including sensitive situations
<b>Prognosis</b> (based on objective assessments) <b>From the date of this assessment, the above will apply for approximately:</b>				
<input type="checkbox"/> 1-2 weeks <input type="checkbox"/> 3-5 weeks <input type="checkbox"/> 6-8 weeks <input type="checkbox"/> 2-3 months <input type="checkbox"/> 4-6 months <input type="checkbox"/> 6+ months <input type="checkbox"/> Unknown				
<b>Recommendations for work hours and start date:</b>			Start Date: _____	
<input type="checkbox"/> Regular full time hours <input type="checkbox"/> Modified hours <input type="checkbox"/> Graduated hours			(dd/mm/yyyy)	
<b>Next appointment date to review Limitations and/or Restrictions:</b> _____ (dd/mm/yyyy)				

**Part 4 - Medical Practitioner – please complete the following:**

<b>PHYSICAL LIMITATIONS AND/OR RESTRICTIONS</b> <span style="float: right;"><input type="checkbox"/> N/A</span>			
Please describe <b>physical</b> limitations and/or restrictions only. <b>Cognitive</b> limitations and/or restrictions, if any, can be detailed in Part 3. These physical restrictions will be assessed when determining modified work either in the employee's own position or another suitable position.			
<b>Date of Assessment:</b> _____ <span style="text-align: center;">(dd/mm/yyyy)</span>			
<b>Walking:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Up to 100 metres <input type="checkbox"/> 100 - 200 metres <input type="checkbox"/> Other (please specify) _____	<b>Standing:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Up to 15 minutes <input type="checkbox"/> 15 - 30 minutes <input type="checkbox"/> Other (please specify) _____	<b>Sitting:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Up to 30 minutes <input type="checkbox"/> 30 minutes - 1 hour <input type="checkbox"/> Other (please specify) _____	<b>Lifting from floor to waist:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Up to 5 kilograms <input type="checkbox"/> 5 - 10 kilograms <input type="checkbox"/> Other (please specify) _____
<b>Lifting from Waist to Shoulder:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Up to 5 kilograms <input type="checkbox"/> 5 - 10 kilograms <input type="checkbox"/> Other (please specify) _____	<b>Stair Climbing:</b> <input type="checkbox"/> Full abilities <input type="checkbox"/> Up to 5 steps <input type="checkbox"/> 5 - 10 steps <input type="checkbox"/> Other (please specify) _____		
<input type="checkbox"/> <b>Bending/twisting repetitive movement of</b> (please specify): _____	<input type="checkbox"/> <b>Work at or above shoulder activity:</b> _____	Limited pushing / pulling with: Left Arm <input type="checkbox"/> Right Arm <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____	<input type="checkbox"/> <b>Limited use of hand(s):</b> Left                      Right <input type="checkbox"/> Gripping <input type="checkbox"/> <input type="checkbox"/> Pinching <input type="checkbox"/> <input type="checkbox"/> Other <input type="checkbox"/>
<input type="checkbox"/> <b>Operating motorized Equipment</b>	<input type="checkbox"/> <b>Environmental Exposure to: (heat, cold, noise)</b>	<input type="checkbox"/> <b>Chemical exposure to:</b> _____	<input type="checkbox"/> <b>Exposure to Vibration:</b> Whole body Hand/arm
<b>Other (Please describe)</b> _____			
<b>Prognosis - From the date of this assessment, the above will apply for approximately:</b> <input type="checkbox"/> 1-2 weeks <input type="checkbox"/> 3-5 weeks <input type="checkbox"/> 6-8 weeks <input type="checkbox"/> 2-3 months <input type="checkbox"/> 4-6 months <input type="checkbox"/> 6+ months <input type="checkbox"/> Unknown			
<b>Recommendations for work hours and start date:</b> <input type="checkbox"/> Regular full time hours <input type="checkbox"/> Modified hours <input type="checkbox"/> Graduated hours			Start Date: _____ <span style="text-align: center;">(dd/mm/yyyy)</span>
<b>Next appointment date to review Limitations and/or Restrictions:</b> _____ <span style="text-align: center;">(dd/mm/yyyy)</span>			

Please provide any additional information/comments/findings/limitations (ex. Physical, Cognitive) which you feel would assist our employee in a safe and timely return to work.

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Durham Catholic District School Board  
 650 Rossland Road West, Oshawa, Ontario L1J 7C4  
 Confidential Fax: (905) 567-1981

## TEMPORARY MODIFIED WORK PLAN (TMWP)

Date: \_\_\_\_\_

<b><u>Employee</u></b>	<b><u>Position, Location</u></b>
<b><u>Date of Illness</u></b>	<b><u>Nature of Illness</u></b>
<b><u>Suggested Restrictions</u></b>	<b><u>Work Assignment</u></b>
<b><u>Start Date</u></b>	<b><u>End Date</u></b>
<b><u>Location</u></b>	<b><u>Supervisor</u></b>
<b><u>Reassess Date</u></b>	<b><u>Comments</u></b> (Note: Any changes in limitations or difficulties should be reported to: Maureen Lecourt at (905) 576-6707 or Toll Free 1-877-482-0722 extension 22366; Confidential Fax # (905) 576-1981)

Employee: \_\_\_\_\_ Principal: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_



Durham Catholic District School

Board "The Board"

# Policy

Title: <b>Student Protection</b>	Policy #: <b>PO607</b>
Policy Area:	Student Conduct and Safety
Source:	Superintendent of Education – Student Services
Date Approved:	January 27, 2003
Dates of Amendment:	December 8, 2014

## 1.0 Introduction

All students need to feel safe and secure to benefit from the advantages of being part of a Catholic education community. The Durham Catholic District School Board also believes that each student has the right to belong. The Board implements this belief through its broader policy of inclusion.

The spiritual, emotional, physical, social, intellectual and psychological development of students is contingent upon the fulfilment of these basic needs for safety and belonging.

Students' safety and well-being are is the shared responsibility of the home, school, and the community. Due to the amount of time students spend within an educational setting, students who are at risk of abuse or neglect are often identified during the school day.

The Durham Catholic District School Board is committed to ensuring that all persons in its employ and all its students are treated with dignity and respect. The Board further recognizes its responsibility in responding to those situations where an employee is alleged to have abused a student.

## 2.0 Definitions

**Child or youth** – a person under 18 years of age

**Child Youth and Family Services Act (CYFSA)** – the purpose of this act is to promote the best interests, protection and well being of children under the age of 18.

**Children's Aid Society (CAS)** – separate, independent organizations which have each been approved by the Ontario government's Ministry of Children and Youth Services to provide child protection services.

**Emotional Harm** – all acts that result in the lack of a nurturing environment for a child or youth. It occurs when the caregiver treats the child or youth in such a negative way that the child or youth's concept of self is seriously impaired. Emotional harm can be the most difficult to identify and prove.

**Inadequate Medical Treatment** – a caregiver has the responsibility to ensure that the child's medical needs are met. This includes ensuring that appropriate treatment for a child's mental, emotional or developmental conditions.

**Inadequate Supervision** – a child may be at a risk of harm if the caregiver fails to adequately care for, provide for, supervise or protect the child.

**Physical Harm** – any harm to a child or youth caused by the action (or lack of action) of a child's caregiver for example bruises or burns. Physical harm can occur as an isolated incident or continue over a period of time.

**Neglect** – usually results from the lack of knowledge about appropriate care for children or an inability to plan appropriately for a child's needs.

**Sexual Harm** – any sexual exploitation of a child by an older person

### 3.0 **Purpose**

- 3.1 The purpose of this policy and the associated administrative procedure is to promote the safety and well-being of students and to clarify for staff and administrators the procedures for reporting suspected child abuse and neglect, sexual abuse, or other abuse of students, including any allegation of abuse of a student by a school board employee. It is also the Board's intent to promote co-operation with the staff of the Children's Aid Society and to assist it in its investigations by providing relevant information pertaining to the safety of students.
- 3.2 The obligation of all employees of the Board, as well as volunteers, to report suspected child abuse, on or off school property, arises under the Child Youth and Family Services Act (2004) 2017. A further obligation is imposed on the Board to report sexual abuse of students by teachers to the Ontario College of Teachers in accordance with the Student Protection Act (2002). Beyond the obligations which arise under statutes, this policy recognizes the moral commitment which all members of the community of the Durham Catholic District School Board have to advocate for students who are at risk.

### 4.0 **Application/Scope**

- 4.1 This policy covers all students enrolled in Junior Kindergarten to grade 12 in all school sites including Alternative and Continuing Education schools.
- 4.2 Statutory reporting obligations referred to in this Policy, arise with respect to **students under the age of 18 years** ~~specific categories of students as follows:~~

~~4.2.1 For the purpose of the Child and Family Services Act (2001)2017:~~

- ~~• "child" means a person who is actually or apparently sixteen years of age or younger, or, in the case of a person who is subject to a protection order under the Child and Family Services Act, is under the age of eighteen.~~

~~4.2.2 For the purposes of the Student Protection Act (2002):~~

#### 4.0 **Application/Scope (cont'd)**

~~“student” means a person who is 18 years old or less~~ or, in the case of a person who has special needs, 21 years old or less. A person has special needs if,

- 4.2.1 in the opinion of the Board, the person, by reason of some mental or physical disability, is particularly vulnerable to sexual abuse; or
- 4.2.2 the Board, exercising reasonable diligence, should have formed the opinion that the person, by reason of some mental or physical disability, is particularly vulnerable to sexual abuse.

