



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

Policy Meeting - Open

Agenda

Monday, March 6, 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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Board Web Site: www.dcdsb.ca

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



Policy Meeting - Open

Durham Catholic District School Board, 650 Rossland Road West,
Oshawa, Ontario, L1J 7C4
Mar 6, 2023 7:30 PM - 10:00 PM EST

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Opening Prayer

1 John 4:16 says, “And so we know and rely on the love God has for us. God is love. Whoever lives in love lives in God, and God in them.” Lord, we pray we may be able to live by these words day in and day out. Let us love all in our community, for loving them is loving You.

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: March 6, 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	103	Travel Expenses	MH	Rescinded
	105	Use of Corporate Cards and/or Purchase Cards	MH	Rescinded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	107	Hospitality Expenses	MH	Rescinded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 and Entitlements	MH	Second Reading
	219	Public Delegations	TB	Completed
Human Resources				
	300	Right to Disconnect from Work (Interim)	GW	Completed
	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	First Reading

2022-2023 Policy Roster

	PO #	Policy Name	Lead	Status
Operations (cont'd)				
	411	Alternative Arrangements for School Facilities	SG	Identified
	419	Healthy Food and Beverage	MO'N	First Reading
	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	Third 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	Second Reading
	508	Selection and Reconsideration of Learning Resources	MO'N	Second Reading
	513	Supervised Alternative Learning (SAL)	PS	Completed
	516	First Nation, Metis & Inuit Education Framework	DS	Identified
	519	Practical Work	JW	Completed
	520	eLearning	PS	Completed
	521	French Language Program Exemption or Transfer	MO'N	Identified
	522	Science Class Waste Material and Disposal	JW	Completed
	523	Environmental Education	MO'N	Identified
Student Conduct & Safety				
	604	Access to Board Premises	SG	Second Reading
	612	Bullying Prevention and Intervention	PS	Completed
	613	Student Attendance	PS	First Reading
	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: March 6, 2023

Subject: **Input Received**

Rationale

Following the January 16, 2023, 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 March 6, 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 March 6, 2023)

DCPIC

General input with respect to lack of public access to administrative procedures following narrowing of policies

- PO507 – Extra-Curricular Activities – Elementary and Secondary
 - Grammatical
- PO431 – Acceptable Use of Information and Communications Technology
 - Grammatical



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: March 6, 2023

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

Recommendations

1. Moved by , seconded by

“THAT the Durham Catholic District School Board approve the addition of PO215 Student Trustees Policy to the Current Roster of Policies.”

2. Moved by , seconded by

“THAT the Durham Catholic District School Board approve the addition of PO611 Student Discipline Policy to the Current Roster of Policies.”

Rationale

PO215 Student Trustees was not previously identified on the policy roster for 2022-2023 as it had recently been reviewed (in 2022). Following a recent decision of the Court (October 2022), staff sought advice with respect to potential changes to the Board’s Student Trustees policy and procedure. The decision and legal recommendation resulted in suggested revisions.

PO611 Student Discipline was not previously identified on the policy roster for 2022-2023 as it had recently been reviewed (in 2020). A recent review of the policy resulted in amendments to include the Education Act provisions around suspension and expulsion for Kindergarten to grade 3 students.

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
	215	Student Trustees	KS	First Reading
	216	Equity and Inclusive Education	SLF/KS	Identified
	217	Trustee Expenses and Entitlements	MH	Second Reading
	219	Public Delegations	TB	Completed
Human Resources				
	300	Right to Disconnect from Work (Interim)	GW	Completed
	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	First Reading

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	First Reading
	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	Third 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	Second Reading
	508	Selection and Reconsideration of Learning Resources	MO'N	Second Reading
	513	Supervised Alternative Learning (SAL)	PS	Completed
	516	First Nation, Metis & Inuit Education Framework	DS	Identified
	519	Practical Work	JW	Completed
	520	eLearning	PS	Completed
	521	French Language Program Exemption or Transfer	MO'N	Identified
	522	Science Class Waste Material and Disposal	JW	Completed
	523	Environmental Education	MO'N	Identified
Student Conduct & Safety				
	604	Access to Board Premises	SG	Second Reading
	611	Student Discipline	PS	First Reading
	612	Bullying Prevention and Intervention	PS	Completed
	613	Student Attendance	PS	First Reading
	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: March 6, 2023

Subject: **Policies for First Reading**

Recommendation

1. Student Trustees (Interim) Policy (PO215)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Student Trustees (Interim) Policy (PO215).”

2. School Playground Equipment Policy (PO406)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the School Playground Equipment Policy (PO406).”

3. Healthy Food and Beverage Policy (PO419)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Healthy Food and Beverage Policy (PO419).”

4. Student Discipline (Interim) Policy (PO611)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Student Discipline (Interim) Policy (PO611).”

Memorandum – Page 2

To: Board of Trustees
 Re: **1st Reading**
 Date: March 6, 2023

5. Student Attendance Policy (PO613)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Student Attendance Policy (PO613).”

Rationale**PO215 Student Trustees**

In October 2022, the Court found, among other things, that since student trustees do not vote and their presence is not necessary for a board meeting to achieve quorum, allowing students to elect a non-Catholic student trustee would not impact any constitutionally guaranteed education rights. The Ontario Divisional Court also held that the policy requirement that Student Trustees be Roman Catholic discriminated against non-Catholic students on the basis of their religion, and thus constituted a breach of section 15(1) of the Canadian Charter of Rights and Freedoms (“CCRF”). Following that decision, staff sought legal input and are recommending changes to reflect alignment with the Education Act and the CCRF. Staff are suggesting that the policy be passed as interim so that the changes are immediately in effect to support the upcoming election process. The attendant administrative procedure has also been included as an information item.

PO406 School Playground Equipment

PO406 School Playground Equipment Policy was last updated in 2015. It has been identified to bring the policy up to date and to ensure compliance with any potential regulation changes. Procedural items were moved to the attendant administrative procedure.

PO419 Healthy Food and Beverage

PO419 Healthy Food and Beverage Policy was last updated in 2017. It has been identified to bring the policy up to date and to ensure compliance with any potential regulation changes. Procedural items were moved to the attendant administrative procedure.

PO611 Student Discipline

PO611 Student Discipline Policy has been added to the policy roster to address the Education Act requirements around suspension and expulsion with respect to Kindergarten to Grade 3 students. Procedural items were moved to the attendant administrative procedure. Staff are suggesting that the policy be passed as interim so that the changes are immediately in effect.

PO613 Student Attendance

PO613 Student Attendance Policy is included in the roster as an annual review. Following a review by Shelley Phoenix, Senior Manager, Social Work and Child Youth

Memorandum – Page 2

To: Board of Trustees

Re: **1st Reading**

Date: March 6, 2023

Counsellors/ Chief Attendance Officer and Superintendent Lee-Fernandes, inclusive language has been added to the policy.

TB/KA/cc

Attachment: (PO215 Student Trustees Policy; PO406 School Playground Equipment Policy; PO419 Healthy Food and Beverage Policy; PO611 Student Discipline Policy; PO613 Student Attendance Policy)



POLICY – 215

Student Trustees

Area: Governance
 Source: Superintendent of Education – Policy Development
 Approved: March 26, 2007
 Revised: February 10, 2020; March 7, 2022

1. Introduction

Student representation on the Board provides opportunities for student interests to be heard and considered at the Board table. Student trustees provide a direct voice by students for students.

2. Definitions

Nil

3. Purpose

The purpose of this policy is to provide a framework for the representation of students on the Board of Trustees.

4. Application / Scope

This policy applies to the election, roles and responsibilities of Student Trustees on the Durham Catholic District School Board ("the Board").

5. Principles

5.1 The Board believes that:

- 5.1.1 students are the future of Catholic education;
- 5.1.2 student interests are best represented by students;
- 5.1.3 Trustees have a responsibility to mentor and guide Student Trustees;

- 5.1.4 having Student Trustee views shared at Board meetings informs decisions made by members of the Board.

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 have two Student Trustees representing the interest of students.
- 6.3 A Student Trustee shall ~~be~~ **meet the qualification criteria outlined in section 3.1.2 of the Board's Student Trustees Procedure.**
- ~~6.3.1 a practicing Catholic;~~
- ~~6.3.2 a resident student of DCDSB;~~
- ~~6.3.3 in grade 11 or 12 during the term of office;~~
- ~~6.3.4 a full time student enrolled in at least 3 credits per semester.~~
- 6.4 A Student Trustee shall be elected by the ranks of the Board's Catholic Student Senate, no later than the last day of April in each year. The Board will provide the Ministry of Education with the names of the students elected, no later than 30 days after the date of the election or by-election.
- 6.5 Following a transition period from May until July 31, in the first year of election, the Student Trustees will serve two successive one-year terms beginning on August 1 of the year in which they are elected and end on July 31 of the following year of election.
- ~~6.6 Only one Trustee will be elected each year. Each Student Trustee will be elected in April of their second year of secondary school (grade 10), thus commencing their two-year term to begin August 1.~~
- ~~6.7 Every effort will be made to ensure that the elected Student Trustees are not from the same school at any given time.~~
- 6.8 Student Trustees shall be non-voting ~~members of~~ **representatives** to the Board representing the interest of students by fulfilling the roles and responsibilities of Student Trustees as per the administrative procedures attendant to this policy.
- 6.9 Student Trustees ~~shall~~ **are expected to** attend all regularly scheduled Board meetings and be present and participate in meetings of the Board. A student is not entitled to be present at a meeting that is closed to the public under clause 207(2)(b) of the Education Act or where issues under consideration would put them in conflict of interest.

6.10 Student Trustees shall receive honoraria as established by the legislation and out-of-pocket expenses and travel expenses reasonably incurred in connection with carrying out the responsibilities of Student Trustees. Reimbursement shall be in accordance with legislation, board policies and administrative procedures.

~~6.11 The Chair of the Board shall appoint a Trustee to act as a mentor for each Student Trustee.~~

~~6.12 The Superintendent who is resource to the Board's Catholic Student Senate shall be the staff contact for the Student Trustees.~~

~~6.13 Student Trustees shall receive Board communications and other relevant materials through processes established for members of the Board.~~

~~6.14~~ 6.1.4 Student Trustees who cease to meet the qualification criteria in section 3.1.2 of the Board's Student Trustees Procedure shall resign their position. ~~may be disqualified from office for any of the following reasons:~~

~~6.14.1 criteria outlined in the Education Act and Regulations;~~

~~6.14.2 cessation of enrolment as a full time student in one of the Board's Catholic secondary schools;~~

~~6.14.3 a serious breach of the school Code of Conduct; and~~

~~6.14.4 behaviour deemed to be incompatible with the roles and responsibilities of the position.~~

6.15 ~~Where a vacancy occurs, the position shall be filled by way of by election among eligible members of the Board's Catholic Student Senate committee .~~

~~6.16 Upon completion of the Student Trustee's term of office, the Student Trustee will be suitably recognized by the Board including, but not limited to, the principal making a notation in the student's Ontario Student Record and inserting a letter of service, signed by the Chair of the Board.~~

7. Sources

7.1 Education Act, Section 55

7.2 Ontario Regulation 7/07: Student Trustees

~~7.3 Ontario Regulation 354/18: Student Trustees~~

8. Related Policies and Administrative Procedures

8.1 Student Trustees Administrative Procedure (AP215-1)

8.2 Trustee Expenses and Entitlements Policy (PO217)



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

ADMINISTRATIVE PROCEDURE – 215-1

Student Trustees

Area: Governance
Policy Reference: Student Trustees (PO215)

Approved: March 26, 2007
Revised: June 8, 2020

1. Purpose

The purpose of this administrative procedure is to support the implementation of the Student Trustees Policy (PO215).

2. Definitions

Nil

Student Trustee—a student who is elected by his/her peers to represent students on the Board in accordance with the Education Act, Regulations and appropriate Board policies and administrative procedures.

3. Procedures

3.1 Election of Student Trustees

3.1.1 Any Durham Catholic District School Board student who, in accordance with the legislation and **board policies and this** Procedure, is qualified to act as a Student Trustee may declare their candidacy for such a position.

3.1.2 A **student is qualified to act as a** Student Trustee **shall be**:

a) **a practicing Catholic;**

b) **a resident student of the Board;**

a) **if they are, on the first day of school after the term of office begins, enrolled in the senior division of a school of the board and is:**

e) **in grade 11 or 12 during the term of office;**

- b) a full-time student as defined by s.234 of the Education Act; or ~~enrolled in at least 3 credits per semester~~.
- c) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3(3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced.

3.1.3 A person is not qualified to be elected or to act as a Student Trustee if they are serving a sentence of imprisonment in a penal or correctional institution.

3.1.4 Students shall declare their candidacy ~~no later than the final day of classes in December annually~~, by submitting a Student Trustee Candidacy Declaration Form (PO013) to the Superintendent who resources the Catholic School Senate.

3.1.5 The Superintendent, who is resource to the Catholic School Senate, shall set a time and date for the election of the Student Trustees that is prior to the end of ~~February~~ April of each year.

3.1.6 At the time set for elections, with the exception of any student senator who is a candidate, the Catholic Student Senate including current Student Trustees of the Board shall convene for the purpose of electing Student Trustees who will assume office on August 1st of the year in which elections are conducted.

