

YORK CATHOLIC DISTRICT SCHOOL BOARD
POLICY REVIEW COMMITTEE - AGENDA
Catholic Education Centre, Board Room
June 6, 2017, 7:30 P.M.

	Page
1. OPENING PRAYER (see below)	
2. ROLL CALL	
3. APPROVAL OF THE AGENDA	
4. APPROVAL OF THE PREVIOUS MINUTES – February 27, 2017	
5. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	
6. OUTSIDE PRESENTATIONS: N/A	
7. STAFF PRESENTATION(S):	
Policy 320 Regional French Immersion Program (F. Bagley/D. Murgaski – update)	2
Policy 412 Progressive Discipline (L. Coulter)	15
Policy 424 Disposition of Complaints Against Employees (L. Coulter)	23
8. ACTION ITEM(S)/DISCUSSION:	
<u>ACTION:</u>	
York Catholic District School Board Office Consolidation of By-Law No. 1 Operational By-Law (C. Cotton – Revisions to Sections 2.2, 3.1.12 and 3.2.3)	35
Policy 201 Healthy Schools (F. Bagley – 5 year review)	38
Policy 201A Healthy Schools – Eating and Nutrition (F. Bagley - 5 year review)	42
Policy 201B Healthy Schools – Physical Activity (F. Bagley - Revisions)	51
Policy 203 Student Transportation Services (F. Bagley) (delete mid-day transportation: 3.5.1)	55
Policy 217 Sexual Harassment (Students) (F. Bagley – Termination Memo)	60
Policy 407 Criminal Background Checks (L. Coulter)	86
Policy 423 Conflict of Interest (L. Coulter)	89
Policy 425 Workplace Harassment (L. Coulter – revised to include Policy 428)	98
Policy 428 Racial & Ethnocultural Harassment (L. Coulter – Termination Memo -included in Policy 425 Workplace Harassment)	104
<u>DISCUSSION:</u>	
Policy 219A Elementary Dress Code (Voting Procedures – Verbal - F. Bagley)	
9. <u>INFORMATION ITEM(S):</u>	
Report of Results of Parent Satisfaction Survey, Policy 604 Child Care: Early Years, Extended Day, Before and After School Programs	126
Procedure: Transition Process for School Consolidation/Closure (Addendum to Policy 713)(Revision – F. Bagley)	129
Report on Exam Scheduling (Update – J.Sarna)	130
RECESS TO CONVENE IN-CAMERA	
<u>ACTION:</u>	
a) Report from Policy Review Committee in-camera (Verbal)	
10. NOTICES OF MOTION: N/A	
11. FUTURE ITEM(S):	
Policy 119 Disposition of Complaints against Trustees	
Policy 406 Performance Appraisal of Academic Staff	
Policy 410 Principal & Vice Principal Performance Appraisal	
12. PROPOSED FUTURE MEETING DATES:	
Sept. 19, 2017, Nov. 14, 2017, Jan. 16, 2018, Apr. 10, 2018 – 6:30pm	

ADJOURNMENT

Summer Prayer

**Creator of all, thank You for summer!
Thank you for the warmth of the sun
and the increased daylight.
Thank you for the beauty we see all
around us and for the opportunity to
be outside and enjoy your creation.
Thank You for the increased time we
have to be with our friends and family,
and for the more casual pace of the
upcoming summer season.**

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.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Curriculum	<i>Policy Number</i> 320
<i>Former Policy #:</i>	<i>Page</i> 1 of 7
<i>Original Approved Date:</i>	<i>Subsequent Approval Dates:</i>
xxx 2017	Implementation 2018

POLICY TITLE: REGIONAL FRENCH IMMERSION PROGRAM

SECTION A

1. PURPOSE

French is one of Canada's two official languages and one of Ontario's two official languages of instruction. Research shows that knowledge of a second language strengthens first-language skills and that the ability to speak two or more languages generally enhances reasoning, problem-solving, as well as creative-thinking skills. For these reasons, the York Catholic District School Board offers, along with the Core French program currently provided in our schools, French Immersion as a regional program of choice in which students receive instruction in French for a variety of subjects.

French Immersion programs are designed to provide non-francophone students with a high degree of proficiency in the French language. There is no expectation that the Parents/Guardians of a French Immersion student read or write French. While the Board recognizes that any exposure to a second language is beneficial, French Immersion broadens and deepens that exposure.

2. POLICY STATEMENT

In keeping with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board, it is the policy of the Board to offer French Immersion as a regional program of choice, based on grade appropriate Ontario Curriculum expectations, for students beginning in Grade 1 and extending to Grade 12, **effective** September 2020.

3. PARAMETERS

- 3.1 Participation in the Regional French Immersion program shall be open to all eligible students as per Board procedures outlined in the addendum to this policy.
- 3.2 The elementary Regional French Immersion program shall be available to students beginning in Grade 1 at selected school locations approved by the Board.

- 3.3 French shall be the language of instruction in Grades 1, 2, and 3 for eighty-five percent (85%) of the instructional day with Religion & Family Life and Physical Education taught in English.
- 3.4 In Regional French Immersion elementary schools where International Language is offered, the instructional minutes are extended to accommodate the International Language program.
- 3.5 In Grades 4-8 French instruction shall average 150 minutes per week. The minutes of instructional time shall be shared between French and English with some subjects including, Religion & Family Life, English Language, Math and Music taught in English.
- 3.6 Locations of Secondary School Regional French Immersion programs shall be posted on the Board's website.
- 3.7 French Immersion Certificate Requirements shall include ten (10) core Courses taught in the French language over four (4) years with an option available for French Advanced Placement course credit. At a minimum, these courses shall be offered at all Regional French Immersion Secondary Schools:
Gr. 9 Courses – French Language, Religion and Family Life, Geography
Gr. 10 Courses – French Language, Religion and Family Life, History
Gr. 11 Courses – French Language, Religion and Family Life
Gr. 12 Courses – French Language, Religion and Family Life
- 3.8 In Grades 9-12, a minimum of ten (10) course credits shall be offered at each Secondary school designated by the Board as a Regional French Immersion school site as outlined in the procedures, an addendum to this policy.
- 3.9 Single Track French Immersion schools shall not offer Kindergarten since the French Immersion program commences in Grade 1.
- 3.10 The Board shall provide English as a Second Language (ESL) direct support to students in the Regional French Immersion program, beginning in Gr. 4, in accordance with Board procedures for ESL support for Elementary students. Therefore, except in special circumstances in the primary grades, the ESL/ELD teacher monitors students' needs and provides consultative support to the classroom teacher.
- 3.11 The Board shall provide Core Resource support to students in the Regional French Immersion program in English.
- 3.12 The Regional French Immersion program shall be based on *The Ontario Curriculum* expectations.
- 3.13 Students shall be assessed and evaluated against curriculum expectations in accordance with the YCDSB's *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation and Reporting in Ontario Schools*, with the exception of Gr. 1. Grade 1 students are beginning a second language acquisition program and assessment of literacy-based expectations, will reflect this.

- 3.14 Student participation in standardized assessments [i.e., Canadian Test of Basic Skills (CTBS), Education Quality and Assessment Office (EQAO) or Ontario Secondary School Literacy Test (OSSLT)] shall be determined by the Board upon recommendation from the Director of Education in consultation with the Superintendent of Education overseeing Curriculum and Assessment and the Superintendent of Education overseeing Student Services.
- 3.15 Communication to Parents/Guardians shall be in English, including, but not limited to, report cards, newsletters, parent-teacher interviews and general school communication.
- 3.16 Program locations for the implementation and delivery of the Regional French Immersion program shall be subject to approval by the Board upon recommendation from the Director of Education.
- 3.17 The Board maintains, at all times, the right to manage and make accommodation decisions related to Regional French Immersion program locations and/or relocations based on need, enrolment pressures, small class sizes, boundary reviews and/or pupil accommodation reviews.
- 3.18 Student enrolment and average class size requirements are determined by the Ministry of Education and local collective agreements.
- 3.19 Board Staff shall review dual track schools when a significant programming, staffing or accommodation issue affects the Board's ability to effectively use its resources. Such a review may lead to a boundary review (insert policy/procedure name) or a pupil accommodation review (*Policy 713*) which may result in the relocation of either the French or English track to another location.
- 3.20 Admission into the Regional French Immersion program for Grade 1 shall be by lottery, as outlined in the procedures, an addendum to this policy. Acceptance into the program through the lottery is a family acceptance, which entitles younger siblings the option of attending a Regional French Immersion program, when age appropriate for Grade 1.
- 3.21 Provision for transportation of students attending the Regional French Immersion program shall be in accordance with the policies and procedures of the Board's Student Transportation Services Policy.

Note: Home School Advantage needs to be discussed. Data collection based on current enrolment will assist with the understanding of the impact that home school advantage has on the FI program.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To receive, review and approve requests for the location and possible relocation of Regional French Immersion school locations.
- 4.1.2 To effectively use the resources of the Board to approve the location(s) of Regional French Immersion Programs that may be subject to change based on

significant programming, staffing or accommodation issues, boundary reviews or pupil accommodation reviews.

4.3 Director of Education

- 4.3.1 To oversee compliance with the Regional French Immersion Program policy and procedures.
- 4.3.2 To recommend regional program locations to the Board for consideration and approval.

4.4 Superintendent of Curriculum and Assessment

- 4.4.1 To review Regional French Immersion attendance areas and recommend regional program locations to the Director of Education.
- 4.4.2 To select and communicate the dates of the Parent/Guardian information sessions and the Regional French Immersion registration period as appropriate.
- 4.4.3 To review subject and/or course designations for Regional French Immersion programs.
- 4.4.4 To allocate resources to support the implementation of elementary and secondary Ontario French Immersion Curriculum.
- 4.4.5 To administer the process for the admission and demission of students from a Regional French Immersion program.

4.5 Coordinating Manager of Planning & Operations

- 4.5.1 To support the Superintendent of Curriculum and Assessment in reviewing and determining Regional French Immersion program locations and associated boundaries.

4.6 Human Resources

- 4.4.1 To hire, select and allocate staff to support the Regional French Immersion program in accordance with Board policies and staffing procedures.

4.7 All Principals

- 4.7.1 To adhere to the Board's Regional French Immersion policy and procedures.
- 4.7.2 To ensure that French is the language of instruction in all subjects designated by the Board to be taught in French.
- 4.7.3 To provide leadership and support to teachers in implementing appropriate supports for students.
- 4.7.4 To ensure the Student Record of Accumulated Instruction in French is recorded on an annual basis and filed in the student's Ontario Student Record.

4.8 Secondary Principals

- 4.8.1 To ensure the most appropriate Core French placement for students who graduate from the Grade 8 Regional French Immersion program but do not continue with French Immersion in Secondary School.
- 4.8.2 To ensure that all required courses are available to students enrolled in the Regional French Immersion program in order to satisfy the requirements of the French Immersion Certificate.
- 4.8.3 To ensure that students who have obtained at least 10 French Immersion credits receive the Certificate of Bilingual Studies in French Immersion upon graduation.

4.9 Teachers

- 4.9.1 To recognize that the Regional French Immersion program operates similarly to the program offered in English, and that all curriculum expectations and relevant Board policies and procedures for the implementation of French Immersion are applied.
- 4.9.2 To apply consistent assessment and evaluation strategies in accordance with YCDSB's *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation and reporting in Ontario Schools* (Revised Spring 2017) with particular reference to the section about French Immersion.
- 4.9.3 To use French as the language of instruction for subjects designated to be taught in French.
- 4.9.4 To encourage students use of French at all times in subjects designated to be taught in French.
- 4.9.5 To foster, model and encourage the use of French outside of the classroom.
- 4.9.6 To provide the necessary program accommodations and/or adaptations for English Language Learners and students with identified exceptional learning needs.
- 4.9.7 To record, on an annual basis, the number of instructional hours taught in French on the Student Record of Accumulated Instruction filed in the student's Ontario Student Record.

4.10 Parents/Guardians

- 4.10.1 To register their child for the Regional French Immersion program in accordance with Board policies and procedures.
- 4.10.2 To communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with appropriate school staff.
- 4.10.3 To understand that learning materials will be in French, including, but not limited to, homework assignments, assessment criteria and learning goals for the subjects designated to be taught in French.
- 4.10.4 To understand that school boundaries and regional program locations are subject to accommodation and/or boundary reviews, and may be revised or changed subject to approval by the Board upon recommendation from the Director of Education and in consultation with Senior Administration.

4.11 Students

- 4.11.1 To attend school and classes each day, as required.
- 4.11.2 To use French to the best of their abilities in all subjects designated to be taught in French.

5. DEFINITIONS

5.1 Core French

Core French is the study of the subject French. Core French is mandatory for English-language schools from Grades 4-8 at the elementary level. York Catholic District School Board offers Core French commencing in Grade 1. One French as a Second Language (FSL) credit is compulsory for obtaining the high school diploma.

5.2 Regional French Immersion Program

An optional second-language program where French is not only taught as a subject but is also the language of instruction in one or more than one other subject. French Immersion replaces the need for Core French instruction for students enrolled in the program.

5.3 Regional French Immersion Program: Dual Track School

A school which offers programming in English as well as the French Immersion and Core French programs.

5.4 Regional French Immersion Program: Single Track School

A school which offers only French Immersion programming, but which includes subjects taught in French and English.

6. CROSS REFERENCES

YCDSB Policy 203

Student Transportation Services

YCDSB Policy 309

Assessment and Evaluation of Student Achievement

YCDSB Policy 713

Pupil Accommodation Review of Schools

YCDSB Boundary Review Procedures (Check with Dan for proper name of the procedures)

Education Act

Ontario Regulation 298 – Operation of Schools

YCDSB French Immersion Program Procedure: An Addendum to Policy 320 French Immersion Program

7. RELATED FORMS (TBD IF REQUIRED)

Approval by Board

Date

Effective Date

Date

Revision Dates

Date

Review Date

Date

POLICY TITLE: FRENCH IMMERSION PROGRAM

SECTION B: GUIDELINES

The Board's procedures, an addendum to this policy, contain information related to the following components:

~~1. Regional Program Boundaries & Catchment Areas (To be discussed)~~

2. Admission Process

- 2.1 Eligibility Criteria and Application Process
- 2.2 Lottery Process: Structure, Parameters
- 2.3 Registration Process; General, Internal Applicants, External Applicants, Wait Lists
- 2.4 Request for a Sibling to Attend
- 2.5 Delayed Entry

~~3. French Immersion Program Delivery (Subjects/Courses & Instructional Minutes)~~

~~3.1 Elementary~~

~~3.1.1 Primary Division~~

~~3.1.2 Junior and Intermediate Division~~

~~3.2 Secondary Sites~~

~~3.2.1 Prerequisite~~

~~3.2.2 French Immersion Certificate Requirements~~

Section 3: Deleted as it is now included within the policy parameters.

4. Demission from French Immersion

- 4.1 Elementary School: Re-entry to Regular English Track Program
- 4.2 Secondary: Transition from Elementary French Immersion program to Regular English Track Program

~~5. Long Term Accommodation Planning~~

~~5.1 Program Location and/or Relocation~~

~~5.2 Dual Track Program Review~~

Section 5: Deleted as it is now included within the policy parameters.



York Catholic District School Board

PROCEDURE: REGIONAL FRENCH IMMERSION PROGRAM

Addendum to Policy 320: Regional French Immersion Program

Effective: xxx 2017

PURPOSE

The York Catholic District School Board acknowledges that policies and accompanying procedures are necessary for effective management and governance.

These procedures are developed to address the “intent” of the Board, thereby guiding the decisions that are made both at the corporate level and in day-to-day operations as they relate to the establishment of a regional French Immersion program.

RATIONALE

These procedures will guide the development, review, revision and implementation of the regional French Immersion Program.

1. ADMISSION PROCESS

2.1 Eligibility Criteria and Application Process

Elementary

- i) Year 2 Kindergarten students (SK), eligible for Catholic education, as per the Board's Admission policy and procedures, can apply.
- ii) The process of entry into the Regional French Immersion program is through an on-line application process.
- iii) A parent information evening precedes the opening of the online application process.
- iv) All students, even those who live in the English home school boundary of the Regional French Immersion Program School, must apply online. The online application process for the Grade 1 Regional French Immersion Program opens in November of each school year and remains open until the approved application date, as determined annually by Administration and posted on the Board's website, occurs.
- v) Following the close of online applications the lottery process will begin at each specific Regional French Immersion location.
- vi) Students who apply after the lottery process has closed are placed on the end of the appropriate “tier” waitlist as defined in Section 2.2.

Secondary

- i) Elementary French Immersion program or equivalent prerequisites as itemized on the Application for Admission to the Secondary Regional French Immersion Program using Equivalency Criteria.

2.2 Lottery Process

2.2.1 Structure

The structure of the lottery process is tiered, with three potential sequenced lotteries at each Regional French Immersion program site, as follows:

- i) **First tier:** Students living within the boundary of the French Immersion site.
- ii) **Second tier:** Students living in York Region, outside the boundary of French Immersion site.
- iii) **Third tier:** Students living outside of York Region. I.e. Toronto, Peel, Durham, Simcoe

2.2.2 Parameters

i) Priority Placement candidates

The following students are not included in the lottery:

- Year 2 Kindergarten siblings of current French Immersion students
- Students whose home address is within the home school English boundary.

ii) **Twins/Triplets**

For multiple siblings in the lottery, the selection of one name shall ensure a place for all siblings. School staff will indicate on each sibling's lottery entry the number of siblings in the lottery. If one sibling's name is drawn, a number must then be assigned to each sibling in the draw.

iii) **Outside of the Regional French Immersion Program Boundary**

All students, regardless of whether their home or child care address is outside of the Regional French Immersion Program boundary, may apply to any or all Regional French Immersion Program school(s) if they meet the application process timelines. However, it is important to inform these applicants, those defined in Section 2.2.1 (ii) and (iii), that transportation will not be provided.

iv) **Day of the Lottery**

Regional French Immersion Program Principals are asked to:

- i) Invite participants to the library, gym or other suitable location;
- ii) Welcome all and begin with a prayer;
- iii) Following the guidelines, explain the lottery process to those present;
- iv) Record each applicant's name on a separate piece of paper and place into the relevant "tier" labeled boxes [refer to 2.2.1];
- v) Draw a name, one at a time, from the relevant "tier" labeled box, read the name aloud, and assign a number beginning with #1;
- vi) Request a volunteer to record the number on the piece of paper selected;
- vii) Volunteer will transcribe this number in the "Status" column on the spreadsheet provide;
- viii) Continue the process until all names in the relevant "tier" labeled box have been assigned a number;
- ix) Keep all written lottery entries and spreadsheet for reference.

v) **Following the Lottery**

Regional French Immersion Program Principals are asked to:

- i) Ensure that all lottery data is entered electronically into the Regional French Immersion Program database;
- ii) French Immersion classes can be filled to 23 students with the exception of one class being filled initially to 21 students. If the school has only one grade 1 French Immersion class, that class is filled to 21 students. (This enables the school to confirm that no siblings have been missed in the initial process. The last two spots in this class will be filled 3 weeks after the registration process begins)
- iii) Choose the appropriate Synervoice message from the 3 message text that are found in the principal's French Immersion instructions.
- iv) Mail and email (if possible) the appropriate follow-up letter to each applicant:
 - Internal Candidates – Purple Transfer Form and White S2 form
 - External Candidates - a Registration Package
 - Unsuccessful Candidates – a letter with a waitlist number
- v) Review the "Regional French Immersion Program Registration Process" checklist for registration details and waitlist procedures.

- vi) **Continue to add names to the Regional French Immersion programs wait list even if classes are full.**
 - *Please refer to French Immersion Team Drive for all forms*

2.3 REGISTRATION PROCESS

2.3.1 General

- i) Families have been notified by the French Immersion School on the status of their application.
- ii) Families will have up to the specified date, designated in their letter.
- iii) Confirmation from the parent/ guardian must be received (preferably in writing), indicating acceptance or refusal of the placement prior to the placement being offered to the next waitlisted student.
- iv) Waitlisted students who are offered a spot will have a **5 business day timeline** to register. If they decline, the spot is to be offered to the next child on the waitlist, with a similar timeline for registration.
- v) School continues to accept applications at the school, recording the date and time of application, after the online application has closed.
- vi) School Staff shall:
 - Document the date of the parent's/guardian's acceptance
 - Document the date if parents/guardians/guardians decline the spot and record the reason for data collection purposes.
- vii) Maintain and update the database as families register or decline placements.
- viii) When families decline a placement, record the reason/rationale provided for the decline.
- ix) Provide database updates to the board as requested.

2.3.2 Internal Applicants (Currently registered in a YCDSB school within the FI Regional Boundary)

- i) Parents/guardians complete a Purple French Immersion Transfer Form and a White S2 *Emergency Procedures and Consent Form* (Please note that the forms must be colour coded to identify FI process)
- ii) Parents/guardians return completed forms to their **current** home school
- iii) The home school Principal shall:
 - 1. Sign the transfer form;
 - 2. Provide a copy to the parent;
 - 3. File a copy in the OSR and;
 - 4. Send the original transfer form and S2 to the Regional French Immersion school by the date designated.
- iv) The home school transfers/inactivates the student's information from Maplewood to the Regional French Immersion school.
- v) The Regional French Immersion school sends the OSR transfer request to the home school in June.

2.3.3 Internal Applicants (Currently registered in a YCDSB school living outside regional FI boundary

- i) Follow all steps above in 2.3.2
- ii) TCH 19 is required
- iii) No Transportation is provided

2.3.4 External Applicants (not registered in YCDSB)

- i) Parents/guardians complete a full registration package (S1) with original documentation as per admission policy (include TCH19 if applicable).
- ii) The home school shall enter registration information into Maplewood.
- iii) Parents must take registration package to their respective home English boundary school.
- iv) The Regional French Immersion School will send an OSR transfer request to the home school in June.

2.3.5 Waitlists

The School shall:

Please Note: Before offering the placement to the next waitlisted candidate, ensure that the previous candidate's parent has declined.

- i) Contact wait list applicants in numerical order until all placements are full
- ii) Update the Regional French Immersion database as they accept/decline
- iii) Issue wait list letters to internal and external applicants to welcome new registrants
- iv) Provide external applicants with a full registration package to be completed
- v) Provide external applicants with a transfer form (TCH#19) for completion and have forms signed by the home school principal who then forwards it to the FI school.
- vi) Continue to add names, with detailed contact information, to your wait list, as new applicants call to inquire about the program and new openings may occur prior to November.

2.4 Request for a Sibling to attend the Regional French Immersion Program School

2.4.1 Process Steps for Registering Siblings of French Immersion Students presently at YCDSB:

- i) Parent completes a TCH19 application to have the sibling attend the Regional French Immersion Program school.
- ii) If the school accepts the TCH19 application, the student will be transferred.
- iii) The current home school is requested to provide all documentation eg. Birth, Baptismal, certificate, S1 (*Registration Form*), S4 (*Pupil Eligibility for ESL/Literacy Development Funding*) or other immigration documents in the OSR. **No new registration package is required.**

2.4.2 Process Steps for Siblings of French Immersion Students not presently registered in YCDSB:

- i) If a sibling is not registered in the YCDSB, a complete Registration package must be completed at the home school.
- ii) Parent completes a TCH19 application to have the sibling attend the Regional French Immersion Program school.
- iii) If the school accepts the TCH19 application, the student will be transferred.