4.3 The obligation to report under this policy applies to all employees and volunteers.

#### 5.0 **Principles**

- 5.1 Ontario courts have stated that school authorities, in providing for the supervision and protection of students for whom they are responsible, must exercise a standard of care of a kind, firm and judicious parent in the circumstances.
- 5.2 The Child Youth and Family Services Act (2004) 2017 requires that any persons including staff members, volunteers or adult students who have reasonable grounds to suspect that a child has suffered or is suffering from abuse or neglect that may have been caused or permitted by a person who has or has had charge of the child, will forthwith report the suspected abuse to the Children’s Aid Society (and/or Police, if the student is ~~16~~ 18 years or over) in accordance with the Appendix of the Administrative Procedure on Student Protection.
- 5.3 The Student Protection Act (2002), requires a Board to report to the College of Teachers where a teacher, or former teacher, is charged with or convicted of a criminal offence involving sexual conduct with minors, or a criminal offence which indicates that students may be at risk of harm or injury. This Act also requires that the Board report to the College where the Board terminates the employment of a teacher or imposes restrictions on the teacher’s duties for reasons of professional misconduct, which includes “sexual abuse” as defined by the Student Protection Act, 2002, or where the Board intended to impose restrictions or terminate the teacher’s contract for reasons of professional misconduct but the teacher resigned.

## 5.0 Definitions

The ~~Child and Family Services Act (2001) 2017 (CFSA)~~ defines those circumstances where a child is in need of protection because the child is being abused by a person having charge of the child in situations where the child is being subjected to:

- ~~• physical harm;~~
- ~~• emotional abuse;~~
- ~~• failure to provide medical treatment;~~
- ~~• sexual molestation and sexual exploitation;~~
- ~~• a mental, emotional, or developmental condition that if not remedied could seriously impair growth and development;~~
- ~~• abandonment;~~
- ~~• neglect~~

An elaboration of these definitions can be found in the Resource Document in the Administrative Procedure.

1. ~~The Board recognizes the definition of “sexual abuse” as provided in the Student Protection Act (2002), for the purpose of a teachers professional misconduct, as follows:~~

a) ~~“sexual abuse” of a student by a member means:~~

- ~~• sexual intercourse or other forms of physical sexual relations between the member and the student;~~
- ~~• touching, of a sexual nature, of the student by the member, or~~
- ~~• behaviour or remarks of a sexual nature by the member towards the student whether made verbally, in writing (including email), by gesturing or through any other form of communication.~~

2. ~~“Abuse” for the purposes of this policy shall also include the following actions by any employee or volunteer of the Board:~~

- a) ~~“grooming” which refers to the preparation of students, usually at a secondary school level, for a sexual relationship at some future point in time.~~
- b) ~~intimidation or exploitation for the personal gain or benefit of the employee or volunteer.~~

## 6.0 Requirements Procedures

- 6.1 A person who has reasonable grounds to suspect that a child **or young person** ~~who is under 16 years of age~~ or who is under 18 years of age and is a ward of the Children’s Aid Society, may be in need of protection shall notify the Children’s Aid Society and the school principal.
- 6.2 When a person is in doubt that reasonable grounds exist to suspect child abuse, the Children’s Aid Society should be consulted. A principal or colleague may also be consulted, however, if there is any doubt, it is best to consult with the Children’s Aid Society. The employee should continue to observe and monitor the situation even if no report is to be made.

## 6.0 **Procedures** (Cont'd)

- 6.3 Notification of a reported case of suspected child abuse must be made in writing by the principal to the Director of Education and Family of Schools Superintendent within twenty-four hours of reporting the case to the Children's Aid Society. **Therefore, all employees must inform the principal of the school when making a report to CAS.**
- 6.4 All employees of the Board will annually read and sign-off this policy and related administrative procedure, so that they understand how to recognize the signs of child abuse and neglect, the legal, professional duty to report and when, how and to whom to report, and how to manage the consequences of making a report.
- 6.5 There is an ongoing duty to report to the Children's Aid Society based upon reasonable grounds to suspect that a child is in need of protection, even if previous reports have been made.
- 6.6 A person who has reasonable grounds to believe that a student who is ~~16~~ 18 years of age or older has been sexually or emotionally or physically abused shall immediately advise the principal; in these circumstances, where possible a consultation will be held with the student and, if appropriate, the superintendent and, if the student does not agree to contact the Police, a decision will be made as to whether compelling circumstances affecting health or safety of the student or any other individual require that information to be disclosed to the Police or other agency. Such a disclosure will be made in accordance with the Board Police protocol.
- 6.7 If the alleged perpetrator is a Board employee, the Board reserves the right to conduct an investigation as indicated in Administrative Procedure 607-1 Student Protection.
- 6.7.1. The Board recognizes the definition of "sexual abuse" as provided in the Student Protection Act (2002), for the purpose of a teachers professional misconduct, as follows:
- 6.7.1.1 Sexual abuse of a student by a member means:
- 6.7.1.1.1 sexual intercourse or other forms of physical sexual relations between the member and the student;
  - 6.7.1.1.2 touching, of a sexual nature, of the student by the member, or
  - 6.7.1.1.3 behaviour or remarks of a sexual nature by the member towards the student whether made verbally, in writing (including email), by gesturing or through any other form of communication.
- 6.7.1.2 "Abuse" for the purposes of this policy shall also include the following actions by any employee or volunteer of the Board:
- 6.7.1.2.1 "grooming" which refers to the preparation of students, usually at a secondary school level, for a sexual relationship at some future point in time.
  - 6.7.1.2.2 intimidation or exploitation for the personal gain or benefit of the employee or volunteer.
- 6.7.2 In the event that the employee is a member of the Ontario College of Teachers, the Board will make a report to the Ontario College of Teachers in accordance with section 43.3 of the Student Protection Act (2002).

## 6.0 **Procedures** (Cont'd)

6.7.3 The employee will be dismissed if convicted, or if it is determined by an internal investigation of the Board that the circumstances justify the dismissal of the employee.

## 7.0 **Sources**

- Child **Youth** and Family Services Act, (~~2000~~ **2017**)
- Ministry of Community and Social Services, Reporting Child Abuse and Neglect, (2010)
- Ontario Ministry of the Attorney General, Protecting Our Students (Robins Report), (2000)
- Bill 101, Student Protection Act, (2002)
- Standards of Practice for the Teaching Profession (Ontario College of Teachers), (2014)
- Criminal Code of Canada
- Police/School Board Protocol, **2016**
- Ontario College of Teachers – Provincial Advisory – Professional Misconduct Related to Sexual Abuse and Sexual Misconduct, (September 27, 2002)
- **Teaching Profession Act, 2006**
- Regulated Health Professions Act, (1991) Amended 2013
- Social Work and Social Services Work Act, (1998) Amended 2010
- Accepting School Act, (2012)
- Provincial Code of Conduct, (2012)
- Inquest Touching the Death of Jeffrey Baldwin (2014)
- ~~Durham Children's Aid Society (C.A.S.) Tel: 905-433-1551 or 1-800-461-8140~~
- ~~Durham Regional Police Services Tel: 905-579-1520~~

## 8.0 **References**

- Student Protection Policy (PO607)
- Student Protection Administrative Procedure (AP607-1)
- Code of Conduct Policy (PO610)
- Code of Conduct Administrative Procedure (AP610-1)
- Student Discipline Policy (PO611)
- Student Discipline Administrative Procedure (AP611-1)
- Workplace Violence Policy (PO324)
- Workplace Violence Prevention Administrative Procedure (AP324-1)
- Sexual Harassment Policy (PO307)



Durham Catholic District School

Board "The Board"

## Administrative Procedure

Title: <b>Student Protection</b>	Procedure #: <b>AP607-1</b>
Administrative Area:	Student Conduct and Safety
Policy Reference:	Student Protection (PO607)
Date Approved:	September 15, 2003
Dates of Amendment:	December 8, 2014

### Prologue 1.0 Purpose

The purpose of this administrative procedure is to promote the safety and well-being of students and to clarify for staff and administrators the procedures for reporting suspected child abuse, neglect, sexual abuse or any other abuse of students, including any allegation of abuse of a student by a school board employee.

~~Prior to making a report, staff are asked to review the Resource Document on Student Protection (Appendix 1), which provides information on what is reportable Child Abuse and associated indicators of Child Abuse.~~

~~Section 1: — Reporting Suspected Abuse of Students Under 16-18 Years'~~

~~Section 2: — Student 16-18 Years and Older~~

~~Section 3: — Allegations of Abuse Against a School Board Employee, Former Employee or Volunteer~~

~~Section 4: — Appendices~~

### 2.0 Definitions

**Child or youth** – a person under 18 years of age

**Child Youth and Family Services Act (CYFSA)** – the purpose of this act is to promote the best interests, protection and well being of children under the age of 18.

**Children's Aid Society (CAS)** – separate, independent organizations which have each been approved by the Ontario government's Ministry of Children and Youth Services to provide child protection services.

**Emotional Harm** – all acts that result in the lack of a nurturing environment for a child or youth. It occurs when the caregiver treats the child or youth in such a negative way that the child or youth's concept of self is seriously impaired. Emotional harm can be the most difficult to identify and prove.

## 2.0 Definitions (cont'd)

**Inadequate Medical Treatment** – a caregiver has the responsibility to ensure that the child's medical needs are met. This includes ensuring that appropriate treatment for a child's mental, emotional or developmental conditions.

**Inadequate Supervision** – a child may be at a risk of harm if the caregiver fails to adequately care for, provide for, supervise or protect the child.

**Physical Harm** – any harm to a child or youth caused by the action (or lack of action) of a child's caregiver for example bruises or burns. Physical harm can occur as an isolated incident or continue over a period of time.