3.1.7 Only one Trustee will be elected each year. Each Student Trustee will be elected in April of their second year of secondary school (grade 10), thus commencing their two-year term to begin August 1.

3.1.8 Every effort will be made to ensure that the elected Student Trustees are not from the same school at any given time.

3.1.9 The Superintendent who is resource to the Catholic Student Senate shall conduct the election and appoint two student senators not standing for elections as scrutineers.

3.1.10 Each candidate standing for office shall be given an opportunity to deliver a speech which shall not exceed five minutes in length.

3.1.11 Elections shall take place by secret ballot.

3.1.12 The Chair of the Board or designate together with the scrutineers shall retire to count the ballots and report the counts in writing to the Superintendent who is resource to the Catholic Student Senate.

- 3.1.13 The Superintendent who is resource to the Catholic Student Senate shall announce the name of the newly elected Student Trustee and ensure that all ballots are destroyed.
- 3.1.14 The term of office for a Student Trustee shall end July 31st of the year following their election.

3.2 Duties and Responsibilities

- 3.2.1 Student Trustees ~~shall~~ **are expected to** attend all regularly scheduled Board meetings and be present and participate in meetings of the Board. A Student Trustee is not entitled to be present at a meeting that is closed to the public under clause 207(2)(b) of the Education Act.
- 3.2.2 **Student Trustees are expected to promote Catholic values and education.**
- 3.2.3 Student Trustees shall not have voting rights (Education Act, subsection 55(~~52~~)).
- 3.2.4 **Subject to sections 3.2.1 and 3.2.3,** Student Trustees shall have the same opportunities as members of the Board for participation at open session meetings of the Board and its sub-committees.
- 3.2.5 **The Chair of the Board shall appoint a Trustee to act as a mentor for each Student Trustee.**
- 3.2.6 **The Superintendent who is resource to the Board's Catholic Student Senate shall be the staff contact for the Student Trustees.**
- 3.2.7 **Student Trustees shall receive Board communications and other relevant materials through processes established for members of the Board.**

3.3 Honorarium

- 3.3.1 The Student Trustee honorarium shall be the amount set by the appropriate legislation (**Ontario Regulation 354/18**).
- 3.3.2 Student Trustees shall be paid their honorarium in a lump sum **of \$2,500.00** at the completion of **each of the two successive one-year** ~~the~~ terms of office, or upon resignation, a pro-rated amount consistent with the term served. The Student Trustee will also be remunerated for out-of-pocket expenses according to the same rules that govern the reimbursement of Board member expenses.
- 3.3.3 ~~Where a Student Trustee holds office for less than the designated term of office, the honorarium shall be pro-rated to the proportion of a term for which the student holds office.~~

3.4 Disqualification of a Student Trustee

3.4.1 A Student Trustee who ceases to ~~meet the qualification criteria as outlined in section 3.1.2 shall resign their position.~~ ~~be a student in the Board shall be disqualified from serving as a Student Trustee on the Board.~~

~~3.4.2 A Student Trustee who is absent from three consecutive meetings of the Board without being authorized by resolution entered in the minutes shall be disqualified from serving as a Student Trustee on the Board.~~

~~3.4.3 A Student Trustee may be disqualified for just cause as determined by the Board.~~

3.5 Vacant Position Mid-Term

3.5.1 If the position of Student Trustee becomes vacant during the school year, ~~and the Board members may appoint a new student representative from the original applicants for the position or call for nominations from each of the secondary schools~~ ~~determines that the vacancy shall be filled, it shall be filled by a by-election conducted in the same manner as the annual Student Trustee election.~~

~~3.5.2 If the Board decides to appoint a new Student Trustee, an interviewing committee shall meet to decide on a candidate to fill the position and recommend to the Director of Education the name(s) of the nominee(s) to be appointed to the position of Student Trustee on the Board of Trustees.~~

~~3.5.3 The Board may decide not to replace one Student Trustee position that becomes vacant during the school year as a minimum of one Student Trustee on the Board meets the requirements of Ontario Regulation 7/07.~~

~~3.6 If an employee has questions or concerns arising from the implementation of this administrative procedure, they should be addressed with their immediate supervisor.~~

3.6 Upon completion of the Student Trustee's term of office, the Student Trustee will be suitably recognized by the Board, including, but not limited to, the principal making a notation in the student's Ontario Student Record and inserting a letter of service, signed by the Chair of the Board.

4. Sources

4.1 Education Act, Sections 55 and 207

4.2 Ontario Regulation 7/07: Student Trustees

5. Appendices

5.1 Student Trustee Candidacy Declaration Form (Form 13)

6. Related Policies and Administrative Procedures

6.1 Student Trustees Policy (PO215)



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

POLICY – 406

School Playground Equipment

Area: Operations

Source: Superintendent of Business, Finance and Facilities Services

Approved: January 5, 1998

Revised: November 9, 2015

1. Introduction

The Durham Catholic District School Board (the “Board”) recognizes the need to promote positive play experiences in a safe school environment. As such,

~~The Durham Catholic District School Board recognizes that~~ all school playground equipment currently located or to be installed on school sites **must** meet Canadian Standards Association (CSA) **Z614 Standard for Children’s Playground Equipment and Surfacing safety guidelines** and are inspected and maintained to appropriate safety levels.

2. Definitions

Nil

3. Purpose

The purpose of this policy is to ensure that consistent procedures and practices are undertaken when planning to install outdoor playground equipment.

4. Application / Scope

This policy applies to all school sites and all school playground equipment whether provided by the Board as part of a capital project or purchased by a school community and donated to the Board as part of a local school initiative.

5. Principles

5.1 The Board of Trustees:

- 5.1.1 ~~The Board~~ recognizes the inherent value of outdoor play and the use of playground equipment to support the physical, emotional and spiritual development of children.
- 5.1.2 ~~The Board~~ recognizes that the public and school community are generally supportive of the provision of playground equipment on municipal parks and school sites.
- 5.1.3 ~~The Board~~ as a responsible community partner, supports the public use of school playgrounds and playground equipment outside of regular school hours and regular school days.
- 5.1.4 ~~The Board~~ recognizes its responsibility to maintain a safe play environment and appropriate levels of liability coverage.
- 5.1.5 ~~The Board~~ plans and provides certain types of basic playground facilities and equipment as part of new school construction and other capital projects.
- 5.1.6 ~~The Board~~ permits school community groups and other agencies, **with approval**, to purchase and install certain supplementary playground equipment on its school sites according to a specific set of procedures and conditions.
- 5.1.7 ~~the Board~~ assumes the responsibility for maintenance and repair of playground equipment. As such, all **such** donated playground equipment becomes the sole property of the Board.
- 5.1.8 ~~The Board~~ reserves the right, in the case of any playground equipment, donated or otherwise, to remove, relocate or dispose of such playground equipment in the event of safety, accommodation or other reasonable concerns.

6. Requirements

- 6.1 **The Director of Education, or designate, shall issue administrative procedures attendant to this policy and amend them thereafter as the need may arise.**
- 6.2 The Director of Education, **or designate**, shall ensure that:
 - 6.2.1 the purchase and installation of all school playground equipment meet the current CSA **Z614** standards;
 - 6.2.2 **any playground equipment purchased or donated** ~~donations~~ by third parties are approved **by Board staff**; ~~for purchase and installation on a school site.~~
 - 6.2.2 a program of ~~daily and monthly~~ safety inspections **as outlined by CSA Z614** ~~by principals and custodial staff and annual safety inspections by the Facilities Services department~~ is established and implemented;

- 6.2.3 ~~Monthly and annual safety inspections include appropriate record-keeping practices with copies of reports provided for each principal to share with their respective school community.~~
- 6.2.4 ~~Based on the above safety inspection program, an appropriate budget is submitted as part of the annual Facilities Services department budget to facilitate the ongoing inspection, maintenance, and repair of school playground equipment.~~
- 6.2.5 ~~Inspections and~~ any decisions **resulting from inspections** related to repair versus replacement or removal include consultation with the principal and the school community;
- 6.2.6 Appropriate levels of liability insurance are maintained to address the potential accidents that may occur on Board property; and
- 6.2.7 Specific procedures are established to facilitate approval of proposals from school community groups and other agencies wishing to donate and/or share in the costs of purchases and installation of school playground equipment beyond the basic equipment provided by the Board. ~~Such procedures include the development of a proposal based on:~~
 - ~~a) Consultation with, and the support of, the Principal, Catholic School Council and the Superintendent of Facilities Services;~~
 - ~~b) Recommendation of the Superintendent of Education—Family of Schools and the approval of the Director of Education;~~
 - ~~c) Confirmation of the approval of the Director of Education in writing with copies of such approval to each of the above involved.~~

7. Sources

- 7.1 Education Act
- 7.2 CAN/CSA Z614-07 Children's Playspaces and Equipment

8. Related Policies and Administrative Procedures

- 8.1 Purchasing of Goods and Services Policy (PO102)
- 8.2 Approval of Proposals for the Purchase and Installation of School Playground Equipment (AP406-1)
- 8.3 Safety Inspection Program for School Playground Equipment (AP406-2)



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

POLICY – 419

Healthy Food and Beverage

Area: Operations
Source: Superintendent of Education – Academic Services

Approved: May 25, 2005
Revised: November 28, 2011; February 6, 2017

1. Introduction

The Durham Catholic District School Board (the “Board”) is committed to ensuring that its schools are healthy places for students in order to establish the conditions needed to realize their potential. A healthy school environment promotes student learning success and enhances the students’ social and emotional well-being. ~~Schools and boards have an important role to play in helping students lead healthier lives, including teaching students the skills to make healthy choices in reinforcing these lessons through school practices.~~

2. Definitions

Nil

~~**Healthy Eating**—eating adequate portions to provide the body with all the nutrients required. Students’ physical, mental and social well-being will be strengthened through regular implementation of healthy eating habits.~~

~~**National Standards for Food**—all food sold in schools must meet the standards set out in Ontario Regulation 200/08, “Trans Fat Standards”, made under the Education Act.~~

~~**Maximum Nutritional Value**—foods which meet or exceed the PPM 150 Nutritional Standards.~~

3. Purpose

The purpose of this policy is to establish nutrition standards for food and beverages sold in Durham Catholic District School Board schools.

4. Application / Scope

In accordance with Policy/Program Memorandum 150 – School Food and Beverage Policy, this policy applies to all food and beverages sold in all venues within the schools and in all events. This policy does not apply to food and beverages that are:

- 4.1 offered in schools to students at no cost;
- 4.2 brought from home or purchased off school premises and are not for resale in schools;
- 4.3 available for purchase during field trips off school premises;
- 4.4 sold in schools for non-school purposes (e.g., sold by an outside organization that is using the gymnasium after school hours for a non-school related event);
- 4.5 sold for fundraising activities that occur off school premises, (e.g., confectionary products (chocolate treats, etc.));
- 4.6 sold in staff rooms;
- 4.7 sold on one of the ~~ten~~ **limited** allowable exemption days as designated by the school principal in consultation with the Catholic School Council.

5. Principles

5.1 The Board of Trustees:

- 5.1.1 **The Board** supports the belief that healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development.
- 5.1.2 **The Board** acknowledges its responsibility to offer **only** healthy food and beverage choices sold to students in all schools and to **monitor ensure vendor** compliance with this requirement.

~~5.1 The Board supports Teaching and Learning department staff who will promote and distribute educational teaching methods and materials for staff and students that support healthy living and curriculum.~~

~~5.2 The Board believes that every effort should be made to promote strategies to involve students, families, parish and the community in healthy eating education, and in endorsing and sustaining healthy school nutrition and environment that supports wellness initiatives consistent with the Board's strategic priorities.~~

- 5.1.3 supports the promotion of healthy eating strategies within the school and broader community.

- 5.1.4 believes that strategies to promote healthy eating shall respect cultural preferences and shall consider barriers and obstacles for marginalized groups.
- 5.1.5 believes that the principles of Catholic Social Teaching shall guide the selection of products and services, where applicable (e.g., stewardship of creation, fair wages, rights of workers, etc.).

6. Requirements

- 6.1 The Director or designate shall develop administrative procedures to support the goals of the Healthy Food and Beverage Policy.
- 6.2 This policy and administrative procedure shall comply with the requirements of Ministry of Education Policy/Program Memorandum 150, School Food and Beverage Policy.
- 6.3 Nutrition education, consistent with Canada's Food Guide, will be incorporated into appropriate areas of the curriculum for all students to develop decision-making skills for healthy living.

~~6.4 All food and beverages sold within schools are subject to the approval of the school principal.~~

~~6.5 School principals will consult with the Catholic School Councils prior to designating ten exemption days within the school year.~~

- 6.6 Vendors providing food service to schools in the Board shall be required to demonstrate compliance with the requirements of this policy and the associated administrative procedure.
- 6.7 The Board will cooperate with the Durham Region Health Department in its ongoing efforts to educate and encourage students, parents/guardians/caregivers and the community about good nutrition and healthy eating habits.