2.5 Delayed Entry

2.5.1 A late entry to the grade one class of the Regional French Immersion Program will be considered under most circumstances until December 1st. Special circumstances are addressed by the school Principal, Superintendent and Superintendent of Curriculum and Assessment. I.e. French speaking parent(s) or student.

2.5.2 The following parameters need to be assessed when considering delayed entry:

- i) Child's interest in French Language acquisition.
- ii) Mid-term report checklist of learning skills.
- iii) Parental support for transition to the Regional French Immersion Program.

For entry into grades later than Gr. 1, students must be leaving a French Immersion program in another school or school board, or equivalent French language instruction and be eligible to meet the requirements for the YCDSB FI certificate.

2. DEMISSION FROM A REGIONAL FRENCH IMMERSION PROGRAM

2.1 Re-entry to Regular English Track Program

- i) Prior to consideration of withdrawal, accommodations for learning needs supported by the School Based Resource Team at the Elementary level or the Student Success Team and Guidance Counsellor at the Secondary level, should be developed and implemented in consultation with Administration and the parents/guardians.
- ii) When a student is being considered for withdrawal an appropriate meeting will be arranged between school staff and parents/guardians to discuss the needs of the student.
- iii) When parents/guardians have indicated that they wish to have their child returned to their home school, a re-entry meeting will be held and an appropriate transition plan will be developed and implemented.
- iv) The student will return to their home school unless parents/guardians wish to pursue a TCH 19 application without transportation at the Regional French Immersion program location.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 412
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date:</i> June 19th, 2012	<i>Last Approval Date:</i>

POLICY TITLE: PROGRESSIVE DISCIPLINE

SECTION A

1. PURPOSE

The York Catholic District School Board believes that its first priority is to provide the best possible educational environment that supports achievement for all students. The Board is responsible for employing staff who conduct themselves appropriately and in a professional manner in its workplaces. Employees who engage in inappropriate conduct or whose behaviour conflicts with Board policy will be subject to appropriate discipline. The key objective of progressive discipline is to assist employees in understanding that a conduct or behavioural problem exists and that there is opportunity for improvement.

2. POLICY STATEMENT

It is the policy of York Catholic District School Board to apply progressive discipline in order to provide guidance in correcting unacceptable behaviour and to discourage its recurrence.

Employees who behave inappropriately due to a physical or mental disability, such as substance abuse, will not be subject to progressive discipline. It is the York Catholic District School Board's policy to address such matters through disability management in accordance with the *Ontario Human Rights Code* and/or the *Ontario College of Teachers' Act*, in the case of a certified member of the Ontario College of Teacher's who is found unfit to practice.

3. PARAMETERS

General

- 3.1 Disciplinary action taken must be consistent with the concept of "just cause".
If an employee has been guilty of serious and/or professional misconduct, habitual neglect of duty, incompetence, or conduct incompatible with his or her duties, or prejudicial to the employer's business, or if he or she has been guilty of wilful

- disobedience to the employer's orders in a matter of substance, the law recognizes the employer's right summarily to dismiss the delinquent employee.
- 3.2 It is the general approach of the Board to correct inappropriate conduct, not punish it. Formal corrective action will be initiated by the identification and isolation of problem situations in a supportive and non-intrusive manner.
- 3.3 The Board will establish administrative procedures for the progressive discipline process to ensure fair and consistent treatment of all employees.
- 3.4 Progressive discipline allows an employee the opportunity to correct his or her behaviour or conduct. Disciplinary action is based on the severity, frequency or other circumstance of the incident and as warranted by the situation. Progressive discipline may start with a verbal reprimand and may culminate in termination. Any stage(s) of the disciplinary process may be repeated or omitted at the discretion of the Board.
- 3.5 **Progressive discipline applies to all employees employed by the Board.**
- 3.6 Employees must be treated with dignity and respect throughout the progressive discipline process.
- 3.7 Employees employed by the York Catholic District School Board are expected to respect and uphold Roman Catholic values and teachings.
- 3.8 Behaviour by a Board employee that is found to be contrary to the teachings of the Roman Catholic faith may be considered denominational cause and subject to progressive discipline and/or dismissal **from employment.**
- 3.9 For allegations related to workplace violence, general harassment, ~~or~~ sexual harassment **or racial harassment** refer to the Board's ~~Violence in the Workplace~~ **Violence and, Respectful Workplace Harassment** policies and procedures respectively, for additional guidance.
- 3.10 For situations involving unsatisfactory "teaching performance" for either a "new teacher" or experienced teacher, please refer to the *Education Act* and regulations as well as applicable Board policies and procedures as outlined in paragraph 6.0 Cross References.

Employee/Student Relationships

- 3.11 All employees are expected to maintain professional and appropriate relationships with students.
- 3.11.1 This responsibility extends to students in the employee's class, school, throughout the school system and to other students for whom an employee is considered to hold a position of trust.
- 3.11.2 The responsibility to maintain an appropriate relationship lies with the employee, and does not rest with a student, even if a student attempts to initiate an inappropriate relationship.
- 3.11.3 It is expected that this professional and appropriate boundary be respected for a minimum of eighteen months after the student graduates from or leaves the system, at which time the former student must have attained a minimum age of eighteen (18).

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To establish guidelines and expectations as outlined in all applicable legislation, professional association requirements, Board policies and procedures, Collective Agreements and any other document that defines appropriate employee behaviour.

- 4.1.2 To consider and make decisions on recommendations from senior administration to terminate the employment of Board employee(s).
- 4.1.3 To authorize the Director of Education to report the termination of a teaching contract to the Ontario College of Teachers in accordance with the *Ontario College of Teachers' Act* and the *Education Act*.
- 4.2 Director of Education**
 - 4.2.1 To oversee compliance with the Progressive Discipline policy and procedures.
 - 4.2.2 To report to the Ontario College of Teachers, in writing, as required pursuant to the *Ontario College of Teachers' Act*, as well as other applicable governing colleges.
- 4.3 Superintendent of Human Resources**
 - 4.3.1 To support and provide direction in the application of the Progressive Discipline policy.
 - 4.3.2 To formulate work requirements and behavioural expectations.
 - 4.3.3 To manage disciplinary situations and administer/conduct the investigations into any allegations of professional misconduct.
 - 4.3.4 To administer corrective disciplinary action.
- 4.4 Superintendents/School Administrators/Department Managers/Supervisors**
 - 4.4.1 To communicate work requirements and behavioural expectations.
 - 4.4.2 To conduct the fact finding/counselling meeting as directed by the Superintendent of Human Resources.
- 4.5 Employees**
 - 4.5.1 To be aware of Board policies and expectations regarding appropriate employee behaviour.
 - 4.5.2 To demonstrate professional behaviour consistent with individuals who are responsible for the safety, learning and wellbeing of students.
 - 4.5.3 To ensure that employee/student relationships are professional and appropriate at all times.
 - 4.5.4 To ensure that no sexual relationship is established with a student of any age.

5. DEFINITIONS

5.1 Denominational Cause

Roman Catholic minorities were granted constitutional protection with respect to denominational schools at the time of Confederation, (s. 93 *Constitution Act, 1867*). This historical protection continues today with the Board's right to impose terms and conditions of employment relating to the practice of the Roman Catholic religion. Employees are therefore required to observe and comply with these religious standards and to be good examples in their manner of behaviour.

5.2 Employee

An employee is an individual employed by the Board in a casual, temporary or permanent position including but not limited to school administrators, middle management/supervisors, all school and Catholic Education Centre staff.

5.3 Inappropriate Conduct

Inappropriate conduct refers to behaviour for which the employee is responsible and which is deserving of corrective or disciplinary action.

Inappropriate conduct includes, but is not limited to, the following:

- i) Culpable tardiness;
- ii) Culpable absenteeism;
- iii) Unsatisfactory work performance;
- iv) Professional misconduct;
- v) Insubordination;
- vi) Unacceptable use of technology;
- vii) Any conduct that reflects negatively on the school Board.

5.4 Professional Misconduct

Professional misconduct refers to the failure of a licensed professional (for example a member of the Ontario College of Teachers) to meet the accepted standards of practice.

Professional misconduct includes but is not limited to the following:

- i) Failure to maintain the standards of the profession (Ontario College of Teachers);
- ii) Verbal, physical or sexual abuse;
- iii) Inadequate supervision;
- iv) Conduct unbecoming of the profession.

6. CROSS REFERENCES

YCDSB Policy 204 Child Protection and Abuse
YCDSB Policy 218 Code of Conduct
YCDSB Policy 406 Performance Appraisal of Academic Staff
YCDSB Policy 407 Criminal Background Checks
YCDSB Policy 408 Employee Acceptable Use of Information Technology
YCDSB Policy 410 Principal and Vice Principal Performance Appraisal
YCDSB Policy 423 Conflict of Interest for Employees
YCDSB Policy 425 Workplace Harassment
YCDSB Policy 427 Workplace Violence

Child and Family Services Act

Education Act

Ontario College of Teachers' Act

Ontario Labour Relations Act

Approval by Board

June 19th, 2012

Date

Effective Date

June 19th, 2012

Date

Revision Dates

Date

Review Date

June 19th, 2012

Date

POLICY TITLE: PROGRESSIVE DISCIPLINE POLICY

SECTION B: GUIDELINES

Progressive discipline, also known as corrective or constructive discipline, is a process for dealing with job-related behaviour or conduct, including work performance, that does not meet expected and communicated performance or conduct standards.

The primary purpose of progressive discipline is to assist the employee to understand that a conduct or performance problem exists and give the opportunity for improvement. Before performance or disciplinary issues are discussed, the supervisor should have given reasonable expectations (oral and written) to the employee.

The process of progressive discipline is intended to assist the employee to overcome conduct or performance problems and to satisfy job expectations. Progressive discipline is most successful when it assists an individual to become an effective performing member of the organization.

Progressive discipline, properly applied, is not harassment or workplace harassment.

The Board's procedures, an addendum to this policy contains information related to the following components:

1. PRIOR TO UNDERTAKING THE PROGRESSIVE DISCIPLINE PROCESS

Where an incident or behaviour does not comply with Board expectations, and where there has been no prior discipline, it may be appropriate and sufficient to provide clarification in a non-disciplinary format.

2. PROGRESSIVE DISCIPLINE PROCESS

- 2.1 Basic Principles
- 2.2 The Investigation

3. PROGRESSIVE DISCIPLINE

Four progressive levels of progressive discipline.

- 3.1 Verbal Warning
- 3.2 Written Warning
- 3.3 Written Warning with Sanctions
- 3.4 Termination

4. RECORDS

All records to be kept in accordance with the Board's Records Management and Retention Schedule.



York Catholic District School Board

PROCEDURE: PROGRESSIVE DISCIPLINE

Addendum to Policy 412: Progressive Discipline

Effective: xxxx 2017

PURPOSE

The primary purpose of progressive discipline is to assist the employee to understand that a conduct or performance problem exists and give the opportunity for improvement. Before performance or disciplinary issues are discussed, the supervisor should have given reasonable expectations (oral and written) to the employee.

These procedures are designed in conjunction with Policy 412 Progressive Discipline and outline the processes for dealing with job-related behaviour or conduct, including work performance.

1. PRIOR TO UNDERTAKING THE PROGRESSIVE DISCIPLINE PROCESS

It may be appropriate and sufficient to provide clarification in a non-disciplinary format.

This clarification can take two forms, Counselling or a Letter of Expectation.

1.1 Counselling

A counselling interview is a discussion which:

- i) Describes the undesirable behaviour or action;
- ii) Explains why the behaviour or action was unacceptable;
- iii) Allows the employee to provide an explanation;
- iv) Outlines expectations for desirable and/or acceptable behaviour or actions;
- v) Cautions that disciplinary action may follow if unacceptable behaviour continues; and
- vi) Clarifies that the discussion is not disciplinary but that it will be taken note of in order to follow up on possible further disciplinary incidents.

1.2 Letter of Expectation

A letter of expectation contains the same information as the counselling interview, but is in the form of a letter to the employee.

2. PROGRESSIVE DISCIPLINE PROCESS

2.1 BASIC PRINCIPLES

- 2.1.1 While a supervisor has the right to discipline an employee, the principles of due process and fairness will be followed and a clear demonstration that the discipline is appropriate in the circumstances will be provided. The essential measures for establishing these requirements are as follows:
 - 2.1.2 Is the employee responsible for the alleged inappropriate behaviour or work performance deficiencies?
 - 2.1.3 Does the situation warrant corrective discipline?
 - 2.1.4 Is the penalty appropriate having due regard to all of the circumstances?
 - 2.1.5 The employee will be made aware of his/her right to union representation, if applicable, throughout the process.

2.2 THE INVESTIGATION

- 2.2.1 Disciplinary action is taken only after the incident has been thoroughly investigated and the employee has been given an opportunity to respond to allegations at a meeting.
- 2.2.2 The Superintendent of **Human Resources** may for specific reasons, such as the safety of the employee involved, students, or other employees, or the involvement of CAS or the police, place an employee on home assignment pending the results of the investigation.

- 2.2.3 The assignment out of the workplace pending investigation is just that. It is not a suspension as the use of that term may imply that disciplinary action has been applied before the investigation has been completed.

3. PROGRESSIVE DISCIPLINE

Generally, the application of progressive discipline occurs in four progressive levels:

3.1 Verbal Warning

A verbal warning requires the documentation of inappropriate conduct. A verbal warning is a statement to the employee by an appropriate supervisor identifying a need for change in behaviour related to employment. After the required investigation process, the nature of the problem, what is required to correct the problem and the potential consequences of failure to make such a correction are clarified with the employee.

3.2. Written Warning

3.2.1 A written warning will explain the standard that will be used to judge the employee.

3.2.2 If the problem persists (or more problems emerge), Human Resources, after the required investigation process, may provide the employee with a written warning detailing the misconduct or performance deficiencies, along with the consequences.

3.3 Written Warning with Sanctions

A written reprimand with sanctions is the documentation of inappropriate conduct of a more serious nature or where the original problem persists. A written warning with sanctions also provides the rationale for additional disciplinary action which may include non-voluntary transfer, demotion or suspension.

3.4 Termination

Termination is dismissal of an employee from employment with the Board. Depending on the conduct at issue, termination may be the final stage in progressive discipline or, where misconduct is of such magnitude, termination may be the immediate consequence.

4. RECORDS

All documents pertaining to the application of progressive discipline will be kept in Human Resources in the applicable employee's personnel file for up to seven years in accordance with the Board's Records Management and Retention Schedule.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 424
<i>Former Policy #</i> 415	<i>Page</i> 1 of 4
<i>Original Approved Date</i> January 26, 1993	<i>Subsequent Approval Dates</i>

POLICY TITLE: DISPOSITION OF COMPLAINTS AGAINST EMPLOYEES

SECTION A

1. PURPOSE

The York Catholic District School Board believes that all students, parents/guardians and Employee have the right to a safe learning and working environment and that each person is responsible for creating and sustaining that environment. Respect for self and others, contributing to the common good, accepting accountability and responsibility for one's own actions, seeking and granting forgiveness, acting morally and legally as a person formed in the Catholic traditions and the promotion of self-discipline are cornerstones of this belief.

The York Catholic District School Board recognizes that there may be an occasion when a complaint is made concerning the general operation of the school or the workplace including a complaint against an Employee, or the administration and/or the interpretation of York Catholic District School Board policies. The purpose of this policy is to support the settlement of such complaints in a manner consistent with the Board's Mission, Vision and Core Values.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all Board employees will at all times conduct themselves in a manner consistent with the Mission, Vision and Core Values of the York Catholic District School Board. Furthermore, Board employees will commit themselves to ethical, professional, respectful and lawful conduct in the promotion of Gospel values and the provision of quality Catholic education for all students.

The York Catholic District School Board affirms its commitment to ensure that a complaint against an employee is resolved in a climate of openness, tolerance and trust. Moreover, resolution will be encouraged in a manner that is early, informal and as close to the source of conflict as possible.

3. PARAMETERS

- 3.1 A complaint against an employee will be dealt with in a just, timely manner that respects the dignity and rights of all parties involved.
- 3.2 Trustees and administrative staff will make every reasonable effort to encourage and support resolution of the matter at the local level by the parties most directly involved.
- 3.3 Efforts to address the complaint will be consistent with applicable provisions of collective agreements, legislation and Board policies.
- 3.4 Where the complainant has dealt directly with the employee and is not satisfied with the response or the manner in which the matter was addressed, the complainant or employee may ask the superordinate to assist with the resolution process.
- 3.5 Anonymous complaints or material of an illegal, abusive or protection matter will be referred to the appropriate party or parties such as the police and/or Family and Children Service. Anonymous complaints received by administrative staff, excluding those which it is believed refer to an illegal, abusive or protection matter will be destroyed.
- 3.6 An employee has the right to be informed, by the superordinate as soon as practicable, of the nature and the specifics of a complaint made against them by a member of the public.
- 3.7 Staff will bring closure to any meeting where behaviour becomes aggressive.
- 3.8 Although the subject matter of meetings between parent/guardian and an employee (including meetings at which a representative or a parent/guardian is present) may be fairly broad, these meetings will generally relate to the education of the parent's/guardian's student at the school in question. However there are certain matters that employees are unable to discuss with the parent/guardian.
 - 3.8.1 Such matters that cannot be discussed include for example personal details or disciplinary measures concerning other students and personal details related to an employee and/or performance issues related to an employee.
 - 3.8.2 In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parent's/guardian's student at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or personal details about an employee or issues relating to an employee's performance.
- 3.9 If individuals are not satisfied with the outcome of the complaint process, individual complainants may also make a written request to the Chair of the Board to make a delegation to the Board. Any approved delegation will be conducted in accordance with the YCDSB By-Laws and Procedures on Delegations and depending on the nature of the issue may be dealt with at an in camera private session or in the public session of a Board meeting.

- 3.10 Complainants who persist in opposing rules, routines and functions of a school or the Board, to the point of complaints being malicious, frivolous, vexatious or harassing of employees, will be advised that such action will not be condoned or tolerated.
- 3.11 The Board will establish independent procedures for resolving complaints of parent(s)/guardian(s) on school based matters.
- 3.12 A parent/guardian has the right to have a representative of their choosing in attendance at meetings with an employee, subject to any limitations established in administrative procedures. Any costs/expenses associated with such a representative are the responsibility of the parent/guardian.
- 3.12.1 Principals, employees and the parent/guardian will be notified in advance of a meeting as to who is anticipated to be in attendance.
- 3.12.2 A representative supporting the parent/guardian must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parent/guardian and an employee.
- 3.13 There is an obligation on all persons involved in conflict resolution to maintain confidentiality, subject to disputants and others being able to share enough information to attempt to resolve the conflict.
- 3.14 Records will be retained in keeping with the requirements of the Board's records schedule and the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To facilitate the communication process between parents/guardians and the appropriate employee.
- 4.1.2 To direct parents/guardians to the process which should be followed in resolving any concerns or the appropriate person or step in the process (dependent on the steps the parent/guardian has already undertaken to resolve the concerns at the time the Trustee is contacted) but shall not act as a representative of the parent/guardian.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Disposition of Complaints against Employees policy and procedures.

4.3 Superintendents/School Administrators

- 4.3.1 To support and provide direction in the application of the Disposition of Complaints against Employees policy.

4.4 Catholic School Councils

- 4.4.1 To immediately refer all parent/guardian – teacher – student issues to the principal.
- 4.4.2 To avoid the discussion of individual parent/guardian - teacher - student issues.

4.5 Employees

- 4.5.1 To be aware of Board policies and expectation regarding appropriate employee behaviour.
- 4.5.2 To demonstrate professional behaviour consistent with individuals who are responsible for the safety, learning and well-being of students.

5. DEFINITIONS

5.1 Anonymous Complaint

Anonymous complaints or materials, unless it is believed that such complaint or material references an illegal, abusive or protection matter, or is otherwise believed to be relevant in law will not be considered, copied, distributed, repeated, responded to or entertained by the Board.

5.2 Complaint

A complaint is defined as any oral or written communication expressing dissatisfaction with the application of policies, procedures, programs, services or actions of an employee. Those expressing an oral complaint will be required to put the complaint in writing, dating and signing the complaint to facilitate the resolution of the issue.

5.3 Employee

An employee is an individual employed by the Board in a casual, temporary or permanent position including but not limited to school administrators, middle management/supervisors, all school and Catholic Education Centre employees.

6. CROSS REFERENCES

YCDSB Policy 609 Accessibility Standards for Information and Communication

Approval by Board

_____ *Date*

Effective Date

_____ *Date*

Revision Date(s)

_____ *Date*

Review Date

_____ *Date*



York Catholic District School Board

INDEPENDENT PROCEDURE:

DISPOSITION OF COMPLAINTS AGAINST EMPLOYEES

Addendum to Policy 424: Disposition of Complaints Against Employees

Effective: xxxx 2017

PURPOSE

This Independent Procedure is designed in conjunction with YCDSB Policy 424 Disposition of Complaints Against Employees.

1. The complainant should first seek resolution of a complaint with the employee involved, at a mutually convenient time.
2. If the complainant and the employee are not able to resolve the complaint, the complainant may request that the matter be reviewed by the employee's immediate supervisor. The immediate supervisor will review the matter and work to resolve the complaint.
3. If the complainant and the employee's immediate supervisor are not able to resolve the complaint, the complainant may request that the matter be reviewed by the school's or department's Superintendent. The Superintendent will review the matter as it relates to established policies and procedures and operational practices and will respond to the complainant about his/her complaint.
4. If the complainant and the Superintendent are not able to resolve the complaint, the complainant may request that the matter be reviewed by the Associate Director. The Associate Director will review the matter and respond to the complainant about his/her complaint.
5. If the complainant and the Associate Director are not able to resolve the complaint, the complainant may request the matter be reviewed by the Director of Education. The Director of Education will review the matter and respond to the complainant about his/her complaint.



YORK CATHOLIC DISTRICT SCHOOL BOARD

No.: 415

Section: Staff

Approved: January 26, 1993

Board Approved Revision Date:

Implementation: Director of Education

POLICY:

DISPOSITION OF COMPLAINTS ABOUT STAFF

It is the policy of the Board to deal with complaints in a professional and effective manner. Trustees and Administration support the need to follow appropriate guidelines which establish clear lines of communication that are understood and respected by all staff, trustees and ratepayers. This policy is designed to encourage effective resolution of complaints.

CROSS REFERENCE

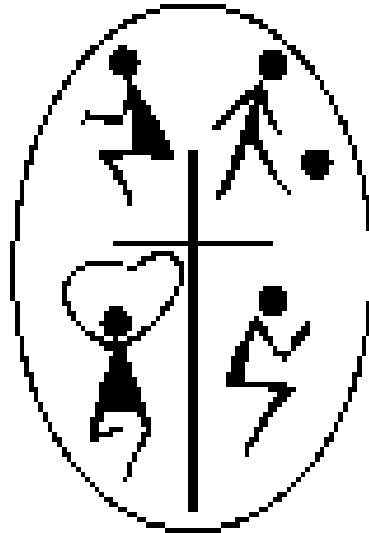
1. Procedures re. Disposition of Complaints about Staff
2. Policy #812 - Disposition of Complaints: Parents and Public to Trustees

YORK CATHOLIC DISTRICT SCHOOL BOARD

P R O C E D U R E S

DISPOSITION OF COMPLAINTS ABOUT STAFF

(Cross Reference Policy 415 Section: Staff)



**Approved
January 26, 1993**

**F. S. Bobesich
Director of Education**

**Terrance Ryan
Chairman of the Board**

PROCEDURES
DISPOSITION OF COMPLAINTS ABOUT STAFF
(Reference Policy 415)

A. POLICY

DISPOSITION OF COMPLAINTS ABOUT STAFF

It is the policy of the Board to deal with complaints in a professional and effective manner. Trustees and Administration support the need to follow appropriate guidelines which establish clear lines of communication that are understood and respected by all staff, trustees and ratepayers. This policy is designed to encourage effective resolution of complaints.

