



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

Policy Meeting - Open

Agenda

Monday, May 8, 2023
7:30 p.m.

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

St. Francis of Assisi Catholic Education Centre
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Oshawa, ON L1J 7C4

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Policy Meeting - Open

Durham Catholic District School Board, 650 Rossland Road West,
Oshawa, Ontario, L1J 7C4
May 8, 2023 7:30 PM - May 8, 2023 10:00 PM EDT

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Opening Prayer

Loving God, as we gather for this policy meeting of our Catholic school board, we ask that you guide our hearts and minds. May your wisdom and grace be present as we deliberate and make decisions that impact our school community. Help us to always keep our focus on you, and to act in accordance with your will. May our work today be a reflection of your love and mercy. We ask this through Christ our Lord.

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: May 8, 2023

Subject: **Input Received**

Rationale

Following the March 6, 2023 policy meeting, the Policies currently rostered were added to the public input site. Attached is a summary listing of which Policies received input and from whom as at May 8, 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 May 8, 2023)

DCPIC

- PO406 – School Playground Equipment
 - Grammatical
- PO419 – Healthy Food and Beverage
 - Grammatical
 - Request for wording to be changed in section 5.1.4. Felt “preferences” was not the correct term
- PO611 – Student Discipline
 - Request clarification of sections 5.1.5 and 6.4 to be more straight forward
- PO507 – Extra-Curricular Activities – Elementary and Secondary
 - Grammatical
- PO508 – Selection and Reconsideration of Learning Resources
 - Request that policy be clear on resource selection process (to be set out in AP, currently in drafting)
- PO604 – Access to Board Premises
 - Request that section 6.2 be amended to ensure no group is excluded unintentionally

Other Stakeholders

- PO611 – Student Discipline
 - Felt process was not outlined in the policy (to be set out in AP, currently in drafting)



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: May 8, 2023

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

Recommendations

1. Moved by , seconded by

“THAT the Durham Catholic District School Board approve the addition of PO415 School Attendance Area Policy to the Current Roster of Policies.”

Rationale

PO415 School Attendance Area was not previously identified on the policy roster for 2022-2023 as it had been reviewed in 2020. A recent review of the policy roster for opportunities to create and/or revise more succinct policies and procedures, determined that PO411 Alternative Arrangements for School Facilities was redundant and could be rescinded. In order to rescind PO411, portions of the policy were incorporated into PO415 which aligns with current processes.

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	First Reading
	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	Second Reading
	216	Equity and Inclusive Education	SLF/KS	Identified
	217	Trustee Expenses and Entitlements	MH	Third 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	Second Reading

2022-2023 Policy Roster

Policy Area	PO #	Policy Name	Lead	Status
Operations (cont'd)				
	411	Alternative Arrangements for School Facilities	SG	Identified
	415	School Attendance Area	SG	First Reading
	419	Healthy Food and Beverage	MO'N	Second 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	Completed
	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	Third Reading
	508	Selection and Reconsideration of Learning Resources	MO'N	Third 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	Third Reading
	611	Student Discipline	PS	Second Reading
	612	Bullying Prevention and Intervention	PS	Completed
	613	Student Attendance	PS	Second Reading
	614	Concussion Management and Prevention	KS	Identified
Student Services				
	800	Health Support Services in School Settings	PS	Identified
	804	Inclusion	PS	Identified



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: May 8, 2023

Subject: **2022-2023 Roster of Policies Status Updates**

Recommendations

1. Moved by , seconded by

“THAT the Durham Catholic District School Board approve the removal of those policies that are identified as only requiring housekeeping changes from the Current Roster of Policies.”

Rationale

In May 2022 the Senior Administrative team brought forward a draft Roster of Policies for review and approval by the Board of Trustees. Throughout the 2022-2023 school year, the team focused on those policies which were identified by the roster and is providing a status update attached.

PO210 Policy Development and Implementation Policy states that “The Director shall be permitted, in the normal course of policy maintenance and management, to make minor and/or necessary administrative changes (such as formatting, AODA compliance, policy or administrative procedure cross-reference, noting of additional sources or legislation, consistency of definitions) provided that the change(s) is not substantive in nature and does not alter the overall intent or application of the policy. In such instance(s), the Director shall communicate said change(s) to the Board of Trustees by way of a summary report at the next scheduled Policy Board meeting”. As such, senior administration is seeking the Board of Trustees approval to remove those policies that were reviewed by staff and identified as not requiring any changes from the current policy roster (highlighted in red) and to update them with the housekeeping items previously listed.

TB/KA/cc

(Attachment: 2022-2023 Draft Policy Roster – status updates)

2022-2023 Policy Roster (with status updates)

Business & Finance					
	PO #	Policy Name	Lead	Status	Notes
	102	Purchasing of Goods and Services	MH	Completed	Passed Third Reading 11/07/22
	103	Travel Expenses	MH	Rescinded	Following creation of AP109-1 10/24/22
	105	Use of Corporate Cards and/or Purchase Cards	MH	Rescinded	Following creation of AP102-15 10/24/22
	106	Advocacy and Advertising Expenses	MH	First Reading	05/08/23
	107	Hospitality Expenses	MH	Rescinded	Following creation of AP109-1 10/24/22
	109	Broader Public Sector Procurement and Expense Directives	MH	Completed	Passed Third Reading 11/07/22

Governance					
	PO #	Policy Name	Lead	Status	Notes
	201	Freedom of Information & Protection of Privacy	RR	Deferred	Ongoing Learning re: privacy through committee involvement
	213	Honoraria for Board Members	MH	Rescinding	Following Third Reading of PO217 05/08/23
	216	Equity and Inclusive Education	KS	Remove from roster	No Changes Required (Reviewed On 01/06/23)
	217	Trustee Expenses and Entitlements	MH	Third Reading	05/08/23
	219	Public Delegations	TB	Completed	Passed Third Reading 11/07/22

