

YORK CATHOLIC DISTRICT SCHOOL BOARD

POLICY REVIEW COMMITTEE- **AGENDA**

Catholic Education Centre, **Board Room**

Monday, February 27, 2017, 6:30 P.M.

	F. Bagley	Page
1. OPENING PRAYER (see below)	F. Bagley	
2. ROLL CALL	F. Bagley	
3. ELECTION OF CHAIR	F. Bagley	
4. ELECTION OF VICE CHAIR	F. Bagley	
5. APPROVAL OF THE AGENDA		
6. REVIEW OF THE TERMS OF REFERENCE.....		2
7. APPROVAL OF THE PREVIOUS MINUTES – January 23, 2017		
8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING		
PRESENTATION: Approved Charities/Speakers Update (F. Bagley)		
i) WE Charity (F. Bagley)		
ii) Dr. Soula Homatidis, Chief Psychologist, Kids Help Phone		
iii) Sonia Gallo, Communications Dept., Allocation of fundraising dollars (CEO Salary)		
iv) Michael WaySkinner & Shannon Ulgiati, Religious Education Dept., Next Steps Re: YCDSB Supported Charities List & Supports for schools for the approval of charity initiatives		
9. OUTSIDE PRESENTATIONS: N/A		
10. STAFF PRESENTATION(S):N/A		
11. ACTION ITEM(S)/DISCUSSION:		
ACTION:		
HR Policies (L. Coulter)		
Policy 404 Academic Services Recruitment and Promotion (Rename Teacher Recruitment and Selection)7		
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Communications (E. Crowe)		
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Policy 317 Electronic Communications & Social Media		65
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RECESS TO CONVENE IN-CAMERA (Approx. 30 minutes)		
ACTION:		
Report of Policy Review Committee in-camera (Verbal)		
12. INFORMATION ITEM(S):		
13. NOTICES OF MOTION: N/A		
14. FUTURE ITEM(S):		
Policy 111 Trustee Services and Expenditures		
Policy 119 Disposition of Complaints against Trustees		
Policy 217 Sexual Harassment (Students)		
Policy 406 Performance Appraisal of Academic Staff		
Policy 407 Criminal Background Checks		
Policy 409 Occupational Health and Safety		
Policy 410 Principal & Vice Principal Performance Appraisal		
Policy 423 Conflict of Interest Employees		
Policy 424 Disposition of Complaints About Board Employees		
Policy 427 Workplace Violence		
Policy 428 Racial & Ethnocultural Harassment		
Policy 703 Community Use of Schools		
11. PROPOSED FUTURE MEETING DATES: TBD		
ADJOURNMENT		

God of feasting, we give you thanks
for the richness of life.
As Jesus turned water
into wine at Cana, we think of your desire
for all of us to celebrate life.
Bless us as we celebrate the joy
of being your people.
Send your Spirit to dance and sing with us.
As we enter the Season of Lent,
may it, too, be a celebration of life:
of an inward journey of contemplation and
wondering, of learning and exploring.
And in all of this,
may we grow closer to Jesus,
to one another, and to you.
We pray in Jesus' name. Amen

IMPORTANT NOTICE

There is an expectation that trustees and all committee members will have read/reviewed reports included in Board/Committee agendas and that they will endeavour, where possible, to seek clarification of questions/concerns with the board/staff resource person prior to the meeting.

**POLICY REVIEW COMMITTEE
(STANDING COMMITTEE OF THE BOARD)**

**TERMS OF REFERENCE
(2016- 2017)**

The Policy Review Committee will support the York Catholic District School Board's Mission, Vision, Core Values and Strategic Commitments and good Governance as outlined within these terms of reference.

1. Purpose/Mandate:

- 1.1 To serve as a liaison between the Board and administration on policy matters;
- 1.2 To provide input and direction on Board policy;
- 1.3 To review draft policy;
- 1.4 To ensure that appropriate stakeholder input is sought during policy formation;
- 1.5 To review and update existing policies; and
- 1.6 To bring recommendations for policy approval, development or termination to the Board.

2. Expected Outcome of the Committee's Work:

- 2.1 To ensure that the Board is governed by effective, concise and relevant policies.

3. Committee Membership:

- 3.1 The Policy Review Committee will be comprised of 10 Trustees.

4. Resource Personnel:

- 4.1 Director of Education
- 4.2 Associate Director, Strategic Leadership
- 4.3 Chief Financial Officer, Treasurer of the Board
- 4.4 Administrative Assistant, Director's Office

5. Meeting Schedule and Time:

- 5.1 The Policy Review Committee will meet at least **(insert number)** times/year or as needed.

Trustee Membership:
ALL Trustees
Chair - TBD
Vice Chair - TBD

Last Revision/Approval Date:
(February 27, 2017)



YORK CATHOLIC DISTRICT SCHOOL BOARD

SUPERINTENDENT OF HUMAN RESOURCES OFFICE

TO: Policy Review Committee

FROM: Lynda Coulter, Superintendent of Human Resources

DATE: February 27, 2017

SUBJECT: **Policy 404** – Teacher Recruitment and Selection

This memo is intended to inform the Policy Review Committee of the proposed revisions to the Board's Teacher Recruitment policy.

Last spring, administration proposed the termination of Policies 405 A (Appointments to Academic Administrative Position: Supervisory Officers, Principals and Vice Principals) and 405 B (Appointments to Academic Positions of Responsibility) since both recruitment policies were being collapsed into a revised Policy 417 Teacher Recruitment.

After careful consideration and a recognition that both policies are not scheduled to be reviewed during the current school year, administration have now refocused on reformatting and revising the existing policy 417 (Teacher Recruitment) in keeping with the Board's Meta policy and prior recommendations from the Policy Review Committee.

Accordingly, Human Resources is recommending the reformatted and revised policy 417 (Teacher Recruitment and Selection) for trustee consideration.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 404
<i>Former Policy #</i> 417	<i>Page</i> 1 of 3
<i>Original Approved Date</i> October 26, 1993	<i>Subsequent Approval Dates</i>

POLICY TITLE: TEACHER RECRUITMENT AND SELECTION

SECTION A

1. PURPOSE

The purpose of this policy is to ensure that the most qualified teachers, who are best suited to meeting the spiritual, physical, intellectual, social and emotional needs of students, are hired. Moreover, all aspects of the Board's recruitment and selection process of teachers will be conducted in a fair and transparent manner, free from any bias, discrimination, nepotism and cronyism.

2. POLICY STATEMENT

It is the policy of the YCDSB to give preferential consideration to qualified Roman Catholic applicants as indicated in the Academic Services recruitment and selection procedures and in accordance with the *Ontario Human Rights Code*, the Board's historical rights under the *Constitution Act, 1982* and the *Education Act*.

The YCDSB expects all of its teachers to be capable of initiating students into the fullness of Christian life in the Catholic tradition and of eliciting in response a personal commitment to that way of life. Specifically, all YCDSB teachers are expected to strive and abide by the teachings of the Roman Catholic Church and, by word and example, encourage students to do likewise.

3. PARAMETERS

The recruitment and selection procedures of the York Catholic District School Board shall:

- 3.1 Support the Board's Mission, Vision and Strategic Commitments.
- 3.2 Prefer Roman Catholic Teachers who are enrolled in or have completed the Religious Education Part 1 (Additional Qualification) course.
- 3.3 Require a recent positive pastoral reference from all teacher applicants.

- 3.4 Be conducted in a manner that is transparent, consistent, timely, fair and equitable.
- 3.5 Require the Director of Education to obtain Board approval for the hiring of a non-Roman Catholic teacher when all efforts to recruit and select a qualified Roman Catholic teacher for a specialized position have been exhausted.
- 3.6 Provide accommodation requested by teacher applicants, based on any human rights protected ground, to support their ability to participate fully in the Board's recruitment and selection process.
- 3.7 Ensure that no applicants are advantaged or disadvantaged as a result of a relationship with a family member, close friend or colleague that is employed by the Board.
- 3.8 Require that any Board employees participating in the recruitment and selection process with a conflict of interest must declare the conflict and be excluded from the process.
- 3.9 Ensure that no Board employee in a position of responsibility will influence the recruitment and selection process by providing unsolicited recommendations of teacher applicants.
- 3.10 Recognize the importance of having a workforce that is inclusive and reflective of the communities served.
- 3.11 Incorporate legislative requirements and contractual requirements of applicable collective agreements.
- 3.12 Evolve based on industry best practices.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Teacher Recruitment and Selection Policy.

4.2 Superintendent of Human Resources

- 4.2.1 To administer the Teacher Recruitment and Selection Policy in a fair and equitable manner;
- 4.2.2 To provide training related to anti-racism and bias-free interview practices, systemic barriers in employment and debriefing techniques to any new employee who is involved in the interview process at the Board and every two years for employees who continue to be involved in the interview process.

4.3 Human Resources Personnel

- 4.3.1 To work within the parameters of the policy.

5. DEFINITIONS

5.1 Academic Services

Pertains to those employee groups within the Board that are engaged in the occupation of teaching.

5.2 Conflict of Interest

Any situation in which the impartial and objective responsibility of an individual acting for an organization is compromised by that person's self-interest.

5.3 Cronyism

The act of showing partiality to close friends or colleagues during the process of recruitment and selection without regard to qualifications and/or ability.

5.4 Family Member

A person's spouse, child, parents, sibling, niece, nephew, grandparents, and cousins, including step relatives and in-laws.

5.5 Nepotism

The act of showing favouritism or providing preferential treatment to a family member during the recruitment and selection process.

5.8 Teacher

A member of the Ontario College of Teachers.

6. CROSS REFERENCES

YCDSB Policy 411 Workplace Accommodation Policy

YCDSB Policy 415 Accessibility Standards for Employment

YCDSB Policy 423 Conflict of Interest for Employees

Constitution Act, 1982

Education Act

Ontario Regulation 274/12: Hiring Practices

Ontario Human Rights Code

YCDSB Teacher Recruitment and Selection Procedures

Approval by Board

October 26, 1993

Date

Effective Date

Date

Revision Date(s)

Date

Review Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

No.: 417

Section: Staff

Approved: October 26, 1993

Board Approved Revision Date:

Implementation: Associate Director of Education,
Instructional Services

POLICY:

TEACHER RECRUITMENT

The York Catholic District School Board shall hire qualified teachers as required to meet the staffing needs of the system with due respect for the physical, spiritual, intellectual, social and emotional needs of the students, giving preference to those teachers capable of initiating students into the fullness of Christian life in the Catholic tradition and of eliciting in response a personal commitment to that way of life. The Board is committed to the principles of equity and human rights.

The recommendation for employment and assignment of all teachers is to be the responsibility of the Director of Education. The Director, in this employment and assignment, will observe the policies, beliefs and mission statement of the York Catholic District School Board as well as all applicable legislation.

CROSS REFERENCE

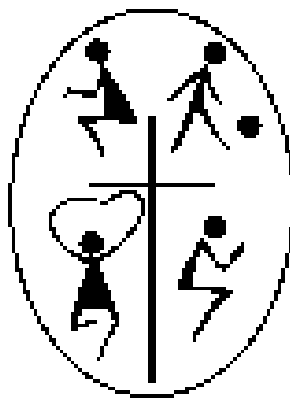
- Procedures – Teacher Recruitment
- Affirmative Action/Gender Equity in
Employment and Curriculum Policy 811 – dated 1991

YORK CATHOLIC DISTRICT SCHOOL BOARD

P R O C E D U R E S

TEACHER RECRUITMENT

(Cross-Reference Policy 417 Section: Staff)



**Approved by the Board
October 26, 1993**

**Frank S. Bobesich
Director of Education**

**Terrance G. Ryan
Chair of the Board**

PROCEDURES: TEACHER RECRUITMENT

A. Criteria for Selection

- 1] The York Catholic District School Board will take matters of faith into account when hiring teachers, and will exercise a preference to favour committed Roman Catholic teachers who are enroled in or have completed the pre-service religious education course at the Faculty of Education or who have equivalent qualifications.
- 2] Notwithstanding the rights of the respective sections of the Board to prefer Roman Catholics as teachers, the Director of Education is authorized to hire non-Catholic teachers at his/her discretion, subject to obtaining two positive character references for non-Catholic teacher applicants, and only when qualified Catholic teachers are not available to fill the respective positions/ vacancies.

The Director of Education is to report to the appropriate sections of the Board on an annual basis regarding the number of non-Catholic teachers hired. (Board Resolution of April 1, 1975, modified on November 29, 1989).

- 3] Candidates for teaching positions will be required to file the letters of reference with their application. For Catholics, the letter must be from a priest, preferably associated with the parish. For others, one letter preferably from a cleric is required; it should be a character reference from someone familiar with the candidate's spiritual orientation and faith commitment.
- 4] Candidates for teaching positions will be made expressly aware, at the time of hiring, that one of the qualifications for promotion to a position of added responsibility is that the person is a practising Catholic.
- 5] Candidates seeking a permanent teaching contract with the Board will be expected to complete Part I of the OECTA/OSSTA Religion Course, or an equivalent which has the approval of the equivalency committee of the Board.
- 6] Candidates for teaching positions must make a commitment in good conscience to support and promote by teaching and witnessing the basic purpose of the school and the culture of the Board, as set out in the Board's Mission Statement.
- 7] All teachers must be sufficiently knowledgeable about Catholicism that they can integrate it into and illustrate its values from the subject matter of the curriculum; candidates for teaching positions must participate in professional development which will assist them in this area.

B. Expectations of Personnel

In order to participate fully in building the Catholic community of the school and maintain good standing in their profession, teaching personnel with the York Catholic District School Board should recognize the following expectations.

1. All teachers must act in a professional manner in accordance with the Education Act and Regulations, the Mission Statement and policies of the Board.
2. Teaching staff must continually endeavour to convey a respect for the Catholic way of life in their words, actions, attitudes and relationships with students and colleagues.
3. Every teacher will respect the rights of parents and guardians in the education of their children.
4. In their role as significant models for their students, teachers are expected to maintain conduct which is compatible with the teachings of the Roman Catholic Church.
5. As members of a Catholic school community, all teachers are expected to participate in the liturgical activities that form the living witness to God's Word, Truth, and Life.
6. All Catholic teachers must be willing to teach religious education and assist in sacramental preparation.