B. DEFINITION

1. For the purpose of this policy statement a complaint is defined as a disagreement, criticism or allegation directed against a decision, an action, an omission or a process initiated by staff in fulfilling the duties required within:
 - The Education Act;
 - Board Policy and/or Respective Section Policy Procedures;
 - Administrative Directives;
 - The overall daily management/operation of a classroom, school, administrative or service unit.

C. GENERAL PROCEDURE

- 2.1 Staff should inform their immediate superordinate of a potential complaint.
- 2.2 It is understood that the procedures of the Board do not provide for the receipt of specific complaints against school or Board personnel in public session.
- 2.3 Complaints that are related to sexual, racial and ethnocultural harassment are to be dealt with Policy #810/810F.
- 2.4 Complaints that are related to transportation are to be dealt with under Policy #203.
- 2.5 Knowledge of the receipt of a complaint and/or copies of all written documentation shall be provided to the person complained about without delay.
- 2.6 Storage of written documentation shall be under security and in accordance with The

Freedom of Information and Protection of Privacy Act.

- 2.7 None of these procedures shall be deemed to deprive any of the parties to the dispute of their rights under The Education Act, The Teaching Profession Act, The Labour Relations Act or other relevant legal provisions.
- 2.8 It is understood that at any point in this procedure, all parties may seek advice or representation from their respective association(s) or legal agents.
- 2.9 Any person participating in the Complaints Procedure shall do so without prejudice.
- 2.10 If a superordinate receives a complaint about a subordinate the referral of this information to the subordinate must be through the immediate superordinate.
- 2.11 Where there is both an academic and non-academic superordinate in line the complaint shall be referred to the academic superordinate who shall apprise the non-academic superordinate and may according to the nature of the complaint and/or the nature of the collective agreement refer the complaint to the non-academic superordinate for resolution.
- 2.12 Nothing in this policy shall prevent parents or members of the community from communicating a complaint directly to a trustee or the Director of Education as Secretary of the Board.
- 2.13 If an employee of the Board or trustee of the Board in the capacity of parent, is the complainant, the employee or trustee in the capacity of parent, shall follow the procedures outlined in this Policy.
- 2.14 The staff person receiving a complaint should acknowledge receipt of written documentation or phone message and confirm that the complainant is aware of the Procedure 3.1.2.
- 2.15 Where a joint plan of response is required, it is meant that the superordinate and the subordinate shall co-operatively choose a course of action.
- 2.16 Under normal circumstances anonymous complaints either written or verbal shall not be accepted or acted upon and anonymous written complaints shall be destroyed. In the case of anonymous verbal complaints the complainant will be instructed in the procedure and referred, if possible, to the person complained about.

D. PROCEDURE TO BE FOLLOWED IN THE RECEIPT OF A COMPLAINT DIRECTED AGAINST AN EMPLOYEE OF THE SCHOOL SYSTEM

3.1 Phase I in the receipt of an authored complaint:

- 3.1.1** Upon receipt of a written complaint the person complained about shall receive a copy of the complaint.
- 3.1.2** Upon receipt of a verbal or written complaint the person in receipt of the complaint shall ascertain if the procedure has been followed.
- 3.1.2.1.** If no, the person in receipt of the complaint shall explain the complaints procedure to the complainant and direct the complainant to communicate directly with the person complained about.
- 3.1.2.2.** If yes, the person in receipt of the complaint shall determine the nature of the complaint, and the solution sought, and facilitate a joint plan of response.
- 3.1.3** If no resolution is forthcoming from the plan of response the parties shall move to Phase II.
- 3.2 Phase II in the receipt of an authored complaint:**
- 3.2.1.** Where the parties involved in Phase I are unable to resolve the complaint, the immediate superordinate shall be informed and shall attempt to bring about a joint plan of response in which written documentation may be required.
- 3.2.2.** Where a resolution is achieved the immediate superordinate shall provide a written summary of the resolution, forward copies to the parties involved and file under security in accordance with The Freedom of Information and Protection of Privacy Act.
- 3.2.3.** If no resolution is forthcoming from this joint plan of action the parties shall move to Phase III.
- 3.3 Phase III in the receipt of an authored complaint:**
- 3.3.1.**
- 3.3.1.1** The complainant shall provide a signed summary to the appropriate superordinate.
- 3.3.1.2.** The respondent may provide a written summary to the appropriate superordinate.
- 3.3.1.3** The superordinate shall provide copies to the opposing parties and to the immediate superordinate.

3.3.2 The superordinate shall attempt to facilitate resolution of the complaint.

3.3.3 Where a resolution is achieved the superordinate shall provide a written summary of the resolution, forward copies to the parties involved, and file under security in accordance with The Freedom of Information and Protection of Privacy Act.

3.3.4 If no resolution is forthcoming at this stage the parties shall move to Phase IV.

3.4 Phase IV in the receipt of an authored complaint:

3.4.1. All documentation shall be forwarded to the Director of Education including a summary by the appropriate superordinate involved in Phase III and the Director shall attempt to resolve the complaint.

3.4.2. Where a resolution is achieved the Director shall provide a written summary of the resolution, forward copies to the parties involved, and file under security in accordance with The Freedom of Information and Protection of Privacy Act.

3.4.3. If no resolution is forthcoming at this stage the parties shall move to Phase V.

3.5 Phase V in the receipt of an authored complaint:

3.5.1. The Director of Education shall take the complaint to the Committee of the Whole of the Board or where legislated before the Board for final resolution.

REPORT

Report To: Policy Review Committee
From: Administration
Date: June 6, 2017 (Revised from April 4, 2017)
Report: YCDSB By-Law 1: Operational By-Law

Executive Summary

This brief report contains revisions to the YCDSB By-Law 1: Operational By-Law for presentation to the Policy Review Committee.

Background Information

Direction to Staff received from the Chair of the Board was to revise the following sections of YCDSB By-Law 1: Operational By-Law for presentation to the Committee:

- 1) 2.2: Election Procedure (original (b) divided into (b) & (c) as noted below, remaining parameters renamed accordingly);
- 2) 3.1.12: Agenda for Board Meetings (provides clarity for the declaration of a conflict of interest for either the private and/or public session of any meeting of the Board);
- 3) 3.2.3: Notice Waived (suggested revision for discussion); and,
- 4) 4.1.12: Minutes

The revisions noted in “red” are for the consideration of the Policy Review Committee as noted below:

2.2 Election Procedure

- (a) With the chief executive officer or alternate presiding, the Board shall proceed to elect by separate vote a Chair and a Vice Chair, such election to be upon nomination and by secret ballot. A seconder is not required for a nomination. Such ballots to be counted by the presiding officer or delegate aided by two (2) scrutineers appointed by the presiding officer from among Board administration.
- (b) Trustees joining the meeting via telephone conference call will be permitted to be nominated as Chair and Vice Chair of the Board.
- (c) Through a process obtained by a scrutineer, Trustees **joining the meeting via teleconference** may participate in the secret ballot process by giving expressed permission to a person of their choice.
- (d) All nominees will be permitted to address the board members before voting commences for a maximum of 2 minutes.
- (e) All nominators will be permitted to introduce the nominee for a maximum of 1 minute.

- (f) Election shall require a clear majority of the votes cast.
- (g) (i) In the event of three or more candidates, the candidate receiving the lowest number of votes will be eliminated, and another vote will be held until there is a clear majority.
- (ii) In the event that there are three or more candidates, and that as a result of the vote there is no clear majority but there is a tie between the candidates receiving the lowest vote so that no candidate can be eliminated, a second vote will be held.
- (iii) If there is still a tie, the C.E.O. will draw lots between the candidates that have a tie vote, and the candidate whose name is drawn will be eliminated.
- (h) (i) In the event of two candidates, and an equality of votes at the election of a Chair and/or Vice Chair a second vote, by secret ballot, will be held.
- (ii) If there is still a tie, the C.E.O. will draw lots between the candidates that have a tie vote, and the candidate whose name is drawn will be eliminated.
- (i) At the first meeting of the trustees following a municipal election, the Board shall proceed in like manner to appoint the Archbishop of the Archdiocese as *Honorary Chair* and the Bishop of the Archdiocese as *Honorary Trustee*, who shall hold office until the expiry of the term for which the members of the Board were elected.

The above process is to be followed for all Board Committees except for Section 2.2, (d) and (e).

3.1.12 Agenda for Board Meetings

Minutes of the Public and Private Session, Board and Committee meetings will note when Trustees leave and return to the meeting.

Public Session

1. Opening Prayer
2. Roll Call
3. Approval of the Agenda
4. Declarations of Conflict of Interest for Current Meeting
5. Declarations of Conflict of Interest from Previous Meeting
6. Approval of the Previous Minutes
7. Business Arising from Minutes of Previous Meeting
8. Chair's Report/Update
9. OCSTA Board of Director's Update
10. Director's Report/Update
11. Student Trustees' Report
12. Recognitions/Outside Presentations
13. Presentations of Input Related to an Item on the Agenda
14. Journey Towards Our Vision
15. Action Items including committee reports
16. Discussion Items
17. Information items
18. Notices of Motion
19. Future Agenda Items/Requests for Information
20. Adjournment

Any items under "presentations", "discussions" or "information" may be dealt with as action items at the discretion of the Board.

Private Session

1. Opening Prayer
2. Roll Call
3. Approval of the Agenda
4. Declarations of Conflict of Interest for Current Meeting
5. Declarations of Conflict of Interest from Previous Meeting
6. Approval of the Previous Minutes
7. Business Arising From the Minutes
8. (a) Outside or (b) Staff Presentations
9. Action Items (Group A) including Committee Reports
10. Discussion Items
11. Information Items
12. Notices of Motion

RECESS (Student Trustees Excused)

13. Staffing Report
14. Action Items (Group B), including Committee Reports
15. Trustee Input to Senior Staff/Requests for Information
16. Rise and Report

3.2.3 Notice Waived

Provided however that the restrictions as to 48 hours' notice shall not apply to any special meeting of the Board for which the Secretary obtains unanimous verbal approval ~~of all trustees to the holding of such meeting, and to the subject matter to be dealt with thereat~~ of a 2/3 majority of the Board.

4.1.12 Minutes

The minutes shall be the responsibility of the resource official and shall be distributed to all members within one month of the meeting date (i.e., for those meetings that occur every other month or committee meetings that may be convened even fewer times throughout the year).

Recommendation

THAT the revisions to YCDSB By-Law 1: Operating By-Law, specific to Sections 2.2, 3.1.12 , 3.2.3 and 4.1.12 be approved as presented.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 201
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i>	<i>Last Approved Date</i>
September 27th, 2011	October 11th, 2011 May 8, 2012

POLICY: HEALTHY SCHOOLS

SECTION A

1. PURPOSE

It is the belief of the York Catholic District School Board (YCDSB) that:

- 1.1 The teachings of Christ are the primary pillar that support a Healthy School;
- 1.2 All students and staff are entitled to work and learn in Healthy Schools that are responsive to needs identified in relation to the Board and School Improvement Plans, and in accordance with Ministry Guidelines;
- 1.3 A Healthy School positively impacts student achievement and success; and
- 1.4 A Healthy School assists students in achieving Catholic Graduate Expectations.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to promote and sustain a Healthy School environment to encourage an active healthy lifestyle.

3. PARAMETERS

- 3.1 The York Catholic District School Board Healthy Schools Framework will guide all school community members in the development of a Healthy School.
- 3.2 The Healthy Schools Framework identifies these essential elements to creating a Healthy School Environment:
 - 3.2.1 Curriculum, Teaching & Learning
 - 3.2.2 Home, School, Parish & Community Partnerships
 - 3.2.3 Mental Health & Well-Being Strategy
 - 3.2.4 School & Classroom Leadership
 - 3.2.5 Social & Physical Environments
 - 3.2.6 Student Engagement

- 3.3 The Healthy Schools Framework offers curriculum connections, classroom resources and weblinks related to Nutrition, Physical Activity, Dental Health, Substance Misuse and Prevention, Tobacco Use Prevention, Injury Prevention, Handwashing, and Sun Safety Awareness.
- 3.4 Schools will establish a Healthy Schools Committee comprised of administration, staff, students, parents and/or community members.
- 3.5 Using the Healthy School Framework, Healthy School Committees will establish an annual Healthy School SMART goal, with appropriate strategies and timelines that are based on the unique needs of each school community.
- 3.6 Policy 201A Eating and Nutrition and Policy 201B Physical Activity should be reviewed annually by the Healthy Schools Committee when setting goals.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Healthy Schools policy.

4.2 Superintendent of Education overseeing Healthy Schools

- 4.2.1 To oversee the Board's processes to promote and sustain a Healthy School environment in alignment with the Ministry's Healthy School Strategy.
- 4.2.2 To support and act as a resource to the Health and Physical Education Consultant.

4.3 Superintendents of Education

- 4.3.1 To build system capacity and understanding of the YCDSB Healthy Schools Framework and how it connects to the YCDSB Vision and Religious Education and Family Life and Health programs;
- 4.3.2 To collaborate with schools and community partners (parish, municipal, regional and provincial) to promote a common understanding of a Healthy School;
- 4.3.3 To share successful practices and advise on future directions.

4.4 Principals and Vice-principals

- 4.4.1 To support school participation in the Healthy Schools Recognition Program led by the Ontario Ministry of Education and the York Region Healthy Schools Program;
- 4.4.2 To provide leadership and learning opportunities to teachers, students, staff, parents, school councils and community members to implement and sustain the YCDSB Healthy Schools Framework;
- 4.4.3 To create a Healthy School Committee (comprised of staff, parents, students and community partners), who will use the YCDSB Healthy Schools Framework to develop and implement an Action Plan for selected health topics;
- 4.4.4 To support students to participate in the Healthy Schools Committee and/or related activities to help meet the Catholic Graduate Expectations of responsible citizenship and development of self-directed, responsible, lifelong learning;

- 4.4.5 To use the YCDSB Healthy Schools Framework as a resource to support the development and implementation of the School Improvement Plan (e.g., in setting safe school goals as well as religious goals);
- 4.4.6 To support staff health by providing information on the Employee Assistance Program and support participation in the Employee Wellness Program and Faith Ambassadors Activities.

4.5 School Staff

- 4.5.1 To provide opportunities for students to increase their knowledge, skills, and attitudes with regards to the YCDSB Healthy Schools Framework;
- 4.5.2 To integrate the YCDSB Healthy Schools Framework into daily practices;
- 4.5.3 To participate in the Healthy School Committee and/or related activities;
- 4.5.4 To model healthy behaviours;
- 4.5.5 To provide opportunities for student leadership on the Healthy Schools Committee and related activities that help meet the Catholic Graduate Expectations of responsible citizenship and development of self-directed, responsible, lifelong learning.

4.6 School Councils

- 4.6.1 To support school participation in the Healthy Schools Recognition Program led by the Ontario Ministry of Education;
- 4.6.2 To provide educational opportunities for families around this policy;
- 4.6.3 To participate in the Healthy Schools Committee and/or related activities;
- 4.6.4 To support and promote the YCDSB Healthy Schools Framework as an integral part of activities within the school community.

4.7 Students, Parents, Community Members

- 4.7.1 To take opportunities to acquire and apply knowledge and skills that develop and sustain positive health habits in their home environments and school communities;
- 4.7.2 To participate in the Healthy School Committee and/or related activities.

5. DEFINITIONS

5.1. Daily Practices

Daily practices include but are not limited to curriculum delivery, religious celebrations, co-curricular activities, school and community events.

5.2. Healthy School

A healthy school provides opportunities for all school community members to make healthy choices in a working and learning environment that is respectful of their spiritual, social, emotional and physical well-being.

5.3. School Community Members

Includes, but is not limited to, parents, administrators, teaching staff, staff, students and members of the local parish community,

5.4. York Catholic District School Board Healthy School Framework

A framework that outlines school, community programs that can be utilized to implement healthy behaviour changes.

6. CROSS REFERENCES

YCDSB Policy 201A Healthy Schools: Eating & Nutrition

YCDSB Policy 201B Healthy Schools: Physical Activity

YCDSB Policy 209 Protection of Students with Anaphylaxis

YCDSB Policy 603A School Fundraising

Ontario Society of Nutrition Professionals in Public Health, October 2010

Sabrina's Law, An Act to Protect Anaphylactic Pupils 2005

<http://www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html>

Ontario Ministry of Children and Youth Services Student Nutrition Programs Nutrition Guidelines, 2005.

<http://www.gov.on.ca/children>

Ontario Ministry of Education Healthy Food for Healthy Schools Act, 2008

http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=1925

Ontario Ministry of Education Trans Fat Standards regulation

http://www.e-laws.gov.on.ca/Download?dDocName=elaws_regs_080200_e

Ontario Ministry of Education's Policy/Program Memorandum No. 150 School Food and Beverage Policy

<http://www.ontario.ca/healthyschools>

Approval by Board

May 8th, 2012

Date

Effective Date

May 8th, 2012

Date

Revision Dates

Date

Review Date

May 2017

Date

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 201A
<i>Former Policy #</i>	<i>Page</i> 1 of 9
<i>Original Approved Date</i>	<i>Last Approved Date</i>
June 21, 2011	June 19, 2012

POLICY: HEALTHY SCHOOLS - EATING AND NUTRITION

SECTION A

1. PURPOSE

The YCDSB recognizes that education is about the whole child and that healthy eating and nutrition practices, programs and curriculum initiatives will help students optimize their learning potential. This policy ensures that the York Catholic District School Board supports the Ministry Memorandum PPM 150 and provides a consistent message about food and nutrition to all staff, students and school volunteers. By creating a Healthy School Nutrition Environment, schools will be supporting a Christ-centred learning philosophy.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to promote and sustain Healthy School Nutrition Environments and healthy behaviours by requiring all schools to develop Healthy Food and Nutrition strategies through their Healthy School Committee that align with the Board's Healthy Schools Framework as well as all relevant Ministry of Education directives.

3. PARAMETERS

- 3.1 All schools in the York Catholic DSB shall comply with the Ontario Ministry of Education's *Healthy Food for Healthy Schools Act* (2008) and the *School Food and Beverage Policy/Program Memorandum* (PPM150) (2010).
- 3.2 All Principals, in consultation with staff, the Catholic School Council and the local Healthy Schools Committee, shall be responsible for implementing and monitoring this Policy and developing local strategies that align with the Board's Healthy Schools Framework.
- 3.3 **Food and Beverages Sold**
Any food or beverages sold (e.g., catered lunch days cafeteria, sporting events) shall be in compliance with PPM 150. Vendors shall be asked to sign a compliance letter to

ensure that PPM 150 standards are met. (Board Forms: Admin 120, 121)

3.4 Artificial Sweeteners

The sale of food and beverages that provide minimum nutritional value **and** artificial sweeteners are not permitted (e.g., soft drinks). Artificial sweeteners in food and beverages that provide Maximum Nutritional Value (e.g., yogurt) are permitted.

3.5 Celebrations

Any food or beverages offered for celebrations or as part of school-sanctioned contests shall be in compliance PPM 150.

3.6 Food or beverages are not to be given as a reward or withheld as a punishment.

3.7 Drinking water is to be freely available and accessible throughout the school day. Students are encouraged to provide a safe, reusable water bottle for this purpose.

3.8 Milk Program

Elementary schools are encouraged to implement a daily milk program with plain or chocolate milk (skim, 1% or 2% MF) that meets the nutrition criteria for milk outlined in PPM 150.

3.9 **Special-Event Days** (e.g., Pancake Tuesdays, Fun Fair, Meet the Teacher BBQ): Ten Special event days are allowed, as per PPM 150.

3.10 All foods sold in Board schools must be reasonably priced.

- a. In elementary schools, the Catholic School Council shall be involved in deciding the number of Hot Lunch days as well as the cost of the service provided to families, keeping in mind that many families may have several children at the school and that there may be peer pressure to participate in hot lunch programs.
- b. In the secondary schools, the cafeteria menu and prices shall be reviewed annually by the school's Healthy School Committee (which includes membership from the parent and student communities) keeping in mind variety and affordability. The Principal shall work with the Cafeteria operator to address any concerns or suggestions in a proactive manner.

3.11 In the secondary panel, there should be at least one vegetarian option on the daily cafeteria menu.

3.12 Anaphylaxis

The York Catholic District School Board Policy 209 *Protection of Students with Anaphylaxis* is to be enforced.

3.13 Food Safety

Food preparation complies with proper food safety practice. Principals are encouraged to work with York Region Community and Health Services to access food safety training for anyone handling food (e.g., staff, parent volunteers).

3.14 Hand washing

There shall be adequate time to wash hands before lunch.

3.15 Role Modeling

School Staff and volunteers are encouraged to be positive role models when choosing their meals and snacks, especially in the presence of students.

3.15 Time to Eat Lunch

Students shall have at least 20 minutes to eat lunch from the time seated. Secondary school lunch periods should fall between 11:00 am and 2:00 pm. where possible.

3.17 Parent/Guardian Education

School staff shall encourage Parents/Guardians to send nutritious lunches and snacks to school/events through positive role modeling and information provided in school newsletters/at events in collaboration with York Region Community and Health Services. Food in lunches should never be critiqued. Providing food with Maximum Nutritional Value at school will help to educate students and families about healthy eating.

3.18 Student Nutrition Programs

School staff/volunteers are encouraged to implement universal Student Nutrition Programs (healthy breakfast/snack programs) to ensure all students are ready to learn. These programs should be developed in consultation with York Region Food for Learning (www.foodforlearning.com) and the Ministry of Children and Youth Services Student Nutrition Program Guidelines. (www.studentnutritionprogram.ca)

3.19 Nutrition Education for Students

In elementary school, all students shall receive nutrition education via the Healthy Eating Component from the Ontario Health and Physical Education Curriculum (Grades 1-8), Healthy Living Strand. In secondary school, nutrition education should be incorporated into appropriate areas of the curriculum to help develop life long decision making skills for healthy living.

3.20 Nutrition Education and Fully Alive

Nutrition education ~~should also be~~ **is** integrated with the *Fully Alive* Family Life program and other Catholic education resources.

3.21 Nutrition Education for Staff

All staff shall be encouraged to participate in regular nutrition training sessions. The York Catholic District School Board shall provide opportunities for professional development and encourage staff to have adequate nutrition knowledge (e.g., articles, workshops, and websites).

3.22 Community Partnerships

Every effort shall be made to promote strategies to involve students, families, parish and the community (e.g., York Region Community and Health Services, York Region Nutrition Services, food vendors) in healthy eating education, and promoting and maintaining a Healthy School Nutrition Environment.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Healthy Schools – Eating and Nutrition policy.

4.2 Superintendent of Education overseeing Healthy Schools

- 4.2.1 To oversee the Board's processes for Healthy Schools in alignment with the Ministry's Healthy School Strategy.
- 4.2.2 To support and act as a resource to the Health and Physical Education Consultant.

4.3 Superintendents of Education

- 4.3.1 To assist the school in promoting and supporting healthy eating and nutrition for students.
- 4.3.2 To share successful practices and develop future directions.