Human Resources					
	PO #	Policy Name	Lead	Status	Notes
	300	Right to Disconnect from Work (Interim)	GW	Completed	Passed Third Reading 01/16/23
	302	Employee Development and Appraisal	GW	Deferred	Departmental Constraints
	303	Employee Progressive Discipline **NEW**	GW	Deferred	Departmental Constraints
	312	Disability Management	GW	Deferred	Departmental Constraints
	315	Teacher Development and Appraisal	GW	Deferred	Departmental Constraints
	318	Occupational Health and Safety	JW	Annual (Jan)	Updated 03/06/23

2022-2023 Policy Roster (with status updates)

Human Resources (cont'd)					
	319	Attendance of Board Employees at Conventions, Conferences & Seminars	GW	Rescinded	Following creation of AP109-1 10/24/22
	320	Workplace Harassment and Workplace Sexual Harassment	GW	Annual (Jan)	Reviewed annually by JOHSC at January policy meetings
	323	Principal/Vice Principal Performance Appraisal	GW	Deferred	Departmental Constraints
	324	Workplace Violence	GW	Annual (Jan)	Reviewed annually by JOHSC at January policy meetings
	325	Appointment to Position of Academic Responsibility	GW	Deferred	Departmental Constraints
	326	Supervisory Officer Performance Appraisal	TB	Deferred	Pending Ministry
	327	Director of Education Performance Appraisal	TB	Deferred	Pending Ministry

Operations					
	PO #	Policy Name	Lead	Status	Notes
	400	Cybersecurity **NEW**	RR	Deferred	Drafting and Under Review – will be ready for Nov policy meeting
	403	Control of Keys to Board Owned Buildings	SG	Rescinding	Following passing of PO604 05/08/23
	406	School Playground Equipment	SG	Second Reading	05/08/23
	411	Alternative Arrangements for School Facilities	SG	Rescinding	Following passing of PO415 01/24
	419	Healthy Food and Beverage	MO'N	Second Reading	05/08/23
	427	Data Access and Management	RR	Deferred	Developing Records & Information Management Program (incl. retention schedule)
	428	Exceptions to School Attendance Areas	SG	Rescinding	AP410-1 (admissions AP) to be updated to include exceptions
	430	Pupil Accommodation Review	SG	Deferred	Pending Ministry - Bill 98 May Impact

2022-2023 Policy Roster (with status updates)

Operations (cont'd)					
	431	Acceptable Use of Information and Communications Technology	RR	Completed	Passed Third Reading 03/06/23
	441	Social Media	TB	Rescinded	Following passing of AP440-5 (social media) 03/06/23
	442	Mobile Devices Acceptable Use	RR	Rescinding	AP drafted to attach to PO431 Acceptable Use
	443	Community Concern Protocol	TB	Rescinding	05/08/23 AP440-6 created under the communications policy
	445	Student Fees for Learning Materials and Activities	MO'N	Deferred	Collaboration between finance and academic

Program & Instruction					
	PO #	Policy Name	Lead	Status	Notes
	507	Extra-Curricular Activities (Elementary & Secondary)	KS	Third Reading	05/08/23
	508	Selection and Reconsideration of Learning Resources	MO'N	Third Reading	05/08/23
	513	Supervised Alternative Learning (SAL)	PS	Completed	Passed Third Reading 01/16/23
	516	First Nation, Metis & Inuit Education Framework	DS	Deferred	In drafting
	519	Practical Work	JW	Completed	Passed Third Reading 01/16/23
	520	eLearning	PS	Completed	Passed Third Reading 11/07/22
	521	French Language Program Exemption or Transfer	MO'N	Deferred	Requires complete re-work
	522	Science Class Waste Material and Disposal	JW	Completed	Passed Third Reading 01/16/23
	523	Environmental Education	MO'N	Remove from roster	No Changes Required (Reviewed 12/22)

2022-2023 Policy Roster (with status updates)

Student Conduct & Safety					
	PO #	Policy Name	Lead	Status	Notes
	604	Access to Board Premises	SG	Third Reading	05/08/23
	612	Bullying Prevention and Intervention	PS	Completed	Passed Third Reading 01/16/23
	613	Student Attendance	PS	Second Reading	05/08/23
	614	Concussion Management and Prevention	KS	Remove from roster	Ongoing Learning through committee involvement – no changes required at this time (Reviewed on 04/27/23)

Student Services					
	PO #	Policy Name	Lead	Status	Notes
	800	Health Support Services in School Settings	PS	Remove from roster	No Changes Required (Reviewed on 04/13/23)
	804	Inclusion	PS	Remove from roster	No Changes Required (Reviewed on 04/13/23)



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: May 8, 2023

Subject: **2023-2024 Draft Roster of Policies**

Recommendations

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the 2023-2024 Roster of Policies as at May 8, 2023.”

Rationale

PO210 Policy Development and Implementation states that “Every June, and thereafter as required, the Director of Education shall recommend to the Board of Trustees, the policies to be developed and reviewed. Such recommendations shall be based on the needs of the system, changes to Ministry legislation or policies, current issues and input received from stakeholder groups and members of the Catholic learning community”. Attached is the draft 2023-2024 roster which has been developed in consultation with the Senior Administrative Team.

TB/KA/cc

(Attachment: 2023-2024 Draft Policy Roster)

2023-2024 DRAFT Policy Roster

Policy Area	PO #	Policy Name	Lead	Status
Business & Finance				
	106	Advocacy and Advertising Expenses	MH	Second Reading (Nov)
Governance				
	201	Freedom of Information & Protection of Privacy	RR	Identified
	205	Electronic Meetings	TB	Identified
Human Resources				
	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)
	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	Drafting
	406	School Playground Equipment	SG	Third Reading (Nov)
	411	Alternative Arrangements for School Facilities	SG	Rescinding
	412	Community Use of Schools	SG	Identified
	416	School Level Fundraising	MH	Identified
	419	Healthy Food and Beverage	MO'N	Third Reading (Nov)
	427	Data Access and Management	RR	Identified
	428	Exceptions to School Attendance Areas	SG	Rescinding
Bill 98 may impact	430	Pupil Accommodation Review	SG	Pending Ministry
	435	Community Planning and Partnerships	SG	Identified
	438	Partnerships with External Agencies	SG	Identified
	442	Mobile Devices Acceptable Use	RR	Rescinding
	445	Student Fees for Learning Materials and Activities	MO'N	Identified
Program & Instruction				
	516	First Nation, Metis & Inuit Education Framework	DS	Identified

2023-2024 DRAFT Policy Roster

Policy Area	PO #	Policy Name	Lead	Status
	521	French Language Program Exemption or Transfer	MO'N	Identified
	523	Environmental Education	MO'N	Identified
Student Conduct & Safety				
	610	Code of Conduct	PS	Identified
	613	Student Attendance	PS	Annual Review (Jan)
	614	Concussion Management and Prevention	KS	Drafting
Student Services				



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: May 8, 2023

Subject: **Policies for First Reading**

Recommendation

1. Advocacy and Advertising Expenses Policy (PO106)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the Advocacy and Advertising Expenses Policy (PO106).”