6.8 The Board will encourage staff, students and vendors to: ~~Staff, students and vendors are encouraged to:~~

- 6.8.1 choose Ontario food and beverages first (e.g., offer Ontario grown and/or produced food and beverages when available and practical);
- 6.8.2 be respectful of the environment (e.g., reduce food waste, reuse containers compost food waste);
- 6.8.3 ensure that drinking water is freely available and accessible throughout the school day;
- 6.8.4 choose products from companies that promote sustainable practices and are stewards of creation;

- 6.8.5 support companies that use 'fair trade' practices as part of their mission and vision;
- 6.8.6 not distribute or sell bottled water unless mitigating factors prevent the use of a municipal water source.
- 6.9 All school staff will ~~enforce the application of~~ **adhere to** the Anaphylactic Students (Protection of) ~~Policy (PO608) and~~ Administrative Procedure (AP6081-1) when considering food selection and distribution at all school functions.
- ~~6.8 All school staff will work with parents and guardians to encourage and educate them to promote healthy and nutritious eating habits.~~

7. Sources

- 7.1 Ministry of Education – School Food and Beverage Policy Resource Guide – 2010
- 7.2 Ministry of Education – School Food and Beverage Policy – Quick Reference Guide – 2010
- 7.3 Policy/Program Memorandum 150, School Food and Beverage Policy
- 7.4 Ontario Physical and Health Education Association (OPHEA) Guidelines
- 7.5 Canada's Food Guide
- 7.6 Canada's Food Guide, First Nations, Métis and Inuit
- 7.7 Durham Region Health Department

8. Related Policies and Administrative Procedures

- 8.1 Healthy Food and Beverage Administrative Procedure (AP419-1)
- ~~8.2 Anaphylactic Students (Protection of) Policy (PO608)~~
- 8.3 Anaphylactic Students (Protection of) Administrative Procedure (AP601-1)



POLICY – 611

Student Discipline

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

Approved: May 12, 2008
Revised: May 13, 2013; May 8, 2017; November 5, 2018 (Interim); May 6, 2019; November 9, 2020

1. Introduction

In keeping with the mission, vision and values of the Durham Catholic District School Board (the “Board”), the Board of Trustees is committed to promoting and supporting appropriate student behaviours that contributes to a positive school climate and sustains a safe, inclusive and accepting learning and teaching environment.

The Board of Trustees acknowledges that progressive discipline is a whole school approach that involves all members of the school community. This approach includes a continuum of prevention programs, early and ongoing interventions, supports and consequences for inappropriate behaviour.

2. Definitions

Adult Student (*Municipal Freedom of Information and Protection of Privacy Act*) – a student who has reached the age of 18 or is 16 or 17 and has withdrawn from parental control.

Bullying (*Policy and Program Memorandum 144 – Bullying Prevention and Intervention*) – typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Guardian (*Education Act*) – a person who has lawful custody of a child, other than the parent of the child.

Harassment (*Ontario Human Rights Commission*) – engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome.

Ontario Human Rights Code (the “Code”) (*Equity and Inclusive Education in Ontario Schools*) – a provincial law that gives everyone equal rights and opportunities, without Discrimination, in specific areas such as education, jobs, housing, and services. The goal of the Code is to address and prevent discrimination and harassment.

Progressive Discipline (*Policy and Program Memorandum 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 and foster positive behaviours.

3. Purpose

The purpose of this policy and its resulting administrative procedure is to provide guidelines to ensure that principals, their designates and all educators in the Board use appropriate strategies to discipline students in compliance with Ministry and Board direction for progressive discipline.

4. Application / Scope

This policy applies to all students (Kindergarten to Grade 12) and all schools in the Board. This policy is commensurate with the Ontario Human Rights Code, the Provincial Code of Conduct, the Board Code of Conduct, and the Education Act which create 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.

5. Principles

5.1 The Board of Trustees recognizes:

- 5.1.1 the behaviour within our school communities should be in accordance with the Gospel values of Jesus Christ, the Board’s Mission Statement, and the requirements set forth by the Education Act and the applicable regulations;
- 5.1.2 that all inappropriate student behaviour, including bullying, must be addressed;
- 5.1.3 that the principles of Progressive Discipline, consistent with the Ontario Human Rights Code, Ministry of Education direction and PPM 145 Progressive Discipline and Promoting Positive Student Behaviour, will be applied in circumstances where positive school and classroom climate practices have not been effective or sufficient in addressing inappropriate behaviour;

- 5.1.4 the importance of due diligence and bias-aware investigative practices;
- 5.1.5 that, when progressive discipline measures are implemented, they must be developmentally appropriate based on a student's age and/or learning profile;
- 5.1.6 that some behaviours are a manifestation of specific diagnosed medical or neurological developmental disorders.
- 5.1.7 that the use of suspension and expulsion for infractions as outlined in Part XIII of the Education Act may be necessary, where a student has committed one or more of the infractions on school property, during a school related event and/or in circumstances where the infraction has had an impact on the school climate;
- 5.1.8 the importance of consistency across the system in addressing serious breaches of conduct;
- 5.1.9 the authority of the principal and the teaching staff in discharging their duties as defined by the Education Act and Regulations and respective Board policies and administrative procedures;
- 5.1.10 its duty to establish procedures for the appeal of suspensions in accordance with the Education Act and Regulations;
- 5.1.11 the power of the Child and Family Services Review Board to hear an appeal of the Board's decision to expel a student.

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 Schools are required to implement a whole school approach to progressive discipline consistent with this policy, its administrative procedures and the Ontario Human Rights Code. Schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing and fostering positive behaviour and supporting students in making good choices.
- 6.3 Schools should ensure that communication between the school and home is open, courteous and focused on student success. Principals, vice-principals and teachers who have been delegated authority are expected to engage and collaborate with parents/guardians/caregivers in the progressive discipline approach being used with their children.
- 6.4 Where a student has special education needs, the interventions, supports progressive disciplinary measures must, where appropriate, be reflective of the expectations outlined in the student's Individual Education Plan (e.g., Behaviour goals) and/or Safety Plan.

- 6.5 Schools are expected to create positive school and classroom climates by promoting the dignity and worth of all members of the Catholic school community.
- 6.6 Schools are required to use early and ongoing prevention and intervention strategies to address inappropriate behaviour and maintain a positive school environment. Intervention strategies should provide students with the necessary supports to address inappropriate behaviour. Parents/guardians/caregivers should be actively engaged in developing and implementing the prevention and intervention strategies.
- 6.7 The Board supports students who are impacted by serious incidents of behaviour that contravene the provincial, Board, and school Codes of Conduct. School administrators, staff and students will work collaboratively with parents/guardians/caregivers to develop appropriate plans to protect any impacted students.
- 6.8 When early, ongoing, and collaborative strategies are not effective or not sufficient in addressing inappropriate student behaviour, the Board supports the use of consequences, up to and including suspension and/or expulsion.
- 6.9 Schools shall consider and endeavour to facilitate restoration and reconciliation as an integral component of Progressive Discipline. Restoration and reconciliation should occur during all stages of Progressive Discipline.
- 6.10 When a principal or designate's investigation of an incident determines that a student has engaged in one or more of the infractions as outlined in the Student Discipline Administrative Procedure (AP611-1) on school property, during a school-related activity or event and/or in circumstances where the infraction has an impact on the school climate, a principal shall consider whether that student should be suspended or expelled.
- 6.11 The Education Act gives the principal the sole responsibility to suspend or expel a student in grades 4-12 based on the list of infractions for which a principal must consider suspension or expulsion (See Student Discipline Administrative Procedure AP611-1). The principal must, prior to making a decision to suspend/expel, consider the mitigating and other factors as listed in the Safe Schools Act.
- 6.12 Suspension or expulsion of a student in Kindergarten to grade 3 is not permitted in accordance with the Education Act, except where the student has engaged in one or more of the infractions for which a principal must consider expulsion (See Student Discipline Administrative Procedure AP611-1). In these cases, the principal will investigate the allegations and consider the mitigating and other factors to determine if the student should be suspended or expelled.
- 6.13 The principal shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code.

- 6.14 Involvement of the police in any school investigations will be consistent with the expectations outlined in the Police/School Board Protocol.
- 6.15 Where a student's parent/guardian/caregiver or the adult student disagrees with the decision of the principal to suspend the student, the adult student or parent/guardian/caregiver may appeal a suspension. All suspension appeals will follow the process outlined in the attendant Administrative Procedure (AP61101).
- 6.16 Following a suspension of six (6) or more school days, a re-entry meeting will be held with school and board staff, the student, and the student's parent(s)/guardian(s)/caregiver(s) if possible, to provide positive and constructive redirection for the student.
- 6.17 Exclusion pursuant to Section 265(1)(m) of the Education Act is not acceptable for discipline purposes or as an alternative to discipline for students enrolled in the school, and may only be imposed in accordance with the Education Act and Board procedures, and must be consistent with the Human Rights Code.
- 6.18 The Board supports students who are negatively impacted by serious incidents of behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct. School administrators will work collaboratively with parents/guardians/caregivers and students to develop appropriate plans to protect any negatively impacted students.
- 6.19 The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline administrative procedures, Suspension Appeal Guidelines and Expulsion Hearing Guidelines and Rules.
- 6.19.1 In all cases where suspensions are appealed or expulsions might be imposed, the Discipline Committee will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.
- 6.19.2 The Discipline Committee shall have the powers as set out in the Education Act and any other powers necessary and shall consider the Ontario Human Rights Code prior to implementing any appropriate Order.
- 6.20 The Director of Education shall appoint the Superintendent of Safe Schools to have the powers and duties outlined in the Student Discipline administrative procedures and will act as a Resource to the Discipline Committee.

7. Sources

- 7.1 Ontario Human Rights Code
 7.2 Education Act
 7.3 Safe and Accepting Schools Act, 2012

- 7.4 Local Police/School Board Protocol, 2016
- 7.5 PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- 7.6 PPM 120 – Reporting Violent Incidents to the Ministry of Education
- 7.7 PPM 128 – The Provincial Code of Conduct and School Board Code of Conduct
- 7.8 PPM 141 – School Board Programs for Students on Long-term Suspension
- 7.9 PPM 142 – School Board Programs for Students Expelled
- 7.10 PPM 144 – Bullying Prevention and Intervention Policy
- 7.11 PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour Policy

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 Administrative Procedure (AP611-1)
- 8.4 Bullying Prevention and Intervention Policy (PO612)
- 8.5 Bullying Prevention and Intervention Administrative Procedure (AP612-1)
- 8.6 Equity and Inclusive Education Administrative Procedure (AP216-1)



POLICY – PO611

Student Discipline

Area:	Student Conduct and Safety
Source:	Superintendent of Education – Safe Schools
Approved:	May 12, 2008
Revised:	May 13, 2013; May 8, 2017; Nov. 5, 2018 (Interim); May 6, 2019; Nov. 9, 2020

1. Introduction

In keeping with the mission, vision and values of the Durham Catholic District School Board, the Board is committed to promoting and supporting appropriate student behaviours that contributes to a positive school climate and sustains a safe, inclusive and accepting learning and teaching environment.

The Board acknowledges that progressive discipline is a whole school approach that involves all members of the school community. This approach includes a continuum of prevention programs, early and ongoing interventions, supports and consequences for inappropriate behaviour.

2. Definitions

Administrator – a superintendent, principal or vice principal with responsibility for the school in question.

Adult Pupil – a pupil at least 18 years old, or a pupil who is 16 or 17 years old who has withdrawn from parental control.

Alternative Suspension Program (ASP) – a provincially mandated program for a pupil who has been suspended for six (6) or more days.

Assault – the act of applying force intentionally, either directly or indirectly to another person, or attempts or threatens to do so.

Assault Causing Bodily Harm – the intentional application of force resulting in an injury requiring medical attention, but not including instances where medical attention is sought solely on a cautionary basis.

Board Employee – any person employed by the Durham Catholic District School Board on a temporary, part-time or full-time basis.

Board Employees Who Work With Pupils – administrators, teachers, educational assistants, and other professional and para-professional staff who have regular and direct duties with the Board's pupils.

Bullying – aggressive and typically repeated behaviour by a pupil where:

- a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or
 - ii. creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- c) bullying behaviour includes the use of any physical, verbal, electronic, written or other means.
- d) bullying by electronic means (commonly known as cyber-bullying) includes:
 - i. creating a web page or a blog in which the creator assumes the identity of another person;
 - ii. impersonating another person as the author of content or messages posted on the Internet; and
 - iii. communicating material electronically to more than one individual or posting material on the website that may be accessed by one or more individuals.

Child – according to the *Youth Criminal Justice Act* a child is defined as a person who is, or in the absence of evidence to the contrary, appears to be less than twelve years old. Under the *Child and Youth Family Services Act* (CYFSA), a "child in need of protection" is defined as any person under the age of 16. Consideration should be given in each situation as to which definition applies.

Child Abuse – an act or omission resulting in or reasonably leading an individual to believe a child is at risk of being a "child in need of protection" as defined in the CYFSA.

Child and Family Services Review Board (CFSRB) – the Child and Family Services Review Board is the body empowered to hear appeals of Expulsions imposed by a District School Board as per the Education Act and Regulations.