4.4 Principals and Vice-principals

- 4.4.1 To support school participation in promoting healthy eating through both words and actions;
- 4.4.2 To provide leadership and learning opportunities to teachers, students, staff, parents, school councils and community members to implement and sustain healthy eating and nutrition in the school;
- 4.4.3 To work with the Healthy School Committee to provide information on healthy eating and nutrition.

4.5 School Staff

- 4.5.1 To provide opportunities for students to increase their knowledge, skills, and attitudes with regards to healthy eating and nutrition;
- 4.5.2 To integrate healthy eating and nutrition into daily practices;
- 4.5.3 To model healthy behaviours.

4.6 School Councils

- 4.6.1 To support school participation efforts in promoting and supporting healthy eating and nutrition.

4.7 Students, Parents, Community Members

- 4.7.1 To take opportunities to acquire and apply knowledge and skills that develop and sustain positive healthy eating and nutrition in their home environments and school communities.

5. DEFINITIONS

5.1 Healthy Eating

Healthy eating can be defined as the amount and variety of safe and culturally appropriate foods to provide the body with all the nutrients required, in adequate proportions. Nutrition is a major environmental influence in physical and mental growth and development in early life. Healthy eating should be an integral part of daily student life that contributes to the physiological, mental and social well-being of individuals.

5.2 Healthy School Nutrition Environment

A school with a Healthy Nutrition Environment is one that promotes and supports healthy eating for students through both words and actions. The goal is to ensure consistency between lessons students learn in the classroom and the nutrition messages provided in the school environment; for example, in the cafeteria and vending machines, on "catered lunch" days, during special events and fundraising.

5.3 Nutrition Tools for Schools® (NTS) Nutrition Standards

Nutrition standards that have been adapted from the Ministry of Education's School Food and Beverage Policy (PPM 150) Nutrition Standards. The PPM 150 Nutrition Standards include nutrition criteria for three categories: Sell Most, Sell Less and Not Permitted for Sale. The Nutrition Standards: Nutrition Tools for Schools include an additional category to identify food and beverages that meet or exceed the PPM 150 Nutrition Standards and provide Maximum Nutritional Value. By using the Maximum Nutritional Value category, schools will be complying with PPM 150.

6. CROSS REFERENCES

YCDSB Policy 201 Healthy Schools

YCDSB Policy 209 Protection of Students with Anaphylaxis

YCDSB Policy 603A School Fundraising

YCDSB Healthy Schools Resource Package – www.ycdsb.ca

YCDSB Healthy Schools Framework

YCDSB Forms: Admin. 120 Elementary Letter of Compliance

Admin. 121 Secondary Letter of Compliance

Nutrition Standards: Nutrition Tools for Schools

Institute for Catholic Education Resource Curriculum Links Between the Ontario Curriculum, Grades 1-8 Health and Physical Education and the Fully Alive Program, Ontario

Curriculum for Classroom Management Strategies and Other Catholic Education Resources

Ontario Society of Nutrition Professionals in Public Health, October 2010

Sabrina's Law, An Act to Protect Anaphylactic Pupils 2005

<http://www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html>

Ontario Ministry of Children and Youth Services Student Nutrition Programs Nutrition Guidelines, 2005.

<http://www.gov.on.ca/children>

Ontario Ministry of Education Healthy Food for Healthy Schools Act, 2008

http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=1925

Ontario Ministry of Education Trans Fat Standards regulation

http://www.e-laws.gov.on.ca/Download?dDocName=elaws_regs_080200_e

Ontario Ministry of Education's Policy/Program Memorandum No. 150 School Food and Beverage Policy

<http://www.ontario.ca/healthyschools>

Approval by Board

June 19th, 2012

Date

Effective Date

June 19th, 2012

Date

Revision Dates

Date

Review Date

June 19th, 2017

Date



Dear Lunch Caterer for Elementary Schools:

The York Catholic District School Board is committed to healthy schools for our staff and students. As part of this commitment to healthy eating, we ask you to review and understand the requirements of the Ontario School Food and Beverage Policy (P/PM 150) found on the web at <http://www.ontario.ca/healthyschools>. We are recommending that our schools sell food and beverages that provide Maximum Nutritional Value¹ (e.g. vegetables, fruit, whole grain bread, lean meats) in addition to meeting the Sell Most criteria of P/PM 150.

Caterers providing food and beverages to our schools are required to meet the following:

- All food and beverages must be prepared, served, and stored in accordance with Regulation 562 'Food Premises' as amended under the Health Protection and Promotion Act
- At least 80% of the food is from the Sell Most or Maximum Nutritional Value categories (e.g. fruit, vegetables, whole grain products, yogurt)
- No more than 20% of the food is from the Sell Less category (e.g. higher fat and sodium products)
- No food is from the Not Permitted for Sale category
- All beverages are from the Sell Most or Maximum Nutritional Value categories (e.g. 250 ml container size only, 100% juice, low-fat milk)

For further assistance with complying to the policy, you may choose to have your menu reviewed by a Registered Dietitian. To find a dietitian visit the Dietitians of Canada website at: <http://www.dietitians.ca/> and click on *Find a Dietitian*. For specific policy questions, call Eat Right Ontario at 1-877-510-5102. For further nutrition support, please call York Region Community and Health Services at 1-800-361-5653.

Principals will require a completed copy of the attached "Elementary School Letter of Compliance" to ensure that their lunch caterers comply with this new policy. This letter will be stored in the school office and the completion of the form is required annually.

We look forward to working with you and thank you for your commitment to healthy schools.

Sincerely,

Patricia Preston,
Director of Education

Carol Cotton,
Chair of the Board

¹ Criteria for food and beverages with Maximum Nutritional Value that meet or **exceed** P/PM 150 can be found in the Nutrition Tools for Schools[®] Nutrition Standards - www.york.ca/nutrition.



Elementary School Letter of Compliance

To be completed annually by Lunch Caterers in York Catholic District School Board schools.

Lunch Caterer's Name(s) (Please print): _____

Address: _____

Phone number(s): _____

I, the above named caterer(s) have read and understood the requirements of the Ontario School Food and Beverage Policy (P/PM150).

I will ensure that any food and beverages provided for sale in schools will meet the following requirements of P/PM 150:

Please check:

- ☐ All food and beverages are prepared, served, and stored in accordance with Regulation 562 'Food Premises' as amended under the Health Protection and Promotion Act
- ☐ At least 80% of the food is from the Sell Most or Maximum Nutritional Value categories (e.g. fruit, vegetables, whole grain products, yogurt)
- ☐ No more than 20% of food is from the Sell Less category (e.g. higher fat and sodium products)
- ☐ No food is from the Not Permitted for Sale category
- ☐ All beverages are from the Sell Most or Maximum Nutritional Value categories (e.g. water, 100% juice, low-fat milk)

Please ensure and check off the following:

- ☐ Peanut/Nut-safe
- ☐ Meets the Trans Fat Standard

_____ If a Registered Dietitian has assessed your menu, please attach relevant documentation.

Lunch Caterer Signature: _____

This form must be signed annually and kept on file with the Principal prior to providing food and beverages at any YCDSB school.



Dear Lunch Caterer for Secondary Schools:

The York Catholic District School Board is committed to healthy schools for our staff and students. As part of this commitment to healthy eating, we ask you to review and understand the requirements of the Ontario School Food and Beverage Policy (P/PM 150) found on the web at <http://www.ontario.ca/healthyschools>. We are recommending that our schools sell food and beverages that provide Maximum Nutritional Value¹ (e.g. vegetables, fruit, whole grain bread, lean meats) in addition to meeting the Sell Most criteria of P/PM 150.

Caterers providing food and beverages to our schools are required to meet the following:

- All food and beverages must be prepared, served, and stored in accordance with Regulation 562 'Food Premises' as amended under the Health Protection and Promotion Act
- At least 80% of the food is from the Sell Most or Maximum Nutritional Value categories (e.g. fruit, vegetables, whole grain products, yogurt)
- No more than 20% of the food is from the Sell Less category (e.g. higher fat and sodium products)
- No food and no beverages are from the Not Permitted for Sale category
- At least 80% of beverages are from the Sell Most or Maximum Nutritional Value¹ categories (e.g. 100% juice and low-fat milk)
- No more than 20% of beverages are from the Sell Less category

For further assistance with complying to the policy, you may choose to have your menu reviewed by a Registered Dietitian. To find a dietitian visit the Dietitians of Canada website at: <http://www.dietitians.ca/> and click on *Find a Dietitian*. For specific policy questions, call Eat Right Ontario at 1-877-510-5102. For further nutrition support, please call York Region Community and Health Services at 1-800-361-5653.

Principals will require a completed copy of the attached "Secondary School Letter of Compliance" to ensure that their lunch caterers comply with this new policy. This letter will be stored in the school office and completion of the form is required annually.

We look forward to working with you and thank you for your commitment to healthy schools.

Sincerely,

Patricia Preston,
Director of Education

Carol Cotton,
Chair of the Board

¹ Criteria for food and beverages with Maximum Nutritional Value that meet or **exceed** P/PM 150 can be found in the Nutrition Tools for Schools[®] Nutrition Standards - www.york.ca/nutrition.



Secondary School Letter of Compliance

To be completed annually by Lunch Caterers in York Catholic District School Board schools

Lunch Caterer's Name(s): Please print: _____

Address: _____

Phone number(s): _____

I, the above named caterer(s) have read and understood the requirements of the Ontario School Food and Beverage Policy (P/PM150).

I will ensure that any food and beverages provided for sale in schools will meet the following requirements of P/PM 150:

Please check:

- ☐ All food and beverages are prepared, served, and stored in accordance with Regulation 562 'Food Premises' as amended under the Health Protection and Promotion Act
- ☐ At least 80% of the food is from the Sell Most or Maximum Nutritional Value categories (e.g. fruit, vegetables, whole grain products, lower-fat yogurt)
- ☐ No more than 20% of food is from the Sell Less category (e.g. higher fat and sodium products)
- ☐ No food and no beverages are from the Not Permitted for Sale category
- ☐ At least 80% of beverages are from the Sell Most or Maximum Nutritional Value categories (e.g. water, 100% juice, low-fat milk)
- ☐ No more than 20% of beverages are from the Sell Less category

Please ensure and check off the following:

- ☐ Peanut/nut-safe
- ☐ Meets the Trans Fat Standards

_____ If a Registered Dietitian assessed your menu, please attach relevant documentation.

Lunch Caterer Signature: _____ Date: _____

This form must be signed annually and kept on file with the Principal prior to providing food and beverages at any York Catholic District School Board school.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 201B
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i>	<i>Last Approved Date</i>
June 21, 2011	March 5th, 2013

POLICY: HEALTHY SCHOOLS - PHYSICAL ACTIVITY

SECTION A

1. PURPOSE

The YCDSB recognizes that education is about the whole child and that physically active students are better prepared to learn. By promoting healthy physical activity through its practices, programs and curriculum, the York Catholic District School Board supports Ministry Provincial Policy Memorandum PPM 138 and provides a consistent message regarding physical activity to all staff, students and school volunteers. By creating a Healthy Physically Active Environment, schools will be supporting a Christ-centred learning philosophy.

2. POLICY

It is the policy of the York Catholic District School Board to promote and sustain healthy physically active environments which will help students optimize their learning potential. All schools will develop strategies to support these goals through their Healthy School Committee in alignment with the Board's Healthy Schools Framework.

3. PARAMETERS

- 3.1 All schools in the York Catholic DSB comply with the Ontario Ministry of Education's Daily Physical Activity Policy Act (2005).
- 3.2 All Principals, in consultation with staff, the Catholic School Council, students and the local Healthy Schools Committee, shall be responsible for implementing and monitoring this policy and developing local strategies that align with the Board's Healthy Schools Framework.
- 3.3 Elementary timetables must include two 40 minute physical education classes per week. On days when there is not a physical education class, students will have at least 20 minutes of physical activity daily. Daily Physical Activity (DPA) will be included in the instructional day, using one of the following strategies: integrated into other curriculum areas; timetabled or a combination of these strategies.

- 3.4 In elementary schools all students will receive physical activity education via the Active Living Component from the Ontario Health and Physical Education Curriculum (Grades 1-8), Healthy Living Strand. Ontario Health and Physical Education Association (OPHEA) supports will also be available for K-8.
- 3.5 In secondary schools, diverse forms of physical health education courses (e.g. dance, girls-only pool time, yoga, weight training) will be provided where numbers warrant. A variety of creative options that encourage students to participate, develop confidence and skill building will be considered.
- 3.6 In secondary schools all students will receive physical activity education via the Active Living Component from the Ontario Health and Physical Education Curriculum (Grades 9-12), Healthy Living Strand. Ontario Health and Physical Education Association (OPHEA) supports will also be available for Grades 9-12.
- 3.7 Secondary School Administration will work with their School Councils to develop strategies that promote student physical activity.
- 3.8 Intramural sports shall be encouraged in schools wherever scheduling is possible.
- 3.9 **Integration of Physical Activity Education for Students:** In elementary and secondary schools, physical activity should be incorporated into appropriate areas of the curriculum (e.g., drama, dance) to help develop a healthier attitude and a focus on lifetime physical activities that youth can see themselves doing after graduation.
- 3.10 **Staff Training on Physical Activity:** All staff will be encouraged to participate in regular physical activity training sessions. The YCDSB will provide opportunities for professional development and encourage staff to have adequate physical activity knowledge (eg, workshops, Health & Physical Education website, Curriculum conference, subject council meetings, athletic association, current curriculum supports and resources).
- 3.11 **Physical Activity Education and Religious Education Programs:** Physical Activity should also be integrated with religious education teachings, to affirm our belief that we are called to educate the whole person as a physical, spiritual and intellectual being.
- 3.12 Administration will work with school board personnel to plan appropriate playing fields and recess areas that encourage physical activity.
- 3.13 Planning for walkers and bikers within the safe arrival area must be considered to encourage safe walking routes and bike parking.
- 3.14 **Punishment:** Daily Physical Activity/Physical Education class/intramurals/sport teams will not be withheld as punishment for individuals or a class. Teachers or staff supervising **physical activity** may utilize a time out or an alternative activity if student's behavior is creating a safety issue within the context of the supervised activity.

- 3.15 **Community Partnerships:** Every effort will be made to promote strategies to involve students, families, parish and the community (eg, Institute for Catholic Education, York Region Community and Health Services, Ontario Health and Physical Education Association) in physical activity education, and promote and maintain a Healthy Physical Activity Environment.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Healthy Schools – Physical Activity policy.

4.2 Superintendent of Education overseeing Healthy Schools

- 4.2.1 To oversee the Board's processes for Healthy Schools - Physical Activity.
4.2.2 To support and act as a resource to the Health and Physical Education Consultant.

4.3 Superintendents of Education

- 4.3.1 To assist the school in promoting and supporting physical activity for students.
4.3.2 To share successful practices and develop future directions.

4.4 Principals and Vice-principals

- 4.4.1 To support school participation in promoting physical activity through both words and actions.
4.4.2 To provide leadership and learning opportunities to teachers, students, staff, parents, school councils and community members to implement and sustain healthy physical activity in school;
4.4.3 To work with the Healthy School Committee to provide information on physical activity.

4.5 School Staff

- 4.5.1 To provide opportunities for students to increase their knowledge, skills, and attitudes with regards to physical activity;
4.5.2 To integrate healthy physical activity into daily practices;
4.5.3 To model healthy behaviours;

4.6 School Councils

- 4.6.1 To support school participation efforts in promoting and supporting healthy physical activity.

4.7 Students, Parents, Community Members

- 4.7.1 To take opportunities to acquire and apply knowledge and skills that develop and sustain positive healthy physical activity in their home environments and school communities;

5. DEFINITIONS

5.1 Active Tools for Schools (ATS)

A free resource developed by YR Public Health to support elementary schools in creating a healthy, active environment by using the Comprehensive School Health approach (Four Foundations for a Healthy School). ATS was developed to gather, organize and describe programs and resources that support Healthy Schools. There

are nine *Essential Elements for Active Schools*: enhancing DPA; active fundraisers and fundraising opportunities; active celebrations and rewards; positive staff role modeling and reinforcement; physical activity in curriculum; active opportunities before, between and after class; equipment and space for physical activity; supportive guidelines and policies; and safe environment for physical activity.

5.2 Daily Physical Activity (P/PM) 138

In October 2005, the Ontario Ministry of Education released a policy that stated that every elementary student will take part in a minimum of 20 minutes of sustained moderate to vigorous daily physical activity as part of the government's Healthy Schools Program.

6. CROSS REFERENCES

YCDSB Policy 201 Healthy Schools

YCDSB Policy 603A School Fundraising

The Ontario Curriculum, Grades 9 and 10; 11 and 12, Health and Physical Education, 1999
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health.html>

The Public Health Agency of Canada, ParticipACTION and the Canadian Society for Exercise Physiology (CSEP) developed new physical activity guidelines.

The Canadian Society for Exercise Physiology (CSEP) released the Canadian Sedentary Behaviour Guidelines for Children and Youth.

<http://www.csep.ca/english/view.asp?x=587>

Ontario Health and Physical Education Association for Educators K-12.

<http://www.ophea.net/>

Approval by Board

March 5th, 2013

Date

Effective Date

March 5th, 2013

Date

Revision Dates

Date

Review Date

March 2018

Date

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 203
<i>Former Policy #</i> 203	<i>Page</i> 1 of 6
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
June 1989	December 1993 October 1995 July 2000 June 2003 March 2004 May 2005 June 4, 2013

POLICY TITLE: STUDENT TRANSPORTATION SERVICES

SECTION A

1. PURPOSE

In accordance with the Education Act, this policy has been developed to support and regulate the efficient provision of Transportation Services to eligible students of York Catholic District School Board.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to supply transportation services to and from school to the students enrolled in its schools in accordance with the parameters outlined in this policy and the Student Transportation Services Procedure Manual as endorsed by the Joint Board Consortium.

Student Transportation Services (STS) is a joint venture between the Catholic and public school boards in York Region. The mandate of STS is to provide safe, efficient and on time transportation for all eligible students.

Transportation for students is a privilege. The Board reserves the right to withdraw transportation services at any time.

3. PARAMETERS

- 3.1 Non-Transportation zone measurements may include a .1 km range on either side of the ~~walking~~ **non-transportation** distance for students to allow for logical break points in service levels.

NON-TRANSPORTATION ZONES: DISTANCES FROM SCHOOL

JK/SK - 3	1.2 km
GR 4 - 8	1.6 km
GR 9 -12	4.8 km * OR 3.2*

*Grades 9-12, students living within 4.8 km without access to municipal transit, shall have their non-transportation zone reduced to 3.2 kms.

*Grades 9-12, students living within 4.8 km with access to municipal transit shall have a non-transportation zone of 4.8 kms.

*All students within 3.2 km of the nearest York Catholic District School Board secondary school shall not be entitled to transportation, apart from exceptions identified in the Student Transportation Services Procedure Manual.

- 3.2 Children attending school outside the Board's jurisdiction shall not be entitled to transportation services.
- 3.3 Students attending a school and/or program outside their school attendance area are not entitled to transportation services.
- 3.4 Transportation may be provided for:
- 3.4.1 Physically challenged pupils;
 - 3.4.2 Pupils requiring a special education program as identified by the Superintendent of Student Services or the Director of Education;
 - 3.4.3 Medical reasons as certified by a doctor and approved by the Senior Manager of Administrative Services or the Director of Education, in accordance with the procedures manual and appropriate documentation supportive of such request(s).
- 3.5 ~~Midday Transportation~~
- ~~3.5.1 Midday transportation may be provided if students have been identified for early facilitation or modified days, where they would normally qualify for regular transportation and where the school they are requested to attend does not offer half day programs.~~
- ~~3.5.2 Midday transportation may be provided to students who are attending a "holding school" and who normally qualify for regular transportation and where the school they are requested to attend does not offer an alternate day program.~~
- 3.6 Section 23 pupils who are not resident pupils of the Board may be offered transportation to a Section 23 program within the region in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate.

Attempts will be made to accommodate service level requests in the most cost efficient manner.

- 3.7 Transportation may be provided to programs and/or facilities outside the Region of York in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate.
- 3.8 Transportation to a Provincial School shall be provided in accordance with the documented request from a provincial school in accordance with the funding that is received from the Ministry of Education or other Ministry.
- 3.9 Temporary Transportation
- 3.9.1 Requests for temporary transportation may be *approved* for a temporary period due to illness, injury or medical procedures to the student's home school, if such service is available and has space. Requests for temporary transportation shall be made on an S9 form accompanied by an S9A form via their school administration to the Senior Manager of Administrative Services.
- 3.9.2 Other temporary transportation for care or treatment outside the home school boundary shall be provided in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or Director of Education deems appropriate.
- 3.9.3 A request for emergency transportation by a parent due to an extenuating circumstance may be approved by the principal of the child's school to ensure his/her safe arrival to home/caregiver in accordance with the STS Procedures Manual.
- 3.10 Walking distances to school bus collector points (bus stops) are targeted at 400 metres for elementary students and 600 metres for secondary students. Walking distances are measured by STS using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.
- 3.11 Ride time is the time a student spends on a bus from collector points. The walking time to and from collector points is not included. Ride times on Board provided transportation exceeding 60 minutes would be considered exceptional circumstances.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Student Transportation policy and guidelines.
- 4.1.2 To ensure that appropriate decisions are made with respect to new and/or emerging transportation issues.
- 4.1.3 To authorize and to ensure that unique and extenuating circumstances requiring consideration on compassionate grounds are examined.

4.2 Senior Administration

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

4.3 Senior Manager, Administrative Services

- 4.3.1 To establish the criteria for and manage the procedure for temporary transportation.
- 4.3.2 To review issues and make just/appropriate decisions regarding safety and non-transportation zones as required in the best interests of the students.
- 4.3.3 To be the main communicator between and among STS, Principals, Trustees and the community.
- 4.3.4 To respond to concerns raised by Trustees, parents and community members.
- 4.3.5 To apply the transportation policy and procedures.

4.4 Principals

- 4.4.1 To address discipline issues on Board-provided transportation services.
- 4.4.2 To consistently communicate the policy and procedures to students, parents and the community.
- 4.4.3 To manage the daily school related operational issues and report any concerns to senior staff.
- 4.4.4 To administer the validation of eligible ridership as provided by the Student Transportation Services.

4.5 Student Transportation Services

- 4.5.1 To provide safe, efficient and on time transportation for students.
- 4.5.2 To establish and manage bus routes based on Board criteria.
- 4.5.3 To ensure the seating capacity of a school vehicle is limited to the manufacturer's rating.

4.6 Parents/Guardians

- 4.6.1 To ensure their child(ren) arrive at the collector points on time for pick up.
- 4.6.2 To pick up their child(ren) at school at the end of the morning JK/SK half-day program.
- 4.6.3 To drop off their child(ren) at school for the start of the afternoon JK/SK half-day program.
- 4.6.4 To transport their child(ren) who, by choice, attend a school other than their community school unless attending a transportation approved optional program.
- 4.6.5 To ensure the safety and behaviour of their child(ren) prior to pick-up and following drop-off at the end of the school day.

4.7 Students

- 4.7.1 To behave appropriately while riding the school bus in accordance with Board policies and procedures and their school's Code of Conduct.
- 4.7.2 To ride a school bus only when eligible under the Board policy or when permission has been approved.

5. DEFINITIONS

5.1 Collector Points (bus stops)

Collector points are centralized designated locations for the pick-up and drop-off of students. The factors to determine collector points are student safety, bus route efficiency and economy.

5.2 Inclement Weather

Inclement weather is defined as road or weather conditions which make it impossible to operate a bus safely.