2. School Attendance Area Policy (PO415)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the First Reading of the School Attendance Area Policy (PO415).”

Rationale

PO106 Advocacy and Advertising Expenses

PO106 was identified for the 22/23 policy roster in May, 2022 as it had not been updated since 2008. Minor revisions have been made to reflect current practices and language.

PO415 School Attendance Area

PO411 Alternative Arrangements for School Facilities (currently rostered) was found to be redundant and could be rescinded if some of the procedural content could be captured in a policy. PO415 School Attendance Area Policy was identified as the policy that the content applied to.

TB/KA/cc

Attachment: (PO106 Advocacy and Advertising Expenses Policy; PO415 School Attendance Area Policy)



POLICY – 106

Advocacy and Advertising Expenses

Area: Business and Finance
 Source: Superintendent of Business, Finance and Facilities Services
 Approved: February 11, 2008
 Revised:

1. Introduction

The Durham Catholic District School Board (the “Board”) may **be required** from time to time as part of its administrative and operational practices **find a need** to **educate and create awareness** (advocate) for a position or cause which is in the best interest of Catholic education and the Board. Advertisements which promote Board programs, initiatives, activities and partnerships can often profile the Board in a manner that enhances the learning environment and experiences in the best interest of students. Notwithstanding, the potential benefits of advocacy and advertising, the expenses incurred for doing so should be reasonable and consistent with all Board policies and attendant administrative procedures.

2. Definitions

Advocacy refers to lobbying for any cause or position including the promotion thereof by any means or vehicle.

Advertising includes the promotion of any product, service, organization, agency or program including those approved for the purpose of conducting the business of the Board.

3. Purpose

The purpose of this policy is to provide guidelines for acceptable expenditures related to advocacy and advertisement expenditures.

4. Application / Scope

This policy applies to all Board staff and trustees.

5. Principles

5.1 The Board of Trustees believes that:

- 5.1.1 it is entitled under denominational rights safeguarding Catholic schools to allocate expenditures for advocacy and advertisements that promote and showcase the value of Catholic Education;
- 5.1.2 advocacy and advertising must be consistent with the Board's mission statement and Catholic values;
- 5.1.3 advocacy and advertising expenditures should be for the purposes of informing and educating the public, as well as creating awareness of education programs, services, issues, events and community activities of specific interest or benefit to students and families;
- 5.1.4 advocacy and advertisements exclusively for personal and political reasons is not acceptable.

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 Board shall establish appropriate budgetary limits for advertising and advocacy.~~

6.2 The Board will operate within set budgets for advertising within the given fiscal year.

~~6.3 Staff shall exercise due diligence in determining the most cost-efficient media or vehicle for advocacy and advertising.~~

6.3 The Board will use advertising methods that give consideration to effectiveness and cost-efficiency.

6.4 All advertising and advocacy is subject to compliance with all applicable legislation, Board policies and attendant administrative procedures.

6.5 All information presented in Board advertising will be factually accurate, unbiased and presented in a fair and equitable manner.

7. Sources

7.1 Education Act

7.2 Ministry of Education Guidelines, Memo 2006-B15

8. Related Policies and Administrative Procedures

- 8.1 Advocacy and Advertising Expenses Administrative Procedure (AP106-1)
- 8.2 Communications Policy (PO440)
- 8.3 Social Media Administrative Procedure (AP440-5)



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

POLICY – 415

School Attendance Area

Area: Operations
Source: Superintendent of Business, Finance and Facilities Services
Approved: April 23, 2001
Revised: November 9, 2020

1. Introduction

The Durham Catholic District School Board (the “Board”) establishes attendance areas for each Catholic elementary and secondary school within the jurisdiction of the Board, and may create new boundaries, amend existing boundaries or consolidate school boundaries in accordance with this policy.

2. Definitions

Holding School—a school at which students are attending from a designated holding area until long term accommodation is available. The use of a holding school is not meant to be a permanent assignment for a student or group of students, but may persist for several years.

Home School—the school that is within a student’s School Attendance Area.

Optional Programs—optional programs are specialized programs of the Board that are not Ministry mandated, but offered by the Board. Optional Programs may or may not be located at the student’s community school.

Overflow—situations in which the Board directs students to attend a school other than their community school or optional program for a specific period of time. The overflow students’ attendance area does not change.

School Attendance Area—the defined boundary area of the school that is appropriately sized to accommodate sustainable student enrolment.

3. Purpose

The purpose of this policy is to outline the criteria for the development of elementary and secondary school attendance areas.

4. Application / Scope

This policy applies to all new schools and to amendments to established school boundaries.

5. Principles

5.1 The Board of Trustees believes:

- 5.1.1 each school has a defined attendance area, appropriately sized to accommodate sustainable student enrolment;
- 5.1.2 attendance areas are subject to change based on enrolment trends, construction of new schools, program changes and alignment of elementary and secondary boundaries;
- 5.1.3 the boundary of the school shall be of a sufficient size to sustain the long-term operation of the school at a full or near full capacity level;
- 5.1.4 secondary school attendance areas shall be developed based on the elementary school attendance areas and/or geographic parameters;
- 5.1.5 where the above are in process or cannot be established in a timely manner to accommodate the student enrolment needs, an alternative arrangement for a school facility can be found.

