

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

POLICY REVIEW COMMITTEE

Board Room, Catholic Education Centre

Wednesday, October 12, 2016

6:45 P.M.

Trustee Members:

Chair, C. Ferlisi Vice-Chair, T. Ciaravella C. Cotton M. Marchese D. Mazzotta

Senior Admin: P. Preston F. Bagley

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| Policy 423 Conflict of Interest Employees (Nov. 2016) | |
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Prayer

Heavenly Father, on Thanksgiving,
We bow our hearts to You and pray.
We give You thanks for all You've
done, especially for the gift of Jesus,
Your Son.
Amen

ADJOURNMENT

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

**MINUTES
POLICY REVIEW COMMITTEE**

June 13, 2016

Attending:

Committee Members: T. Ciaravella, E. Crowe, M. Marchese, D. Mazzotta

Absent with Notice: C. Cotton, C. Ferlisi

Administration: F. Bagley, L. Coulter, J. Porter

Other Guests: H. Manassis

Recording: J. Di Bratto

Presiding: T. Ciaravella

1. Approval of the Agenda

**MOTION Marchese/Crowe
CARRIED**

2. Approval of the Previous Minutes – May 24, 2016

THAT the minutes be approved.

**MOTION Crowe/Marchese
CARRIED**

3. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING: N/A

4. OUTSIDE PRESENTATIONS: N/A

5. STAFF PRESENTATIONS: N/A

6. ACTION ITEMS

Policy 119 Disposition of Complaints Against Trustees

Further to the May 24, 2016 Policy Review Committee meeting, L. Coulter updated the committee with the revisions that have been incorporated into the policy. With minor revisions, Policy 119 was moved and approved.

**MOTION Crowe/Marchese
CARRIED**

6:40 p.m. Upon completing her presentation, L. Coulter excused herself from the Policy Review Committee Meeting.

Policy 206 Protection of Students with Asthma (NEW)

Further to the May 24, 2016 Policy Review Committee Meeting, F. Bagley updated the committee with the revisions that have been incorporated into the policy with the feedback from the community consultation process. With minor revisions, Policy 206 was moved and approved.

**MOTION Crowe/Mazzotta
CARRIED**

Policy 402 Accommodations for Students with Moderate to Severe Learning Needs

Further to the May 24, 2016 Policy Review Committee meeting, F. Bagley updated the committee with the revisions that have been incorporated into the policy with feedback from the community consultation process. The committee requested that upon reviewing the community consultation feedback, the information be communicated to the Superintendent of Student Services to address the identified parental concerns. With no revisions, Policy 402 was moved and approved.

**MOTION Mazzotta/Crowe
CARRIED**

Policy 705 Use of Video Surveillance Equipment

Further to the May 24, 2016 Policy Review Committee Meeting, F. Bagley updated the committee with the revisions that have been incorporated into the policy. With no revisions Policy 705 was moved and approved.

MOTION Crowe/Marchese

CARRIED

Transition Process for School Consolidation/Closure, Addendum to Policy 713 Pupil Accommodation Review of Schools

Further to the May 24, 2016 Policy Review Committee Meeting, F. Bagley updated the committee with the revisions that have been incorporated into the procedure. With minor revisions the procedure was moved and approved.

MOTION Crowe/Marchese

CARRIED

DISCUSSION**York Catholic District School Board Office consolidation of By-Law No. 1: Operational By-Law**

Further to the May 24, 2016 Policy Review Committee meeting, F. Bagley updated the committee with the revised document and information from legal counsel incorporated into the document. With minor revisions the committee agreed to bring the document forward to the Board meeting on Tuesday, June 21, 2016 for approval.

7. INFORMATION ITEMS**Policy 315 Prayer-Our Gift From God (Prayer Centres A Resource Document for Elementary and Secondary Schools)**

F. Bagley presented an overview of the policy revisions in response to the integration of Trustee Ferlisi's motion "Prayer-Reflection Centres" (i.e. Symbols of our Faith that should be present in each Prayer/Reflection Centre in each classroom) and shared the highlights of the updated Prayer Centres: A Resource Document for Elementary and Secondary Schools. As the policy revisions did not have a significant impact on policy implementation and were not significant in nature, approval by motion was not needed as per the procedures, an addendum to Policy 101: Meta Policy.

Policy 601 Accessibility Standards for Customer Service and Policy 309 Assessment and Evaluation of Student Achievement

F. Bagley advised the committee that a Gr. 12 St. Maximilian student, who shared that he has been identified as an exceptional learner, met and made a request to add a reference in the policy statement of *Policy 309: Assessment and Evaluation of Student Achievement* and conversely within the policy statement of Policy 601: *Accessibility Standards for Customer Service* as it relates to provisions of customer service, as students are customers in the York Catholic DSB. As the policy revisions did not have a significant impact on policy implementation and were not significant in nature, approval by motion was not needed as per the procedures, an addendum to Policy 101: Meta Policy.

Report: Policy 603A School Fundraising, Policy 606 Catholic School Councils, Policy 803 School Generated Funds

F. Bagley provided information to the Policy Review Committee outlining revisions to the above noted policies as they relate to the implementation of the Procedure: *Transition Process for School Consolidation/Closure*, an addendum to Policy 713: Pupil Accommodation Review of Schools. With suggested revisions the three policies were moved and approved.

MOTION Crowe/Mazzotta

CARRIED

Policy 712 Flag Display on Board Premises

F. Bagley updated the committee that in communication with Dr. Homatidis, Michael Nasello and Senior Administration and based on our research with regards to Safe Schools parameter 4.5 has been revised as follows: The flag will be lowered to ‘half-mast’ at specific school sites as a sign of mourning on the death of:

- an individual associated with the school, parish or community, as approved by the Superintendent of Schools;
- the Member of Parliament or Member of the Ontario Legislative Assembly for the riding in which the school is located.

With this revision, Policy 712 was moved and approved.

MOTION Crowe/Mazzotta

CARRIED

Report: Police School & Board Protocol

F. Bagley advised that a joint committee of the four school boards and York Regional Police has been working on the MOE’s mandated revisions to the Police School & Board Protocol. The revised protocol will include new Bomb Threat procedures; strengthen the language on threat management/awareness services; increase the prominence of the section on the School/Police role in violence prevention; and, incorporate changes to lockdown procedures and training provisions. The goal is to present the revised document and to provide training to Administrators and Senior Administration in September.

8. Future Discussion Items

Policies to be brought to future Policy Committee Meetings

Policy 208	Student Disability Accommodation
Policy 217	Sexual Harassment (Students)
Policy 403	Support Services Recruitment and Promotion
Policy 404	Academic Services Recruitment and Promotion
Policy 406	Performance Appraisal of Academic Staff
Policy 407	Criminal Background Checks
Policy 410	Principal & Vice Principal Performance Appraisal
Policy 411	Workplace Accommodation
Policy 423	Conflict of Interest for Employees
Policy 424	Disposition of Complaints About Board Employees
Policy 426	Sexual Harassment (Workplace)
Policy 428	Racial & Ethnocultural Harassment
Policy 615	Educational Partnerships (New)

9. Adjournment

That, the Policy Review Committee meeting adjourned at 7:25 p.m.

MOTION

CARRIED

10. Next Policy Review Committee meeting: Wednesday, October 12, 2016 at 6:30 p.m.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Policy Review Committee

FROM: Ron Crocco
Superintendent of Education: School Leadership & Safe Schools Secondary
Mary Battista
Superintendent of Education: School Leadership & Safe Schools Elementary

DATE: October 3, 2016

REPORT: New Police School Board Protocol

The following report is to present the new Police School Board Protocol (attached) to the Policy Review Committee for review and adoption.

Executive Summary

A joint committee of the four school boards (English Catholic, English Public, French Catholic, and French Public) and York Regional Police has made mandatory revisions to the Police School Board Protocol. The new protocol includes the following revisions:

- Duty to Report Section has been shortened with the addition of referral to CAS protocols
- Changes in mandatory calls to YRP to reflect threats of serious physical injury included in bullying and cyber-related incidents (e.g., social networking, instant messaging, text messaging, sexting, email)
- Inclusion of Lockdown Procedures
- Inclusion of Bomb Threat Procedure
- Further clarification of the role of Police and Administrators in investigations

Joint training for Senior Administration, Principals & Vice-Principals, as mandated by the provincial task force will take place on the following dates: Friday, October 14, 2016, Friday, October 21, 2016, Tuesday, October 25, 2016, Friday, October 28, 2016, Friday, December 16, 2016 and Tuesday, January 31, 2016.

Summary

All administrators will attend one of the training sessions. In addition, during each Area Leadership Team meeting, the Family of Schools Community VIP officers will attend and present case studies that administrators will work through together. This should be completed by January 2017. Principals will present the new Police Board Protocol to their staffs following the training sessions.

Prepared and Submitted by: Mary Battista, Superintendent of Education: School Leadership & Safe Schools Elementary



Conseil scolaire
de district catholique
Centre-Sud



Conseil scolaire Viamonde

Conseil scolaire district catholique Centre-Sud

Conseil scolaire Viamonde

York Catholic District School Board

York Region District School Board

York Regional Police

POLICE and SCHOOL BOARDS PROTOCOL

September, 2016

ACKNOWLEDGEMENT

The York Catholic District School Board, the York Region District School Board, Conseil scolaire district catholique Centre-Sud, the Conseil scolaire Viamonde, and York Regional Police wish to acknowledge the work and dedication of the partners and individuals who participated in the development of this Police and School Boards Protocol for York Region, in particular the leadership given by:

Nathalie Bedard, Principal, Conseil scolaire district catholique Centre-Sud

Carolyn Bishop, Superintendent, York Regional Police

Victoria Campoli, Principal, Caring and Safe Schools, YRDSB

Andre Crawford, Deputy Chief, York Regional Police

Serge Gauthier, Health and Safety Officer, Conseil scolaire Viamonde

Allan Hoyle, Superintendent of Schools, Operations, YRDSB

Martyne Laurin, Principal, Conseil scolaire district catholique Centre-Sud

Licinio Miguelo, Senior Manager, Corporate Communications, YRDSB

May Moore, Communications Manager, YCDSB

Michael Nasello, Superintendent of Education, YCDSB

This protocol is revised annually as needed.

POLICE and SCHOOL BOARDS PROTOCOL

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1. COMMON UNDERSTANDING

The purpose of this document is to establish a protocol between Conseil scolaire district catholique Centre-Sud and Conseil scolaire Viamonde, the York Catholic District School Board, the York Region District School Board and York Regional Police.

This will confirm and define the working relationship and appropriate responses to incidents where police involvement or intervention is requested or required.

The Protocol is designed to encourage, enable and maintain a positive relationship between York Regional Police officers in their work with school administrators, staff, students, parents, and members of the school community. It establishes guidelines for these various relationships.

This protocol is developed with the understanding that cooperative involvement, prevention and intervention will facilitate compliance with the law. The development of positive attitudes and acceptable student behaviour will support a learning environment that is safe, nurturing, positive and respectful. This applies to all partners in the process, with the end goal to support caring and safe schools.

2. INTRODUCTION

All members of a school community have the right to a safe environment. The school boards and the police work together to build and maintain this environment and to assist in the greater safety and protection of students, staff and volunteers. All parties will engage in a constructive, ongoing and responsive partnership. Ultimately, this Protocol helps to ensure an equitable and consistent approach across York Region.

The parties to this protocol facilitate appropriate sharing and disclosure of information and ensure that the obligations and requirements of the education and police systems are met. As a result, this document represents the clarification of respective roles and responsibilities, and reinforces the need to maintain open lines of communication. Moreover, it ensures a consistent, coordinated and multi-faceted approach across York Region in the way police and schools respond to school-related occurrences. It encourages an ongoing and effective partnership between police and school communities.

3. STATEMENT OF PRINCIPLES

The police and the school boards coordinate efforts to ensure that the legal rights of all students and staff are respected at all times. These efforts include:

- understanding of police and school responsibilities;
- promoting respect and civility in the school environment;
- providing a balance between rights and responsibilities; and

- respecting fundamental rights under the Ontario Human Rights Code.

4. ROLE AND MANDATE OF THE POLICE

In cases of exigent circumstances, police will assume primary responsibility as may be necessary to ensure school safety.

The mandate of the police is set out in the [Police Services Act](#). With respect to young people and the school community, the role of the police includes:

- engaging and working proactively in partnership with school officials to ensure the effectiveness of this protocol;
- conducting investigations pursuant to the [Criminal Code](#), the [Youth Criminal Justice Act](#), the *Controlled Drugs and Substances Act* and other federal, provincial and municipal legislation and regulations, laying charges as appropriate;
- upholding the duties legislated under s.42 of the *Police Services Act*;
- assisting victims; and
- protecting public safety and preventing crime by:
 - conducting police and criminal investigations;
 - providing information on community safety issues;
 - diverting young people away from crime and antisocial behaviour;
 - promoting and fostering a prevention and reduction in crime, both against and committed by young people;
 - assisting in the development of young people's understanding of good citizenship; and
 - working in partnership with other government and community-based organizations to support positive youth development.

5. ROLE AND MANDATE OF SCHOOL BOARDS

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety. In these cases, the principal will continue to have a role consistent with his or her statutory responsibility for the health and welfare of students and to maintain discipline in the school.

The role and mandate of school boards is set out in the [Education Act](#) and accompanying regulations.

Administrators and school staff members will:

- explain the Board and school codes of conduct to students and their families, including details such as the definition of the term "weapon," and the potential reach of school discipline with respect to behaviours taking place outside of school that a negative impact on school climate;
- engage and work proactively in partnership with school officials to ensure the effectiveness of this protocol;
- ensure that all staff members, including occasional, part-time, or itinerant teachers, have the means, training and resources to implement the provisions of this protocol that apply to them, including the ability to lock their classroom doors during a lockdown;

- comply with the requirements related to the duties of principals and teachers under the *Education Act* and regulations;
- comply with the requirements legislated under the [*Child and Family Services Act*](#) (e.g., the “Duty to Report”);
- respect the Board’s code of conduct as required by the *Education Act*;
- develop and implement a Board Code of Student Conduct, and School Codes of Student Conduct as required under the *Education Act*;
- ensure that resources (e.g., substance abuse awareness, bullying prevention) are accessible to assist school staff in promoting a positive school climate with students and parents;
- develop protocols on how to respond to crises, including a communications plan;
- ensure that prevention and intervention strategies are provided;
- provide staff with opportunities to acquire the skills necessary to promote caring, safe, equitable and inclusive school climates; and
- develop an effective consultation mechanism to solicit input from staff, students, parents, school councils (e.g., board advisory committees, other groups) in the development of the local protocol.

Principals are responsible for conducting investigations of incidents for which suspension or expulsion must be considered under the *Education Act*. This will include taking mitigating and other factors into account as set out in the *Education Act*.

6. OCCURRENCES REQUIRING POLICE RESPONSE

The incidents listed below include those that happen at school, during school related activities, in or outside school, or in other circumstances if the incident has a negative impact on school climate.

Mandatory Notification of Police*

The following incidents **must** be reported forthwith to the police, **regardless of the age of the young person:**

- criminal harassment;
- deaths on school property;
- extortion;
- gang-related incidents;
- hate and/or bias-motivated incidents;
- possession or trafficking of drugs or weapons;
- use of weapons;
- physical assaults causing bodily harm requiring medical attention;
- robbery;
- sexual offences;
- non-consensual sharing of intimate images;
- bomb threats;
- threatened or actual violence occurring within an intimate relationship (relationship-based violence); and
- threats of serious physical injury, including in bullying and cyber-related incidents (e.g., social networking, instant messaging, text messaging, e-mail).

* See **Section 14: Investigations Involving Students with Special Needs** and **Section 15: Occurrences Involving Children Under Age 12**.

a) Discretionary Notification of Police

The following incidents **may** be reported to the police:

- being under the influence of alcohol or illegal drugs;
- giving alcohol to a minor;
- suicide threats;
- trespassing;
- threats of violence;
- worrisome behaviour;
- vandalism;
- serious incidents of bullying, without threats of serious physical injury; and
- other instances requiring police involvement.

Administrators have a duty to determine whether an offence has been committed and what the nature of that offence might be prior to notifying police. Nothing in this protocol is intended to change that duty. Once the police are called, the administrative investigation is undertaken in consultation with the police so as to avoid any interference with the police investigation. School and police investigations may run parallel to each other in these cases until such time as a decision is made by the police that such will cease (**see Section 11**).

Principals must consider mitigating and other factors when deciding whether to call the police in discretionary situations. It is expected that all other school-related occurrences will be dealt with by the principal on a case-by-case basis. Administrators should always seek clarification and guidance from the appropriate supervisory officer.

For students with special education needs, administrators should identify circumstances where a police response is not necessary or appropriate. **Please refer to Section 14.**

It is important for police and school staff to work cooperatively and understand each other's roles when a matter involves both a police investigation and a mandated investigation under the *Education Act* relating to suspension/expulsion. Working cooperatively and sharing good communication reduces the risk of jeopardizing an investigation and the subsequent judicial proceedings, while ensuring school administrators are able to meet their legislated responsibilities under the *Act* and/or school board policies and procedures. Most importantly, it enables administrators to maintain positive school and community relations.

Police must understand an administrator's legislated responsibility to conduct an investigation under the *Education Act*, and only in exceptional circumstances should police advise school administrators against exercising their legislative responsibility to speak with students, regardless of whether they are an accused, a victim or a witness. In all cases where an administrator is asked to cease an investigation it is essential that the administrator contact the supervisory officer.

There is recognition that police and school board timelines are different and bound by legislation.

It is important to note that the *Education Act* determines the timelines for investigations, specifically with regard to suspensions possibly leading to expulsions and for appeals. Administrators must refer to the *Act* and school board policies and procedure to ensure that these timelines are met.

7. INFORMATION SHARING AND DISCLOSURE

Schools and Police are permitted to share information under certain circumstances and in specific situations. Legislative authority is found in the *Education Act*, the [Municipal Freedom of Information and Protection of Privacy Act](#), the *Youth Criminal Justice Act*, and the *Child and Family Services Act*. The legislative authority is in place to ensure safety of staff and students, to ensure the effective investigation of criminal allegations and to protect individual rights and privacy.

The accompanying chart summarizes the relevant sections of the legislation as it relates to sharing of information between schools and the police. For complete accuracy, refer to the specific legislation.