Consent to Order – the form of Expulsion Hearing that follows from a Minutes of Settlement agreed to by parties involved in an Expulsion hearing. The Consent to Order replaces the formal Expulsion Hearing upon the agreement of both parties.

Criminal Harassment – conduct whereby: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or member of that person's family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

Delegation of Authority of a Teacher – the act of delegating authority to a teacher by the principal to undertake specified duties with respect to school safety and pupil discipline in the absence of administration.

Discipline Committee – a committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.

Disproportionate Impact – the result when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the Ontario Human Rights Code.

Drug Trafficking – assisting in any manner with the distribution of a controlled drug or substance, as set out in the *Controlled Drugs and Substances Act*, or with the distribution of weapons.

Expulsion – the removal of a student from his/her school or from all schools of the Board and related school activities, for a period of at least 21 days.

Extortion – the use of threats, intimidation or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

Gang – related occurrences – incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

Harassment – engaging in a course of vexatious comments or conduct that is known or ought reasonably been known to be unwelcome.

Hate and/or Bias-Motivated Occurrences – incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (e.g., a group distinguished by race, ancestry, place of origin, colour, ethnic origin, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability), that are publicly communicated and that are willfully intended to promote or incite bias or hatred against such a group.

Human Trafficking – the recruitment, transportation or harbouring of persons for the purpose of exploitation (typically in the sex industry or for forced labour). Traffickers use various methods to maintain control over their victims, including force, sexual assault, threats of violence and physical or emotional abuse.

Manifestation of a Pupil's Disability – behaviour that results from a pupil's disability and that a pupil does not intend.

Medical Cannabis User – a person who is authorized to possess cannabis for the person's own medical purposes in accordance with federal law.

Minutes of Settlement – the parties with respect to an expulsion recommendation (Administrator, Parent(s)/Guardian(s) or Adult Student), can enter into Minutes of Settlement where they are in agreement with respect to the recommendation for an expulsion, and thereby waive their rights to a full hearing.

Mitigating and Other Factors – circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the *Education Act* and as set out in Ontario Regulation 472/07.

a) **Mitigating Factors**

- i. The pupil does not have the ability to control his or her behaviour;
- ii. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.

b) **Other Factors**

- i. The pupil's history;
- ii. Whether a progressive discipline approach has been used with the pupil;
- iii. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- iv. How the suspension or expulsion would affect the pupil's ongoing education;
- v. The age of the pupil;
- vi. In the case of a pupil for whom an individual education plan has been developed:
 - 1. Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan;
 - 2. Whether appropriate individualized accommodation has been provided, and
 - 3. Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Negative impact on school climate – a possible result of inappropriate activities or behaviours, whether those activities/behaviours occur inside or outside the school. Actions or behaviours that occur outside school may still have a negative impact on school climate.

Ontario Human Rights Code (OHRC) – The OHRC recognizes the importance of creating a climate of understanding and respect for the dignity of each person, so that each person can contribute fully to the development and well-being of the Community and Province. The Code guarantees the right to equal treatment in Education, without discrimination on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.

Parent/Legal Guardian – a person legally entrusted with the care of, and managing the property and rights of, another person, usually a child/youth who is under the age of 18. Students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are considered to be adults.

Police Involvement – the course of action determined to be appropriate by the police for the investigation of an incident to which they have been called, including any follow-up and proactive measures.

Principal Designate – vice principal or a teacher who has been delegated authority to whom authority and responsibility has been delegated by the school principal.

Program for Expelled Students – the provincially mandated program for those students who are expelled from all the schools of the Board.

Progressive Discipline – a whole school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. Progressive discipline may include, but is not limited to, consultation; school community service; withdrawal of privileges; withdrawal from class; detention; restitution for damages; peer mediation; restorative practice; suspension; and/or expulsion.

Restorative Practices – the belief that people are happier, more cooperative and productive and more likely to make positive changes to their behaviour when those in position of authority do things with them rather than to them or for them.

Robbery – the use of violence or threats of violence to steal money or other property from a victim.

School Activity – any Board or school sponsored activity, including but not limited to field trips, bus trips, sporting activities and after school events.

School Climate – the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe and accepted.

School Community – the school community is composed of staff, pupils and parents/guardians of the school, and associate schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

School Premises – school buildings and grounds including parking lots and playing fields.

Sexual Assault – any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

Sexual Harassment – comments or actions based on sex, sexual orientation, gender identity or gender expression that are unwelcome or should be known to be unwelcome.

Student Action Plan (SAP) – an outline of the goals, objectives and learning expectations for every student on a long-term suspension or expulsion from the Board, who make a commitment to attend the Board program.

Superintendent of Safe Schools – the supervisory officer delegated authority regarding procedural issues related to suspension appeals and expulsion hearings.

Suspension – the removal of a student from his or her school and all school-related activities for a minimum of one school day to a maximum of twenty school days.

Threats – any statement, act or communication by any means, including electronic, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

Trespass – the attending at or presence on a private premise without permission of a person in authority having care and control of the premises or engaging in a prohibited activity thereon (e.g., posting a “No Skateboarding” sign means that those skateboarding on that location are trespassing and can be removed).

Undue Hardship – is the standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

Vandalism – the defacing, damaging or destruction of property.

Weapon – any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

3. Purpose

The purpose of this policy and its resulting administrative procedure is to provide guidelines to ensure that principals, their designates and all educators in the Durham Catholic District School Board use appropriate strategies to discipline students in compliance with Ministry and Board direction for progressive discipline.

4. Application / Scope

This policy applies to all students (Kindergarten to Grade 12) and all schools in the Durham Catholic District School Board. This policy is commensurate with the Ontario Human Rights Code, the Provincial Code of Conduct, the Durham Catholic District School Board Code of Conduct, and the Education Act which create 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.

5. Principles

5.1 The Board:

- a) recognizes and accepts the authority of the Magisterium of the Catholic Church in respect of matters of faith and morals, as it is entitled to do under section 93(1) of the Constitution Act, 1867. The teachings of the Church will guide in the interpretation of this policy and any subsequent procedures emanating from it;
- b) recognizes the behaviour within our school communities should be in accordance with the Gospel values of Jesus Christ, the Board's Mission Statement, and the requirements set forth by the Education Act and the applicable regulations;
- c) recognizes that all inappropriate student behaviour, including bullying, must be addressed;
- d) recognizes that in some circumstances, positive school and classroom climate practices might not be effective or sufficient to address inappropriate behaviour. In such circumstances, the Board supports the use of disciplinary consequences;
- e) recognizes responses to behaviours that are contrary to the board's Code of Conduct must be developmentally appropriate;

- f) expects that the principles of Progressive Discipline, consistent with the Ontario Human Rights Code, Ministry of Education direction and PPM 145 Progressive Discipline and Promoting Positive Student Behaviour Policy, will be applied, if appropriate in circumstances where a pupil will receive a consequence for his/her behaviour;
- g) supports the use of suspension and expulsion as outlined as in Part XIII of the Education Act, where a pupil has committed one or more of the infractions on school property, during a school related event and/or in circumstances where the infraction has had an impact on the school climate;
- h) recognizes the importance of consistency across the system in disciplining students for serious breaches of conduct;
- i) recognizes the authority of the principal and the teaching staff in discharging their powers and duties as defined by the Education Act and Regulations and respective Board policies and administrative procedures;
- j) recognizes that the principal, subject to Board policies and administrative procedures, may suspend and recommend expulsion of students in accordance to the Education Act and Regulations;
- k) recognizes its power to expel students in accordance to the Education Act and Regulations;
- l) recognizes its duty to establish procedures for the appeal of suspensions in accordance with the Education Act and Regulations;
- m) recognizes the power of the Child and Family Services Review Board to hear an appeal of the Board's decision to expel a student.

6. Requirements

- 6.1 The Director of Education shall issue administrative procedures to support this policy and amend them thereafter as the need arises.
- 6.2 Schools are required to develop and implement a whole school approach to progressive discipline plan consistent with this policy, its administrative procedures and the Ontario Human Rights Code. Plans should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing and fostering positive behaviour and supporting students in making good choices.
- 6.3 Schools should ensure that communication between the school and home is open, courteous and focused on student success. Principals, vice-principals and

teachers who have been delegated authority are expected to engage and collaborate with parents/guardians in the progressive discipline approach being used with their children.

- 6.4 Where a student has special education needs, the interventions, supports and consequences must be consistent with the expectations outlined in the student's Individual Education Plan (e.g., Behaviour goals) and Safety Plan.
- 6.5 Schools are expected to create positive school and classroom climates by promoting the dignity and worth of all members of the school community.
- 6.6 Strategies for creating positive school climate may include, but are not limited to:
 - a) fostering a safe and accepting school environment by establishing rules and routines that can be implemented by all members;
 - b) regularly reviewing and explaining the School Code of Conduct to the students;
 - c) engaging all parents/guardians in the school community;
 - d) focusing on a restorative mindset;
 - e) implementing school improvement goals to address all aspects of the well-being strategy:
 - i. Safe and Accepting Schools
 - ii. Equity and Inclusive Education
 - iii. Positive Mental Health
 - iv. Healthy Schools
 - f) ongoing communication with parents/guardians.
- 6.7 Strategies for creating a positive classroom climate may include, but are not limited to:
 - a) fostering a safe and accepting environment;
 - b) utilizing a restorative mindset;
 - c) co-constructing, communicating and reinforcing classroom and school expectations;
 - d) recognizing and celebrating the accomplishments of all students;
 - e) focusing on developing relationships;
 - f) implementing proactive management of stress behaviours;
 - g) using community/restorative circles;
 - h) ongoing communication with parents/guardians.
- 6.8 Schools are required to use early and ongoing prevention and intervention strategies to address inappropriate behaviour and maintain a positive school environment. Intervention strategies should provide students with the necessary supports to address inappropriate behaviour. Parents/guardians should be actively engaged in developing and implementing the prevention and intervention strategies.

6.9 Early, ongoing and collaborative intervention strategies may include, but are not limited to:

- a) using positive reinforcement and encouragement;
- b) collecting and analyzing data to determine the function of the behaviour;
- c) making program modifications or accommodations;
- d) development and ongoing review of IEP by school team;
- e) development and ongoing review of alternate expectations to address lagging skills in behaviour;
- f) reviewing of Code of Conduct and/or classroom expectations;
- g) using verbal and non-verbal reminders;
- h) meeting with student;
- i) loss of privilege;
- j) providing reflection sheet;
- k) initiating or reviewing Behaviour Contracts;
- l) phoning parent(s)/guardian(s);
- m) meeting with parent(s)/guardian(s);
- n) using restorative questions;
- o) referrals to support staff or Student Services;
- p) initiating restitution or detention;
- q) consulting with Administration.

6.10 Schools are required to consider Restoration and Reconciliation as an integral component of Progressive Discipline. Restoration and Reconciliation can and should occur during all stages of Progressive Discipline. Restoration and Reconciliation strategies may include, but are not limited to:

- a) holding a school team meeting to plan for future success;
- b) providing re-entry meetings with student and parent(s)/guardian(s);
- c) using restorative circle and/or conference.

6.11 Schools are expected to understand that some behaviours are a manifestation of specific diagnosed medical or neurological developmental disorders. Some students with special education needs have medical/neurological/developmental disorders that can have manifestation behaviour(s) that is/are a direct result (manifestation) of a diagnosed and existing medical, neuropsychological, neurological, or developmental condition (i.e., a condition that is not learned and cannot be “unlearned”). The specific manifestation behaviour may be identified in a professional assessment. Such behaviours may create safety concerns within the school environment.

- a) Responding to these behaviours as a purposeful violation of the Code of Conduct and applying consequences in isolation from the behaviour management strategies in a student's IEP and Safety Plan may be considered a violation of the student's legal right to accommodation which would be mitigated from that of a neuro-typical developed student. It may also result in an unnecessary increase in the risk of injury behaviour.

- b) All staff should make themselves aware of the behaviours associated with common disorders (e.g., Attention Deficit Hyperactivity Disorder, Tourette's Syndrome) and/or the behaviours associated with the diagnosed disorders of the students they work with or come in contact with on a regular basis in order to fully understand the behaviours as a manifestation of the disability or disorder.
 - c) These behaviours must not be responded to as deliberate, intentional or purposeful violations of the Code of Conduct. Rather, these behaviours must be documented, and school interventions must be incorporated into the student's IEP and Safety Plan. Not every student who demonstrates behaviours that present a risk of injury to self and others will have a diagnosis. It is important that the school responds to these behaviours by collecting data, analyzing the data (e.g., doing a Functional Behaviour Analysis) and developing an IEP and a Safety Plan. Both Safety Plans and IEPs are reviewed on an on-going basis.
- 6.12 In all cases where a progressive discipline consequence is being considered to address an inappropriate behaviour the principal or vice principal must:
- a) consider the individual student and circumstances;
 - b) consider mitigating and other factors (see Section 6.19);
 - c) consider the nature and severity of the behaviour;
 - d) consider the impact of the inappropriate behaviour on the school climate; and
 - e) consider whether or not the progressive discipline consequence might have a disproportionate impact on a student when considering the Ontario Human Rights Code.
- 6.13 When a progressive discipline consequence is used, parent(s)/guardian(s) should be informed and/or consulted and the teacher, principal or vice principal should keep a record for each pupil. The record should include:
- a) name of the student;
 - b) date of the incident or behaviour;
 - c) nature of the incident or behaviour;
 - d) progressive discipline approach used;
 - e) outcome; and/or
 - f) any contact with parent(s)/guardian(s) unless the student is an adult pupil.
- 6.14 Consequences may include:
- a) meeting with parent(s)/guardian(s), student and principal;
 - b) detentions;
 - c) withdrawal of privileges;
 - d) withdrawal from class;
 - e) restitution for damages;
 - f) suspension and/or expulsion from school or all schools of the Board.