**Neglect** – usually results from the lack of knowledge about appropriate care for children or an inability to plan appropriately for a child's needs.

**Sexual Harm** – any sexual exploitation of a child by an older person

## 3.0 Procedures

### 3.1 Reporting Suspected Abuse of Students Under 16 18 Years

#### 3.1.1 The Role of Employees in Reporting Suspected Child Abuse

##### 3.1.1.1 Reasonable Grounds

3.1.1.1 The Child Youth and Family Services Act requires that all professionals working with children, including teachers and school board personnel to report promptly any information or situation where a child has suffered physical harm or where there is reasonable grounds to suspect risk of harm caused by the person in charge of the child or if the child has been inadequately cared for, neglected or maltreated.

3.1.1.2 ~~When~~ **if** a staff member has reasonable grounds to suspect that a child is or may be in need of protection, the suspicion and the information upon which it is based **must be reported promptly** to the Durham CAS. The situations that **must** be reported are listed in ~~the section entitled,~~ Appendix 1. What is Reportable Child Abuse (CFSA s.72(1)).

3.1.1.3 Having "Reasonable grounds to suspect that a child is in need of protection" means exercising normal and honest judgement. ~~The employee~~ **it** does not ~~mean being~~ **need to be** absolutely sure that a child is or may be in need of protection. ~~While not conducting an investigation,~~ A staff member ~~remains~~ **is** obligated to determine whether there are reasonable grounds to suspect abuse or that a child is at risk.

### 3.0 Procedures (cont'd)

- 3.1.1.4 Children should not be pressed for answers or details they are unable or unwilling to give and answers should not be suggested to them. Any attempt to clarify information must be done through open-ended questions. Employees are not expected to be responsible for investigating or validating risk of harm or child maltreatment. The CAS conducts the investigation because it has the authority and requisite skills to determine whether abuse has occurred or a child is at risk. The person reporting can assist this process by providing as much clear and factual information as possible. (Please refer to the guidelines in Appendix 2).
- 3.1.1.5 Steps to follow: When a student shares a concern with an employee, the employee should ~~Try to~~ remain as calm as possible. Hearing about abuse or recognizing the circumstances that exist which lead to a suspicion or reasonable grounds that a child is in need of protection, is emotionally charged and draining. The calmer ~~the employee remains,~~ the more clearly ~~he/she you~~ will think and act.
- 3.1.1.6 A student who discloses physical, sexual, or emotional abuse will need much support from the adults within and outside the school setting. In order to facilitate the healing process which the student needs to experience, certain messages are very important at the time of the disclosure. Some of these are:
- I'm glad you told me. You did the right thing.
  - It's not your fault.
  - I'm sorry that this has happened to you.
  - You are not alone. This happens to other children, and it's wrong.
  - I'm concerned about your safety and so I have to consult with some other people about what you have told me. I will talk to the principal and a worker from The Children's Aid Society. One of them may want to ask you further questions. Remember we are concerned about your safety. **Together we will get some help for you.**
- 3.1.1.7 ~~If a student requests that the information he/she has shared is not disclosed to anyone else, it is important not to make promises that cannot be kept. The above messages should be reinforced. It is possible that a student may strongly request that you not tell anyone about the disclosure, but remember your legal and moral obligations and the ultimate well-being of the student. Reinforce the above messages.~~
- 3.1.1.8 After the disclosure, allow the student to remain in a safe place, in the care of another adult, if possible.

### 3.0 Procedures (cont'd)

- 3.1.1.9 Once a disclosure has been made, the employee receiving the disclosure must advise the principal/designate about the disclosure. Coverage will be provided for the classroom employee so that the call to CAS can be made immediately. Every effort must be made to contact the CAS as early in the day as possible to allow the CAS sufficient time to assess the situation if needed before the child returns home.
- 3.1.1.10 In consultation with the principal/designate, determine if further consultation, e.g., with the school Social Worker or Child and Youth Counsellor, is necessary. If the alleged perpetrator is a board employee, the staff member must notify the C.A.S., Police, and the Principal. If the alleged perpetrator is the Principal, the staff member has to notify the C.A.S., Police and the Superintendent.
- 3.1.1.11 When calling CAS ~~Fulfil the legal obligation to report the disclosure promptly to the C.A.S.~~ (telephone number: 905-433-1551), the employee should ask to speak to the intake duty worker and provide the necessary information by following the guidelines in Appendix 2. **The person who witnesses the disclosure must report directly to the C.A.S. and must not rely on anyone else to make the report (CFSA s.72(3)).** Time is often critical to the C.A.S. as siblings will also need to be interviewed. Should there be no follow up from C.A.S. with regard to subsequent support for the child, the supervisor of the case worker should be contacted.
- 3.1.1.12 It is important to be prepared when making a call to the CAS by ensuring that all pertinent information is available. The employee making the report should have begun to fill in the Student Protection Reporting Form in order to have the necessary information required by C.A.S. on hand.
- 3.1.1.13 **Remember:** Failure to report where reasonable grounds exist to suspect that a child is or may be in need of protection can result in a fine of up to \$1,000 upon conviction. For teachers this failure may also lead to a finding of professional misconduct by the Ontario College of Teachers (CFSA 6.2)

### 3.0 Procedures (cont'd)

- 3.1.1.14 **The employee should** return to the student, and when possible and appropriate, inform him/her about what is to happen. If a C.A.S. worker is coming to the school to interview the student, **the employee or the principal** may offer to remain with the student during the interview, if approved by the C.A.S. and agreed to by the student. The ~~staff member~~ **employee** is present during the interview **solely to support the student by his/her presence. Staff must not impede the legal investigation.** (Please refer to following section – School Response to a C.A.S. Investigation).
- 3.1.1.15 **The employee is to** complete the Student Protection Reporting Form (Appendix 3) (refer to Form 6002) **and provide a copy of it to the principal who will** forward it to the Director of Education and Family of Schools Superintendent.
- 3.1.1.16 Once the immediate needs of the student have been met, it is important that consideration be given for the safety of the student (e.g., returning home to an alleged perpetrator). ~~Take the time to process personal feelings and reactions to the situation. Remember you are not alone. Contact support staff if necessary.~~
- 3.1.1.17 If a student discloses within a lesson, **the educator should** acknowledge it, try to remain calm and say something like: “I’m glad you told me” and then follow through with reporting the disclosure as soon as possible. ~~(Refer to numbers 2-6 in this section).~~
- 3.1.1.18 **The employee should** continue to support the student in any way possible, particularly through prayer and understanding. Remember, there may be negative reactions to the disclosure. Sometimes things get worse before they get better.

#### ~~3.1.1.3~~ When in Doubt

- 3.1.1.19 If an ~~employee~~ **staff member** is in doubt about whether there are “reasonable grounds” to report abuse, he/she may contact an intake worker at the Children’s Aid Society. This can be done anonymously. The C.A.S. will help determine whether the suspicions constitute reasonable grounds for reporting. **If the C.A.S. worker determines that the grounds are reasonable, you employee must provide all identifying information by following the guidelines in Appendix 2 to fulfil you’re their legal and professional obligation.**

### 3.0 Procedures (cont'd)

3.1.1.20 If the C.A.S. worker determines that there are insufficient grounds to report the abuse, **you the employee** should document this fact and continue to document **your any** observations regarding the student. **The employee should** advise the Principal **of the outcome of the call to C.A.S.** . Further school level support may be required (e.g., Social Work) ~~and you may also wish to contact the school Social Worker or Child and Youth Counsellor.~~  
**Remember in all cases of reporting, the C.A.S. policy is not to disclose the identity of the referral source.**

~~3.1.1.3.3 Remember, it is not the task of the staff member to act as investigator or to determine whether in fact abuse has occurred. It is the responsibility of the staff member to listen and support the student, to try to remain calm and not to overreact, and to follow through by reporting promptly to the C.A.S.~~

~~3.1.1.3.4 Please note that the information you provide is the only information the C.A.S. has for making an initial determination to investigate. Your report needs to include as much factual information as possible. (Please refer to Appendix 2 – A Guideline for Providing Information to C.A.S.)~~

#### 3.1.2 The Role of the Principal

3.1.2.1 At the beginning of the school year, the principal must ensure that all staff have reviewed ~~will share with all the staff~~ this Administrative Procedure for Student Protection. ~~If a person has reasonable grounds to suspect that a student is or may be in need of protection, the person must report promptly the suspicion and the information upon which is based to a Children's Aid Society (C.A.S.). The staff member has the legal responsibility to make the report directly to the C.A.S. (CFSA s.72(1)). The Principal must be aware of the report by the staff member. Should there be no follow up from the C.A.S. with regard to subsequent support for the child, the supervisor of the case worker should be contacted.~~

3.1.2.2 The Principal will support an ~~staff member~~ **employee** who on reasonable grounds reports incidents of child abuse or that a student is or may be in need of protection.

3.1.2.3 The Principal shall provide coverage for the ~~classroom of the~~ **employee** reporting ~~staff member~~ so that there is sufficient time to complete the requirements of reporting.