5.3 Joint Board Consortium

The Joint Board Consortium consists of representatives from the York Region District School Board, York Catholic District School Board and Student Transportation Services who are responsible for overseeing the transportation of school children in York Region.

5.4 Non-Transportation Zone

An area designated by the Board as an area where pupils are not eligible to receive home to school transportation.

5.5 School Attendance Area

The area within a school's attendance area as designated by the Board.

5.6 Transportation Zone

An area designated by the Board where pupils are eligible to receive home to school transportation.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools (Student Discipline)

YCDSB Policy 218 Code of Conduct

Education Act

Student Transportation Services (STS) Procedures, www.schoolbuscity.com

Approval by Board	June 1989 <i>Date</i>
Effective Date	June 1989 <i>Date</i>
Revision Date	June 4, 2013 <i>Date</i>
Review Date	June 4, 2018 <i>Date</i>

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: June 6, 2017

Report: **Policy 217 Sexual Harassment (Students)**

Executive Summary

This report is to provide information to the Policy Review Committee supporting Administration's recommendation for the termination of Policy 217 *Sexual Harassment (Students)*.

Administration strongly believes that the preventative practices and positive behavior management strategies, as well as the investigation procedure outlined within Policy 202 *Safe Schools – Student Discipline* provide a safe and caring environment for students. Policy 204 *Child Protection and Abuse* also addresses, in clear terms, our legislative and moral obligations relating to the protection of children.

Background Information

Policy 217 *Sexual Harassment (Students)* was approved on July 4, 2001 and is attached for your reference. Upon review of this policy, it is our belief that York Catholic's current policies, specifically, Policy 202 and Policy 204 clearly outline specific processes to protect students and to address allegations of sexual harassment as noted below.

The following parameters included in Policy 202 state that:

- 3.4 Homophobia, gender based violence, inappropriate sexual behaviour, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socioeconomic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code are unacceptable behaviours.
- 3.5 Where positive practices fail to prevent/deter inappropriate behaviour with respect to 3.4 above, Principals or their delegates may impose consequences up to and including a recommendation for expulsion to the Student Suspension and Expulsion Committee.

Furthermore, Policy 202's procedures define progressive discipline approaches for the protection of students as follows:

Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and school Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socioeconomic status,

disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, (including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists and any other professionals) shall respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

Policy 204 *Child Protection and Abuse* clearly outlines the legal responsibility relating to our obligation and duty to report under the *Child* and Family Services Act (CFSA)*. If a person has reasonable grounds to suspect that a child is or may be in need of protection, the person must promptly report the suspicion and the information upon which it is based to a Children's Aid Society. The duty to report is an ongoing obligation. If a person has made a previous report about a child, and has additional reasonable grounds to suspect that a child is or may be in need of protection, that person must make a further report to a Children's Aid Society. Further, the person who has the reasonable grounds to suspect that a child is or may be in need of protection shall not rely on anyone else to report on his or her behalf. Persons who perform professional or official duties with respect to children include, but are not limited to: health care professionals, teachers, school principals, social workers, priests, rabbis and other members of the clergy, operator or employee of a day nursery, youth and recreation worker, peace officers, coroners, solicitors, and service providers and their employees.

*Under the *CFSA* a child is defined as a person up to the age of their 16th Birthday or Society/Crown Wards up to the age of their 18th Birthday.

As stated in the Executive Summary of this report, Administration believes that the preventative practices and positive behavior management strategies, as well as the investigation procedure outlined within Policy 202 *Safe Schools – Student Discipline* provide a safe and caring environment for students. Policy 204 *Child Protection and Abuse* also addresses, in clear terms, our legislative and moral obligations relating to the protection of children. It is for these reasons that Administration is recommending the termination of Policy 217 *Sexual Harassment (Students)*.

Summary

Administration recommends the termination of Policy 217 *Sexual Harassment (Students)*.

Prepared and Submitted by: F. Bagley, Associate Director, Strategic Leadership
M. Battista, Superintendent of Education: School Leadership and Safe Schools, Elementary
J. Sarna, Superintendent of Education: School Leadership and Safe Schools, Secondary



York Catholic District School Board

No. 217

Section: Students

Approved: July 4, 2001

Board Approved Revision Date:

Implementation: Superintendent of Human Resources

POLICY: SEXUAL HARASSMENT (STUDENTS)

STATEMENT OF COMMITMENT

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 committed to hosting a working and learning environment in which every person is treated with respect, and is free from sexual harassment. This commitment stems from the York Catholic District School Board's values and its obligations under the Ontario Human Rights Code.

All those involved with the York Catholic District School Board must share responsibility for eliminating sexual harassment and must work together to prevent it.

Every Student and staff member is expected to respond in a timely and co-operative manner to requests for information relating to a complaint of sexual harassment.

Notwithstanding the existence of this policy, every person has the right to seek assistance from the Ontario Human Rights Commission or the police.

PURPOSE OF THE POLICY

This policy is designed to:

- clearly state the Board's commitment to promote a working and learning environment free from sexual harassment
- clarify that sexual harassment is against the law and will not be tolerated by the Board
- define the types of behaviour that may be considered sexual harassment
- set out procedures for an informal resolution process and a formal complaint process to deal effectively with reported incidents of sexual harassment
- provide appropriate consequences, responses and educational directives for the maintenance of an harassment-free working and learning environment

APPLICATION OF THIS POLICY

Who is covered?

For the purposes of this Policy "Students" refers to all Students enrolled in York Catholic District School Board schools and/or programs, either on a full time or part time basis, including foreign exchange Students.

This policy applies when a Student has sexually harassed someone, or has been sexually harassed by:

- ◆ Other Students (including student visitors)
- ◆ Any individual employed by the York Catholic District School Board
- ◆ Any individual offering services to the York Catholic District School Board (including trustees, volunteers, contractors, clergy and parish staff)
- ◆ Parents
- ◆ Permit-holders
- ◆ Visitors
- ◆ Any other person using educational or other services offered by the Board

Outside Harasser:

The York Catholic District School Board recognizes that Students may be harassed by someone with a casual or infrequent connection to the Board or by someone over whom the Board may have no control. In such circumstances, the York Catholic District School Board nevertheless recognizes its responsibility to support and help the person who has been harassed.

Location:

This Policy will be enforced where activities related to the business of the Board take place. These include:

- Classrooms, cafeterias/lunch rooms, offices 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, co-operative education placements, school-related conferences, training sessions, travel or social gatherings, parish related activities
- other locations where sexual harassment may have a subsequent impact on the working and learning environment relationship or performance.

WHAT IS SEXUAL HARASSMENT?

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 by power 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/orientation
- Sexually suggestive remarks, innuendoes, or gestures
- 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/circulating pornographic or other offensive or derogatory material or literature
- Written or electronic communication of a sexually harassing nature
- Phone calls or visits of a sexually harassing nature
- Persistent unwanted contact, attention or gifts
- Persistent requests for a date, propositions or demands for sexual favours
- Unwanted physical contact including unwanted touching, kissing, pinching, patting, or stroking
- Rating (person's attractiveness on a scale of 1 – 10)
- Leering or inappropriate staring
- Condescension which undermines self respect
- Coercive behaviour that asserts control and/or influence over the victim
- Promise of a benefit and/or preferential treatment, from a person in authority, in exchange for a sexual favour
- Reprisals or threats of reprisal for refusing a sexual advance made by a person in a position of power where the person making the solicitation or advance knows or ought reasonably to know that such behaviour is unwelcome
- Gender related verbal abuse, threat or taunting

Poisoned Environment

Harassment can have a negative effect on, or poison, the working and learning environment.

Examples:

Someone puts up sexually offensive signs, pictures or cartoons in the office or school.

Someone makes negative remarks about males or females.

The comments or actions can still poison the environment for someone even if they are not made directly to that person. They do so by making it unpleasant to work or study in that place. The poisoned environment becomes an unequal condition of employment or receipt of a service (education) and therefore violates the right to be free from harassment.

WHAT IS NOT SEXUAL HARASSMENT?

Positive and empowering relationships and interactions between students are not sexual harassment. Some examples are:

- An occasional and genuine compliment
- A mutual hug between friends
- Amicable banter

POSSIBLE CRIMINAL ACTIVITY

The following may constitute criminal behaviour and must be reported to the police. In certain situations involving Students, the Children's Aid Society must also be contacted. (Reference York Catholic District School Board Policy #204 and Safe Schools Policy)

- Displaying or circulating pornography
- Transmitting or storing electronic telecommunications that constitute pornography
- Stalking (persistently pursuing a particular individual although the advances are clearly unwelcome)
- Hateful attacks of any form, based on the target's real or perceived sexual orientation
- Sexual assault

DISCIPLINARY MEASURES AND REMEDIAL ACTIONS

Individuals regardless of status, seniority, influence or position, found to have engaged in conduct constituting sexual harassment will be subject to appropriate disciplinary measures and/or required to attend counselling or engage in such other remedial action that the Board deems appropriate.

Some forms of disciplinary measures and remedial actions may include:

- Students – Counselling, suspension or expulsion
- Visitors, volunteers, permit-holders, contractors, etc. - Limited access or completely barred from Board property, or contract may be revoked and/or not be renewed
- Trustees – up to and including recommendations for removal from the position
- Persons working for the Board – Counselling, Sensitivity Training and up to and including dismissal
- Other measures/actions that the Board deems appropriate.

CONFIDENTIALITY *(Ref. to Municipal Freedom of Information & Protection of Privacy Act)*

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. (Refer to Board's Record Retention Schedule). For further information refer to section on 'Record Keeping' in the Complaint Procedures of this Policy.

Parents will be contacted when Students are under eighteen (18) years of age and are either the complainant or the respondent in a sexual harassment complaint.

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 (Students)

CROSS REFERENCE

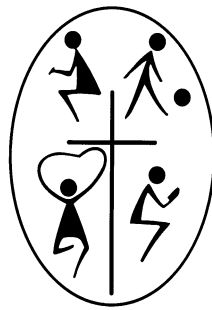
- Complaint Procedures

RECOMMEND TO TERMINATE

YORK CATHOLIC DISTRICT SCHOOL BOARD

**COMPLAINT PROCEDURES
SEXUAL HARASSMENT (STUDENTS)**

**CROSS REFERENCE
POLICY No. 217**



**Susan LaRosa
Director of Education**

**Elizabeth Crowe
Chair of the Board**

COMPLAINT PROCEDURES: SEXUAL HARASSMENT (STUDENTS)

Sexual harassment does not commonly stop on its own. Experience indicates that instances of sexual harassment generally get worse. If anyone is a victim of sexual harassment or is a witness to this, even though they may be upset, he or she should act promptly. Once positive action is taken, most harassment problems are resolved successfully and the offensive behaviour stops.

A victim of sexual harassment may decide to use the informal resolution process or the formal complaint process. The person may take action whether the offender is a student, a member of staff, or another person participating in a Board-sponsored program.

Each person retains the right to decide how to respond to sexual harassment.

INFORMAL RESOLUTION PROCESS

1. If one believes that he/she has been sexually harassed, he or she may wish to discuss the situation with a trusted adult.
2. As soon as possible, one should write down the details surrounding the incident(s) including times, dates, places, names of witnesses, if any, and circumstances surrounding the incident(s). This may be done with the trusted adult.
3. One may wish to speak directly to the person involved. She or he may choose to do this alone or in the presence of a trusted adult. If one chooses to speak to the person, it would be helpful to make a note of the conversation that took place. The person should be told that the behaviour is unwelcome and must stop.
4. One may wish to advise his or her harasser by letter. If this option is chosen, a copy of the letter and record including the date and time of its delivery, should be kept. The letter could be given to a trusted adult to deliver. The letter should:
 - be brief
 - be factual and clear
 - give date(s), time(s) and location(s)
 - describe the specific incident(s)
 - state the impact on the person (i.e., how it made the person feel)
 - state what the person would like to happen (i.e. apology, not to let it happen again)

- be signed by the complainant

** Wherever "Principal/Vice-Principal" appears throughout this document, the following applies:*

This role is the responsibility of the Principal /Vice-Principal. Where neither the Principal nor Vice-Principal is present, the Superintendent of Education for the area must be contacted.

5. If one is not satisfied with the results of the initial contact with the respondent or if the harassment continues, one may request the presence of a teacher, guidance counsellor, or Principal/Vice-Principal* and/or the Equity Consultant to act as mediator. A mediator 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.
6. One may wish to consider counselling to help deal with the psychological and emotional impact of these events. Contact the school Guidance Office or the Board's Employee Assistance Plan.
7. No formal written records are completed at this stage although both parties should keep personal documentation of the meetings. *(Refer to section on Record Keeping, p.12)*
8. If the harassment is not resolved at the informal stage, a formal complaint may be initiated.

FORMAL COMPLAINT PROCESS

☐ A) A STUDENT OR AN ADULT HARASSED BY A STUDENT

1. The student/staff (the "complainant") will submit a written, signed complaint ** to the Principal/Vice-Principal*. If the complainant is the Principal, the written complaint should be directed to the Superintendent of Human Resources/Designate.
2. A signed complaint should include identification of the individual(s) involved and a clear description of the incident(s) of harassment including times, dates, places and names of witnesses, if any.
3. Students may obtain the assistance of a trusted adult, such as a parent/guardian, teacher, guidance counsellor, other YCDSB support staff, Principal/Vice-Principal*, or YCDSB Student Services staff in the preparation of a written complaint.
4. If the complainant or alleged harasser (the "respondent") is under 18 years of age, the Principal/Vice-Principal* will notify the parent(s)/guardian(s).

5. Consideration should be given to separating relevant students and/or staff while the investigation is being conducted. Such action will be considered on a case-by-case basis to protect the interests of all parties.

*****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.***

6. Principal/Vice-Principal* will promptly conduct an investigation. The investigation should proceed in the following manner:

- The Principal/Vice-Principal* should meet with the complainant. During the course of this interview, the Principal/Vice-Principal* should listen carefully, ask specific questions to elicit the details, find out about the nature of the relationship with the respondent, ask about witnesses, and ask what the complainant would like to happen.

The parties have a right to representation during these and any other discussions during the process and shall be informed of such right by the Principal/Vice-Principal*, and/or Superintendent of Human Resources/Designate, as appropriate

- The Principal/Vice-Principal* should meet with the respondent. This person should be told the identity of the complainant and presented with the facts. The respondent should be asked for a specific response to each allegation, including the nature of relationship, and whether there were any witnesses. The Principal/Vice-Principal* should remain neutral and reserve judgement until all facts have been collected.
- The Principal/Vice-Principal* should interview each witness mentioned by the parties. These witnesses should be interviewed separately. The Principal/Vice-Principal* should determine whether these individuals were actually present at the time of the alleged behaviour, or whether they simply heard about the incident afterwards. Each witness should be informed of the importance of confidentiality.
- Based on the information received, the Principal/Vice-Principal*, in consultation with the Equity Consultant and/or the Employee Relations Officer, should determine whether or not the incident appears to constitute sexual harassment.

- The seriousness of the incident must be determined and appropriate disciplinary action taken. (Refer to Policy #202, Student Discipline)

7. To assist in determining the appropriate disciplinary action, several factors should be considered:

- impact of the offence on the complainant
- power imbalance between victim and offender
- gravity of offence
- offender's documented history with regard to similar behaviour
- age of the offender and victim

8. The complainant, at any stage, may choose to withdraw the complaint. The Principal/Vice-Principal*, however, may still be obliged to investigate.

N. B. When students are involved in a sexual harassment complaint, it should be determined by the Principal/Vice-Principal* whether or not the incident appears to constitute sexual harassment, sexual assault or sexual abuse. If there is a suspicion of sexual assault or sexual abuse, based on the information received, then procedures for investigation of sexual abuse or sexual assault should be followed. (Please refer to Policy 204 (Child Abuse), Ours to Protect: Procedures for the Identification and Reporting of Suspected Child Abuse, Police Protocol, and the Child and Family Services Act, s. 72 duty to report child in need of protection) for further information.

9. The Principal/Vice-Principal* will meet with the relevant parties to attempt a resolution. If the incident is resolved at this stage there will be copies of the resolution at the school. *(Also refer to section on Record Keeping, p. 12)*

If the complaint is not resolved in a manner which is mutually agreeable to both parties, the Principal/Vice-Principal* will submit a report with recommendations within seven (7) school days. When two students are involved, the report is submitted to the Superintendent of Education, for the area. The Superintendent of Education will review the decision of the Principal/Vice-Principal*, act upon the recommendations, investigate and/or refer the matter to the Director of Education. When the complainant is an adult, the report is submitted to the Superintendent of Human Resources/Designate who may act upon the recommendations, investigate and/or appoint a Complaint Review Investigator. *(Refer to Section B, Paragraph 6 through 16.)*

DISCIPLINARY MEASURES AND REMEDIAL ACTIONS

If the complaint has been substantiated, the seriousness of the occurrence will determine the Board's disciplinary response. Responses may include, but not be limited to:

- inform the parent(s)/guardian(s) of a student's behaviour and the corresponding consequences
- temporarily remove privileges (i.e., recess, lunchroom/cafeteria, school activities)

- iii. refer to counselling and/or guidance intervention
- iv. suspend student from 1 to 20 days as per Board policy #202 (Student Discipline) or expel (limited/full)
- v. transfer student to another school
- vi. involve the police where a criminal offence may have occurred

In circumstances where a complaint has been substantiated, the onus is on the Principal/Vice-Principal* to consider first and foremost the impact on the complainant. Thus, where a complaint has been substantiated and the complainant does not feel comfortable in the same school or learning environment as the respondent, the Principal/Vice-Principal* may, among other actions, transfer the respondent to another school or location.

The complainant will be informed by the Principal/Vice-Principal* that corrective action has been taken and asked to report any further incidents of harassment or reprisal. In order to prevent a re-occurrence of harassment, the respondent's conduct will be monitored by the Principal/Vice-Principal*.

➤ **School Relationship**

Where possible, consideration should be given to assist the students to work out their differences should they stay in the same school. The Principal/Vice-Principal* may appoint an adult or peer mediator/facilitator to assist the parties.

FORMAL COMPLAINT PROCESS

☐ B) A STUDENT HARASSED BY AN ADULT

1. The student will submit a written complaint in a timely manner** on the attached form to the Principal/Vice-Principal*. If the respondent is the Principal, the written complaint should be directed to the Superintendent of Education associated with the school. A signed, written complaint should include identification of the individual(s) involved and a clear description of the incident(s) of harassment including times, dates, places and names of witnesses, if any.
2. Where the Principal is the alleged harasser, the written complaint should be forwarded to the Superintendent of Human Resources/Designate and a copy of the complaint should be forwarded to the appropriate Superintendent of Education.
3. Students may obtain the assistance of a trusted adult, such as a parent/guardian, teacher, guidance counsellor, other YCDSB support staff, Principal/Vice-Principal*, or YCDSB Student Services staff in the preparation of a written complaint.
4. If the student is under 18 years of age, the Principal/Vice-Principal* will notify the parent(s)/guardian(s).
5. The Principal/Vice-Principal* will forward the written complaint to the Superintendent of Human Resources/Designate and a copy of the complaint to the appropriate Superintendent of Education within seven (7) working days of receipt of the complaint.
6. The Superintendent of Human Resources/Designate shall confirm in writing to the complainant, receipt of the complaint within seven (7) working days.
7. The Superintendent of Human Resources/Designate will forward a copy of the complaint to the respondent within seven (7) working days of receipt of the complaint.
8. The Superintendent of Human Resources will discuss the complaint separately with the complainant(s) and respondent(s) and on their recommendation, shall consult with others who are in a position to provide relevant information.

The parties have a right to representation during these and any other discussions during the process and shall be informed of such right by 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.***

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).

N. B. The Superintendent of Human Resources/Designate, in consultation with the Director of Education, may exercise his or her discretion and conduct the investigation directly, or may assign a Designate(s) to act in this role. In order to ensure objectivity, the designation of investigators will be determined by the needs of the complaint, and may include the use of a Complaint Review Investigator.

9. Following each interview, the Superintendent of Human Resources/Designate will prepare documentation based on the information provided during the interviews. Both parties will have the opportunity to review the final report and may make recommendations for changes.
10. The Superintendent of Human Resources/Designate will meet with the relevant parties either together or individually to resolve the complaint. If the incident is resolved at this stage, no further action will be taken.
11. 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.
12. The Investigator shall:
 - Be chosen by the Director from an approved roster of providers
 - Have 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
 - Shall interview separately, both the complainant and 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, prepare statements based on the information provided during the interviews
 - Where possible, statements should be reviewed, signed and dated by the witness

- Give witness a confidential copy of the statement
- May conduct physical examinations of locations and review any documents, records, or other evidence relevant to the investigation
- Upon completion of the investigation, prepare a report summarising the evidence, making findings of fact and providing recommendations based on their findings
- Include names of witnesses in the report
- Provide complainant(s) and respondent(s) copy of the report but not witness statements
- 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 finalise 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.

13. 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 finding and take action within twenty (20) working days of the submission of the Investigator's report.
14. 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.
15. 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.

16. 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.

If the issue remains unresolved, either individual may file a formal complaint with the Ontario Human Rights Commission, or drop the complaint and no further action will occur.

DISCIPLINARY MEASURES AND REMEDIAL ACTIONS

If the complaint has been substantiated, the seriousness of the occurrence will determine the Board's disciplinary response. Responses may include, but not be limited to:

- i. a written reprimand delivered to the employee with a copy placed in the employee's personnel file
- ii. referral to counselling/course
- iii. transfer
- iv. withholding of a promotion
- v. demotion
- vi. suspension with or without pay
- vii. dismissal
- viii. involve the police where a criminal offence may have occurred

In circumstances where a complaint has been substantiated, the onus is on the Board to consider first and foremost the impact on the complainant. Thus, where a complaint has been substantiated and the complainant does not feel comfortable in the same school or work environment as the respondent, the Board may, among other responses, transfer the respondent to another school or work location.

This complainant will be informed by the Principal/Vice-Principal* that corrective action has been taken and asked to report any further incidents of harassment or reprisal. In order to prevent a re-occurrence of harassment, the respondent's professional conduct will be monitored by the appropriate supervisor.

RECOURSE FOR THE RESPONDENT

1. If the respondent is at fault, the behaviour should cease.
2. If it is believed that the complaint is unfounded and/or made in bad faith, the respondent may wish to discuss the matter with the Principal/Vice-Principal*, appropriate Superintendent of Education/Designate and/or the Equity Consultant.
(Refer to section on Frivolous or Vexatious Complaints)

OTHER CONSIDERATIONS

➤ Parent Involvement

In handling a complaint of sexual harassment, the Principal/Vice-Principal* must inform the parent(s)/guardian(s) of the student responsible for the harassment and/or the victim involved, where a respective student is under 18 years of age. If the complaint involves students 18 years of age and over, the students may decide whether or not they wish their parents/guardians to be informed of the complaint, unless otherwise required by law.

➤ Cooperation of Parties

It is fully expected that all parties, including the complainant, the respondent and/or relevant witnesses, will fully cooperate in the Board's investigation of a complaint of sexual harassment. However, if one or more parties fail or refuse to cooperate, the investigation may proceed utilizing the evidence and information available.

➤ Time Limit for Filing Complaint

Any complaint must be filed within a reasonable time following the occurrence of the incident(s) of sexual harassment. The Board adopts the six-month time frame prescribed by the *Human Rights Code*. However, this time limit can be extended in exceptional circumstances if there is an appropriate reason for doing so or if both parties agree.

