



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

Policy Meeting - Open

Agenda

Monday, January 16, 2023
7:30 p.m.

For livestreaming of this Policy Meeting, click here:
<https://dcdsb.ca/BoardMeeting>

St. Francis of Assisi Catholic Education Centre
650 Rossland Road West
Oshawa, ON L1J 7C4

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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.



Policy Meeting - Open

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

Jan 16, 2023 7:30 PM - 10:00 PM EST

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Opening Prayer

Father,

Thank You for every seat that has been filled here, today. For each mind and heart that fills the presence of this room, we thank You. We ask that as we start this meeting today, we are productive and are able to do have meaningful discussions that better the Durham Catholic community. Bless this meeting today, all those present, as well as the lives of those we will encounter afterward. Ready us to make every moment count.

In Jesus' Name,
Amen



Land Acknowledgement

We here in the Durham Region respectfully acknowledge that we are on the traditional lands of the Mississaugas of Scugog Island.



Memorandum

To: Board of Trustees
From: Tracy Barill, Director of Education
Date: January 16, 2023
Subject: **Current Roster of Policies**

Rationale

As per attached.

TB/KA/cc
(Attachment: Current Policy Roster)

2022-2023 Policy Roster

Policy Area	PO #	Policy Name	Lead	Status
Business & Finance				
	102	Purchasing of Goods and Services	MH	Completed
	103	Travel Expenses	MH	Rescinded
	105	Use of Corporate Cards and/or Purchase Cards	MH	Rescinded
	106	Advocacy and Advertising Expenses	MH	Identified
	107	Hospitality Expenses	MH	Rescinded
	109	Broader Public Sector Procurement and Expense Directives	MH	Completed
Governance				
	201	Freedom of Information & Protection of Privacy	RR	Identified
	213	Honoraria for Board Members	MH	Rescinding
	216	Equity and Inclusive Education	SLF/KS	Identified
	217	Trustee Expenses	MH	First Reading
	219	Public Delegations	TB	Completed
Human Resources				
	300	Right to Disconnect from Work (Interim)	GW	Third Reading
	302	Employee Development and Appraisal	GW	Identified
	303	Employee Progressive Discipline **NEW**	GW	Identified
	312	Disability Management	GW	Identified
	315	Teacher Development and Appraisal	GW	Identified
	318	Occupational Health and Safety	JW	Annual (Jan)
	319	Attendance of Board Employees at Conventions, Conferences & Seminars	GW	Rescinded
	320	Workplace Harassment and Workplace Sexual Harassment	GW	Annual (Jan)
	323	Principal/Vice Principal Performance Appraisal	GW	Identified
	324	Workplace Violence	GW	Annual (Jan)
	325	Appointment to Position of Academic Responsibility	GW	Identified
	326	Supervisory Officer Performance Appraisal	TB	Pending Ministry
	327	Director of Education Performance Appraisal	TB	Pending Ministry
Operations				
	400	Cybersecurity **NEW**	RR	Identified
	403	Control of Keys to Board Owned Buildings	SG	Rescinding
	406	School Playground Equipment	SG	Identified

2022-2023 Policy Roster

Policy Area	PO #	Policy Name	Lead	Status
Operations (cont'd)				
	411	Alternative Arrangements for School Facilities	SG	Identified
	419	Healthy Food and Beverage	MO'N	Identified
	427	Data Access and Management	RR	Identified
	428	Exceptions to School Attendance Areas	SG	Identified
	430	Pupil Accommodation Review	SG	Identified
	431	Acceptable Use of Information and Communications Technology	RR	Second Reading
	441	Social Media	TB	Rescinding
	442	Mobile Devices Acceptable Use	RR	Rescinding
	443	Community Concern Protocol	TB	Rescinding
	445	Student Fees for Learning Materials and Activities	MO'N	Identified
Program & Instruction				
	507	Extra-Curricular Activities (Elementary & Secondary)	KS	First Reading
	513	Supervised Alternative Learning (SAL)	PS	Third Reading
	516	First Nation, Metis & Inuit Education Framework	DS	Identified
	519	Practical Work	JW	Third Reading
	520	eLearning	PS	Completed
	521	French Language Program Exemption or Transfer	MO'N	Identified
	522	Science Class Waste Material and Disposal	JW	Third Reading
	523	Environmental Education	MO'N	Identified
Student Conduct & Safety				
	604	Access to School Premises	SG	First Reading
	612	Bullying Prevention and Intervention	PS	Third Reading
	613	Student Attendance	PS	Annual (Jan)
	614	Concussion Management and Prevention	KS	Identified
Student Services				
	800	Health Support Services in School Settings	SLF	Identified
	804	Inclusion	SLF	Identified



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: January 16, 2023

Subject: **Input Received**

Rationale

Following the May 9, 2022 and November 7, 2022 Policy meeting, the Policies currently rostered were added to the public input site. Attached is a summary listing of which Policies received input and from whom as at January 16, 2023. The input received was forwarded to the respective Supervisory Officer(s) for review and consideration.

TB/KA/cc

Attachment: (Input Update)

Stakeholder Input Received (as at January 16, 2023)

DCPIC

- PO519 – Practical Work
 - Grammatical
- PO522 – Science Classroom Waste Material Handling and Disposal
 - Grammatical
 - Question whether elementary should be referenced as well, e.g., scientists in the schools
- PO109 – Broader Public Sector Procurement and Expense Directives
 - Grammatical
- PO513 – Supervised Alternative Learning (SAL)
 - Request for wording regarding formality of SAL review
- PO612 – Bullying Prevention and Intervention
 - Request clarification regarding who is responsible for creating the Bullying Prevention Plan (e.g., schools or board) as the policy was unclear
 - Request additional wording to clarify the makeup of the Safe Schools team.



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: January 16, 2023

Subject: **Roster of Policies (Addition)**

Recommendations

1. Moved by , seconded by

“THAT the Durham Catholic District School Board approve the addition of PO508 Selection and Reconsideration of Learning Resources Policy to the Current Roster of Policies.”

Rationale

PO508 Selection and Reconsideration of Learning Resources was not previously identified on the policy roster for 2022-2023 as it had recently been reviewed (in 2020). A recent review of the administrative procedure AP508-1 that had not been reviewed since 2002, resulted in amendments to provide further clarity and additional resources for Principals and Educators. Once these revisions were considered, the policy required updating to reflect the process and to reference the criteria document, which is currently in development with an expected completion timeline to coincide with the Third and Final Reading of Policy 508 in May, 2023.

TB/KA/cc
(Attachment: Policy Roster)

2022-2023 Policy Roster

Policy Area	PO #	Policy Name	Lead	Status
Business & Finance				
	102	Purchasing of Goods and Services	MH	Completed
	103	Travel Expenses	MH	Rescinded
	105	Use of Corporate Cards and/or Purchase Cards	MH	Rescinded
	106	Advocacy and Advertising Expenses	MH	Identified
	107	Hospitality Expenses	MH	Rescinded
	109	Broader Public Sector Procurement and Expense Directives	MH	Completed
Governance				
	201	Freedom of Information & Protection of Privacy	RR	Identified
	213	Honoraria for Board Members	MH	Rescinding
	216	Equity and Inclusive Education	SLF/KS	Identified
	217	Trustee Expenses	MH	First Reading
	219	Public Delegations	TB	Completed
Human Resources				
	300	Right to Disconnect from Work (Interim)	GW	Third Reading
	302	Employee Development and Appraisal	GW	Identified
	303	Employee Progressive Discipline **NEW**	GW	Identified
	312	Disability Management	GW	Identified
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	320	Workplace Harassment and Workplace Sexual Harassment	GW	Annual (Jan)
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	400	Cybersecurity **NEW**	RR	Identified
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2022-2023 Policy Roster

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Operations (cont'd)				
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	427	Data Access and Management	RR	Identified
	428	Exceptions to School Attendance Areas	SG	Identified
	430	Pupil Accommodation Review	SG	Identified
	431	Acceptable Use of Information and Communications Technology	RR	Second Reading
	441	Social Media	TB	Rescinding
	442	Mobile Devices Acceptable Use	RR	Rescinding
	443	Community Concern Protocol	TB	Rescinding
	445	Student Fees for Learning Materials and Activities	MO'N	Identified
Program & Instruction				
	507	Extra-Curricular Activities (Elementary & Secondary)	KS	First Reading
	508	Selection and Reconsideration of Learning Resources	MO'N	First Reading
	513	Supervised Alternative Learning (SAL)	PS	Third Reading
	516	First Nation, Metis & Inuit Education Framework	DS	Identified
	519	Practical Work	JW	Third Reading
	520	eLearning	PS	Completed
	521	French Language Program Exemption or Transfer	MO'N	Identified
	522	Science Class Waste Material and Disposal	JW	Third Reading
	523	Environmental Education	MO'N	Identified
Student Conduct & Safety				
	604	Access to School Premises	SG	First Reading
	612	Bullying Prevention and Intervention	PS	Third Reading
	613	Student Attendance	PS	Annual (Jan)
	614	Concussion Management and Prevention	KS	Identified
Student Services				
	800	Health Support Services in School Settings	SLF	Identified
	804	Inclusion	SLF	Identified



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: January 16, 2023

Subject: **Policies for First Reading**

Recommendation

1. Trustee Expenses and Entitlements Policy (PO217)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Trustee Expenses and Entitlement Policy (PO217).”

2. Extra-Curricular Activities – Elementary and Secondary Policy (PO507)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Extra-Curricular Activities – Elementary and Secondary Policy (PO507).”

3. Selection and Reconsideration of Learning Resources Policy (PO508)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Selection and Reconsideration of Learning Resources Policy (PO508).”

4. Access to Board Premises Policy (PO604)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Access to Board Premises Policy (PO604).”

Memorandum – Page 2

To: Board of Trustees
 Re: **1st Reading**
 Date: January 16, 2023

Rationale**PO217 Trustee Expenses and Entitlements**

Internal audit findings set out that DCDSB had a large number of policies and suggested review for possible amalgamation of policies to eliminate risks associated with conflicting information. Therefore, PO213 Honoraria for Board Members and PO217 Trustee Expenses are being amalgamated into one policy titled Trustee Expenses and Entitlements.

PO507 Extra-Curricular Activities – Elementary and Secondary

PO507 Extra-Curricular Activities - Elementary and Secondary Policy was identified for the 22-23 policy roster to be reviewed with an equity lens to ensure any barriers to students accessing extra-curricular activities are removed.

PO508 Selection and Reconsideration of Learning Resources

PO508 Selection and Reconsideration of Learning Resources requires revision following review of AP508-1 Reconsideration of Learning Resources to set out a clear process for both selection and reconsideration of resources and to reference a criteria document currently in development.