C. Equity Related Procedures

1. To ensure a gender balanced perspective of potential candidates, the interview teams for hiring and promotions for all positions of added responsibility shall include a person of each gender. Wherever possible this rule shall apply for all other hiring practices.
2. Ongoing training of interviewers shall be provided in the following areas:
 - a) Bias-free interviewing practices;
 - b) Systemic barriers in employment;
 - c) Debriefing techniques for unsuccessful candidates.
3. The Employment Equity Act and related Regulations will be observed in spirit and in practice. The Act is designed to cover four designated target groups. These groups are aboriginal peoples, persons with disabilities, racial minorities and women.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 409
<i>Former Policy #</i>	<i>Page</i> 1 of 3
<i>Original Approved Date:</i>	<i>Subsequent Approval Dates:</i>
June 17, 1986	September 8, 1998 May 6, 2008 November 3, 2009 March 1, 2011 March 6, 2012 October 29, 2013 Annual

POLICY TITLE: OCCUPATIONAL HEALTH & SAFETY

SECTION A

1. PURPOSE

The York Catholic District School Board values learning and working environments that are safe, nurturing, positive and respectful. The purpose of this policy is to promote for all employees a healthy and safe working environment that is consistent with the requirements of the Occupational Health and Safety Act, its attendant Regulations and any other applicable legislation.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that every effort shall be made to provide and maintain a healthy and safe work environment for all employees.

3. PARAMETERS

- 3.1.** A multisite Joint Health and Safety Committee shall be established with representation from both workers and management.
- 3.2.** All Board workers and management share the responsibility for occupational health and safety through the internal responsibility system. It is in the firm belief that through joint education programs, joint investigations of problems and joint resolution of those problems, working conditions will be enhanced for all, and the workplace will be made safe and healthy for all employees.
- 3.3.** The Joint Health and Safety Committee shall make recommendations to the Director of Education for the improvement of health and safety in the workplace, maintenance and monitoring of programs, measures and procedures.

- 3.4. The Joint Health and Safety Committee will in conjunction with the Board, provide a procedure for scheduling, conducting and following up on workplace inspections in all YCDSB facilities.

4. RESPONSIBILITIES

4.1. Director of Education

- 4.1.1. To oversee compliance with the Board's Occupational Health & Safety policy, programs and procedures.
- 4.1.2. To promote workplace health and safety as a joint responsibility of both the Board and its employees.
- 4.1.3. To establish procedures that ensures ongoing communication between the Board and workers on health and safety matters.

4.2. Principals or Managers

- 4.2.1. To ensure that employees carry out their responsibilities in compliance with established health and safety programs and procedures.
- 4.2.2. Take every reasonable precaution in the circumstances for the protection of an employee by informing them of any hazard(s) in the workplace and taking prompt corrective action to rectify any identified hazard.
- 4.2.3. To provide appropriate training to all employees under their supervision concerning personal health and safety, and that of their co-workers.

4.3. Employees

- 4.3.1. To work in compliance with the provisions of the *Occupational Health and Safety Act* and in keeping with the programs and procedures established by the Board.
- 4.3.2. To take responsibility for protecting their personal health and safety in the workplace and that of their co-workers.
- 4.3.3. To immediately bring to the attention of Administration, through their supervisor, the existence of any unsafe work practices and/or hazardous condition(s).

4.4. Joint Health & Safety Committee

- 4.4.1. To carry out responsibilities as identified in the Occupational Health & Safety Act.
- 4.4.2. To identify and make recommendations to the Board on improvements to workplace health and safety.

4.5. Designated Workers

- 4.5.1. To conduct health and safety inspections of his/her workplace on a monthly basis.
- 4.5.2. To assume all legislated responsibilities of a Designated Worker in the event of a work refusal.

5. CROSS REFERENCES

YCDSB Policy 425 Workplace Harassment
YCDSB Policy 427 Workplace Violence
Joint Health and Safety Committee, YCDSB Terms of Reference March 2017
Occupational Health and Safety Act

Approval by Board	<u>March 6, 2012</u> <i>Date</i>
Effective Date	<u>March 6, 2012</u> <i>Date</i>
Revision Dates	<u>November 6, 2014</u> <i>Date</i>
Review Date	<u>Annually</u> <i>Date</i>

DRAFT

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 425
<i>Former Policy #</i> 501/420	<i>Page</i> 1 of 5
<i>Original Approved Date:</i> July 4, 2001	<i>Last Approval Date:</i> October 12, 2010 June 19, 2012 November 26, 2013 November 10, 2014 March 29, 2016 Annually

POLICY TITLE: WORKPLACE HARASSMENT

SECTION A

1. PURPOSE

The YCDSB is providing a policy and procedures that are intended to ensure a harassment free workplace for all Board employees. The policy is in keeping with provincial health and safety legislation.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all persons employed or contracted by the Board are entitled to perform their duties in a respectful work environment free from workplace harassment. This policy applies to all workers and it addresses workplace harassment from all sources.

3. PARAMETERS

- 3.1** All issues in respect to this policy shall be investigated and addressed in a timely manner and in accordance with the procedures of this policy.
- 3.2** Records Management
All reports regarding workplace harassment will be kept in strict confidence, except as is necessary to investigate the complaint and to respond to any legal or administrative proceedings arising out of or relating to the workplace harassment report.
- 3.3** Upon the conclusion of an investigation and School Superintendent/Superintendent of Human Resources review, all notes, statements, documents and reports made or collected in connection with the investigation shall be placed in a sealed file. The sealed file shall be retained separate from personnel files under the control and direction of the Superintendent of Human Resources. Such files may only be accessed under the following circumstances:

- 3.3.1 By any subsequent investigator who considers the information relevant to their investigation;
 - 3.3.2 As required by law;
 - 3.3.3 In the event there is a subsequent allegation of a related or similar nature.
 - 3.3.4 All persons reviewing the sealed file material shall place in the file a notification indicating the name, date and reason for the review. The file shall be resealed after examination. The person accused of harassment may apply to the Superintendent of Human Resources to consider further restricting access to the sealed file material so that the material may be accessed only as required by law.
- 3.4** All documentation in connection with an investigation is to be considered permanent in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* and *Limitations Act*.
- 3.5** Reprisals
No person involved as either a party or a witness to a complaint filed under this policy shall be subjected to intimidation, reprisals or discrimination because of their involvement.
- 3.6** False/Frivolous or vexatious complaints
The Board does not condone false/frivolous or vexatious complaints. If it is determined as a result of an investigation that a complaint was made maliciously with intent to harm or made in bad faith, formal disciplinary action will be taken against the complainant, including, but not limited to, a letter of reprimand, suspension or possible dismissal from employment in accordance with the Board's Progressive Discipline Policy #412. Such disciplinary action will be placed in the employee's personnel file.
- 3.7** Reasonable Actions
A reasonable action taken by an employer or supervisor relating to the management and direction of workers or the workplace is not workplace harassment.
- A situation between two employees that involves a disagreement, a misunderstanding or conflict or a single comment or action or rudeness is not generally considered workplace harassment for the purpose of this policy.
- 3.8** Additional Support
An employee may seek additional support from his/her Union, Human Rights Legal Support Centre or Employee and Family Assistance program, as appropriate.
- 3.9** Annual Review
This policy will be reviewed annually in accordance with the *Occupational Health and Safety Act* in consultation with the Joint Health and Safety Committee or when any gaps or deficiencies in the procedures are identified as a result of an investigation.
- 3.10** Training
All workers will be provided with information and instruction on this policy and the procedures, which will include:
- 3.10.1 What conduct is considered workplace harassment, including workplace sexual harassment and how to recognize it;
 - 3.10.2 How and to whom to report an incident;
 - 3.10.3 How the complaint will be investigated;
 - 3.10.4 How the results of an investigation will be reported.

- 3.11** All workers shall be informed of any substantive changes to the procedure as they occur.
- 3.12** Supervisors, Managers and the Joint Health & Safety Committee will be provided with information and instruction on how to recognize workplace harassment and how to handle a complaint.
- 3.13** All new Supervisors, Managers and School Superintendents will be trained by the Superintendent of Human Resources or designate on how to conduct an investigation into a complaint of workplace harassment, including sexual harassment as part of the orientation to the new role. Additional training on how to conduct investigations will be provided every two years to all other members of management.
- 3.13.1 A Supervisor, Manager and School Superintendent shall not be responsible for conducting an investigation under this policy unless they have received training in accordance article 3.9.3.

4. RESPONSIBILITIES

This policy applies to all York Catholic District School Board employees. All staff are expected to abide by this policy by refraining from any form of harassment and by fully co-operating in any investigation of a harassment complaint. A harassment free workplace is a shared responsibility.

4.1 Director of Education

- 4.1.1 To oversee compliance of the Workplace Harassment policy.

4.2 Superintendent of Human Resources

- 4.2.1 To ensure that all employees are aware of the policy.
- 4.2.2 To ensure leadership in the implementation and training of this policy.
- 4.2.3 To facilitate the investigation of complaints.
- 4.2.4 To report to the Human Resources Committee the number of workplace harassment complaints on an annual basis.

4.3 Superintendents of Education

- 4.3.1 To support the implementation of the Workplace Harassment policy and procedures as required or guided by the Superintendent of Human Resources.

4.4 School Administrators / Department Managers / Supervisors

- 4.4.1 To recognize and address actions of workplace harassment that offend, embarrass or humiliate others, whether deliberate or unintentional.
- 4.4.2 To treat each situation as a serious matter and conduct an investigation where appropriate.
- 4.4.3 To facilitate the situation towards a resolution between the parties if possible, with a view to correcting behaviour and preserving long term working relationships.
- 4.4.4 To consult with Human Resources if the situation cannot be resolved between the parties.
- 4.4.5 To ensure employees are aware of this policy.

4.5 Employees

- 4.5.1 To treat others with respect.
- 4.5.2 To become familiar with the Board's policy on Workplace Harassment.
- 4.5.3 To address workplace harassment by bringing it to the attention of the employee displaying it or to a person in authority, as soon as possible.

- 4.5.4 To not make allegations of harassment that are false, frivolous or vindictive.
- 4.5.5 To make every effort to resolve Workplace Harassment issues, where possible.

5. DEFINITIONS

5.1 Workplace Harassment

5.1.1 Sexual Harassment

- i) Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- ii) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Examples of sexual harassment include, but are not limited to:

- i) Expressing bias on the basis of sex through derogatory or degrading remarks;
- ii) Unwelcome inquiries or comments about a person's clothing, body or social activities;
- iii) Remarks, jokes, or innuendoes of a sexual nature;
- iv) Persistent objectionable looks at a person's body;
- v) Unnecessary and unwanted physical contact;
- vi) Displaying pornographic or other offensive or derogatory pictures or cartoons in the workplace;
- vii) Condescension or paternalism which undermines self-respect;
- viii) Coercive behaviour that asserts control and/or influence over the victim;
- ix) Sexual assault (criminal offence – police to be contacted)

5.1.2 Workplace Harassment

- i) Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.
- ii) Workplace sexual harassment.

Examples of personal harassment include, but are not limited to:

- i) Unwanted comments, inferences or suggestions;
- ii) Various forms of intimidation and aggressive behaviour;
- iii) Verbal and emotional abuse;
- iv) Withholding information necessary to perform one's duties; and
- v) 'Bullying' which is an attempt to undermine an individual through cruel and humiliating behaviour, including 'cyber-bullying'
- vi) Regular use of profanity and abusive or violent language;
- vii) Violent behaviours – slamming doors, throwing objects;
- viii) Frequent angry shouting/yelling or blow-ups;
- ix) Targeting individual(s) in humiliating practical jokes.

5.2 Timely Manner

Any complaint made under this policy must be filed in a timely manner following the occurrence of the incident(s). The Board adopts a twelve (12) month time frame and may, in its discretion, decide not to address the complaint when the facts upon which the complaint is based, occurred more than twelve (12) months prior to the date the complaint was filed.

5.3 Workplace

In respect to this policy includes locations where activities related to the business of the Board take place including:

- 5.3.1 Activities within offices, staffrooms, classrooms, cafeterias/lunchrooms, and other Board property;
- 5.3.2 Board/School sponsored events associated with and including co-instructional and extra-curricular activities;
- 5.3.3 Electronic venues such as internet, email, and telephones;
- 5.3.4 Activities outside of Board premises including field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings; as well as
- 5.3.5 Situations in other locations where workplace harassment may have a subsequent impact on the work relationship, performance or environment.

6. CROSS REFERENCES

YCDSB Policy 408 Employee Acceptable Use of Information Technology

YCDSB Policy 412 Progressive Discipline

YCDSB Policy 506 Racial and Ethnocultural Harassment

YCDSB Procedure (Addendum to Workplace Harassment Policy)

Limitations Act

Municipal Freedom of Information and Protection of Privacy Act

Occupational Health and Safety Act

Ontario Human Rights Code

Approval by Board	March 29, 2016
	<i>Date</i>
Effective Date	March 30, 2016
	<i>Date</i>
Revision Dates	March 29, 2016
	<i>Date</i>
Review Date	Annually
	<i>Date</i>



York Catholic District School Board

PROCEDURE

Addendum to Policy 425: Workplace Harassment

February 2017

PURPOSE

These procedures are designed in conjunction with Policy 425: Workplace Harassment and outline the process for the reporting and the investigation of harassment.

1. **COMPLAINTS:**

1.1 Filing a Complaint

The complainant will submit a written complaint, in a timely manner* to his/her immediate supervisor.**

The written complaint should include the following:

- i) Name and contact information;
- ii) The nature of the allegation;
- iii) The name of the respondent, position and contact information if known;
- iv) The relationship of the respondent to the complainant (for example, colleague, member of the public, supervisor **)
- v) The date(s) and a description of the incident(s) including frequency and location;
- vi) If applicable, the names of the witnesses and contact information, if known;
- vii) Any supporting documents you may have that are relevant to the complaint;
- viii) List any documents that a witness, another person, or the alleged harasser may have that are relevant to the complaint.

The information provided should be as precise and concise as possible.

***Please refer to section 5.3 in the Workplace Harassment policy (Timely Manner).**

**** In the event the complaint is in regards to the employee's supervisor, the written complaint is to be addressed to the attention of the Superintendent of Human Resources who shall be considered the immediate supervisor in the steps outlined below.**

1.2 **Screening and Acknowledgment of Complaint**

Upon receipt of the complaint, the immediate supervisor shall acknowledge receipt in writing within two (2) work days.