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 School attendance areas are easily accessible to parents/guardians/caregivers through the Board website or by visiting a local school.
- 6.3 Students are expected to attend the school within their School Attendance Area/ Parents/guardians/caregivers must apply to their home school first if they are contemplating transferring to a school that is outside of their school attendance area.
- 6.4 Where possible, school attendance areas will be bounded by readily identifiable geographic features for example, major roads and highways, railroad lines, parks, major open space areas, utility corridors, rights-of-way, watercourses, municipal and regional boundaries, and rear lot lines.

- 6.5 The establishment of an attendance area will consider maximizing the safe walking route to school.
- 6.6 In certain circumstances, the Board may change or alter the existing attendance area for a school or family of schools. In such cases, the proposed revisions shall be developed by staff and brought to the Board of Trustees for approval. The changes to the attendance area(s) will be approved “In Principle” by the Board before proceeding to public consultation.
- 6.7 Where the proposed changes to an attendance area(s) impact existing student(s) at one or more schools, the affected school communities shall be consulted for input prior to finalization of the changes to the attendance area. Following consultation with the affected school(s) communities, a final boundary shall be recommended for approval by the Board of Trustees.
- 6.8 In such cases where no existing students are impacted by the proposed changes to the attendance area, or where the change in the attendance area relates to the realignment of a facet of the boundary (such as road, utility corridor or other element), the Board will post the changes on the Board website for comment and at the next meeting a final boundary shall be recommended for approval by the Board of Trustees.
- 6.9 The approved changes to school attendance areas may include one or more provisions for implementation. Upon creation of a new school attendance area, the attendance areas of any holding school(s) will be realigned accordingly.
- 6.10 Situations that may necessitate the use of a holding **school**/area may include, but are not limited to:
- enrolment pressure at a school;
 - construction of a new school;
 - renovation or replacement of an existing school.
- 6.11 Where a holding school/area cannot be defined/managed while a new school or addition is pending Ministry approval, then an alternative arrangement shall be found and would contemplate the following requirements:
- 6.11.1 The arrangement must be cost effective and advantageous for the Board compared to other possible arrangements including an acquisition of a school site and the construction of a free-standing building.
- 6.11.2 The arrangement shall comply with any guidelines issued by the Ministry of Education for school site acquisitions and capital priorities.
- 6.11.3 The Board may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to

accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.

6.11.4 The Board shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils, and to ensure that its identity, ambience and integrity are preserved.

6.12 Students attending optional programs will only receive transportation as approved by the Board of Trustees, and in accordance with the Board's Transportation Policy.

6.13 Overflow may occur for a specified period if:

- individual grades have exceeded acceptable enrolment levels;
- timetables cannot be created for a student at a secondary school;
- the overall enrolment exceeds the capacity of the school; or
- the school is unable to reorganize grades during the year.

7. Sources

7.1 Education Act

7.2 Ontario Regulation 20/98 Education Development Charges

8. Related Policies and Administrative Procedures

~~8.1 Exceptions to School Attendance Areas Policy (PO428)~~

~~8.2 Exceptions to School Attendance Areas Administrative Procedure (AP415-1)~~

8.3 Admissions to Schools Policy (PO410)

8.4 Admission of Students Administrative Procedure (AP410-1)

The Durham Catholic District School Board
"The Board"

POLICY

ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES

POLICY AREA: **OPERATIONS**
POLICY NO: **PO411**

PURPOSE

To establish the basis upon which the Durham Catholic District School Board will consider alternate arrangements for the accommodation of elementary and secondary school pupils.

APPLICATION/SCOPE

This policy applies to the Durham Catholic District School Board acquisition of new elementary and secondary school sites.

BACKGROUND

- A number of legislative provisions encourage school boards to consider alternate arrangements for the accommodation of elementary and secondary school pupils to the usual arrangement under which a school site is acquired and a stand-alone school is built on it.
- Ontario Regulation 20/98 provides that the education development charge background study contain:
 6. A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils estimated under paragraph 3 of section 7, without imposing education development charges, or with a reduction in such charges.
 7. If a previous education development charge background study completed by the board included a statement under paragraph 6, a statement of how the policy referred to in the statement was implemented and, if it was not implemented, an explanation of why it was not implemented.

Approved: June 28, 1999
Source: Superintendent of Education – Support Services

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ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES

POLICY AREA: OPERATIONS

BACKGROUND – cont'd

- Regulation 446/98 (Reserve Funds) permits a school board to utilize proceeds in the Pupil Accommodation Allocation Reserve Fund for the acquisition of “school sites that are acquired as part of transactions under which the board also acquires school buildings on the school sites.”
- Section 210.1 of the *Municipal Act* authorizes municipalities and school boards to enter into arrangements under which they can provide for exemptions from taxation for municipal and school purposes of land or a portion of it that is “entirely occupied and used or intended for use for a service or function that may be provided by a “school board” or municipality. It also authorizes an exemption to be given from municipal and education development charges in certain circumstances.
- The Board recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These include a variety of acquisition strategies such as forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.

PRINCIPLES

The Board will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the requirements set out below.

REQUIREMENTS

- The arrangement must be cost effective and advantageous for the Board compared to other possible arrangements including an acquisition of a school site and the construction of a free standing building.
- The arrangement shall comply with any guidelines issued by the Ministry of Education and Training.
- The Board may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board’s discretion.

**ALTERNATIVE ARRANGEMENTS FOR
SCHOOL FACILITIES**POLICY AREA: **OPERATIONS****REQUIREMENTS – cont'd**

- The Board shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils, and to ensure that its identity, ambience and integrity are preserved.
- The facility shall have a separate entrance with the school name on the exterior of the school easily visible from the street.



Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: May 8, 2023

Subject: **Policies for Second Reading**

Recommendation

1. Student Trustees Policy (PO215)

Moved by _____, seconded by _____

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

2. School Playground Equipment Policy (PO406)

Moved by _____, seconded by _____

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

4. Student Discipline Policy (PO611)

Moved by _____, seconded by _____

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

Memorandum – Page 2

To: Board of Trustees

Re: **2nd Reading**

Date: May 8, 2023

5. Student Attendance Policy (PO613)

Moved by _____, seconded by _____

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

Rationale

As per attached.