PO604 Access to Board Premises

Internal audit findings set out that DCDSB had a large number of policies and suggested review for possible amalgamation of policies to eliminate risks associated with conflicting information. Therefore, PO403 Control of Keys to Board Owned Buildings and PO604 Access to School Premises are being amalgamated into one policy titled Access to Board Premises.

TB/KA/cc

Attachment: (PO217 Trustee Expenses and Entitlements Policy; PO507 Extra-Curriculars – Elementary and Secondary Policy; PO508 Selection and Reconsideration of Learning Resources Policy; PO604 Access to Board Premises Policy)



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

POLICY – 217

Trustee Expenses and Entitlements

Area: Governance

Source: Superintendent of Business, Finance and Facilities Services

Approved: April 26, 2011 (217); March 26, 2007 (213)

Revised: May 11, 2020 (217); September 27, 2010 (213); November 9, 2020 (213)

1. Introduction

The Durham Catholic District School Board (DCDSB) is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability. DCDSB recognizes the need to remunerate Trustees, reimburse Trustees for expenses reasonably incurred and to provide the necessary technology and equipment required to effectively carry out their role on behalf of the Board.

2. Definitions

Board Member—any individual who is elected, acclaimed or otherwise appointed as a Trustee in accordance to processes defined by all the applicable legislation. (213)

Broader Public Sector Expenses Directives—sets out the requirements for the designated Broader Public Sector organizations to establish rules where expenses are reimbursed from public funds.

Hospitality—the provision of food, beverage, accommodation, transportation, token gifts of appreciation and other amenities paid out of public funds.

Hospitality (Broader Public Sector Expenses Directive) – the provision of food, beverage, accommodation, transportation, and other amenities at public expense to people who are not engaged in work for the Government of Ontario or for any organizations covered by the Broader Public Sector Expenses Directive.

3. Purpose

The purpose of this policy is to provide the framework under which Trustees will be provided with required Board owned equipment, remunerated for services, and reimbursed for eligible expenses incurred while performing duties on behalf of the Board.

4. Application / Scope

~~This policy applies to Trustees and Student Trustees.~~

This policy applies to all members of the Board of Trustees.

Eligible Trustee Expenses and Entitlements are considered to be the following:

- a) Annual Honoraria
- b) Travel/Mileage
- c) Meals/Hospitality
- d) Conferences/Conventions
- e) Board Issued Equipment

5. Principles

5.1 The Board believes that:

- 5.1.1 ensuring accountability for the use of public funds is critical and that the public is entitled to full disclosure with respect to honoraria for Board members;
- 5.1.2 all business practices of the Board must be conducted in a transparent manner and compliant with the Broader Public Sector Expense Directive and regulations set out in the Education Act, as amended from time to time;
- 5.1.3 Trustees are entitled to receipt of an annual honorarium as provided for under Regulation O.Reg. 357/06 (Honoraria for Board Members) and they should be reimbursed for eligible expenses reasonably incurred in carrying out their role as Trustee;
- 5.1.4 Student Trustees are entitled to receipt of an annual honorarium as provided for under Regulation O.Reg. 7/07 (Student Trustees) and they should be reimbursed for eligible expenses reasonably incurred in carrying out their role as Student Trustee;
- 5.1.5 Trustees should be provided with the reasonable technology as required (i.e., computer, internet services and cellular communications device) in accordance with DCDSB procedures to enable them to effectively communicate and complete tasks required in the role of Trustee;

- 5.1.6 this policy and related administrative procedures will be consistent with policies and procedures governing related provisions for Board employees;
- 5.1.7 appropriate accounting and reporting processes are essential in managing expenditures under this and all related policies.

6. Requirements

- 6.1 The Director of Education shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 Supporting administrative procedures shall include consideration of:
 - a) eligibility of expenses and entitlements in accordance with Ministry guidelines, related Board policies and administrative procedures;
 - b) approval process;
 - c) dispute resolution process; and
 - d) audit and reporting of Trustee expenses and entitlements.

7. Sources

- 7.1 Education Act and Regulations
- 7.2 Income Tax Act
- 7.3 Ministry Trustee Expense Guidelines
- 7.4 Broader Public Sector Expenses Directive
- 7.5 Honoraria for Board Members O. Reg. 357/06
- 7.6 Student Trustees O. Reg. 7/07

8. Related Policies and Administrative Procedures

- 8.1 Trustee Expenses and Entitlements Administrative Procedure (AP217-1)
- 8.2 Travel Expenses (PO103)
- 8.3 Use of Corporate Credit Cards (PO105)
- 8.4 Advocacy and Advertising Expenses (PO106)
- 8.5 Hospitality Expenses (PO107)
- 8.6 Honoraria for Board Members (PO213)
- 8.7 Employee Conflict of Interest (PO317)
- 8.8 Attendance at Conventions, Conferences and Seminars (PO319)
- 8.9 Acceptable Use of Information and Communication Technology (PO431)
- 8.10 Student Trustees Policy (PO215)
- 8.11 Student Trustees Administrative Procedure (AP215-1)



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

POLICY – 507

Extra-Curricular Activities – Elementary and Secondary

Area: ~~Teaching and Learning~~ Academic Services

Source: Superintendent of Education – ~~Teaching and Learning~~ Academic Services

Approved: March 27, 2000

Revised: November 9, 2020

1. Introduction

The Durham Catholic District School Board (DCDSB) values the positive ~~impact that~~ **influence of** extra-curricular activities ~~play in~~ **on academic achievement** and the social, emotional, ~~and~~ spiritual ~~and academic achievement~~ **well-being** of students, ~~and as well as~~ the importance of both staff and volunteers who facilitate their organization and operation.

2. Definitions

~~**Coach**—any type of coach, including a head coach or assistant coach.~~

~~**Criminal Background Check**—a document concerning an individual that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the day the Board collects the document and contains information concerning the individual's personal criminal history.~~

~~**Criminal Record Check**—a search of police database records of an individual that includes applicable criminal convictions or findings of guilt.~~

Criminal Record Check (CRC) (Durham Regional Police Services) – This is a basic police record check that provides criminal convictions. The CRC will include criminal convictions in Canada and summary convictions for the past five years; criminal convictions and findings of guilt under the Youth Criminal Justice Act if reason for application is for a position with a government agency.

~~**Expert**—a volunteer or paid non-staff member who provides direct instruction or expertise related to a specific extra-curricular activity.~~

Head Coach—an employee of the Board who is designated by the principal to be responsible for the team.

OPHEA—Ontario Physical Health and Education Association which provides resources to school boards and educators related to physical health and education programming in schools.

OPHEA Concussion Protocol—Ontario Physical Activity Safety Standards recognized by the Ministry of Education to be the minimum standard for school boards.

Parent—includes parents, guardians and caregivers of students.

Staff Advisor—a staff member who is responsible for the supervision and leadership of an extra-curricular besides sports teams.

Volunteer Worker (Volunteer) (*Ontario Regulation 385/96*) - in respect of this policy, an individual who agrees to undertake, without pay, a designated task that supports a student, classroom, school or system initiative where the person has direct and supervisory contact with students. a worker who performs work or supplies a service but who receives no monetary compensation for doing so other than an allowance for expenses or an honorarium.

Vulnerable Sector Check—the same type of information included in a criminal record check that is disclosed in a criminal record and judicial matters check. This check is restricted to applicants seeking employment and/or volunteering with vulnerable individuals.

Vulnerable Sector Check (*Durham Regional Police Services*) – established to provide screening of individuals who intend on working or volunteering with the vulnerable. A vulnerable person is defined as a person who, because of their age, a disability, or other circumstances, whether temporary or permanent are (a) in a position of dependence on others or (b) are otherwise at a greater risk than the general population of being harmed by a person in position or authority or trust relative to them. This type of screening is required for the following types of positions: teacher, social worker, taxi driver, daycare worker, sport coaches, etc.

3. Purpose

The purpose of this policy is to provide a framework for the delivery and supervision of extra-curricular activities and programs. Such activities may include inter-school/intramural athletics, or student clubs and activities that typically take place outside the instructional school day or over a lunch period.

4. Application / Scope

This policy applies to all extra-curricular activities and programs and their delivery in elementary and secondary schools by school staff (teaching and non-teaching) and volunteers.

5. Principles

5.1 The Board recognizes:

- 5.1.1 that extra-curricular activities ~~compliment~~ complement the ~~social, emotional, spiritual and~~ academic program and support the social, emotional, and spiritual well-being of students, including the on-going development of the values, attitudes, and actions expressed in the Ontario Catholic School Graduate Expectations.
- ~~5.1.2 that principals have the sole responsibility for approving extra-curricular activities;~~
- 5.1.3 the positive role of staff/volunteer involvement in the delivery of extra-curricular activities;
- 5.1.4 that extra-curricular activities should be organized/conducted in an equitable and inclusive manner that is cognizant of and accommodates the diversity of all students; and
- 5.1.5 that extra-curricular activities must be respectful of and consistent with Catholic teachings and the DCDSB Code of Conduct.
- 5.1.6 ~~that staff may, at various times require the support of volunteers or others external to their school to facilitate the delivery of extra-curricular activities and programs~~

6. Requirements

- 6.1 The Director of Education, ~~or designate~~, shall issue administrative procedures to support this policy and amend them thereafter as the need ~~may~~ arise.
- 6.2 Principals shall:
 - 6.2.1 approve the ~~nature~~, type, purpose and goals of all school based extra-curricular activities.
 - 6.2.2 ~~Principals shall~~ approve all individuals who are assigned the responsibility of facilitating and supervising extra-curricular activities (e.g., staff advisor, coach). ~~or programs~~. At various times, staff may require the support of volunteers or others external to their school to facilitate the delivery of extra-curricular activities.
 - 6.2.3 ~~Principals shall~~ approve the use of volunteers with respect to extra-curricular activities and programs consistent with the Volunteer Policy (PO413) ~~and Volunteer Administrative Procedure (AP413-1)~~ upon receipt of a Criminal Background Check, which includes the Vulnerable Sector Check.