Principal	Police
<u>Education Act</u>	
➤ Principal is responsible for collecting information for inclusion in a student's record.	
➤ Ontario Student Record (OSR). The OSR contains information such as transcripts, report cards and photographs.	
➤ The OSR includes a Violent Incident Form, where applicable.	
➤ A Violent Incident Form contains the following: ➤ a description of the incident; ➤ a copy of the board letter(s) to the student and/or parent(s)/ guardian(s) regarding the suspension or expulsion for violent behaviour.	
➤ A Violent Incident Form could also contain the following, where applicable: ➤ a reference of the call to the police; ➤ a reference to the school/board disciplinary response to the incident.	
➤ Information in the OSR is privileged for the information and use of supervisory officers, principals and teachers of a school. Disclosure of its contents to the police may be made in the following circumstances: ➤ with the written permission of a parent/ guardian of the student or, where the	➤ Police will receive the OSR under the following circumstances: ➤ with the written permission of a parent/ guardian of the student or, where the student is an adult, with the written permission of the student; ➤ through a search warrant requiring the surrender of an OSR to the police;

Principal	Police
student is an adult, with the written permission of the student; ➤ through a search warrant requiring the surrender of an OSR to the police; ➤ through a subpoena or appropriate court order.	➤ through a subpoena or appropriate court order; ➤ in exigent circumstances police may access a student's OSR without a warrant, under section 487.11 of the <i>Criminal Code</i>.
➤ Consult with Privacy Manager.	
➤ If a principal is served with a search warrant requesting an OSR or other records, the principal is obliged to comply with the warrant and will provide a copy of the contents of the OSR and other records as specified.	
➤ If a principal is served with a subpoena requiring his/her testimony in a criminal case, he/she is obliged to comply with the subpoena, attend court, and produce the original OSR and other records if required, to the court, but should request that a copy be entered into evidence. A principal should produce three copies for the court. ➤ In all cases in which a Principal is served with a subpoena the Principal shall contact the Superintendent.	

Municipal Freedom of Information and Protection of Privacy Act

➤ The <i>Municipal Freedom of Information and Protection of Privacy Act</i> expressly permits a school board to disclose confidential information to the police to aid in an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result. Administrators are encouraged to consult the Office of the Information and Privacy Commissioner's Guide to Ontario Legislation to the Release of Student's Personal Information. Consult with Privacy Manager.	➤ Where the matter is not urgent, the initial dialogue with police will NOT include identifying information of any private individual (i.e., non-employee) such as name, address and telephone number. ➤ Should police consider it essential, a written statement will be provided clarifying what personal information is required from the school board to pursue the investigation.
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Youth Criminal Justice Act

Principal	Police
➤ The <i>Youth Criminal Justice Act</i> (YCJA) protects the privacy and identity of young persons. The provisions of the act prohibit persons, including police, youth courts and school board officials, from publishing or making public, any information that would identify a young person as being dealt with under the Act, or as being a victim or witness in a YCJA proceeding.	➤ The <i>Youth Criminal Justice Act</i> prohibits all persons, including police, youth courts and school board officials, from publishing the name of a young person, or any other information related to a young person, if that information would identify the individual as a young person dealt with under the Act. The Act establishes a similar prohibition on the publication of the name and information relating to a victim or a witness who is a child or a young person. Records, including police records, of an offence committed or alleged to have been committed by a young person are not to be disclosed except as authorized under the Act.
➤ 'Report' should be interpreted broadly to include virtually all information or publication that might disclose the identity of a young person.	
➤ The Act does not prevent the following: ➤ disclosure to ensure safety of staff, student or other persons, or pursuant to a court order; ➤ principals from suspending students for reasons set out in the <i>Education Act</i>; ➤ boards from hearing the appeal of the parent/guardian or an adult student.	➤ The Act does not prevent the following: - disclosure to ensure safety of staff, student or other persons; - disclosure pursuant to a court order; - disclosure to facilitate the rehabilitation of the young person; - disclosure when a young person is released on a 'reintegration leave' from custody to attend school; - disclosure relating to information of a young person who has received an adult sentence;
➤ The Act does not prohibit school boards from expelling a student. In each of these cases, evidence of the events may be presented despite the existence of <i>Youth Criminal Justice Act</i> proceedings.	

Child and Family Services Act

➤ Any person, including a person who performs professional duties with respect to children, has a duty to report any suspicion held on reasonable grounds to the Children's Aid Society that a child may be in need of protection, as defined in s. 72 of the <i>Child and Family Services Act</i>.	➤ Section 72 of the Act imposes a duty on all persons to report forthwith to the Children's Aid Society any belief held on reasonable grounds that a child may be in need of protection.
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Sharing Information

Principal	Police
	➤ Whenever charges are laid against a student, that may impact on the school and/or school community, the police officers involved in the case should consult with school administrators, where practical and possible, before recommending release and/or probation conditions.
	➤ Police officers will endeavour to alert the school and seek to assist in its efforts to accommodate the bail or probation order while at the same time continuing to exercise its powers and fulfill its obligations under the <i>Education Act</i> .

8. SCHOOL PROCEDURES FOR REPORTING TO POLICE

EMERGENCY	CALL	911
URGENT SITUATION	CALL	905-895-1221 or 905-773-1221 Ask for Police Communications Centre (Dispatch)
CONSULTATION	CALL	Staff Sergeant in charge of School Officers: 905-895-1221, Ext. 6708

9. INITIAL POLICE CONTACT

A police officer responding to a school-related incident should consider alternatives that limit the disruption to the school day. Should a visit to the school be necessary, the police officer shall (subject to the exceptions inherent in exigent and emergent circumstances):

- report to the Main Office upon arrival at the school;
- produce proper identification;
- explain the purpose of the visit and plan with the school principal on how to proceed;
- consider alternatives that limit disruption to the school day;
- obtain information from the administration about the student profile before making contact with the student (e.g., barriers to communication, accommodation needs);
- establish whether the officer or the administrator will contact parent(s)/guardian(s) of students, under the age of 18, **prior** to speaking with them in accordance with the provisions of this guideline;
- provide an explanation if they instruct administrators not to contact parents/guardians;
- conduct an investigation in accordance with current procedures and training of the police, including full documentation; and
- designate an alternative reporting process in situations where the principal is under investigation in accordance with the provisions of this guideline.

Parent/Guardian Contact

In accordance with the *Education Act* and accompanying regulations, an administrator is

responsible for reporting to a student's parent(s)/guardian(s). The administrator shall contact the student's parent(s)/guardian(s) regarding the alleged inappropriate behaviour requiring police involvement unless the student is 18 years or older and requests that his/her parent(s)/guardian(s) not be contacted, or is 16 or 17 years of age and has withdrawn from parental control.

Reference should also be made to **Protocol Section 10** (Contacting Parent(s)/Guardian(s)); **Section 12** (Police Interviews of Students); **Section 13** (Reporting of Children suspected to be in Need of Protection); **Section 14** (Investigations Involving Students with Special Needs); and **Section 15** (Occurrences Involving Children Under Age 12).

Exceptions

The responding officer may modify the above procedures in the following circumstances:

- the incident is the result of an allegation of misconduct or criminal activity committed by a principal or designate, in which case, absent exigent circumstances, the officer will make initial contact with the appropriate supervisory officer;
- the incident is the result of an allegation of misconduct, neglect or criminal activity committed by the parent(s)/guardian(s) of a student;
- the involved student(s), or any of them, is/are known to either the school or the police to have special needs; or
- exigent circumstances exist which, in the judgement of the responding officer, make compliance with the procedures impractical.

Refer to Section 10 (Contacting Parent(s)/Guardian(s) and **Section 11 (School and Police Investigations of Incidents)**.

10. CONTACTING PARENT(S)/GUARDIAN(S)

The best interests and rights of the student must always be informed by the Human Rights Code.

Police shall ensure that the requirements of the *Youth Criminal Justice Act* have been satisfied, particularly with respect to contacting parent(s)/guardian(s) or another responsible adult. The young person has the right to consult with a parent/guardian, lawyer, or other adult and to have these persons present at the interview.

The principal must make every effort to contact the parent(s)/guardian(s) as soon as possible before a student is interviewed on school premises.

Exceptions to contacting parent(s)/guardian(s) may include:

- exigent circumstances;
- an investigation under s.72 of the *Child and Family Services Act*;
- situations where the police direct the administrator otherwise;
- students who are 18 years of age or older; and
- students who are 16 or 17 years of age and have withdrawn from parental control.

If the Children's Aid Society is involved administrators and police will consult with Children's Aid officials and work together to determine the procedure for notifying the parent(s)/guardian(s).

It is **always** preferable that police interviews of young persons are conducted with an adult present. A young person has the right to waive the presence of an adult. School

administrators must inform police of the special education or communication needs (i.e., behavioural, cognitive, physical or learning disability, ability to communicate in English) of the young person to determine the ability of the young person in order to make this decision. In cases where the needs of the young person mitigate against the waiver, the administrator will exercise the duty of care as per the *Education Act*.

When a young person does not waive that right, every effort must be made to contact parents or legal guardians or another adult chosen by the young person to attend. An administrator will attend in extraordinary circumstances when parent(s)/ guardian(s) or another adult cannot be contacted.

Where a student has a special education identification, or an Individual Education Plan, the school shall work with police to ensure that appropriate resources are available for the interview to accommodate the needs of the student. These may include, but are not limited to, an interpreter, a social worker, child and youth worker, probation officer being present.

11. SCHOOL AND POLICE INVESTIGATIONS OF INCIDENTS

All investigations of school-related incidents will be conducted in accordance with the current procedures and training of the police and in compliance with the requirements of all relevant legislation and regulation, including, but not limited to, the *Youth Criminal Justice Act*, the [Criminal Code](#), the [Canadian Charter of Rights and Freedoms](#), the [Provincial Offences Act](#) (specifically Part VI Young Offenders), the [Municipal Freedom of Information and Protection of Privacy Act](#), and the [Freedom of Information and Protection of Privacy Act](#).

It is important for police and school staff to work cooperatively and understand each other's roles when a matter involves both a police investigation and a mandated investigation under the *Education Act* relating to suspension/expulsion. Working cooperatively and maintaining good communication reduces the risk of jeopardizing an investigation and subsequent judicial proceedings while ensuring school administrators are able to meet their legislated responsibilities under the *Education Act*. It enables administrators to maintain positive school and community relations.

Police must understand a principal's legislated responsibility to conduct an investigation under the *Education Act*, which requires the expulsion process to be conducted within 20 days (except for exigent circumstances, police must not ask school administrators to delay or cease exercising their legislated responsibility to speak with students, regardless of whether they are an accused victim or witness).

Once the decision is made by a board employee to involve police regarding a school-related incident, the board employee shall only assist the police in any investigation if, and to the extent, requested by the police, and except as set out in **Section 6** of this Protocol.

When police conduct an investigation, they should provide a verbal account to the principal. Where legislation allows or specific protocols are in place for the sharing of information (e.g., [Threat Assessment and Intervention Protocol](#)), police may provide copies of statements and other pertinent documents to the principal. Police may disclose the findings and outcome of the investigation to the administration. Administrators may make notes for the purpose of addressing their obligations under the *Education Act*.

If an administrator decides a student must be re-interviewed as part of an ongoing school investigation, the principal is advised to consult police before proceeding to minimize the possibility that the police investigation or subsequent prosecution is jeopardized.

In cases of sexual assault or intimate partner violence, principals should be aware of the potential for re-victimization and discuss the need to re-interview victims with police. Administrators should be aware that obtaining multiple statements may subject a witness to a more difficult cross-examination in a criminal prosecution.

An administrator should note that any contact they have with students after a police investigation has begun may result in their becoming a witness in a criminal proceeding. All documentation, both written and electronic, will be subpoenaed in these instances.

The administrator will inform police of any school logistics (e.g., hours of the school day, class rotations) that may be relevant. Police will endeavour to work within these and to minimize school disruption. Police should not use the school as a place of convenience to interview or arrest students for non-school related matters.

1. Legal Rights

All investigations into school-related incidents will be conducted so as to respect the legal rights and dignity of all persons, whether victim, witness or suspect, child, young person or adult. The following procedures should be given particular attention under the *Youth Criminal Justice Act* (sections indicated):

- parental notification upon arrest (s.26);
- right to counsel (s.25);
- right not to make a statement (s. 146); and
- protection of privacy (s.110).

2. Search and Seizure

a) Search of Person or Personal Belongings of a Person

No board employee shall conduct a search of a person or the personal belongings of a person (e.g., purse, knapsack, personal communication devices, personal computers and accessories) except:

- where there would otherwise be an imminent risk of death or serious bodily harm (this might include a situation where there is reasonable suspicion that a student carries a weapon); or
- where the parent(s)/guardian(s), or student if over 18, has given prior consent to the search.

Consent constitutes the student or parent(s)/guardian(s) allowing the administrator to search personal belongings, or the student or parent(s)/guardian(s) voluntarily emptying pockets, turning them inside-out and removing shoes and socks or removing an outside jacket.

In cases of searches conducted by school staff members, administrators must never touch a student in order to conduct a search, and there must always be an adult witness present (not a police officer).

b) Search of School Property

At the commencement of **each** school term or semester, administrators shall ensure that all members of the school community are made aware of the right of administrators to search school property, such as lockers and desks, without notice to, or permission of, any person.

Police shall not conduct a search on school property without first notifying an administrator unless exigent circumstances make it impractical. Police shall attempt to conduct searches so as to minimize the disruption to school activities.

When conducting a search of school property, persons, or personal property, the police shall conform to all legal requirements with respect to such searches, including the obtaining of a warrant to search in appropriate circumstances. With respect to all searches conducted with consent, such consent shall be documented in writing, and must be signed by the person giving consent. Police should be vigilant when obtaining consent from all persons that such consent is fully informed and freely given and, when the consent is offered by a young person, that the age and maturity of that young person, as well as the requirements of the *Youth Criminal Justice Act*, have been taken into account.

Regardless of police presence on school premises, students remain the responsibility of the principal at all times, until and unless they are arrested, when the student becomes the responsibility of police.

3. Detention and Arrest

Board employees shall only detain individuals for or at the request of the police to prevent imminent risk of death or serious bodily harm to anyone, or to prevent the commission of an indictable offence.

Board employees must be aware that in detaining a person for, or at the request of, the police, they are acting as an agent of the state and are therefore subject to the same limitations and bear the same responsibilities as the police. This includes the requirement to promptly notify the person detained of the reason for the detention, offering the person an opportunity of retaining and instructing counsel and facilitating that contact by providing privacy and, in the case of the detention of a student, giving notice to the parent(s)/guardian(s).

When detaining or arresting any person with respect to a school-related incident, police shall do so in accordance with their current procedures and training, and in compliance with all relevant legal requirements, including the requirements of the *Canadian Charter of Rights and Freedoms* and the *Youth Criminal Justice Act*.

It is always preferable that police conduct detention and arrest at sites other than school property.

When detention and arrest must occur on school property police shall attempt to do so in a manner that minimizes disruption and ensures the safety and dignity of those involved.

4. Demand for Entry

In certain circumstances, the police may demand entry to a school. These circumstances include when the police are in pursuit of a suspect, when they believe entry is necessary to preserve life, when they have reason to believe a person to be arrested for an indictable offence is on the premises, and/or with a search warrant.

5. Victim Support

It is required that police officers remain at the scene until satisfied that there is no imminent threat to the victim and that issues related to the victim's safety have been addressed. Both police and school administrators will inform victims of available support services and assist them in accessing these services when required.

Under the *Youth Criminal Justice Act*, victims are entitled to request information from the police about how an offence was dealt with where extrajudicial measures have been ordered.

In circumstances where a victim (age 16 and over) does not wish to lodge a complaint, a board employee may, on the student's behalf, consult the police for victim assistance.

The following services are among those available in York Region:

- **[Victim Services of York Region \(VSY\)](#)** – a non-profit agency supported by the Ministry of the Solicitor General, VSY responds to the needs of victims by providing on-site crisis intervention. VSY only responds on-scene at the request of the police. Specially-trained Victim Response Teams provide short-term emotional and practical assistance to victims of crime, tragic circumstance and disaster 24-hours-a-day, 7-days-a-week. Non-emergency assistance and information is available from professional full-time staff at the VSY office, Monday to Friday, from 8:30 a.m. to 4:30 p.m.
- **York Regional Police Victim Liaison Officer** – works with the community to facilitate victim access to services in York Region. The Victim Liaison Officer monitors police response to victims. The Victim Liaison Officer works closely with VSY to ensure that victims are offered the services of VSY during the incident. For referral and assistance, the Victim Liaison Officer may be contacted Monday to Friday from 8:00 a.m. to 4:00 p.m.

Administrators are obligated to inform the parent(s)/guardian(s) of victims who have been harmed unless, in the opinion of the administrator, doing so would put the victim at risk of harm from the parents.

12. POLICE INTERVIEWS OF STUDENTS

Statements Made to Board Employees/Utterances

Except in exigent circumstances, school and police investigations may run parallel to each other (see Section 11).

Board employees must not offer any inducement or make any promise or threat related to school discipline or otherwise. It is essential that board employees not attempt by word, gesture, or demeanour, to elicit any comment or statement from the student. If the student to be interviewed by police makes any unprompted utterance or statement, the board employee must make a note of it. The board employee must make and retain notes of all contact with students being interviewed. School administrator notes and student statements may be requested by police.

Police Interviews at School

Interviews of witnesses and victims (e.g., students, employees) **may** be conducted at school for school-related incidents. Before conducting interviews, police shall request permission of the principal, unless the principal is the subject of the investigation.

The person granting permission for interviews will provide an appropriate setting for the interviews and shall assist police to determine appropriate timing.

Interviews shall be scheduled taking into account the urgency of the investigation, the resources of the police and school and, as much as possible, the needs and wishes of the person to be interviewed. Interviews will be scheduled in such a way so as to minimize interference with school activity and employment, and take into consideration the availability of a support person, such as a child and youth worker, for the person being interviewed (see **Section 10**).

Children's Aid Society (CAS) Involvement

If the investigation involves a child suspected of being in need of protection, the CAS shall be contacted prior to interviewing the child, and a joint interview will be conducted by the police and CAS, as set out in the *Child Abuse and Assault Protocol of York Region* (see **Section 10**).

Notification of Parents

Refer to **Section 10 (Contacting Parent(s)/Guardian(s))**

Given the role of the principal in school administration, it is preferable that the principal not act as an adult presence on behalf of a student suspected of a criminal activity. However, it may become necessary, in extraordinary circumstances and on the request of the student.

13. REPORTING OF CHILDREN SUSPECTED TO BE IN NEED OF PROTECTION

Duty to Report (*Child and Family Services Act*)

Despite the provisions of any other Act, any person, including a person who performs professional or official duties with respect to children, and has reasonable grounds to suspect child protection concerns, that person shall forthwith report the suspicion and the information on which it is based to the Children's Aid Society (CAS).

For additional information refer to the child protection protocols/policies for each district school board.

14. INVESTIGATIONS INVOLVING STUDENTS WITH SPECIAL EDUCATION NEEDS

A principal must examine mitigating factors when considering whether to hold a student responsible for a violation of the Board Code of Conduct. This includes whether the student has the ability to control his or her behaviour and whether the student has the ability to understand the foreseeable consequences of that behaviour. Notwithstanding, the principal must still follow **Section 6 (Occurrence Requiring Police Response)**.