- 6.15 All Board staff who work directly with pupils on a regular basis shall respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative impact on school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event unless there is an immediate risk of physical harm in doing so.
- 6.16 Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. An electronic report in accordance with Board procedures must be made when it is safe to do so.
- 6.17 When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors (see Section 6.19) the nature and severity of the behaviour, and the impact on the school climate. The Board supports the use of suspension and expulsion as outlined in Part XIII of the Education Act where a pupil has committed one or more of the infractions on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.
- 6.18 Exclusion pursuant to Section 265(1)(m) of the Education Act is not acceptable for discipline purposes or as an alternative to discipline for students enrolled in the school, and may only be imposed in accordance with the Education Act and Board procedures, and must be consistent with the Human Rights Code.
- 6.19 Mitigating Factors and Other Factors: Before issuing any progressive discipline consequence, including suspensions and expulsions, principals must take into account the following mitigating and other factors when making their decisions.
- a) Mitigating Factors
 - i. whether the student has the ability to control his or her behaviour;
 - ii. whether the student has the ability to understand the foreseeable consequences of his or her behaviour; and
 - iii. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.
 - b) Other Factors to be Considered
 - i. the student's academic, discipline and personal history;
 - ii. whether other progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;

- iii. whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender, or gender identity sexual orientation or harassment for any other reason related to an immutable characteristic;
- iv. the impact of the discipline on the student's prospects for further education;
- v. the student's age;
- vi. where the student has an IEP or disability related needs:
 - 1. whether the behaviour causing the incident was a manifestation of the student's ability;
 - 2. whether appropriate individualized accommodation has been provided to the point of undue hardship;
 - 3. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
 - 4. whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

6.20 The following are the only infractions for which a suspension may be imposed by the principal for a minimum of one (1) school day to a maximum of twenty (20) school days:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol, illegal drugs or cannabis (unless the pupil is a medical cannabis user);
- c) being under the influence of alcohol, illegal drugs or cannabis (unless the pupil is a medical cannabis user);
- d) swearing at a teacher or at another person in a position of authority;
- e) committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- f) bullying;
- g) uttering a racial slur or comment;
- h) sexual slurs or harassment;
- i) disrespect towards or desecration of the religious dimension of the school;
- j) possession and/or use of tobacco products;
- k) conduct deemed unacceptable, e.g.:
 - i. Fighting/Violence;
 - ii. Use of profane or improper language;
 - iii. Persistent opposition to authority;
 - iv. Persistent tardiness and/or truancy including "skipping" classes;
 - v. Theft;
 - vi. Inappropriate use of Social Media;

- vii. Any act considered by the principal to be contrary to the Board or School Code of Conduct.

6.21 The following process must be used for a parent/guardian to appeal a suspension:

- a) Where a pupil's parent(s)/guardian(s) or the adult pupil (if 18 or older or 16 or 17 and has removed him/herself from parental control), disagrees with the decision of a principal to suspend the pupil, that pupil's parent(s)/guardian(s) or the adult pupil (if 18 or older or 16 or 17 and removed from parental control), may appeal the principal's decision to suspend the pupil, in accordance with the Board's Student Discipline administrative procedures and Suspension Appeal Guidelines. Suspension appeals will not be conducted in accordance with or be subject to the Statutory Powers Procedures Act. All suspension appeals will be received by the Director of Education;
- b) An appeal of a suspension does not stay the suspension.
- c) A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension.
- d) The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).
- e) Upon receipt of written notice of the intention to appeal the suspension, the Director of Education will direct the Superintendent of Safe Schools to:
 - i. promptly advise the principal of the appeal;
 - ii. promptly advise the adult student or the parent(s)/guardian(s) that a review of the suspension will take place and invite the appellant to contact the Family of Schools Superintendent to discuss any matter respecting the incident and/or appeal of the suspension;
 - iii. ensure the Family of Schools Superintendent reviews the suspension (reason, duration, any mitigating or other factors and whether or not the Human Rights Code should be or was appropriately applied); he/she may consult with the principal regarding modifying the length or reason for the suspension or expunging the suspension;
 - iv. consult and/or request a meeting with the adult student or the parent(s)/guardian(s) and the principal to narrow the issues in order to effect a settlement;
 - v. where a settlement is not effected, provide notice of the review decision to the adult student or parent(s)/guardian(s);
 - vi. arrange a date for the appeal before the Discipline Committee.

- f) Where the suspension is upheld on review, and the adult student or the student's parent(s)/guardian(s) chooses to continue with the appeal, the Superintendent of Safe Schools will:
 - i. coordinate the preparation of a written report for the Discipline Committee that will contain at least the following components:
 - 1. a report prepared by the principal regarding the incident, the rationale for suspension and how mitigating and other factors were considered;
 - 2. a copy of the original suspension letter;
 - 3. a copy of the letter requesting the Suspension Appeal; and
 - 4. a copy of the correspondence with respect to the decision of the Family of Schools Superintendent regarding the suspension review.
 - ii. inform the adult student or the parent(s)/guardian(s) of the date of the Suspension Appeal, provide a guide to the process for the appeal, and a copy of the written report that will be provided to the Discipline Committee.

6.22 Suspension Appeal Before the Discipline Committee of the Board

- a) The parties in an appeal to the Discipline Committee shall be:
 - i. the principal; and
 - ii. the adult student or the parent(s)/guardian(s), if they appealed the decision.
- b) Suspension appeals will be heard orally, *in camera*, by the Discipline Committee of Trustees. The Discipline Committee may grant a person with daily care authority to make submissions on behalf of the student. An adult student or student's parent(s)/guardian(s) may bring legal counsel, an advocate or support person with them to the appeal provided they have advised the Superintendent of Safe Schools 5 school days in advance of the appeal date.
 - i. The appellant and/or person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
 - ii. The student will be asked to make a statement on his/her own behalf.
 - iii. The Principal and/or Superintendent of Education for the school will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The Principal/Superintendent may rely on the report prepared for the Discipline Committee.
 - iv. The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the appellant.

- v. The Discipline Committee may ask any party, or the student, where appropriate, questions of clarification.
 - c) Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel or an agent.
 - d) The Discipline Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.
 - e) Where the appellant who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary timelines, the Discipline Committee will wait 15 minutes and then appeal will conclude and the party is not entitled to any further notice of the proceedings.
 - f) The Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether or not the consequence might have a disproportionate impact on a student when considering the Human Rights Code and whether the decision to discipline and the discipline imposed was reasonable in the circumstances. The Discipline Committee shall either:
 - i. confirm the suspension and its direction; or
 - ii. confirm the suspension but shorten its duration, and amend the record, as necessary; or
 - iii. quash the suspension and order that the record be expunged; or
 - iv. make such other appropriate order.
 - g) The decision of the Discipline Committee is final. The decision shall be communicated to the appellant in writing.
- 6.23 Re-Entry Following a Suspension: Following a suspension of six (6) or more school days, a re-entry meeting will be held with school and board staff, the student, and the student's parent(s)/guardian(s) if possible, to provide positive and constructive redirection for the student. Where the student has participated in an Alternative Suspension Program (ASP), the student's success in achieving the goals outlined in the Student Action Plan (SAP) will be reviewed with the adult student or student's parent(s)/guardian(s) and pupil. Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the SAP.
- a) Following an incident at the school, it might be necessary to transfer to another school the student who has been disciplined or victim for safety reasons and/or for compliance with an Order of the Court or police

restrictions. To the extent possible, the student who has been disciplined rather than the victim should be transferred.

- b) The decision to transfer a student to another school shall only be made by a superintendent in consultation with the sending and receiving school principals and shall be made only where it is consistent with the Human Rights Code.
 - c) When it has been determined that a student will be transferred to another school, the principal or vice principal shall ensure that a Transition Plan is developed identifying any additional supports and resources required in the principal/designates opinion to ensure a successful transition, which might include where appropriate, referrals for social work support, Child & Youth Counsellor (CYC) support and/or support from community agencies as well as the development of a transitional Individual Education Plan. Where the student has been subject to suspension, the Transition Plan shall be consistent with and coordinated with the Student Action Plan (SAP) developed for suspension purposes.
 - d) The principal or vice principal of the sending school shall invite the adult student or parent(s)/guardian(s) and the student, where appropriate, to a meeting with representatives from both schools for the purpose of reviewing the Transition Plan, including the timeline for transition and the provision of school work prior to transition in circumstances where the student is not subject to a SAP and will not be attending school during the intervening period, to obtain any necessary consents for support services, and to respond to any questions or concerns identified by the receiving school and/or the parent(s)/guardian(s) or student.
 - e) Teaching and support staff of the receiving school who will be working with the student once the student has transferred should be in attendance, where possible.
 - f) All individuals attending the meeting must be informed by the principal or vice principal at the outset that the information shared during the meeting is personal information that must be kept confidential pursuant to the Municipal Freedom of Information and Protection of Privacy Act and/or Education Act.
- 6.24 The following are the infractions for which a principal may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board:
- a) Possessing a weapon, including possessing a firearm or knife;
 - b) Using a weapon to cause or threaten to cause bodily harm to another person;

- c) Bullying, if, the pupil has previously been suspended for engaging in bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
 - d) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
 - e) Committing sexual assault;
 - f) Trafficking in weapons or restricted or illegal drugs;
 - g) Committing robbery;
 - h) Giving alcohol to a minor;
 - i) Giving cannabis to a minor;
 - j) Any activity listed in the Code of Conduct for which a suspension must be considered that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
 - k) Engaging in activities or patterns of behaviour on or off school property that cause the pupil's presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or in the Board;
 - l) Engaging in activities on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
 - m) Conduct deemed unacceptable;
 - n) Any act considered by the Principal and Family of Schools Superintendent to be a serious violation of the Board or school Code of Conduct.
- 6.25 The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.
- 6.26 Principal Investigation
- a) Before determining whether to recommend an expulsion from the pupil's school or from all schools of the Board, the principal must consider the impact of any mitigating and other factors. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to shorten the length of the suspension.
 - b) For the purpose of the Student Discipline administrative procedures, the Board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal or designate shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.

- c) The principal or designate is required to provide information, in accordance with Board procedures, to the parent(s)/guardian(s) of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT of the opinion that informing the parent(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent(s)/guardian(s) of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.
- 6.27 Involvement of the police in any school investigations will be consistent with the expectations outlined in the Police/School Board Protocol.
- 6.28 Victims of Serious Student Incidents: The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent(s)/guardian(s) of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT of the opinion that informing the parent(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent(s)/guardian(s) of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information. The Board shall develop appropriate plans to protect the victim and will communicate to parents/guardians of victims, information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim.
- 6.29 Discipline Committee: The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline administrative procedures, Suspension Appeal Guidelines and Expulsion Hearing Guidelines and Rules.
- a) In all cases where consequences might be imposed, the Discipline Committee will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.
 - b) The Discipline Committee shall have the powers as set out in the Education Act and any other powers necessary and shall consider the Ontario Human Rights Code prior to implementing any appropriate Order.
- 6.30 Superintendent of Safe Schools: The Director of Education shall appoint the Superintendent of Safe Schools to have the powers and duties outlined in the

Student Discipline administrative procedures and will act as a Resource to the Discipline Committee.

7. Sources

- 7.1 Ontario Human Rights Code
- 7.2 Education Act
- 7.3 Safe and Accepting Schools Act, 2012
- 7.4 Local Police/School Board Protocol, 2016
- 7.5 PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- 7.6 PPM 120 – Reporting Violent Incidents to the Ministry of Education
- 7.7 PPM 128 – The Provincial Code of Conduct and School Board Code of Conduct
- 7.8 PPM 141 – School Board Programs for Students on Long-term Suspension
- 7.9 PPM 142 – School Board Programs for Students Expelled
- 7.10 PPM 144 – Bullying Prevention and Intervention Policy
- 7.11 PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour Policy

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 Administrative Procedure (AP611-1)
- 8.4 Bullying Prevention and Intervention Policy (PO612)
- 8.5 Bullying Prevention and Intervention Administrative Procedure (AP612-1)
- 8.6 Equity and Inclusive Education Administrative Procedure (AP216-1)



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

POLICY – PO613

Student Attendance

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

Approved: May 24, 2011

Revised: November 10, 2014 (Interim); February 9, 2015; November 11, 2019; May 10, 2021

1. Introduction

The Durham Catholic District School Board (the “Board”) believes that regular attendance and punctuality are essential for students to be successful in school and subsequently in employment. The Board recognizes that both staff and parents/guardians/~~caregivers~~ share the responsibility to promote the values of good attendance and punctuality; to collaborate in resolving issues of absenteeism and lateness when they arise; and provide positive reinforcement and supports needed for good attendance and punctuality.