- 6.2.4 Principals must ensure that all staff and volunteers who support extra-curricular inter-school/intramural sports understand and follow the relevant DCDSB policies and procedures, including, but not limited to:
- Concussion Management Policy (PO614) and its attendant Concussion Management administrative procedure (AP614-1)
 - Anti-Racism Policy (PO200) and its attendant administrative procedure
 - Equity and Inclusive Education Policy (PO216) and its attendant administrative procedures
 - Volunteers in Schools Policy (PO413)
 - Accessibility Policy (PO434) and its relevant administrative procedures
 - Student Excursions and/or Exchanges for Educational Purposes Policy (PO512) and its attendant administrative procedure
 - Code of Conduct Policy (PO610) and its attendant administrative procedures
 - Student Discipline Policy (PO611) and its attendant administrative procedure
- 6.2.5 endeavour to offer a variety of extra-curricular activities that reflect diverse student interests, abilities, and identities.
- 6.2.6 Principals must ensure that appropriate relevant DCDSB policies, procedures, regulations and guidelines are followed. (e.g., DECA Rules, OPHEA guidelines, LOSSA regulations) are in place and followed
- 6.2.7 Principals must ensure that the delivery of extra-curricular activities or programs, including those conducted by a third party, meet the Ontario Physical Health Education Association (Ophea) safety guidelines and insurance requirements.

7. Sources

Nil

8. Related Policies and Administrative Procedures

- 8.1 Anti-Racism Policy (PO200)
- 8.2 Responding to Incidents of Racism and Discrimination Administrative Procedure (AP200-1)
- 8.3 Equity and Inclusive Education Policy (PO216)
- 8.4 Equity and Inclusive Education Administrative Procedure (AP216-1)
- 8.5 Religious Accommodation Administrative Procedure (AP216-2)
- 8.6 Student Groups Administrative Procedure (AP216-3)
- 8.7 Criminal Records Checks and Offence Declarations Policy (PO314)
- 8.8 Volunteers in Schools Policy (PO413)
- 8.9 Volunteer Administrative Procedure (AP413-1)
- 8.10 Accessibility Policy (PO434)
- 8.11 Accessible Student Transportation (AP434-10)
- 8.12 Student Excursions and/or Exchanges for Educational Purposes Policy (PO512)

- 8.13 Student Excursions and/or Exchanges for Educational Purposes Administrative Procedure (PO512)
- 8.14 Code of Conduct Policy (PO610)
- 8.15 Code of Conduct Administrative Procedure (AP610-1)
- 8.16 Appropriate Dress for Pupils Administrative Procedure (AP610-2)
- 8.17 Student Discipline Policy (PO611)
- 8.18 Student Discipline Administrative Procedure (AP611-1)
- 8.19 Concussion Management Policy (PO614)
- 8.20 Concussion Management Administrative Procedure (AP614-1)



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

POLICY – 508

Selection and Reconsideration of Learning Resources

Area: Teaching and Learning
Source: Superintendent of Education – Academic Services

Approved: October 28, 2002
Revised: January 11, 2021

1. Introduction

The Durham Catholic District School Board (DCDSB) believes in the importance of the selection of a learning resources that supports the mission, vision and values of Catholic education, are culturally relevant, reflect diverse representation and is are consistent with the teachings of the Catholic Church. DCDSB is committed to it is the practice of the Board to providing a wide range of learning resources at various levels of complexity, reflecting diversity, inclusivity and multiple perspectives to meet the needs of students, teachers and the community.

2. Definitions

Learning Resources—any material with instructional content or function that is used for formal or informal teaching and learning purposes. Learning Resources include but are not limited to print materials, digital resources, and audio/visual resources.

Trillium List—The Ministry of Education list of approved textbooks.

3. Purpose

The purpose of this policy is to provide direction to schools regarding the selection and reconsideration of learning resources that are consistent with the teachings of the Catholic Church and the expectations of the Ministry of Education. This policy will also provide direction when a member of a school community requests reconsideration of a learning resource.

4. Application / Scope

This policy applies to all resources in use in ~~elementary and secondary schools, and alternative education sites within~~ DCDSB.

5. Principles

5.1 The Board believes:

- 5.1.1 it is responsible to promote the use of learning resources that support a quality Catholic education which integrates the teachings of the Catholic Church within the school curriculum;
- 5.1.2 it is obligated to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal, that promote the spiritual, physical, moral, intellectual and social growth of each student;
- 5.1.3 that the selection **and reconsideration** of learning resources be consistent with the Board's mission, vision and values, the directives of the Ministry of Education and meet the requirements of the curriculum guidelines for which they are intended;
- 5.1.4 that learning materials must reflect positive representation and recognition of **diverse communities equity deserving and/or historically disadvantaged communities** including Black and Indigenous Peoples;
- 5.1.5 **it is important to listen to concerns as they arise and have a transparent process for reconsideration of learning resources.**
- 5.1.5 ~~that occasional objection to the appropriateness of learning resources may arise, despite the careful selection of resources by staff members.~~

6. Requirements

- 6.1 The Director of Education, or designate, shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 Individuals involved in the selection **and/or reconsideration** of learning resources should **reference AP508-1 Selection and Reconsideration of a Learning Resource** and consider the **following** criteria **outlined in the "Framework for the Selection of Culturally Responsive and Relevant Learning Resources"**.
 - 6.2.1 Resources will reflect a belief system that is in accordance with the teachings of the Catholic Church.**
 - 6.2.2 Relevance to the curriculum as outlined by the Ministry, the Board and the school.**

- 6.2.3 Resources used as textbooks will be selected from the Trillium List—The Ministry of Education list of approved textbooks.
- 6.2.4 Develop literary and aesthetic appreciation, encourage the exploration of different points of view, and enable students to develop, with guidance, the best practices of inquiry-based learning, virtues education, citizenship, communication, critical thinking, collaboration and creativity, and the ability to become informed decision-makers and problem-solvers.
- 6.2.5 Addressing specific interests, abilities, maturity levels and needs of students in terms of their emotional development, intellectual development, language development, physical development, social development, and learning styles.
- 6.2.6 Staff should include Canadian learning resources representing Indigenous Peoples' perspective and the creative talent of our nation when making selections. These resources should focus on strengthening student knowledge and understanding of Indigenous histories, cultures, perspectives, contributions, and ways of knowing to support the Calls to Action outlined in the Truth and Reconciliation Report (2015).
- 6.2.7 Staff should include resources with positive representation and recognition of the Black community and the diverse perspectives of the multi-cultural make-up of our general community.
- 6.2.8 Alignment with the DCDSB's Equity Policy—learning resources must promote anti-racism and equitable treatment of individuals or groups regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, disability, gender expression, gender identity, receipt of public assistance, record of offences, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.
- 6.2.9 Resources will provide a forum to examine and appreciate attitudes toward self and others to support the Ontario Catholic School Graduate Expectations.
- 6.2.10 The physical format of all resources will be suitable for their intended use. Non-print resources should be user friendly and compatible with existing equipment. Accessibility standards for new purchases must be considered when purchasing new resources—Accessibility for Ontarians with Disabilities Act (AODA) compliance for materials bought after 2020.
- 6.2.11 When possible, resources will reflect students' interest and learning styles in order to support student engagement and the importance of critical literacy as a form of life-long learning.
- 6.2.12 All non-print resources including audio-visual, guest speakers, digital resources will be consistent with the criteria listed above where applicable as well as with the mission, vision and values of Catholic Education.

~~6.2.13 In the selection of learning resources, staff must adhere to copyright restrictions and appropriate licensing agreements.~~

~~6.3 Reconsideration of Learning Resources~~

~~6.3.1 Requests for reconsideration of a learning resource shall be made to the principal of the school. Initial attempts to resolve the specific learning resource issues will be made on an informal basis between the principal and the individual(s) making the request.~~

~~6.3.2 Should informal attempts to resolve the specific concern be unsuccessful, individuals have the option of making a formal request for reconsideration of the learning resource.~~

~~6.3.3 The formal process for reconsideration of a learning resource is outlined in the related administrative procedure. This process will involve a review of the resource by selected curriculum consultants within the Academic Services department and school staff under the direction of the Superintendent of Education—Academic Services. A recommendation will be formulated by this group and forwarded to the Director of Education who will make a final decision in the matter.~~

7. Sources

- 7.1 Regulation 298, Operation of Schools – General, Section 7, Subsections 1-4
- 7.2 Guidelines for Approval of Textbooks (2008)
- 7.3 Ministry of Education “Trillium List” <http://www.trilliumlist.ca/>
- 7.4 PPM157: Use of Copyright Materials in Education
- 7.5 Truth and Reconciliation Commission of Canada: Calls to Action
- 7.6 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- 7.7 Ontario Human Rights Code
- 7.8 Education Act

8. Related Policies and Administrative Procedures

- 8.1 **Selection and** Reconsideration of a Learning Resource Administrative Procedure (AP508-1)
- 8.2 Anti-Racism Policy (PO200)
- 8.3 Responding to Incidents of Racism and Discrimination Administrative Procedure (AP200-1)
- 8.4 Equity and Inclusive Education Policy (PO216)
- 8.5 Equity and Inclusive Education Administrative Procedure (AP216-1)
- 8.6 Religious Accommodation Administrative Procedure (AP216-2)
- 8.7 Accessibility Policy (PO434)
- 8.8 Accessible Information and Communications Administrative Procedure (AP434-8)
- 8.9 Copyright Policy (PO439)
- 8.10 Copyright Administrative Procedure (AP439-1)

- 8.11 First Nation, Métis and Inuit Education Framework Policy (PO516)
- 8.12 First Nation, Métis and Inuit Education Framework Administrative Procedure (AP516-1)
- 8.13 Catholic Curriculum and Education Policy (PO517)
- 8.14 Catholic Curriculum and Education Administrative Procedure (AP517-1)
- 8.15 Family Life Education and the Fully Alive Program Administrative Procedure (AP517-2)



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

POLICY – 604

Access to Board Premises

Area: Operations
Source: Superintendent of Facilities Services

Approved: October 22, 2001 (604); January 5, 1998 (403)
Revised: May 12, 2014; October 3, 2016 (604); October 26, 2009; November 9, 2015 (403)

1. Introduction

The Durham Catholic District School Board (DCDSB) recognizes that access to school premises is an important component that supports the home, school and parish partnership that exists in all of our elementary and secondary schools. In supporting safe and healthy schools it is essential that school staff controls access to its sites. This responsibility will be carried out in the context of Gospel values in respect to the dignity and worth of students, staff, parents/guardians/caregivers and visitors.

2. Definitions

Nil

Persons Permitted on School Premises—includes a student enrolled as a pupil at the school, a parent or legal guardian of the enrolled pupil, a person employed or retained by the Board, a person who is otherwise on the premises for a lawful purpose, a person who is invited to attend an event, a class or a meeting on school premises that is permitted to be on the premises for that purpose, and a person who is invited on to school premises for a specific purpose by the Principal, Vice Principal or designate. The persons listed in this definition do not have access to all areas of the school premises.