If an investigation involves a student with special education needs the principal making the initial contact shall make those needs known to the police (i.e., behaviour, communication, intellectual, physical or multiple). The police shall take those special education needs into account during their investigation including, but not limited to, the conducting of interviews, and the determination of whether to lay charges. Administrators and police shall ensure that necessary accommodations are in place for any interview. Parents must be contacted as soon as possible except in exigent circumstances.

15. OCCURRENCES INVOLVING CHILDREN UNDER 12 YEARS OF AGE

No person under 12 years of age can be charged with an offence under the *Criminal Code*, *Youth Criminal Justice Act*, the *Provincial Offences Act* or other legislation.

Regardless of the age of the child, administrators are expected to report all incidents requiring mandatory notification to police (see Section 6). Early intervention for children involved in such incidents is essential and involving police and parents as early as possible may facilitate the provision of appropriate support.

In any investigation involving a child, the parent or legal guardian of the child shall be notified immediately, except in circumstances where the allegations relate to that person, in which case the CAS shall be notified and the investigation shall proceed in accordance with the child protection protocols/policies for each district school board .

Police should not interview a child without a parent, legal guardian or other adult being present and consenting to the interview. Any questioning of a child shall take place in a non-threatening environment and should be conducted by officers trained to interview children. Although formal charges cannot be laid against a child, police should conduct an investigation of the allegations and, in concert with school officials, the child (where appropriate) and the child's parent(s)/guardian(s), determine appropriate remedial or corrective measures to be taken. Consideration should be given to the proactive involvement of police resources, such as the school officer. It is required to provide accommodations and/or modifications for students with special education needs as outlined in their Individual Education Plans.

16. SCHOOL BOARD COMMUNICATION STRATEGY

In an effort to promote knowledge and understanding of the contents of this protocol, it will be shared with relevant stakeholders in each school board.

17. PROTOCOL REVIEW PROCESS

This protocol is revised annually as needed.

18. COMMUNICATION OF THREATS

All communications concerning perceived threats related to a school shall be conveyed only with the joint agreement of police and school board communications (public relations) staff. Approved communications will be shared with affected school communities.

19. SCHOOL/POLICE ROLE IN VIOLENCE PREVENTION

Administrators, in co-operation with students, staff, parent(s)/guardian(s) and school councils, will develop a school code of conduct based on the board code of conduct. Annually, in September, this school code of conduct will be shared with students and parent(s)/guardian(s).

Board staff, police and students and parents shall work in cooperation to promote learning environments that are caring, safe, orderly, nurturing, positive, respectful and equitable. Such learning environments are to be peaceful and welcoming. Administrators will encourage staff to be highly visible in the school and to engage in positive interactions with students, parent(s)/guardian(s) and other members of the school community. York Regional Police will continue to pursue proactive crime prevention.

It is understood that violence prevention is a community activity that involves community partners in a proactive manner to establish caring, safe school environments, address behaviour that arises, and recognize risk factors ahead of time. It recognizes that crime prevention involves preventing and reducing crime by identifying and addressing the risk factors associated with crime and victimization. It is the proactive strategies that are put in place in schools that begin the process. This protocol is one component of a broader partnership between schools and other essential community partners, including mental health providers, health care professionals and children's aid societies dedicated to violence prevention in schools.

20. PHYSICAL SAFETY ISSUES

An administrator may request consultation with police about possible alterations to the physical space of the school to support safety. In all cases, the final decision about alterations rests with boards.

The facilities departments of each school board shall provide to the police up-to-date site and floor plans of all school buildings.

21. VIOLENCE THREAT RISK ASSESSMENT SERVICES

Boards proactively engage a wide variety of services to identify and address concerns before they escalate (e.g., Psychological Services, multi-disciplinary teams). Assessment and intervention strategies in place for at-risk students should reduce the need for disciplinary actions and police intervention, and work to ensure the success of each student.

When a more serious threat is identified, school boards and the police shall refer to their respective threat assessment protocols as needed.

22. EMERGENCY PLANNING AND THREATS TO SCHOOL SAFETY

Each school board will maintain an emergency/crisis planning guide (see Appendix B and Appendix C). These shall be reviewed and revised, as necessary, on a regular basis. Current copies will be available to the police and copies of any revisions will be provided as issued. A copy of each board's protocol will be provided to police and fire services.

23. SAFE ARRIVAL

All elementary schools provide safe-arrival programs. Parent(s)/guardian(s) are responsible for communicating student absences or lateness in a timely manner as well as providing the school with complete and current emergency information.

If an elementary school-aged child is reported missing and all contact and emergency numbers have been tried, the administrator **shall** contact the police.

24. TRAINING

Annual training will be provided to police and school administrators jointly by police and school board staff.

25. SIGNATURES

DATED at _____ this _____ day of _____, 2016.

Frank Scarpitti, Chair
York Regional Police Services Board

Eric Jolliffe, Chief
York Regional Police

Carol Cotton, Chair
York Catholic District School Board

Patricia Preston, Director of Education
York Catholic District School Board

Anna DeBartolo, Chair
York Region District School Board

J. Parappally, Director of Education
York Region District School Board

Mélinda Chartrand, Chair
Conseil scolaire district catholique Centre-Sud

André Blais, Director of Education
Conseil scolaire district catholique Centre-Sud

Jean-François L'Heureux, Chair
Conseil scolaire Viamonde

Martin Bertrand, Director of Education,
Conseil scolaire Viamonde

26. APPENDIX A: GLOSSARY

(For detailed definitions, please consult appropriate legislation.)

Arrest – the taking of physical control or custody of a person with the intent to detain by a peace officer as empowered by statute or common law.

Assault – the intentional application of force, directly or indirectly, to another person without that person's consent. A person is not considered to have given consent just because the person suffers bodily harm, or if consent is obtained by fraud or the exercise of authority.

Barricade – further creating a barrier to a location that obstructs entry should the locked door be compromised. This may occur during lockdown when an object is used to further prevent entry. It may also occur when a person(s) barricades themselves in any location.

Board Employee – any person employed by a board of education on a temporary, part time or full time basis.

Bullying – is a form of abuse which involves repeated acts over time attempting to create or enforce one person's (or group's) power over another person (or group). Bullying consists of three basic types of abuse – emotional, verbal and physical.

Child – a person who is, or appears to be in the absence of evidence to the contrary, less than 12 years of age, except with reference to the *Child and Family Services Act*, wherein child is defined as any person under the age of sixteen.

Child Abuse – improper treatment, whether physical, mental or emotional of a person under the age of sixteen, and includes but is not limited to words, actions, neglect and the contribution to an abusive environment.

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

Criminal Offence – any act committed that may result in charges under the *Criminal Code of Canada* and/or the *Youth Criminal Justice Act* and/or the *Controlled Drugs and Substances Act*.

Cyberbullying – is when a person is bullying using digital technologies.

Exigent Circumstances – urgent, pressing, or emergency circumstances. Exigent

circumstances usually exist when immediate action is required for the safety of the police or others.

Expulsion – the removal of a student from his or her school or from all schools of the board. Activities for which expulsion must be considered are identified in the *Education Act* and board policies.

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

Extra-Judicial Measures – measures used by police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system.

Gang and Gang-related Occurrences – incidents involving a group that consists of three or more persons, however organized, and has as one of its main purpose the commission or facilitation of a criminal offence in which any or all of the members engage.

Hate- and/or Bias-Motivated Incidents – any incident motivated by hatred or bias towards an identifiable group (e.g., distinguished by colour, race, religion, gender, sexual orientation or ethnic origin), that are publicly communicated and are willfully intended to incite bias or hatred against such a group.

Hold and Secure – used when it is desirable to secure the school due to an ongoing situation outside and not usually related to the school, whereby the school continues to function normally with the exterior doors locked. During a Hold and Secure no one enters or leaves the building, including during scheduled breaks (e.g., recess, lunch, spares, etc.).

Intimate Image - a visual recording such as a photograph, film, or video recording of a person in which the person is nude and/or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

Lockdown – used *only* when there is a major incident or threat of school violence within the school, or in relation to the school, whereby all occupants remain covered and concealed from view with all doors locked. See Appendix B for details.

Mitigating and Other Factors – circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student.

Negative Impact on School Climate – inappropriate activities or behaviours, whether those activities/behaviours occur inside or outside the school, may have a negative impact on school climate and may result in consequences up to and including suspension and/or expulsion.

Non-consensual Sharing of Intimate Images – knowingly publishing, distributing,

transmitting, selling, making available, or advertising an intimate image of another person while knowing that the person depicted in the image did not consent to the creation and/or sharing of the image.

Persons in Authority – a peace officer and any other person with the authority to detain or arrest, and may include school board employees.

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

Police Response – the reaction of the police to an incident to which they are called, including, depending on the circumstances, attendance at a school and conducting interviews and investigations.

Possession of Drugs – having a controlled substance as defined in the *Controlled Drugs and Substances Act* in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.

Principal Designate – school board employees in York Region to whom authority and responsibility for a particular school have been delegated by a school principal under the *Education Act* and in writing.

Relationship-based Violence – any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.

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

School Community – consists of students, parents/guardians, teaching and support staff, administration, volunteers and in the case of Catholic boards, parishes.

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

Special Needs – a student who has behavioural, intellectual, communications or physical exceptionalities and is involved with a board's Special Education programs and/or services.

Subpoena – (also called summons) – is a document signed by a court or other official requiring a person to attend before a court or tribunal at a certain date, time and place to

give evidence. The subpoena may also require the person to bring certain records, objects or documents. Failure to attend the court or tribunal as required by the subpoena may be considered contempt of court.

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

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

Trafficking Drugs or Weapons – the selling, administering, giving, transferring, transporting, sending or delivering of any drug or substance (as set out in the *Controlled Drugs and Substances Act*) or weapons, or authorization to obtain any drug, substance or weapons, whether or not for compensation, or the offering to do any of the foregoing.

Trespass – the attending at a place without invitation or beyond the scope of the invitation, or the remaining at a place after the invitation is revoked by any means of communication.

Vandalism – the defacing, damaging or destruction of property, or the rendering of property dangerous, useless, inoperative or ineffective, or the lessening of the value of any property, and includes the drawing of graffiti by any means.

Weapons – anything used, designed to be used, or intended for use in causing death or injury to any person or to threaten or intimidate any person, and includes all firearms, replica firearms and imitation firearms.

Young Person – means a person who is, or appears to be in the absence of evidence to the contrary, at least 12 years of age but less than 18 years of age.

27. APPENDIX B: LOCKDOWN PROCEDURES FOR ELEMENTARY AND SECONDARY SCHOOLS

This procedure outlines the responsibilities and required actions of staff and others with respect to Lockdown. A Lockdown is similar to other emergency procedures, such as Hold and Secure and Shelter in Place, and respective procedures must be consulted for all three situations.

While people in schools have the right to learn and work in a safe place, the possibility of a major incident of violence is a reality that cannot be ignored. The purpose of this procedure is to outline the responsibilities for those in schools to protect themselves and students in the event of a major incident or threat of school violence.

Given the dynamic, complex, and fluid nature of violent incidents, it is essential that continuous communication, assessment, and coordination by first responders and school administrators occur.

Each school and work site must develop an Emergency and Crisis Response Plan using the template available.

Definitions

Lockdown

A school emergency response to the presence or suspected presence of an armed intruder or other similar violent threat within the school. When in Lockdown all students and staff members are behind locked doors, quiet, and out of sight as much as possible. Electronic devices may not be used. Exterior entry doors remain open to allow access for emergency response personnel.

Hold and Secure

A school response to a possibly violent situation outside of the school and not related to it. During a Hold and Secure outside doors are locked, and staff members and students function normally inside the building. No one may enter or leave the building during a Hold and Secure at any time, including recess, lunch or dismissal

Shelter in Place

A school response to an environmental incident outside of the school, including but not limited to a weather related incident, blackout, chemical spill, etc. During a Shelter in Place students should be gathered in interior hallways or small rooms wherever possible, and lie face down in other locations. Doors remain unlocked. No one may leave the building during this event. Large central rooms, such as gymnasiums or libraries, may not be used during a Shelter in Place.

School Staff

All Board employees assigned to work in a school building.

Others

Others include, but are not limited to the following:

- visitors;
- external service providers/contractors/trade persons/bus drivers;
- daycare staff;
- parents;
- lease holders;
- inspectors, officers (Police, Ministry of Labour, Fire Department, Municipal);
- Board staff; and
- shared use/multi-use groups.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Lockdown, School Sites* procedure.

Superintendents shall:

- ensure all school administrators have developed a site-specific Lockdown Plan;
- ensure Public Affairs and Communications and Student Transportation Services staff are made aware of the Hold-and-Secure; and
- remain available by phone to school staff during a Lockdown.

Principals shall:

- establish and maintain an Emergency Response Team;
- lead the Emergency Response Team to develop a site specific Emergency and Crisis Response Plan, using the template provided;
- engage daycare staff and other daytime school user groups and shared/multi-use groups in the development of the Lockdown plan and related training;
- working with Plant Services and the Superintendent of Schools, designate command posts as follows:
 - primary site in the main office,
 - a secondary site in the building, and
 - a third off-site location;
- conduct a minimum of two Lockdown drills per year, ensuring that these occur at different times of the day, including but not limited to lunch, recess or dismissal;
- ensure that police, fire and emergency medical services are aware of, and invited to participate in, the school planning process and all drills;
- ensure that the following wording is clearly displayed in a visible location near each phone in the main office(s):
 - “Attention! Attention! We are now in Lockdown!” **(Repeat twice.)**
- ensure the Lockdown Plan includes procedures for students and staff participating in activities outside the school building, such as, but not limited to trips and sporting events;
- ensure students and all staff members are trained in Lockdown procedures;
- during an actual incident, cooperate fully with, and follow the instructions of, the police who will manage the threat and subsequent criminal investigation;
- provide master keys to emergency responders as required during an incident;
- ensure that the locking mechanism on the front door is disabled when a Lockdown or Shelter in Place is called;
- ensure students are trained to remain quiet and out of sight as much as possible during a Lockdown;
- ensure that the Lockdown Plan includes family reunification locations and procedures;
- ensure all staff, including temporary staff, receive instruction on the Lockdown procedure;
- notify parents of any specific Lockdown incident; and
- communicate information concerning the school Lockdown plan to parents through school newsletters, School Council and school website.

During the Lockdown Principals, Vice-Principals and/or Administrative Designates/Teachers-in-Charge shall:

- call 911;
- announce the Lockdown using the Public Address (PA) system by reading the scripted Lockdown message;
- notify daytime user groups/tenants and childcare operators of Lockdown;
- notify Superintendent and Manager, Corporate Communications;
- advise staff members supervising off-site activities of the Lockdown by phone;
- follow direction of police upon their arrival;
- announce the lifting of the Lockdown when advised by police; and

- following the Lockdown event, complete and retain a Lockdown report for each Lockdown or Lockdown drill held in the school.

Corporate Communications Services shall:

- liaise with York Regional Police during a Lockdown;
- contact security monitoring company and advise of Lockdown;
- advise Superintendent and school Principal, Vice-Principal or Administrative Designate/Teacher-in-Charge concerning the status of the emergency, as reported by police;
- provide communications support during and after the Lockdown;
- ensure Student Transportation Services staff are made aware of the Lockdown; and
- notify Administrative Services.

Plant Services shall:

- working with the Principal and Superintendent of Schools, designate command posts as follows:
 - primary site in the main office,
 - a secondary site in the building, and
 - a third off-site location;
- ensure that colour-coded floor plans are provided to each school and work site as follows:
 - red to indicate danger areas in the school that cannot be locked down safely or used during a Shelter in Place,
 - green to indicate safe areas where staff members and students are to proceed during a Lockdown or Shelter in Place, and
 - blue to indicate command post locations, normally the main office as the primary site with a second location designated in the school;
- ensure that floor plans are posted throughout the school, at least in every classroom and at every entry door;
- provide hard copies and electronic copies of floor plans to York Regional Police;
- ensure that each building on a school site is designate with a different number that is clearly visible;
- ensure that every exterior entry is clearly identified with a letter;
- ensure that doors, locks and Public Address (PA) systems are maintained in good repair;
- ensure the development and provision of school site drawings to Administrative Services that include the location of portables;
- inform current security monitoring company of their duties during a Lockdown;
- inform the Manager, Corporate Communications of current provider of alarm monitoring services; and
- ensure Lockdown Instructions are posted in each room.

School Staff members shall:

- train students in proper Lockdown procedures, as directed by the Principal;
- follow directions given by the person in charge during Lockdown;
- follow the site-specific Emergency and Crisis Response Plan;
- participate in Lockdown drills as required, referring to Lockdown instructions posted in each room;
- minimize visibility into the secure areas, **if it is safe to do so**;
- take all reasonable steps to maximize the safety of students, such as, but not limited to using furniture in a portable to create physical barriers between walls and occupants;

- immediately provide any information received from another adult or student regarding the violent incident to the person in charge, **if it is safe to do so**;
- call **911** should a medical emergency occur while in Lockdown, **if it is safe to do so**;
- cooperate fully with police, fire and other emergency response personnel; and
- assist with family reunification following the Lockdown.

Students shall:

- report any knowledge of a potential violent incident, or knowledge during a violent incident, to a staff member or emergency responder;
- participate in Lockdown drills;
- remain in or go to the nearest secure area when Lockdown is announced;
- follow the instructions of the person in charge;
- remain in a secure area until instructed to leave; and
- remain quiet and turn off electronic devices, including but not limited to cell phones, during any Lockdown.

Police shall:

- respond to and investigate violent incidents;
- assume command and control of the response and investigation during a violent incident; and
- liaise and work closely with the principal, vice-principal or administrative designate/teacher-in-charge and emergency responders throughout the response process.

Parent(s)/Guardian(s) shall:

- understand the Emergency and Crisis Response Plan;
- reinforce with their children the responsibilities students have with respect to following directions during a crisis and disclosing any information they may have prior to or during a crisis situation;
- know the reunification site in the event of an evacuation; and
- report any knowledge of a potential violent incident to the Principal.

Others shall:

- remain in or go to the nearest secure area when Lockdown is announced;
- follow the instructions of the person in charge; and
- remain quiet and turn off cell phones and other personal electronic equipment.

Department

Education and Community Services

History

Approved June 2010

Revised July 2016

28. APPENDIX C: BOMB THREAT PROCEDURE

1. Introduction

Staff, students and visitors in Ontario schools have the right to learn, work and be present in a safe and secure environment. Therefore, it is important that schools have plans for responding to bomb threats. This work includes planning and preparation in the event that a bomb threat is received, an explosive device is discovered or an explosives incident takes place. Given the dynamic, complex, and fluid nature of such incidents continuous communication, assessment and coordination by first responders and school administrators are of paramount importance in ensuring an effective response.

2. Purpose

This bomb threat protocol is designed to help school staff members and emergency services personnel work together to deal with bomb threats quickly and cautiously.