1.3 **Interim Measures**

After a complaint is made, the immediate supervisor, in consultation with the School Superintendent/Superintendent of Human Resources will determine if any immediate action or interim measures are required to protect the health, safety and security of the complainant, the respondent, the Board, its community or any of its members. These measures may include but are not limited to:

- i) Limiting access to facilities and or areas within a department;
- ii) Change in reporting relationship or worksite; or
- iii) Discontinuing contact between the complainant and the respondent during the period of the proceedings under this policy.

Interim measures, if required, are to be implemented by the appropriate Board personnel. Both parties shall be notified of any interim measures to be implemented. Note that any interim measures are not intended as discipline or a transfer within the meaning of any collective agreement or policy. Where an interim

action is taken in the course of the investigation, those named will be presumed innocent until a final determination to the contrary is reached under the terms of this policy.

1.4 Investigation

- 1.4.1 An investigation will commence within ten (10) work days of receiving the complaint. The investigation will be completed within ninety (90) calendar days or less, unless there have been extenuating circumstances which shall be communicated to both parties prior to the expiration of the ninety (90) calendar days.
- 1.4.2 Any complaint of harassment shall be kept confidential except as is necessary to investigate and resolve the issue and subject to *The Municipal Freedom of Information and Protection of Privacy Act*). Investigators will stress the confidentiality of the investigation with any person(s) interviewed.
- 1.4.3 The investigator shall
 - i) Interview the complainant and respondent separately;
 - ii) Interview all witnesses separately, including any non-employees, if possible;
 - iii) Provide written explanation as to why any named witnesses were not interviewed;
 - iv) Provide a written report.
- 1.5 Once an investigation is complete, the School Superintendent or Superintendent of Human Resources shall review the report to determine whether, on a balance of probabilities, harassment occurred and what remedies, if any, are warranted.
- 1.6 The School Superintendent or Superintendent of Human Resources shall inform the complainant, and the respondent, in writing of the decision within ten (10) calendar days of the conclusion of the investigation and if any, the corrective and/or disciplinary measures and actions.



YORK CATHOLIC DISTRICT SCHOOL BOARD

SUPERINTENDENT OF HUMAN RESOURCES OFFICE

TO: Policy Review Committee

FROM: Lynda Coulter, Superintendent of Human Resources

DATE: February 27, 2017

SUBJECT: Policy 426 Sexual Harassment (Workplace)

This memo is intended to inform the Policy Review Committee of the rationale for the termination of policy #426.

Policy 426 Sexual Harassment (Workplace) is no longer necessary as the principles and standards have now been incorporated into the newly revised Workplace Harassment (#425). Policy #425 was renamed from Respectful Workplace to Workplace Harassment.

There have been significant reforms to the *Occupational Health and Safety Act* (OHSA), placing additional duties on employers with respect to the prevention of workplace harassment. A major change was the OHSA definition of “workplace harassment” to now include “sexual harassment”. The collapsing of the two policies into one policy is intended to provide a clear and consistent process in responding to all types of workplace harassment.

Accordingly, Human Resources is recommending the termination of policy #426.



YORK CATHOLIC DISTRICT SCHOOL BOARD

No.: 810A **Policy# 426**

Section: Board

Approved: July 4, 2000

Board Approved Revision Date:

Implementation: Superintendent of Human Resources

POLICY:

SEXUAL HARASSMENT (WORKPLACE)

The inherent right of all individuals to be treated with dignity and respect is central to Catholic values and Christian beliefs. The York Catholic District School Board is a Catholic educational community and is therefore committed to the creation of a working and teaching environment which fosters mutual respect for the dignity and well being of all employees and recognizes that every employee has a fundamental right to a workplace free from sexual harassment.

All persons working for the Board or carrying out Board business on a temporary, part time or full time basis are covered by the Policy. The policy also applies to elected officials, members of boards and committees and volunteers.

Administration will treat any complaint of sexual harassment as a serious matter and, where a complaint is substantiated, individuals, regardless of position or seniority, will be subject to appropriate disciplinary measures, up to and including dismissal.

Notwithstanding the existence of this policy, every person continues to have the right to seek assistance from the Ontario Human Rights Commission or the police. Nothing in this policy precludes a person from filing a grievance where the person is entitled to do so. By mutual agreement the time limits under any collective agreement may be extended.

What is Workplace Sexual Harassment:

Workplace sexual harassment may include one or a series of incidents involving unwelcome sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature. Any person who engages in such behaviour which he or she knows or should know is unwelcome may be guilty of sexual harassment.

Sexual harassment refers to harassment on the basis of sex and gender. Harassment on the basis of sex is sexually motivated and most frequently directed at women. Harassment based on gender is directed at an individual because of commonly held societal notions of masculinity and femininity. The term sexual harassment as defined in this document is inclusive of both forms of harassment.

Sexual Harassment may include but is not limited to:

- Inappropriate comments about a person's body or appearance
- Expressing bias on the basis of sex through derogatory or degrading remarks
- Unwelcome inquiries or comments about a person's sexual practices
- Sexually suggestive remarks or innuendoes

- Sexist jokes causing embarrassment or offence, told or carried out after the joker has been advised that they are embarrassing or offensive, or are by their nature clearly embarrassing or offensive
- Displaying of pornographic or other offensive or derogatory pictures, cartoons and graffiti in the schools and other Board premises as well as clothing
- Letters, phone calls or visits of a sexually harassing nature
- Persistent unwanted contact or attention
- Persistent requests for a date, propositions or demands for sexual favours
- Unwanted physical contact
- Leering or inappropriate staring
- Condescension or paternalism which undermines self respect
- Coercive behaviour that asserts control and/or influence over the victim
- Promise of a job related benefit in exchange for a sexual favour
- Verbal abuse or threats
- Sexual assault (criminal offence - police should be contacted)

Workplace Defined:

For the purposes of this policy, the workplace included locations where activities related to the business of the Board take place. These include:

- Activities within offices, staff rooms, classrooms, cafeterias/lunch rooms and other Board property
- Events associated with and including co-instructional and extra-curricular activities
- Situations outside of Board operated premises e.g. field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings
- Activities in other locations where sexual harassment may have a subsequent impact on the work relationship, performance or environment.

Confidentiality:

All reports regarding sexual harassment will be kept in strict confidence, except as is necessary to investigate the complaint and to respond to any legal or administrative proceedings arising out of or relating to the sexual harassment report.

Policy 810A: Sexual Harassment (Workplace)

Conclusion:

All issues arising out of this policy will be dealt with in a timely fashion and in accordance with the Complaint Procedures: Sexual Harassment (Workplace).

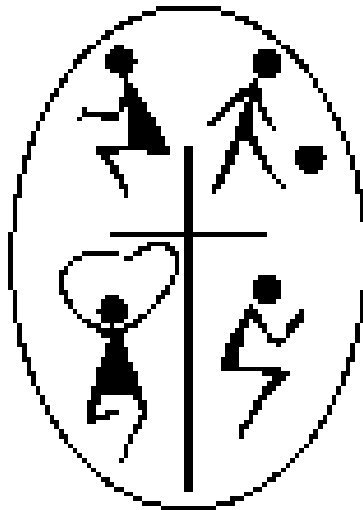
CROSS REFERENCE

- Complaint Procedures for Sexual Harassment - Workplace
- Policy 808 Antiracism and Ethnocultural Equity 1995
- Policy 811 Affirmative Action/Gender Equity in Employment and Curriculum 1991
- Policy 420 Respectful Workplace & Complaint Procedures

YORK CATHOLIC DISTRICT SCHOOL BOARD

**COMPLAINT PROCEDURES
SEXUAL HARASSMENT (WORKPLACE)**

**CROSS REFERENCE
POLICY No. 810A (Policy 426)**



Susan LaRosa
Director of Education

Elizabeth Crowe
Chair of the Board

COMPLAINT PROCEDURES

Sexual Harassment (Workplace)

Each employee retains the right to decide how to respond to sexual harassment, including either verbal or written communication with the respondent, in order to resolve the situation. The complainant may contact his or her principal, manager, school superintendent, a human resources representative, bargaining unit representative and/or the Equity Consultant to discuss the situation and how it might be resolved. At this stage, since only advice is being sought, names need not be disclosed. All such enquiries to a third party will be treated as confidential and the complainant is under no obligation to file a formal complaint.

One may choose to go directly to the formal process or utilize both the informal and formal stages.

Informal Resolution Process:

1. As soon as possible, one is advised to make a record of the details surrounding the incidents including times, dates, places, names of witnesses, if any, and circumstances surrounding the incident.
2. One may wish to speak directly to the person involved in the alleged harassment. One may choose to do this alone or in the presence of another Board employee, Equity Consultant or bargaining unit representative.

If one chooses to speak to the person, it would be helpful to make a note of the conversation that took place. One should tell the person calmly but firmly that the behaviour is unwelcome and must stop. This is often an effective way to end the harassment.

3. One may wish to advise the person by letter. If one chooses this option, it is advisable to keep a copy of the letter and proof that it is received, such as a courier or registered mail receipt.
4. If one is not satisfied with the results of the initial contact with the respondent or if the harassment continues, one may wish to contact his or her principal, manager, school superintendent, a human resources representative, bargaining unit representative and/or Equity Consultant to request the presence of a facilitator. A facilitator is a neutral third party who assists with the discussions so that the parties may focus on the substantive issues and work toward achieving a satisfactory resolution.
5. One may wish to consider counselling to help deal with the psychological and emotional impact of these events. Suggestions for counsellors and/or a spiritual advisor can be obtained from the Board's Employee Assistance Plan.
6. No formal written records are completed at this stage although both parties should keep personal documentation of the meetings.

7. If the harassment incident is not resolved at the informal stage, the complainant may choose to initiate the next option - the Formal Complaint.

Formal Resolution Process:

1. The complainant will submit a written complaint, in a timely manner,* on the attached form to the Superintendent of Human Resources/Designate.

*Any complaint must be filed within a reasonable time following the occurrence of the event. The Board adopts the six month time frame prescribed by the Ontario Human Rights Commission and the Board may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six months before the complaint was filed.

2. The Superintendent of Human Resources/Designate will confirm in writing to the complainant, receipt of the complaint within seven (7) working days.
3. The Superintendent of Human Resources/Designate will forward a copy to the respondent within seven (7) working days of receipt of the complaint.
4. The Superintendent of Human Resources/Designate will discuss the complaint separately with the complainant(s) and respondent(s) and on their recommendation, may consult with others who are in a position to provide relevant information.

The parties have the right to representation during these and any other discussions during this process and shall be informed of such right by the Superintendent of Human Resources/Designate.

Following each interview with the complainant(s) or respondent(s), the Superintendent will prepare written statements based on the interviews. These statements will be disclosed to the complainant(s) and respondent(s). The parties will each have the opportunity to provide any written addition or amendment to the statements. If persons other than the complainant(s) and respondent(s) are interviewed, statements will be prepared and the essence of relevant information contained in those statements will be disclosed to the complainant(s) and respondent(s).

NB. The Superintendent of Human Resources/Designate, in consultation with the Director of Education, may exercise his or her discretion and refer a complaint to a Complaint Review Investigator (see paragraph 7) upon initial receipt of a complaint.

5. The Superintendent of Human Resources/Designate will meet with the relevant parties to attempt a resolution. If the incident is resolved at this stage, no further action will be taken.
6. If the complaint is not resolved in a manner which is mutually agreeable to both parties, the Superintendent of Human Resources/Designate will submit a report to the Director of Education with recommendations for resolution. The Director of Education may act upon the recommendations and/or appoint a Complaint Review Investigator.
7. The Investigators shall be chosen by the Director from an approved roster of providers.

The qualities of those on the approved roster of providers shall include the following:

- Education and/or experience in the investigation of sexual harassment complaints
- Non-judgmental approach and good communication skills
- High ethical standards

The Investigator shall:

- Interview separately, both the complainant and the respondent;
- Meet with persons who may have some knowledge of matters and evidence connected with the alleged incident(s) including witnesses named or persons who may have experienced sexual harassment by the respondent. Following each interview, statements will be prepared by the Complaint Review Investigator based on the information provided during the interviews. Where possible, the statements should be reviewed, signed and dated by the witness. The witness is entitled to retain a confidential copy of the statement. The Investigator may conduct physical examinations of locations and review any documents, records, or other evidence relevant to the investigation. Once the investigation is complete, the Complaint Review Investigator shall prepare a report summarizing the evidence, making findings of fact and providing recommendations based on their findings. Names of witnesses shall be included in the report. A copy of the report, but not witness statements, are to be provided to the complainant(s) and respondent(s). The report will include the essence of statements provided by witnesses, which have been relied upon by the investigators. The complainant(s) and respondent(s) may provide comments to the Investigator on the report, including suggestions for further investigation or changes to the report. The Investigator shall review the comments, if any, provided by the parties and decide to amend the report, conduct further investigations or finalize the report. If the report is amended it shall again be produced to the parties.

Any party refusing to participate may provide a written explanation of the refusal for consideration by the Investigator.

- The investigation should be concluded within ninety (90) working days from the submission of the original written complaint to the Superintendent of Human Resources.

N.B. While it is expected that all investigations occurring under this complaint procedure are completed within ninety working days of the filing of the written complaint, delays may still occur.

Notwithstanding either party's refusal to cooperate in an investigation, the complaint procedure may still be followed to completion.

8. Findings of the investigations and recommendations of the Investigator in the form of a final report will be submitted to the Director of Education/Designate for approval and action. Copies will be forwarded to both parties. The Director of Education/Designate shall review the Investigator's findings and take action within twenty (20) working days of the submission of the Investigator's report.
9. Where disciplinary action is taken as a result of the investigation, the disciplinary letter shall be placed in the personnel file of the employee. As with any disciplinary letters in the personnel file, the employee may apply to the Superintendent of Human Resources to consider removing the document.
10. At the conclusion of the investigation and Director's review, all notes, statements, documents and reports made or collected in connection with the investigation shall be placed in a sealed file. The sealed file shall be retained separate from personnel files under the control and direction of the Superintendent of Human Resources. Such files may only be accessed under the following circumstances:
 - 1) By any subsequent Investigator who considers the information relevant to their investigation;
 - 2) As required by law;
 - 3) In the event there is a subsequent allegation of a related or similar nature.