➤ Neutrality of Investigation

The complainant and respondent have a right to the presence of a neutral person. All those who are part of the investigation process must ensure an impartial and effective resolution of the complaint.

➤ Special Needs Students

Where there are special needs students involved, the Superintendent of Student Services must be contacted.

➤ Confidentiality

The Board understands that it is difficult to come forward with a complaint of sexual harassment and

recognizes a complainant's and respondent's interest in keeping the matter confidential.

All information related to sexual harassment will remain confidential, subject to the Board's ability to conduct a full and thorough investigation and any legal requirements to disclose such information.

All relevant documents and records regarding sexual harassment allegations will not be accessible to any Board staff other than the appropriate Superintendent of Education, the investigators, the Employee Relations Officer and the Director of Education. However, records will be subject to release under the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*. A complaint under the *Human Rights Code*, grievances or other proceedings may require disclosure of any information collected.

➤ **Record Keeping**

Informal Process:

There are no formal records in an informal resolution process. There may, however, be a mediated agreement between the parties. If such an agreement exists, such copies will be kept in the Equity Office in a sealed envelope and utilized only as required by law.

Formal Process:

Where both the respondent and complainant are students, all the material gathered by the Principal/Vice-Principal* will be forwarded to the appropriate Superintendent of Education associated with the school. The material should include:

- i. the names of complainants and respondents;
- ii. the nature of the alleged harassment;
- iii. correspondence between parties;
- iv. meetings, including dates and names of attendees;
- v. information regarding the investigation process and disposition of the complaint.

If the complaint is upheld at the formal stage, the Board shall take appropriate action including counselling, or removal of privileges, or suspension, and the record of these actions shall be kept in the student's Ontario Student Record (O.S.R.), in accordance with the O.S.R. Guidelines 2000.

If the complaint is not upheld, a letter will be sent to the parties notifying them of such. In general, copies of the letters to the complainant and the respondent will be kept in the sexual harassment file of the appropriate Superintendent of Education.

Where either the respondent or the complainant is an adult, the Superintendent of Human Resources will be the custodian of the records and documents, and, as such, will ensure confidentiality of all materials.

If the complaint is upheld by the Superintendent of Human Resources/Designate at the formal stage, the Board shall take appropriate disciplinary action, including a disciplinary or discharge letter to be retained in the personnel file of the respondent. The complainant will receive a letter stating that

corrective action has been taken. A copy of this letter will be held in the sexual harassment file of the Superintendent of Human Resources.

If the complaint is not upheld, a letter will be sent to the parties notifying them of such. In general, the letters to the complainant and the respondent will be kept in the file of the Superintendent of Human Resources and not in the personnel files.

The Board Retention Schedule shows permanent retention of documentation on sexual harassment complaints.

➤ **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, disciplinary action will be taken against the complainant, including, but not limited to, suspension or possible expulsion in the case of a student complainant, or a disciplinary letter, suspension or possible dismissal from employment in the case of an employee.

A record of such disciplinary action will be placed in the student's/employee's file. The complainant has the right to receive written notification of this conclusion including reasons and grounds, to respond to it and be represented at all subsequent proceedings.

IMPLEMENTATION OF THE POLICY

A. Communication

The Equity Department will develop mechanisms to ensure all students, employees, and any persons providing services to the Board are informed of the Sexual Harassment Policy and its provisions by the following:

- distributing the policy in pamphlet form
- displaying posters in our schools and workplaces
- presenting workshops to school and Board personnel
- providing consultation services for YCDSB community members

B. Education and Training

The Policy will be presented to the Superintendents of Education and school administrators. In addition, the following will be available:

- An intermediate level curriculum addressing the Prevention of Sexual Harassment is available to elementary schools Board-wide in September 2001
- Issues related to sexual harassment are addressed in the Religious Education/Family Life at

the secondary level, in Guidance, Physical Education and Health programs, and TAG activities.

- An education and training program will be developed for staff in the 2001-2002 school year.
- A poster and pamphlet campaign will begin in the school year 2001 - 2002.
- Ongoing education and awareness will be provided by the Equity Office

C. Monitoring of the Policy

This Policy will be reviewed after one year of implementation and every three years thereafter to determine its effectiveness and the need for modifications.

RECOMMEND TO TERMINATE

YORK CATHOLIC DISTRICT SCHOOL BOARD

File Ref. H13
Form # HR 23

SEXUAL HARASSMENT FORMAL COMPLAINT FORM

(This form is to be used to commence a formal complaint by a student or adult against a student, or by a student against an adult. The information contained herein is of a highly confidential nature.)

Date: _____

Name of Complainant: _____ Job Title(if applicable)

Please Print

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 and the Complaint Procedures before completing the form.- If complainant is a student, she/he may wish to enlist the help of a trusted adult to assist with the completion of 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: appropriate Superintendent of Schools (copy to Superintendent of H.R. if adult involved)
	Copy 1: Complainant Copy 2: Respondent

RECOMMEND TO TERMINATE

GLOSSARY

1. **Abuse:** Any action or portrayal of a person, which could lead to a loss of dignity, safety or control. Abuse can be physical, psychological, sexual and/or verbal.
2. **Complainant:** The person who considers that she/he has been harassed.
3. **Discrimination:** The denial of equal treatment, civil liberties, or opportunity to individuals or groups with respect to education, accommodation, health care, employment, or access to services, goods, or facilities. Discrimination may occur on many bases: race; nationality; gender; age; religious, political or ethnic affiliation; marital or family status; sexual orientation; physical, developmental, or mental disability.
4. **Equity:** Equality of opportunity, access, and outcome; recourse to principles of justice to correct or supplement law; a system of justice supplementing or prevailing over common and statute law. A program designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices.
5. **Frivolous:** A complaint that is trivial or inconsequential, not serious. For instance, boys/men not being allowed in girls'/women's washrooms or vice versa.
6. **Gender:** The characteristics that are associated with one or the other of the sexes which are based on societal expectations not biology.
7. **Harassment:** "Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome". (Ontario Human Rights Code, Sect. 7 (1) (f). Harassment refers to persistent, ongoing communication in any form (e.g. verbal or physical, jokes, slurs, graffiti) of negative attitudes, beliefs, or actions toward an individual or a group with the tacit intention of placing that person or group in a disparaging role. Harassment can occur on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender, sexual orientation, age, marital or family status or disability.
8. **Respondent:** The person named by the complainant to have harassed.
9. **Sexism:** A set of beliefs, assumptions, and actions based on an ideology of inherent superiority of one gender over another. Sexism is evident in individual thought and behaviour patterns as well as in organizational or instructional structures and programs.
10. **Sexual abuse:** Sexual molestation or exploitation of a person under 16 years of age. Sexual abuse is an offence under the criminal code.
11. **Sexual assault:** Any unwanted act of a sexual nature imposed by one person upon another. Sexual assault is an offence under the criminal code.

12. **Vexatious:** A complaint with malicious intent, or for a dishonest purpose and with sinister motivation. For instance, a student allegation of sexual harassment by a teacher fabricated in retaliation for low grades received.

RECOMMEND TO TERMINATE

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Toronto Catholic District School Board Sexual Harassment Policy and Guidelines, Students, 2000

Toronto District School Board – Human rights Policy and Procedures, 2000

York Catholic District School Board Sexual Harassment Policy (Workplace) #810A, July 4 - 2000

York Catholic District School Board Policy: Sexual Harassment - #810A, 1993

York Catholic District School Board



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 407
<i>Former Policy #</i>	<i>Page</i> 1 of 3
<i>Original Approved Date</i> August 26, 2003	<i>Subsequent Approval Dates</i> March 31, 2009

POLICY: ~~CRIMINAL BACKGROUND CHECKS~~ POLICE RECORD CHECKS – BOARD EMPLOYEES

SECTION A

1. PURPOSE

The York Catholic District School Board affirms its responsibility to provide a safe and secure learning and working environment for students and staff. The Board is in a position of trust with regards to students and must strive to protect their intellectual, physical and emotional well-being. In accordance with Ontario Regulation 521/01, the Collection of Personal Information, the Board commits to implementing appropriate measures to ensure that those employees having direct and regular contact with students are free of any criminal records which may place a student at risk.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board ~~to not to~~ employ or continue to employ persons who have ~~criminal~~ **a police** records which may place a student(s) at risk as a result of direct and regular contact with students; ~~and~~. **In addition that** Offence Declarations **shall** be submitted annually by all employees.

3. PARAMETERS

- 3.1 **The Board shall comply with Ontario Regulation 521/01, the Collection of Personal Information, as it pertains to employees of the Board.**
- 3.2 New employees who have direct and regular contact with students will be required to provide, at their own expense, an original copy of their Vulnerable Sector ~~Screening (a comprehensive Criminal Reference Check)~~ **Check prior to commencing employment with the Board.**
- 3.3 New employees who do not have direct and regular contact with students will be required to provide, at their own expense, an original copy of their Criminal ~~Background~~ **Record Check prior to commencing employment with the Board.**
- 3.4 Existing employees shall submit annually, and by September 1, an updated Offence

Declaration.

3.5 Retention

Criminal ~~reference~~ **record** checks, vulnerable sector ~~screenings~~ **checks** and offence declarations will be filed in a separate and secure location in accordance with Regulation 521/01.

3.6 Adjudication

3.6.1 Where evidence is received of a ~~criminal conviction~~ **police record**, the Superintendent of Human Resources shall consider the circumstances surrounding the ~~conviction~~ **record** when determining an appropriate course of action.

3.6.2 The course of action may include disciplinary action up to and including dismissal, and/or withdrawal of the employment offer, and shall be in compliance with other Board policies, collective agreements and legislation.

3.7 Consequences of Non-Compliance

Failure to provide a current Offence Declaration form by the date prescribed may be subject to disciplinary action up to and including dismissal.

4. **DEFINITIONS**

4.1 Direct and Regular contact with Students

Working with students face-to-face or having unsupervised access to students on a recurring basis.

4.2 Offense Declaration

A form completed annually by individuals that lists any Criminal Code convictions for which a pardon has not been granted since the last police record check was collected. This declaration is in accordance with Ontario Regulation 521/01.

4.3 Police Record Check

A document concerning an individual that was prepared by a police force within six months before the day the Board collects the document, containing information concerning the individual's personal criminal background.

4.4 Vulnerable Sector Check

The vulnerable sector check provides the screening of individuals who intend on working with the Board.

5. **RESPONSIBILITIES**

5.1 Director of Education

5.1.1. To oversee compliance with the Police Record Checks – Board Employees Policy.

5.2 Superintendent of Human Resources

5.2.1. To ensure that an offer of employment is not confirmed until a satisfactory criminal ~~reference~~ **record** check/vulnerable sector ~~screening~~ **check** is received;

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 423
<i>Former Policy #</i>	<i>Page</i> 1 of 7
<i>Original Approved Date</i> May 10, 2005	<i>Subsequent Approval Dates</i> May 6, 2008 September 22, 2009

POLICY TITLE: CONFLICT OF INTEREST FOR EMPLOYEES

SECTION A

1. PURPOSE

The York Catholic District School Board expects, consistent with the teachings of Jesus Christ, that employees will at all times conduct themselves with personal integrity, ethics, honesty, impartiality and diligence in the performance of their duties. This policy is intended to establish parameters and guidelines for employees regarding possible conflict of interest situations.

The York Catholic District School Board recognizes that a high standard is expected of a public body where the employment, contractual, and purchasing requirements may vary widely, and are spread throughout many departments and schools. It is essential that employees maintain, and are perceived to maintain, the highest standard of public trust and integrity.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that employees shall, as far as practicable, avoid placing themselves in conflict of interest situations, whether real or perceived. The employees shall take all reasonable steps to avoid the exercise of any influence on Board decisions in which they have a personal interest, at any and all times and places, regardless of whether engaged in or on or about Board business.

3. PARAMETERS

- 3.1 Employees must be aware of the need to avoid situations which might result in an actual or apparent conflict of interest and scrupulous in their compliance with the requirements of this policy and guidelines.
- 3.2 Employees in doubt concerning the propriety of any action concerning the Board shall disclose a possible conflict of interest to their immediate supervisor for determination.

- 3.3 Employees shall not release to unauthorized persons information related to personnel matters, matters under negotiation, litigation or potential litigation or any other confidential information to which they have access only by virtue of their employment, where the release of the information may be prejudicial to the Board or potentially infringe on the privacy of others.
- 3.4 The Director of Education shall be the final determinant in deciding whether a situation may be a perceived or real 'conflict of interest'.
- 3.5 Any employee of the Board who contravenes the Conflict of Interest for Employees may be subject to disciplinary action, up to and including termination of employment, where appropriate.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1. To oversee compliance of the Conflict of Interest for Employees 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 of this policy.

4.3 Senior Administration

- 4.3.1 To support principals, managers and supervisors in the implementation of this policy.

4.4 School Administrators / Department Managers / Supervisors

- 4.4.1 To follow practices that promote adherence to the expectations of this policy.

4.5 Employee Responsibilities

- 4.5.1 To notify their immediate supervisor in writing of possible conflict of interest;
- 4.5.2 To not employ direct relatives or individuals who share the same household in situations where a reporting relationship exists and where the superior has influence, input or decision-making power over a staff member's performance evaluation, salary premiums, special permission, potential for promotion, conditions of work and similar matters;
- 4.5.3 To not promote the sale of personal products or services to students, staff members or others;
- 4.5.4 To not use or attempt to use, directly or indirectly, their position with the Board to purchase goods or services for their personal use from any supplier to the Board at a discount or on the same or similar terms to the Board (with the exception of offers made to Board staff through purchase plans or arrangements that are available to all Board employees);
- 4.5.5 To not accept a fee, gift, personal or economic benefit, either directly or through another person, from any person who has done, is doing, or might be reasonably expected at some time to do business with the Board (with the exception of incidental gifts, customary hospitality or other benefits of nominal value);
- 4.5.6 To not directly or indirectly use, allow the use of Board property of any kind for anything other than officially approved activities; and

- 4.5.7 To not step out of their official roles with the Board to assist private entities or person in their dealing with the Board where this would result in preferential treatment to any person.
- 4.5.8 To not engage in any outside work or undertaking, whether voluntary or for payment, that:
 - i) interferes with the performance of his/her duties for the Board,
 - ii) occurs during the individual's normal working hours, or
 - iii) would otherwise constitute full time employment.

5. DEFINITIONS

5.1 Conflict of Interest

5.1.1 A situation in which an employee, whether for himself/herself or for some other person(s) attempts to promote a private or personal interest which results or could appear to result in:

- i) An interference with the mission, vision and beliefs of the Board
- ii) A gain or an advantage by virtue of his/her position in the York Catholic District School Board.

OR

5.1.2 A situation in which the personal or private interests of an employee (or the employee's family or close business associates) conflict with the interests of the Board or when there is a reasonable basis for the perception of such conflict.

OR

5.1.3 A situation in which access to, or quality of service rendered by, an employee is affected by any form of privilege, favouritism or special arrangement between an employee and another party, including a student or the student's family.

5.2 Employee

For the purposes of this policy, an employee is an individual employed by the Board in a casual, temporary or permanent, position including but not limited to senior management, middle management and school administrators.

~~For the purpose of this policy, employee shall mean all senior management, all middle management and all school administrators. The term shall include current or former employees of the Board, whose conduct while employed by the Board may have contravened this policy.~~

5.3 Personal Interest

Personal interests are non-financial interests that may influence or be influenced by personal or family relationships. Personal interests may result in favouritism towards a person or group of people as a result of one's person connections or relationships.

6. CROSS REFERENCES

YCDSB Policy 115	Perquisites
YCDSB Policy 612	Tutoring for Fee Services
YCDSB Policy 801	Use of Board Funds for Recognition/Acknowledgement Purposes
YCDSB Policy 802	Purchase, Lease and Rental of Products and Services

7. RELATED FORMS

~~Admin. 114 - Employee's Acknowledge and Compliance Statement as to Conflict of Interest Reporting of Gifts over \$200.00~~

Approval by Board	September 22, 2009
	Date
Effective Date	September 22, 2009
	Date
Revision Dates	
	Date
Review Date	September, 2013
	Date

POLICY TITLE: CONFLICT OF INTEREST FOR EMPLOYEES

SECTION B: HOSPITALITY AND GIFTS GUIDELINES

In order to fully implement Board Policy #423 (Conflict of Interest for Employees), the following guidelines are to be followed.

Moderate hospitality is an accepted courtesy of a business relationship. However, the recipients should not allow themselves to reach a position whereby they might be influenced in making a business decision as a consequence of accepting such hospitality. The following paragraphs are intended to offer employees clarification on specific matters arising under the area of gifts and hospitality.

If there is any question about the application of these guidelines, employees should raise the issue with their immediate supervisor for determination.

1. Offering or Accepting Gifts

Although the exchange of common courtesies (such as the occasional gift or meal of nominal value less than \$200.00), is recognized as acceptable business practice, there is a danger in offering or accepting gratuities or favours that could be mistaken for improper payment.

- 1.1 Employees should not use their position for improper gain, nor under any circumstances accept gifts of cash, bonds, securities, personal loans, airline tickets, use of a vacation property or costly entertainment (i.e. in excess of \$200.00).
- 1.2 Employees should be cognisant of the cumulative effect that may result from a pattern of accepting multiple gifts over a period of time. Such a pattern runs the danger of becoming an actual or perceived improper payment.

2. Conditions for Accepting Gifts

An employee may accept the hospitality of a gift from another in the course of the professional relationship, if:

- 2.1 An employee believes that the donor is not trying to obligate them, or improperly influence a decision;
- 2.2 It is "normal business practice" for the purposes of courtesy and good business relations; and,
- 2.3 Acceptance is legal and consistent with generally accepted ethical standards.

3. Examples of Acceptable Gifts

Examples of acceptable gifts from suppliers/vendors include:

- 3.1 Holiday gifts, such as fruit baskets or candy
- 3.2 Inexpensive advertising and promotional materials (e.g. give-aways, such as pens or key chains)
- 3.3 Inexpensive awards to recognize service and accomplishments in civic, charitable, educational or religious organizations (such as nominal gift certificates to book stores)

4. Gifts of Considerable Value

Where it would be extraordinarily impolite or otherwise inappropriate to refuse a gift of obvious value. Such gifts may not be taken for the employee's home use or enjoyment. Employees might ask themselves if public knowledge of the gift would cause personal embarrassment or embarrassment to the Board. If there is still uncertainty regarding what is considered an appropriate gift to give or receive, this should be discussed with the Supervisory Officer, Associate Director or Director of Education, as appropriate.

5. Honoraria

Senior management, managers and supervisors, school administrators and those performing managerial or supervisory duties are not allowed to receive honoraria, payments of any kind, while performing instructional or informational duties while on Board time. They may however receive a small token of appreciation such as a gift certificate, plant etc. for sharing their talents.

6. Reporting of Gifts

Employees herein must report/notify, by e-mail, of any gifts received over \$200.00, including meals. Superintendents and the Associate Director must notify the Director of Education; and the Director of Education must notify the Chair of the Board; Middle Management employees must notify their immediate supervisor and their Superintendent; School Administrators must notify their Superintendent.

6.1 Employees herein must complete the form, Reporting of Gifts and forward the completed form to the office of the Superintendent of Human Resources, for retention purposes.
(See Appendix A)

7. Solicitation of Gifts, etc.

Employees may not solicit gifts, donations, benefits, services or other favours that are for personal gain or advantage under any circumstances.

8. Definitions

Gift/Benefit

A gift or benefit is considered to be anything of value received as the result of a business relationship for which the recipient does not pay fair market value. Gifts or benefit refers to items both tangible and intangible such as hard goods, entertainment, trips, financial instruments and services other than hospitality offered directly or indirectly to an employee of the Board.

Gifts of Considerable Value

Are defined as any gift, benefit or hospitality whose value exceeds \$200.00.

Hospitality

Is the offering of meals, refreshments, entertainment, and transportation.



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORTING OF GIFTS OVER \$200.00

In accordance with Board Policy #423
(Conflict of Interest for Employees)

Employee's Name: _____

Date Gift Received: _____

Originator of Gift: _____

Gift (Provide Details): _____

Approximate Value of Gift: _____

Reason for Gift: _____

Disposition of Gift: _____

In what way, if any, is the originator involved or working
with the York Catholic District School Board? _____

Date: _____

Employee's Title: _____

Employee's Signature: _____

Form to be forwarded to the office of: a) Immediate Supervisor/Superintendent
b) Superintendent of Human Resources.

~~POLICY TITLE: CONFLICT OF INTEREST FOR EMPLOYEES~~

~~SECTION B~~

~~1. GUIDELINES~~

- ~~a) An employee who has a connection to or relationship with an external organization or business (including a supplier or promoter of products or services to the Board) must avoid any situation in which that connection or relationship may influence or reasonably be perceived to influence the employee in the performance of his or her duties.~~
- ~~b) Employees of the Board shall not sell any materials, supplies or service to the Board by a company in which they have direct or indirect interest.~~
- ~~c) Employees of the Board shall not purchase or recommend that any materials, supplies or service be purchased on behalf of the Board from a company in which a Board employee has a direct or indirect interest.~~
- ~~d) Employees of the Board who are in a position to hire full-time, part-time, occasional, contract or summer staff/students will not hire members of their immediate or extended family to work for them directly.~~
- ~~e) Employees of the Board may only accept infrequent and reasonable hospitality, or business gifts of a small intrinsic value. The frequency and nature of gifts or hospitality shall not be allowed to be such that the recipient might be, or might be deemed by others to have been, influenced in making a business decision as a consequence of accepting such gift or hospitality. The absence of actual or perceived influence is of particular importance leading up to and during the tendering and/or proposal process for products and/or services.~~
- ~~f) Employees of the Board shall not engage in any outside work or undertaking, whether voluntary or for payment, that:
 - ~~— interferes with the performance of his/her duties for the Board,~~
 - ~~— occurs during the individual's normal working hours, or~~
 - ~~— would otherwise constitute full time employment.~~~~
- ~~g) Employees of the Board shall not use or lend Board property of any kind for activities not associated with the discharge of their responsibilities without the prior approval of their superordinate.~~
- ~~h) Employees of the Board shall not give preferential treatment to relatives, personal friends or to organizations in which they or their relatives or friends have an interest, financial or otherwise.~~
- ~~i) Employees of the Board shall not release to unauthorized persons information related to personnel matters, matters under negotiation, litigation or potential litigation or any other confidential information to which they have access only by virtue of their employment, where the release of the information may be prejudicial to the Board or potentially infringe on the privacy of others.~~



YORK CATHOLIC DISTRICT SCHOOL BOARD

**EMPLOYEE'S ACKNOWLEDGEMENT AND COMPLIANCE
STATEMENT
AS TO CONFLICT OF INTEREST**

To Be Completed When Required by the Director of Education

I have read, understand, and agree to abide by the Board Policy "Conflict of Interest for Employees". In particular, I acknowledge that the interests of certain others, including a related person, a dependent or a member of my immediate family, are my interests for the purpose of the Policy and this Acknowledgement and Compliance Statement.

I confirm I am currently in compliance with the Board Policy, and disclose the following actual or potential direct and indirect interests in which the Board may also have an interest:

I am associated with the following supplier(s) of goods or services to the Board (attach additional pages if necessary to include all relevant suppliers):

1.	Name of the Supplier(s):	
	Nature of the Association (e.g. owner, relative):	
2.	Name of the Supplier(s):	
	Nature of the Association (e.g. owner, relative):	
3.	Other: (e.g. relationship, interests or association — that may have a bearing)	

Dollar Value of all disclosed interests: \$ _____

I understand that this Acknowledgement/Compliance Statement will be retained and in effect for as long as I remain an employee.