3. Roles and Responsibilities

Principals shall:

In the event of an emergency, call 911

- develop a school-specific plan and review with police, fire and emergency medical services (EMS);
- be completely familiar with the plan, the responsibilities and authority of all stakeholders, and the particular roles of the principals;
- train all staff and students, including with the use of drills;
- be the person responsible for initial assessment and related decisions, including visual scans and evacuations;
- notify police of all bomb threat or explosives incidents;
- cooperate fully with police and work to ensure all staff and students do the same;
- call 911 in the event of fire, explosion, and/or related incidents causing injuries;
- continue to exercise the duties of a principal, to the extent possible even if relocated to an alternate location, in support of emergency responders; and
- work closely with Board communications departments to ensure timely and ongoing communication with parents/guardians.

All staff members shall:

In the event of an emergency, call 911

- immediately report any bomb threat, suspicious package/device, or explosives incident to the principal;
- know and follow all evacuation procedures;
- participate in all safety drills and training; and
- conduct visual scans as outlined in the bomb threat protocol.

Teachers shall:

- be responsible for the supervision and safety of students;
- inform students of their roles and responsibilities; and
- reinforce school procedures for safe evacuation.

Office staff members shall:

- follow all instructions and record all information on the *Bomb Threat Telephone Procedure and Checklist*; and
- immediately report bomb threats to the principal or designate.

Custodians shall:

- support the principal and/or emergency responders in providing access to the school as requested.

Educational Assistants and other support staff members shall:

- support students assigned to their care as per school evacuation procedures or as directed by the principal and/or emergency responders.

Students shall:

- be familiar with the emergency plan and respond to staff direction; and
- promptly disclose information on, or knowledge of, any potential bomb threat, the placement of a suspicious package/device, or an explosive incident.

Parents/Guardians shall:

- reinforce student responsibilities about following directions during a bomb threat and the need to disclose any information they may have related to an incident.

Police shall:

- where possible, participate in the development and review of the Emergency and Crisis Response Plan;
- respond to and investigate bomb threats and explosives incidents;
- assume command of the response and investigation; and
- work with the Principal and other emergency responders, as required.

EMS shall:

- provide urgent medical care in the event of an explosives incident.

Fire Services shall:

- provide fire suppression and rescue operations in explosives incidents.

4. Floor Plans

Floor plans must be posted throughout the school including, but not limited to, in all classrooms and at all entry points. Floor Plans must clearly identify entrances, exits and routes that staff members and students will take during an evacuation.

Command post and off-site evacuation locations may **not** be identified on floor plans.

Floor plans (in paper and/or electronic form) must be made available to emergency service responders upon arrival. This information must be updated regularly.

5. Identification of Rooms/Buildings/Service and Mechanical Areas and Facilitation of Access

Buildings, rooms, entrances, service and mechanical areas as well as all rooms in buildings, must be identified. Master keys must be up-to-date at all times to facilitate emergency personnel access during a crisis.

Buildings, portables and exterior doors must be clearly identified. Interior rooms must have room numbers. These must appear on the site plan for the location, and be included on the fire safety plan.

Elementary administrators must develop a plan to provide keys to emergency responders.

6. Command Post

Each school must designate command post locations as follows.

1. Primary command post: **Main Office**
2. Secondary command post: **Different location in the school**
3. Off-site command post location:
For use when 1) and 2) are unavailable or when requested by emergency service responders.
4. Secondary off-site command post:
For use when all of the above are unavailable or as requested by emergency service responders.

***Do not publicly share command post locations.**

Facility Assessment and Physical Security

Local police services are a valuable resource when developing and implementing sound security measures to reduce bomb threat and explosive incidents potential.

A school bomb threat plan will:

- identify possible locations in and around the school where suspicious packages/devices might be placed;
- provide for controlled access to critical areas of all facilities (e.g., Main Office, electrical rooms, mechanical rooms);
- consider the use of electronic surveillance and post signage regarding its use;
- ensure emergency exits are kept clear;
- include the inspection of first aid and firefighting equipment on a regular basis;
- outline a schedule for the regular review of procedures to safeguard documents;
- ensure interior, exterior and auxiliary lighting is adequate;
- outline a procedure for assessing suspicious incoming packages and (add Package Scanning Directions as an addendum); and
- consider other potential threats.

7. Bomb Threat Intake Procedures

Most bomb threats are made over the phone. Others are received by mail, electronically, etc. Each case should be taken seriously. All staff members, in particular those that are accessible by phone (e.g., secretarial staff members, administrators, guidance staff members, etc.) should be identified in school plans and receive training.

The person receiving a bomb threat by telephone should:

- keep the caller on the line as long as possible if it is safe to do so and/or does not prevent them from initiating response procedures; and
- record precise details of the call (exact wording of the threat).

A checklist of sample *Bomb Threat Telephone Procedures* must be available to all staff designated to take calls on behalf of the school.

While on the phone, staff should make notes to include the following information:

- exact wording of the threat;
- time and date of the call;
- phone number or line on which the call was received;
- caller number, if shown on call display;
- gender and approximate age of the caller;
- location of the explosive device and time of detonation, if revealed by the caller;
- type of explosive device and what it looks like (e.g., pipe bomb, truck bomb, etc.), if revealed by the caller;
- any unique speech characteristics;
- background noises (e.g., traffic, music, laughter, etc.);
- condition or emotional state of the caller (e.g., whether the caller seems to be intoxicated, excited, angry, etc.);
- caller name, if revealed;
- whether the call taker recognizes the voice of the caller; and
- time when the caller hangs up.

If the phone system records conversations, the call taker should begin recording. If the system captures incoming phone numbers, lock in the number immediately.

If a bomb threat is received electronically (e.g., email, twitter, text message, etc.) every effort must be made to isolate and preserve it to provide to an administrator.

Any staff member receiving a bomb threat by any means must report it **IMMEDIATELY** to the principal **at any time**, including on weekends and holidays.

Upon receiving notification of a bomb threat, the principal will ensure that a call is immediately placed to 911.

8. Initial Assessment

The safety of students and staff members is paramount during a bomb threat and therefore every threat must be assessed individually, based on known information. The decision to conduct a visual scan and/or an evacuation is made after a thorough assessment of known information which is then continually re-evaluated during the bomb threat incident.

The initial assessment is made by the principal and will include:

- information recorded on the bomb threat checklist;
- any other notes taken by the call taker;

- activities taking place in the school or on school grounds at the time of the threat (e.g., examinations, etc.);
- whether a specific location for a bomb was stated or if the entire school was threatened;
- whether the threat was specific to the current time and date or for the future;
- any recent negative incidents involving a student, staff member, or anyone else connected with the school;
- whether there have been any other recent bomb threats;
- likelihood of anyone having the opportunity to place a bomb in the stated location; and
- whether a specific device/package has been located.

Notify **the School Superintendent and/or Board Communications personnel**. If unavailable, ensure contact is made with other designated board staff members.

Notifying York Regional Police

As the initial assessment is taking place and a decision is being made regarding a visual scan and/or an evacuation, the principal must ensure that York Regional Police are notified **by calling 911. This must not be delayed.** Police must be contacted in **every** incident of a bomb threat, regardless of the decision to evacuate the building or not.

Information to share with police includes:

- information recorded on the bomb threat checklist;
- activities taking place in the school or on the grounds at the time of the threat;
- status of any evacuation that may be underway;
- status of any visual scan that may be underway; and
- name of the in-school contact person.

Notifying Fire Services

In consultation with police, the fire department may be notified. Use the pre-designated phone number unless there is a fire or an explosion in which case, call **911**.

Procedures for Ongoing Assessment

Activate the school emergency response team and notify the principal **immediately** when:

- a suspicious package/device is located;
- there is interference in any evacuation underway;
- an explosives incident occurs; and
- There is other pertinent information to share.

9. Visual Scans

When a threat has been made, a visual scan may provide critical information to support decision making during initial assessment. A visual scan can be undertaken by every staff member or by specific staff members as identified in the school plan. Those conducting visual scans know what does and does not belong within the school and therefore are best suited to recognize suspicious packages and/or devices. These individuals will receive basic information about conducting safe visual scans. Visual scans will be conducted in a timely, thorough and systematic manner. **Only those who have volunteered will conduct visual scans in bomb threat situations.**

A staff member conducting a visual scan may, under no circumstances, touch or move a suspicious package or device. When something suspicious is found, the area must be immediately evacuated of all students and staff members and the principal informed immediately.

The following areas are to be visually inspected:

- the building exterior and parking lots;
- entrances;
- large gathering areas (e.g., cafeteria, auditoriums, gymnasiums, etc.);
- hallways, stairways and elevators;
- washrooms;
- classrooms, Main Office, staffroom(s);
- service and mechanical areas; and
- additional areas as determined by the principal (e.g., empty classrooms, etc.).

10. Procedures Following the Location of a Suspicious Device/Package

When a suspicious package/device is located, appropriate procedures include:

- isolation/containment of the device/package, ensuring it is not touched or moved;
- immediate communication to the principal who will notify police;
- consultation with police to determine if the fire department should be notified;
- immediate re-evaluation of the need to evacuate if staff and/or students are still in the building.

The school principal will work with all emergency services personnel to evaluate the situation and the need to re-locate evacuees and/or command posts.

11. Evacuation Procedures

The Principal will review details of any bomb threat and initiate a full or partial evacuation as required. Occupants of the evacuated area(s) are to assemble at the predetermined evacuation location(s) as designated in the Fire Safety Plan or, if required, at the predetermined secondary evacuation location. Those who are outside the school when an evacuation is ordered will not, under any circumstances, attempt to enter the school but will instead immediately proceed to the evacuation location(s). Staff will confirm student attendance, report any missing persons to the command post, and remain in that location until further direction from Police or administration.

Consider these things during an evacuation:

1. if at all possible, evacuation route(s) should be cleared prior to ordering the evacuation;
2. suspicious objects **must** be immediately reported to the command post; and
3. occupants are never to walk past or near a suspicious object.

Should an area inside a building be deemed unsafe for students, staff and/or visitors, the Principal will take all necessary steps to ensure occupant safety by:

- deciding when the controlled evacuation of a school or area of the school is a viable option and directing the evacuation by the safest and most expedient route;
- ensuring evacuation of those requiring assistance follows Fire Safety Plan procedures;
- directing those evacuating to alternate exits should an area be determined to be unsafe for any reason using clear language (no codes) and specific directions, e.g., "Attention. Everyone must leave the building immediately and assemble at the primary evacuation site". This may include the direction: "Take your personal belongings if you have them with you. Do not go to your locker.";
- reminding staff to:

- complete a visual scan surroundings as well as routes to the evacuation site, noting details (e.g., location, size, shape, colour, etc.),
- **report any suspicious packages or unusual behaviour as soon as possible;**
- not assume there is only one suspicious package;
- **not to touch the suspicious package or anything attached to it;** and
- keep a record of actions and decisions during any evacuation with timelines.

Actions following an evacuation and/or relocation:

- ensure students, staff or visitors with medical or other needs are supported;
- communicate information to parents;
- Hold a meeting to debrief, focusing on areas for improvement.

12. Re-entry Procedures

The decision to end an evacuation shall be made by the school Principal, in consultation with police. The Principal will determine, in consultation with emergency services, whether to re-enter the building, relocate to another site, or dismiss students. When re-entering the building, occupants will follow the same re-entry procedures used for fire alarms.

13. Procedures Following an Explosives Incident

Explosives incidents may occur within a school building or in a school yard, without warning or after a bomb threat has been received. Explosives incidents do not always require a full evacuation; a partial evacuation of the building may be appropriate in certain circumstances (i.e., when there is no fire or risk to personal safety).

When an explosives incident occurs, 911 must be called immediately and the Principal notified. Personnel designated in the school plan should report to the command post location in order to carry out their duties.

Evacuation Considerations

The area around the sight of the explosion must be evacuated immediately, and evacuees directed to the designated evacuation location. Emergency first aid must be provided as needed. Information regarding injuries must be communicated to the command post, attendance taken and a list of missing students or staff members communicated.

As students and staff members are evacuating, they should follow proper evacuation procedures.

Once the area has been evacuated, students and staff members may not re-enter the sight of the explosion.

Communication

Plans for both internal communication with students and staff members, and external communication with emergency service personnel, parents and others must be in place. In most cases, intercoms and telephones will be used as the primary communication system. Radio and walkie-talkies are **not** recommended as radio signals may detonate explosives. Runners, megaphone, or other methods should be used for secondary communications systems.

14. Childcare and Other Facility Occupants

The principal will make every effort to ensure that the appropriate staff members from organizations that share school facilities are included in the development and implementation of procedures. During planning, consideration should be given to before-and-after care programs, night school, sports programs, etc.

15. Outside of School Building

Staff and students who are outside school buildings may not re-enter unless directed to do so. Notification of those outside the school buildings is important but should be made in a discrete manner to avoid panic or bring unnecessary attention. The use of runners is recommended to identify the off-site evacuation location to those outside. Students and staff members are to remain there until advised by the police or the Principal, and attendance must be taken.

17. Training

Bomb Threat Plans will address initial and ongoing training of current and newly hired staff members, students and volunteers. These plans will ensure, where possible, communication to potential school visitors at least once a year as early as possible in the school year. When visitors are in the school for an extended period of time they must be informed of all safety procedures.

Principals are encouraged to invite police, fire and EMS personnel to assist with the training of students and staff members.

18. Drills

It is important to conduct fire drills and bomb threat evacuation drills to maintain order in the event of an incident.

The principal is responsible for setting the date(s) and overseeing each drill. Schools should consider inviting police, fire and EMS personnel to be present during drills. Advise students, staff members or any other visitors in the school of impending drills. It is important to conduct a short debriefing following drills to identify areas for improvement.

19. Media

Cooperation is essential and all partners need to work closely with each other on media issues. Police are responsible for addressing media with respect to any criminal incident. Board personnel are responsible for addressing media with respect to issues pertaining to staff members and student safety. Media personnel from police, school boards, fire departments and EMS should share press releases with each other prior to media release.

20. Communication with Parents/Guardians and the Community

Communication with parents/guardians and the community is important to ensure an understanding of bomb threat and explosive incident procedures, without instilling fear. As early as possible in the school year, information about bomb threat and explosive incident procedures should be communicated through newsletters and websites, with parents/guardians being encouraged to reinforce the importance of understanding the procedures and following staff direction with their children. Parents/guardians need to be informed of where they should proceed in the event of an actual incident, what to do should

they arrive at school during a drill, or what to do if they are in the school when an evacuation is called.

In all incidents resulting in an evacuation, it is recommended that the school communicate with parents as soon as possible after any incident resulting in an evacuation.

21. School Recovery Following an Incident

The nature of recovery procedures is predicated on the type of incident. A debriefing must occur following a bomb threat, location of a suspicious package and after an explosives incident. Participants may vary depending on the nature of the incident. In serious situations following the location of a suspicious package or an explosives incident, the crisis management team, as designated by each school board, will be involved.

22. Plan Review

Each school plan as well as the board plan shall be thoroughly reviewed annually. This review must be documented. Documentation will include the following additional information as determined at the site or by the nature of the incident:

- When it occurred
- Who was involved
- Signature(s)

Bomb Threat Telephone Procedure and Checklist

NOTE: When a bomb threat is received via telephone:

1. Listen carefully
2. Be calm and courteous
3. Do not interrupt the caller
4. Record the incoming number if displayed on the phone
5. Signal or notify Principal or designate to call police
6. Obtain as much information as possible (SEE QUESTIONS BELOW)
7. Initiate call trace action **after the call is complete** by pressing ***57**
 - The number of the traced caller will be released to the police by Bell with a warrant

Checklist

- ☐ Telephone number displayed _____
- ☐ Telephone call received on (date) _____
(time) _____
- ☐ Length of Call _____
- ☐ Exact wording of the Threat _____

Questions to ask Caller

- ☐ What time will the bomb explode? _____
- ☐ Where is the bomb? _____
- ☐ What does it look like? _____
- ☐ What was the bomb made of? _____
- ☐ What will cause it to explode? _____
- ☐ Why was the bomb put there? _____
- ☐ When was the bomb put there? _____
- ☐ What is your name? _____
- ☐ Where are you calling from? _____

Identifying Characteristics of Caller

- VOICE ☐ male ☐ female ☐ not sure
 ☐ familiar ☐ not familiar (specify) _____
- ESTIMATED AGE _____ ☐ youth ☐ adult
- ACCENT ☐ English ☐ French ☐ other (specify) _____
- MANNER ☐ calm ☐ angry ☐ excited ☐ soft ☐ loud
 ☐ emotional ☐ laughter ☐ vulgar ☐ high pitched ☐ deep breathing
 ☐ nasal ☐ stutter ☐ lisp ☐ rambling ☐ intoxicated
 ☐ well-spoken ☐ irrational ☐ taped ☐ other (specify) _____
- BACKGROUND NOISES ☐ quiet ☐ party ☐ voices ☐ street traffic
 ☐ music ☐ office ☐ factory ☐ static ☐ long distance
 ☐ planes ☐ trains ☐ other (specify) _____
- CALLER FAMILIAR WITH THE AREA AND PROPERTY (specify) _____

Name of Principal _____ School _____ Date _____

2.6.2.3 Alerte à la bombe et colis suspect

Un risque d'attentat à la bombe peut survenir à la réception d'une lettre (par écrit), un appel téléphonique ou la découverte d'un colis suspect.		
	ALERTE À LA BOMBE par téléphone:	COLIS SUSPECT
Dans tous les cas :	• Aviser la direction d'école ou la personne responsable du bureau administratif. • Appeler le 911. • Faire une annonce par interphone (voir message en annexe A).	
ÉTAPES À SUIVRE	1. RESTER CALME et courtois. 2. Recueillir le plus de renseignements, si possible en remplissant le formulaire Alerte à la bombe (voir Annexe B). 3. Retracer l'appel, si possible, en composant *57 ou *69 immédiatement après que la personne ait raccroché en utilisant la même ligne (l'opérateur ne transmettra la source de l'appel qu'à la police). Réception de lettre, de carte : • Conserver toutes notes de menaces ou pièces matérielles. • Faire une annonce par interphone pour une inspection visuelle de l'environnement immédiat pour identifier tout objet inhabituel et suspect (voir message en annexe A).	Évitez de : • Toucher ou déplacer le colis. • Vous servir d'un cellulaire ou émetteur de radio portatif (risque de déclencher l'explosion). Assurez-vous de • Évacuer les lieux. • Bloquer l'accès à cet endroit. • Aviser la direction. En cas d'explosion : • Suivre la procédure d'évacuation.
	RESPONSABILITÉS SUPPLÉMENTAIRES	
PERSONNEL DE SECRÉTARIAT	En cas d'évacuation, suivre la procédure en cas d'évacuation.	
PERSONNEL DE CONCIERGERIE	• Dégager les aires d'évacuation pour une évacuation en toute sécurité. • Rester sur place, de façon sécuritaire, pour assister les services d'urgence. • Au retour à la normale, faire une inspection complète de l'intérieur puis de l'extérieur de l'édifice.	
DIRECTION D'ÉCOLE (PERSONNE DÉSIGNÉE) OU LA PERSONNE RESPONSABLE DE L'ÉDIFICE	• Appeler le 911. • Aviser de vive voix la surintendance, ou une des surintendances ou en dernier recours la direction de l'Éducation, de manière sécuritaire si possible. • Évacuer l'édifice selon la procédure d'évacuation, s'il y a lieu. • Remplir la feuille de route Alerte à la bombe (voir Annexe B).	
SURINTENDANCE de l'éducation	• Aviser la direction de l'éducation de vive voix et celle-ci communiquera avec la surintendance des affaires selon la situation. • Aviser la direction des communications et du SIEP de vive voix. • Aviser les membres du CE par courriel. • Si nécessaire, aviser les responsables du lieu d'évacuation de l'arrivée éventuelle des élèves et du personnel.	