All persons reviewing the sealed file material shall place in the file a notation indicating the name, date and reason for the review. The file shall be re-sealed after examination. The person accused of harassment may apply to the Superintendent of Human Resources to consider further restricting access to the sealed file material so that the material may be accessed only as required by law.

11. All investigators are subject to strict obligations to not disclose the information obtained through their investigations except as is necessary. Investigators will

remind all participants of the need to maintain privacy and will take extraordinary measures to secure information connected with the investigation throughout the investigation. Investigators must agree to sign and abide by a confidentiality agreement in the following form:

I understand that in the course of this investigation I may become aware of highly confidential information. I agree that I will not disclose, discuss or communicate in any way any of the confidential information, which I receive during the investigation other than as provided in the policy.

Frivolous or Vexatious Complaints:

The Board does not condone frivolous or vexatious complaints. If it is determined as a result of an investigation that a complaint was made maliciously with intent to harm or made in bad faith, formal disciplinary action will be taken against the complainant, including, but not limited to, a letter of reprimand, suspension or possible dismissal from employment. Such disciplinary action will be placed in the employee's personnel file.

YORK CATHOLIC DISTRICT SCHOOL BOARD

SEXUAL HARASSMENT FORMAL COMPLAINT FORM

(To be used to commence a formal complaint.

The Information contained herein is of a highly confidential nature.)

Date: _____

Name of Complainant: _____ **Job Title:** _____

School/Department/Board Office/Other: _____

Name of Person(s) Accused of Harassment: _____

Statement of Complaint & Complainant's Description of the Alleged Harassment: (Please read the attached Policy on Sexual Harassment (Workplace) and the Complaint Procedures before completing the form.)

Date(s) Location(s) of Incident(s) (if the harassment has been repeated over a period of time, give approximate length of time period involved.) _____

Is this the first complaint? If not, how was/were the prior/previous complaint(s) addressed?

Complainant's Signature: _____ **Date:** _____

Received by: _____ Date: _____ Complaint I.D.# _____

Distribution: Original: Superintendent of Human Resources/Designate

Copy 1: Complainant

Copy 2: Respondent

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 427
<i>Former Policy #</i> 412/504	<i>Page</i> 1 of 4
<i>Original Approved Date:</i> September 25, 1990	<i>Last Approval Date:</i> July 2, 1991 July 6, 2010 June 19, 2012 October 29, 2013 Annually

POLICY TITLE: WORKPLACE VIOLENCE

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes its obligation to establish policies and procedures to minimize and/or prevent violence in the workplace in order to foster the safety and security of Board employees.

2. POLICY STATEMENT

The York Catholic District School Board does not tolerate violence or unacceptable behaviour in the workplace perpetrated by or against employees. In the event of a violent incident perpetrated by an employee, the York Catholic District School Board will discipline the employee, up to and including dismissal from employment.

3. PARAMETERS

3.1 Violence Prevention Program

The York Catholic District School Board shall establish a violence prevention program to reduce the risk of violence in the workplace. All employees are expected to be aware of and participate in such program, as required.

The violence prevention program shall include:

- 3.1.1 Risk assessment process
- 3.1.2 Training and education
- 3.1.3 Reporting and investigation process

3.2 Annual Review

This policy will be reviewed at least annually to ensure its effectiveness in accordance with the *Occupational Health and Safety Act*.

3.3 Risk Assessment

- 3.3.1 The risk of workplace violence shall be re-assessed as often as necessary to ensure the policy and related administrative procedures continue to protect workers from workplace violence.
- 3.3.2 Once the results have been analyzed by the parties, recommendations as well as actions must be taken to remove as many risks as can be reasonably removed and to instruct employees how to recognize any remaining risk.
- 3.3.3 Specific written policies and procedures will be developed to respond to all identified risks.

3.4 Training and Education

- 3.4.1 All employees are required to be trained on the contents of this policy and to receive a copy of the policy.
- 3.4.2 Employee training shall include:
 - i) The means to recognize potentially violent situations;
 - ii) Procedures, practices, administrative arrangements and controls that have been developed to minimize or eliminate the risk to workers;
 - iii) The appropriate responses of workers to incidents of violence, including how to obtain assistance;
 - iv) Procedures for reporting violent incidents.
- 3.4.3 Employees will be provided with newly acquired information, including personal information, related to a risk of workplace violence to them in a timely manner.

3.5 Reporting

- 3.5.1 Each and every incident of violence in the workplace shall be reported immediately to the School Administrator / Department Manager / Supervisor.
- 3.5.2 The Employer's Report of Accident/Violent Incident – Admin 10 will be used to record and report any incident of workplace violence to the Superintendent of Human Resources or designate.
- 3.5.3 Dependent upon the nature of the violent incident, other forms may require completion and submission.

3.6 Investigation

- 3.6.1 Under the direction of the Superintendent of Human Resources, all violent incidents shall be investigated immediately by the appropriate School Administrator/ Department Manager / Supervisor along with the Health & Safety Officer and Certified Worker Member.
- 3.6.2 Incidents involving students shall be investigated in accordance with the procedures established by the Student Services Department and Safe and Caring Schools program.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Workplace Violence policy.

4.2 Senior Administrators

- 4.2.1 To support the implementation and compliance with the Workplace Violence policy.
- 4.2.2 To be responsible for providing leadership in the implementation of the Workplace Violence policy.

4.3 Health and Safety Officer

- 4.3.1 To be responsible for providing the management of the implementation of the Workplace Violence policy.
- 4.3.2 To be responsible for ensuring employees are provided appropriate training on the Workplace Violence policy and procedures.

4.4 Principals/Department Managers/Supervisors

- 4.4.1 To be responsible for assessing the risk of violence to employees in their jurisdiction, minimizing those risks where necessary or reasonably possible and for informing any affected employee of such risk or potential risk.
- 4.4.2 To be responsible for reporting risks of violence and, incidents of violence, to the Health and Safety Officer and Senior Administration according to the time lines set out in the procedures.
- 4.4.3 To be responsible for ensuring proper medical care is provided for anyone involved in an incident and for securing the safety of employees, before investigating the incident.
- 4.4.4 To be responsible for co-operating with police, or other authorities, as required during any investigation related to workplace violence.

4.5 Employees

- 4.5.1 To be responsible for informing their School Administrator/Department Manager/Supervisor of any violence, potential risk of violence, or unacceptable behaviour they may experience or witness. This includes issues in the employee's non-work life that may impact on the employee's or his or her co-worker's safety.
- 4.5.2 To be responsible for reporting to their School Administrator/Department Manager/Supervisor any incidents of violence or close calls according to the procedures.
- 4.5.3 To be responsible for attending any training or information session provided by the employer to reduce violence or risks of violence.
- 4.5.4 Co-operate with the police or other authorities, as required during any investigation related to workplace violence.

5. DEFINITIONS

5.1 Domestic Violence

Is characterized by abusive, coercive, forceful, or threatening acts or words used by one member of a family, household, or intimate relationship against another. Domestic violence can enter the workplace when an abuser attempts to harass, stalk, threaten or injure a victim at work.

5.2 Refusal to Work

A worker may refuse to work or do particular work where he or she has reason to believe that workplace violence is likely to endanger himself or

herself.

5.3 Workplace

In or on the property of the York Catholic District School Board or away from York Catholic District School Board property if the employee is engaged in work-related activities.

5.4 Workplace Violence includes:

- i) The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- ii) An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or,
- iii) A statement or behaviour that is reasonable that causes or may cause physical injury to a Board employee. It would include any threats that would give individual reasonable grounds to believe he or she is at risk of physical injury.

Workplace violence can consist of physical or psychological unacceptable behaviours including but not limited to:

- i) Hitting, kicking, punching, pushing, shoving, slapping, pinching, grabbing, biting;
- ii) Carrying or brandishing weapons of any sort;
- iii) Throwing objects at an individual with a view to cause physical injury or fear;
- iv) Destruction of workplace, co-worker's or others' property;
- v) Threats of violence;
- vi) Intimidating behaviour or gesture that causes the recipient to have a fear of physical violence;
- vii) Obscene or threatening communication e.g. telephone, emails, instant messaging.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools: Student Discipline

YCDSB Policy 409 Occupational Health and Safety

YCDSB Policy 425 workplace Harassment

Occupational Health and Safety Act and Regulations (OHSA)

Approval by Board

June 19, 2012

Date

Effective Date

June 19, 2012

Date

Revision Dates

November 6, 2014

Date

Review Date

October 2015

Date



PROCEDURE: WORKPLACE VIOLENCE

Addendum to Policy 427: Workplace Violence

Effective: March 2017

PURPOSE

These procedures are designed in conjunction with Policy 427: Workplace Violence and outline the process for the reporting and the investigation of a violent incident in the workplace.

1. Workplace Violence Procedures

1.1. Reporting

- 1.1.1 Each and every incident of violence in the workplace shall be reported immediately to the School Administrator / Department Manager / Supervisor (see Appendix A).
- 1.1.2 If the situation presents an emergency, the School Administrator / Department Manager / Supervisor will contact York Region Emergency Services (911).
- 1.1.3 The School Administrator / Department Manager / Supervisor will use the Admin 10 – Employer's Report of Accident/Violent Incident to report any incident of workplace violence to the Health & Safety Officer.
- 1.1.4 Dependent upon the nature of the violent incident, other forms, as stipulated on the Admin 10 may be required.
- 1.1.5 The Health & Safety Officer will notify the JHSC Certified Worker Member.
- 1.1.6 The Ministry of Labour shall be contacted by the Health & Safety Officer under any of the following circumstances:
 - i) In the event of a critical injury or death related to workplace violence. Within 48 hours, a written report will be provided to the MOL describing the circumstances of the critical injury or death.
 - ii) In the event of a work refusal related to workplace violence when the refusal continues to be an issue after investigation by a Certified Worker Member and the School Administrator/Department Manager/Supervisor.

1.2. Investigation

- 1.2.1 Incidents involving students as the assailant shall be investigated in accordance with the procedures established by the Student Services Department and Safe and Caring Schools program.
- 1.2.2 The School Administrator/ Department Manager/Supervisor along with the Health & Safety Officer and Certified Worker Member shall immediately begin the investigation process by using the Violent Incident Investigation Report (see Appendix B).
- 1.2.3 All investigations will have associated action plans, timelines for completion and assigned responsibilities to specific workplace parties.
- 1.2.4 Once investigation has been completed, feedback will be provided to the affected employee on any identified corrective actions.
- 1.2.5 Investigations of all workplace violence incidents will be kept confidential and the individual's right to privacy will be respected.
- 1.2.6 If an employee of YCDSB is the assailant, the Superintendent of Human Resources shall take appropriate disciplinary measures based on the facts of the incident.

- 1.2.7 Employees affected by workplace violence will be referred to the Employee and Family Assistance Program to ensure they receive the appropriate medical and psychological treatment as required.
- 1.2.8 The School Administrator / Department Manager / Supervisor shall immediately make the appropriate inquiries of the victim and/or witnesses to determine if the incident is minor or serious.

2. Appendices

Appendix A – Workplace Violence – Incident Reporting Flow Chart

Appendix B – Violent Incident Investigation Report Form

3. Related Documents

YCDSB Policy 425 Workplace Harassment

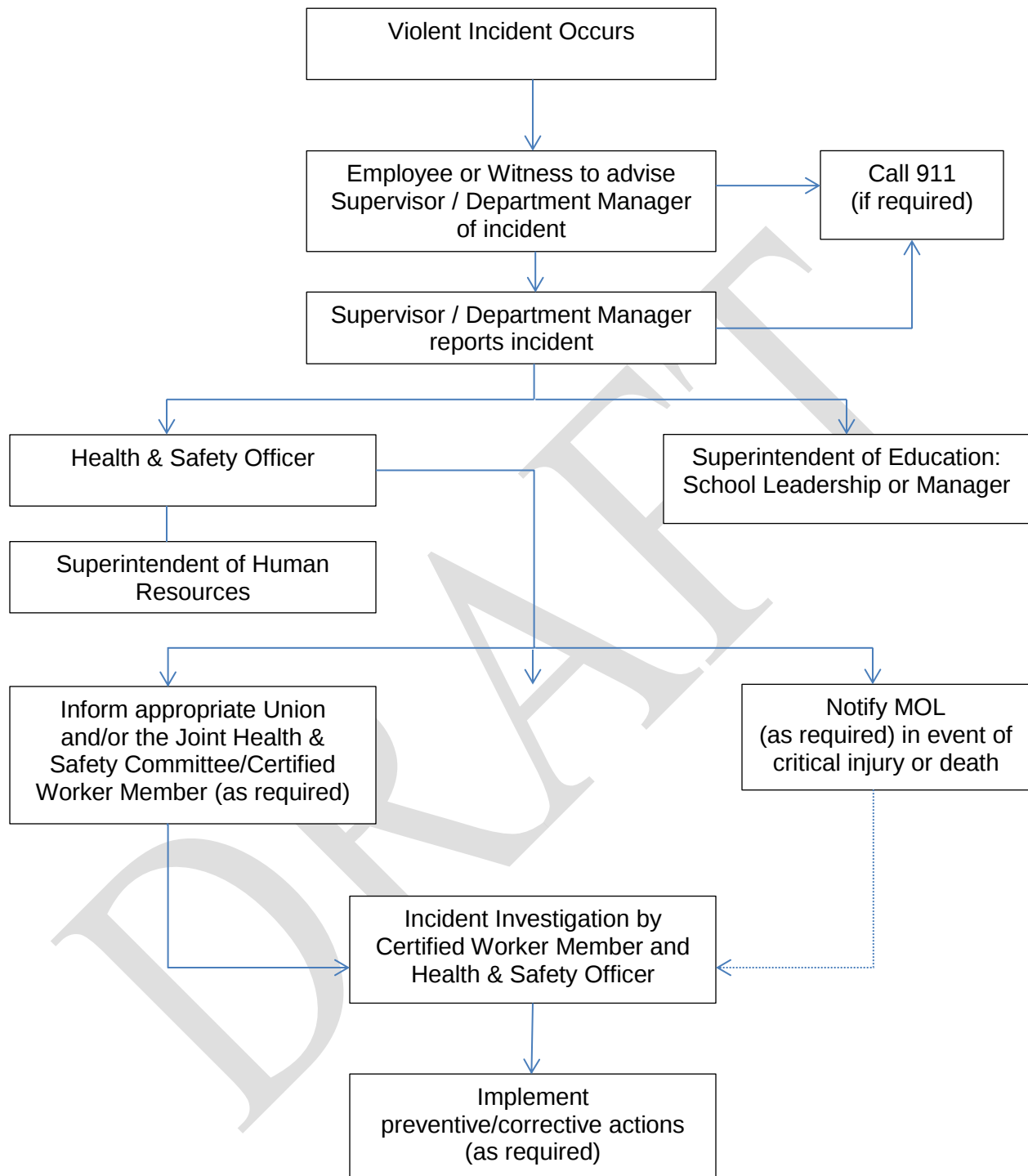
YCDSB Policy 427 Workplace Violence

Admin 10 – Employer's Report of Accident/Violent Incident



Workplace Violence – Incident Reporting Flow Chart

Appendix A





Violent Incident INVESTIGATION REPORT

Appendix B

At the beginning of the interview:

- Make the person being interviewed feel as comfortable as possible
- Ask the person to describe what happened
- Listen carefully
- Ask clarifying questions, interrupting as little as possible
- Repeat the information back to the person being interviewed

Worker Information	
Victim's Name:	
Position:	
School/CEC Department:	
Supervisor/Principal's Name:	

Incident Location	
Date of incident:	Date reported to Supervisor:
Time of Incident: ☐ AM ☐ PM	
Incident Location (school name, facility, etc.):	
Area (check all that apply):	
☐ Hallway	☐ Classroom
☐ Stairs	☐ Library
☐ Work Room	☐ School Grounds
☐ Gym	☐ Washroom
☐ Office	☐ Staff Room
☐ Other (please specify):	

Incident Details	
Alleged Aggressor (check all that apply):	
☐ Male	☐ Female
☐ Co-worker	☐ Supervisor
☐ Contractor	☐ Student*
☐ Other (please specify):	☐ Parent
	☐ Visitor/Public
	☐ Special Needs Student**
* If alleged aggressor was a student, please complete Student Conduct Report	
** If Special Needs Student, complete SE50 Form and submit to Student Services and document in Student Log	
Nature of Incident (check all that apply):	
Physical:	☐ Punch
	☐ Scratch
	☐ Spit
	☐ Push/Pull
☐ Bite	☐ Kick
☐ Struck by object	☐ Slap
☐ Verbal threat	☐ Grab
☐ Verbal abuse	☐ Pinch
☐ Threatening Gesture	☐ Other (please specify):
☐ Other:	



Violent Incident INVESTIGATION REPORT

Witnesses	
Name of Witnesses:	Contact Information (if available):
1.	
2.	
3.	
Are witness statements attached? ☐ Yes ☐ No	
Are any photographs related to the incident attached? ☐ Yes ☐ No	

Description
Description of Incident: <i>Explain sequence of event, circumstances that may have led to violent behaviour, weapons used, etc.</i>
Agencies involved (check all that apply): ☐ Ambulance ☐ Police Officer's Name: _____ Officer's Badge #: _____ ☐ Ministry of Labour MOL Inspector's Name: _____

Interview Questions
Where were you during the incident?
What were you doing at the time?
What did you see or hear?
Who was present?
What was the victim doing when the incident occurred?
Do you know what might have provoked this act of violence or was the incident unprovoked?
In your opinion, was the incident preventable?

Preventive and/or Corrective Actions
List any potential preventive and/or corrective actions,

Signatures and Distribution	
Names of Investigators:	
Date of Investigation:	
Signatures:	

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 309
<i>Former Policy #</i> 214	<i>Page</i> 1 of 7
<i>Original Approved Date</i> December 16, 1997	<i>Subsequent Approval Dates</i> May 27, 2014

POLICY TITLE: ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to providing a high-quality educational experience to all students, enabling them to reach their potential as 21st century learners and make successful transitions to the post-secondary destination of their choice. We believe that every student is unique and that each must have opportunities to achieve success according to his or her own interests, goals and God-given abilities.

Effective assessment and evaluation practices are the foundation for success. This policy is intended to ensure that assessment and evaluation practices are clearly understood and consistently applied.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to maintain high standards of practice to ensure that assessment and evaluation practices are rooted in our Catholic understanding of the human person, that they are valid and reliable, that they lead to improvements in student achievement, and that they foster engagement and well-being.

In order to do so:

- our teachers will use assessment and evaluation practices that are fair, transparent, equitable for all students, and understood by stakeholders; and,
- parents should support their child(ren) to set goals and plan for success in their studies.

2.1 York Catholic District School Board's assessment and evaluation practices recognize and affirm our Catholic Faith values by:

- 2.1.1 Respecting the dignity and worth of all learners;
- 2.1.2 Providing successful experiences for all students;
- 2.1.3 Being 'just' and 'compassionate' in nature by providing varied opportunities for students to demonstrate their learning;

- 2.1.4 Fostering life-long learners and recognizing the God-given capacity of all persons to learn and grow throughout their lives; and,
- 2.1.5 Reflecting the holistic nature of assessment that integrates the nature of learning and faith Formation.

3. PARAMETERS

- 3.1 This policy ensures compliance with the York Catholic District School Board's Guidelines and Procedures for the Implementation of Ministry Policy: *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools*, which teachers shall use to guide their practices.
- 3.2 The purpose of assessment and evaluation shall be to improve student achievement, foster engagement, and promote well-being.
- 3.3 Assessment and evaluation shall be communicated in a timely manner and provide information to be used by teachers and students to:
 - 3.3.1 Determine where students are in their learning, where they need to go, and how best to get there.
 - 3.3.2 Monitor progress towards achieving the overall and specific curriculum expectations.
 - 3.3.3 Provide feedback, make adjustments, and set individual goals.
 - 3.3.4 Promote the development of reflective habits of mind (i.e., metacognition).
 - 3.3.5 Engage parents/guardians in their child's learning.
- 3.4 Teachers shall use a variety of strategies (e.g., observations, student-teacher conversations, student products, self/peer assessment) to elicit information about student growth and learning.
- 3.5 Students shall be assessed and evaluated against curriculum expectations using criterion referenced tools. Where required, modifications and accommodations shall be provided in accordance with a student's Individual Education Plan (IEP).
- 3.6 Students shall be provided with ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.
- 3.7 Students shall be provided with multiple opportunities to demonstrate achievement of curriculum expectations.
- 3.8 Assessment and evaluation tools shall be free of bias.
- 3.9 In alignment with the *Education Act*, specifically *Ontario Regulation 304*, the Board may designate up to ten (10) instructional days per school year as examination days. (Regulation Reference)
 Or
 The Board shall designate up to ten (10) instructional days per school year as examination days, four (4) per semester with one (1) per semester for inclement weather or emergency situations. (YCDSB suggested)

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To uphold the Assessment and Evaluation of Student Achievement policy.
- 4.1.2 To use assessment and evaluation information (school and system) to inform decisions that support Board planning processes.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Assessment and Evaluation of Student Achievement policy.

4.3 Senior Administration

- 4.3.1 To support implementation and compliance with the policy and related guidelines.
- 4.3.2 To provide leadership and professional development opportunities to build capacity and ensure the use of effective, bias-free assessment and evaluation strategies and tools.
- 4.3.3 To use assessment and evaluation information (school and system) to inform the Board Improvement Plan for Student Achievement (BIPSA).
- 4.3.4 To support school administrators and staff in the analysis, communication and response to large scale assessment information.
- 4.3.5 To support school staff in their understanding, use and communication of fair, transparent, and equitable assessment and evaluation information for student and school improvement.

4.4 Principals

- 4.4.1 To support compliance with the policy and related guidelines by building capacity to understand and implement the Board's Guidelines and Procedures for the Implementation of Ministry Policy: *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools*.
- 4.4.2 To provide leadership and professional development opportunities to ensure the use of effective, bias-free assessment and evaluation strategies and tools.
- 4.4.3 To support school staff in the analysis, communication and response to large scale assessment information.
- 4.4.4 To use assessment and evaluation data, including information from the BIPSA, to inform the School Improvement Plan for Student Achievement (SIPSA).
- 4.4.5 To ensure consistent administration of large-scale assessments.

4.5 Teachers

- 4.5.1 To implement effective assessment and evaluation practices in accordance with the Board's Guidelines and Procedures for the Implementation of Ministry Policy: *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools*.
- 4.5.2 To provide students with ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

4.6 Students

To fully participate in their learning by:

- 4.6.1 Articulating what they are expected to learn and be able to do.
- 4.6.2 Monitoring and assessing their learning.
- 4.6.3 Setting specific improvement goals and planning accordingly.

- 4.6.4 Demonstrating achievement of curriculum expectations.
- 4.6.5 Developing the learning skills and work habits that support life-long learning.

4.7 Parents

- 4.7.1 To engage with teacher(s), their child(ren) and School Administration to support improved student achievement and promote well-being.

5. DEFINITIONS

5.1 Accommodation

Accommodation is used to refer to the “unique teaching and assessment strategies, human supports, and/or individual equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.”

5.2 Achievement

Achievement refers to the learning and skills that students are able to demonstrate.

5.3 Assessment

Assessment is the process of gathering and recording information about students' knowledge and skills as well as providing students with descriptive feedback to guide their improvement. Information should be gathered from a variety of sources over time. Assessments include:

5.4 Assessment as Learning

The process of developing and supporting student metacognition. Students are actively engaged in this assessment process when they monitor their own learning, use assessment feedback from teacher, self, and peers to determine next steps, and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. The co-construction of success criteria is a powerful opportunity to engage students in assessment as learning.

5.5 Assessment for Learning

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction, and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. The co-construction of success criteria is a powerful opportunity to engage students in assessment for learning.

5.6 Assessment of Learning

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value/grade/achievement level to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning. Assessment of learning

usually involves rich performance tasks, demonstrations, projects, or essays. Assessment of learning does not include ongoing homework that students do to practice skills, to consolidate knowledge, to prepare for the next class or to be introduced to new content.

5.7 Bias

Bias refers to an inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behaviour, and written and other materials.

5.8 Catholic Understanding of the Human Person

As Catholics, we draw on sacred scripture, the teachings and traditions of the church, and the lived faith of the current community. From this, we present an understanding of the human person as inherently good, loved by God, always capable of improvement, and already redeemed.

5.9 Criterion-Referenced Assessment

Criterion-referenced assessment describes a student's accomplishment of curriculum expectations in relation to the achievement chart.

5.10 Engagement

There are four dimensions of student engagement:

- 5.10.1 Spiritual Engagement: The integration of faith with life through reflection, planning and action;
- 5.10.2 Intellectual Engagement: A serious emotional and cognitive investment in learning, using higher order thinking skills such as creativity and analysis) to increase understanding, solve complex problems, or construct new knowledge;
- 5.10.3 Social Engagement: A sense of belonging and participation in school life; and,
- 5.10.4 Academic (or Institutional) Engagement: The understanding and appreciation of the formal requirements of schooling.

5.11 Evaluation (Assessment of Learning)

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value/grade/achievement level to represent that quality.

5.12 Individual Education Plan (IEP)

A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identified learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

5.13 Modification

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

5.14 Ontario Curriculum Expectations

The knowledge and skills that students are expected to develop and demonstrate. The Ontario Curriculum Policy documents identify expectations for each grade/course from Kindergarten to Gr. 12.

5.15 Peer Assessment

Peer assessment refers to a reflective, non-evaluative practice, based on established criteria, in which students make observations about their peers' performance (e.g., checklist, interview). The evaluation of student learning is the responsibility of the teacher and must not include the judgment of a student's peers.

5.16 Professional Judgment

This term refers to judgment that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

5.17 Reflective Habits of Mind (Metacognition)

The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor, assess, and manage one's own learning (e.g., think aloud, self-assessments, decision-making, goal setting, planning for success, reflections).

5.18 Reporting

Reporting is the process of communicating the results of assessment and evaluation to students and parents/guardians.

5.19 Self-Assessment

Self-assessment refers to reflective practices based on established criteria in which students make observations about their own learning and performance. They may use tools like checklists, conferencing, and journals to frame these reflections. When students assess themselves, they develop insights into their own learning and are better able to monitor, track, and plan next steps for their learning.

5.20 Well-being

Well-being refers to being happy, hopeful, resilient (i.e., spiritually, mentally, emotionally and physically strong) and successful. Students with a sense of well-being feel:

- physically well;
- nourished and active;
- physically and psychologically safe;
- included, valued and supported at home, at school and in the community;

- able to participate in productive activities;
- able to form and sustain healthy relationships;
- able to cope with adversity and are resilient; and,
- that adults care about their well-being.

6. CROSS REFERENCES

YCDSB Policy 313 Homework

YCDSB Policy 601 Accessibility Standards for Customer Service

YCDSB *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools, 2011*
Education Act

Ministry of Education: *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1-12, 2010*

Ontario Regulation 304: School Year Calendar, Professional Activity Days

Approval by Board	December 1997 Date
Effective Date	December 1997 Date
Revision Date(s)	May 27, 2014 Date
Review Date	May 2019 Date

York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: February 27, 2017

Report: **Revision of the Guidelines and Procedures for the Implementation of the Ministry Policy: Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools, 2011**

Executive Summary

This report provides the Board of Trustees with an update on the proposed review of the Implementation of the Ministry Policy entitled *Growing Success-Assessment, Evaluation and Reporting in Ontario Schools*.

At the Regular Board Meeting of September 27, 2016 the following motion related to Student Success was presented and approved as follows:

- Whereas** The Ministry of Education’s document entitled “Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010)” (Growing Success Document) outlines the policies and practices to be followed by all Ontario schools for assessment, evaluation and reporting purposes;
- Whereas** The York Catholic District School Board’s (YCDSB) implementation of the Growing Success Document is contained in its document entitled “Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation, and Reporting in Ontario Schools” (2011) (Guidelines and Procedures Document);
- Whereas** The YCDSB Guidelines and Procedures Document has served as an important foundational reference tool for working toward achieving consistency in the assessment, evaluation and reporting of students’ academic development when first created, but is in need of updating and revision;
- Whereas** The YCDSB is appreciative of the opportunity to work with its partners in education, it is committed to enabling all students to succeed and the YCDSB Guidelines and Procedures Document should ensure that consistent practices are outlined within it to support the achievement of this goal.