Persons Not Permitted to Remain on School Premises—includes persons whose presence is detrimental to the safety or well-being of a person on the premises in the judgment of the Principal, Vice Principal, designate or another person authorized by the Board to make such a determination and persons who by Board Policy are required to report his or her presence on the premises in a specified manner and that person fails to do so.

Premises—includes the school building, portables, yard, parking lot, playing fields, and bus drop-off and pick-up areas.

3. Purpose

The purpose of this Policy ~~and its attendant administrative procedure~~ **Access to Board Premises (AP604-1)** is to provide a framework for ~~school~~ administrators related to their jurisdiction to uphold the requirements of section 305 of the Education Act and amended Regulation 471/07, sec.2 (February 1, 2008) with respect to Access to ~~School~~ **DCDSB** Premises.

4. Application / Scope

This policy applies to all elementary and secondary schools, Adult and Continuing Education school sites ~~and administrative buildings~~ within the jurisdiction of ~~the Board~~ **DCDSB** and all persons entering these premises. ~~The Board~~ **DCDSB** is committed to providing a safe learning and working environment.

5. Principles

- 5.1 ~~DCDSB recognizes its duty to protect and secure all its properties as mandated under the Education Act, Section 170 (1) Duties of Boards.~~
- 5.2 DCDSB acknowledges its responsibility to develop a policy and related administrative procedure to provide guidelines with respect to access to school premises.
- 5.3 DCDSB recognizes ~~and accepts~~ the authority of the Principal or designate with regards to monitoring and controlling access to their respective schools.
- 5.4 DCDSB recognizes the need for school staff to assist the Principal in monitoring and controlling access to school premises.

6. Requirements

- 6.1 ~~The Director has issued administrative procedure 604-1 Access to Board Premises to support this policy and may amend, expand and/or augment this administrative procedure as the need may arise.~~
- 6.2 Every Principal or designate, with input from staff, shall develop a school framework outlining access to school premises consistent with the Board and Ministry safe school policies, administrative procedures, Acts and regulations governing students, staff, parents/guardians/caregivers, volunteers, community groups and visitors, the local Priest affiliated with the school, the Catholic School Trustee and the Provincial Member of the Legislative Assembly of Ontario.
- 6.3 The Principal or designate, with the cooperation of staff, shall monitor and control access to school premises.
- 6.3 ~~Contravention of this Policy by any individual is to be acted upon by the Principal or designate as per Board procedure.~~

- 6.4 The Director, or designate, shall address the contravention of this policy as prescribed by relevant DCDSB procedure.

7. Sources

- 7.1 Education Act, Section 305 and Regulation 471/07, Access to School Premises

8. Related Policies and Administrative Procedures

- 8.1 Access to School Premises Administrative Procedure (AP604-1)
- 8.2 Community Use of Schools Policy (PO412)
- 8.3 Community Use of Schools Administrative Procedure (AP412-1)
- 8.4 Workplace Harassment and Workplace Sexual Harassment Policy (PO320)
- 8.5 Workplace Harassment and Workplace Sexual Harassment Administrative Procedure (AP320-1)
- 8.6 Workplace Violence Policy (PO324)
- 8.7 Workplace Violence Prevention – General Administrative Procedure (AP324-1)
- 8.8 Volunteers in Schools Policy (PO413)
- 8.9 Emergency Preparedness Policy (PO414)
- 8.10 Lockdown Policy (PO436)
- 8.11 Lockdown Administrative Procedure (AP436-1)
- 8.12 Code of Conduct Policy (PO610)
- 8.13 Code of Conduct Administrative Procedure (AP610-1)



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: January 16, 2023

Subject: **Policies for Second Reading**

Recommendation

1. Acceptable Use of Information and Communications Technology Policy (PO431)

Moved by _____, seconded by _____

"THAT the Durham Catholic District School Board approve the Second Reading of the Acceptable Use of Information and Communications Technology Policy (PO431)."

Rationale

At the November 7, 2022 policy meeting, Trustees approved the following motion with regards to the First Reading of the Acceptable Use of Information and Communications Technology Policy (PO431):

"THAT the Durham Catholic District School Board approve the First Reading of the Acceptable Use of Information and Communications Technology Policy (PO431), with revisions to provide further context."

Staff made revisions to the policy based on Trustee and legal input received.

TB/KA/cc

Attachment: (PO431 Acceptable Use of Information and Communications Technology Policy)



POLICY – 431

Acceptable Use of Information and Communications Technology

Area: Operations

Source: Chief Information Officer – Freedom of Information and Privacy

Approved: February 11, 2008

Revised: November 10, 2014; January 10, 2022

1. Introduction

It is the policy of the Durham Catholic District School Board (DCDSB) to provide and maintain access to Information and Communications Technology (ICT) for use by students, employees and other users in a manner which is consistent with the Ontario Catholic School Graduate Expectations, DCDSB's strategic plan, mission and vision statements, Catholic virtues and values, Ministry of Education guidelines and with all relevant federal and provincial laws and regulations.

Inappropriate use of technology exposes DCDSB and users to cybercrime such as data breach, viruses and malware, and ransomware attacks. The intent of this policy is to protect DCDSB and users from illegal or damaging actions of individuals or organizations either knowingly or unknowingly.

2. Definitions

Nil

3. Purpose

The purpose of this policy is to define standards, procedures, accountability, and restrictions for end users who have legitimate business requirements to access DCDSB data from a device connected to an unmanaged network outside of DCDSB's direct control. The policy applies to any hardware and related software that could be used to access DCDSB resources, even if this equipment is not DCDSB sanctioned, owned or supplied.

The overriding goals of this policy are to protect the integrity of the private and confidential business data that resides within DCDSB's technology infrastructure. This policy intends to prevent this data from being deliberately or inadvertently stored unsecurely on a device or carried over an unsecure network where it can potentially be accessed by unsanctioned sources. A breach of this type could result in loss of information, damage to critical applications, and damage to DCDSB's public image.

All users employing a device connected to an unmanaged network outside of DCDSB's direct control to back-up, store, and otherwise access DCDSB data of any type must adhere to DCDSB-defined processes for doing so. This policy provides staff accountability for loss, stolen or damaged DCDSB issued devices.

4. Application / Scope

This policy and its attendant administrative procedure apply to the Board of Trustees, employees (full and part-time), students, parents/guardians, and external contractors/consultants or any other agents who utilize either DCDSB-owned or personally owned devices to access, store, back-up, relocate or access any organization or client-specific data. Such access to this confidential data is a privilege, not a right, and forms the basis of the trust DCDSB has built with its device users. Consequently, employment at DCDSB does not automatically guarantee the initial and ongoing ability to use these devices to gain access to DCDSB's networks and information. It addresses a range of threats to, or related to the use of, enterprise data.

5. Principles

- 5.1 DCDSB recognizes the inherent value that technology can bring to support student success and foster well-being, business excellence and employee development. The acquisition of knowledge, skills and attitudes for digital citizenship will support inclusivity, positive and meaningful relationships, innovation, engagement, responsibility and optimism.
- 5.2 Technology can contribute to effective instruction and learning if used appropriately.
- 5.3 Use of computers, software, social media, Internet and Intranet technology and other technology hardware should be used in a safe and ethical manner appropriate to the needs and well-being of all members of the DCDSB community.
- 5.4 For security and network maintenance purposes, authorized individuals within DCDSB may monitor equipment, systems and network traffic at any time to ensure integrity of the system and compliance with procedures. This includes personal devices connected to DCDSB's ICT. To ensure that personal documents and communications remain private, the user should use their own personal technology resources rather than connecting to or using DCDSB's technology, such as Internet, email, collaboration tools, digital learning and web-based conference platforms.

- 5.5 Personal and private information of students and staff members stored in various applications (e.g., student information system, human resources/payroll) is protected under the Municipal Freedom and Protection of Privacy Act. DCDSB is obligated by this Act to carefully manage all personal information within our custody and control how it is collected, used and released.

6. Requirements

- 6.1 The Director of Education, or designate, shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 When using DCDSB provided technology including DCDSB email, DCDSB provided credentials or Internet services, all email and Internet communications sent and received by users are the property of DCDSB. Email, Internet, or voicemail communications are not private or personal despite any such designation by the sender or the recipient. Personal or private communications transmitted on DCDSB's electronic information system may be accessed, reviewed, copied, deleted, retained, or disclosed by DCDSB at any time and without notice.
- ~~6.3 The Board reserves the right, without prior notice to the employee, to monitor the use of technology on Board premises. Further, the Board reserves the right without prior notice, to monitor any activity on any device at any time at any location when using Board provided credentials. Board owned technology provided to an employee may be accessed or recalled without any prior notice.~~
- 6.3 DCDSB reserves the right to use any monitoring activity, and may access any files, documentation, electronic communications and use of Internet at its discretion at any time as is reasonable in the circumstances in the event of an investigation of a safety, legal, administrative or disciplinary nature.
- 6.4 DCDSB is committed to digital citizenship and expects the same of all students and staff. This includes creating a positive school and work culture which supports the safe and responsible use of ICT.
- 6.5 All use of DCDSB's technology, Internet and Intranet by users shall support education, classroom activities, professional and/or career development. DCDSB technology is not intended for personal or private use. Information stored on DCDSB devices, DCDSB network, and DCDSB Cloud storage are subject to the MFIPPA.
- 6.6 All users should be aware that DCDSB must comply with Freedom of Information requests for the production of records in its custody and control not subject to an exemption, including information recorded and stored electronically (e.g, emails, browsing history, documents, etc.).

- 6.7 All users of ICT must comply with DCDSB's obligation under MFIPPA not to disclose personal information, including information stored electronically, unless authorized under MFIPPA.
- 6.8 DCDSB supports efficient, ethical and legal utilization of ICT. Where there are reasonable and probable grounds to believe that there has been a contravention of this or other policy or procedure, professional code, code of conduct or other statute, regulation or Ministry of Education requirement, DCDSB may initiate an investigation that may include the seizure, search and/or monitoring of DCDSB ICT.
- 6.9 Staff shall promote and encourage acceptable use of DCDSB's computer system and access to the Internet/Intranet to support the delivery of curriculum, and shall provide guidance, support and instruction to students with respect to use.
- 6.10 Use of DCDSB ICT by all Trustees, staff, consultants and volunteers constitutes agreement to comply with the terms and expectations outlined in this policy and its attendant procedures.
- 6.11 All students are required to review the School Code of Conduct annually which addresses the Acceptable Use of Information and Communications Technology Policy and the expectations for students respectively.
- 6.12 With access to the Internet comes the availability of material that does not have educational value in the context of the school setting. Staff shall supervise, guide and monitor student access to the Internet to the extent that is reasonable under the circumstances.
- 6.13 The use of recording devices (e.g., cameras, video/audio recorders, webcams, integrated digital cameras and video recorders in smart phones) cannot be used in a manner that violates the privacy and dignity of others. Inappropriate use of all of these, and similar devices will result in temporary confiscation of the device and additional restrictions and further consequences may result.
- 6.14 All employees must ensure their use of information technology resources such as computers, software, Internet and Intranet and other technology hardware within DCDSB is in accordance with federal and provincial laws and regulations such as MFIPPA, CASL and PHIPA.
- 6.15 All users of DCDSB ICT must respect intellectual property rights, and that DCDSB retains ownership of all intellectual property created for work-related purposes using DCDSB ICT.
- 6.16 All users of DCDSB ICT are prohibited from downloading DCDSB data to personal devices. If personal devices are being used for work-related purposes, they must be password protected.