2.6.2.3 Alerte à la bombe et colis suspect

ANNEXE A

Message pour interphone :

Votre attention s'il vous plaît!
Un danger potentiel est présent à l'école.
Merci de faire une inspection visuelle de votre environnement immédiat.
Pour tout objet inhabituel ou suspect, communiquer immédiatement avec le bureau.

Je répète.
Un danger potentiel est présent à l'école.
Merci de faire une inspection visuelle de votre environnement immédiat.
Pour tout objet inhabituel ou suspect, communiquer immédiatement avec le bureau.
Merci.

2.6.2.3 Alerte à la bombe et colis suspect



ANNEXE B

ALERTE À LA BOMBE – Feuille de route

Restez calme et poli
Évitez d'interrompre la personne qui appelle
Avertissez discrètement la direction

Votre nom : _____ **Date :** _____
Heure : _____

Quand la bombe va-t-elle exploser? Heure? Combien reste-t-il de temps?
De quelle sorte de bombe s'agit-il? Où êtes-vous en ce moment?
Comment vous appelez vous?

Cochez les cases appropriées ci-dessous.

Personne qui appelle :

☐ Homme ☐ Femme ☐ Adulte ☐ Jeune ☐ Autre : _____

Origine de l'appel :

☐ Local ☐ Longue distance ☐ Identificateur d'appelant ☐ De l'école ☐ Inconnue

Caractéristiques de la voix :

☐ Forte ☐ Grave ☐ Aigüe ☐ Persistante ☐ Enrouée
☐ Douce ☐ Autre : _____

Caractéristiques ou modèle d'élocution:

☐ Rapide ☐ Saccadé ☐ Clair ☐ Parle du nez ☐ Bégaye
☐ Autre : _____

Niveau de grammaire:

☐ Excellent ☐ Faible ☐ Moyen ☐ Grossier ☐ Bon
☐ Autre : _____

Accent :

☐ Local ☐ Étranger ☐ Impossible à déterminer

Comportement :

☐ Irrationnel ☐ Coléreux ☐ Calme ☐ Incohérent ☐ Rationnel
☐ Émotif ☐ Cohérent ☐ Rieur ☐ Posé ☐ Autre : _____

Bruits de fond

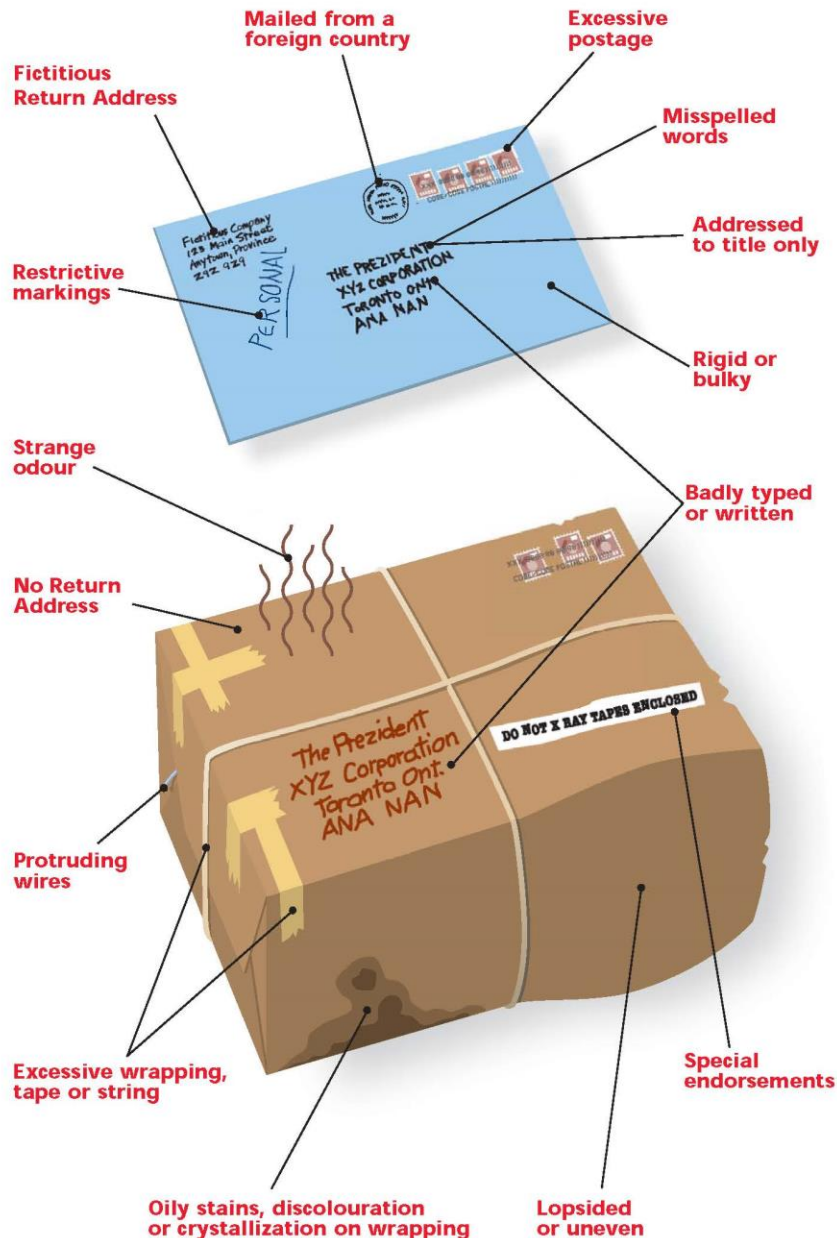
☐ D'usine ☐ Mélange ☐ Musique ☐ Avion ☐ Circulation
☐ Animal ☐ Équipement de bureau ☐ Autre : _____

Suspicious Mail Alert



If you receive a suspicious letter or parcel

(A COMBINATION of the following may constitute a suspicious mail item)



1 Immediately advise local emergency services of the situation.

2 Do not handle, shake, smell, or taste the suspicious article.

3 Isolate the article, and evacuate the immediate vicinity.

4 Anyone who has handled the article should immediately wash their hands with soap and water.

If a letter or parcel is open and/or a threat is identified

For a Bomb:

- Evacuate area immediately
- Call local emergency services

For Biological or Chemical:

- Isolate – do not handle
- Evacuate area immediately
- Wash your hands with soap and warm water
- Call local emergency services

For Radiological:

- Limit exposure – do not handle
- Evacuate area immediately
- Shield yourself from object
- Call local emergency services

Corporate Security

www.canadapost.ca

LIST OF HYPERLINKS

- [Canadian Charter of Rights and Freedoms,](#)
- [Child and Family Services Act](#)
- [Controlled Drugs and Substances Act](#)
- [Criminal Code](#)
- [Education Act](#)
- [Freedom of Information and Protection of Privacy Act.](#)
- [Guide to Ontario Legislation to the Release of Student's Personal Information.](#)
- [Lockdown and Hold and Secure Procedure](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Police Services Act](#)
- [Provincial Offences Act](#)
- [Threat Assessment Protocol](#)
- [Youth Criminal Justice Act](#)



YORK CATHOLIC DISTRICT SCHOOL BOARD

APPROVAL AUTHORITY SCHEDULE (AAS)

BUSINESS SERVICES DEPARTMENT

CORPORATE SERVICES DIVISION

Date of Issue: **TBD**, 2016
Issued By: Anna Chan, **Chief Financial Officer & Treasurer of the Board**
Supersedes: January 26, 2016
Governed by: Operational By-Law #1

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PURPOSE

The purpose of the Approval Authority Schedule (“AAS”) is to specify the signing authorities required for various types of purchases, expense reimbursements and banking activities.

SCOPE

This Approval Authority Schedule (“AAS”), per the Board’s Operational By-Law #1, defines the authorization levels delegated by the Board of Trustees to Board employees for:

- Cheque signing, Payment Register and Summary, On-line banking
- Purchasing Mechanism
- Approval of Purchase Requisitions, Purchase orders and related Invoices
- Request for payment without a purchase order
- Employee reimbursements and purchasing card purchases (PCard)
- Formal procurement, contracts and other

The AAS is approved by the Board of Trustees and updated from time to time as required.

The AAS should be read in concert with the Board’s Policy #802 - Purchase, Lease and Rental of Goods and Services and its related operating Purchase Reference Guide (PRG).

The Board recognizes that professional judgment is required in certain circumstances of the daily supply chain activities. Exceptions to the AAS are outlined in Chart A “Invoice/Payments and Delegation during Absences”, Chart B “Purchasing Exclusions” and Chart C “Regional Internal Audit (RIAT)”.

RELATED PURCHASING POLICIES AND GUIDELINES

- Purchase, Lease and Rental of Goods and Services (#802)
- Purchase Reference Guide
- Broader Public Sector (BPS) Procurement Directive

For a complete list of related policies, guidelines and procedures and related other documents, see the Purchase Reference Guide (PRG).

PARAMETERS

The rules for authority apply to:

- Board Appointees
- Board Employees

OF SIGNATURES REQUIRED

Whereas the number of signatures required is identified as the “# of Signatures Required”, it is recognized that in certain circumstances only the signature of the highest authority level is required.

PRINCIPLES

The following are basic control principles:

- Employees cannot approve their own personal expenditures.
- Employees cannot enter into contracts or sign legal documents unless they are specifically authorized to do so.
- Employees are responsible and accountable for their financial approvals.
- Employees may only approve those transactions pertaining to their functional area and those that fall into the budget for which they are accountable and responsible unless otherwise specified in this document.
- Authority can be delegated for reason of temporary absence, but it cannot be abdicated.
- Authority granted throughout this schedule represents the minimum required level of authority and inherently also applies to higher levels of authority
- Internal instructions, policies and controls must comply with the Approval Authority Schedule.

AIT (Agreement on Internal Trade) EXEMPTIONS

As recognized by the BPS Procurement Directive, the Board may utilize non-competitive procurement in situations outlined in the exemption, exception or non-application clauses of the Agreement on Internal Trade (AIT) or other trade agreements. The list of exemptions (non-application clauses of the AIT) from competitive procurement is outlined in PRG Appendix B (List of Exemptions from Competitive Procurement).

DEFINITIONS

1. AUTHORITY

The authorization limits and threshold specified represent the maximum limits that apply to financial authorization.

2. FUND MANAGER

Fund Manager is the staff deemed to be responsible for the budget of the respective Fund Centre and is authorized to approve a purchase/expense reimbursement for the threshold amounts stipulated in the approval tables.

3. SUPERINTENDENT

The term “Superintendent” for the purposes of the authority levels outlined in this document includes Director of Education, **Associate Director, Chief Financial Officer & Treasurer of the Board**, Supervisory Officers, Assistant Superintendents, Coordinating or Senior Managers, and the Chief Information Officer.

4. TAXES

All dollar amounts within the AAS are exclusive of taxes (i.e. taxes are not included).

5. CURRENCY IS CANADIAN DOLLARS

Transactions in other currency than Canadian must be converted and follow the Canadian Dollar thresholds

APPROVAL AUTHORITY SCHEDULE TABLES

TABLE 1 - CHEQUES SIGNING, PAYMENT REGISTER AND SUMMARY, ON-LINE BANKING

Action/Process	Level	# of Signatures Required	Type	Authority (Minimum Requirement)
Cheque Signing	< \$25,000 or Exceptions (>= \$25,000 as outlined in Chart A)	2	Electronic Signatures	1. Director of Education; and 2. Chief Financial Officer & Treasurer of the Board
	>= \$25,000	2	Manual Signatures	Any two of: Primary signers: 1. Director of Education 2. Chief Financial Officer & Treasurer of the Board Secondary Signers: 1. Associate Director, Strategic Leadership 2. Coordinating Manager, Budget and Audit Services
	Registered Charity	1	Manual Signature	Any one of: 1. Director of Education 2. Chief Financial Officer & Treasurer of the Board 3. Associate Director, Strategic Leadership 4. Coordinating Manager, Budget and Audit Services
	School Generated Funds (per Policy #803 and School Generated Funds Procedure)	2	Manual Signature	1. Principal and Any one of: 1. Vice Principal 2. Senior Secretary 3. School Bursar
On-line Banking-Transfers between YCDSB bank accounts	< \$5,000	1	On-line approval through Financial Institution	Any one of: 1. Manager, Accounting, Payroll and Benefits; or 2. Manager, Purchasing Services 3. Chief Financial Officer & Treasurer of the Board
	>= \$5,000	2	On-line approval through Financial Institution	Any two of: 1. Manager, Accounting, Payroll and Benefits 2. Manager, Purchasing Services 3. Chief Financial Officer & Treasurer of the Board
On-Line Banking- Wire Transfer	> \$0	2	On-line approval through Financial Institution	Any two of: 1. Manager, Accounting, Payroll and Benefits; and 2. Manager, Purchasing Service 3. Chief Financial Officer & Treasurer of the Board (Note: all wire transfers are to be pre-authorized based on cheque signing authorities noted above.)
Employee expense reimbursement register via payroll (EFT and Cheques)	> \$0	3	Manual signatures	1. Controller, Accounting Services; 2. Manager, Accounting, Payroll & Benefits Services; 3. Chief Financial Officer & Treasurer of the Board
Payment summary and Register	< \$25,000 or Exceptions (>= \$25,000 as outlined in Chart A)	2	Manual Signatures	Any two of: 1. Controller, Accounting Services; and 2. Manager, Accounting, Payroll and Benefits 3. Chief Financial Officer & Treasurer of the Board
	>= \$25,000	4	Manual Signatures	1. Controller, Accounting Services; 2. Manager, Accounting, Payroll & Benefits Services; 3. Chief Financial Officer & Treasurer of the Board 4. Director of Education

APPROVAL AUTHORITY SCHEDULE TABLES (CONTINUED)

TABLE 2 – PURCHASING MECHANISM

Department	Expense Type	Level	Purchasing Mechanism
All Departments except Plant (see below)	All	> \$500	Purchase Requisition (Note 1)
Plant Department	All	<= \$10,000	Work-Order or Purchase Requisition
		> \$10,000	Purchase Requisition

Note 1 – Except where Pcard use is appropriate, per limits and procedures in Purchasing Card Procedure.

APPROVAL AUTHORITY SCHEDULE TABLES (CONTINUED)

TABLE 3 – APPROVAL OF PURCHASE REQUISITIONS, PURCHASE ORDERS (“PO”) AND RELATED INVOICES

Action/Process	Level	# of Signatures Required	Type	Authority (Minimum Requirement)
Purchase Requisition	< \$2,500 (line item)	1	On-line Approval	1. Fund Manager
	>= \$2,500 (line item)	2	On-line approval	1. Fund Manager; 2. Superintendent
Purchase Order	< \$25,000	1	On-line approval	1. Purchasing Specialist
	>= \$25,000 and < \$75,000	2	On-line approval	1. Purchasing Specialist; and 2. Manager, Purchasing Services
	>= \$75,000	3	On-line approval	1. Purchasing Specialist; 2. Manager, Purchasing Services; and 3. Chief Financial Officer & Treasurer of the Board
Purchase Order and Related Invoice differences	Line item <10% and <\$100	n/a	Manual Signature	At discretion of Accounts Payable.
	Line item > 10% or \$100 and Extras <\$5,000	2	Manual Signatures	1. Fund Manager (exceptions: books, US Vendors, catalogue items from school specific vendors, tax issues, discounts, unplanned delivery charges); and 2. Purchasing Specialist
	Extras >= \$5,000 & < \$25,000	3	Manual Signatures	1. Fund Manager; 2. Superintendent; and 3. Purchasing Specialist
	Extras >= \$25,000	4	Manual Signatures	1. Fund Manager; 2. Superintendent; 3. Purchasing Specialist and Any one of: 1. Director of Education or 2. Chief Financial Officer & Treasurer of the Board

APPROVAL AUTHORITY SCHEDULE TABLES (CONTINUED)

TABLE 4 - REQUEST FOR PAYMENT TRANSACTIONS WITHOUT A PURCHASE ORDER

Action/Process	Level	# of Signatures Required	Type	Authority (Minimum Requirement)
Payment Request via invoices or, cheque requisition - Admin # 1 Excluding: Payment Request for Recognition/Acknowledgement using Board/School Funds per Policy#801 (see below)	< \$5,000	1	Manual Signature	1. Fund Manager
	>= \$5,000 & < \$10,000	2	Manual Signatures	1. Fund Manager; and 2. Superintendent or Manager of Plant Units (for Plant Work Order Payment requests only)
	>= \$10,000 & < \$75,000	2	Manual Signatures	1. Fund Manager; and 2. Superintendent
	>= \$75,000	3	Manual Signatures	1. Fund Manager; 2. Superintendent; and 3. Chief Financial Officer & Treasurer of the Board
	Exceptions for Recurring Monthly Payments as listed in Chart A.	See Chart A	Manual Signature or On-line approval	As per Chart A
Payment Request for Recognition/Acknowledgement using Board/School Funds per Policy #801	<= \$100	1	Manual Signature	1. Fund Manager
	> \$100	2	Manual Signatures	1. Fund Manager; and Any one of: 1. Director of Education or 2. Chief Financial Officer & Treasurer of the Board

APPROVAL AUTHORITY SCHEDULE TABLES (CONTINUED)

TABLE 5 - EMPLOYEE EXPENSE REIMBURSEMENTS AND PURCHASING CARD (PCARD) PURCHASES

Action/Process	Level	# of Approvals Required	Type	Authority (Minimum Requirement)
Employee Expense Reimbursements (Note 1 and 2) and PCard purchases	Chair and Vice-Chair of the Board	1	On-Line or Manual Signature	1. Chief Financial Officer & Treasurer of the Board
	Director of Education	2	On-Line or Manual Signature	1. Chair of the Board, and 2. Vice-Chair of the Board
	Trustee	1	On-Line or Manual Signature	1. Director of Education
	Elementary School Employee* (excluding Custodian and Vice-Principal and Principal)	1	On-Line or Manual Signature	1. Principal
	Secondary School Employee *(excluding Custodian and Principal) and Elementary Vice-Principal	2	On-Line or Manual Signature	Expense Reimbursements: 1. Principal 2. Superintendent or Assistant Superintendent
	Secondary School Employee *(excluding Custodian and Principal) and Elementary Vice-Principal	1	On-Line or Manual Signature	PCard purchases: 1. Principal
	Principal	1	On-Line or Manual Signature	Travel/Expense Reimbursements: 1. Superintendent
				PCard purchases: Superintendent approves monthly overview report for Principal expenditures.
	Custodian	1	On-Line or Manual Signature	Travel/Expense Reimbursements: 1. Area Facility Coordinators
				PCard purchases: Approved by the Manager of Facilities Services by periodic overview report.
	Student Services and Curriculum, Program & Instructional Services	1	On-Line or Manual Signature	1. Superintendent 2. Note: Principal/Supervisor approves first if required by the Superintendent.
	All Other CEC	1	On-Line or Manual Signature	1. Reporting Manager (Note 1)

*** Itinerant teachers' travel will be reimbursed as per collective agreement.**

Note 1 - Mileage reimbursements are processed through the Travel Reimbursement program ("TRIP") and approvals are done through workflow on-line unless otherwise noted in this table and Note 2.