I further understand that if, subsequent to the signing of this statement, a potential or actual, direct or indirect, interest arises, I must disclose this to the Director of Education. Failure to disclose an interest or to comply with Board Policy regarding Conflict of Interest will be subject to such measures as the Board may deem appropriate, which measures could include dismissal from employment.

____ Name: (Please print) _____

____ Signed: _____ Date: _____

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>	<i>Last Approval Date:</i>
July 4, 2001	October 12, 2010 June 19, 2012 November 26, 2013 November 10, 2014 March 29, 2016 March 29, 2017

POLICY TITLE: WORKPLACE HARASSMENT

SECTION A

1. PURPOSE

The YCDSB is providing a policy and associated procedures that are intended to nurture a harassment free workplace for all Board employees. The policy is in keeping with provincial health and safety legislation **human rights and 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 as a result 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.

3.6.1 The Board reserves the right to pursue legal costs should a complaint be found to be false, frivolous or vexatious.

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, Administrators 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 with article 3.10.3.

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 Racial and Ethnocultural Harassment

- i) Unwelcome remarks, name calling, slurs, jokes, gestures, innuendos or taunting about a person's ethnic or national origin, religion or attire.
- ii) Graffiti, i.e. degrading or insulting words, messages, slogans.
- iii) The displaying of racist derogatory or offensive materials and symbols.
- iv) Exclusions or avoidance because of race or ethnicity.
- v) Discriminatory treatment.

5.1.2 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)

5.1.3 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.
- iii) Racial and Ethnocultural 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 Ethnic Group

A group of people who share a cultural heritage, which often includes national affiliation, language and religion.

5.3 Ethnocultural harassment is defined as harassment on the basis of an individual's ancestry, place or origin, ethnic or national origin, citizenship, religion or any expression thereof (e.g. attire).

5.4 Race

A social category that differentiates people by physical characteristics, such as colour of skin and eyes, hair type, stature and facial feature. "Race" is a social and political construct, not a biological one. It relies on self-definition and definition by others. Race is of social and political consequence when people use it to justify differences in power and in access to employment, housing, education etc.

5.5 Racism

A set of beliefs, assumptions and actions based on an ideology of inherent superiority of one racial or ethnic group over another. Racism may be evident in individual thought and behavior patterns as well as in organizational or institutional structures and programs.

5.6. 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.

5.7 Workplace

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

- 5.71. Activities within offices, staffrooms, classrooms, cafeterias/lunchrooms, and other Board property;
- 5.72. Board/School sponsored events associated with and including co-instructional and extra-curricular activities;
- 5.73. Electronic venues such as internet, email, and telephones;
- 5.74. Activities outside of Board premises including field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings; as well as
- 5.75. 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 28, 2017
	<i>Date</i>
Effective Date	March 29, 2017
	<i>Date</i>
Revision Dates	March 28, 2017
	<i>Date</i>
Review Date	March 2018
	<i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

SUPERINTENDENT OF HUMAN RESOURCES OFFICE

TO: Policy Review Committee

FROM: Lynda Coulter, Superintendent of Human Resources

DATE: June 6, 2017

SUBJECT: Policy 428 Racial and Ethnocultural Harassment

This memo is intended to inform the Policy Review Committee of the rationale for the termination of policy #428.

Policy 428 Racial and Ethnocultural Harassment is no longer necessary as the principles and standards regarding workplace harassment due to race or ethnicity have now been incorporated into the newly revised Workplace Harassment (#425).

Since 1993 when the province first introduced PPM 119 (Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools) much work has been done on policies and procedure to address the school climate for students. Board Policy 428 in its current form speaks to racial and ethnocultural harassment from both a student and staff perspective. It is suggested that racial and ethnocultural harassment as it pertains to Board employees should be addressed in a separate policy. The following Board policies currently address the issue of racial and ethnocultural harassment as it pertains to students:

- Policy 202 Safe Schools: Student Discipline
- Policy 218 Code of Conduct
- Policy 223 Bullying Prevention and Intervention

Accordingly, Human Resources is recommending the termination of policy #428.



YORK CATHOLIC DISTRICT SCHOOL BOARD

No.: 810B

Section: Board

Approved: March 25, 1993

Board Approved Date:

Implementation: Superintendent of Human Resources

POLICY: RACIAL AND ETHNOCULTURAL HARASSMENT

It is the policy of the York Catholic District School Board that every student and employee¹ in the York Region Catholic District School Board has a right to equal treatment and freedom from harassment on the basis of race and ethnicity. Therefore, all students and Board employees who perceive that they are victims of harassment on the basis of race or ethnicity have the right to lodge a complaint of harassment.

All complaints of racial or ethnocultural harassment by students and or Board employees shall be investigated following appropriate Board procedures, and staff members responsible for dealing with complaints of harassment must ensure that the process of investigation and resolution of the complaint is conducted in an educational rather than in a punitive climate.

Both the complainant and the respondent have a right to a fair hearing. Every effort must be made, throughout the process of investigating and resolving a complaint of harassment, to ensure confidentiality for both parties. All information provided to the person receiving the complaint, management, and/or the investigator(s) will remain confidential subject to the requirement to disclose information or give evidence according to law (e.g. formal grievance arbitration, Ontario Human Rights Commission proceeding, legal court action, Freedom of Information Act). All files pertaining to an investigation and resolution of a complaint of harassment must be kept in a filing system in keeping with the legislation in the Freedom of Information Act.

Any **Board employee** found to have harassed another employee or a student on the basis of race or ethnicity shall be subject to appropriate disciplinary action, up to and including termination of employment of services. Any **student** who has been found to have harassed another student or a Board employee shall be subject to appropriate disciplinary action, including suspension from school.

Counselling and support shall be provided for victims of racial or ethnocultural harassment to the extent of the services available through the Board.²

¹ Employees are deemed to be: staff, contracted staff, volunteers and trustees.

² Both the complainant and respondent may seek confidential advice or counselling from the Race and Ethnocultural Equity Department, the Employee Assistance Program, and/or from their federations and unions at any stage of the complaint process.

It is the responsibility of all divisional superintendents to inform their staff of the Board's Racial and Ethnocultural Harassment Policy and Complaint Procedures and to ensure its implementation. The Race & Ethnocultural Equity Supervisor may be called upon as an advisor by the complainant, the respondent, and/or the investigator(s). They must not be directly involved in the investigation. In the investigation of formal complaints of Race & Ethnocultural harassment involving Board employees, a suitably trained representative from the various employee groups must take part in the investigation process.

Procedures for dealing with incidents of racial and ethnocultural harassment involving students shall be incorporated into each school's discipline code and parents shall be informed annually of this discipline code.

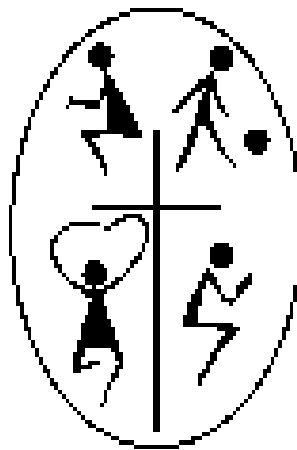
Each school shall designate two persons on staff, one male and one female, to handle complaints of racial and ethnocultural harassment **by students** in the absence of the principal or vice-principal.

CROSS REFERENCE

- Complaint Procedures for Race & Ethnocultural Harassment 810B, 1993
- Policy 808 Multiculturalism and Race Relations 1990
- Policy 811 Affirmative Action/Gender Equity in Employment and Curriculum 1986

PROCEDURES

RACIAL AND ETHNOCULTURAL HARASSMENT



Approved May 25, 1993

**Frank S. Bobesich
Director of Education**

**Terrance Ryan
Chair of the Board**

YORK CATHOLIC DISTRICT SCHOOL BOARD

RACIAL AND ETHNOCULTURAL HARASSMENT COMPLAINT PROCEDURES

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PURPOSE OF THE HARASSMENT POLICY	2
DEFINITIONS OF HARASSMENT.....	3
MAIN COMPONENTS OF HARASSMENT	4
FORMS OF HARASSMENT.....	5
PRINCIPLES OF HARASSMENT	6
OUTCOMES OF HARASSMENT	7
COMPLAINT PROCEDURES	8
FORMAL COMPLAINT.....	10
PROCEDURES FOR INVESTIGATING COMPLAINTS OF RACE AND ETHNOCULTURAL HARASSMENT.....	11
INFORMAL RESOLUTION.....	11
FORMAL RESOLUTION.....	12
REVIEW OF DECISION	12
BIBLIOGRAPHY.....	13
GLOSSARY OF TERMS.....	14

EXECUTIVE SUMMARY

Racial and ethnocultural harassment of employees and students has become an issue of growing concern in school boards in recent years. Harassment may impact on a person's sense of dignity and worth, job performance and school achievement. In order to objectively and effectively respond to allegations of harassment, it is important for the Board to have clear procedures in place for investigating and responding to complaints of racial and ethnocultural harassment. This document contains the Board's policy on racial and ethnocultural harassment and a four step procedure for investigating complaints of the following types of racial and ethnocultural harassment:

- harassment of a Board employee by another employee;
- harassment of a Board employee by a student;
- harassment of a student by a Board employee; and
- harassment of a student by a student.

This policy covers all persons who have an ongoing relationship with the York Catholic District School Board, such as students, staff, contracted staff, volunteers, and trustees while they are:

- on York Catholic District School Board premises
- in a Catholic District School Board-sponsored program at other premises

The policy and procedures outlined in this document apply to English Language Section of the Board.

A complaint of racial or ethnocultural harassment may be lodged with the Ontario Human Rights Commission, subject to provisions set out in the **Code**, at any time during the investigation. However, the case will no longer be pursued by the Board when a parallel complaint is before the Ontario Human Rights Commission.

PURPOSE OF THE HARASSMENT POLICY

Harassment of students and employees is prohibited by the Canadian Human Rights Act, the Canadian Labour Code and the Ontario Human Rights Code. Various types of racial and ethnocultural harassment of students and employees have occurred and may continue to occur in schools, classrooms, and other Board environments. Such harassment is contrary to the healthy and nurturing environment necessary in any school or workplace. It can damage students and staff irreparably for life, physically as well as psychologically.

The recognition of harassment as a discrimination issue was prompted by the realization that the quality of an individual's everyday environment impacts on her or his sense of dignity and worth, on job performance and school achievement. While a number of complaints have begun to emerge, many incidents still go unreported.

Students and Board employees can only function effectively on a day-to-day and long term basis in a supportive, harassment free environment. Having a policy which clearly prohibits racial and ethnocultural harassment is the necessary first step toward eliminating such harassment. Equally important is the existence of well-defined procedures for dealing with complaints of racial and ethnocultural harassment. The Racial and Ethnocultural Harassment Policy and Complaint Procedures in this document form an integral part of our commitment as a Roman Catholic school board to provide an environment that, in a spirit of Christian love, reflects the equality, dignity and worth of each student and employee.

The prime objective of this document is educational and preventative rather than punitive. It is hoped that it will not only help educate employees and students in the Board about the issue of racial and ethnocultural harassment, but also empower individuals to confront such harassment. Because the intent of this policy is preventative, not punitive, the complaint process may stop at any stage. If the complainant chooses to withdraw the complaint after the formal resolution has begun, the respondent is entitled to have the proceedings dismissed. Any form of redress sought by the respondent must be in keeping with the provisions of the Ontario Human Rights Code.

The Racial and Ethnocultural Policy and Complaint Procedures outlined in this document are based on the Board's Multiculturalism and Race Relations Policy and Procedures (1985).

They apply to all students, parents, employees, trustees and other persons providing service to the English Language Section of the York Catholic District School Board.

The Board views all forms of harassment with equal concern, however, this document only addresses harassment of race & ethnocultural background.

This document was developed in consultation with the Ontario Human Rights Commission.

DEFINITIONS OF HARASSMENT

Harassment is defined in the Ontario Human Rights Code³ as "engaging in a course of vexatious comments or conduct that is known or ought reasonably to be known to be unwelcome" (Sect. 9 [1] [f]).

Racial harassment constitutes harassment based on a person's race or colour; and **ethnocultural harassment** is defined as harassment on the basis of an individual's ancestry, place of origin, ethnic or national origin, citizenship, religion, or any expression thereof (e.g. attire, etc.).

RECOMMEND TO TERMINATE

MAIN COMPONENTS OF HARASSMENT

Harassment is an **expression of power** on the part of the harasser over the victim. The

³ The Ontario Human Rights Code will henceforth be referred to as the **Code**

harasser may abuse an actual or a perceived position of power. Harassment is:

- frequently an expression of "economic coercion by people who have the power to hire or fire, promote or demote, give raises or deny them, give passing or failing grades".
- often based less on an actual position of power of the harasser over the victim than on his or her perception of being in such a position by virtue of belonging to the dominant racial or ethnocultural group in society or in a given community.

Harassment is a form of **discrimination**. Harassment:

- constitutes unequal treatment of an individual or a group thereby limiting their ability to function effectively as a result of demeaning treatment by others.
- occurs when an individual perceives that she/he is being treated without dignity and respect by another individual or a group and, consequently, feels limited in her/his opportunities.

Harassment is often not easily understood because **its nature and impact may be subtle**. While few people consciously harass others on a regular basis, actions not intended as harassment may often have the effect of making another person feel degraded and inferior. For example:

- continuous derogatory remarks in relation to a given race or ethnocultural background, such as "those people should be going back to the country they came from," may create a poisoned work environment for employees belonging to that group.

Although such impact may not have been intended, the definition of harassment in the **Code** implies that in some situations it should be anticipated that racially or ethnically motivated conduct or comments would be offensive or unwelcome.

FORMS OF HARASSMENT

Harassment may be displayed in a number of ways which are either obvious or subtle. Below is a list of forms of harassment which are covered under The Code:

- verbal abuse or threats;
- unwelcome remarks, jokes, innuendos or taunting about a person's gender, race, ethnic or national origin, religion, attire, etc.
- graffiti, i.e. degrading or insulting words, messages, slogans, etc. written on or in school board property;
- the displaying of racist pictures;
- the composition and/or distribution of derogatory material;
- practical jokes which cause awkwardness or embarrassment;
- unwelcome physical contact such as touching, patting, pinching, punching;
- physical violence;
- vandalism;
- intimidation;
- condescension or parentalism which undermines self-respect;
- exclusions or avoidance because of race or ethnicity;
- witnessing but not attempting to prevent or report any of the above.

In the event of an incident of racial or ethnocultural harassment involving students, failure to act is not a neutral response.

PRINCIPLES OF HARASSMENT

1. Harassment can consist of a single incident or more than one incident. It can be the cumulative effect of often subtle yet damaging behaviour.
2. It can be directed at an individual or a group of people.
3. Anybody can be a victim of harassment: males and females; young and old, Whites and racial minorities, individuals who belong to the dominant ethnocultural group as well as those belonging to minority groups.
4. Expressions of racial and ethnocultural stereotyping can constitute harassment.
5. Creating a poisoned environment for a person or a group of people constitutes harassment.
6. The activity objected to need not expressly refer to a person's race, place of origin, creed, etc. but need only be motivated by those considerations. For example, if an individual is consistently treated in a less favourable manner, e.g. is repeatedly made the brunt of practical jokes or ridicule without any actual reference being made to her or his race or ethnicity, the treatment may nevertheless be interpreted as harassment that is racially motivated.
7. A person does not necessarily have to object to the offensive treatment before being able to claim harassment. Further, individuals who are not the specific targets of discriminatory comment or action or who are not members of the targeted group have the right to bring a complaint of harassment.

Harassment is not a private matter. It is humiliating and degrading to individuals and groups. Harassment dehumanizes victims, perpetrators and witnesses. It is the responsibility of anyone in a supervisory position to provide a harassment-free work environment for all employees who report to them. It is the responsibility of all staff to ensure a harassment-free learning environment for all students. Therefore, people in authority shall take steps to resolve incidents of harassment which they have knowledge of or witness.

OUTCOMES OF HARASSMENT

The impact of harassment may be felt by the individual who is being harassed, the organization, and the harasser. Possible impacts may be:

On the individual who is being harassed

- produces feelings of being threatened, humiliated, patronized, tense, angry, frustrated and powerless
- results in insomnia, illness, and physical ailments
- causes a loss of self-esteem and self-confidence
- creates a sense of fear
- erodes a sense of security
- interferes with school/work performance
- threatens school or career opportunities
- creates an unhealthy, threatening or intimidating learning/work environment
- interferes with relationships at home

On the organization

Loss of productivity

- poisoned work environment that can affect everyone
- vulnerability to legal action
- failure to realize organizational excellence
- absenteeism
- potential loss of a good student/employee

On the harasser

- peer rejection
- loss of status and respect
- disciplinary action by the Board
- lawsuits filed by the complainant

COMPLAINT PROCEDURES

Complaints of race and ethnocultural harassment may be lodged orally or in writing and in the language in which the complainant feels most comfortable. An interpreter must be provided for complainants who wish to lodge an oral complaint of race and or ethnocultural harassment in a language other than English or French as well as throughout the resolution process, if required. Any time limits outlined in this document may be extended as circumstances might reasonably require, or as agreed upon by the parties concerned.

All information provided to the person receiving the complaint, management, and/or the investigator(s) will remain confidential subject to the requirement to disclose information or give evidence according to law (e.g. formal grievance arbitration, Ontario Human Rights Commission proceedings, legal court action, Freedom of Information Act).

It is advisable for all persons involved in a complaint of race and or ethnocultural harassment to keep their personal notes throughout the complaint and resolution process. All complaints of race and or ethnocultural harassment must follow steps 1-5.

REPORTING PROCEDURES FOR INCIDENTS OF RACIAL AND ETHNOCULTURAL HARASSMENT

1. As much information as possible should be obtained from the complainant on the nature of the incident. At this point, there will be an **Informal Discussion** with superior, Race and Ethnocultural Equity Supervisor, union or federation representative for the purposes of counselling the complainant, verifying the grounds for harassment complaint, and giving advice on options, timelines and consequences. The complainant is not required to reveal the name of the person about whom they are making the complaint **at this point**.
2. Based on the information received, it should be determined whether or not The complaint would appear to constitute racial or ethnocultural harassment.
3. In case the incident reported appears to constitute racial or ethnocultural harassment, the complainant, if an adult, should be informed of the Board's Racial and Ethnocultural Harassment Policy and Complaint Procedures.
4. The complainant should be asked whether he/she will seek to resolve the issue:
 - informally by meeting with the person(s) involved,
 - using other informal complaint procedures, or
 - whether he/she wishes to lodge a formal complaint.
5. Complaints of race and ethnocultural harassment of one student by another must be immediately addressed. The seriousness of the incident must be determined and appropriate disciplinary action taken. In handling a complaint of race and or ethnocultural harassment, the principal/delegate must inform the parent(s)/guardian(s) of the student(s) responsible for the harassment of the victim(s) involved if the student(s) are under 18 years of age.

FORMAL COMPLAINT

According to the Ontario Human Rights Code, the respondent has the right to know the nature of the allegation but not the name of the complainant. Under the Teaching Professions Act, s18(1) (b) teachers when making an adverse report on another federation member, are required to furnish that member with a written statement of the report no later than three (3) days after making the report.

However, it should be noted that the legislation in the Ontario Human Rights Code which, does not require the complainant to be identified to the respondent, supersedes this Act.

In the case of a formal complaint of race and or ethnocultural harassment involving students under 18 years of age, the parent(s)/guardian(s) must be informed of the complaint. If the complaint involves students 18 years of age over, students may decide whether or not they wish their parent(s)/guardian(s) to be informed of the complaint. However, such students should be informed of the complaint.

6. If the complainant decides to lodge a formal complaint, he/she should be advised to express the complaint in writing where applicable. The complainant should be advised to express a desired resolution.
7. If the complainant does not submit a written complaint, it is the responsibility of the person who receives the complaint to summarize the complaint in writing and to verify the correctness of the description with the complainant by requesting the complainant's signature.
8. If an administrator, teacher, trustee, or other Board employee receives a formal complaint of race and or ethnocultural harassment, he/she must submit a written report to her/his superior on the nature of the incident, the sequence of events, dates, the names of witnesses, etc.
9. At the beginning of the investigation, the complainant will be given the option of seeking an informal or formal **resolution**, to her/his formal complaint.

Procedures for Investigating Complaints of Race and Ethnocultural Harassment

- Recipients of a complaint shall supply the respondent and the respondent's superior with a copy of the complaint within 3 days of receipt of complaint. In the case of students 16 years and younger, the respondent's parents shall also receive a copy;
- In dealing with complaints by or about **employees**, meeting of respondent's superior or Superintendent of Human Resources if applicable, with respondent within 10 days of her/his receipt of complaint to discuss the complaint and its implications;
 - In dealing with complaints by **students**, meeting with respondent and school administrator within 10 days of schools administrator's receipt of complaint to discuss the complaint and its implications;
 - Climate to be educational rather than punitive;
 - Decision in favour of an informal or formal resolution.

Informal Resolution

- Meeting of Superintendent of Human Resources, if applicable, with the complainant, the respondent, and their superiors (in the case of employees) or school administrator (in the case of students) within 10 days of above meeting to seek mutually acceptable solution;
- Right of complainant and respondent to presence of neutral person other than legal counsel;
- If complaint is substantiated and resolution found, written record of complaint and resolution to be placed in respondent's personnel file (in the case of employees) and in the OSR (in the case of students);
- If complaint is unsubstantiated, written statement clearing the respondent only upon her/his request;
- Copies of either resolution to all parties concerned;
- If no mutually acceptable resolution found, either party may request a formal resolution of the dispute;
- If no follow-up within 3 months of formal complaint, case closed;
- If at any time following the agreed resolution the complainant reports problems with the agreed resolution, the file may be re-opened by the Superintendent of Human Resources, if appropriate, or school administrator in the case of a student and a formal resolution may be sought.

Formal Resolution

- To be chosen in lieu of an informal resolution or if the informal resolution did not produce a resolution;
- Meeting(s) of Superintendent of Human Resources, if appropriate, in the case of staff, and school administrator in case of students, with the complainant and respondent, separately or jointly, if so agreed upon, and their superiors within 10 days of receipt of request for such a meeting;
- Presentations by both parties to designated Board official(s);
- Right of both parties to legal counsel;
- Decision by designated Board official(s) in support or rejection of the complaint;
- If complaint is substantiated:
 - Possible recommendation of disciplinary action to Director of Education (e.g. reprimand, demotion, transfer or termination of employment, or suspension in case of students);
 - Written communication of decision to respondent and complainant within 5 days;
 - Written report to be kept in respondent's personnel file, or in OSR in case of students;
- If complaint rejected, written statement clearing respondent placed in file only upon her/his request.

Review of Decision

- Possible appeal by complainant or respondent to Director of Education within 5 days of receipt of decision;
- Decision to uphold recommendation or other decision by Director of Education, within 15 days of receipt of appeal.

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GLOSSARY OF TERMS

Antiracist education: The effort to counter forms of racism in the education process. Antiracist education seeks to identify and change institutional policies and procedures and individual behaviours and practices that may foster racism.

Abuse: Any action or portrayal of a person which could lead to a loss of dignity, safety or control. Abuse can be physical, psychological, sexual and/or verbal.

Complainant: The person who makes a complaint of being sexually, racially or ethnoculturally harassed.