- 6.17 The Director or designate retains the right to deny access to anyone using DCDSB provided resources, regardless of location, when used for a purpose other than the spirit and intention for which they are granted.
- 6.18 Where it is determined that users have breached this policy, the Director or designate will take appropriate measures to address the situation. This may include, but is not limited to disciplinary action, where appropriate, and in accordance with all applicable DCDSB policies and procedures.
- 6.19 DCDSB will not be held responsible for the loss or damage of any personally owned device.

7. Sources

- 7.1 [Education Act, R.S.O. 1990, Section 170](#)
- 7.2 [Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)
- 7.3 [Canada's Anti-Spam Legislation \(CASL\)](#)
- 7.4 [Personal Health Information Protection Act \(PHIPA\)](#)
- 7.5 [Bill 88, Working for Workers Act, 2022](#)

8. Related Policies and Administrative Procedures

- 8.1 Acceptable Use of Information and Communications Technology Administrative Procedure (AP431-1)
- 8.2 Acceptable Use of Mobile Devices (AP431-2)
- 8.3 Data Access and Management Policy (PO427)
- 8.4 Data Access and Management Administrative Procedure (AP427-1)



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: January 16, 2023

Subject: **Policies for Third Reading**

Recommendation

1. Right to Disconnect from Work (Interim) Policy (PO300)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the Third and Final Reading of the Right to Disconnect from Work (Interim) Policy (PO300).”

2. Supervised Alternative Learning (SAL) Policy (PO513)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the Third and Final Reading of the Supervised Alternative Learning (SAL) Policy (PO513).”

3. Practical Work Policy (PO519)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the Third and Final Reading of the Practical Work Policy (PO519).”

4. Science Classroom Waste Material Handling and Disposal Policy (PO522)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the Third and Final Reading of the Science Classroom Waste Material Handling and Disposal Policy (PO522).”

Memorandum – Page 2

To: Board of Trustees

Re: **3rd Reading**

Date: January 16, 2023

5. Bullying Prevention and Intervention Policy (PO612)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the Third and Final Reading of the Bullying Prevention and Intervention Policy (PO612).”

Rationale

As per attached.

TB/KA/cc

Attachments: (PO300 Right to Disconnect from Work (Interim) Policy; PO513 Supervised Alternative Learning (SAL) Policy; PO519 Practical Work Policy; PO522 Science Classroom Waste Material Handling and Disposal Policy; PO612 Bullying Prevention and Intervention Policy)



POLICY – 300

Right to Disconnect from Work – No Changes

Area: Human Resource Services
Source: Superintendent of Human Resource Services

Approved: May 9, 2022 (I)
Revised:

1. Introduction

This policy is informed by the Employment Standards Act 2000, as amended by the Working for Workers Act 2021.

2. Definitions

Nil

3. Purpose

The purpose of this policy is to provide a framework to support the right of employees to disconnect from work by significantly reducing the practice of work-related communications after-hours, including emails, telephone calls, video calls or the sending or reviewing of other messages.

4. Application / Scope

This policy applies to all employees of the Board.

5. Principles

5.1 The Board believes that:

5.1.1 uninterrupted time away from work improves an employee's physical and mental well-being; and

5.1.2 work-related communication should be avoided after-hours.

6. Requirements

- 6.1 The Director of Education, or designate, shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 The Director of Education, or designate supervisor will establish hours for work-related communications. This may vary depending on specific agreements with employees, as to employee work hours or requiring an employee to be available for emergencies.
- 6.3 The Director of Education, or designate will establish protocols for out-of-office notifications for vacation or Board designated non-working days.
- 6.4 A copy of this policy and related administrative procedures shall be provided to all new employees within thirty (30) days of the date of employment.
- 6.5 Any changes to this policy or the related administrative procedure will be communicated to all employees within thirty (30) days of any such changes.

7. Sources

- 7.1 Bill 27, the Working for Workers Act 2021
- 7.2 Ontario Employment Standards Act 2000

8. Related Policies and Administrative Procedures

- 8.1 Right to Disconnect from Work Administrative Procedure (AP300-1)



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

POLICY – 513

Supervised Alternative Learning (SAL)

Area: Teaching and Learning
Source: Superintendent of Education, Academic Services

Approved: June 27, 2011
Revised: October 3, 2016

1. Introduction

The objective of Regulation 374/10 – *Supervised Alternative Learning and Other Excusals from Attendance at School* is to help those students who are most at risk of totally disengaging from school to stay connected to learning and re-engage more fully at a later date. The Ministry of Education believes that Supervised Alternative Learning is a useful tool in maintaining a link to learning for these students when other measures have not been successful.

2. Definitions

Supervised Alternative Learning (SAL) (*O. Reg. 374/10: Supervised Alternative Learning and Other Excusals from Attendance at School*) – an individualized learning program consisting of one or more activities. Students from fourteen to seventeen years of age are excused from attending school while they continue to participate in learning under the supervision of the Board or a school of the Board.

Supervised Alternative Learning Plan (*O. Reg. 374/10: Supervised Alternative Learning and Other Excusals from Attendance at School*) – an individualized plan to enable the pupil to progress towards obtaining an Ontario secondary school diploma or achieving his or her other education and life goals.

3. Purpose

The purpose of this policy and attendant administrative procedure is to provide students who have significant difficulties with regular attendance at school with an alternative learning experience and individualized plan to enable the student to progress towards obtaining an Ontario Secondary School Diploma or achieving their other education and life goals.

4. Application / Scope

This policy and administrative procedure applies to students who are at least 14 years old and are of compulsory school age. A student who turns 18 years old while participating in Supervised Alternative Learning may, if they wish, continue participating in Supervised Alternative Learning until the student's plan expires or is terminated.

5. Principles

- 5.1 The Board believes that there is a correlation between regular student attendance and student success beginning in Kindergarten and continuing through to the completion of secondary school.
- 5.2 In ensuring a safe school environment for all students, the Board acknowledges its responsibility in monitoring student attendance and punctuality, responding to issues of absenteeism and lateness and engaging parents/guardians in a timely manner when such issues arise.
- 5.3 The Board believes that chronic absenteeism and lateness may be symptomatic of a student being disengaged from the traditional delivery of educational programming.
- 5.4 The Board acknowledges its responsibility to consider a variety of interventions, including alternative forms of educational programming that are more likely to result in success for those students who are disengaged from school.
- 5.5 The Board supports the Supervised Alternative Learning programming option as an extenuating pathway for disengaged students between the ages of 14 and 17 when all other avenues for student success and alternative education have been exhausted.
- 5.6 The Board supports the following goals of the Supervised Alternative Learning program:
 - 5.6.1 providing students with life experiences which will enable them to acquire the knowledge and decision-making skills required in everyday life;
 - 5.6.2 enhancing students' opportunities for personal growth, building self-esteem, increasing independence and engaging self-discipline;
 - 5.6.3 broadening students' awareness of the realities and opportunities in the world of work;
 - 5.6.4 assisting students in understanding that it may be in their best interest to return to regular schooling;
 - 5.6.5 providing an opportunity for students to achieve credits outside the traditional delivery of the regular school program; and

- 5.6.6 providing counselling supports to students to address issues that are affecting their ability to attend school.

6. Requirements

- 6.1 The Director, or designate, shall establish administrative procedures to support the implementation of this policy and amend them thereafter as the need may arise.
- 6.2 The Board shall establish a Supervised Alternative Learning Committee, in accordance with Regulation 374/10 *Supervised Alternative Learning and Other Excusals from Attendance at School* to make decisions regarding supervised alternative learning opportunities for students of the Board **who qualify**.

7. Sources

- 7.1 Regulation 374/10 – Supervised Alternative Learning and Other Excusals from Attendance at School
- 7.2 Supervised Alternative Learning: Policy and Implementation, 2010

8. Related Policies and Administrative Procedures

- 8.1 Student Attendance Policy (PO613)
- 8.2 Student Attendance – Secondary Administrative Procedure (AP613-2)
- 8.3 Supervised Alternative Learning Administrative Procedure (AP513-1)



POLICY – 519

Practical Work – No Changes

Area: Program and Instruction
Source: Superintendent of Education – Academic Services

Approved: November 11, 2013 (Interim); May 12, 2014
Revised:

1. Introduction

Practical work is essential to providing the necessary experiential learning in support of the curriculum. This is especially so for those students whose career pathway is focused towards apprenticeship. Classrooms and/or shops where practical work is performed provide opportunities for daily instruction, promote continuous development and student success.

2. Definitions

Nil

3. Purpose

The purpose of this policy is to provide school communities with a standard model for the tracking and completion of practical work including the acquisition of associated parts and materials, while ensuring the health and safety of the students and reducing/eliminating the liability to the teacher, school and school board.

4. Application / Scope

This policy applies to all secondary schools that have a transportation lab/classroom/shop, or other technology facility where practical work is performed.

5. Principles

5.1 The Board believes that:

5.1.1 students learn and work best when they have the ability to experience and perform practical work;

- 5.1.2 health and safety is the paramount concern of any curriculum delivered;
- 5.1.3 all transactions relating to practical work will be transparent, ethical, and in the best interest of the client.

6. Requirements

6.1 The Director of Education shall:

- 6.1.1 issue administrative procedures to support this policy and to amend them thereafter as the need may arise.

6.2 The Principal shall:

- 6.2.1 review the policy and procedure requirements with the teacher(s) and curriculum chair of the area responsible;
- 6.2.2 ensure that all requirements are in place to support the Practical Work Policy and Procedure.

6.3 The Teacher shall:

- 6.3.1 review the Practical Work Policy and Procedure requirements with the principal and the curriculum chair of the area responsible.