2. Definitions

Absent:

- a) ~~Elementary — an elementary student is considered absent when they are not present (in class or online) for the morning and/or afternoon session of the school day.~~
- b) ~~Secondary — a secondary student is considered absent when they are not present (in class or online) for any subject period of the school day or scheduled examination.~~

Late:

- a) ~~Elementary — an elementary student is considered late if they arrive to class (in class or online) after the beginning of the morning or afternoon session of the school day.~~
- b) ~~Secondary — a secondary student is considered late if they arrive to class (in class or online) after the beginning of any subject period of the school day.~~

Program of Study—an outline of the academic program to be provided to the pupil during a Temporary Excusal from school including how that academic program will be accessed by the pupil. Where the pupil has an IEP, the Program of Study will reflect the appropriate accommodations

Prolonged Absence (*Enrolment Register Instructions for Elementary and Secondary Schools*) – the absence of a pupil for 15 consecutive school days without appropriate supporting documentation.

Temporary Excusal of Attendance—temporary absence of a pupil for which permission has been granted by the principal.

3. Purpose

The purpose of this policy and its attendant administrative procedure is to provide direction in the reinforcement and support of good attendance and punctuality among all students.

4. Application / Scope

This policy applies to all students in the Board. This policy also acknowledges the responsibility of all staff and parents/guardians/caregivers in supporting regular student attendance and punctuality.

5. Principles

- 5.1 The Board believes there is a correlation between regular student attendance and student success from kindergarten to the completion of secondary school.
- 5.2 The Board recognizes its responsibility in creating a safe, welcoming and inclusive school environment that will support and encourage regular attendance.
- 5.3 The Board believes that parents/guardians/caregivers have an essential role to play in supporting the regular attendance and punctuality of their children.
- 5.4 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/caregivers in a timely manner when such issues arise.
- 5.5 DCDSB believes that chronic absenteeism and lateness require ongoing communication and engagement of parents/guardians/caregivers, substantial and concerted interventions in supporting other issues which may be contributing to the problem.
- 5.5 The Board recognizes that the issues, barriers, and challenges that underly chronic absenteeism and lateness are multi-faceted. As such, resolving chronic absenteeism and lateness requires positive, supportive ongoing communication

and engagement of parents/guardians/caregivers and students to create substantial solutions and interventions in supporting the issues which may be creating barriers to attendance for a specific student or groups of students.

6. Requirements

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

6.2 The administrative procedure must address:

- 6.2.1 Daily monitoring of student attendance and punctuality for compulsory attendance-aged children;
- 6.2.2 Initiation and reinforcement of a safe arrival program for all students;
- 6.2.3 Reinforcement and support of good attendance and punctuality;
- 6.2.4 Timely response to student absence and lateness;
- 6.2.5 Engagement of parents/guardians/caregivers in reinforcing and supporting good attendance and punctuality;
- 6.2.6 Comprehensive and effective interventions to support chronic absenteeism and lateness.

6.3 Responsibilities of the Principal

6.3.1 Subsection 265(1)(c) of the Education Act states that it is the duty of a principal of a school, in addition to their duties as a teacher, “to register the pupils and to ensure that the attendance of pupils for every school day is recorded either on the register supplied by the Minister in accordance with the instructions contained therein or in such other manner as is approved by the Minister.”

6.3.2 The principal must ensure that they **follow Student Attendance Procedures (AP613-1 and AP613-2)** and implement the expectations of the yearly Enrolment Register Instructions for Elementary and Secondary Schools issued by the Ministry of Education at the beginning of each school year.

~~6.3.3 The principal must ensure that:~~

- ~~a) A system is in place to provide school staff with all the appropriate information about each pupil that is required in keeping the enrolment register and attendance records;~~
- ~~b) Enrolment and attendance records are accurate and up to date;~~
- ~~c) All required enrolment and attendance records and related documents are retained for audit purposes;~~

- d) They must sign off on all enrolment registers even if nil full-time equivalent is reported for each category of pupils;
- e) Parents/guardians/caregivers are notified of all student absences or lates; and
- f) Where a student is missing from school for two or more consecutive days for no known reason and all possible means of reaching the parent/guardian or designated emergency contact have been made, the matter should be referred to Attendance Counsellor for consultation or follow up.

6.4 Responsibilities of Students

- 6.4.1 As per the Education Act S.21(1) all students under 18 years of age are required to be in attendance at school or an authorized alternative education program unless they have already graduated or are otherwise excused from attendance at school.
- 6.4.2 Students are required to “attend classes punctually and regularly” (Regulation 298, 23.1(d)).
- 6.4.3 Students may be excused by the principal from attendance at school temporarily at any time at the written request of a parent/guardian/caregivers of the pupil or the pupil if that pupil is an adult (Regulation 298, 23.3).

6.5 Responsibilities of Parents/Guardians/Caregivers

- 6.5.1 Parents/guardians/caregivers of a child of compulsory school age shall ensure that the child attends school unless the child is at least 16 years old and has withdrawn from parental control (Education Act, Section 21(5)).

7. Sources

- 7.1 Education Act
- 7.2 Ontario Regulation 374/10 – Supervised Alternative Learning and Other Excusals from Attendance at School
- 7.3 Enrolment Register Instructions for Elementary and Secondary Schools, Ministry of Education

8. Related Policies and Administrative Procedures

- 8.1 Student Attendance – Elementary Administrative Procedure (AP613-1)
- 8.2 Student Attendance – Secondary Administrative Procedure (AP613-2)
- 8.3 Admission of Students Administrative Procedure (AP410-1)



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: March 6, 2023

Subject: **Policies for Second Reading**

Recommendation

1. Trustee Expenses and Entitlements Policy (PO217)

Moved by _____, seconded by _____

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

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

Moved by _____, seconded by _____

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

Memorandum – Page 2

To: Board of Trustees

Re: **2nd Reading**

Date: March 6, 2023

Rationale

As per attached.

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

No Changes

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 (the “Board”) is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability. The Board 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

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 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 of Trustees 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 of Trustee 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 reasonable technology as required (i.e., computer, internet services and cellular communications device) in accordance with Board 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

No Changes

POLICY – 507

Extra-Curricular Activities – Elementary and Secondary

Area: Academic Services
Source: Superintendent of Education – Academic Services

Approved: March 27, 2000
Revised: November 9, 2020

1. Introduction

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

2. Definitions

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.

Volunteer Worker (Volunteer) (*Ontario Regulation 385/96*) - 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 (*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. 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 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 complement the 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 the positive role of staff/volunteer involvement in the delivery of extra-curricular activities;
- 5.1.3 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
- 5.1.4 that extra-curricular activities must be respectful of and consistent with Catholic teachings and the Board Code of Conduct.

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 type, purpose and goals of all school based extra-curricular activities.
 - 6.2.2 approve all individuals who are assigned the responsibility of facilitating and supervising extra-curricular activities (e.g., staff advisor, coach). 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 approve the use of volunteers with respect to extra-curricular activities consistent with the Volunteer Policy (PO413) upon receipt of a Criminal Record Check, which includes the Vulnerable Sector Check.
- 6.2.4 ensure that all staff and volunteers who support extra- curricular inter-school/intramural sports understand and follow the relevant Board policies and procedures, including, but not limited to:
- Concussion Management Policy (PO614) and its attendant administrative procedure
 - 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 ensure that relevant Board policies, procedures, regulations and guidelines are followed.
- 6.2.6 ensure that the delivery of extra-curricular including those conducted by a third party, meet Ontario Physical Health Education Association (Ophea) safety guidelines.

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 Accessibility Policy (PO434)
- 8.10 Accessible Student Transportation (AP434-10)
- 8.11 Student Excursions and/or Exchanges for Educational Purposes Policy (PO512)
- 8.12 Student Excursions and/or Exchanges for Educational Purposes Administrative Procedure (PO512)

- 8.13 Code of Conduct Policy (PO610)
- 8.14 Code of Conduct Administrative Procedure (AP610-1)
- 8.15 Appropriate Dress for Pupils Administrative Procedure (AP610-2)
- 8.16 Student Discipline Policy (PO611)
- 8.17 Student Discipline Administrative Procedure (AP611-1)
- 8.18 Concussion Management Policy (PO614)
- 8.19 Concussion Management Administrative Procedure (AP614-1)



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

No Changes

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 (the “Board”) believes in the importance of the selection of learning resources that support the mission, vision and values of Catholic education, are culturally relevant, reflect diverse representation and are consistent with the teachings of the Catholic Church. The Board is committed 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.

2. Definitions

Nil

3. Purpose

The purpose of this policy is to provide direction 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.

4. Application / Scope

This policy applies to all resources in use in the Board.

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 it is important to listen to concerns as they arise and have a transparent process for reconsideration of learning resources.

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 criteria outlined in the "Framework for the Selection of Culturally Responsive and Relevant Learning Resources".

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

ADMINISTRATIVE PROCEDURE – 508-1

Selection and Reconsideration of a Learning Resource

Area: Academic Services
Policy Reference: Superintendent of Academic Services

Approved: November 18, 2002
Revised:

1. Purpose

The purpose of this administrative procedure is to support PO508 Selection and Reconsideration of a Learning Resource by providing a process and framework for the selection and reconsideration of a learning resource.

The Board recognizes that occasional objections to the appropriateness of learning resources may arise, despite the careful selection of such materials by Board professional staff. The preferred method of resolution of such issues is through informal dialogue between the Principal and the individual who has identified the concern. In the event that this process does not resolve the matter, a formal resource reconsideration can be initiated using the procedure identified below.

2. Definitions

Nil

3. Procedures

3.1 Selection of Learning Resources

3.1.1 It is the responsibility of superintendents, principals and educators to select and approve learning resources that meet the needs of their community and align with curriculum expectations. Staff are required to use the following criteria when selecting and purchasing supplementary resources:

- a) Trillium List (see www.edu.gov.on.ca/trilliumlist/) when selecting textbooks which are defined as comprehensive resources designed to support at least 85% of the curriculum expectations, i.e., core learning resources.

- b) Framework for the Selection of Culturally Responsive and Relevant Learning Resources (See Appendix 1).
- c) The selection and evaluation of supplementary resources for Indigenous Education is outlined in PO516 First Nation, Métis and Inuit Education Framework Policy.

3.2 Selection of Library Resources – Elementary and Secondary Schools

- 3.2.1 While the principal is ultimately responsible for all resources used in the school, the responsibility for the selection of library resources will be assumed by the teacher-librarian, with input from the school staff. Teacher-Librarians receive specialized training in resource evaluation and in the comprehensive development of the library's print and electronic collection.
- 3.2.2 Library resources will be selected by using the Framework for the Selection of Culturally Responsive and Relevant Learning Resources.
- 3.2.3 When materials are donated, the principal or teacher-librarian will decide to keep or discard the donation based on the Framework for the Selection of Culturally Responsive and Relevant Learning Resources.
- 3.2.4 Regular review and discarding ensures that the school library collection contains only those resources that are accurate, current, culturally responsive and relevant to the curriculum.

3.3 Reconsideration of Learning Resources

- 3.3.1 DCDSB recognizes that occasional concerns to the appropriateness of learning resources may arise, despite the careful selection of such materials by DCDSB staff. The preferred method of resolution of such issues is through informal dialogue between the Principal and the individual who has identified the concern. If this process does not resolve the matter, a formal resource reconsideration can be initiated using the procedure identified below.
- 3.3.2 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.
- 3.3.3 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.
- 3.3.4 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.~~

a) School Level

- i. A request to reconsider a learning resource must be made to the Principal of the school.
- ii. The Principal will attempt to resolve the issue informally. As part of this process, the Principal may consult with appropriate in-school staff (e.g., teacher, teacher-librarian, curriculum chair) and/or Board level personnel (e.g., ~~Program~~ **Academic Services** Consultant).
- iii. A formal process for reconsideration will be initiated should informal attempts to resolve the issue be unsuccessful. At this point, the parent will be asked to complete a “Request for Reconsideration of Learning Resources Form” (Form ~~7010~~ **AF508-1A**).
- iv. The Principal will consider all documentation and will make a decision regarding the suitability of the learning resource in question and communicate the decision to the person making the request for reconsideration.
- v. Should a parent wish to appeal this decision, the matter will then be referred to the Superintendent of Education – ~~Program~~ **Academic Services**. All documentation regarding this request will be forwarded to the Superintendent for consideration.

b) Board Level

- i. The Superintendent will appoint and chair a committee to review the resource and consider the objection. This committee shall consist of, but not be limited to, an ~~Program~~ **Academic Services** Consultant, Teacher-Librarian, subject specialist where appropriate, and the Principal of the school.
- ii. The committee will review all documentation gathered in relation to the resource in question and evaluate the resource based on the criteria identified in the **Framework for the Selection of Culturally Responsive and Relevant Learning Resources** ~~Selection and Reconsideration of Learning Resources Policy~~ and will forward a recommendation to the Director of Education.
- iii. The Director or designate will make a final decision regarding the reconsideration of the resource in question. The Director or designate will communicate this decision to the person making the request for reconsideration, **and to the system as appropriate.**