Culture: The totality of ideas, beliefs, values, knowledge, habits and way of life held in common by a group of individuals who share certain historical experiences. Culture changes continually, and thus often contains elements of conflict and opposition.

Days: Working days.

Discrimination: The denial of equal treatment, civil liberties, or opportunity to individuals or groups with respect to education, accommodation, health care, employment, or access to services, goods, or facilities. Discrimination may occur on many bases: race; nationality; gender; age; religious, political, or ethnic affiliation; marital or family status; sexual orientation; physical, developmental, or mental handicap.

Equity: Equality of opportunity, access, and outcome; recourse to principles of justice to correct or supplement law; a system of justice supplementing or prevailing over common and statute law. A program designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination.

Ethnic group: A group of people who share a cultural heritage, which often includes national affiliation, language, and religion. Everyone belongs to an ethnic group, members of the dominant group as well as those of minority groups. Individuals who are members of the same ethnic group can experience and express their ethnicity in a variety of ways.

Ethnocultural group: Every Canadian belongs to some ethnic group and shares some cultural heritage particular to people of a certain national, religious, and/or language background. There are a wide variety of ethnocultural groups among people of African, Asian, European, and North, Central, and South American backgrounds in Canada. Some Canadians experience discrimination because of ethnocultural affiliation (ethnicity, religion, nationality, language).

Ethnocultural harassment: Unwelcome and demeaning treatment of individuals or groups because of their ancestry, place of origin, ethnic or national origin, citizenship, religion, or any expression thereof (e.g. attire).

Ethnocentrism: Perception that one's own race or culture is the most important and that other cultures are wrong or inferior simply because they do things differently.

Harassment: "Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome". (Ontario Human Rights Code, Sect. 9 [1] [f]). Harassment refers to persistent, ongoing communication in any form (e.g. verbal or physical harassment, jokes, slurs, graffiti) of negative attitudes, beliefs, or actions toward an individual or a group with the tacit intention of placing that person or group in a disparaging role. Harassment can occur on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender, sexual orientation, age, marital status, family status or handicap.

Prejudice: Negative prejudgment of a person or group. This judgement is always made without adequate evidence and often based on unreliable, distorted stereotypes.

Race: A social category which differentiates people by physical characteristics, such as colour of skin and eyes, hair type, stature and facial features. "Race" is a social and political construct, not a biological one. It relies on self-definition and definition by others. Race is of social and political consequence when people use it to justify differences in power and in access to employment, housing, education and so forth.

Racial harassment: Unwelcome and demeaning comments or conduct directed at individuals or a group because of their race or colour.

Racism: A set of beliefs, assumptions and actions based on an ideology of inherent superiority of one racial or ethnic group over another. Racism is evident in individual thought and behaviour patterns as well as in organizational or institutional structures and programs.

Respondent: The person who is alleged to have perpetrated the harassment.

Sexism: A set of beliefs, assumptions and actions based on an ideology of inherent superiority of one gender over another. Sexism is evident in individual thought and behaviour patterns as well as in organizational or instructional structures and programs.

Stereotype (v.): To attribute the supposed characteristics of a whole group to all its individual members. Stereotyping exaggerates the uniformity within a group and the differences between groups.

Superintendent of Human Resources: The Superintendent of Human Resources and Employee Services or her/his delegate.

Superior: The immediate supervisor to whom the complainant or respondent is directly responsible in the workplace.

Systemic Discrimination: Unintentional, institutionalized discrimination. For example, hiring procedures or entrance requirements may have the unintentional effect of excluding certain minority groups or people of one gender.

RECOMMEND TO TERMINATE

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: June 6, 2017

Report: **Policy 604 Child Care & Early Years, Extended Day, Before and After School Programs – Results of Parent Satisfaction Survey**

Executive Summary

This report is intended to provide more detailed information to the Policy Review Committee related to the administration of the Parent Satisfaction Survey as defined in Policy 604 *Child Care & Early Years, Extended Day, Before and After School Programs*. Overall, parents utilizing the services of child care operators in schools of the York Catholic District School Board are satisfied with the Child Care and Before and After School Programs offered in York Catholic schools.

Background Information

YCDSB Policy 604 requires that each Child Care Operator complete a Parent Satisfaction Survey for each of their programs on an annual basis and that a summary of the survey results be reported to the Board. Surveys for the 2016-17 school year were carried out during the month of March and submitted to the Manager of Child Care Services.

Summary

Highlights of the Parent Satisfaction Survey are as follows:

- 5193 surveys were distributed by the operators
- 1738 surveys (33%) were completed and returned to the operators

A Board summary has been included for Trustee reference.

The Parent Satisfaction Survey requested input in four areas, namely, Child Care Program, Staffing, Parents and Participation, and Operations.

Generally, the comments were very supportive, positive and encouraging of the program, staffing, opportunities for parent participation, and the overall operation of the Child Care and/or Before and After programs.

A few parents, from various operators expressed some concerns that are noted as follows:

Child Care Program:

- More opportunities for outdoor activities that integrate the use of developmentally appropriate equipment (i.e.: structured/organized games such as basketball, soccer, etc.);
- More opportunities for children to explore their personal interests in after school activities planned and implemented by B&A staff;
- Menus have improved, however, consider more options of balanced food/snacks

Staffing:

- Some parents indicated that they would like more of an immediate response to their concerns

Parents and Participation:

- The Child Care Parent Engagement Committee, as a new initiative, was introduced through the approval of the Board's revised Policy 604 and many parents indicated a keen interest in participating on this committee in the 2017-2018 school year.

Operations:

- Some parents would like the Operator's Parent Handbook to be more accessible, up-to-date and informative;
- A few parents are not aware of the location of the Operator's decal (sign indicating licenced program)

As a follow-up to the receipt of the Operator's parent satisfaction survey summary, the Manager of Child Care Services has reviewed the submissions individually and addressed any concerns identified by parents.

Prepared and Submitted by:

F. Zeppieri, Manager of Child Care Services

Reviewed by:

T. D'Acunto, Superintendent of Education: Exceptional Learners &

F. Bagley, Associate Director – Strategic Leadership

Board Parent Satisfaction Survey Results 2016-2017

	2016-2017	2015-2016
# Surveys Distributed (one per family)	5193	4987
# of Respondents	1738	1540
% of Respondents	33%	31%

	2016-2017		2015-2016	
	Agree %	Disagree %	Agree %	Disagree %
Child Care Program				
• The Program reflects the Ministry of Education's vision for Ontario Early Years: "How Does Learning Happen?" The four foundations: Belonging, Well-Being, Engagement and Expression are evident in the program.	96%	4%	95%	5%
• The Program provides a variety of opportunities for exploration based on the children's interests and is developmentally appropriate.	96%	4%	94%	6%
• The Program provides opportunities for a variety of outdoor experiences.	94%	6%	90%	10%
• The menu provides a variety of healthy food choices that meet the Canada Food Guide standards.	93%	7%	94%	6%
• The Program meets my child's individual needs related to food allergies and other food restrictions.	98%	2%	97%	3%

	Agree %	Disagree %	Agree %	Disagree %
Staffing				
• Parents concerns and requests are addressed in a timely manner.	95%	5%	97%	3%
• Interactions are professional and respectful.	97%	3%	98%	2%
• Interactions are friendly, sensitive and supportive.	96%	4%	97%	3%
• Adult-child relationships are positive and responsive.	98%	2%	97%	3%

	Agree %	Disagree %	Agree %	Disagree %
Parents and Participation				
• Parents are encouraged to participate in Parent Engagement Committee and other special events.	94%	6%	86%	14%
• Parents feel welcome and are provided opportunities to engage with staff.	98%	2%	97%	3%
• Parents feel comfortable in communicating with staff about any issue and/or concern in the Program.	97%	3%	97%	3%

	Agree %	Disagree %	Agree %	Disagree %
Operations				
• Fees are communicated in a timely manner.	97%	3%	95%	5%
• Communication is conducted in a professional manner keeping parents well informed (i.e. e-mails, newsletters, postings, phone calls, in person etc.).	96%	4%	96%	4%
• Policies and Procedures within the Parent Handbook are accessible, up to date and informative.	96%	4%	95%	5%
• The Ministry of Education license and decal are posted in the Program in a visible location.	96%	4%	90%	10%
• The hours of operation meets the needs of your family.	97%	3%	96%	4%
• Your child is safe in the Program and security procedures are followed.	98%	2%	96%	4%

York Catholic District School Board

MEMO

Report To: Policy Review Committee
From: Administration
Date: June 6, 2017
Report: **Procedure: Transition Process for School Consolidation/Closure**
(Addendum to Policy 713: Pupil Accommodation Review of Schools)

This memo serves to update the Board of Trustees of two revisions to the *Transition Process for School Consolidation/Closure*, an Addendum to Policy 713, *Pupil Accommodation Review of Schools*. The revisions noted below clarify how Parents/Guardians are selected for membership on the school's Transition Committee. The lottery process is applied to the selection of parent representatives on the Pupil Accommodation Review Committee in areas where a Standard PAR has been approved by the Board of Trustees. Senior Administration believes the lottery process to be fair and believes that consistency between procedures is important for accountability and transparency to stakeholders.

The *Transition Process for School Consolidation/Closure* procedure is designed in conjunction with YCDSB Policy 713 – *Pupil Accommodation Review of Schools* to facilitate the relocation and integration of students and staff after a pupil accommodation review decision related to a school consolidation/closure has been made by the Board of Trustees.

Revisions are as follows:

TRANSITION COMMITTEE STRUCTURE (Pg. 2)

1. When the Board of Trustees has made a decision for school consolidation and/or closure, Principals at **all** affected schools will select three (3) members, **through a lottery process**, from their school community to participate on the Transition Committee as follows:
 - i. Catholic School Council Representative
 - ii. Parent-at-large Representative*
 - iii. Staff Representative

TRANSITION COMMITTEE TERMS OF REFERENCE (Pg. 5)

COMMITTEE MEMBERSHIP

Principals at **all** affected schools will select three (3) members, **through a lottery process**, from their school community to participate on the Transition Committee as follows:

- i. Catholic School Council Representative
- ii. Parent-at-large Representative*
- iii. Staff Representative

Summary

The revisions noted above were communicated to Principals at their Area Leadership Team (ALT) meetings and are posted to the Board's website.

Prepared and Submitted by: F. Bagley, Associate Director, Strategic Leadership
Endorsed by: P. Preston, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

Report To: Board of Trustees
From: Administration
Date: June 6, 2017
Report: Exam Scheduling Update

EXECUTIVE SUMMARY

This report is written to provide an update to the Board of Trustees with regard to the draft revisions of the Guidelines and Procedures for the Implementation of the Ministry Policy: Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools, 2011, as they relate to the motion put forward, by Trustee Marchese, (September 2016) regarding Student Success.

BACKGROUND INFORMATION

A motion was put forward by Trustee Marchese that all of our secondary students were to write only one exam per day. A committee was struck, chaired by Superintendent Crocco, to review and revise the Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation, and Reporting in Ontario Schools.

The original pages from this document (Appendix A), related to the Secondary Exam Models, and the draft revision pages 23-25 (Appendix A1) are included for your reference.

I will Chair a meeting of this committee in September to discuss the proposed revisions along with the results of the year end vote. Each of the schools if interest is indicated, has the option of polling the staff, via a vote, to determine the model that the majority would like to see implemented at their school for the 2017/2018 school year.

A memo sent to all of the Secondary schools implementing the Traditional Exam Model (Appendix B) clearly indicated that for the 2017/2018 school year there will ONLY be FOUR (4) days allotted for exams. This is to ensure a consistent and fair practice across all of our Secondary Schools and to provide for an emergency Inclement Weather day. The procedures, instructions and wording for the vote were also included in this correspondence.

Regardless of the Model being followed, students will be writing only ONE exam per day. This format not only supports the Mental Wellbeing of our students, but it also provides a clear means by which to provide those additional supports (additional time, secluded settings, assistive technology.....) as is warranted for those students on an IEP, Policy 208 and/or our English Language Learners.

Currently, for this upcoming June exam period we continue with the following:

1. All secondary students are to write only one exam per day. Most of our secondary schools are running a period by day exam schedule which aligns the exam days with the period in which they are taking a course:

Period By Day	
June 20	Grade 12 Period 4 only
June 21	Period One exams
June 22	Period Two exams
June 23	Period Three exams
June 26	Period Four Exams (9, 10, 11)

2. Four of our Secondary Schools (Holy Cross, St. Elizabeth, St. Robert, Sacred Heart) are following the Traditional Exam Model. They are using five exam days (to align with the provision provided in January) to ensure that students only write one exam per day.

Traditional Model	
June 20	Grade 12 Exams only
June 21	Exams
June 22	Exams
June 23	Exams
June 26	Exams
June 27	Exams

In both of these models, the use of the afternoon of June 20th for Grade 12 exams, is an accommodation to allow for the submission of all Grade 12 evaluations in advance of our Graduation ceremonies.

SUMMARY:

Regardless of the exam model being followed in each school, our students are only writing one exam per day.

The four schools still operating under Model A, are able to conduct a vote, in June, to determine the Model to be followed for the 2017/2018 school year.

Prepared by: Jennifer Sarna, Superintendent of Education
Reviewed by: Frances Bagley, Associate Director: Strategic Leadership
Endorsed By: Patricia Preston, Director of Education



Secondary Exam Guidelines

All courses are required to have a summative evaluation worth 30% of the final grade. **This could take the form of an exam and / or culminating performance task.** Course information sheets need to clearly and accurately communicate the components of assessment and evaluation. Exam days are instructional days dedicated to summative evaluation, during which time culminating performance tasks and formal exams usually take place.

Courses Written in the Formal Exam Period

- No student shall write 3 exams on the same day. Gr 12 students should write only 1 exam / day.
- It is recommended that, where possible, all schools use only 2 time slots for exam schedules.
- Some senior exams may need to be scheduled the half day prior to the official exam period. Teachers who would not be teaching their regularly scheduled class due to the exam could be re-assigned to supervise the exam. This will not involve on-calls being used, however, teachers with regularly scheduled teaching periods may be reassigned.
- Common exams should be developed in consultation/collaboration with all teachers of the course.

Grades 9 & 10

- It is expected that formal exams will be written for all academic and applied courses and Religion. Any exceptions should be approved by the Principal and Superintendent. A summative evaluation activity for locally developed courses is recommended during the formal exam period. This does not exclude other courses from being written in the formal exam period. Any exceptions should be approved by the Principal and Superintendent.

Grades 11 & 12

- It is expected that formal exams will be written for all U, C, and M courses during the regular exam period. This does not exclude other courses from being written in the formal exam period. Any exceptions should be approved by the Principal and Superintendent.

In-Class Exams

- In-Class exams are scheduled to alleviate the potential of students having to write more than two exams on one day due to scheduling restrictions. They may also occur for courses which have a performance or oral summative evaluation for some open courses (excluding Religion). These exams **cannot be scheduled** sooner than 2 days before the formal exams days.
- Civics and Career Studies are typically written “in class” in the last 2 days.

Review

A structured review of course material should be undertaken by the teacher in order to prepare students for the semester examinations. The review should include the format of the exam and the topics to be covered. Exams should not be a surprise, rather, reflect the expectations and format experienced earlier in the formative evaluation of the entire course. It is recommended that teachers provide at least 2 instructional review days prior to the exam period.

Evaluation

All evaluations (tests, presentations, CPTs) should be completed and returned to students by the end of the week prior to exams being written so students can prepare for their final exam with adequate time and information. The EQAO math test can be part of the summative evaluation of a grade nine math course but not the only component.

**SECONDARY EXAM SCHEDULING****Schools select either Model A or Model B for both semesters**

Whether using Model A or Model B, the same model must be followed in both semesters. If a school wants to change their exam model for the following year, both staff and academic council must be consulted and be in general agreement. Staff should be involved in this decision and understand the importance of maintaining the integrity of each exam.

MODEL A

January	In class/ Gr. 11 or 12 exams ½ day	Exam Day 1	Exam Day 2	Exam Day 3	Exam Day 4	Exam Day 5 Snow day
June	In class Gr. 11 or 12 exams ½ day	Exam Day 1	Exam Day 2	Exam Day 3	Exam Day 4	Exam Day 5 Make up day

MODEL B

January	Performance Exams	→ Gr. 11 or 12 exams ½ day	Exam Day 1 Period 1	Exam Day 2 Period 2	Exam Day 3 Period 3	Exam Day 4 Period 4	Exam Day 5 Snow day
June	Performance Exams	→ Gr. 11 or 12 exams ½ day	Exam Day 1 Period 1	Exam Day 2 Period 2	Exam Day 3 Period 3	Exam Day 4 Period 4	Exam Day 5 Make up day

Guidelines for Exam Scheduling: Model B

If the school is using the 'Period 1-Day 1' schedule, in which all Period one classes write their exams on day 1 of the exam schedule, etc., then 'in class' exams prior to the exam schedule are not necessary. The only summative evaluations occurring before the exam period would be performance or oral exams and culminating performance tasks. For this model, the following guidelines are to be followed in the development of exams:

- Collaboration and consultation among all teachers of the sections of a course should occur to ensure exams are **fair and comparable** to each other, though distinct.
- It is not acceptable for two sections of a course to have identical exams on different exam days.

Additional Exam Guidelines.

- With very few exceptions, no student should be "off" for 5 or more days.
- All exams for the same course should have a common format and examine common topics.
- The topics / format should be shared with students before the first exam is written.
- If there is a concern over the exam development, it is to be brought to the department head who will attempt to facilitate a resolution or refer it to the appropriate administrator.
- All exam schedules will be submitted to the school superintendent for no later than the last school week in December for Semester 1 and the first week in May for Semester 2 and will include schedules for both the In Class (if required) and Formal Exams.
- Best practice is to provide the exam schedule to students by at least the first week of January for Semester 1 and the third week in May for Semester 2 to give students and teachers ample time to prepare. If there is a make up day, students write the missed exams on Day 5 and a statement to this effect should be included on the exam schedule.
- A day for promotions meetings/graduation preparation is scheduled for Day 5. All staff are expected to be in attendance.



Final Summative Evaluation Guidelines

All courses are required to have a summative evaluation worth 30% of the final grade. **This could take the form of an evaluation, a performance, a culminating performance task, and/or another method of evaluation suitable to the course content or a combination thereof.** Course information sheets (CIS) need to clearly and accurately communicate the components of assessment and evaluation.

The EQAO math test can be part of the summative evaluation of the grade nine math course but not the only component.

Final evaluations in the Formal Summative Evaluation Period

- All students shall write one evaluation per day during the final summative evaluation week.
- All schools shall schedule final summative evaluations during a **formal 5 day period**. One of which is an emergency/medical/inclement re-write day.
- In order to facilitate end of semester procedures for Grade 12 students, the day prior to the first day of the formal evaluation period may be used for final summative evaluations.
- Final summative evaluations should be developed in consultation/collaboration with all teachers of the course in that semester.

In-Class Final Summative Evaluations

- In-Classrooms where there is no formal written evaluation scheduled during the formal evaluation period, summative evaluations may continue until one day prior to the formal evaluation period.
- In-class final summative evaluations may occur for all courses where a performance or oral summative evaluation is applicable.
- In class final summative evaluations will be determined according to the needs of the school and students.

Review for Final Written Evaluation

A structured review of course material should be undertaken by the teacher in order to prepare students for final evaluations. Students should be informed of the content and format of the final written evaluation. The content and format of the final summative written evaluation should be consistent with evaluation practices throughout the semester. It is recommended that teachers provide at least 2 instructional review days prior to the final summative evaluation period.

Students should be aware of their performance prior to writing the summative evaluation.

In order that students can prepare for the final summative evaluations with adequate time and information, completed course work and CPT's should be returned to students.



SECONDARY EXAM SCHEDULING

Schools select either Model A or Model B for both semesters

Whether using Model A or Model B, the same model must be followed in both semesters. If there is an interest in changing models for the following year, the OECTA staff representative and principal will determine if there is enough interest to conduct a vote through an anonymous process.

MODEL A

January	In class: Grade 12	Evaluation Day 1	Evaluation 2	Evaluation Day 3	Evaluation Day 4	Evaluation Day 5 Inclement Weather Day
June	In class: Grade 12	Evaluation Day 1	Evaluation Day 2	Evaluation Day 3	Evaluation Day 4	Evaluation Day 5 Make up day

MODEL B

January	In class: Grade 12	Evaluation Day 1 Period 1	Evaluation Day 2 Period 2	Evaluation Day 3 Period 3	Evaluation Day 4 Period 4	Evaluation Day 5 Inclement Weather Day
June	In class: Grade 12	Evaluation Day 1 Period 1	Evaluation Day 2 Period 2	Evaluation Day 3 Period 3	Evaluation Day 4 Period 4	Evaluation Day 5 Make up day

Summative Evaluation Guidelines

- Collaboration and consultation among all teachers of the sections of a course should occur to ensure evaluations are **fair** and **comparable** to each other.
- The role of the department head is to support the creation of final evaluations and to work collaboratively with teachers in their development. If there are any questions regarding the development of the final evaluation, it is recommended that teachers work collaboratively with the department head or refer it to the appropriate administrator.
- Multiple sections of a course (Model B) and conflict evaluations (Model A) should not have identical evaluations.
- Evaluations for the same course should have a common format and common topics.



- All evaluation schedules will be submitted to the school superintendent not later than the last school week in December for Semester 1 and the first week in May for Semester 2. They will include schedules for both the in-class summative evaluations prior to the formal summative evaluation week.
- In order to provide students and teachers ample time to prepare, best practice is to provide the evaluation schedule to students no later than the first week of January for Semester 1 and the third week in May for Semester 2.
- It is recommended that administrators provide staff with a final summative evaluation supervision schedule approximately one week after students have received their final evaluation schedules.
- Missed evaluations due to emergencies, will be written on Day 5 of the Evaluation Schedule. A statement to this effect should be included on the evaluation schedule.
- Teachers are expected to be available throughout the formal evaluation process for promotion meetings/graduation preparation.

Draft

INSTRUCTIONAL SERVICES – ACADEMIC AFFAIRS

Memo To: Teachers and Administration at:
SHH, HCH, SRH, SEH

From: Jennifer Sarna, Superintendents of Education: School Leadership

Date: May 2, 2017

Subject: Traditional model Exams June 2017

As one of the schools conducting exams using the “traditional model”, please take note of the following:

- 5 days of exams have been allotted for this June 2017 seating HOWEVER, next year (2017-2018) there will ONLY be 4 formal exams days permitted at all of our Secondary Schools
- For the purpose of scheduling the upcoming June exams please adhere to the following:
 - Tuesday, June 20th – Pre exam day – Gr. 12 exams
 - Wednesday, June 21st – Day One
 - Thursday, June 22nd – Day Two
 - Friday, June 23rd – Day Three
 - Monday, June 26th – Day Four
 - Tuesday, June 27th – Day Five
 - Wednesday, June 28th – Exam Review Day
- The exam schedule must be developed to ensure that students only write one exam per day
- Where scheduling conflicts cannot be resolved, alternate exams are to be provided by teachers

On the June 30th PA day you may hold a vote with your staff with regard to next year’s Exam format.

The vote should be done in the morning by secret ballot and overseen by an OECTA member and an administrator. A staff list should be provided so that all Permanent Teachers can indicate that they have received a ballot.

The question is:

In the 17/18 school year do you want to have exams organized by:

A) the Traditional Model (Model A)

Or

B) the Period by Day Model (Model B)

Please send the results of the vote to me by the end of the school day on June 30, 2017.