LET IT BE RESOLVED THAT:

1. The YCDSB Guidelines and Procedures Document be immediately reviewed and revised;
2. The Director of Education refer the YCDSB Guidelines a Procedures Document for updating and revising, including the current YCDSB standards for exam scheduling, to a new constituted committee to be appointed by the Director;
3. The newly constituted committee report back to the YCDSB with its completed document for consideration and adoption at the YCDSB December 20, 2016 meeting;

4. Until such time as the YCDSB adopts the revised document, the Guidelines and Procedures shall remain in full force and effect.

Background Information

In 2010, several educators from YCDSB collaborated to establish guidelines for the implementation of the Ministry document noted above. Upon current review of the document, it was determined that, although there were not significant changes from the Ministry of Education, there was a need to update some areas of the document, in addition to providing an alignment of practices to ensure consistency in our schools.

Summary

As indicated in the December 21, 2016 Report to Board on this matter, the Membership on this Committee includes:

R. Crocco, Superintendent of Education: School Leadership & Safe and Caring Schools (Chair)
D. Murgaski, Superintendent of Education: Curriculum & Assessment
L. Paonessa, Principal of Student Success
A. D'Addese & R. Campitelli, Curriculum Coordinators
F. Dalla Corte & T. Laliberte, Principal Representatives
H. Manassis, G. Bolton, F. Ferraro, York Unit OECTA Representatives

To date, we have met on two occasions, January 31, 2017 and February 16, 2017 with a future meeting scheduled for Wednesday, March 1, 2017.

At our January 31st meeting much of the discussion was on the addition of kindergarten information, as the Ministry of Education has produced curriculum information that is pertinent to the revision of the Board's current document. Our Elementary Curriculum Coordinator, Elementary Principal and our OECTA partners have suggested we wait until the NEW kindergarten student report card has been distributed before we offer suggestions on revisions to our *Growing Success* implementation document.

Our February 16th meeting focused on the high school curriculum information and, more specifically, the Secondary Examination Guidelines. The language in the document was revised to reflect the current YCDSB practices and the Board policy of one examination per day. Further revisions will be discussed at the upcoming March 1st meeting.

The committee discussed removing the Secondary Exam Scheduling options completely, and it was determined that elimination of this item would be problematic for OECTA. In this section is a provision for schools to determine which model of exam scheduling they would prefer, stating: "both staff and academic council must be consulted and be in general agreement". Removal of this previously negotiated provision would then render the decision of which exam scheduling model to choose, exclusively to the Principal of the school.

Currently, in Model A, the Traditional Model, five (5) days are allocated for exam writing. In Model B, the Period by Day Model, there are four (4) exams days allocated. Since there is inequity in the models with regards to the number of exam days, our goal is to remove this inequity by standardizing the number of days to four (4). Our Secondary Principal on this committee will work with our Information/Technology Department to determine how to reduce student exam conflicts in the four remaining schools utilizing Model A.

In addition, the *Growing Success* implementation document indicates that “Grade 11 or Grade 12 exams can be scheduled on the day before the formal exam period begins”. When working with IT, we will include this in our simulations to determine the difference in the number of conflicts. The Principal is working with the IT department this week, so data should be forthcoming soon.

Summary

Work continues on the revision of the Board’s *Growing Success* implementation document.

The Kindergarten addition, based on Ministry updates, is completely new and will be added to the document, with suggestions given after the first Kindergarten report card is produced.

Revisions are being made to the language in Secondary Exam Guidelines. Scheduling simulations are being run centrally with additional parameters to determine the number of student exam conflicts.

In all cases, students will only write one exam per day.

Progress reports will be communicated to the Board as the work of the Committee progresses.

Prepared and submitted by: Ron Crocco, Superintendent of Education and Safe and Caring Schools

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance/Board	<i>Policy Number</i> 103
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
June 17, 2014	June 17, 2014

POLICY TITLE: COMMUNICATION: PUBLIC RELATIONS

1. PURPOSE

The York Catholic District School Board recognizes the key role of effective communication in supporting the Board's mission to educate and inspire all students to reach their full potential in a safe and caring environment. The Board has a responsibility to engage in proactive, timely and open communication with all of its stakeholders to strengthen relationships, promote programs and activities of the Board and to celebrate the values of Catholic education. Moreover, the York Catholic District School Board is responsible for providing information and communications that are barrier-free and accessible in accordance with the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to encourage, promote and maintain open, accessible, timely and transparent communication with both its internal and external stakeholders (students, parents, staff, trustees, parishes, community and education partners and members of the media); that is clear, accurate and supportive of the Board's mission to provide quality Catholic education in unique, faith-based, learning environments.

3. PARAMETERS

- 3.1 Communication between the Board and its stakeholders shall celebrate the value of Catholic education.
- 3.2 Communication, including communication disseminated through Social Media (Twitter) shall strengthen relationships, support, promote and increase awareness of the York Catholic District School Board's programs, services, successes and accomplishments including, but not limited to, school openings and blessings, messages to the community, synovoice messages, special events and media relations.

- 3.3 On an annual basis, the Superintendent of Education: School Leadership will meet with the Trustee(s) to discuss individual Trustee(s) needs, establish preferred communication methods and ensure compliance of such methods.
- 3.4 Communication between the Board and its stakeholders shall contain accurate information that is accessible, timely, clear and transparent.
- 3.5 The Board shall establish and maintain positive relationships with media, respond to media requests in a timely manner and proactively promote programs, services, activities and initiatives of the Board and its schools.
- 3.6 Upon request, and in accordance with the *Integrated Accessibility Standards Regulation (IAS) of Ontario*, the Board shall ensure the website is maintained with accurate and up-to-date information, provide or arrange for the provision of accessible formats and communication supports or arrange for the provision of a comparable resource for persons with disabilities.
- 3.7 The Multilingual Services Department shall assist Board/School Staff in communicating with parents/guardians through the provision of or arrangement for translated materials where English is a second language or English proficiency is limited.
- 3.8 The Board shall maintain confidentiality and privacy with respect to staff matters in accordance with legislative requirements contained within *Employment Standards Act, Occupational Health & Safety Act, Workplace Safety and Insurance Act, Municipal Freedom of Information and Protection of Privacy Act*.

4. RESPONSIBILITIES

4.1 Chair of the Board

- 4.1.1 To be the official spokesperson for the Board when addressing the media on all matters pertaining to Board budget, labour relations and policy decisions.

4.2 Director of Education

- 4.2.1 To be the official spokesperson for the Board on administrative or pedagogical operations.
- 4.2.2 To oversee compliance of the Communications Policy.
- 4.2.3 To ensure the Board of Trustees are informed on matters requiring attention or sensitivity.
- 4.2.4 To ensure Trustees are kept informed of key messaging.

4.3 Communications Department

- 4.3.1 To develop and implement communication plans and strategies in support of the York Catholic District School Board's priorities and objectives, while adhering to the Board's *Visual Identity and Branding Manual*.
- 4.3.2 To support the communication needs of the Board of Trustees.
- 4.3.3 To oversee all communication activities as determined by the Director of Education.

4.4 Senior Administration

- 4.4.1 To notify the Director of Education, the Communications Department and/or local Trustee of any situation/incident that they believe is of concern.
- 4.4.2 To be the official spokesperson on Board programs or school issues as directed by the Director of Education or Communications Manager.

4.5 Principals

- 4.5.1 To notify the Communications Department of all media requests received directly at the school prior to providing response.
- 4.5.2 To contact the appropriate Superintendent and Communications Department regarding sensitive and/or controversial matters.
- 4.5.3 To share school information and positive news stories with media, if appropriate, upon consultation with and assistance from the Communications Department.
- 4.5.4 To extend an invitation to the Director of Education and local Trustee(s) when there is an opportunity for the inclusion of a message and/or letter of congratulations in a school program/publication.
- 4.5.5 To be the official spokesperson for the school.

4.6 Employees

- 4.6.1 To refer sensitive matters to their immediate supervisor for further action and/or response.
- 4.6.2 The supervisor shall inform the appropriate Superintendent and the Communications Department of any situation/incident that is of concern.

5. DEFINITIONS

5.1 Barriers to Accessibility

Accessibility Standards address issues that pose major barriers for people with disabilities. A barrier could be a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy or practice.

5.2 Employee

Any individual hired by the York Catholic District School Board to perform services in exchange for a salary or an hourly wage on a casual, temporary or permanent basis.

5.3 External Stakeholders

A person, group of people or an organization that holds a vested interest in the school community, including, but not limited to:

- 5.3.1 All levels of Government
- 5.3.2 Community Members
- 5.3.3 Education partners/organizations
- 5.3.4 Ministry of Education
- 5.3.5 Media

5.4 Internal Stakeholders

A person, group of people or an organization that holds a vested interest in the school community, including, but not limited to:

- 5.4.1 Parents
- 5.4.2 Parishes
- 5.4.3 School Administrators
- 5.4.4 Senior Administrators
- 5.4.5 Staff (School, Centrally assigned and/or Contract)
- 5.4.6 Students
- 5.4.7 Trustees

5.5 Media

The means of communication to the public through various mediums: radio, television, newspapers, magazines or blogs that reach or influence people widely.

5.6 Social Media

Encompasses software, applications, e-mail, and web sites, which enable users to interact, create and exchange information online.

6. CROSS REFERENCES

YCDSB Policy 110 Communications: Trustee/Administration
YCDSB Policy 317 Electronic Communications and Social Media
YCDSB Policy 601 Accessibility Standards for Customer Services
YCDSB Policy 609 Accessibility Standards for Information and Communication
YCDSB Policy 702 Solemn Blessing and Official Opening of New Schools & Additions
YCDSB Visual Identity and Branding Manual, 2012
Employment Standards Act, 2000
Integrated Accessibility Standard, Ontario Regulation 191/11
Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, Chapter M.56
Occupational Health & Safety Act, R.S.O. 1990, c.0.1
Workplace Safety and Insurance Act, 1997, S.O. 1997

Approval by Board	<u>June 17, 2014</u> Date
Effective Date	<u>June 18, 2014</u> Date
Revision Date(s)	<u>June 18, 2014</u> Date
Review Date	<u>June 2019</u> Date

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance/Board	<i>Policy Number</i> 110
<i>Former Policy #</i> 812	<i>Page</i> 1 of 5
<i>Original Approved Date</i> January 26th, 1993	<i>Subsequent Approval Dates</i> November 12th 2002 February 3rd, 2009 October 28, 2014

POLICY TITLE COMMUNICATION: TRUSTEE/ADMINISTRATION

SECTION A

1. PURPOSE

The York Catholic District School Board is a Catholic Learning Community of collaborative partners. An integral component of collaboration is effective interaction characterized by timely and appropriate communication between Trustees, Senior Administration and School Administration about issues relating to or impacting on staff, schools and the community. The purpose of the Communication: Trustee/Administration policy is to provide direction to Trustees and Administration for maintaining effective interaction in order to avoid confusion, miscommunication or lack of awareness, and to provide guidance for responding to issues and matters of concern in a consistent, fair and reasonable manner.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that an efficient communication policy be implemented and maintained among Trustees, Senior Administrators and School Administration to ensure mutual awareness of important matters.

3. PARAMETERS

- 3.1 Communication between Senior Administration and/or School Administration and Trustees shall contain accurate and up-to-date information that is accessible, timely, clear and transparent.
- 3.2 Wherever practical and possible, communication between Senior Administration and/or School Administration and Trustees shall occur prior to communication with stakeholders, in electronic format preceded by a telephone call. Such timely notice will enable Trustees to respond accurately to matters of concern or to attend, and promote awareness of activities and/or events.

- 3.3 Timely and regular communication between Senior Administration and/or School Administration and Trustees upholds the Board's vision of collaboration and shared leadership.
- 3.4 Ongoing and respectful communication between Senior Administration and/or School Administration and Trustees shall serve to establish and maintain positive relationships enabling all partners of the Board to be proactive when promoting programs, services, activities and initiatives of the Board and schools or when addressing issues, concerns and/or matters that may impact the Board or schools.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To seek information from the Director of Education or appropriate Superintendent on matters related to a school or school community.
- 4.1.2 To communicate with Superintendents on a regular basis.
- 4.1.3 To respond to invitations from a school to special events.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Communication: Trustee/Administration policy.
- 4.2.2 To advise the Board on matters requiring the attention, understanding and sensitivity of the Board.

4.3 Superintendents of Education

- 4.3.1 To maintain ongoing communication with Trustees.
- 4.3.2 To meet with the Trustee(s), on an annual basis, to discuss individual Trustee communication needs, establish preferred communication methods and ensure compliance of such methods.
- 4.3.3 To notify the local Trustee of school related activities or events including, but not limited to:
 - 4.3.3.1 School/Student Achievements;
 - 4.3.3.2 School/Student Celebrations and or Special Events;
 - 4.3.3.3 Injuries requiring medical services;
 - 4.3.3.4 Safety issues, i.e., bomb threats, health issues, evacuations, facility concerns/hazards;
 - 4.3.3.5 Bereavements of staff, students or parents;
 - 4.3.3.6 Safe school concerns, e.g., bullying, violent acts, police involvement;
 - 4.3.3.7 Unresolved school issue(s) e.g., a parental concern(s);
 - 4.3.3.8 Catholic School Council concerns;
 - 4.3.3.9 Community concerns, e.g., busing, boundaries;
 - 4.3.3.10 Suspensions over 5 days (Elementary);
 - 4.3.3.11 Operational matter(s) that may have a considerable impact on a school community; and,
 - 4.3.3.12 Any communication sent to parents/guardians.

4.4. School Administration

- 4.4.1 To maintain ongoing communication with their Superintendent and School Trustee(s) on matters which impact the school and/or the community.
- 4.4.2 To meet with the Trustee(s), on an annual basis, to discuss individual Trustee needs, establish preferred communication methods and ensure compliance of such methods.
- 4.4.3 To inform the appropriate Superintendent of Schools in a timely manner on issues (as noted in 4.3).
- 4.4.4 To provide the Trustee(s) with copies (preferably electronically) of newsletters, Catholic School Council (CSC) minutes, community letters, etc. on an ongoing basis and in a timely manner.
- 4.4.5 To inform and invite the local Trustee(s) to all events at the school which are open to parents/community.
- 4.4.6 To extend an invitation to the Director of Education and local Trustee(s) when there is an opportunity for the inclusion of a message and/or letter of congratulations in a school program/publication.
- 4.4.7 To post all school communication shared with the parent community on the school website.