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)



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

POLICY – 215

No Changes

Student Trustees

Area: Governance

Source: Superintendent of Education – Policy Development

Approved: March 26, 2007

Revised: February 10, 2020; March 7, 2022; March 6, 2023 (Interim)

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 of Trustees 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 meet the qualification criteria outlined in section 3.1.2 of the Board's Student Trustees Procedure.
- 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 Student Trustees shall be non-voting 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.
- 6.7 Student Trustees 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.
- 6.8 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.
- 6.9 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.

7. Sources

- 7.1 Education Act, Section 55
- 7.2 Ontario Regulation 7/07: 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

POLICY – 406

No Changes

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, 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 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 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 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 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 recognizes its responsibility to maintain a safe play environment and appropriate levels of liability coverage.
- 5.1.5 plans and provides certain types of basic playground facilities and equipment as part of new school construction and other capital projects.
- 5.1.6 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 assumes the responsibility for maintenance and repair of playground equipment. As such, all donated playground equipment becomes the sole property of the Board.
- 5.1.8 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 by third parties are approved by Board staff;
 - 6.2.3 a program of safety inspections as outlined by CSA Z614 is established and implemented;
 - 6.2.4 any decisions resulting from inspections related to repair versus replacement or removal include consultation with the principal and the school community;

- 6.2.5 appropriate levels of liability insurance are maintained to address the potential accidents that may occur on Board property; and
- 6.2.6 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.

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)



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.

2. Definitions

Nil

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:

- offered in schools to students at no cost;
- brought from home or purchased off school premises and are not for resale in schools;
- available for purchase during field trips off school premises;
- 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);
- sold for fundraising activities that occur off school premises, (e.g., confectionary products (chocolate treats, etc.));
- sold in staff rooms;

- sold on one of the ten 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 supports the belief that healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development.
- 5.1.2 acknowledges its responsibility to offer healthy food and beverage choices sold to students in all schools and to ensure vendor compliance with this requirement.
- 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.~~
- 5.1.4 the diversity of students and staff must be taken into consideration in order to accommodate religious and/or cultural needs.
- 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 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.
- 6.5 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.
- 6.6 The Board will encourage staff, students and vendors to:

- 6.6.1 choose Ontario food and beverages first (e.g., offer Ontario grown and/or produced food and beverages when available and practical);
 - 6.6.2 be respectful of the environment (e.g., reduce food waste, reuse containers compost food waste);
 - 6.6.3 ensure that drinking water is freely available and accessible throughout the school day;
 - 6.6.4 choose products from companies that promote sustainable practices and are stewards of creation;
 - 6.6.5 support companies that use 'fair trade' practices as part of their mission and vision;
 - 6.6.6 not distribute or sell bottled water unless mitigating factors prevent the use of a municipal water source.
- 6.7 All school staff will adhere to the Anaphylactic Students (Protection of) Administrative Procedure (AP601-1) when considering food selection and distribution at all school functions.

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) 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; March 6, 2023 (Interim)

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 behaviour 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 take into consideration a student's individual learning needs;** ~~for 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 and progressive disciplinary measures must ~~where appropriate,~~ be **consistent with a student's learning needs and, if applicable, with supports as** ~~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)



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

POLICY – PO613

No Changes

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

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

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.

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 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.

6.4 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: May 8, 2023

Subject: **Policies for Third Reading**

Recommendation

1. Student Trustees Policy (PO215)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the Third and Final Reading of the Student Trustees Policy (PO215).”

2. School Playground Equipment Policy (PO406)

Moved by _____, seconded by _____

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

4. Student Discipline Policy (PO611)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the Third and Final Reading of the Student Discipline Policy (PO611).”

Memorandum – Page 2

To: Board of Trustees

Re: **3rd Reading**

Date: May 8, 2023

Rationale

As per attached.

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 – 217

No Changes

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)



POLICY – 507

No Changes

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 a position of 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)



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 utilizing 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)



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 for students, staff, parents/guardians/caregivers, Trustees, volunteers and all visitors. The framework shall be consistent with the Board and Ministry safe school policies, administrative procedures, Acts and regulations. ~~governing volunteers, community groups 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: May 8, 2023

Subject: **Policies to be Rescinded**

Recommendation

1. Control of Keys to Board Owned Buildings Policy (PO403)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the rescinding of the Control of Keys to Board Owned Buildings Policy (PO403).”

2. Community Concern Protocol Policy (PO443)

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the rescinding of the Community Concern Protocol Policy (PO443).”

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.

PO403 Control of Keys to Board Owned Buildings Policy

PO403 Control of Keys to Board Owned Buildings and PO604 Access to School Premises have been amalgamated into one policy titled Access to Board Premises (PO604). As such, PO403 has become redundant and is being rescinded.

Memorandum – Page 2

To: Board of Trustees

Re: **Policies to be Rescinded**

Date: May 8, 2023

PO443 Community Concern Protocol Policy

PO443 Community Concern Protocol 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 required the creation of an administrative procedure. To that end, AP440-6 Concern/Complaint Resolution Process was created to reflect the contents that were previously found in the policy (approved at Admin Council on April 24, 2023), and as it relates to the following policies and procedures:

- Anti-Racism Policy (PO200)
- Responding to Student Incidents of Racism and Discrimination Administrative Procedure (AP200-1)
- Freedom of Information and Protection of Privacy Policy (PO201)
- Electronic Meetings Policy (PO205)
- Acceptable Use of Information and Communications Technology Policy (PO431)
- Acceptable Use of Information and Communications Technology Administrative Procedure (AP431-1)
- Accessibility Policy (PO434)
- Customer Service Accessibility Standards Administrative Procedure (AP434-1)
- Use of Support Person by the General Public Administrative Procedure (AP434-4)
- Monitoring and Feedback on Accessible Customer Service Administrative Procedure (AP434-5)
- Accessible Information and Communications (AP434-8)
- Code of Conduct Policy (PO610)
- Code of Conduct Administrative Procedure (AP610-1).

PO443 has become redundant and should be rescinded.