4. Sources

- 4.1 Regulation 298, Operation of Schools – General, Section 7, Subsections 1-4
- 4.2 Guidelines for Approval of Textbooks (2008)
- 4.3 Ministry of Education “Trillium List” <http://www.trilliumlist.ca/>
- 4.4 PPM157: Use of Copyright Materials in Education
- 4.5 Truth and Reconciliation Report (2015)
- 4.6 Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- 4.7 Ontario Human Rights Code
- 4.8 Education Act

5. Appendices

- 5.1 Appendix 1 - Framework for the Selection of Culturally Responsive and Relevant Learning Resources
- 5.2 Appendix 2 - Request for Reconsideration of Learning Resources Form (AF508-1A)

6. Related Policies and Administrative Procedures

- 6.1 Selection and Reconsideration of a Learning Resource Policy (PO508)
- 6.2 Anti-Racism Policy (PO200)
- 6.3 Responding to Incidents of Racism and Discrimination Administrative Procedure (AP200-1)
- 6.4 Equity and Inclusive Education Policy (PO216)
- 6.5 Equity and Inclusive Education Administrative Procedure (AP216-1)
- 6.6 Religious Accommodation Administrative Procedure (AP216-2)
- 6.7 Accessibility Policy (PO434)
- 6.8 Accessible Information and Communications Administrative Procedure (AP434-8)
- 6.9 Copyright Policy (PO439)
- 6.10 Copyright Administrative Procedure (AP439-1)
- 6.11 First Nation, Métis and Inuit Education Framework Policy (PO516)
- 6.12 First Nation, Métis and Inuit Education Framework Administrative Procedure (AP516-1)
- 6.13 Catholic Curriculum and Education Policy (PO517)
- 6.14 Catholic Curriculum and Education Administrative Procedure (AP517-1)
- 6.15 Family Life Education and the Fully Alive Program Administrative Procedure (AP517-2)



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

Request for Reconsideration of a Learning Resource

You are requesting the review of material presently being used in the Durham Catholic District School Board. Please complete the following form and return it to the principal of your school so that we may adequately respond to your concern.

Name of School:

Title of Resource:

Author of Resource:

Publisher of Resource:

Type of Resource (e.g, library book, required reading, etc.):

My concerns arise from:

Reading the resource

Viewing the resource

Talking to child

Tone

Other (specify):

Concern(s): (be specific, cite pages)

What action are you recommending for this resource?

Do you have a recommended alternative for this resource? (specify)

Your name:

Email Address:

Phone Number:

Signature of Requester:

Date:



Framework for the Selection of Culturally Responsive and Relevant Learning Resources

The purpose of this framework is to guide educators in our system to identify and vet resources, films, and presentations that are accessible, reflect diversity, and conducive to facilitating meaningful learning experiences for our students. In doing so, this will ensure accountability and transparency in embedding the principles of human rights, equity and inclusion within DCDSB pedagogical tools. To inform this process, criteria is provided in four interconnected areas, followed by guiding questions to discern the appropriate selection of culturally responsive and relevant learning resources.

Teachings of the Catholic Church

- Resources will reflect a belief system that is in accordance with the teachings of the Catholic Church

Questions for Consideration

- Does the resource support the teachings and values of the Catholic Church?
- Will it provide a forum to examine and appreciate attitudes toward self and others to support the Ontario Catholic School Graduate Expectations?
- Does the resource promote equality, democracy, and solidarity for a just, peaceful and compassionate society, fostering a positive sense of self and the dignity of others?

Ministry of Education Directives

- Resources will have relevance to the curriculum as outlined by the Ministry, the Board and the school.
- Resources used as textbooks will be selected from the Trillium List – The Ministry of Education list of approved textbooks.
- In the selection of learning resources, staff will adhere to copyright restrictions and appropriate licensing agreements. Refer to DCDSB's Copyright Policy (PO439)

Questions for Consideration

- Is the resource in alignment with grade-appropriate curriculum expectations and learning goals?

Diverse Interests of Students

- Resources will 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, problem-solvers and lifelong learners.
- Resources will address 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

Questions for Consideration

1. Does the resource account for students' interests, backgrounds, cultures, and lived experiences?
2. Does the resource silence or omit the perspectives related to the diverse history, cultural heritage and pluralism of today's contemporary society?
3. Does the resource allow students to access the content with sufficient difficulty (prior knowledge, reading level, ELL Steps framework, age-appropriateness)?
4. Does the resource make visible the author's perspectives, beliefs, and identities?

Equity and Inclusion*

- Resources will be in alignment with the DCDSB's Equity Policy – 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.
- 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.
- 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).
- 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.
- **Staff should include resources that reflect positive representation and recognition of equity deserving and/or historically disadvantaged communities including Black and Indigenous Peoples.**

*Reference Policy 516 when selecting and reconsidering resources related to Indigenous Education.

Questions for Consideration:

1. Can the resource be accessed in different formats and alternative versions (e.g., film, audio, adapted texts, dual language books)?
2. Does the resource portray specific groups (e.g., Black, Indigenous, People of Colour; 2SLGBTQ+; etc.) in society in a tokenistic, stereotypical, or derogatory manner?
3. Does the resource present potentially triggering content that may be sensitive or traumatic to students?
4. Does the resource provide opportunities for students to act considering gospel values by respecting the human rights, responsibilities, and contributions of self and others?
5. Will the resource increase access and opportunity for under-represented individuals/groups?
6. Are there individuals/groups that will be disproportionately and negatively affected by this resource (e.g., unintended consequences)?



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

No Changes

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 (the “Board”) 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

3. Purpose

The purpose of this Policy and its attendant administrative procedure Access to Board Premises (AP604-1) is to provide a framework for 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 Board 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 and all persons entering these premises. The Board is committed to providing a safe learning and working environment.

5. Principles

5.1 The Board of Trustees:

- 5.1.1 recognizes its duty to protect and secure all its properties as mandated under the Education Act, Section 170 (1) Duties of Boards.
- 5.1.2 acknowledges its responsibility to develop a policy and related administrative procedure to provide guidelines with respect to access to school premises.
- 5.1.3 recognizes the authority of the Principal or designate with regards to monitoring and controlling access to their respective schools.
- 5.1.4 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.
- 6.4 The Director, or designate, shall address contravention of this policy as prescribed by relevant Board 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 Code of Conduct Policy (PO610)
- 8.11 Code of Conduct Administrative Procedure (AP610-1)



Memorandum

To: Board of Trustees
From: Tracy Barill, Director of Education
Date: March 6, 2023
Subject: **Policies for Third 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 Third and Final Reading of the Acceptable Use of Information and Communications Technology Policy (PO431).”

Rationale

As per attached.

TB/KA/cc

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



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

No Changes

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 (the “Board”) 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, the Board’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 the Board and users to cybercrime such as data breach, viruses and malware, and ransomware attacks. The intent of this policy is to protect the Board 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 Board data from a device connected to an unmanaged network outside of the Board’s direct control. The policy applies to any hardware and related software that could be used to access Board resources, even if this equipment is not Board 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 the Board'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 the Board's public image.

All users employing a device connected to an unmanaged network outside of the Board's direct control to back-up, store, and otherwise access Board data of any type must adhere to Board-defined processes for doing so. This policy provides staff accountability for loss, stolen or damaged Board 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 Board-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 the Board has built with its device users. Consequently, employment at the Board does not automatically guarantee the initial and ongoing ability to use these devices to gain access to the Board's networks and information. It addresses a range of threats to, or related to the use of, enterprise data.

5. Principles

- 5.1 The Board of Trustees 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 Board community.
- 5.4 For security and network maintenance purposes, authorized individuals within the Board 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 the Board'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 the Board'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 of Information and Protection of Privacy Act (“MFIPPA”). The Board 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 Board provided technology including Board email, Board provided credentials or Internet services, all email and Internet communications sent and received by users are the property of the Board. 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 the Board’s electronic information system may be accessed, reviewed, copied, deleted, retained, or disclosed by the Board at any time and without notice.
- 6.3 The Board 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 The Board 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 the Board’s technology, Internet and Intranet by users shall support education, classroom activities, professional and/or career development. Board technology is not intended for personal or private use. Information stored on Board devices, Board network, and Board Cloud storage are subject to the MFIPPA.
- 6.6 All users should be aware that the Board 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 the Board’s obligation under MFIPPA not to disclose personal information, including information stored electronically, unless authorized under MFIPPA.
- 6.8 The Board 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, the Board may initiate an investigation that may include the seizure, search and/or monitoring of Board ICT.

- 6.9 Staff shall promote and encourage acceptable use of the Board'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 Board 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 the Board is in accordance with federal and provincial laws and regulations such as MFIPPA, Canada's Anti-Spam Legislation ("CASL") and Personal Health Information Protection Act ("PHIPA").
- 6.15 All users of Board ICT must respect intellectual property rights, and that the Board retains ownership of all intellectual property created for work-related purposes using Board ICT.
- 6.16 All users of Board ICT are prohibited from downloading Board 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 Board 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 Board policies and procedures.
- 6.19 The Board 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: March 6, 2023

Subject: **Policies to be Rescinded**

Recommendation

1. Social Media Policy (PO441)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the rescinding of the Social Media Policy (PO441).”

Rationale

In an effort to streamline the Board’s policy process and framework, Senior Administration has been reviewing policies and procedures for areas of risk, addressing gaps and seeking opportunities to create and/or revise more succinct policies and procedures.

PO441 Social Media was a stand-alone policy with no attendant administrative procedures. Upon review of this policy, it was found that most of the contents were procedural and should be captured under the existing administrative procedure AP440-5 Social Media Administration, Monitoring and Reporting which aligns with the Communications Policy (PO440). To that end, AP440-5 was revised to reflect the contents that were previously found in the policy (approved at Admin Council on February 21, 2023). PO441 has become redundant and should be rescinded.

TB/KA/cc

Attachments: (PO441 Social Media; AP440-5 Social Media)



Durham Catholic District School Board

"The Board"

Policy

Title: Social Media	Policy #: PO441
Policy Area:	Operations
Source:	Superintendent
Date Approved:	May 12, 2014; November 11, 2013 (Interim)
Dates of Amendment:	

1.0 Introduction

The Durham Catholic District School Board (DCDSB) believes that open, respectful, two-way communication builds relationships, enhances student success, well-being and achievement, and fosters a sense of belonging to a community among stakeholders. This communication should be consistent with Gospel values.

The Board also recognizes the importance of engaging in dialogue using a variety of communication tools, and that many students, families, staff and other stakeholders participate in social media for accessing and sharing information.

To ensure a positive online environment for social media participants, the Board has established a Social Media Policy which is applicable to all students, staff, parents/guardians and others who choose to comment on or about Board or school initiatives on DCDSB or individual social media sites.

2.0 Definitions

Content – a written, visual or auditory message that is posted to provide meaning for a public audience and to address accessibility.

Harassment – words, conduct or action that is repeatedly directed at an individual that serves no legitimate purpose, and which annoys, alarms, or causes that individual emotional distress.

Social Media – refers to any online environment in which the general public can post content and follow or comment on content posted by others including, but not limited to, Facebook, Twitter, Wikis, Blogs, online video or photo sharing sites (YouTube or other).

2.0 **Definitions** (Cont'd)

Social Media Administrator – an individual who has been trusted with monitoring, contributing to, filtering, measuring and otherwise guiding the social media presence of a Board-related or school-related group. This role may be assigned to a Supervisory Officer, Manager, Principal, Vice-Principal or person designated to carry out this function.

Social Networking – the act of participating in social media either by posting comments or photos or observing those of others.

Social Media Profile – information that is used to describe an individual or group in a social media account and should include as space permits, its formal name (i.e., St. Luke Catholic School, Monsignor Paul Dwyer Catholic High School), official address and link to website.

3.0 **Purpose**

The purpose of the Durham Catholic District School Board's social media policy is to ensure that:

1. information that is posted to Board social media sites and online communities contributes to student achievement, safety and well-being;
2. students, staff and Board or school sanctioned committee members recognize that when posting to school or Board social media sites, they are observed as ambassadors of their schools, the Board and the global Catholic community;
3. when communicating with other members of school communities or professional networks, students and staff recognize that social networking misconduct (such as harassment) may result in similar actions or consequences that are outlined in the Ontario Schools Code of Conduct.

4.0 **Application/Scope**

This policy ensures that social media activity among staff or students is used to build positive relationships and community engagement, and that the expectations for communicating with peers or with the Board and/or affiliates on social media sites are similar to the expectations identified in the Durham Catholic District School Board's Code of Conduct.

5.0 **Requirements**

- The Board, affiliated schools and committees (i.e., DCPIC, SEAC, Anniversary Committees, etc.) have established positive online social networking communities. Users are encouraged to join a conversation, share, or check in to see what is happening across the Board and in school communities through Board and/or individual school social media pages.
- All users shall adhere to the principle of confidentiality.