Note 2 – Exception - for claims less than \$100 the Manager of Accounting Payroll and Benefits can approve the claim without the approval of the claimant's manager.

APPROVAL AUTHORITY SCHEDULE (CONTINUED)

TABLE 6 - FORMAL PROCUREMENT, CONTRACTS AND OTHER

Action/Process	Level	Authority (Minimum Requirement)
Pre-approval - Authority to Proceed with Purchase of Goods and Services	>= \$25,000	1. Director of Education or 2. Chief Financial Officer and Treasurer of the Board , or 3. As per Board Motion
Authority to award Bids other than New Construction Capital Projects	< \$75,000	1. Manager, Purchasing Services
	>= \$75,000	1. Manager, Purchasing Services; and 2. Chief Financial Officer & Treasurer of the Board
Bid Requirements for Goods, Non-Consulting Services & Construction (Note 1)	>= \$10,000 and < \$50,000	Minimum 3 formal quotations to be received. Exception or non- competitive procurement must be approved by Manager, Purchasing Services. .
	>= \$50,000 and < \$100,000	Minimum 3 formal bid responses to be received. Exception or non- competitive procurement must be approved by Chief Financial Officer & Treasurer of the Board .
	>= \$100,000	Minimum 3 formal bid responses to be received. Exception or non- competitive procurement must be approved by Board Motion before award. Must also adhere to competitive bid requirements of the BPS Procurement Directive (i.e. open competitive and electronic Tendering system).
Bid Requirements for Consulting Services (Competitive)	> \$0 and <\$50,000	Minimum 3 formal quotations to be received. Exception must be approved by Manager, Purchasing Services.
	>= \$50,000 and < \$100,000	Minimum 3 formal bid responses to be received. Exception must be approved by Chief Financial Officer & Treasurer of the Board .
	>= \$100,000	Minimum 3 formal bid responses to be received. Exception must be approved by Board Motion before award. Must also adhere to competitive bid requirements of the BPS Procurement Directive (i.e. open competitive and electronic tendering system).
Bid Requirements for Consulting Services (Non-Competitive)	for bids >\$50,000 and <\$100,000	Accommodations & Business Affairs Committee.
	< \$100,000 and AIT Exemption Based Only	One of: 1. Director of Education or 2. Chief Financial Officer & Treasurer of the Board .
	All Others	Board Motion
Site Purchase	> \$0	Board Motion
Tenders for Capital Projects for new Construction (includes additions and port-a-pak purchases)	All new construction projects or major additions	Proceed to tender: Ministry Approval Award of tender: Board Motion
	Change Orders < \$25,000	1. Coordinating Manager of Planning & Operations
	Change Orders >= \$25,000	1. Coordinating Manager of Planning & Operations; and 2. Associate Director, Strategic Leadership Must report to Accommodation & Business Affairs Committee
Portable purchases or leases or moves or demolition and port-a-pak moves	> \$0	Approval to proceed: 1. Coordinating Manager of Planning & Operations; and 2. Associate Director, Strategic Leadership

Action/Process	Level	Authority (Minimum Requirement)
Issuance of new Purchasing card	> \$0	As per Purchasing Card Procedures Guide (Spending authority as stipulated in the Purchasing Card Procedures Guide)
Signing Contracts (excluding employment contracts and contracts resulting from normal procurement and bidding processes as authorized within the PRG)	<= 1 year term and < \$25,000	1. Fund Manager (subject to limits of available budgets and within any applicable fund raising criteria)
	<= 1 year term and >=\$25,000	1. Fund Manager; and 2. Coordinating Manager, Budget and Audit Services (subject to limits of available budgets, within any applicable fund raising criteria, and are considered part of annual routine school or department activities).
	> 1 year term	Signature required on contract: Minimum of one (Director of Education or Associate Director, Strategic Leadership, or Chief Financial Officer & Treasurer of the Board) OR as directed by legal counsel, and reported to the Board
Termination of a vendor during contract term	>\$0	Board Motion
Extension of contract beyond option years	>\$0	Board Motion

Note 1 – For School Enhancement Projects, follow ‘School Enhancement’ Procedures.

EXCEPTIONS TO APPROVAL AUTHORITY SCHEDULE LEVELS AND SCOPE

CHART A: INVOICE/PAYMENTS AND DELEGATION DURING ABSENCES

(A1) INVOICE/PAYMENTS

This chart outlines exceptions to manual signatures >\$25,000, payment request approvals and payments.

The following positions have authority to approve invoices/payment requisitions/payments for values higher than normal authority levels for the specified invoice/requisition types/payments. These invoices/payments either result from contracts or bids awarded through processes compliant within the authorities of the AAS:

Employee Position	Invoice/Payment Type
Manager, Accounting, Payroll and Benefits	- Payroll remittances for statutory and employee contractual commitments: - employee deductions including and not limited to statutory payroll deductions, Pension contributions, employee share of benefit premiums, union dues - employer payroll related remittances to the appropriate authorities including benefit premium obligations to third parties - Payroll advices and T4 production invoices - CEC Food Catering - Commissions to schools - Schools/School Council HST Rebates
Senior Manager, Information Systems	Converged Internet Protocol (IP) product invoices
Chief Information Office	Photocopier charges
Coordinating Manager of Planning & Operations	- Transportation operator and YRDSB invoices - Property leases and rentals - Postage deposits for postage machine, courier
Coordinating Manager of Plant & Accommodation Services	Petro Canada Gas Card accounts
Senior Manager, Environmental Services	- Energy billings – Gas & electricity market purchases & Delivery - Waste/Disposal/Removal Services
Plant and Facilities Controllers	Work Order invoices and Pcard purchases only when all items on a statement are for work order invoices < \$1,000
No approvals required	- Utilities: Hydro, Water, Sewer, Gas (including invoices covering market purchases and services) - Recurring Telecom Services (Local access and long distance) - Courier (per department request)

(A2) DELEGATION DURING ABSENCES

A person may delegate their authority due to vacations, temporary leave of absences, etc. This delegation must be in writing, and must identify the reason for the delegation of authority, the length of time that the delegation remains in effect and any exceptions to the authority delegated.

- The delegation must not exceed 3 months.
- To ensure proper segregation of duties, the staff member who creates the requisition should not release the requisition. Where a Manager/Superintendent is unable to release a Requisition, this responsibility is delegated to Purchasing Specialist who has the authority to override the normal authorization system for release of Requisitions and Purchase Orders. Formal authorization is required from an appropriate approver prior to the release of the requisition or Purchase Order. Paperwork will be kept on file for audit purposes.
- Designate is not authorized to approve in excess of the level or thresholds assigned to the individuals they are approving for.

Delegations are assigned as follows:

A. During the months September to June:

- Assigned signatories must designate, via the 'Delegation of Authority' form, assigning responsibility to an alternate individual in their absence (except for employee reimbursements processed through the Boards travel reimbursement program ('TRIP')).
- Delegations must be approved by the **Chief Financial Officer and Treasurer of the Board**.
- Delegation of employee expense reimbursements processed through the Boards reimbursement application are assigned within the Boards reimbursement application.

B. During the months of July and August :

- Schedules are prepared summarizing the delegation of authorities and approvals. Manual signatures may be replaced by electronic signatures with the approval of the **Chief Financial Officer & Treasurer of the Board** or Coordinating Manager, Budget and Audit Services or Manager, Accounting, Payroll & Benefits.
- In September, a list of cheques >\$25,000 issued without manual signatures is prepared for approval by the **Chief Financial Officer & Treasurer of the Board** and Director of Education.

CHART B: PURCHASING EXCLUSIONS

(B1) PURCHASE REQUISITIONS AND PURCHASE ORDERS

The following vendor types or vendor groups do not require the use of purchase requisitions/purchase orders. Approval will follow the Approval Authority Schedule Requests for Payment (Without a Purchase Order).

1. VENDOR GROUPS

Debenture Payments (DEB), Employee Payments (EMP), One Time Vendors (ONE), Payroll Vendors (PR), Payments to Schools (SCH)), Rental/Lease Vendors (RENT), Transportation Vendors (TRAN), Trustees (TRUS), Utility Vendors (UTIL).

2. VENDOR TYPES

Subscription renewals, services under a contract (e.g. telecommunication, payroll production runs, audit fees, actuarial fees, banking fees, Purchasing Card payments).

(B2) FROM PURCHASING SERVICES SCOPE

Purchasing Services unit shall be responsible for the purchase of goods or services by competitive bid, EXCEPT for the following, which shall be the responsibility of the respective Superintendent, Principal or Manager requiring the good or service. These purchases are subject to the requirements and approvals as set out in the PRG.

Goods or Services	Responsibility
Architect services	Coordinating Manager
Capital projects e.g. construction of schools	Coordinating Manager
Debentures	Chief Financial Officer & Treasurer of the Board
Emergency goods or services purchases	Respective Approvers
Fundraising vendors	Respective Approvers
Imprest purchases, Employee Expense Reimbursements, and Purchasing Card transactions	Respective Approvers
Site purchases	Coordinating Manager
Non-Board Funds transactions (school purchases)	Respective Approvers
Student daily excursions and field trips	Respective Approvers
School food programs	Respective Approvers
Annual software maintenance fees resulting from an RFP process or an existing program	Respective Approvers
Text Books	Per Provincial direction

CHART C: REGIONAL INTERNAL AUDIT TEAM (RIAT)

For the Initial Establishment of External Pre-Qualified Audit Firms and Hourly Rates

Action/Process	Level	Authority (Minimum Requirement)
Authority to proceed with Pre-Qualification process	>\$0	1. Senior Manager of RIAT 2. Authorized Representative(s) of three RIAT Board(s) other than Host Board 3. Host Board RIAT Coordinator
Bid Requirements for Pre-Qualification to select Audit Firms	>\$0 and <\$100,000	Minimum 3 submissions to be received. Exception or non-competitive procurement must be approved by TA RIA CSC*
	>=\$100,000	Minimum 3 submissions to be received. Exception or non-competitive procurement must be approved by TA RIA CSC* before award. Must also adhere to competitive bid requirements of the BPS Procurement Directive (i.e. open competitive and electronic tendering system).

For Purchase of Services (from Pre-Qualified Audit Firm list)

Action/Process	Level	Authority (Minimum Requirement)
Authority to proceed with Purchase of Services from Pre-Qualified Audit Firms and establishment of Bid Committee	>=\$50,000	1. Senior Manager of RIAT 2. Authorized Representative(s) of applicable RIAT Board(s)
Bid Requirements for Co-Sourcing and Special Engagements from Pre-Qualified Audit Firms	<\$50,000	At discretion of Senior Manager, RIAT. Must adhere to rotational basis and receive confirmation of pricing in writing.
	>=\$50,000 and <\$100,000	Pre-Qualified Audit Firms invited to bid shall be done on a rotational basis. Minimum 3 Request for Proposal submissions to be received. Exception or non-competitive procurement must be approved by TA RIA CSC*.
	>=\$100,000	All Pre-Qualified Audit Firms to be invited to bid. Minimum 3 Request for Proposal submissions to be received. Exception or non-competitive procurement must be approved by TA RIA CSC* before award.

Definitions:

RIAT Boards: Dufferin Peel Catholic District School Board/Peel District School Board/Toronto Catholic District School Board/Toronto District School Board/York Catholic District School Board/York Region District School Board.

*** TA RIA CSC:** Toronto and Area Regional Internal Audit Coordinating Services Council which has representatives from each of the RIAT Boards.

**THE FOLLOWING MATERIALS
WILL BE DISTRIBUTED BY
L. COULTER ON
OCTOBER 12, 2016**

- **Policy 409 Occupational Health & Safety**
- **Policy 425 Respectful Workplace – Rename Workplace Harassment**
- **Termination Memo Policy 426 Sexual Harassment**
- **Termination Memo Policy 427 Workplace Violence**

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 403
<i>Former Policy #</i> 416	<i>Page</i> 1 of 5
<i>Original Approved Date</i> October 26, 1993	<i>Subsequent Approval Dates</i> June 26, 2015

POLICY TITLE: SUPPORT SERVICES RECRUITMENT AND PROMOTION

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes the role qualified professionals play in sustaining the system's continued success. Therefore, the Board is committed to recruiting, hiring, and promoting the best, most qualified individuals to support the Board's Mission, Vision, and Strategic Commitments.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to hire and promote the best, most qualified individuals for each position. The recruitment, interviewing, hiring and promotion for all positions will be based on education, skills, qualifications and work experience. All aspects of the recruitment process will be conducted in a fair and transparent manner; free from bias, discrimination, nepotism and cronyism.

3. PARAMETERS

The recruitment, interviewing, hiring and promotional practices and processes of the York Catholic District School board shall:

- 3.1 Be conducted in a manner that is transparent, consistent, timely, fair and equitable;
- 3.2 Support the Board's Mission, Vision, and Strategic Commitments;
- 3.3 Recognize the importance of having a workforce that is inclusive and reflective of the communities we serve;
- 3.4 **Provide accommodation requested by candidates, based on any human rights protected ground, to support their ability to participate fully in the hiring process;**
- 3.5 Ensure that no applicants are advantaged or disadvantaged as a result of a relationship with a family member, close friend or colleague that is employed by the Board;

- 3.6 Require that any employees responsible for interviewing, hiring, or promoting applicants must declare a conflict of interest prior to fulfilling their duties;
- 3.7 Ensure that no employee in a position of leadership will influence the recruitment or promotion process by providing unsolicited recommendations of candidates;
- 3.8 Provide internal candidates who are unsuccessful at obtaining a promotion the opportunity to receive developmental feedback;
- 3.9 Incorporate legislative requirements and contractual requirements of collective agreements;
- 3.10 Be financially supported through the Board's annual budget process; and,
- 3.11 Evolve based on industry best practices.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Support Services Recruitment policy throughout the Board.

4.2 Superintendent of Human Resources

- 4.2.1 To administer the Support Services Recruitment policy in a fair and equitable manner.

4.3 Human Resources Staff Members

- 4.3.1 To work within the parameters of the Support Services Recruitment policy.

5. DEFINITIONS

5.1 Conflict of Interest

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

5.2 Cronyism

The act of showing partiality to close friends or colleagues during the process of recruitment, interviewing, hiring or promoting employees.

5.3 Employee

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

5.4 Family Member

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

5.5 Internal Candidate

Refers to applicants who are currently an employee of the Board.

5.6 Nepotism

The act of showing favouritism or providing preferential treatment to a family member during the process of recruiting, interviewing, hiring or promoting employees.

5.7 Support Services

Pertains to those employee groups within the Board that are not engaged in the occupation of teaching.

6. CROSS REFERENCES

YCDSB Policy 415 Accessibility Standards for Employment
YCDSB Policy 422 Workplace Accommodation Policy
YCDSB Support Services Staffing Processes – Exempt, Schedule E, C.U.P.E. 2331,
C.U.P.E. 1571
Ontario Human Rights Code

Approval by Board

June 26, 2015

Date

Effective Date

June 26, 2015

Date

Revision Date(s)

June 26, 2015

Date

Review Date

June 2020

Date

POLICY TITLE – SUPPORT SERVICES RECRUITMENT AND PROMOTION

SECTION B: GUIDELINES FOR RECRUITMENT, HIRING AND PROMOTION

The York Catholic District School Board recognizes the role qualified professionals play in sustaining the system's continued success. Therefore, the Board is committed to recruiting, hiring, and promoting the best, most qualified individuals to support the Board's Mission, Vision, Core Values and Strategic Commitments.

In accordance with Board Policy 403 *Support Services Recruitment and Promotion*, the recruitment, interviewing, hiring and promotional practices and processes of the York Catholic District School Board shall:

- 1. Be conducted in a manner that is transparent, consistent, timely, fair and equitable.**
 - Positions are posted in SuccessFactors so they are accessible by both internal and external applicants.
 - Recruitment processes are documented and consistently followed by the Human Resources Department.
 - Reasonable timelines are set and communicated at the beginning of a recruitment process.
- 2. Support the Board's Mission, Vision, Core Values and Strategic Commitments.**
 - Interview questions, regardless of the position, assess how candidates will contribute to a safe and caring school environment that promotes student success.
- 3. Recognize the importance of having a workforce that is inclusive and reflective of the communities we serve.**
 - External advertisements, when necessary, are visible to a broad cross-section of society.
 - Accommodations are offered to applicants, upon request, so they can participate fully in the recruitment process.
 - Interview panels are as diverse as possible.
- 4. Ensure no applicants are advantaged or disadvantaged as a result of the relationship with a family member, close friend, or colleague that is employed by the Board.**
 - Applicants are selected for an interview solely on the basis of how their work experience and education aligns with the job requirements.
- 5. Require that any employees responsible for interviewing, hiring or promoting applicants must declare a conflict of interest prior to fulfilling their duties.**
 - Those participating in a recruitment process are asked if they have any personal knowledge of the applicants.
 - Disclosures of conflict of interest are addressed immediately.

- 6. Ensure no employee in a position of leadership will influence the recruitment or promotion process by providing unsolicited recommendations of candidates.**
 - All applicants are required to apply through SuccessFactors, including employee referrals.
 - Human Resources communicates directly with applicants regarding the status of their application.
 - Confidentiality of applicants is strictly maintained throughout the recruitment process.
- 7. Provide internal candidates who are unsuccessful at obtaining a promotion the opportunity to receive developmental feedback.**
 - Human Resources and another member of the interview panel will, upon request, provide an interview de-briefing to unsuccessful internal candidates.
 - Feedback is provided solely on the basis of the candidate's performance in the interview.
- 8. Incorporate legislative requirements and contractual requirements of collective agreements.**
 - Changes in legislation are monitored to ensure recruitment practices are aligned.
 - Unionized positions are filled in accordance with the relevant collective agreement.
- 9. Be financially supported through the Board's annual budget process.**
 - Staffing levels (FTE) are monitored to ensure they are aligned with the baseline budget.
 - The documented approval process is followed prior to any position being filled.
- 10. Evolve based on industry best practices.**
 - Human Resources keeps abreast of industry best practices by attending workshops, reading publications and networking with peers in both the public and private sector.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 404
<i>Former Policy #</i> 417	<i>Page</i> 1 of 6
<i>Original Approved Date</i> October 26, 1993	<i>Subsequent Approval Dates</i>

POLICY TITLE: TEACHER **ACADEMIC SERVICES RECRUITMENT AND PROMOTION**

SECTION A

1. PURPOSE

The York Catholic District School Board shall hire qualified Roman Catholic teachers, **administrators and supervisory officers**, who are members of the Ontario College of Teachers, to meet the staffing needs of the system with due respect for the spiritual, physical, intellectual, social and emotional needs of students **and to act as role models to sustain the system's continued success.**

This policy affirms the Board's commitment to **hire the best, most qualified individuals for each position. All aspects of the recruitment, and interviewing, hiring, and promotion processes will be conducted in a fair and transparent manner; free from bias, discrimination, nepotism and cronyism,** consistent with its denominational rights and in accordance with the *Ontario Human Rights Code*.