TB/KA/cc

Attachments: (PO403 Control of Keys to Board Owned Buildings Policy; PO443 Community Concern Protocol Policy; AP440-6 Concern/Complaint Resolution Process)



Durham Catholic District School Board

"The Board"

Policy

Title: Control of Keys to Board Owned Buildings	Policy #: PO403
Policy Area:	Operations
Source:	Superintendent of Facilities Services
Date Approved:	January 5, 1998
Dates of Amendment:	October 26, 2009; November 9, 2015

1.0 Introduction

The Durham Catholic District School Board recognizes its duty to protect and secure all Board properties as mandated under the Education Act, Section 170 (1) Duties of Boards.

2.0 Definitions

Board Owned Properties – refers to all properties including permanent structures and portables owned by the Board.

3.0 Purpose

The purpose of this policy is to outline the control of keys that govern the access and security of Board owned properties.

4.0 Application/Scope

This policy applies to all employees and supervisory staff who are authorized and issued keys to Board properties.

5.0 Principles

The Board believes that:

- 5.1 All Board owned properties will be equipped with locks in accordance with a grand master, master and sub-master locking system.
- 5.2 Access to Board owned properties will be by hard key and/or electronic access.

5.0 **Principles** (Cont'd)

The Board believes that: (Cont'd)

- 5.3 The Board shall limit and control the issuance, distribution and accountability of grand master, master and sub-master keys and electronic keys for Board owned properties as outlined in this policy and attendant confidential standard operating procedure.

6.0 **Requirements**

- 6.1 The Director of Education shall issue a confidential standard operating procedure to support this policy and amend the procedure thereafter as the need may arise.
- 6.2 The attendant confidential standard operating procedure will clearly outline procedures associated with building access, locking devices, issue and control of keys, electronic access distribution, loss of keys, access to Board properties during unoccupied times, replacement of keys and keying standards.
- 6.3 The assigned Superintendent will be responsible for application of this policy and the attendant confidential standard operating procedure.

7.0 **Sources**

- Access to School Premises Policy (PO604)
- Emergency Preparedness Policy (PO414)
- Education Act, Section 305, O.Reg. 474/00 Access to School Premises



Durham Catholic District School Board

"The Board"

Policy

Title: Community Concern Protocol	Policy #: PO443
Policy Area: Operations	
Source: Superintendent of Education – Policy Development	
Date Approved: February 16, 2016	
Dates of Amendment:	

1.0 Introduction

The Board values its relationship with its parents, guardians and the community and believes that ongoing communication between the home, school and parish supports a student's spiritual, emotional and academic growth. The Board believes by listening and receiving input from parents, guardians and the community, it develops relationships that value the Gospel and Catholic teachings. When parents or guardians report concerns about students, staff or trustees, the Board believes that these concerns will be addressed in a fair, respectful and effective way consistent with but not limited to the Ontario Human Rights Code, the Accepting Schools Act and the Board's Code of Conduct policy (PO610).

2.0 Definitions

Parent – includes a legal guardian or caregiver with the recognized responsibility for the care of a student of the Board.

School/Community Concern – a school-related problem, issue or complaint affecting a child/children, families or the community, which is perceived to require the attention of a school or the Board.

3.0 Purpose

The purpose of this policy is to provide a framework for parents, staff, trustees and the community when concerns are brought forward about a school or community issue.

4.0 Application/Scope

This policy applies to all parents/guardians of students enrolled in the Board, Board staff, trustees and community members.

5.0 **Principles**

- 5.1 The Board is guided by Catholic teachings including the Catholic Virtues which support the foundation of positive and productive relationships while addressing public concerns.
- 5.2 The Board believes that by addressing the public's concerns it improves relationships with parents/guardians, students and the community.
- 5.3 It is the practice of the Board that parent concerns or questions be dealt with at the level closest to the issue.
- 5.4 The Board will comply with all relevant legislation related to privacy for all members of the community.

6.0 **Requirements**

- 6.1 The Director of Education or designate shall:
 - 6.1.1 listen to the concerns of parents and community members and act as a resource so that the concerns are resolved;
 - 6.1.2 provide advice to Board staff and trustees as needed.
 - 6.1.3 refer a concern to the appropriate family of schools Superintendent if a parent brings a matter directly to she/he, the Chair of the Board or the local trustee.
- 6.2 The Superintendent of Education shall:
 - 6.2.1 refer an issue or question to the appropriate Family of Schools principal to address a parent or community concern and be available to support the school principal and parent as needed or requested;
 - 6.2.2 be available as a resource to parents, community members or the principal if a concern or issue is unresolved.
- 6.3 Trustees shall:
 - 6.3.1 assist in facilitating communication between the parent/guardian and the appropriate staff member at the school or Board level;
 - 6.3.2 in the case of community member issues, facilitate communication directly with the Principal;
 - 6.3.3 be representatives of their communities and be advocates for students, parents and community members;
 - 6.3.4 foster positive relationships to promote partnerships between home, school and parish when receiving parent concerns.
- 6.4 Staff, in addressing parent concerns shall strive to:
 - 6.4.1 foster a climate of respect and trust which focuses on working towards mutually acceptable solutions;
 - 6.4.2 ensure that every parent with a concern has an adequate opportunity to express the concern fully;

6.0 **Requirements** (Cont'd)

6.4 (Cont'd)

- 6.4.3 encourage the parent to address the concern at the level at which the concern is related, except where circumstances warrant otherwise.

6.5 Parents shall strive to:

- 6.5.1 present their concerns to staff or trustees in a respectful manner which allows the opportunity for due consideration of the concern;
- 6.5.2 allow for a reasonable timeline for addressing and resolving the concern;
- 6.5.3 address the concern first to the staff person (s) responsible for the area to which the concern directly relates, unless circumstances warrant raising the concern with staff at a higher level;
- 6.5.4 direct a concern about a board policy or program matter to the appropriate Superintendent of education, central staff or trustee where the concern should be addressed at those levels;
- 6.5.5 maintain an openness to receiving information and advice that may be offered by staff or trustees as possible solutions to a concern.