7. Sources

- 7.1 The Ontario Curriculum Grades 11 and 12, 2009 revised, Technological Education

8. Related Policies and Administrative Procedures

- 8.1 Practical Work Delivery Administrative Procedure (AP519-1)



POLICY – 522

Science Classroom Waste Material Handling and Disposal – No Changes

Area: Program and Instruction
Source: Superintendent of Education – Academic Services

Approved: May 11, 2015
Revised:

1. Introduction

Experimentation and practical laboratory work is essential to providing the necessary experiential learning, in support of the curriculum. This is especially so for those students whose career pathway is focused towards science related careers. In order to achieve this, waste materials will have to be safely handled and disposed of in accordance with local and provincial guidelines.

2. Definitions

Nil

3. Purpose

The purpose of this policy is to provide school communities with a standard model for the handling and disposal of science related classroom materials, while ensuring the health and safety of the students and reducing/eliminating the liability to the teacher, school, and school board.

4. Application / Scope

This policy applies to all secondary school science facilities.

5. Principles

5.1 The Board believes that:

- 5.1.1 students learn and work best when they have the ability to experience and perform live labs;
- 5.1.2 health and safety is the paramount concern of any curriculum delivered;
- 5.1.3 all activities relating to material handling and disposal in the science classroom will be transparent, ethical, and in the best interest of all students and staff.

6. Requirements

6.1 The Director of Education shall:

- 6.1.1 issue administrative procedures to support this policy and to amend them thereafter as the need may arise.

6.2 The Principal shall:

- 6.2.1 review the Science Classroom Waste Material Handling and Disposal policy and procedure requirements with the teacher(s) and curriculum chair of the area responsible;
- 6.2.2 ensure that all requirements are in place to support the Science Classroom Waste Material Handling and Disposal Policy and Procedure.

6.3 The Teacher shall:

- 6.3.1 review the Science Classroom Waste Material Handling and Disposal Policy and Procedure requirements with the principal and the curriculum chair of the area responsible;
- 6.3.2 follow the handling and disposal requirements as listed in the attendant administrative procedure (AP522-1);
- 6.3.3 consult with their departmental chair and the board's health and safety representative when they are unsure about the handling and disposal of any material associated with classroom activities.

7. Sources

- 7.1 By-Law 46-2011, Region of Durham (To Regulate the Provision of the Waste Management Services)
- 7.2 By-Law 113-2008, The Corporation of the City of Oshawa (To Regulate the Collection and Disposal of Waste Material)
- 7.3 Environmental Protection Act RRO 1990, Regulation 347 General – Waste Management Provincial Guideline
- 7.4 Environmental Protection Act RSO 1990, CE.19

8. Related Policies and Administrative Procedures

- 8.1 Science Classroom Waste Material Handling and Disposal Administrative Procedure (AP522-1)



POLICY – 612

Bullying Prevention and Intervention

Area: Student Conduct and Safety
Source: Superintendent of Education – Safe Schools

Approved: June 23, 2008
Revised: November 11, 2013 (Interim); May 12, 2014; May 6, 2019

1. Introduction

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach involving all education and community partners is needed to bring about necessary systemic change. Providing students with an opportunity to learn and develop in a safe, inclusive and accepting school climate is a shared responsibility in which the Durham Catholic District School Board (DCDSB) and its schools play an important role. Bullying prevention and intervention policies, procedures and plans foster a positive learning and teaching environment that supports student achievement and well-being and helps students reach their full potential.

Principles of equity and inclusive education as well as our Catholic Graduate Expectations and Catholic School Teachings are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

2. Definitions

Bullying (*Education Act, RSO, 1990, c.E.2*) – means aggressive and typically repeated behaviour by a pupil where:

- a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual.

- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;
- c) bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying (*PPM144 Bullying Prevention and Intervention*) – the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications.

Progressive Discipline (*PPM 145 Progressive Discipline and Promoting Positive Student Behaviour*) —a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours.

Restorative Practices (*Caring and Safe Schools in Ontario*) – ways of responding to inappropriate behaviour that focus on repairing the harm done to people and relationships rather than on punishing the offender.

School Climate (*PPM 145 Progressive Discipline and Promoting Positive Student Behaviour*) – the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted, and actively promote positive behaviours and interactions. A positive school climate is a crucial component of bullying prevention.

3. Purpose

3.1 The purpose of this policy is to:

- 3.1.1 ensure that in the school environment all members of the community are treated with respect, dignity and trust, consistent with the Gospel Values;
- 3.1.2 develop and implement comprehensive DCDSB-wide bullying prevention and intervention strategies; and
- 3.1.3 empower all students and entire school community to create schools free from bullying.

3.2 This policy provides direction for DCDSB to assist and ensure that every elementary and secondary school develops, implements and maintains a the Bullying Prevention and Intervention Plan. This policy emphasizes the importance of addressing bullying, which can have a significant impact on student safety, learning and school climate.

4. Application / Scope

- 4.1 This policy creates expectations for behaviour for all persons on school property, during a school related activity or event, and/or in circumstances where a behaviour has an impact on the school climate. The policy supports that Ministry of Education Well-Being Strategy which places an emphasis on prevention strategies that promote and support positive student behaviour and early and ongoing intervention.

5. Principles

- 5.1 DCDSB recognizes that:

- 5.1.1 all forms of bullying are unacceptable behaviours.
 - 5.1.2 bullying adversely affects students' well-being and ability to learn.
 - 5.1.3 bullying adversely affects healthy relationships and the school climate.
 - 5.1.4 bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate.
- 5.2 DCDSB believes that bullying prevention strategies, including but not limited to, restorative practices, should be implemented as proactive and preventative measures.
- 5.3 DCDSB recognizes that in some circumstances, bullying prevention practices might not be effective or sufficient to address inappropriate behaviour. In such circumstances, the Board supports the use of the full continuum of progressive discipline consequences as referred to in DCDSB's Student Discipline Policy be applied, if appropriate.
- 5.4 DCDSB recognizes that the school community is comprised of students, parents/guardians/caregivers, educators and other staff members, volunteers, visitors and that input from all should be considered in the development of the Bullying Prevention and Implementation Plan in cooperation with the Catholic School Council.

6. Requirements

- 6.1 The Director of Education shall:

- 6.1.1 issue administrative procedures to support this policy and amend them thereafter as the need may arise;
- 6.1.2 ensure that the Board establishes a Bullying Prevention and Intervention Plan for ~~the DCDSB~~ schools ~~of the Board~~, which ~~all schools~~ they must implement.

- 6.1.3 put in place curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, educators, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.
- 6.1.4 actively communicate this policy and its attendant procedure on bullying prevention and intervention to students, parents/guardians/caregivers, educators and other school staff, school councils, volunteers, and school bus operators/drivers; and
- 6.1.5 determine the roles and responsibilities of all members of the school community to be clearly articulated and understood.

6.2 Monitoring and Review Process

- 6.2.1 DCDSB has established a monitoring and review process to determine the effectiveness of our bullying prevention and intervention policies and procedures.

6.3 Safe School Teams

- 6.3.1 Each DCDSB school must have in place a Safe Schools Team responsible for fostering a safe, inclusive and accepting school climate **school safety**. The Safe Schools Team must be comprised of members as outlined in PPM 144 Bullying Prevention and Intervention.

7. Sources

- 7.1 Education Act
- 7.2 Safe and Accepting Schools Act, 2012
- 7.3 Ontario Regulation 472/07 Suspension and Expulsion of Pupils
- 7.4 PPM 128 – Provincial Code of Conduct
- 7.5 PPM 144 – Bullying Prevention and Intervention Policy
- 7.6 PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour Policy
- 7.7 Ontario Human Rights Code

8. Related Policies and Administrative Procedures

- 8.1 Code of Conduct Policy (PO610)
- 8.2 Code of Conduct Administrative Procedure (AP610-1)
- 8.3 Student Discipline Policy (PO611)
- 8.4 Student Discipline Administrative Procedure (AP611-1)
- 8.5 Bullying Prevention and Intervention Administrative Procedure (AP612-1)



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: January 16, 2023

Subject: **Policies for Annual Review**

Recommendation

1. Occupational Health and Safety Policy (PO318)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the revised Occupational Health and Safety Policy (PO318).”

2. Workplace Harassment and Workplace Sexual Harassment Policy (PO320)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the revised Workplace Harassment and Workplace Sexual Harassment Policy (PO320).”

3. Workplace Violence Policy (PO324)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the revised Workplace Violence Policy (PO324).”

Rationale

The following policies are identified as annual reviews. As a result of the review, only minor suggested revisions have been recommended which would not necessitate a three-reading process. These changes are outlined below:

1. Occupational Health and Safety Policy (PO318)

PO318 has been reviewed by the Joint Occupational Health and Safety Committee and minor revisions were suggested at this time. Further minor revisions were also made to reflect the new policy framework.

Memorandum – Page 2

To: Board of Trustees

Re: **Annual Reviews**

Date: January 16, 2023

2. Workplace Harassment and Workplace Sexual Harassment Policy (PO320)

PO320 has been reviewed by the Joint Occupational Health and Safety Committee and no revisions were suggested at this time. Further minor revisions were also made to reflect the new policy framework.

3. Workplace Violence Policy (PO324)

PO324 has been reviewed by the Joint Occupational Health and Safety Committee and no revisions were suggested at this time. Further minor revisions were also made to reflect the new policy framework.

4. Student Attendance Policy (PO613)

PO613 has been reviewed by Shelley Phoenix, Senior Manager, Social Work and Child Youth Counsellors/Chief Attendance Officer. It has been determined that this policy requires further review and will be brought forward at the March 6, 2023 policy meeting with revisions.

TB/KA/cc

Attachment: (PO318 Occupational Health and Safety Policy; PO320 Workplace Harassment and Workplace Harassment Policy; PO324 Workplace Violence Policy)



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

POLICY – 318

Occupational Health and Safety

Area: Human Resources
Source: Superintendent of Human Resources

Approved: February 27, 2006
Revised: June 15, 2015; January 11, 2021
Reviewed: Annually

1. Introduction

The Durham Catholic District School Board (DCDSB) is committed to safeguarding the health and safety of its employees. To this end, DCDSB lives out this commitment consistent with the teachings of the Catholic Church. As such, DCDSB makes every effort to provide a healthy and safe working environment for all its employees.

2. Definitions

Employee – a “worker” as defined in the Occupational Health and Safety Act and does not include a Trustee of the Board.

Employee (*Employment Standards Act*) – a person, including an officer of a corporation, who performs work for an employer for wages; a person who supplies services to an employer for wages; a person who receives training from a person who is an employer, as set out in subsection (2); or a person who is a homemaker; and includes a person who was an employee.