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### 3.0 Procedures (cont'd)

- 3.1.2.4 ~~Youth 16~~ **Students 18** years of age or older are covered under the Criminal Code of Canada and should be encouraged to contact the police. However, if the student does not agree to contact police **and there are other minors** who might be at risk (e.g., siblings), the principal, and/or the person with this knowledge, **shall notify the Police and the Children's Aid Society.**
- 3.1.2.5 The Principal shall notify the Director of Education within twenty-four hours of a staff member reporting a case of suspected child abuse to C.A.S. using the Student Protection Reporting Form found in Appendix 3 (refer to Form 6002). Legal and professional responsibilities make it necessary to complete accurate records of all suspected cases of child abuse. Records should be as factual and complete as possible. A court may request that any records be produced in a legal proceeding.
- 3.1.2.6 If as a result of a School Team Meeting, ~~where the principal is not present,~~ there is reasonable grounds to suspect that the child is in need of protection, the administrator present must make the report and notify the principal.
- 3.1.2.7 The Principal will request the C.A.S. worker/Police Officer to produce formal identification upon entering school property for an investigation.
- 3.1.2.8 The Principal, in discussion with C.A.S./Police Officer, must, after the report has been made, notify the Family of Schools Superintendent and consult with appropriate staff, e.g., the school Social Worker, Child and Youth Counsellor, or Co-ordinator of Special Education.
- 3.1.2.9 If an employee or former employee of the Board is the alleged perpetrator, refer to Section 3 of this procedure.
- 3.1.2.10 If the alleged perpetrator is a volunteer or a service provider under contract with the Board refer to Section 3 of this procedure.

### 3.0 Procedures (cont'd)

#### 3.1.3 School Response to a C.A.S. Investigation

##### 3.1.3.1 Supporting the Child Through the Process

3.1.3.1.1 When the C.A.S. worker or Police Officer arrives at a school for an investigation, the principal, teacher or other significant adult (e.g., support staff) may ask permission of the C.A.S. worker to be present during the interview between the C.A.S. worker and the child, in order to support the child solely through his/her presence. This is done only if the child requests it. **This is a legal investigation; therefore, staff must not impede the legal investigation.**

##### 3.1.3.2 Support for Staff Member

3.1.3.2.1 Many feelings may accompany the suspicion that a child is being or has been harmed. It is important to acknowledge these feelings, to try to remain calm and get support from the school administrators, **or the Employee Family Assistance Program (EFAP).** ~~the school Social Worker and/or Child and Youth Counsellor and other staff members.~~

##### 3.1.3.3 Investigation on School Premises

3.1.3.3.1 As part of the investigation, the C.A.S. and/or Police may ask to interview the child on school premises. The Principal shall request and document the C.A.S. worker's/Police Officer's formal identification when entering school property. The Police, in consultation with C.A.S., will advise the Principal whether the parent(s) should be notified. In the absence of the parent or guardian of a student, the principal may be present during the interview unless requested otherwise by Police or C.A.S. (refer to Police/School Board Protocol Section 12 – Police Interviews of Students and Section 13 – Reporting of Children Suspected to be in Need of Protection). If the principal has concerns regarding the absence of the parent at the interview, the principal should contact the Superintendent of Education – Family of Schools.

### 3.0 Procedures (cont'd)

#### 3.1.4 Possible Outcomes of a C.A.S. Investigation

##### 3.1.4.1 Placement: In-Care

##### 3.1.4.1 Apprehension of a Student from School by C.A.S.

3.1.4.1.1 The C.A.S. has the legal authority to apprehend (temporarily assume custody) and remove a child with or without a warrant, and also without the parents'/guardians' knowledge. **(Forewarning a parent/guardian of a pending or on-going abuse investigation could jeopardize a child's safety.)**

3.1.4.1.2 The principal/staff member **should** consult with the C.A.S. worker/Police, prior to the investigation, about the following:

3.1.4.1.2.1 When/where will the student be interviewed?

3.1.4.1.2.2 If/when and how the parents/guardians will be notified?

3.1.4.1.2.3 Should the student go home at lunch or after school if the interview has not yet taken place?

3.1.4.1.2.4 What information can be shared with the student (and parents/guardians) if the interview is delayed?

3.1.4.1.2.5 The principal/designate should also inform C.A.S. about times of school dismissal, the student's expected time of arrival home, and other children in the family. The identifying information, e.g., names/addresses of parents/guardians, siblings, date of birth of student, etc., should also be made available.

3.1.4.1.2.6 After speaking with the C.A.S. or Police:

3.1.4.1.2.6.1 Have someone that the child trusts stay with the child until the C.A.S./Police arrive.

### 3.0 Procedures (cont'd)

3.1.4.1.2.6.2 Child enters foster care under a temporary care agreement, with the parents' consent. This is to give the family time to recuperate from extenuating stresses (e.g., unemployment, lack of suitable daycare, mental health problems).

3.1.4.1.2.6.3 Child enters foster care and becomes a society ward through a family court order. The child could remain in foster care for a considerable period of time.

3.1.4.1.2.6.4 Child enters foster care and eventually becomes a crown ward which severs the parents' custody and awards permanent custody to the C.A.S. The child can now be legally adopted.

#### 3.1.4.2 Placement: In-Home

3.1.4.2.1 Child remains in the home without any further C.A.S. involvement.

3.1.4.2.2 Child remains in the home with C.A.S. involvement (e.g., voluntary support and counselling).

3.1.4.2.3 Child remains in the home with a court supervision order specifying conditions and requirements.

#### 3.1.5 The Next Day Follow-Up to a CAS Investigation

3.1.5.1 The principal/designate shall initiate contact with the C.A.S. worker after the investigation and/or apprehension **to determine:** ~~It will be helpful for the school staff to know the following:~~

**3.1.5.1.1 C.A.S.'s ability to communicate information at this time**

3.1.5.1.2 the safety of the student

3.1.5.1.3 foster care arrangements

3.1.5.1.4 access issues

3.1.5.1.5 legal status of the investigation

**3.1.5.1.6 future/ongoing involvement of C.A.S.**

### 3.0 Procedures (cont'd)

~~However the C.A.S. may not be in a position to communicate any further information at this time. The school staff should inquire from the C.A.S. the expectations regarding the school's future involvement with the student.~~

#### 3.1.6 Providing Ongoing Support

3.1.5.2 Upon a student's return to school after an investigation, a teacher or principal may wish to speak with the ~~child~~ **student** as soon as possible in order to ascertain the emotional state, ability to handle schoolwork and how to cope with any inquiries from peers. The student may be fearful about confidentiality, the perpetrator's whereabouts, the family reaction, etc., and have need of reassurance that the student is safe. This "checking in" with the ~~child~~ **student** should be continued periodically until the student appears comfortable and able to cope. A teacher and other resource staff (social worker, child and youth counsellor) can be a great source of support during this time. Any further concerns about the child's safety should be referred to the C.A.S.

3.1.5.3 There is an ongoing duty to report based on reasonable grounds to suspect that a child is in need of protection, even if previous reports with respect to the child have been made. (CFSA s.72(2))

### 3.2 Students ~~16~~ **18** Years and Older

~~There is no legal requirement for reporting abuse of an individual who is sixteen years of age or older unless the child is in the care of the Children's Aid Society. However, if the child is 16 or over and is in the care of the Children's Aid Society, the same process is to be followed for reporting abuse of children under 16 years of age. (C.F.S.A. s.37(1) and s.3.1). The following information is a guideline for reference.~~

#### ~~3.3~~ What is Reportable Child Abuse?

~~The description of what is reportable child abuse is found in Appendix 1 in this Administrative Procedure.~~

#### 3.2.1 The Role of An Employee

~~Follow the steps as outlined on pages 1 to 4 of this Administrative Procedure and include the following:~~

- 3.2.1.1 Encourage the student to speak with a guidance counselor, principal/vice principal.
- 3.2.1.2 Encourage the student to make direct contact with the police with the help of a staff member if requested.
- 3.2.1.3 A person who has reasonable grounds to believe that a student who is ~~16~~ **18** years of age or older has been sexually or emotionally or physically abused shall immediately advise the Principal: in these circumstances, where possible a consultation

### 3.0 Procedures (cont'd)

will be held with the student and, if appropriate, the Superintendent and, if the student does not agree to contact the Police, a decision will be made as to whether compelling circumstances affecting health or safety of the student, siblings or any other individual require that information to be disclosed to the Police or other agency. (Reference: Code of Conduct Policy, Student Discipline Policy, Student Protection Policy and related Administrative Procedures and Police/School Board Protocol.)

#### 3.2.2 Role of the Principal

~~.1 — Refer to the Resource Document on Student Protection.~~

~~.2 — The Principal shall ensure all staff annually read and sign off this policy and related administrative procedure so that they understand how to recognize the signs of child abuse and neglect, the legal, professional duty to report and when, how and to whom to report, and how to manage the consequences of making a report.~~

3.2.2.1 ~~Can facilitate~~ **Support the** disclosure of information from the student to his/her parents/ guardians providing they are not the alleged perpetrator, **if the student agrees.**

3.2.2.2 If disclosure of information indicates that the alleged perpetrator is the parent/ guardian, ~~it is imperative that~~ the principal **must** inquire ~~to see~~ if younger siblings are involved. Follow the protocol procedures as outlined in the Student Protection Reporting Form found in Appendix 3 (refer to Form 6002).

3.2.2.3 ~~Youth~~ **Students**, who are ~~16~~ **18** years of age or older can also be encouraged to speak with their Community Police Liaison Officer and, if the student does not agree to contact the Police, a decision should be made as to whether compelling circumstances affecting health or safety of the student or any other individual require that information to be disclosed to the Police or any other agency.

3.2.2.4 If the alleged perpetrator is a staff member, the procedures for allegations against an employee will take effect (refer to Allegations of Abuse against a School Board Employee, Former Employee or Volunteer found ~~on page 9 in section~~ **3.3**).