6.6 Process for Parents to Address Concerns

- 6.6.1 If a parent or guardian has a concern about a school matter, they are advised to follow steps in resolving the issue as follows:

6.6.1.1 Step 1: Review of the Issue with the Child's Teacher

The parent/guardian should discuss a concern or issue with the classroom teacher at a mutually convenient time.

6.6.1.2 Step 2: Review of the Issue with the School Principal

If the parent/guardian and the teacher are not able to resolve the issue, it should be discussed with a school principal (or designate). Again, in the case of a concern expressed by a community member, the first point of contact should always be the school principal. The principal (or designate) will gather facts from everyone involved to clarify the problem and work to resolve the matter as quickly as possible. Basic to every investigation is the Board's expectation that employees and students will follow school and Board policies and procedures.

6.6.1.3 Step 3: Review of the Issue with the Superintendent of Education

If the parent/guardian/community member and the school principal are not able to resolve the issue, they may request that the matter be reviewed by the school's Superintendent of Education. The superintendent will review the matter as it relates to established policies and procedures and will respond to the parent/guardian about his/her concern.

6.0 **Requirements** (Cont'd)

6.6 (Cont'd)

6.6.1.4 Step 4: Review of the Issue with a Member of the Director's Office

If the parent/guardian/community member and the Superintendent of Education are not able to resolve the issue, they may request that the matter be reviewed by the Director of Education who will review the matter and respond to the parent/guardian/community member about the concerns.

6.6.2 Representative of the Parent(s)/Guardian(s)

6.6.2.1 The Board understands that the parent/guardian may need support in order to adequately address their child's interests (for example, a translator). This support may be necessary while parents/guardians are attending meetings with the staff employed by the Board.

6.6.2.2 Parents/guardians have the right to have a representative of their choosing in attendance at meetings with staff, subject to any limitations established in these procedures. Any costs/expenses associated with such a representative are the responsibility of the parents/guardians.

6.6.2.3 Principals, staff and parents/guardians shall be notified in advance of a meeting as to who is anticipated to be in attendance.

6.6.2.4 A representative supporting the parents/guardians must agree, at the outset of or in the advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parents/guardians and staff.

6.6.3 Matters that should not be discussed by Staff

6.6.3.1 Although the subject matter of meetings between parents/guardians and staff may be fairly broad, these meetings will generally relate to the education of the parents'/guardians' student(s) at the school in question. However, there are certain matters that staff members are unable to discuss with parents/guardians/community members, including personal details or disciplinary measures concerning other student(s), and matters related to staff performance issues.

6.6.3.2 In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the child of the parent/guardian at the school in question), staff will bring closure to any meeting that becomes a discussion of personal details concerning other students or matters related to staff performance issues.

6.0 **Requirements** (Cont'd)

6.6 (Cont'd)

6.6.4 Role of Trustees

6.6.4.1 Parents or guardians may contact trustees at any time. Trustees will facilitate the communication process between the parent/guardian and the appropriate staff and provide information and direction. Trustees shall direct the parent or guardian to the process which should be followed in resolving any concerns or to the appropriate person or step in the process (dependent on the steps the parent(s)/guardian(s) have already undertaken to resolve the concerns at the time the trustee is contacted) but shall not act as a representative of the parents or guardians.

6.6.5 Role of School Councils

6.6.5.1 School Councils are established to advise Principals on matters that relate to improving student achievement and to enhance the accountability of the education system to parents. They are not a forum to discuss individual issues related to teachers, other staff members, specific students or their parent/guardian. Any of these matters brought to a school council member or any school council meeting should be referred immediately to the Principal.

7.0 **Sources**

- Ontario Human Rights Code
- Accepting Schools Act
- Education Act

8.0 **Related Policies and Administrative Procedures**

- Freedom of Information and Protection of Individual Privacy Policy (PO201)
- Code of Conduct Policy (PO621)
- Code of Conduct Administrative Procedure (AP621-1)



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

ADMINISTRATIVE PROCEDURE – 440-6

Concern/Complaint Resolution Process

Area: Operations
Policy Reference: Communications (PO440)

Approved: February 16, 2016
Revised: April 14, 2023

1. Purpose

The purpose of this administrative procedure is to outline the process for the resolution of concerns/complaints of parents/guardians/caregivers and community members.

2. Definitions

Nil

3. Procedures

3.1 Process for Addressing Concern(s)/Complaint(s)

3.1.1 Concern(s)/complaint(s) raised by members of the public pertaining to Board matters shall be directed to the appropriate school Board [department](#). Issues that cannot be resolved at the department level may be referred to the Director's office.

3.1.2 Individuals with concern(s)/complaint(s) pertaining to school-based matters, are advised to follow resolution steps 1-4 below.

- Step 1: Classroom Level
 - The individual should respectfully review the concern/complaint with the staff member most directly involved such as the child's classroom teacher or early childhood educator at a mutually convenient time to seek a collaborative approach to resolution.

- Step 2: School Administrator Level
 - If the concern/complaint is not resolved at the classroom level, it should be discussed with the school principal (or designate). Note: in the case of a concern/complaint expressed by a community member who is not a parent/guardian/caregiver, the first point of contact should always be the school principal. The principal (or designate) will gather facts from everyone involved to clarify the problem and work to resolve the matter as quickly as possible. Basic to every investigation is the Board's expectation that employees and students will follow school and Board policies and procedures.
- Step 3: Senior Administration Level
 - If the concern/complaint is not resolved at the school administrator level, the individual may request that the matter be referred to the family of schools superintendent or other appropriate member of senior administration, including the Human Rights and Equity Advisor. The superintendent/member of senior administration will review and investigate the concern/complaint as it relates to established policies and procedures and will respond to the individual.
- Step 4: Director of Education Level
 - If the concern/complaint is not resolved at the senior administration level, the individual may request that the matter be referred to the Director of Education who will review and investigate the concern/complaint and respond to the individual. The decision/response of the Director of Education will be final.

3.2 Meeting Considerations

3.2.1 Accessibility

- a) When scheduling a meeting, staff will inquire if attendees have any accessibility requirements, and endeavour to accommodate any stated needs.
- b) If any individual requires accessibility related accommodations for attendance at a meeting, they should notify the organizer of the meeting in advance so that arrangements can be made.
- c) Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- d) Accessible formats and communications support will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.