2. POLICY STATEMENT

The York Catholic District School Board will **exercise our constitutional and denominational rights to favour** Roman Catholic teachers, **administrators and supervisory officers**, capable of initiating students into the fullness of Christian life in the Catholic tradition and of eliciting in response a personal commitment to that way of life.

It is the policy of the York Catholic District School Board that **all** teachers, **administrators and supervisory officers**, ~~are expected to~~ **share and** abide by the teachings of the Roman Catholic Church and, by word and example, encourage students to do likewise.

3. PARAMETERS

The recruitment, interviewing, hiring and promotional practices and processes of the York Catholic District School Board shall:

- 3.1 Favour Roman Catholic Teachers who are enrolled in or have completed the pre-service Religious Education Course at an Ontario Faculty of Education.
- 3.2 Require a positive pastoral reference for teachers and all those in academic positions of responsibility.
- 3.3 Be conducted in a manner that is transparent, consistent, timely, fair and equitable.
- 3.4 Support the Board's Mission, Vision and Strategic Commitments.
- 3.5 Recognize the importance of having a workforce that is inclusive and reflective of the communities served.
- 3.6 Provide accommodation requested by candidates, based on any human rights protected ground, to support their ability to participate fully in the Academic Services Recruitment process.
- 3.7 Ensure that no applicants are advantaged or disadvantaged as a result of a relationship with a family member, close friend or colleague ~~friend or close colleague~~ that is employed by the Board.
- 3.8 Require that any employees responsible for interviewing or hiring applicants must declare a conflict of interest ~~prior to fulfilling their duties~~; and be excluded from the decision-making.
- 3.9 Require the Director of Education to obtain Board approval for the hiring of a non-Roman Catholic teacher when all efforts to have a qualified Roman Catholic teacher fill a specialized position have been exhausted.
- 3.10 Ensure that no employee in a position of leadership will influence the recruitment process by providing unsolicited recommendations of applicants.
- 3.11 Provide internal candidates who are unsuccessful at obtaining a promotion or transfer the opportunity to receive developmental feedback.
- 3.12 Incorporate legislative requirements and contractual requirements of collective agreements.
- 3.13 Be financially supported through the Board's annual budget process.
- 3.14 Evolve based on industry best practices.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To ~~oversee~~ oversee compliance with the ~~Teacher~~ Academic Services Recruitment Policy.

4.2 Superintendent of Human Resources

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

4.3 Human Resources Academic Services Members

- 4.3.1 To work within the parameters of the policy.

5. DEFINITIONS

5.1 Academic Services

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

5.2 Conflict of Interest

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

5.3 Cronyism

The act of showing partiality to close friends or colleagues during the process of recruitment, interviewing, hiring or promoting employees.

5.4 Employee

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

5.5 Family Member

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

5.6 Internal Candidate

Refers to applicants who are currently an employee of the Board.

5.7 Nepotism

The act of showing favouritism or providing preferential treatment to a family member during the process of recruiting, interviewing, hiring or promoting employees.

5.8 Teacher

A member of the Ontario College of Teachers.

6. CROSS REFERENCES

YCDSB Policy 411 Workplace Accommodation Policy

YCDSB Policy 415 Accessibility Standards for Employment

YCDSB Policy 423 Conflict of Interest for Employees

Education Act

Ontario Human Rights Code

Ontario Regulation 274/12: Hiring Practices

YCDSB Academic Services Staffing Processes

Approval by Board

October 26, 1993

Date _____

Effective Date

Date _____

Revision Date(s)

Date _____

Review Date

POLICY TITLE: ACADEMIC SERVICES RECRUITMENT AND PROMOTION

SECTION B: GUIDELINES

PURPOSE

These guidelines are designed in conjunction with the YCDSB Policy 404 Academic Services Recruitment and Promotion to help ensure that the YCDSB hire qualified Roman Catholic teachers, administrators and supervisory officers, who are members of the Ontario College of Teachers, to meet the needs of the system with due respect for the spiritual, physical, intellectual, social and emotional needs of students and to act as role models to sustain the system's continued success. These guidelines support the Board's commitment to hire the best, most qualified individuals for each position. All aspects of the recruitment, interviewing, hiring and promotion processes will be conducted in a fair and transparent manner; free from bias, discrimination, nepotism and cronyism, consistent with its denominational rights and in accordance with the Ontario Human Rights Code.

RATIONALE

The York Catholic District School Board will exercise our constitutional and denominational rights to favour Catholic teachers, administrators and supervisory officers, capable of initiating students into the fullness of Christian life in the Catholic tradition and of eliciting in response a personal commitment to that way of life. These procedures will guide the York Catholic District School Board in the selection and promotion of teacher, administrators and supervisory officers who share and abide by the teaching of the Roman Catholic Church and, by word and example, encourage students to do likewise.

1. POSITIONS OF RESPONSIBILITY: SUPERVISORY OFFICERS, PRINCIPALS AND VICE PRINCIPALS

The York Catholic District School Board appoints persons to defined positions of administrative responsibility. These positions of administrative responsibility include Vice Principals, Principals, and Supervisory Officers.

1.1 SELECTION AND APPOINTMENT PROCESS

- 1.1.1 Position is advertised both within and outside the system.
- 1.1.2 Candidates(s) are interviewed and selected as per Board guidelines for appointments to positions of administrative responsibility.
- 1.1.3 Board approves the appointments of Supervisory Officers, Principals, and Vice Principals.

2. ACTING POSITIONS

Acting positions are used on an interim basis to replace an incumbent who temporarily vacates a position of responsibility.

2.1 SELECTION AND APPOINTMENT PROCESS

- 2.1.1 In the case of an acting position, the Director, in concert with Senior Administration and the Superintendent of Human Resources will have the authority to appoint an individual from an approved shortlist or assign a retired Administrator to the acting position from an approved list.

- 2.1.2 Consideration will be made to appointing candidates from an approved short list, unless it would be disruptive to a classroom or school.
- 2.1.3 Upon return of the incumbent, the person appointed to the "acting position" would be guaranteed return to the position similar to the one held before the "acting position" commenced.
- 2.1.4 In the event that the incumbent does not return to the position, the position would be declared vacant at the end of the designated term. The position would then be filled from a Principal/Vice-Principal transfer list, possible reassignment of Principals/Vice Principals or an approved shortlist. If an approved shortlist does not exist at the time of need the position would be advertised both within and outside the system - with the regular interview and selection process coming into effect.

NOTE: The criteria for appointment to an acting position will be in accordance with Board guidelines for that position. The criteria will not be altered. Acting appointments will be made only when a candidate does not have all of the required qualifications or when temporarily replacing an incumbent.



YORK CATHOLIC DISTRICT SCHOOL BOARD

SUPERINTENDENT OF HUMAN RESOURCES OFFICE

TO: Policy Review Committee

FROM: Lynda Coulter, Superintendent of Human Resources

DATE: October 12, 2016

SUBJECT: Policies
405A Appointments to Academic Administrative Positions: Supervisory Officers, Principals and Vice Principals, and;
405B Appointments to Academic Positions of Responsibility

This memo is intended to inform the Policy Review Committee of the rationale for the termination of policies 405A and 405B.

Policy 405A Appointments to Academic Administrative Positions: Supervisory Officers, Principals and Vice Principals and 405B Appointments to Academic Positions of Responsibility are no longer necessary as the principles and standards have now been incorporated into the revised Academic Services Recruitment and Promotion Policy (#404).

The new policy Academic Services Recruitment and Promotion addresses staffing from a broader perspective. It includes the hiring procedures for academic administrative positions as well as academic positions of responsibility within OECTA York Unit.

Accordingly, Human Resources is recommending the termination of the two policies 405A and 405B.

**BUSINESS ARISING FROM Minutes of the
June 21st, 2016 Regular Meeting of the
Board, Section 4**

**Policy 119 Disposition of Complaints
against Trustees**

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance	<i>Policy Number</i> 119
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date:</i> October 7, 2008	<i>Last Approval Date:</i>

POLICY TITLE: DISPOSITION OF COMPLAINTS AGAINST TRUSTEES

SECTION A

1. PURPOSE

The York Catholic District School Board confirms that the role of Trustee is one where public trust and confidence is essential as Trustees are elected to represent all stakeholders in the Board. The York Catholic District School Board believes that personal commitment to high ethical standards is required by all individuals elected to the role of Trustee. This will ensure that Trustees can responsibly fulfill their obligations and discharge their duties in a manner motivated by the spirit of the Gospel and modeled on the examples of Jesus Christ.

The York Catholic District School Board recognizes that there may be an occasion when a complaint is made against a Trustee alleging a breach of the Board's Trustee Code of Conduct. The purpose of this policy is to set out how such complaints are to be received, investigated and addressed.

2. POLICY STATEMENT

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

The York Catholic District School Board affirms its commitment to ensure that a complaint of Trustee conduct that is contrary to the Board's Trustee Code of Conduct is investigated and addressed in a timely manner.

3. PARAMETERS

- 3.1 Any individual with reasonable grounds to believe that a Trustee of the Board has breached the Board's Trustee Code of Conduct may bring the alleged breach to the attention of the Board.
- 3.2 If an individual believes that a Trustee of the Board has breached the Board's Trustee Code of Conduct, the individual may submit a complaint in writing to the Director of Education;
 - 3.2.1 Within a ten (10) month time frame from when the incident occurred.
 - 3.2.2 If there was a series of incidents, within ten (10) months after the last incident in the series.
- 3.3 All issues in respect to this policy shall be dealt with in a timely manner and in accordance with the procedures of this policy.
- 3.4 All allegations of a breach of the Trustee Code of Conduct shall be addressed following either the informal or formal complaint procedure as defined in the guidelines of this policy.
- 3.5 It is expected that whenever possible, allegations of a breach of the Trustee Code of Conduct by a Trustee shall be investigated following the informal process.
- 3.6 Serious and/or reoccurring breaches of the Trustee Code of Conduct should be addressed following the formal procedure.
- 3.7 It is recognized that from time to time a contravention of the Trustee Code of Conduct may occur that is unintentional, or committed through inadvertence, or an error of judgement made in good faith. In the spirit of collegiality and in the best interests of the Board, Trustees will be informed of possible breach(es) of the Trustee Code of Conduct in order to assist the Trustee in understanding his/her obligations under the Trustee Code of Conduct.
- 3.8 If a breach has been found to have occurred, the Board may impose sanctions as outlined in the formal procedure.
- 3.9 The Board may consider a breach or alleged breach in a meeting closed to the public in situations where the matter involves any of the following subject matters:
 - 3.9.1 The security of the property of the Board;
 - 3.9.2 The disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
 - 3.9.3 The acquisition or disposal of a school site;
 - 3.9.4 Decisions in respect of negotiations with bargaining units of the Board; or,
 - 3.9.5 Litigation affecting the Board.

4. RESPONSIBILITIES

4.1 Board of Trustees

4.1.1 To ensure compliance with the Dispositions of Complaints Against Trustees policy, its guidelines and procedures.

4.1.2 To bring to the Board any matter relative to this policy.

4.2 Director of Education

4.2.1 To oversee the implementation of the Dispositions of Complaints Against Trustees policy, its related guidelines and procedures.

4.2.2 To retain external legal counsel when considered necessary under the policy, related guidelines and procedures.

5. DEFINITIONS

5.1 Breach

The failure to fulfill obligations as outlined in the Trustee Code of Conduct.

5.2 Conflict of Interest

In accordance with the *Municipal Conflict of Interest Act*, R.S.O. 1990, c.M50, “where a member, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, in any matter before the local board” s.5(1)

5.3 Contravene

To come into or be in conflict with; go or act against; deny or oppose.

5.4 Sanction

A penalty imposed on a Trustee by the Board as a result of a breach of the Trustee Code of Conduct.

6. CROSS REFERENCES

YCDSB Policy 118 Trustee Code of Conduct

Education Act

Municipal Conflict of Interest Act

Municipal Freedom of Information and Protection of Privacy Act

Approval by Board

Date

Effective Date

Date

Revision Dates

Date

Review Date

Date

POLICY TITLE: DISPOSITION OF COMPLAINTS AGAINST TRUSTEES

SECTION B: GUIDELINES

The *Board's procedure*, an addendum to this policy, contains information related to the following components for the purpose of receiving, addressing and investigating if necessary, complaints against Trustees:

1. Informal Complaint Procedure

Individuals (including Board employees, members of the public, Trustees) who witness or become aware of behaviour or an activity by a Trustee that appears to be in contravention of the Board's Trustee Code of Conduct for Trustees may address the prohibited behaviour or activity themselves by following the *Informal Complaint Procedure*.

2. Formal Complaint Procedure

Individuals (including Board employees, members of the public, Trustees) who witness or become aware of behaviour or an activity by a Trustee that they believe is in contravention of the Board's Trustee Code of Conduct, may file a formal complaint in accordance with the *Formal Complaint Procedure*.

3. Improper Complaint

If the complaint, including any supporting documentation, is not, on its face, a contravention of the Board's Trustee Code of Conduct, or another Board policy/procedures and/or legislation as applicable, then the Director of Education shall advise the complainant in writing in a timely manner.

4. Mediation

External legal counsel may at any time following receipt of a complaint, where both parties to the complaint agree, attempt to mediate an informal resolution.

5. Investigation Procedure

Outlines processes and timelines specific to the communication of a complaint against a Trustee, response timelines, involvement of external legal counsel, reporting timelines and the content of a report.

6. Terms Of Reference For The Investigator

All investigators are subject to strict obligations to not disclose the information obtained through an investigation except as required by law. Investigators will remind all participants of the need to maintain privacy and will take extraordinary measures to secure all information connected with the complaint throughout the investigation.

7. Investigators Report

Outlines the outcome of an investigation and may include, if warranted, recommendations for sanctions, from external legal counsel regarding the complaint against a Trustee.

8. Complaint Filing Restriction

Outlines a complaint filing restriction during the nine (9) month period preceding a regular Municipal election.

9. Reports to Board of Trustees

Outlines the annual reporting responsibilities of the Director of Education.

10. Frivolous or Vexatious Complaints

Outlines actions to be taken by the Director of Education when a determination is made, that a complaint was made maliciously with intent to harm or was made in bad faith.

11. Records

Outlines processes to be implemented for the retention and security of all information related to a complaint against a Trustee.

12. Public Disclosure

Outlines parameters related to the confidentiality of a complaint filed in accordance with this Board Policy.

DRAFT



York Catholic District School Board

PROCEDURE: DISPOSITION OF COMPLAINTS AGAINST TRUSTEES

Addendum to Policy 108: Disposition of Complaints Against Trustees

Effective: xxx 2016

PURPOSE

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

These procedures are designed in conjunction with Policy 119: *Disposition of Complaints Against Trustees* and outlines processes to ensure that complaints of Trustee conduct are addressed and investigated where necessary in a timely manner.

RATIONALE

The application of these procedures will ensure that the Board can responsibly fulfill its obligations and discharge its duties in a manner consistent with the Mission and Vision of the York Catholic District School Board.

1. Informal Complaint Procedure

Individuals (including Board employees, members of the public, Trustees) who witness or become aware of behaviour or an activity by a Trustee that appears to be in breach of the Board's Trustee Code of Conduct policy may address the prohibited behaviour or activity themselves as follows:

- 1.1 Inform the Trustee that the behaviour or activity appears to contravene the Board's Trustee Code of Conduct policy.
 - 1.1.1 If the Trustee acknowledges and agrees to stop the prohibited behaviour or activity and agrees to avoid future occurrences of the prohibited behavior or activity, the informal procedure ends.
 - 1.1.2 If the Trustee does not acknowledge the prohibited behaviour or activity:
The following steps may be taken by the individual (complainant):
 - 1.1.2.1 Document the incident(s) including dates, times, locations, other persons present, and any other relevant information.
 - 1.1.2.2 Request the Director of Education retain external legal counsel to attempt mediation for a possible resolution of the complaint.

Individuals are encouraged to pursue this informal complaint procedure first, as a means of stopping and remedying the behaviour or activity that they believe contravenes the Board's Trustee Code of Conduct policy.

With the consent of both the complainant and the Trustee, external legal counsel may act as a mediator.

2. Formal Complaint Procedure

Individuals (including Board employees, members of the public, Trustees) who witness or become aware of behaviour or an activity by a Trustee that they believe is in breach of the Board's Trustee Code of Conduct policy, may file a formal complaint as follows:

- 2.1 All complaints must be made in writing and shall be dated and signed by an identifiable individual.
- 2.2 The complaint must include the name of the Trustee whose behaviour or activity is in question, the provision of the Trustee Code of Conduct allegedly breached, facts supporting the alleged breach, the names and contact information of any witnesses, and contact information for the complainant during normal business hours.
- 2.3 The complaint must include an explanation/description of the possible breach of the Board's Trustee Code of Conduct policy.

2.3.1 The complaint letter will be disclosed to the applicable Trustee and to others who may be involved in addressing the complaint.

2.4 Receipt of formal complaints will be acknowledged in writing by the Director of Education within ten (10) business days of receipt of the **written** complaint.

3. Improper Complaint

If the complaint, including any supporting documentation, is not, on its face, a contravention of the Board's Trustee Code of Conduct, or more applicable to other Board policy/procedures and/or legislation, then the Director of Education shall advise the complainant in writing in a timely manner.

3.1 Criminal Matter

If the complaint on its face is an allegation of criminal behaviour consistent with the Criminal Code of Canada (CCC), the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the York Region Police Services.

3.2 Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

If the complaint is more appropriately addressed under the *Municipal Freedom of Information and Protection of Privacy Act*, the complainant shall be advised that the matter must be referred to the Board's Privacy Manager.

3.3 Other Complaint Procedure

If the complaint is in relation to a matter which is subject to an outstanding complaint under another process such as civil litigation or a Human Rights Tribunal matter, the Director of Education may, in his/her sole discretion suspend any complaint procedure pending the outcome of the other proceeding.

3.4 Lack of Jurisdiction

If the complaint is, for any other reason, not within the jurisdiction of the policy, the complainant shall be so advised by the Director of Education and provided with any additional reasons and referrals as the Director of Education considers appropriate.