3.2.2.5 If the investigation by the police is delayed, steps should be taken to ensure the safety of the student.

#### ~~2.4~~ Role of the Guidance Counsellor

~~.1 — Should notify the administration/principal of the actions taken.~~

~~.2 — Help facilitate contact with the student's parent/guardian providing the alleged perpetrator is not the person in question.~~

### 3.0 Procedures (cont'd)

- .3 — ~~If disclosure of information indicates that the alleged perpetrator is the parent/guardian, it is imperative that the guidance counselor/Chaplaincy team leader investigate to see if younger siblings are involved. If this is the case, follow the steps as outlined on pages 1 to 4 of this Administrative Procedure.~~
- .4 — ~~Facilitate the contact with the police department (refer to the Police/School Board Protocol).~~
- .5 — ~~Provide students with initial counselling, refer them to Team for support (Child and Youth Counselor and the school Social Worker).~~
- .6 — ~~Provide or help a student link with outside support agencies.~~
- .7 — ~~The Code of Conduct, Student Discipline and Student Protection Policies and Administrative Procedures will be applicable if the alleged perpetrator is a student (e.g., sexual assault).~~

### 3.3 Allegations of Abuse against a School Board Employee, Former Employee, Volunteer or Service Provider under Contract with the Board

#### 3.3.1 The Role of An Employee

3.3.1.1 All employees are required to report the allegation to their respective manager/supervisor/principal.

3.3.1.2 **When an Ontario College of Teachers member makes a report of Employees, volunteers and former employees, who made an adverse report about another teacher regarding suspected sexual abuse of a student by another teacher Ontario College of Teachers member, the member is not required to need not** provide him or her with a copy of the **adverse** report or with any information about the report (*Student Protection Act, 2002, 7(2),(3)*).

#### Definition:

#### 3.3.2 Sexual abuse of a student by an employee

- 3.3.2.1 sexual intercourse or other forms of physical sexual relations between the employee and the student;
- 3.3.2.2 touching, of a sexual nature, of the student by an employee, or
- 3.3.2.3 behaviour or remarks of a sexual nature by an employee towards the student including, but not limited to, inappropriate correspondence by email, internet, regular mail or telephone.

## 3.0 Procedures (cont'd)

### 3.3.4 Responsibilities of Principals/Supervisors

3.3.4.1 After contacting the Superintendent of Family of Schools to obtain direction, the Principal/Supervisor must:

3.3.4.1.1 consider and take actions to ensure the safety and well-being of the student/victim. This includes not leaving the student alone, ensuring that he or she does not interact with the alleged perpetrator, and that the student can safely return home.

3.3.4.1.2 report the alleged abuse immediately to Children's Aid Society, if the student is under ~~46~~ 18 years of age, the Police and the Director of Education.

3.3.4.1.3 use the Guideline for Providing Information to C.A.S. found in Appendix 2 and complete the Student Protection Reporting Form in Appendix 3 (refer to Form 6002) and forward to the Director of Education.

3.3.4.1.4 **not investigate** the allegation with the alleged perpetrator until directed by the Superintendent, so as not to compromise the integrity of the subsequent Police, Board and/or C.A.S. investigation.

3.3.4.1.5 **not inform the staff member** against whom an allegation has been made until directed by the Superintendent. An investigation by the C.A.S., Police and Board will follow. At the direction of the Superintendent, inform the employee **only that an allegation of abuse has been made** and that he/she is not to report for duty until further notice. The employee may be reassigned to duties outside of the school and not involving students.

3.3.4.1.6 advise the employee that the employee is required to attend a meeting under the requirements of the Student Protection Policy and that the employee is entitled to union representation at the meeting should the employee wish to arrange for such representation. This meeting should move forward as quickly as possible.

3.3.4.2 report to the Director of Education when an employee has:

3.3.4.2.1 been charged with or convicted of an offence under the Criminal Code (Canada) involving sexual conduct and minors;

3.3.4.2.2 been charged with or convicted of an offence under the Criminal Code (Canada);

### 3.0 Procedures (cont'd)

- 3.3.4.2.3 engaged in conduct or taken action that, in the opinion of the principal/ supervisor, may be deemed inappropriate and contrary to the expectations of employment; or
- 3.3.4.2.4 engaged in conduct or action that, in the opinion of the principal/supervisor, should be reported to the College of Teachers or other applicable regulatory colleges.
- 3.3.4.3 If charges are laid against an employee, the Principal must:
  - 3.3.4.3.1 in consultation with the Superintendent, prepare a statement to be read to staff and students regarding the reasons the staff member is no longer at the school. The statement will present only the publicly known facts and it will respect the confidentiality of the person or persons who have made the allegations;
  - 3.3.4.3.2 where appropriate, arrange for Student Services staff to provide counselling for students and ensure, specifically, the ongoing support for student victims;
  - 3.3.4.3.3 under the direction of the Superintendent, notify the community that a staff member has been charged. Remember that confidentiality is important and only publicly known facts should be discussed;
  - 3.3.4.3.4 document all conversations and actions taken and forward this documentation to the Director of Education;
  - 3.3.4.3.5 remember that all written records may be subject to subpoena or disclosure in court; and
  - 3.3.4.3.6 in order to assist the staff with the situation, inform them of the services provided by the Employee Assistance Program.
- 3.3.5 Responsibilities of the Board
  - 3.3.5.1 The Board, through the Director/designate, has the responsibility to:
  - 3.3.5.2 ensure that an investigation of the allegation and of the employee involved has occurred;
  - 3.3.5.3 ensure that every effort is made to provide the student/victim with support and protection;
  - 3.3.5.4 respect the confidentiality and privacy interests of all affected parties;

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### 3.0 Procedures (cont'd)

- 3.3.5.5 exchange information and co-operate with C.A.S./Police investigation to ensure that there are no other victims;
- 3.3.5.6 conduct an internal investigation, pending an ongoing C.A.S./Police investigation, review the circumstances surrounding the allegations, pending a determination respecting the allegations against the employee to determine whether, during the interim, it is appropriate to permit the employee to continue to work, either in the original workplace or elsewhere provided that other work is available. Alternatively, the employee may be assigned to home duties with pay or temporarily released from duties without pay;
- 3.3.5.7 revisit, from time to time, the interim placement of the employee to determine if circumstances would support a different interim placement;
- 3.3.5.8 provide to the employee, through the Superintendent of Education, Human Resources, official written notification of its decision regarding the interim employment status of the employee;
- 3.3.5.9 review the status of the employee upon completion of the following investigation of the C.A.S./Police, the Board, and the College of Teachers or acquittal, conviction, or where no criminal investigation has been undertaken;
- 3.3.5.10 report in writing when the employee is a teacher or temporary teacher to the Ontario College of Teachers:
  - 3.3.5.10.1 has been charged or convicted of an offence under the Criminal Code (Canada) involving sexual conduct and minors;
  - 3.3.5.10.2 has been charged with or convicted of an offence under the Criminal Code (Canada) that in the opinion of the employer indicated that the students may be at risk of harm or injury; or
  - 3.3.5.10.3 has engaged in conduct or taken action that, in the opinion of the employer, should be reviewed by a committee of the College (Bill 101, Student Protection Act (2002) 43.3).
  - 3.3.5.10.4 Report in writing to other professional colleges governed by the Regulated Health Professions Act, 1991, and the Social Work and Social Service Work Act, 1998.

### 3.0 Procedures (cont'd)

3.3.5.11 dismiss the employee if:

3.3.5.11.1 the employee is convicted of any offence which is deemed inconsistent with his/her employment obligation;

3.3.5.11.2 it is determined by an internal investigation of the Board that the circumstances justify the dismissal of the employee.

3.3.5.12 inform Board employees, volunteers, and service providers under contract with the Board that they are prohibited from entering into a date relationship with a student during the course of the professional relationship or for a period of two years following secondary school graduation.

### 4.0 Sources

- Child **Youth** and Family Services Act, (~~2000~~ 2017)
- Ministry of Community and Social Services, Reporting Child Abuse and Neglect, (2010)
- Ontario Ministry of the Attorney General, Protecting Our Students (Robins Report), (2000)
- Bill 101, Student Protection Act, (2002)
- Standards of Practice for the Teaching Profession (Ontario College of Teachers), (2014)
- Criminal Code of Canada
- Police/School Board Protocol, 2016
- Ontario College of Teachers – Provincial Advisory – Professional Misconduct Related to Sexual Abuse and Sexual Misconduct, (September 27, 2002)
- **Teaching Profession Act, 2006**
- Regulated Health Professions Act, (1991) Amended 2013
- Social Work and Social Services Work Act, (1998) Amended 2010
- Accepting School Act, (2012)
- Provincial Code of Conduct, (2012)
- Inquest Touching the Death of Jeffrey Baldwin (2014)
- ~~Durham Children's Aid Society (C.A.S.) Tel: 905-433-1551 or 1-800-461-8140~~
- ~~Durham Regional Police Services Tel: 905-579-1520~~

### 5.0 References

- Student Protection Policy (PO607)
  - Student Protection Administrative Procedure (AP607-1)
  - Code of Conduct Policy (PO610)
  - Code of Conduct Administrative Procedure (AP610-1)
  - Student Discipline Policy (PO611)
  - Student Discipline Administrative Procedure (AP611-1)
  - Workplace Violence Policy (PO324)
  - Workplace Violence Prevention Administrative Procedure (AP324-1)
  - Sexual Harassment Policy (PO307)
-

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## **6.0 Related Forms/Appendices**

- Student Protection Reporting Form (6002)
- Appendix 1 – Resource Document on Student Protection
- Appendix 2 – A Guideline for Providing Information to C.A.S.
- Appendix 3 – Student Protection Reporting Form

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## Appendix 1

### Resource Document on Student Protection

#### What is Reportable Child Abuse?

In situations where reasonable grounds exist to suspect child abuse, we must ensure that we report all **suspicion of abuse** with any available **supporting information**.