- e) The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.

3.2.2 Protection of Privacy

- a) Although the subject matter of meetings between parents/guardians/caregivers and staff may be fairly broad, the topics of conversation should be limited to matters pertaining to their own children. Staff are prohibited from sharing or discussing personal details concerning other student(s), and matters related to employee relations such as specific disciplinary measures.
- b) In the event that discussion exceeds the scope of the subject matter that led to the meeting, a subsequent meeting may be scheduled, or if required, the individual will be re-directed to the appropriate personnel to address their additional concern(s)/complaint(s) or becomes a discussion of personal details concerning other students or matters related to employee relations such as specific disciplinary measures, staff will endeavour to re-direct the conversation accordingly. bring closure to the meeting.

3.2.3 Human Rights & Equity

- a) In keeping with DCDSB's Anti-Racism Policy (PO200) and its related administrative procedures, supplementary information specific to concerns/complaints related to Human Rights and Equity can be found on DCDSB's [Human Rights, Anti-Racism and Anti-Discrimination webpage](#).

3.3 Roles and Responsibilities

3.3.1 Role of Trustees

- a) Members of the community may contact individual Trustees at any time.
 - On all operational matters, Trustees will facilitate the communication process between the individual and the appropriate staff by referring the concern(s)/complaints to the Director of Education. Trustees may direct the parent/guardian/caregiver to the process which should be followed in resolving any concerns/complaints but shall not act as a representative of the individual.
 - On matters of governance (i.e., policy), where appropriate, individual Trustees will bring concerns/complaints from the community to the attention of the whole Board.
- b) Individuals who wish to bring a policy consideration or concern to the attention of the Board of Trustees, should refer to the Public Delegations Policy and Procedure (PO219/AP219-1)

3.3.2 Role of Catholic School Councils

- a) Catholic School Councils are established to advise Principals on matters that relate to improving student achievement and enhancing the accountability of the education system. They are not a forum to discuss individual issues related to educators, other staff members, specific students or their parent/guardian/caregiver. Any of these matters brought to a school council member or any school council meeting should be referred immediately to the Principal.

3.3.3 Parents/guardians/caregivers/community members shall strive to:

- a) present their concerns/complaints in a respectful manner which allows the opportunity for due consideration of the concern;
- b) allow for a reasonable timeline for addressing and resolving the concern/complaint;
- c) address the concern/complaint first to the staff person(s) responsible for the area to which the concern/complaint directly relates, unless circumstances warrant raising the concern with staff at a higher level;
- d) maintain an openness to receiving information and advice that may be offered by staff or trustees as possible solutions to a concern; and
- e) commit to a mutually respectful, collaborative process, where confidentiality will be respected as much as possible in working towards resolution.

3.3.4 Representative of the Parent(s)/Guardian(s)/Caregiver(s)

- a) Parents/guardians/caregivers have the right to have a representative of their choosing in attendance at meetings with staff as additional support to address their child's interests. Parents/guardians/caregivers who wish to invite a representative to support them must notify the principal and/or staff member in advance of a school meeting as to who is anticipated to be in attendance.

3.3.5 All Staff, in addressing concerns/complaints shall strive to:

- a) cultivate a climate of respect and trust which focuses on working towards mutually acceptable solutions;
- b) ensure that individuals with a concern/complaint have an adequate opportunity to express the concern/complaint fully;
- c) encourage individuals to address the concern at the level at which the concern is related, except where circumstances warrant otherwise.

- d) adhere to DCDSB related policies and procedures in responding to concerns/complaints, including but not limited to:
- Anti-Racism Policy (PO200) and its attendant administrative procedure AP200-1;
 - Responding to Student Incidents of Racism and Discrimination Administrative Procedure (AP200-1);
 - Freedom of Information and Protection of Privacy Policy (PO201);
 - Electronic Meetings Policy (PO205);
 - Acceptable Use of Information and Communications Technology Policy (PO431) and its attendant administrative procedure AP431-1; and
 - Accessibility Policy (PO434) and its related administrative procedures.

3.3.6 The Superintendent of Education/Member of Senior Administration shall:

- a) refer concerns/complaints to the appropriate school administrator or staff member and be available to support as needed or requested;
- b) respond to, investigate, and address individuals' concerns/complaints that have been referred to the Senior Administration level.

3.3.7 The Director of Education or designate shall:

- a) provide advice to Board staff and Trustees as needed;
- b) designate resources for ensuring the implementation of and compliance with this administrative procedure;
- c) address individuals concerns/complaints that have been referred to the Director of Education level;
- d) communicate the outcome(s) of concerns/complaints raised with local Trustees, where appropriate;
- e) apprise the Chair of the Board of any local concerns/complaints that may have system-wide implications or may require a system response or Board motion.

4. Sources

- 4.1 Ontario Human Rights Code
- 4.2 Safe and Accepting Schools Act
- 4.3 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 Freedom of Information and Protection of Privacy Policy (PO201)
- 6.4 Electronic Meetings Policy (PO205)
- 6.5 Acceptable Use of Information and Communications Technology Policy (PO431)
- 6.6 Acceptable Use of Information and Communications Technology Administrative Procedure (AP431-1)
- 6.7 Accessibility Policy (PO434)
- 6.8 Customer Service Accessibility Standards Administrative Procedure (AP434-1)
- 6.9 Use of Support Person by the General Public Administrative Procedure (AP434-4)
- 6.10 Monitoring and Feedback on Accessible Customer Service Administrative Procedure (AP434-5)
- 6.11 Accessible Information and Communications (AP434-8)
- 6.12 Code of Conduct Policy (PO610)
- 6.13 Code of Conduct Administrative Procedure (AP610-1)



Meeting Notes

Page provided to record notes

Closing Prayer

Gracious God, we thank you for the opportunity to serve as members of Durham Catholic school board. We ask that you bless our work today. Help us to be good stewards of the resources entrusted to us, and to always act with justice and mercy. We offer this prayer in the name of the Father, and of the Son, and of the Holy Spirit.

Amen.