5.0 **Requirements** (Cont'd)

- Board-affiliated social media forums are available for everyone to respectfully discuss topics related to education and/or DCDSB school communities, and to share or celebrate positive news stories. These are also places where the Board and its schools will share news, upcoming events and other information about Board-wide or individual school initiatives.
- When posting on or referencing DCDSB, individual schools, students, staff or affiliates, it is important to ensure a respectful community. While DCDSB and school social media sites are monitored by designated individuals, participants who observe inappropriate social networking behaviour related to the Board, schools, staff or students must contact the school Principal or Supervisor to report inappropriate use.
- School principals may establish school social media accounts to engage with their school communities. A minimum of one social media administrator must be assigned to oversee the content being shared and monitored. A secondary or back-up administrator is recommended.
- Prior to setting up a social media account, the school Principal or group leader must inform the Communications Officer of the profile name and the administrator(s) who are responsible for posting content and monitoring dialogues associated with the sites.
- Board-affiliated group representatives other than individual schools who wish to establish social media presence must request written permission from the school Principal or Supervisory Officer prior to setting up their accounts. The Communications Officer must be informed of the decision to set up a social media account.
- Board employees and affiliates who choose to engage in social media must ensure that appropriate social boundaries are maintained.
- Schools should refrain from accessing personal social media accounts during instructional periods.

The Board will not tolerate:

- Profane, racist, homophobic, sexist or disrespectful comments on DCDSB or affiliated social media sites;
- Comments or images that are slanderous, disrespectful, abusive, hateful or intended to deface or hurt anyone or any organization;
- Comments or images that violate the privacy of DCDSB students, families, staff members or affiliates;
- Content that breaches the confidentiality of DCDSB business information;
- Unsolicited promotion of products or services;
- Content that infringes on intellectual property or publication rights;
- Personally identifiable information such as one's location and/or any identification numbers.
- The sharing of personal content on DCDSB accounts.

5.0 **Requirements** (Cont'd)

Participants post and share content on DCDSB's social media sites at their own disclosure, taking personal responsibility for their comments and posts, images, photos, usernames and any information that can be viewed by the public or by personal contacts.

Consequences for Administrators or Individuals

Social networking actions that do not comply with the Standards of Behaviour or Ontario Schools Code of Conduct are subject to be treated with the same consequences. In addition, the Durham Catholic District School Board reserves the right to:

- Remove unsolicited promotion of products or services;
- Remove posts that are considered spam or advertising;
- Remove posts that are off-topic, inappropriate or disruptive;
- Remove posts that advocate illegal activity;
- Remove posts that promote particular services, products or political organizations;
- Remove posts believed to infringe on copyrights or trademarks;
- Remove posts that violate any DCDSB policies;
- Reprint or quote any post along with the name or username of the individual who posted;
- Ban future posts from users who violate DCDSB's social media policy;
- Implement consequences of behaviour outlined in the Code of Conduct and Discipline Policy, including (but not limited to) detention, suspension or expulsion;
- Modify the social media policy at any time.

Breach of policies and administrative procedures by staff may be subject to disciplinary action up to and including termination.

6.0 **Sources**

- Ontario Schools Code of Conduct
- Standards of Behaviour
- Ontario College of Teachers Professional Advisory: Use of Electronic Communication and Social Media
- Ontario College of Teachers Act
- Education Act

7.0 **Related Administrative Procedure**

- Social Media Administration, Monitoring and Reporting (AP441-1)



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

ADMINISTRATIVE PROCEDURE – 440-5

Social Media

Area: Operations
Policy Reference: Communications (PO440)

Approved:
Revised:

1. Purpose

The purpose of this administrative procedure is to support Durham Catholic District School Board (the “Board”)’s requirement to encourage respectful community engagement on social media sites (e.g., Facebook, Instagram, YouTube, Twitter, etc.) and enhance student success, well-being and achievement.

2. Definitions

Harassment (*Ontario Human Rights Code*) – engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome.

3. Procedures

3.1 Social Media Administrator(s)

- 3.1.1 Social Media Administrators are individuals who are trusted with monitoring, contributing to, filtering, analyzing data and otherwise guiding the social media presence of Board-related or school-related affiliate groups (e.g., any staff, student, parent/guardian/caregiver or community member group that is established and authorized to operate by the Board and/or school) and committees. The Communications department, Director, Supervisory Officers, Principals, or other persons approved to carry out this function by their supervisor and communications, are designated to act as a Social Media Administrator(s).
- 3.1.2 Board, school, affiliate group or committee social media accounts must have at least one Social Media Administrator who is responsible for sharing content on Board-related or school-related social media sites and responding to posts

directed to the account. A secondary or back-up Social Media Administrator is recommended.

- 3.1.3 Any individual(s) who is not a Director, Supervisory Officer, Principal or member of the Communications Department, requires approval to be a Social Media Administrator and must complete the [Social Media Account Creation/Update Form](#).
- 3.1.4 The Director and Supervisory Officers are the approving authority for system-level, department and/or affiliate social media accounts. Principals are the approving authority for school and school-affiliated social media accounts.
- 3.1.5 Prior to setting up a social media account, the Social Media Administrator (Principal, affiliate group representative) must submit the [Social Media Account Creation/Update Form](#). This form must also be used for any changes to the account (including closure). Social Media Administrators should wait to receive the confirmation email with setup instructions before creating/updating a social media account.
- 3.1.6 For system-level, department and/or affiliate groups, the Supervisory Officer must always have administrator rights/access to the social media accounts.
- 3.1.7 For school and school-affiliated groups, the Principal must always have administrator rights/access to the social media accounts.
- 3.1.8 Approval to act as a Social Media Administrator can be withdrawn by the Director, Supervisory Officer, Principal and/or Senior Manager of Communications, at any time and without advance notice.
- 3.1.9 Social media accounts and associated Social Media Administrator(s) will be reviewed by the Communications department at the beginning of each school year or at any such time that the supervisor of the department or Principal of the school changes.
- 3.1.10 The Social Media Administrator(s) is/are responsible for ensuring that all content that is posted or shared is timely, relevant information for the intended audience, such as education and school community news, and in compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
- 3.1.11 Upon submitting this information, each site is to be reviewed by the Social Media Administrator(s) for compliance with the Board's Communications Policy (PO440) and attendant administrative procedures, which includes the Media Consent Administrative Procedure (AP440-3).
- 3.1.12 When a Social Media Administrator transfers/leaves a school community or affiliate group or committee, the incoming Social Media Administrator should contact the Communications department to gain access to the existing school account.

3.2 Social Media Monitoring

- 3.2.1 All users shall adhere to the principle of confidentiality and ensure that appropriate social media boundaries are maintained.
- 3.2.2 Staff who are designated as Social Media Administrator(s) are responsible for monitoring their sites and any references related to their social media profiles.
- 3.2.3 Social media activity by staff or students that does not comply with the Communications Policy (PO440) or Code of Conduct Policy (PO610) and its attendant Administrative Procedure (AP610-1) shall be documented and reported to the school Principal or designate.
- 3.2.4 The Board will not tolerate any of the following on any Board or affiliated social media sites:
 - a) posts that discriminate against any one or group of people based on any of the prohibited grounds outlined in the Ontario Human Rights Code (OHRC) and/or any relevant Board policies;
 - b) profane or disrespectful comments;
 - c) harassment, bullying, defamation, pornography, gambling/gaming, or accessing information without consent;
 - d) comments or images that are slanderous, disrespectful, abusive, hateful or intended to deface or hurt anyone or any organization;
 - e) comments or images that violate the privacy of Board students, families, staff members or affiliates;
 - f) content that breaches the confidentiality of Board business information;
 - g) unsolicited promotion of products or services;
 - h) content that infringes on intellectual property or publication rights;
 - i) personally identifiable information such as one's identification numbers; and
 - j) the sharing of personal content on Board accounts.

3.3 Social Media Content

- 3.3.1 Board-affiliated social media forums are available for everyone to respectfully discuss topics related to education and/or school communities, and to share or celebrate positive news stories. These are also places where the Board and its schools will share news, upcoming events, and other information about Board-wide or individual school initiatives.

- 3.3.2 Except for teaching and learning purposes, all staff and students should refrain from accessing personal social media accounts during instructional periods.
- 3.3.3 When interacting with the Board's social media sites, participants should demonstrate respect, being mindful of the Code of Conduct Policy (PO610) and its attendant Administrative Procedure (AP610-1). Participants are personally responsible for their comments and posts, images, photos, usernames and any information that can be viewed by the public or by personal contacts.
- 3.3.4 Photos and names of students shall not be posted to social media sites without written and informed consent from parent(s)/guardian(s) or students (18 years of age/older) as per the administrative procedure for Media Consent (AP440-3).
- 3.3.5 Photos and names of staff members or associates shall not be disclosed in posts or comments on social media sites without consent (i.e. verbal or written).
- 3.3.6 Social media profiles must include the formal name of the school, group or committee which the site represents, along with the website and address.

3.4 Consequences for Inappropriate Use of Social Media

- 3.4.1 Social networking (posting comments or photos or observing those of others) actions that do not comply with the Standards of Behaviour or Ontario Schools Code of Conduct are subject to be treated with the same consequences as provided in the referenced regulations. In addition, the Board reserves the right to:
 - a) remove:
 - unsolicited promotion of products or services;
 - posts that are considered spam or advertising;
 - posts that are off-topic, inappropriate or disruptive;
 - posts that advocate illegal activity;
 - posts that promote particular services, products or political organizations;
 - posts believed to infringe on copyrights or trademarks;
 - posts that violate any Board policies;
 - b) reprint or quote any post along with the name or username of the individual who posted;
 - c) ban or remove future posts from users who violate the Board's Social Media Policy;
 - d) implement consequences for student behaviour outlined in the Code of Conduct and Discipline Policy, including (but not limited to) detention, suspension or expulsion;
 - e) impose disciplinary action up to and including termination for breach of policies and administrative procedures by staff.

4. Sources

- 4.1 Ontario Human Rights Code
- 4.2 Ontario Schools Code of Conduct
- 4.3 Standards of Behaviour
- 4.4 Ontario College of Teachers Professional Advisory: Use of Electronic Communication and Social Media
- 4.5 Ontario College of Teachers Act
- 4.6 Education Act

5. Appendices

Nil

6. Related Policies and Administrative Procedures

- 6.1 Anti-Racism Policy (PO200)
- 6.2 Responding to Student Incidents of Racism and Discrimination Administrative Procedure (AP200-1)
- 6.3 Communications Policy (PO440)
- 6.4 Media Relations Administrative Procedure (AP440-1)
- 6.5 Communications During a Critical Incident or Traumatic Event Administrative Procedure (AP440-2)
- 6.6 Media Consent Administrative Procedure (AP440-3)
- 6.7 DCDSB Branding Administrative Procedure (AP440-4)
- 6.8 Social Media Administrative Procedure (AP440-5)
- 6.9 Code of Conduct Policy (PO610)
- 6.10 Code of Conduct Administrative Procedure (AP610-1)
- 6.11 Student Discipline Policy (PO611)
- 6.12 Student Discipline Administrative Procedure (AP611-1)



Memorandum

To: Board of Trustees
From: Tracy Barill, Director of Education
Date: March 6, 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

On January 16, 2023, Trustees voted to table the annual reviews pending staff clarification on whether Trustees were considered Employees in the context of the annual review policies. Having received clarification, the annual policies are now being brought back for approval.

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:

Memorandum – Page 2

To: Board of Trustees

Re: **Annual Reviews**

Date: March 6, 2023

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.

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.

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 (the “Board”) is committed to safeguarding the health and safety of its employees. To this end, the Board lives out this commitment consistent with the teachings of the Catholic Church. As such, the Board 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 the Board.

5. Principles

5.1 The Board of Trustees 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 Board employees;
- 5.1.4 the Joint Occupational Health and Safety Committee of the Board 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 The Board 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 Board 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)



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

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 (the “Board”) 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 the Board 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. The Board of Trustees 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 the Board.

5. Principles

5.1 The Board of Trustees 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 the Board;
- 5.1.4 victims of workplace harassment and workplace sexual harassment have a right to be supported by the provisions of legislation, Board 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 Board 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 (the “Board”) is committed to the promotion of the values of respect, dignity and fairness for all consistent with the teachings of the Catholic Church. The Board believes that in adhering to these values there can be no tolerance of violence in the work or learning environment. The Board 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 Board employees ~~and trustees~~ as well as other individuals including clients of the Board, parents/guardians/caregivers, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who work on or are invited onto Board premises. The provisions of this policy also apply to workplace violence by such persons, which is proven to have repercussions that adversely affect the Board's working and learning environment.
- 4.2 This policy is to be interpreted and applied in conjunction with all other applicable Board 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 The Board of Trustees recognizes:
 - 5.1.1 that behaviour within our school communities should be in accordance with the Gospel values of Jesus Christ, the Board'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 The Board of Trustees acknowledges that victims of violence will be supported by the provisions of enacted legislation and the requirements of Board policy and administrative procedures.
- 5.3 The Board of Trustees recognizes that workplace violence adversely affects healthy relationships, the school climate, and other working environments.
- 5.4 The Board of Trustees recognizes that workplace violence will not be accepted on school property, at school-related activities in schools with locations related to Board 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 The Board 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 Board 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 The Board 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 The Board 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, the Board'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

Let us pray the Our Father.

Our Father, Who art in Heaven, hallowed be Thy Name. Thy Kingdom come. Thy Will be done, on Earth as it is in Heaven. Give us this day our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation but deliver us from evil.

Amen.