“**Suspicion of abuse**” includes all explicit, factual information.

“**Supporting information**” may be behavioural or incidental in nature and might also indicate abuse.

School Principals, Student Services personnel (e.g., Social Workers, Child and Youth Counsellors) and the Children’s Aid Society (C.A.S.), are available for consultation if you are faced with an ambiguous situation.

***The Child and Family Services Act*** (2001) (C.F.S.A.) specifies that a child “is in need of protection” (i.e., has suffered child abuse) which is referred to as “child abuse” in both this Administrative Procedure and the Student Protection Policy.

1. The child has suffered **physical** harm, inflicted by the person having charge of the child or caused by or resulting from that person’s:
  - a) failure to adequately care for, provide for, supervise or protect the child, or
  - b) pattern of neglect in caring for, providing for, supervising, or protecting the child.
2. There is a **risk** that the child is likely to suffer **physical harm** inflicted by the person having charge of the child or caused by or resulting from that person’s:
  - a) failure to adequately care for, provide for, supervise or protect the child, or
  - b) pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been **sexually molested** or **sexually exploited** by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
4. There is a **risk** that the child is likely to be **sexually molested** or **sexually exploited** as described in paragraph 3.
5. The child requires **medical treatment** to cure, prevent or alleviate physical harm or suffering and the child’s parent or the person having charge of the child **does not provide**, or **refuses** or is **unavailable** or **unable to consent to**, the treatment.

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**What is Reportable Child Abuse?** (Cont'd)

6. The child has suffered **emotional harm**, demonstrated by serious:

- a) anxiety
- b) depression
- c) withdrawal
- d) self-destructive or aggressive behaviour, or
- e) delayed development, and

there are **reasonable grounds** to believe that the **emotional harm** suffered by the child results from the actions, failure to act, or pattern of neglect on the part of the child's parent or the person having charge of the child.

7. The child has suffered **emotional harm** of the kind described above in section 6 and the child's **parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.**
8. There is a **risk** that the child is likely to suffer **emotional harm** or the kind described above in section 6 **resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.**
9. There is a **risk** that the child is likely to suffer **emotional harm** of the kind described above in section 6 and that the child's **parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.**
10. The child suffers from a **mental, emotional, or developmental condition** that, if not remedied, **could seriously impair the child's development** and the child's **parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.**
11. The child has been **abandoned**, the child's parent has dies or is unavailable to exercise his or her custodial rights over the child and **has not made adequate provision for the child's care and custody**, or the child is in a **residential placement** and the parent **refuses or is unable or unwilling to resume the child's care and custody.**
12. The child is **less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property**, services or treatment are necessary to prevent a recurrence, and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
13. The child is **less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property**, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately. (CFSA s.72.1)

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## **Indicators of Possible Child Abuse**

The following indicators, while not exhaustive, may provide “reasonable grounds” to suspect that a child is being abused. The presence of these and other physical indicators should be treated very seriously.

### **Physical Abuse: Possible Indicators**

1. Student reports being injured.
2. Unexplained bruises and welts, especially those:
  - on face, back, buttocks or thighs;
  - in various stages of healing;
  - in the shape of an instrument, such as a belt, hair brush, etc.;
  - in the shape of a hand, fingers
3. Unexplained fractures, especially:
  - to skull or face;
  - in various stages of healing;
  - multiple fractures;
  - repeated injury
4. Unexplained burns:
  - burns that appear to be cigarette burns (to hands, feet, back or buttocks);
  - immersion burns or scalds (sock-like or glove-like shape);
  - burns patterned like an electric burner, iron, etc.;
  - rope burns (arms, legs, torso)
5. Unlikely or inconsistent explanations for bruises, burns, etc.; denial that these injuries exist.
6. Unexplained, prolonged absence (parent/guardian may keep child at home while injuries heal).
7. Has received no apparent medical attention for an injury.
8. Child witnesses domestic violence.

### **Neglect: Possible Indicators**

1. Poor personal hygiene
2. Foraging for food
3. Lack of lunch
4. Unkempt appearance
5. Often hungry
6. Often home alone
7. Inappropriately dressed for winter

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## **Indicators of Possible Child Abuse** (Cont'd)

### **Emotional Abuse: Possible Indicators**

1. Child appears sad and/or anxious much of the time
2. Child cries easily
3. Child appears to have a sense of low self-worth
4. Child makes self-deprecating comments
5. Child plays by self, has few friends
6. Child witnesses family violence

**Note:** Neglect and Emotional Abuse are probably the most difficult areas to determine. The above indicators may be the result of a number of conditions or situations. A pattern of a combination of these indicators over a period of time should be observed in order to provide “reasonable grounds” to suspect that a child is being emotionally abused or neglected.

### **Sexual Abuse: Possible Indicators**

1. Student reports being sexually abused.
2. Indication of age-inappropriate sexual knowledge and behaviour (may be reflected in drawings, verbal statements, play with peers or toys).
3. Difficulty in sitting or walking; genital area discomfort.
4. Exposure to pornography.
5. Questions about pregnancy, STDs, etc.
6. Unwillingness to change, participate in gym.
7. Excessive fear or avoidance of men.

## **Child Sexual Behaviour – Normal Experimentation vs. Potential Sexual Abuse**

According to the Children’s Aid Society (Minimal Practice Standard on Child Sexual Behaviour), when intervening they must determine whether the sexual behavior is the result of normal childhood curiosity and experimentation or potential sexual abuse.

Children may display sexual behaviours or engage in sexual activity with other children beyond their developmental stage and knowledge. Potential sexual abuse and normal childhood experimentation can be differentiated in the following ways:

### **Childhood Experimentation**

- Sexual behaviour does not preoccupy the children.
- Children feel free to “take it or leave it”; no force, bribery, or trickery is involved.
- The age or power differential between the children is minimal.
- Sexual behaviour tends to involve undressing and observation.

**Child Sexual Behaviour – Normal Experimentation vs. Potential Sexual Abuse** (Cont'd)

*Potential Sexual Abuse*

- Force and/or bribery and/or threats are involved.
- Moderate to significant difference of age, power or maturity between the children is present.
- Sexual activity between children is more adult-like in nature, such as attempted or simulated intercourse or oral sex; such children may have been prematurely exposed to sexual knowledge through pornography, purposeful demonstration or accidental observations, or have been victims of sexual abuse.

**If the victim and/or the alleged perpetrator involved in the sexual behavior exhibits indicators that would lead you to suspect that they themselves may have been sexually abused, the Children Aid's Society must be contacted.**

## Appendix 2

### A Guideline for Providing Information to C.A.S.

(Some of the information about the student will be found in the O.S.R. and/or emergency form)

Name of Student:	Date of Birth:	
Address:		
Child Lives with: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Both		
Mother's Name		
Address (if different from child's):	Phone #	
Father's Name		
Address (if different from above):	Phone #	
Siblings: (Please indicate if siblings are known as C.A.S. will need to investigate other children in the family)		
Name:	School:	Age:
Name:	School:	Age:
Name:	School:	Age:

Please provide as much of the following factual information as possible and record the information in writing:

- specify why a report is being made at this time;
- state your relationship to the child and family;
- indicate what you heard from the child and what you observed, i.e., where and when the allegation took place and who the alleged abuser is (if stated). **If the alleged abuser is a member of the child's family, this is very important information for C.A.S. to follow-up with respect to the child's safety;**
- offer any facts, such as relevant dates, descriptions of the child, information about the family;
- provide any other relevant background information, if known, e.g., knowledge of other agency or community involvement of the child and/or family;
- if appropriate, obtain a written account of the incident from the student.

**A report with relevant information will assist C.A.S. in determining whether to investigate and will provide better protection for a child at risk.**

**Appendix 3**  
(refer to Form 6002)

**Durham Catholic District School Board**  
**Student Protection Reporting Form**

(To be completed by Principal/Designate and forwarded to the Director of Education and Superintendent of Family of Schools within 24 hours)

Date:	Time:	
Name of Student:	DOB: (Year/Month/Date)	
Address:	Phone #:	
School:	Grade:	
Any other children at home:		
Name:	Age:	
Name:	Age:	
Name:	Age:	
<b>Disclosure</b>		
Suspected abuse reported by:		
Position:		
Nature of Disclosure: <input type="checkbox"/> Sexual <input type="checkbox"/> Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Failure to seek medical treatment		
Suspected Abuser: _____ Is the individual a Board employee? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Description (facts surrounding the disclosure)		
<b>Action Taken</b>		
Date: Time:	Name of CAS Worker Contacted:	Action Taken/Consultation with: Date:
Principal Signature		Date:



Durham Catholic District School Board

"The Board"

## Administrative Procedure

No changes

<b>Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder</b>		Procedure #: <b>804-1</b>
Administrative Area:	<b>Student Services</b>	
Policy Reference:	<b>Inclusion (PO804)</b>	
Date Approved:		Revised:

### 1.0 Purpose

The purpose of this administrative procedure is to establish a framework to support the incorporation of Applied Behaviour Analysis (ABA) methods and instructional approaches into schools and Board practices. The use of ABA instructional approaches may also be effective for students with other special education needs. This Administrative Procedure operationalizes the requirements of the Ministry of Education Policy and Program Memorandum 140 - Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASD).