Employer – the School Board.

Employer (*Occupational Health and Safety Act*) – a person who employs or contracts for the services of one or more workers.

Internal Responsibility System – includes the employer, employee and the supervisor working together and sharing the responsibility of maintaining a safe and healthy workplace.

Supervisor (*Occupational Health and Safety Act*) – a person who has charge of a workplace or authority over a worker.

3. Purpose

The purpose of this policy is to promote a healthy and safe working environment for all employees that is consistent with the requirements of the Occupational Health and Safety Act, its attendant Regulations and any other applicable legislation.

4. Application / Scope

This policy applies to all employees, trustees, volunteers, contractors, lessees/lessors, community of school users on all premises under the jurisdiction of DCDSB.

5. Principles

5.1 DCDSB believes that:

- 5.1.1 workplace health and safety is a joint responsibility of the Board and all of its employees;
- 5.1.2 it has a responsibility to act in compliance with any legislation supporting this policy;
- 5.1.3 the effective implementation of this policy requires the cooperation of all DCDSB employees;
- 5.1.4 the Joint Occupational Health and Safety Committee of DCDSB has a mandate to promote exemplary health and safety practices across the system.

6. Requirements

6.1 The Director of Education, **or designate**, shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.

6.2 DCDSB shall:

6.2.1 take every precaution reasonable in the circumstances for the protection of a worker;

6.2.1 maintain a Joint Occupational Health and Safety Committee;

6.2.2 implement programs and procedures to support the requirements of all health and safety legislation;

6.2.3 inform all DCDSB employees of their individual rights and responsibilities as identified in the health and safety legislation;

- 6.2.4 in consultation with the Joint Occupational Health and Safety Committee, will provide information, develop procedures and provide training to all supervisory staff and other employees as required;
- 6.2.5 ensure that there are ~~the appropriate~~ at least the minimum number of “certified” members of the Joint Occupational Health and Safety Committee as required by the attendant legislation;
- 6.2.6 establish appropriate health and safety inspection programs and reporting procedures;
- 6.2.7 promote an awareness of health and safety issues and the need for the prevention of personal injury in the workplace by providing ongoing information on safe work practices;
- 6.2.8 promote cooperation among all employees in the implementation of programs and procedures;
- 6.2.9 promote the maintenance of safe working environments and effective prevention practices in all workplaces;
- 6.2.10 provide direction to all employees responsible or take appropriate action in the event of incidents in the workplace;
- 6.2.11 establish appropriate monitoring and annual review of procedures to assess the effectiveness of this Occupational Health and Safety policy and the program designed to implement it.
- 6.3 Supervisors shall:
 - 6.3.1 take every precaution reasonable in the given circumstances for the protection of a worker;
 - 6.3.2 ensure that a worker complies with the Occupational Health and Safety Act and its attendant Regulations;
 - 6.3.3 ensure that any equipment, protective devices or clothing required by the employer is used or worn by the worker;
 - 6.3.4 advise a worker of any potential or actual health and safety dangers known by the Supervisor;
 - 6.3.5 take prompt corrective action when hazards are identified and/or arise in the workplace;
 - 6.3.6 ensure that a Health and Safety board is situated prominently in a location accessible to all employees, for premises under their jurisdiction;

6.3.7 ensure that this Health and Safety policy be posted on the Health and Safety board on premises under their jurisdiction.

6.4 Employees shall:

6.4.1 work in compliance with the Occupational Health and Safety Act, its attendant Regulations, other applicable legislation, policies and administrative procedures;

6.4.2 use or wear any equipment, protective devices or clothing required by the employer;

6.4.3 report to the employer or supervisor any known missing or protective device that may be dangerous;

6.4.4 report any workplace hazard to the employer or supervisor;

6.4.5 report any known contravention of the Occupational Health and Safety Act or regulations to the employer or supervisor.

6.5 Contravention of the Occupational Health and Safety Act, its attendant Regulations and/or policy and its attendant administrative procedures may result in sanctions including, but not limited to, disciplinary action.

7. Sources

7.1 Occupational Health and Safety Act, RSO 1990, c.01

7.2 Workplace Safety and Insurance Act, SO 1997, c.16, Schedule A

8. Related Policies and Administrative Procedures

8.1 Hearing Protection Administrative Procedure (AP318-1)

8.2 Scented Personal Products Administrative Procedure (AP318-2)

8.3 Protective Footwear Administrative Procedure (AP318-3)

8.4 Automated External Defibrillators (AED) Administrative Procedure (AP318-4)

8.5 Lockout/Tagout Administrative Procedure (AP318-5)

8.6 Drone Safety Administrative Procedure (AP318-6)

8.7 Indoor Environmental Quality Administrative Procedure (AP318-7)



POLICY – 320

Workplace Harassment and Workplace Sexual Harassment

Area: Human Resources
Source: Superintendent of Human Resources

Approved: November 12, 2007
Revised: September 26, 2016 (Interim); October 24, 2016; January 11, 2021
Reviewed: Annually

1. Introduction

The Durham Catholic District School Board (DCDSB) is a Catholic learning community committed to providing a work environment supportive of the dignity of each and every employee, contract employee and volunteer. In addition, because DCDSB is entrusted with the nurturing and education of students, it is important that all employees be positive role models for the students in their care consistent with the teachings of the Catholic Church. DCDSB believes that all employees and volunteers have the right to work in an environment that is free from harassment and discrimination.

2. Definitions

Discrimination (under the Ontario Human Rights Code) — treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their Race, Ancestry, Place of Origin, Colour, Ethnic Origin, Citizenship, Creed (Religion), Sex, Sexual Orientation, Gender Identity, Gender Expression, Disability, Age, Marital Status (including same-sex partners), Family Status, receipt of public assistance (in housing accommodation only), and record of offences (in employment only).

Discrimination (Ontario Human Rights Commission) – treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics.

Intimidation — the use of verbal, written or non-verbal action intended to frighten, discourage or inhibit.

Occupational Health and Safety Act (OHSA)—sets out the rights and duties of all parties in the workplace, as well as procedures for dealing with workplace hazards and for enforcement as needed.

Racism—a belief that one group is superior or inferior to others. Racism can be openly displayed in racial jokes, slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, people don't even realize they have these beliefs. Instead, they are assumptions that have evolved over time and have become part of systems and institutions.

Racism (OHRC Policy and Guidelines on Racism and Racial Discrimination) – any distinction, conduct or action, whether intentional or not, but based on a person's race, which has the effect of imposing burdens on an individual or group, not imposed upon others which withholds or limits access to benefits available to other members of society.

Threats—any statement, act, or communication intended or apparently intended to intimidate or threaten a person, in circumstances where the person threatened believes, or has reasonable grounds to believe, the threat may be carried out.

Workplace—any land, premises, location or thing upon which an employee performs work or work-related duties or functions. Schools and school-related activities, including but not limited to, extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the direction of this policy.

Workplace (Occupational Health and Safety Act) – any land, premises, location or thing at, upon, in or near which a worker works.

Workplace Harassment (Occupational Health and Safety Act) – “engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, **and includes** or workplace sexual harassment”.

Workplace Sexual Harassment (as defined by the Ontario Occupational Health and Safety Act (OHSA))—engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or making a sexual solicitation or advance where the person making it is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

3. Purpose

The purpose of this policy is to provide a framework for a harassment and discrimination free working environment.

4. Application / Scope

This policy applies to every employee, contract employee, and volunteer of DCDSB.

5. Principles

5.1 DCDSB believes that:

- 5.1.1 all forms of workplace harassment and workplace sexual harassment are inconsistent and undermine Catholic values/social teachings and ethical standards in the workplace;
- 5.1.2 the climate of the workplace must be one that promotes and protects the dignity and self-worth of all employees and, to that end, all employees are entitled to work in an environment that is free of workplace harassment;
- 5.1.3 all employees have a right to expect and receive respect of person and property, and to have that right supported and enforced by DCDSB;
- 5.1.4 victims of workplace harassment and workplace sexual harassment have a right to be supported by the provisions of legislation, DCDSB policies and administrative procedures.

6. Requirements

- 6.1 The Director of Education, or designate, shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 The Board shall review this policy and related administrative procedure on an annual basis in consultation with the Joint Occupational Health and Safety Committee.
- 6.3 Every employee shall refrain from engaging in conduct that is in any way harassing, threatening or intimidating.
- 6.4 Nothing under this policy and its attendant administrative procedures shall impede management from directing, supervising, assessing and evaluating employee conduct and performance in accordance with DCDSB policies, administrative procedures and applicable collective agreements/terms and conditions of employment or service contracts.
- 6.5 All forms of workplace harassment and workplace sexual harassment, including discrimination, racism, intimidation and threatening conduct, constitutes a breach of this policy and its attendant administrative procedures and is subject to disciplinary action that could result in dismissal.
- 6.6 Reprisals, including intimidation and threat against a complainant or witness are subject to disciplinary action that could result in dismissal.

- 6.7 Complaints shall be investigated, addressed and resolved through internal and external processes and in accordance with the administrative procedures attendant to this policy.
- 6.8 All employees will be required to acknowledge their review of the Workplace Harassment and Workplace Sexual Harassment policy and administrative procedure on an annual basis in accordance with the Policy Development and Implementation administrative procedure (AP210-1)

7. Sources

- 7.1 Education Act
- 7.2 Ontario College of Teachers Act
- 7.3 Municipal Freedom of Information and Protection of Privacy Act
- 7.4 Occupational Health and Safety Act
- 7.5 Youth Criminal Justice Act
- 7.6 Trespass Act
- 7.7 Anti-racism Ethnocultural and Equity Act
- 7.8 Ontario Human Rights Code
- 7.9 Criminal Code of Canada
- 7.10 Police/School Board Protocol

8. Related Policies and Administrative Procedures

- 8.1 Policy Development and Implementation Policy (PO210)
- 8.2 Policy Development and Implementation Administrative Procedure (AP210-1)
- 8.3 Workplace Harassment and Workplace Sexual Harassment Administrative Procedure (AP320-1)
- 8.4 Acceptable Use of Information and Communications Technology Policy (PO431)
- 8.5 Acceptable Use of Information and Communications Technology Administrative Procedure (AP431-1)
- 8.6 Code of Conduct Policy (PO610)
- 8.7 Code of Conduct Administrative Procedure (AP610-1)
- 8.8 Student Discipline Policy (PO611)
- 8.9 Student Discipline Administrative Procedure (AP611-1)



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

POLICY – 324

Workplace Violence

Area: Human Resources
Source: Superintendent of Human Resources

Approved: January 24, 2011
Revised: November 12, 2012; May 6, 2019; January 11, 2021
Reviewed: Annually

1. Introduction

The Durham Catholic District School Board (DCDSB) is committed to the promotion of the values of respect, dignity and fairness for all consistent with the teachings of the Catholic Church. DCDSB believes that in adhering to these values there can be no tolerance of violence in the work or learning environment. DCDSB recognizes that violence and threat of violence are a serious hazard to its employees and is committed to protecting workers from workplace violence from all sources, preventing and controlling such risks in its workplace.