5. DEFINITIONS

5.1 School Administration

For the purpose of this policy, School Administration refers to Principals and Vice Principals who have direct supervisory responsibilities for a group of employees.

5.2 Senior Administration

For the purpose of this policy Senior Administration refers to all Superintendents, Senior Managers and Managers who have direct supervisory responsibilities for a group of employees.

6. CROSS REFERENCES

YCDSB Policy 103	Communication: Public Relations
YCDSB Policy 108	Investigation of Complaints against Senior Administration or Trustees
YCDSB Policy 415	Disposition of Complaints about Staff

Approval by Board	<u>February 3, 2009</u> <i>Date</i>
Effective Date	<u>February 3, 2009</u> <i>Date</i>
Revision Date	<u>October 28, 2014</u> <i>Date</i>
Review Date	<u>October 2019</u> <i>Date</i>

POLICY TITLE: COMMUNICATION: TRUSTEE/ADMINISTRATION

SECTION B: GUIDELINES

1. York Catholic District School Board recognizes the key role of effective communication in supporting the Board's mission to educate and inspire all students to reach their full potential in a safe and caring environment. The following guidelines will support Trustees, Senior Administration and School Administrators in their efforts to have concerns addressed and resolved.

1. TRUSTEE

- 1.1 When a concern is received from a parent the Trustee will:
 - 1.1.1 Invite the parent/guardian to define the issue and express their concerns.
 - 1.1.2 Inquire if the parent/guardian has discussed the issue with School or Board Personnel (Teacher and/or Administration), depending on the nature of the issue.
 - 1.1.2.1 If the parent/guardian has not contacted School or Board personnel, provide the appropriate contact.
 - 1.1.2.2 Contact the Superintendent of Education and/or other Board personnel, to apprise them of the parent/guardian's issue, where possible.
- 1.2 If the issue is not resolved, the Trustee will bring the matter to the appropriate Superintendent on behalf of the Parent, who will oversee the resolution of the issue and report back to the Trustee.
- 1.3 At any time in the process, the Trustee may consult with the Director of Education regarding the resolution of an issue.
- 1.4 When a concern is received about a policy or procedure, Trustees may refer the concern to the Director of Education and/or the Executive Committee of the Board for appropriate action. If the matter has Board-wide implications, the Trustee may ask that the matter be put on the Policy Committee agenda for discussion.

2. SENIOR ADMINISTRATION

- 2.1 Senior Administration will address and subsequently update the local Trustee(s), in a timely manner, about any matter that has been brought to their attention by the Trustee(s).
- 2.2 Senior Administration will advise the Director and Trustee(s), in a timely manner, of any matter having an impact on the Board, on local schools or on the school community.

3. SCHOOL ADMINISTRATORS

- 3.1 School Administrators will advise the appropriate Superintendent, in a timely manner, of any matter having an impact on the local school or school community.
- 3.2 School Administrators will, whenever practical and possible, communicate with the Trustee prior to communication with stakeholders, in electronic format or by telephone call. School Administrators will copy the local Trustee(s) on any written communication (i.e., letters, emails, etc.) sent to parents/guardians outlined within the parameters of this policy, if written communication is the vehicle utilized to disseminate the information. This includes, but is not limited to, synrevoice messages, newsletters and school calendars, invitations to attend school events and/or activities, CSC minutes, letters related to safety issues, bereavements, transportation, etc. In instances where the school situation is urgent or time sensitive, school administrators will call the local Trustee(s) in advance of disseminating any communication.

York Catholic District School Board



BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 317
<i>Former Policy #</i> 507	<i>Page</i> 1 of 8
<i>Original Approved Date:</i>	<i>Last Approval Date:</i>
	Jan 29th, 2013 November 26, 2013

POLICY TITLE: ELECTRONIC COMMUNICATIONS & SOCIAL MEDIA

SECTION A

1. PURPOSE

The York Catholic District School Board (the “Board”) recognizes the use of Electronic Communication and Social Media by trustees, staff, students and school representatives’ in support of student learning and in keeping with the Board’s vision for Catholic education.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to allow the use of Electronic Communications and Social Media to foster a learning environment for all students that is conducive to student learning in a safe, respectful and positive manner. In an effort to promote and teach behaviour within our schools that demonstrates good digital citizenship and respectful use of Electronic Communications and Social Media, the Board shall authorize Administration to implement related Guidelines that regulate the use of electronic communications and social media at their school.

3. PARAMETERS

- 3.1 It is the expectation of the York Catholic District School Board that all Board employees using electronic communications and social media shall become familiar with and abide by this policy. It is also the expectation of the Board that all members of the Ontario College of Teachers are familiar with the Professional Advisory on the Use of Electronic Communication and Social Media.
- 3.2 Electronic communication and social media sites shall not be used to speak on behalf of the school, department or Board, unless written permission has been given from a Principal or Manager, in consultation with Superintendent and Communications Department.

- 3.3 The York Catholic District School Board and any school name and logo shall not be used in any electronic communication, unless permission has been granted from a Principal or Manager, in consultation with Superintendent and Communications Department.
- 3.4 Personal sites and comments, not related to the York Catholic District School Board, will clearly state that staff are not representing the views of the school, department, or Board.
- 3.5 Inappropriate or unauthorized use of electronic communication or social media shall result in disciplinary action.
- 3.6 All updates and/or revisions to school websites must be approved by the Principal or School Superintendent of Education and maintained by a Board employee under the direction of the Principal.

4. RESPONSIBILITIES

4.1 **Director of Education**

- 4.1 To ensure the implementation of the Electronic Communications & Social Media policy throughout the Board

4.2 **Supervisory Officers**

- 4.2 To work with and support school administrators to ensure that there is compliance with all sections of the Electronic Communications & Social Media policy.

4.3 **Principal, Manager or Designate**

- 4.3.1 To support and assist the Director of Education in reviewing and ensuring that employees are familiar with and adhering to the Electronic Communications & Social Media policy.
- 4.3.2 To inform staff, students, parents/volunteers and/or community members using online social media activities and groups to adhere to ethical standards that align with the Vision Statement, policies and protocols of the York Catholic District School Board.
- 4.3.3 To consult with the Superintendent and Communications Department when considering the use of social media.
- 4.3.4 To ensure and promote increased awareness of digital citizenship to encourage appropriate, respectful, and ethical use of social media guided by York Catholic District School Board's 6 C's: Catholic Character, Critical Thinking, Communication, Collaboration, Creativity and Citizenship.
- 4.3.5 To ensure that school websites are maintained and updated by Board Employees.
- 4.3.6 To ensure inappropriate use of electronic communication or social media such as, derogatory or vexatious comments towards students or staff will be addressed and is subject to progressive disciplinary action.
- 4.3.7 To consult with the Superintendent of Employee Relations and Director of Education on the appropriate actions to take when a Board employee engages in inappropriate and/or illegal use of the internet.

4.4 Employees

- 4.4.1 To recognize and practice their professional obligations with the use of electronic communications and social media.
- 4.4.2 To use electronic communications and social media with common courtesy and respectful behaviour consistent with the Board's Vision Statement and with the policies and procedures/guidelines of the York Catholic District School Board.
- 4.4.3 To be aware that they may be subject to disciplinary action, up to and including loss of access to Board systems, suspension from work, or discharge from employment, and/or including police involvement for unlawful or unacceptable use of Board Information Technology.

4.5 Communications Department

- 4.5.1 To support and advise School Principal, Manager and/or designate on any request for the use of social media.

4.6 Students

- 4.6.1 To adhere to the expectations of the Electronic Communications & Social Media policy in keeping with the Ontario Catholic Graduate Expectation "an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values".
- 4.6.2 To be aware that inappropriate use of electronic communication or social media such as, derogatory or vexatious comments towards students or staff will be subject to progressive disciplinary action.

4.7 Parents, Volunteers and Community Representatives

- 4.7.1 To comply with policies and procedures/guidelines in all interactions with the Board.
- 4.7.2 To be aware that inappropriate or unauthorized use of electronic communication or social media may result in loss of privileges.

5. DEFINITIONS

5.1 Designate

A York Catholic District School Board employee.

5.2 Electronic Communication and Social Media

Encompasses software, applications, e-mail, and web sites, which enable users to interact, create and exchange information online.

5.3 Unacceptable/Unlawful

Any unacceptable/unlawful use of York Catholic District School Board information technology is prohibited. Examples are listed in, but not limited to, Appendix A.

6. **CROSS REFERENCES**

YCDSB Policy 112 Privacy and Personal Information Management
YCDSB Policy 202 Safe Schools
YCDSB Policy 218 Code of Conduct
YCDSB Policy 311 Student Acceptable Use of Information Technology
YCDSB Policy 318 Personally Owned Electronic Devices (PEDs)
YCDSB Policy 408 Employee Acceptable Use of Information Technology
YCDSB Web Construction and Communication Protocol, 2011
YCDSB Web Tools 2.0
OCT Ethical Standards for the Teaching Profession
OCT Standards of Practice for the Teaching Profession
Education Act of Ontario
Human Rights Code
Criminal Code
Municipal Freedom of Information and Protection of Privacy Act

Approval by Board	January 21st, 2013 <i>Date</i>
Effective Date	January 21st, 2013 <i>Date</i>
Revision Dates	November 26, 2013 <i>Date</i>
Review Date	November 2018 <i>Date</i>

POLICY TITLE: ELECTRONIC COMMUNICATIONS & SOCIAL MEDIA

SECTION B

GUIDELINES

The purpose of these guidelines is to provide staff, administrators, students, parents and the York Catholic District School Board community information and direction when using social media applications both inside and outside of the classroom or school environment.

York Catholic District School Board realizes that part of 21st Century Learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. Fundamental to student success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in a 21st Century world.

To this aim, the York Catholic District School Board has developed the following guidelines to provide direction for staff, students and the school district community when participating in online social media activities. The York Catholic District School Board Electronic Communication and Social Media Guidelines encourage employees to participate in online social activities. By accessing, creating or contributing to any blogs, wikis, or other social media for classroom or Board use, staff agrees to abide by these guidelines.

Section One: Electronic Communication and Social Media Guidelines for Staff

- 1.1 All online correspondence between staff and students shall be related to school course work, or school sanctioned clubs or activities.
- 1.2 Personal online accounts shall not be used for school course work or school sanctioned clubs or activities.
- 1.3 Use of Board and school logos shall be in accordance with Policy 507, Section 3.3.
- 1.4 York Catholic District School Board staff shall use only their given name when participating in an online social media group for academic purposes.
- 1.5 York Catholic District School Board staff shall use the Board network to access social media sites that are work-related; Board staff shall not access personal social media sites during school/work hours.
- 1.6 York Catholic District School Board staff shall not accept or initiate electronic “friend” invitations from students.
- 1.7 Posting student information of any kind shall comply with the Freedom of Information Consent Form and Municipal Freedom of Information and Protection of Privacy Act.
- 1.8 York Catholic District School Board staff shall not disclose any confidential student information, personal information, or images without confirmation of written permission from the Parent(s)/Guardian(s) as provided by the FOI Consent Form maintained within the Student Information System.

- 1.9 York Catholic District School Board staff is personally responsible for the content they publish online.
- 1.10 York Catholic District School Board staff shall not use electronic social media sites to be defamatory towards students, Board employees, or Board policies, procedures and guidelines.
- 1.11 York Catholic District School Board staff shall ensure that the content published in any social media communication venue is consistent with the Mission and Values of York Catholic District School Board.
- 1.12 All online behaviour shall reflect the standards of honesty, respect, and consideration and be in accordance with Catholic values and with the highest professional Standards.
- 1.13 When posting to a blog, York Catholic District School Board **staff** shall state that the information is representative of their own personal views and opinions and not necessarily the views and opinions of York Catholic District School Board.
- 1.14 **Student** blogs do not require a disclaimer, but teachers shall moderate the content contributed by students.
- 1.15 Blogs, wikis and podcasts are an extension of the classroom. What is inappropriate in the classroom shall be deemed inappropriate online.
- 1.16 When posting, even on the strictest settings, York Catholic District School Board staff shall act on the assumption that all postings are in the public domain.
- 1.17 York Catholic District School Board staff shall adhere to School and Board Code of Conduct as well as any professional designation ethical standards and/or code of conduct (ie: Ontario College of Teachers) when writing and/or posting online.
- 1.18 York Catholic District School Board staff participating in social media activities shall respect copyright laws, not only with respect to the content produced on the social media sites, but also to the software application that enables it.
- 1.19 York Catholic District School Board staff shall ensure their profile and related content is consistent with how they wish to present themselves to colleagues, parents, and students.
- 1.20 When uploading digital pictures or avatars that represent yourself, York Catholic District School Board staff shall ensure they select a school appropriate image.
- 1.21 Microblogging comments made using such media are not protected by privacy settings. York Catholic District School Board staff shall be aware of the public and widespread nature of such media and refrain from any comment(s) that could be deemed unprofessional.

- 1.22 York Catholic District School Board staff may be subject to disciplinary action if their social media comments and posting, whether personal or school/Board related, result in a disruption to the school or Board environment; or negatively impact the staff's ability to perform his or her duties or are defamatory, pornographic, proprietary or harassing.

Section Two: Electronic Communication and Social Media Guidelines for Students

- 2.1 Students shall be aware of what they post online. Social media venues including wikis, blogs, photo and video sharing sites are very public. (What you contribute leaves a digital footprint for all to see.)
- 2.2 Students shall follow the school's and board's code of conduct when writing online ensuring that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- 2.3 Students shall use extreme caution when giving out personal information, including, but not limited to, given name(s), telephone numbers, addresses, exact birthdates, and pictures.
- 2.4 Students shall not share their password with anyone besides their teachers and parents.
- 2.5 If students are linking to other websites to support their thoughts and ideas they shall be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- 2.6 Students participating in social media activities shall respect copyright laws, not only with respect to the content produced on the social media sites, but also to the software application that enables it.
- 2.7 Students shall not misrepresent themselves by using someone else's identity.
- 2.8 Blog and wiki posts should be well written. Students shall follow writing conventions including proper grammar, capitalization, and punctuation. If students edit someone else's work it shall be in the spirit of improving the writing.
- 2.9 Students shall immediately report to a teacher if they encounter inappropriate material that makes them feel uncomfortable, or is not respectful or inconsistent with the teachings of the Church.
- 2.10 Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or future access to the use of online tools and may be subject to progressive disciplinary action.