### 2.0 Definitions

**Applied Behaviour Analysis (ABA)** – a scientific approach that uses methods based on the principles of behaviour and learning to improve socially significant behaviour including teaching new skills and reducing problematic ones. In this approach, the behaviour(s) to be changed are clearly defined and recorded. The antecedents of the undesirable behaviour(s) are analyzed, as are the consequences (i.e., reinforcers) that might be maintaining the undesirable behaviour(s) or that might be used to help develop adaptive behaviours.

**Autism Spectrum Disorders (ASD)** – a complex developmental brain disorder that affects the way the brain works. People with ASD experience difficulties in two areas: social communication and social interaction; and restricted, repetitive patterns of behaviour, interests or activities.

**Functional Behavioural Assessment** – the gathering of information on the relationship between a person's environment and the occurrence of challenging behaviour. This assessment focuses on identifying patterns of behaviour rather than concentrating on individual occurrences of challenging behaviour. Functional behaviour assessment utilizes a variety of techniques to hypothesize or identify the function (i.e., to access attention or preferred items/activities, to escape situations, for sensory reinforcement) of challenging behaviour to plan for effective function-based intervention.

## 2.0 **Definitions (cont'd)**

**Individual Education Plan (IEP)** - a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning.

**Transition Planning** – the process of coordinating a set of activities that prepare students for change and help them adapt to a variety of settings. The starting point for transition planning should be the student's goals. The transition planning process itself may assist the student in developing and refining his/her goals.

## 3.0 **Procedures**

### 3.1. **School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods.**

- 3.1.1. Under Regulation 181/98, principals are required to ensure that an IEP is developed for each exceptional student within thirty school days of the start of the student's placement. School boards also have the discretion to develop an IEP for students who have not been formally identified as exceptional. Students with ASD have a wide range of educational needs. Principals are required to ensure that ABA methods are incorporated into the IEPs of students with ASD, where appropriate.
- 3.1.2. Principals must ensure that relevant school board personnel and community personnel who have previously worked and/or are currently working with a student with ASD are invited to provide input and participate in the IEP process. These personnel are able to bring other perspectives and recommendations regarding special education programs and services for students with ASD. In particular, the assessment information gathered from these personnel can benefit the IEP team in planning accurate and comprehensive interventions for the student and promote a common approach to enhance student success.
- 3.1.3. Given the range of needs for students with ASD, the principal must ensure that staff developing a student's IEP consider special education program and service options that will best take into account the student's individual strengths and areas of need in the demonstration of learning. The program selected must be based on relevant assessment information that identifies the student's skills and needs, instructional level, and learning style/modalities, and must incorporate relevant ABA methods, where appropriate. Use of functional behavioural assessment may also help to identify a student's strengths, needs, and learning environment.
- 3.1.4. When an alternative program is determined to be appropriate for a particular student with an ASD, it should, wherever possible, incorporate methods of ABA and be provided in conjunction with a program that includes accommodations as well as modified learning expectations as necessary. Alternative program areas for a student with an ASD could

### 3.0 **Procedures (cont'd)**

include, for example, behavioural, self-management, social, and communication skills.

- 3.1.5. When a student with an ASD requires accommodations and/or modified expectations, assessment and evaluation of student learning will be consistent with the strategies outlined in the student's IEP. The principal must ensure that instructional modifications/strategies are uniquely suited to each student's learning strengths and needs.

### **3.2 The following principles underlie ABA programming provided to students with ASD:**

- 3.2.1 The program must be individualized. Each student's specific profile and pattern of strengths and needs must be analysed to determine concrete learning objectives and teaching methods. No single curriculum or teaching strategy is appropriate for all students with ASD. Some students may require more intensive programming. Although students' programs must be individualized, the various supports may be provided to students either individually or in group situations.
- 3.2.2 Positive reinforcement must be utilized. Positive reinforcement techniques are often helpful to motivate students with ASD.
- 3.2.3 Data must be collected and analysed. Reliable data must be collected and analysed on an ongoing basis to measure student progress in the acquisition of new behaviours and skills, and to identify skills or behaviours that need to be taught.
- 3.2.4 Transfer, or generalization, of skills should be emphasized. Each student should be taught to transfer skills acquired in one context to different contexts or settings. For example, a student should be encouraged to apply a newly acquired positive behaviour in a wide variety of environments, and to learn to use a wide variety of related or similar behaviours in a variety of contexts. The ultimate goal is to enable the student to develop increasing independence.

### **3.3 School board staff must plan for the transition between various activities and settings involving students with ASD.**

- 3.3.1 Transition planning is an important process for all students, but especially for students with ASD. Principals are required to ensure that a plan for transition is in place for students with ASD. Transitions may include: entry to school; transition between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to postsecondary destinations and/or the workplace.

### 3.0 **Procedures (cont'd)**

3.3.2 Transition into school is of particular importance for students with ASD. Relevant ABA methods must be used to support transition, where appropriate. Students enter school from a range of settings, including the home and child-care or pre-school programs. It is essential that school board staff work with parents and community agencies to plan for a successful transition. Where a student is currently working with a community service professional, that professional should be involved with the transition process.

### 4.0 **Sources**

Ministry of Education. 2007. *Policy and Program Memorandum 140* Incorporating Methods of Applied Behaviour. Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASD).

Special Education in Ontario: Kindergarten to Grade 12, Policy and Resource Guide, 2017.

### 5.0 **Related Policies, Administrative Procedures and Appendices**

- PO804 Inclusion



Durham Catholic District School Board  
"The Board"

**POLICY**

**ANTIRACISM AND ETHNOCULTURAL EQUITY    POLICY AREA: GOVERNANCE**  
**POLICY NO:    PO218**

**PURPOSE**

To promote and ensure that the principles of antiracism and ethnocultural equity are incorporated into all aspects of the Board's organizational structure and understood by the various stakeholders in our Catholic community.

**APPLICATION/SCOPE**

Consistent with the Board's belief as expressed in its Mission Statement that,

"The Durham Catholic District School Board recognizes  
the dignity and worth of each person."

This policy applies to every person working or participating in Board sponsored programs, support services, activities and event whether involved as a student, teacher, administrator, employee, parent, trustee, volunteer or visitor.

**PRINCIPLES**

A.    The Catholic Community:

The Durham Catholic District School Board recognizes and accepts the authority of the Magisterium of the Roman Catholic Church in respect of matters of faith and morals, as it is entitled to do under Section 93(1) of the Constitution Act, 1867. The teaching of the Church will be taken into account in interpretation and application of this policy, and any subsequent procedures or programs.

As stated in the Mission Statement, "... With Jesus Christ, the Foundation of the whole educational system, the Durham Catholic District School Board is a

<b>PRINCIPLES Cont'd</b>
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community of faith based on relationships nurtured by the love of God and neighbour.”

The Board is committed to the goal of providing high quality holistic education and equitable educational outcomes for all students in the Catholic school-parish community. The Board recognizes that it is essential that students be prepared to function effectively in an increasingly diverse world. The Board actively fosters an environment of respect for each person regardless of racial, ethnic or cultural background.

**B. Board Policies, Guidelines, and Practices:**

The Board recognizes that principles of antiracism and ethnocultural equity shall permeate all aspects of the Board’s organizational structure, including all areas of the Board’s policies, guidelines, procedures and practices.

**C. Leadership:**

The Board is committed to providing informed/shared leadership in antiracism and ethnocultural equity at all levels of the Board. Shared leadership affirms that all partners in education, including parents, students, parish and racial/ethnocultural communities, are responsible for: preparing students to live in a racially and culturally diverse society; that teaching reflects the contributions of diverse cultures, and that all forms of racism are challenged and removed.

**D. Catholic School-Community Partnership:**

The Board recognizes the needs of its diverse communities and encourages the active involvement and participation of members of these communities in the development, implementation, and monitoring of Board policies and procedures.

**E. Curriculum:**

The Board recognizes the importance of working with all partners to personalize learning experiences which reflect the diversity of our society and promote equity as an integral and natural part of the curriculum enabling students to grow in their knowledge, skills and faith.

<b>PRINCIPLES Cont'd</b>
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**F. Student Languages:**

The Board recognizes the importance of providing students with opportunities to acquire competence in the language of instruction while affirming and respecting students' first language and culture.

**G. Student Evaluation, Assessment and Placement:**

The Board recognizes the importance of working with all partners to ensure that fair and impartial assessment, evaluation and placement procedures are established and implemented so that all students have every opportunity for success.

**H. Guidance and Counselling:**

The Board recognizes the importance of collaborative and sensitive approaches in guidance and counseling in order to meet the needs, concerns and aspirations of a multicultural and multi-ethnic school community.

**I. Racial and Ethnocultural Harassment:**

The Board recognizes that racial and ethnocultural harassment has a profound impact upon victim's self-esteem and limits the ability of the individual or group to function effectively. Recognizing that harassment can occur among students, teaching and support staff, administrators, trustees and others having involvement in or with the Board, the Board is committed to challenging and removing all forms of racial and ethnocultural harassment.

**J. Employment Practices:**

The Board recognizes that equitable employment practices are an integral part of antiracism and ethnocultural equity.

**K. Staff Development:**

The Board recognizes that staff development on antiracism and ethnocultural equity is an integral part of the process of enhancing organizational culture and practices.

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## REQUIREMENTS

### **A. The Catholic Community:**

The Teachings of the church will be taken into account in the development and implementation of the Antiracism and Ethnocultural Equity Policy and Implementation Plan.

### **B. Board Policies, Guidelines and Practices:**

The Board's commitment to principles of antiracism and ethnocultural equity will be clearly articulated in all existing and new Board policies, guidelines, procedures and practices.