2. Definitions

Incident (as defined by the Occupational Health and Safety Act)—any event in which an act of workplace violence occurs on Durham Catholic School Board property or at a Durham Catholic District School Board sanctioned event, or approved attendance at a professional development event (e.g., conference, workshop), associated with a Durham Catholic District School Board employee.

Joint Health and Safety Committee (JHSC)—a committee, composed of employees who represent the workers from various employee groups and the board committed to improving health and safety conditions in the workplace. The Committee's role is to identify system-wide health and safety issues and brings these matters to the employer's attention. Members of the Committee must be kept informed of health and safety developments in the workplace. The Committee does not deal with school-based or labour relations issues.

Occupational Health and Safety Act (OHSA)—sets out the rights and duties of all parties in the workplace, as well as procedures for dealing with workplace hazards and for enforcement as needed.

Reprisal (*Ontario Human Rights Commission*) – an action, or threat, that is intended as retaliation for claiming or enforcing a right under the Code. any act of retaliation, either direct or indirect.

Safety Plan—a plan developed for students whose behaviour is known to pose an ongoing risk to themselves, other students, workers or other people in general. It can serve as a crisis response plan that outlines the roles and responsibilities of the workers in dealing with specific problem behaviours. Safety plans are confidential student information and are not be shared without the principal and parent/guardian knowledge and agreement.

Supervisor – (*Occupational Health and Safety Act*), a person who has charge of a workplace or authority over a worker. This may include a principal or designate.

Threats—any statements, acts, or communication intended or apparently intended to intimidate or threaten a person, in circumstances where the person threatened believes, or has reasonable grounds to believe, the threat may be carried out.

Workplace—any land, premises, location or thing upon which an employee performs work or work-related duties or functions. Schools and school-related activities, including but not limited to such as extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the direction of this policy.

Workplace (*Occupational Health and Safety Act*) – any land, premises, location or thing at, upon, in or near which a worker works.

Workplace Harassment – (*Occupational Health and Safety Act*) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or and includes workplace sexual harassment.

Workplace Violence – (*Occupational Health and Safety Act*) (a) the exercise of physical force by a person against a worker in a workplace that causes or could cause physical injury to the worker; (b) an attempt to exercise physical force against a worker, in a workplace that causes or could cause physical injury to the worker; (c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Workplace Violence Risk Assessment—(*Occupational Health and Safety Act*), an assessment of the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work. A risk assessment under OHSA is not an assessment of an individual or student.

3. Purpose

The purpose of this policy is to support a safe working environment through implementation of effective measures to prevent and address violence in the workplace.

4. Application / Scope

- 4.1 This policy applies to all DCDSB employees and trustees, as well as other individuals including clients of DCDSB, parents/guardians/caregivers, volunteers, permit holders, contractors and employees of other organizations not related to DCDSB but who work on or are invited onto DCDSB premises. The provisions of this policy also apply to workplace violence by such persons, which is proven to have repercussions that adversely affect DCDSB's working and learning environment.
- 4.2 This policy is to be interpreted and applied in conjunction with all other applicable DCDSB policies and practices having to do with employee conduct, including, but not limited to, workplace harassment, workplace sexual harassment, and school safety.
- 4.3 The rights of students to a respectful working and learning environment, free from violence, are addressed under other appropriate policy, legislation or regulations including, but not limited to, the Education Act, Ontario Schools Code of Conduct as well as Board and School Codes of Behaviour. The Occupational Health and Safety Act (OHSA), Section 32.0.1, covers harassment and risks of workplace violence that may arise because of student and/or staff behaviours. This policy, therefore, applies in appropriate circumstances.

5. Principles

- 5.1 DCDSB recognizes:
 - 5.1.1 that behaviour within our school communities should be in accordance with the Gospel values of Jesus Christ, DCDSB's Mission Statement, and the requirements set forth by the Occupational Health and Safety Act and the applicable regulations.
 - 5.1.2 that all forms of violence, harassment or discrimination are unacceptable behaviours.
 - 5.1.3 the provision of working and learning environments that are free of any form of violence and that are safe, secure, harmonious and sensitive to the needs and well-being of all employees, students, volunteers and visitors.

- 5.2 DCDSB acknowledges that victims of violence will be supported by the provisions of enacted legislation and the requirements of DCDSB policy and administrative procedures.
- 5.3 DCDSB recognizes that workplace violence adversely affects healthy relationships, the school climate, and other working environments.
- 5.4 DCDSB recognizes that workplace violence will not be accepted on school property, at school-related activities in schools with locations related to DCDSB business sponsored programs or events, on school buses, or in any other circumstances where engaging in violence will have a negative impact on the working and learning environment.
- 5.5 DCDSB will comply with Privacy and Access legislation in protecting confidentiality of the Workplace Violence process and of all parties involved to the extent possible.

6. Requirements

- 6.1 The Director of Education shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 The Board, in consultation with the Joint Health and Safety Committee, will develop, implement, and maintain a workplace violence prevention and intervention program, which will include training and educating employees. This program will include:
 - 6.2.1 a workplace violence risk assessment protocol which will identify and mitigate areas of potential risk of workplace violence;
 - 6.2.2 procedures to follow in order to control risks of workplace violence identified through the risk assessment, as likely to expose an employee to physical or other form of injury;
 - 6.2.3 procedures to summon immediate assistance when workplace violence occurs or is likely to occur;
 - 6.2.4 measures that employees must take to report incidents of workplace violence to the Board or their supervisor;
 - 6.2.5 DCDSB process for investigating and responding to incidents or complaints of workplace violence.
- 6.3 The Board, in consultation with the Joint Health and Safety Committee, will assess the risks of workplace violence that may arise from the nature of the workplace, the type of work of the conditions of work in accordance with the provisions of the Occupational Health and Safety Act. The risks of workplace violence will be

reassessed as often as necessary to ensure that this policy and the related program continue to protect employees from workplace violence.

- 6.4 The Board will consult with and advise the Joint Health and Safety Committee of the results of the assessment and reassessment, and provide a copy, if the assessment or reassessment is in writing.
- 6.5 The Board will clearly define roles and responsibilities of stakeholders, including Board/school administrators, principals/vice principals, managers, supervisors and employees in preventing, reporting and responding to workplace violence.
- 6.6 DCDSB will provide an employee with information and instruction that is appropriate for the employee on the contents of the policy and program with respect to workplace violence and any other prescribed information or instruction.
- 6.7 DCDSB will not disclose more personal information than is reasonably necessary to protect employees' safety and security. The information provided to an employee may include personal information related to a risk of workplace violence from a person with a history of violent behaviour if the employee can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the employee to physical injury.
- 6.8 The Board will take every reasonable precaution to protect the employee if the Board becomes aware or ought reasonably to be aware of domestic violence that is likely to expose an employee to physical injury may occur in the workplace.
- 6.9 This policy and the Occupational Health and Safety Act prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisals, or further violence. False, malicious and vexatious accusations, however, will face corrective and remedial action, up to and including disciplinary action for just cause.
- 6.10 As part of an internal responsibility system, individuals engaging in unsafe activity will be held accountable for their actions.
- 6.11 With respect to employees, DCDSB's progressive discipline may be applied concerning any unsafe behaviour and particularly concerning behaviour that is described in the definition of "workplace violence" above.
- 6.12 All complaints and reports of violence will be treated seriously, will be investigated thoroughly and fairly, and will be dealt with accordingly. Every attempt will be made to maintain confidentiality and all investigations will be conducted adhering to any applicable provisions of the Municipal Freedom of Information and Protection of Privacy Act.
- 6.13 The policy concerning workplace violence will be posted at a conspicuous place in the workplace.

- 6.14 The Board will review the policy with respect to workplace violence as often as is necessary, but at least annually in consultation with the Joint Health and Safety Committee.
- 6.15 All employees will be required to acknowledge their review of the Workplace Violence policy and administrative procedure on an annual basis in accordance with the Policy Development and Implementation administrative procedure (AP210-1).

7. Sources

- 7.1 Ontario Human Rights Code
- 7.2 Ontario Occupational Health and Safety Act
- 7.3 PPM 120 School Board Policies on Violence Prevention in Schools
- 7.4 PPM 128 Provincial Code of Conduct
- 7.5 PPM 144 Bullying Prevention and Intervention
- 7.6 PPM 145 Progressive Discipline and Promoting Positive Student Behaviour
- 7.7 Ontario Ministry of Labour, Health and Safety Guidelines, Workplace Violence and Harassment: Understanding the Law, March 2010
- 7.8 Ontario Education Services Corporation, Resources for Implementing Bill 168, April 2010
- 7.9 Catholic Consortium, Workplace Violence Policy – General, March 26, 2010
- 7.10 Ontario Ministry of Labour: Workplace Violence in School Boards: A Guide to the Law, March 2017

8. Related Policies and Administrative Procedures

- 8.1 Occupational Health and Safety Policy (PO318)
- 8.2 Workplace Harassment and Workplace Sexual Harassment Policy (PO320)
- 8.3 Workplace Harassment and Workplace Sexual Harassment Administrative Procedure (AP320-1)
- 8.4 Code of Conduct Policy (PO610)
- 8.5 Code of Conduct Administrative Procedure (AP610-1)
- 8.6 Student Discipline Policy (PO611)
- 8.7 Student Discipline Administrative Procedure (AP611-1)
- 8.8 Bullying Prevention and Intervention Policy (PO612)
- 8.9 Bullying Prevention and Intervention Administrative Procedure (AP612-1)
- 8.10 Workplace Violence Prevention – General Administrative Procedure (AP324-1)
- 8.11 Workplace Violence Prevention – Students Administrative Procedure (AP324-2)



Meeting Notes

Page provided to record notes

Closing Prayer

Dear Lord,

Thank you, Gracious Father, for making today a success. Lord, as we leave, we pray that you be with us. May your angels go ahead of us and clear the path so that we can safely return home. May all praise and honor return to you in all that we do.

We believe and pray in Jesus' name,
Amen.