Unacceptable/Unlawful Use of York Catholic District School Board Information Technology

The following is a partial list of examples that includes but is not limited to activities considered unacceptable/unlawful.

Bullying	An attempt to undermine an individual through cruel and humiliating behaviour, including 'cyber-bullying' which is used to send threatening, obscene, sexually explicit and violent messages that threaten emotional and physical safety of recipient(s).
Child pornography	Accessing, downloading, storing, sharing and distributing any child pornography
Copyright or trademark infringement	Infringing on another person's copyright, trademark, patent, trade secret, without lawful permission
Defamatory libel	A defamatory libel is matter published, without lawful justification or excuse, that is likely to injure the reputation of any person by exposing him/her to hatred, contempt or ridicule, or that is designed to insult the person of or concerning whom it is published. <i>Libel and Slander Act</i> .
Disclosing or gathering personal information	Disclosing or gathering personal information in a manner inconsistent with the <i>Municipal Freedom of Information and Protection of Privacy Act</i> .
Gambling and lotteries	Uploading funds to online gambling or lottery sites, making bets or playing the games that they offer, and then cashing out any winnings
Hacking and other unauthorized access	Includes but not limited to using the computer to carry out sabotage, gain unlawful entry into encrypted sites, acquiring and disseminating private information, creating and disseminating computer viruses, stealing information and trade secrets, intentionally breaching protected internet sites that compromises the safety of others.
Harassment	The sending of electronic messages and information that causes the recipient(s) to fear for personal safety and that of others.
Hate propaganda	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace—e.g. homophobic messages, racist comments and jokes, violent gender-specific messages.
Inappropriate communication with minors	Communicating, soliciting or sending sexually suggestive, emotionally laden, and intrusive personal messages to minors for any reason.
Intellectual property	Infringing on another person's property without lawful permission.
Interception of private communication or electronic mail	Unauthorised entry into the password protected e-mail and/or the interception of private electronic communication intended for someone else
Obscenity	Creating, acquiring, sharing, publishing and distributing any obscene material including pornography.
On-line Video Gaming/Gambling	Participating in on-line "video gaming" and/or on-line gambling, while using information technology.
Personal financial gains	Any use of Board information technology for commercial transactions, advertising, solicitation and financial gain.
Vandalism	Deliberately damaging or causing to be damaged Board information technology, for example routers, modems, wireless et cetera including but not limited to physical technology equipment, internet /intranet resources, online traffic flow, internet filters and firewalls, websites etc.
York Catholic District School Board Information Technology/Equipment	York Catholic District School Board Information Technology and/or Equipment used for anything outside of educational purposes is prohibited.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 606
<i>Former Policy #</i> 706	<i>Page</i> 1 of 7
<i>Original Approved Date</i> December 19, 1995	<i>Subsequent Approval Dates</i> January, 1997 February 12, 2002 June 4, 2013 June 21, 2016

POLICY TITLE: CATHOLIC SCHOOL COUNCILS

SECTION A

1. PURPOSE

The York Catholic District School Board, as per the Education Act, Ontario Regulation 612:00, School Councils, requires that a Catholic School Council will assist the school in engaging parents, developing positive communication links with home, church and the broader community. The Catholic School Council will also assist the school in realizing its goals and mission as well as the Board's vision.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that each school will establish a Catholic School Council.

3. PARAMETERS

- 3.1 Catholic School Councils are advisory bodies to the school Principal and Board.
- 3.2 The Catholic School Council shall provide advice to the school Principal, and where appropriate, to the school board on any matters that the Catholic School Council has identified as priorities.
- 3.3 The Catholic School Council shall establish goals, priorities and procedures (operating by-laws/constitution).
- 3.4 The Catholic School Council shall hold a minimum of four meetings per year.
- 3.5 That the Catholic School Council make a reasonable effort to avoid scheduling CSC meetings, Executive or Subcommittee meetings on Tuesday evenings to enable Trustees the opportunity to visit.

- 3.6 All Catholic School Council meetings, Executive meetings and Subcommittee meetings shall be open to all members of the school community.
- 3.7 All Catholic School Council members are mandated to keep student information confidential.
- 3.8 All Catholic School Council members, who have direct and regular contact with students and/or direct and regular handling of council finances shall provide proof of volunteer sector screening obtainable from the York Regional Police at www.yrp.ca.
- 3.9 There will be no honorarium paid to members of the Catholic School Council.
- 3.10 School Principals shall seek advice from the Catholic School Council as part of the process of making decisions.
- 3.11 Where appropriate opportunities are determined, Senior Administration and Trustees may seek advice from Catholic School Council as part of the process of making decisions.
- 3.12 Establishing By-Laws
- 3.12.1 Catholic School Councils must develop by-laws within the first sixty (60) days of the school year to address the following areas:
- Election procedures
 - Filling vacancies
 - Conflict of interest
- 3.12.2 By-laws governing other areas of operation may also be developed but must be in accordance with any applicable Board policies and Ontario Regulation 612/00.
- 3.12.3 By-laws are to be reviewed annually by the Catholic School Council.
- 3.13 Fundraising
- 3.13.1 All fundraising activities shall be conducted in accordance with Board Policies and Guidelines (Policy 603A School Fundraising and Policy 603B Fundraising for External Charitable Purposes).
- 3.13.2 Funds raised are to be used for a purpose approved by the Board and/or Principal.
- 3.13.3 Any funds and assets generated through fundraising activities assisted by the Catholic School Council are the property of the Board.
- 3.13.4 In the event of a school consolidation/closure:
- 3.13.4.1 Any residual fundraising monies shall be proportionately distributed, based on student enrolment, to the affected schools; and,
- 3.13.4.2 All school assets purchased through fundraising or GSB, shall be distributed equitably based on a needs assessment completed by Board staff, including affected school Principals and the Area Superintendent.
- i) First, to the affected schools; and,
 - ii) Second, to other schools as identified by Board Staff.
- 3.13.5 All fundraising activities conducted by the Catholic School Council shall be included in the annual report prepared by the Catholic School Council.

4. MEMBERSHIP

4.1 Membership of a Catholic School Council shall include but not be limited to:

- 4.1.1 Parents/guardians who have children enrolled in the school; (where possible - parent/guardian of a student enrolled in the school who has special needs). Where there is an excess number of persons running for a position on Council, than positions available, that only one person per household shall hold a position. Where there is less than 21 persons running for a position on Council, of which parents of the same household wish to run and hold a position, then each may exercise their right to vote as an elected member of council.
- 4.1.2 Community representative(s);(not an employee at that school);
- 4.1.3 Student(s) (mandatory in secondary schools; optional in elementary schools);
- 4.1.4 School Principal and/or Designate;
- 4.1.5 Teacher assigned to the school;
- 4.1.6 Non-teaching employee assigned to the school;
- 4.1.7 Pastor(s) or other member of the Parish (In a situation where a school is affiliated with more than one parish, representation must be sought from all parishes concerned);
- 4.1.8. A person appointed by an association that is a member of the Ontario Association of Parents in Catholic Education (must be a parent /guardian of a student currently enrolled in the school).

4.2 Parents/guardians shall form the majority on the council.

4.3 All members on the council are equal partners.

4.4 Schools will make every attempt to reflect the diversity of the school community within the membership of the council.

4.5 Membership on the Catholic School Council shall be determined in the following manner:

- 4.5.1 Parents/guardians shall be elected by parents and guardians of students enrolled in the school;
- 4.5.2 Student representatives shall be elected by students enrolled in the school;
- 4.5.3 Teacher representatives shall be elected by members of the teaching staff assigned to the school;
- 4.5.4 Non-teaching employee shall be elected by non-teaching employees assigned to the school;
- 4.5.5 The school Principal shall be a designated member;
- 4.5.6 Community representatives shall be appointed by the council;
- 4.5.7 The Chair of the Council shall be a member who is a parent/guardian of a student enrolled at the school, and shall be elected by the council;

4.6 The term of office for elected and appointed positions on the council shall not exceed one year. Elected and appointed members may seek additional terms.

4.7 It is recommended that the size of the Catholic School Council not exceed 21.

- 4.8 A person is not qualified to be a parent member of the School Council if he or she is employed at the school his or her child attends but may be elected as either the teaching or non-teaching staff representative.
- 4.9 A parent, who is employed by the board but does not work at the school their children attend, may be elected as a parent member as long as they declare to other parents that they are employed by the school board prior to their election. This information shall be recorded in the minutes of the first Catholic School Council meeting.

5. RESPONSIBILITIES

5.1 Director of Education

- 5.1. To oversee compliance with the Catholic School Councils policy and guidelines.

5.2 Senior Administration

- 5.2 To support the implementation and compliance with policies and related guidelines and procedures.

5.3 Principal

- 5.3.1 Facilitate the establishment of the Catholic School Council and assist in its operation;
- 5.3.2 Attend Catholic School Council meetings;
- 5.3.3 Support and promote Council's activities that are consistent with the board's policy statement dealing with Catholic School Councils;
- 5.3.4 Seek input from the Council in areas for which it has been assigned advisory responsibility;
- 5.3.5 Consult with the Catholic School Council on fundraising expenditures;
- 5.3.6 Act as a resource on laws, regulations, board policies, and collective agreements;
- 5.3.7 Obtain and provide information required by the Council to enable it to make informed decision;
- 5.3.8 Communicate with the Chair of the Council, as required;
- 5.3.9 Ensure that copies of the agenda and minutes of all Council meetings including Executive and Subcommittees are kept at the school for a minimum of 10 years;
- 5.3.10 Ensure that copies of all Council, Executive and any Subcommittee agendas and minutes are shared with the Area Trustee(s) and Area Superintendent.
- 5.3.11 Assist the Council in communicating with the school community;
- 5.3.12 Contact the wider school community and local Trustee(s) and Area Superintendent to notify of any change or cancellation of Council meetings.
- 5.3.13 Encourage the participation of all parents/guardians and of other people within the community;
- 5.3.14 Assist the Chair in developing and communicating the Council and Subcommittee agendas as well as minutes to Catholic School Council Members, parents, Area Trustee(s) and the Area Superintendent, electronically, if possible, and in a timely manner;
- 5.3.15 Present to the Catholic School Council the General School Budget and the School Bank Account allocations as well as all fundraising expenditures on an annual basis;

5.3.16 Perform the duties as outlined in Ontario Regulation 612 – School Councils and Ontario Regulation 613 – Operation of Schools.

5.4 Catholic School Council

To fulfill the role of an advisory body to the school and board as follows:

- 5.4.1 Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/school council member and refrain from releasing that information to any person in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- 5.4.2 To coordinate the election procedures for Catholic School Councils; (elections to be held within the first thirty calendar days of the start of the school year);
- 5.4.3 To promote the best interests of the school community;
- 5.4.4 To communicate regularly with parents and other members of the community seeking their views and preferences with regard to matters being addressed by the Council;
- 5.4.5 To report on the activities of the Council to the school community;
- 5.4.6 Council members are to maintain a school-wide focus on all issues. Council meetings are not a forum of discussion about individual parents, students, staff, trustees or other Council members.
- 5.4.7 Recommendations generated by the Council which are broader in scope than the local school may be referred either to the school Principal for direction or to the appropriate Board official or to a Board committee through the Director's Office;
- 5.4.8 To organize information and training sessions to enable members of the Council to develop their skills as Council members;
- 5.4.9 The community may be invited to provide input to the Council. It is the responsibility of the (elected/appointed) members of Council to come to a final decision/position with respect to the issue/topic being dealt with.

6. DEFINITIONS

6.1 Advisory Body

A group established to provide advice and recommendations. An advisory body does not have final decision-making powers.

6.2 Bylaws

The rules adopted by an organization for the regulation of its operation and proceedings. Bylaws must not conflict with the statute or charter by which the organization is created.

7. CROSS REFERENCES

YCDSB Policy 603A School Fundraising
YCDSB Policy 603B Fundraising for External Charitable Purposes
YCDSB Policy 708 Volunteers in Schools
YCDSB Policy 803 Funds Generated in Elementary and Secondary Schools
Ontario Regulation 612 – School Councils
Ontario Regulation 613 – Operation of Schools
Ontario Ministry of Education School Councils: A Guide for Members, 2001,
Revised 2002

School Generated Funds Administrative Procedures
Parent Engagement Policy – Section A 1. – *Ontario Ministry of Education – Parents
in Partnership – A Parent Engagement Policy for Ontario Schools.*
Municipal Freedom of Information and Protection of Privacy Act

Approval by Board	June 21, 2016 <i>Date</i>
Effective Date	June 22, 2016 <i>Date</i>
Revision Date	June 21, 2016 <i>Date</i>
Review Date	June 2021 <i>Date</i>

POLICY TITLE: CATHOLIC SCHOOL COUNCILS

SECTION B: GUIDELINES

1. Role of Catholic School Council Chair/Co Chair

- 1.1 Call Catholic School Council meetings; (minimum of four per year – first meeting to be held within 35 days of the start of the school year).
- 1.2 Prepare in concert with the Principal the agenda for Catholic School Council, Executive or Subcommittee meetings.
- 1.3 Chair Catholic School Council meetings.
- 1.4 Ensure that the minutes of Catholic School Council, Executive or Subcommittee meetings are recorded, maintained and kept for 10 years.
- 1.5 Participate in information and training programs.
- 1.6 Communicate with the school Principal as required.
- 1.7 Ensure that there is regular communication with the school community.
- 1.8 Consult with senior board staff and Trustees, as required, and submit annually a written report of Council activities to the Principal and the Board.
- 1.9 Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/school council member and refrain from releasing that information to any person in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

2. Role of Catholic School Council Members

- 2.1 Provide informed advice to the school principal on matters related to student learning and school improvement.
- 2.2 Maintain a school-wide perspective on issues.
- 2.3 Participate in Council meetings.
- 2.4 Participate in information and training programs.
- 2.5 Act as a link between the Catholic School Council and the community.
- 2.6 Encourage the participation of all parents/guardians and of other people within the community.
- 2.7 Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/school council member and refrain from releasing that information to any person in accordance with the Municipal Freedom of Information and Protection of Privacy Act.