Racial and ethnocultural barriers in Board policies, guidelines and day-to-day practices will be eliminated.

Mechanisms for measuring progress towards antiracism and ethnocultural equity will be established.

### **C. Leadership:**

The Board will provide leadership and resources in Antiracism and Ethnocultural Equity to facilitate the annual implementation priorities and the ongoing review of Board's policy and implementation plan.

Board trustees, administrators and staff will be provided opportunities to develop the knowledge, skills, attitudes, and behaviours needed to implement antiracism and ethnocultural equity principals.

All expected outcomes will be identified for those people responsible for implementation, and these outcomes will be incorporated into the plans of action process.

System directions and priorities as well as the day to day implementation of programs and services will be consistent with the aims of antiracism and ethnocultural equity.

Antiracism and ethnocultural equity principles and objectives will be established and incorporated into annual plans and year-end reports.

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**REQUIREMENTS Cont'd**

**D. School-Community Partnership:**

Aboriginal and racial ethnocultural minority communities within the Board's jurisdiction will be identified.

Community groups will be requested to identify a spokesperson for the purpose of establishing school-community partnerships.

Diverse communities will be invited to be involved in partnership activities with the Board.

The effectiveness of community consultation and partnership involvement will be assessed.

**E. Curriculum:**

Curriculum will be developed or modified to reflect a culturally and racially diverse society.

The cultural and racial identities of all students will be appropriately affirmed by learning experiences in the school.

Bias and discriminatory barriers in existing curriculum structures, programs and learning materials will be identified.

All elements in the process of curriculum review, development and implementation will be consistent with antiracism and ethnocultural equity objectives.

Teacher's abilities to use materials constructively to development students' critical thinking about racism will be enhanced.

The diversity of staff, students, parents and the community will be reflected in all areas of curriculum development, implementation and evaluation and in the membership of curriculum committees.

**F. Student Languages:**

Students' first language will be affirmed and valued.

All students will have an opportunity to achieve literacy in at least one official language.

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<b>REQUIREMENTS Cont'd</b>
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Appropriate support programs for language learning will be provided.

**G. Student Evaluation, Assessment and Placement:**

Assessment and placement teams, instruments, and procedures will be bias-free and designed to meet the needs of the individual student, and take into consideration the students' previous education and personal experience.

Placement decisions will be flexible so that they promote students' educational and career opportunities.

Parents will be fully informed about assessment procedures and involved in placement decisions.

**H. Guidance and Counselling:**

Parents, students, and community groups will be consulted to determine views of students' needs for guidance and counseling and whether those needs are being met.

Guidance counselors will be consulted to determine views of resources required in order to serve the diverse student population.

Racial and ethnocultural stereotyping in educational and career-planning programs will be identified and eliminated.

Support for students in the identification of career options and appropriate academic paths will be provided.

Partnerships among schools, parish, home, community, business and industry will be created and parents, students and the community will be involved in guidance program review and development.

Communication strategies will be in place to keep parents informed of students' current educational achievement, progress and plans for the future, in a language they understand where possible.

**I. Racial and Ethnocultural Harassment:**

Guidelines and procedures will be reviewed so that a clearly delineated process for dealing with racial and ethnocultural harassment involving staff, students and other individuals in the Board is in place.

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**REQUIREMENTS Cont'd**

Staff will be provided with the knowledge and skills to identify and respond effectively to harassment.

Information about Board policy and guidelines will be communicated to all members of the education community.

The process of addressing harassment will be monitored.

**J. Employment Practices:**

Vacancies will be advertised widely, within the organization as well as through outreach to designated groups.

Recruitment, interview, selection, training and promotion practices and procedures will be bias-free.

Interview teams for positions will reflect the diversity within the community.

**K. Staff Development:**

Staff development needs will be identified so that those responsible for implementing the Board's antiracism and ethnocultural equity policy have or develop the knowledge, skills, and behaviours to carry out the mandate.

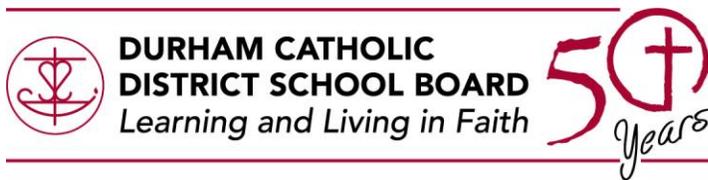
Academic staff will be provided with the skills to identify and deal with bias in learning materials.

Community groups will be involved in the development and implementation of an inservice program and other staff development programs.

Trustees and staff will be aware of expectations and provided opportunities to broaden expertise in antiracist and ethnocultural equity education through courses, workshops and community consultation.

Staff development programs will be implemented based on identified needs.

Trustees and staff will be provided opportunities for training to deal confidently and effectively with issues of racism and discrimination and with incidents of racial and ethnocultural harassment.



## Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: October 1, 2018

Subject: **Annual Honoraria for Board Members – 2018 to 2022 (PO213)**

Origin: Ryan Putnam, Superintendent of Business and CFO

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### **RECOMMENDATION:**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

"THAT the Durham Catholic District School Board approve the Annual Honoraria for Board Members for the upcoming term 2018 to 2022."

### **RATIONALE:**

#### **Overview**

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria paid to Board Members for each year of term of office. The Board has established Policy PO213 and Administrative Procedure AP213-1 in regards to administering and communicating Board Member honoraria under the regulation. Specifically, AP213-1 requires the Director of Education to provide each member of the Board with notice of their honoraria prior to the upcoming year in each year of the Trustee's term of office. In addition, Reg. 357/06 requires that Boards set the honoraria for the next term of office prior to the municipal election.

#### **Compensation Restraint**

As per correspondence from the Ministry of Education, dated August 24, 2018, the base amount for Trustee honoraria for the 2018-2022 term of office will continue to be maintained at \$5,900 per year and may not be adjusted for CPI as was previously contemplated in legislation for the upcoming term. The Ministry has indicated that it may review Trustee honoraria in the future.

## **Honorarium Components**

For a term of office beginning in 2018 (therefore December 1, 2018) the annual honorarium for a member of a District School Board (Trustee) shall consist of the following four components:

- 1) The Base Amount for the year (constant for the 4-year term);
- 2) The Enrolment Amount for the year (to be recalculated annually);
- 3) The Attendance Amounts payable for the year (for prescribed Committees);
- 4) The Distance Amounts payable for the year (if applicable).

### **1) Base Amount (constant for the 4-year term)**

- a) The annual base amount for each Board Member is \$5,900 per year;
- b) The Chair will receive an additional \$5,000 per year; and
- c) The Vice-Chair will receive an additional \$2,500 per year.

### **2) Enrolment Amount (to be adjusted annually)**

The enrolment to be used for each year beginning December 1<sup>st</sup> is that of the previous fiscal year (therefore enrolment for the fiscal year ending August 31, 2018 will be used to determine the December 1, 2018 to November 30, 2019 amount). For the Durham Catholic District School Board the average daily enrolment for the 2017/2018 school year was 21,050 students.

- a) The basic enrolment amount for the Board as a whole is \$1.75 per student (therefore 21,050 students at \$1.75 each yields a total of \$36,837.50).
- b) The total amount for the Board is divided by the number of Board Members (therefore \$36,837.50 divided by 8 Members equals an annual amount of \$4,604.69 per Member).
- c) The calculations contained within the Regulation add the following amounts to the basic enrolment amount for the Chair (5 cents per student) and Vice-Chair (2.5 cents per student) respectively:
 

Chair -	\$1,052.50
Vice-Chair -	\$ 526.25

### **3) Attendance Amount (for prescribed Committees)**

An attendance amount of up to \$50.00 may be paid to a Member for attending any meeting of a Committee of the Board that is required to be established by an Act or Regulation made under an Act. Past practice for the DCDSB is to provide the

attendance amount for the following Committees (as permissible by the Ministry): Audit Committee, Parent Involvement Committee, Special Education Advisory Committee and Supervised Alternative Learning Committee.

#### 4) Distance Amount (if applicable)

This component is not applicable for the Durham Catholic District School Board as the minimum distance between a Member's residence and the meeting location (i.e. – Catholic Education Centre) is 200 kilometers in order to be eligible to receive this amount.

#### Summary

Presented in Table One below is a summary of the amount to be paid, by component, for the Chair, Vice-Chair and Trustee for the period of December 1, 2018 to November 30, 2019. Comparative amounts for the previous year (December 1, 2017 to November 30, 2018) have also been provided for information purposes.

**Table One - Annual Honorarium**

For the period December 1, 2018 to November 30, 2019:			
	<b>Chair</b>	<b>Vice-Chair</b>	<b>Trustee</b>
1) Base Amount (as per Ministry)	\$10,900.00	\$8,400.00	\$5,900.00
2) Enrolment Amount (21,050 students)	<u>5,657.19</u>	<u>5,130.94</u>	<u>4,604.69</u>
Total Honorarium	<u>\$16,557.19</u>	<u>\$13,530.94</u>	<u>\$10,504.69</u>
For the period December 1, 2017 to November 30, 2018:			
	<b>Chair</b>	<b>Vice-Chair</b>	<b>Trustee</b>
1) Base Amount (as per Ministry)	\$10,900.00	\$8,400.00	\$5,900.00
2) Enrolment Amount (21,130 students)	<u>5,678.69</u>	<u>5,150.44</u>	<u>4,622.19</u>
Total Honorarium	<u>\$16,578.69</u>	<u>\$13,550.44</u>	<u>\$10,522.19</u>