4. Mediation

External legal counsel may at any time following receipt of a complaint, where both parties to the complaint agree, attempt to mediate an informal resolution.

5. Investigation Procedures

External legal counsel will proceed as follows, except where otherwise required by legislation:

- 5.1 Provide a copy of the complaint and any supporting documentation to the Trustee whose conduct is in question within ten (10) business days of receipt. A written response from the Trustee to the allegation shall be provided within ten (10) business days upon receipt of the complaint and supporting documentation; and,
- 5.2 Provide a copy of the Trustee's response to the complainant within ten (10) business days. A written reply shall be provided by the complainant within ten (10) business days from receipt of the Trustee's response.
- 5.3 If necessary, after reviewing the submitted materials, external legal counsel may speak to any individual who may have relevant information, or access and examine any relevant documents (paper or electronic) for investigation purposes.

- 5.4 External legal counsel shall provide interim reports to the Director of Education, where necessary and as required, to address any instances of interference, obstruction, delay or retaliation encountered during the investigation.
- 5.5 External legal counsel shall report to the complainant and the Trustee no later than ninety (90) business days after receipt of the complaint. If the report will exceed ninety (90) business days, external legal counsel must advise the parties of the expected date that the report will be made available.
- 5.6 Where the complaint is not sustained, external legal counsel shall report to the Director of Education the result of the investigation.
- 5.7 Where the complaint is sustained in whole or in part, external legal counsel shall report to the Board outlining the findings, the terms of any settlement, or recommended sanctions.

6. Terms Of Reference (*External Legal Counsel*)

All (external legal counsel) are subject to strict obligations to not disclose the information obtained through their investigations except as required by law. 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.

The investigator shall interview all the complainants' and Trustee's witnesses or provide written explanation as to why they were not interviewed.

7. Investigation Report Recommendations

If the investigation report includes a finding that the Trustee has contravened the Board's Trustee Code of Conduct, then, in accordance with the *Education Act*, the external legal counsel may recommend one or more of the following sanctions:

- 7.1 Censure of the Trustee.
- 7.2 Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
- 7.3 Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.

If external legal counsel determines that there has been no breach of the Board's Trustee Code of Conduct,

or,

that a breach occurred despite the Trustee taking all reasonable measures to prevent it,

or,

that a breach occurred that was trivial or committed through inadvertence,

or,

that an error of judgment was made in good faith;

external legal counsel may so find in the report and may or may not make any recommendations.

8. Complaint Filing Restriction

Complaints received during the nine (9) month period preceding a regular Municipal election shall not be processed. The complaints will instead be held in abeyance until after the election.

9. Reports To Board Of Trustees

The Director of Education shall report, on an annual basis, to the Board the number of complaints received, the complaint procedure followed and the disposition of each complaint.

10. Frivolous Or Vexatious Complaints

The Board does not condone frivolous or vexatious complaints. If it is determined, by external legal counsel following an investigation, that a complaint was made maliciously with intent to harm or was made in bad faith, the Director of Education shall inform the parties in writing and close the complaint file.

11. Records

Upon the conclusion of an investigation, 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 under the control and direction of the Director of Education. All documents pertaining to the complaint will be maintained in accordance with the Board's Records Management Policy. These records from either informal or formal procedures should not be destroyed. Such files may only be accessed under the following circumstances:

- 11.1 By any subsequent investigator who considers the information relevant to his/her investigation;
- 11.2 As required by law.

12. Public Disclosure

All parties, including external legal counsel when retained, shall preserve the confidentiality of all matters pertaining to a complaint under this policy unless disclosure is required by law.

Notwithstanding the above, the identity of a complainant, and the identity of the Trustee who is the subject of a complaint shall not be considered confidential information for the purposes of reporting the outcome of a complaint to the Board.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance	<i>Policy Number</i> 115
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i> December 6, 2011	<i>Subsequent Approval Dates</i>

POLICY TITLE: PERQUISITES

SECTION A

1. PURPOSE

The York Catholic District School Board is clarifying the rules and principles to be followed, for perquisites granted when public funds are used, and establishing guidelines to be followed with respect to perquisites.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to establish standards, for perquisites that are consistent and fair to all groups and compliant with Provincial directives relating to perquisites.

3. PARAMETERS

- 3.1 The term perquisites, or perks, refers to a privilege that is provided to an individual or to a group of individuals which provides a personal benefit, and is not generally available to others.
- 3.2 This Policy 115 shall not prevail over:
 - 3.2.1 Legislation or collective agreements;
 - 3.2.2 Insured benefits;
 - 3.2.3 Items generally available on a non-discriminatory basis for all or most employees (e.g.; EFAP programs, pension plans, etc);
 - 3.2.4 Health and Safety requirements;
 - 3.2.5 Employment accommodations made for human rights and/or accessibility considerations (e.g.; special workstations, work hours, religious holidays);
 - 3.2.6 Expenses covered under an organization's rules on travel, meals and hospitality (established in accordance with Broader Public Sector (BPS) Expenses Directive).
- 3.3 This Policy 115 shall apply to all York Catholic District School Board appointees, board members and employees.

- 3.4 Organizations are accountable for their use of public funds, must be transparent to all stakeholders and funds must be used prudently and responsibly to demonstrate value for money.
- 3.5 The guidelines (rules) for perquisites must be posted on the Boards website for reference.
- 3.6 Perquisites shall only be allowable on a limited and exceptional circumstance where it is demonstrated to be business-related requirement for the effective performance of an individual's job.

4. RESPONSIBILITIES

4.1 Director of Education

To monitor the implementation of the Policy and approve allowable perquisites.

4.2 Chief Financial Officer and Treasurer of the Board

To review and recommend allowable perquisites.

To ensure that the policy and guidelines adhere to the BPS Perquisite directive and ensure that applicable staff are accurately informed with respect to this policy.

4.3 Superintendent of Human Resources

To monitor for compliance with the policy requirements and provide recommendations for allowable perquisites.

5. CROSS REFERENCES

- YCDSB Policy 105 Trustee Professional Development
- YCDSB Policy 111 Trustee Services and Expenditures
- YCDSB Policy 107 Student Trustees
- YCDSB Policy 423 Conflict of Interest for Employees
- YCDSB Policy 801 Use of Board/School Funds for Recognition/Acknowledgement Purposes
- YCDSB Policy 802 Purchase, Lease and Rental of Products and Services

YCDSB Guidelines and Procedures

- YCDSB Hospitality & Gifts Guidelines for Superintendents, Managers, Board and School Administrators
- YCDSB Purchasing Card Procedure
- YCDSB Purchasing Reference Guide

Other Guidelines and Procedures

- Ministry of Education BPS (Broader Public Sector) Perquisite Directive

Approval by Board

December 6, 2011

Date

Effective Date

December 6, 2011

Date

Revision Dates

Date

Review Date

December 6, 2016

Date

DRAFT

POLICY TITLE: PERQUISITES

SECTION B: GUIDELINES

1. Perquisites will only be allowable on a limited and exceptional circumstance where it is demonstrated to be a business-related requirement for the effective performance of an individual's job.
2. The following perquisites are not allowed under any circumstance:
 - 2.1 Club memberships for personal recreation or socializing purposes, such as fitness clubs, golf clubs or social clubs.
 - 2.2 Season tickets to cultural or sporting events.
 - 2.3 Clothing allowances not related to health and safety or special job requirements.
 - 2.4 Access to private health clinics – medical services outside those provided by the Provincial health care system or by the employer's group insured benefits plans.
 - 2.5 Professional advisory services for personal matters, such as tax or estate planning.
3. Perquisites cannot be provided by any means, including:
 - 3.1 An offer of employment letter as promise of a benefit;
 - 3.2 An employment contract;
 - 3.3 A reimbursement of an expense.
4. On an annual basis a summary of information about allowable perquisites (if any) will be made publicly available on the Board's Website.
5. Approved allowable perquisites will be filed in the employees human resource file.

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: October 12, 2016

Report: Update on Revisions to Policy #808 Travel, Meals & Expense Reimbursement

EXECUTIVE SUMMARY

This report serves to advise the Committee that Policy #808 *Travel, Meals & Expense Reimbursement*, has been updated to reflect the organizational changes for the past year.

Policy #808 Updates

Policy #808 *Travel, Meals & Expense Reimbursement* was originally approved on February 7, 2012 and is therefore, due for review in 2016-17. The Policy has been reviewed and updated only to reflect organizational changes from the previous year, primarily to replace the Associate Director, Corporate Services and the Treasurer of the Board with the Chief Financial Officer and Treasurer of the Board.

In addition, the related procedures were updated to include the Travel Reimbursement Input Program (TRIP) process.

SUMMARY

Policy #808 *Travel, Meals & Expense Reimbursement* has been reviewed and updated to reflect organizational changes for the past year.

Prepared & Submitted by: Lucie Giambattista, Manager, Accounting, Payroll & Benefits
Endorsed by: Anna Chan, Chief Financial Officer & Treasurer of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Finance	<i>Policy Number</i> 808
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i> February 7, 2012	<i>Last Approved Dates</i> January 26, 2016

POLICY TITLE: TRAVEL, MEALS AND EXPENSE REIMBURSEMENT

1. PURPOSE

The purpose of the policy is to clarify the procedures to be followed when public funds are used for the reimbursement of travel, meals, and other expenses.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to outline the process, rules and principles for the reimbursement of travel, meals and other expenses. The policy provides a framework of accountability, transparency, value for money and fairness to guide the effective oversight of public resources in the reimbursement of expenses incurred while on Board business.

3. PARAMETERS

3.1 Application and Scope

This policy sets out the rules for managing travel, meals and other expenses for reimbursement. These rules apply to:

3.1.1 Board Appointees

3.1.2 External Committee Appointees

3.1.3 Board employees

3.1.4 External consultants and contractors engaged by the Board, to provide consulting or other services.

3.2 This policy shall not prevail over legislation or collective agreements.

3.3 This policy shall be based on four key principles:

3.3.1 Accountability - All expenses support business objectives. Prior approval to incur expenses must be obtained.

3.3.2 Transparency - The rules for incurring and reimbursing travel, meal and other expenses are clear and easily understood.

3.3.3 Value for Money - Plans for travel, meals, accommodation and other expenses are necessary and economical with due regard for health and safety.

3.3.4 Fairness - Legitimate authorized expenses incurred are reimbursed.

3.4 This policy shall be administered in conjunction with the Travel, Meals and Expense Reimbursement Procedures.

3.5 Record-keeping practices must be maintained for verification and audit purposes.

3.6 Employees who have a Board issued Purchasing Card ("P-Card") shall use it whenever possible following Board P-Card procedures for travel, meals and expense reimbursement.

- 3.7 Expenses for a group must only be claimed by the most senior person present. Expenses cannot be claimed by an individual on behalf of his/her approver.
- 3.8 Amounts expended that are in excess of the Board's maximum meal reimbursement rate will be the responsibility of the claimant.
- 3.9 All reimbursement shall be approved in accordance with York Catholic District School Board Approval Authority Schedule (AAS). Approvers are prohibited from approving their own expenses.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To be responsible for establishing rules with respect to reimbursement of expenses while on Board business.

4.2 Director of Education

- 4.2.1 To oversee the compliance of the Travel, Meals and Expense Reimbursement policy.
- 4.2.2 To approve exceptions to this policy.

4.3 Chief Financial Officer and Treasurer of the Board (CFO)

- 4.3.1 To ensure that the policy and procedures adhere to the Broader Public Sector (BPS) Expense Directive and ensure that applicable staff are accurately informed with respect to this policy.
- 4.3.2 To approve exceptions to this policy.
- 4.3.3 To review and update policy and procedures on a periodic basis.

4.4 Claimants

- 4.4.1 To ensure compliance with all Board policies and procedures
- 4.4.2 To obtain all appropriate approvals before incurring expenses.
- 4.4.3 To submit original, itemized receipts with all claims and ensure claim does not exceed the actual amount spent.
- 4.4.4 To submit claims monthly, but at least within ninety (90) calendar days of the date of travel.
- 4.4.5 To provide explanation where required if claim receipts are inadequate.
- 4.4.6 To plan and schedule their day to ensure the most economical and efficient route is taken to minimize the expenditure.
- 4.4.7 To submit all travel expenses prior to September 15, for the fiscal year ending August 31.
- 4.4.8 To submit any claims for expenses, if leaving employment or taking a leave of absence, prior to departure.

4.5 Approvers

- 4.5.1 To ensure compliance with all Board policies and procedures.
- 4.5.2 To exercise best judgement to ensure expenses are minimized.
- 4.5.3 To provide approval for expenses that was incurred while on Board business.
- 4.5.4 To ensure that the conference or external workshop/seminar is necessary, reasonable, associated with the employee's duties, and supports the objectives of the Board.
- 4.5.5 To certify claims for travel are based on a planned and scheduled work day using the most economical and efficient route to minimize expenditures.
- 4.5.6 To provide approval only for claims that includes all appropriate documentation.
- 4.5.7 Ensure that expenditures are within approved annual budget allocations.

5. CROSS REFERENCES

YCDSB Policy 105	Trustee Professional Development
YCDSB Policy 111	Trustee Services and Expenditures
YCDSB Policy 423	Conflict of Interest
YCDSB Policy 701	Access To School and Board Premises
YCDSB Policy 801	Use of Board/School Funds for Recognition/Acknowledgement purposes
YCDSB Policy 802	Purchasing, Lease & Rental of Goods & Services
YCDSB Policy 803	School Generated Funds

Related Procedures and Forms:

Admin 3 Expense Reimbursements for non-mileage expenses
Admin 19B Exception Approval Form
Admin 83 Professional Development, Travel Meals and Other Expenses
Out of Province (outside ONTARIO) Application and Authorization Form
Professional Membership Fees
Purchasing Card Procedure
Purchasing Reference Guide
[Travel Reimbursement Input Program \(TRIP\) accessed through MyPortal](#)
[TRIP Quick reference guide and User Guide for Claimant and Approver](#)
York Catholic District School Board Approval Authority Schedule (AAS)

Other:

Ministry of Education, Broader Public Sector Expenses Directive
Ministry of Education, Broader Public Sector Perquisites Directive

Approval by Board	January 26, 2016 <i>Date</i>
Effective Date	January 27, 2016 <i>Date</i>
Revision Dates	January 26, 2016 <i>Date</i>
Review Date	January 2021



York Catholic District School Board

Travel, Meals and Expense Reimbursement Procedures

Addendum to Policy 808: Travel, Meals and Expense Reimbursement

**Date of Issue: July 1, 2012
Updated: September 22, 2014
Updated: February 1, 2016
Updated: September 1, 2016**

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INTRODUCTION

This document is intended to set out the definitions and procedures to be followed by York Catholic District School Board (“Board”) in accordance with Policy 808: Travel, Meals and Expense Reimbursement.

1. ACCOUNTABILITY FRAMEWORK

- 1.1 Approval levels for expense reimbursements are included in the Purchasing Reference Guide “PRG” and York Catholic District School Board Approval Authority Schedule (AAS). Additional authorities may be required as specified in this document.
- 1.2 Approvers are accountable for their decisions, which should be:
 - 1.2.1 Subject to good judgment and knowledge of the situation;
 - 1.2.2 Exercised in appropriate circumstances; and
 - 1.2.3 Comply with the principles and mandatory requirements set out in policy and the expense procedures.
- 1.3 When a situation arises and discretion needs to be exercised, approvers must consider whether the request is:
 - Able to stand up to scrutiny by the auditors and members of the public;
 - Properly explained and documented; and
 - Fair, equitable, reasonable and appropriate
- 1.4 It is the responsibility of both the approver and the claimant to work out appropriate arrangements which would meet the test of being fair and equitable.

2. PROFESSIONAL DEVELOPMENT

- 2.1 Before registering to attend a Professional Development event, employees are responsible for obtaining approval
- 2.2 Reimbursements will only be processed after attending the event. To eliminate the lag between the reimbursement and registration/advance payment requests, Board cheque or PCard may be used to pay service providers directly.
- 2.3 For Professional development outside of Ontario, authorization must be received from the Director of Education or **Chief Financial Officer and Treasurer of the Board**. See Reimbursement procedures in Section 8.

3. TRAVEL EXPENSES

3.1 Air/Rail/Bus/Personal Use Vehicle/other methods of transportation

- 3.1.1 All travel receives prior approval, with the appropriate level of approval authority identified in the Purchase Reference Guide (PRG) and the AAS. Authority to approve travel is dependent on the destination:
- Within Ontario. Approval must be received from their Principal, Supervisory Officer, Manager or designate.
 - Outside Ontario. Approval must be received from the Director of Education **or Chief Financial Officer and Treasurer of the Board**. See Reimbursement procedures in Section 8
- 3.1.2 The type of travel selected should be the most practical and economical way to travel to align with the principles established in this guideline. The Board will reimburse coach class or economy fares.
- 3.1.3 The following expenses will not be reimbursed:
- Travel expenses arising out of travel on behalf of any other organization where the employee is not a representative or delegate of the Board.
 - Cost of additional private medical/health insurance will not be reimbursed for travel within Canada.
 - Trip cancellation insurance
 - Personal Travel (see section 3.1.7)
- 3.1.4 When an employee's personal vehicle is used for Board business, travel will be reimbursed at the Board's published travel rate as established in Appendix A.
- 3.1.5 Personal vehicles used on behalf of the Board shall be insured at the vehicle owner's expense.
- 3.1.6 Those driving a personal vehicle cannot make claims for deductible amounts or damages as a result of a collision.
- 3.1.7 Kilometre reimbursement for travel between an employee's home and regular place of employment (defined as primary work location (PWL) is considered personal travel and is not reimbursable. The basis of reimbursement is:
- 3.1.7.1 The daily incremental kilometres driven above the sum of kilometres travelled from home to primary work location and primary work location to home;
- 3.1.7.2 The amount eligible for kilometre reimbursement, excludes personal travel;
- 3.1.7.3 The PWL and address of an employee will be determined from the Employee's record in Human Resources Department.
- 3.1.8 For travel outside York Region and out of province of Ontario, the reimbursement shall be calculated as the actual distance travelled unless the nature of the travel is not eligible for full reimbursement.
- 3.1.9 Travel Distances will be calculated using the navigation tool (e.g. Google Maps) in the Board's reimbursement Program using the shortest time (without traffic) with no tolls.
- 3.1.10 PWL will be calculated using the shortest route as determined by the navigation tool in the Board's reimbursement Program
- 3.1.11 Toll roads may be reimbursed if necessary. Preapproval from your manager is required. Only the toll portion will be reimbursed.
- 3.1.12 Taxi – may be justified where travel by taxi is more economical.
- 3.1.13 Car Rental – requires prior approval and should be restricted to professional development events outside of York Region.
- 3.1.14 Public Transit – local public transportation including hotel/airport shuttles should be used wherever possible.

3.2 Accommodation

- 3.2.1 Employees shall be reimbursed for hotel/motel accommodation in a single standard room.
- 3.2.2 Hotel accommodation will only be covered for the applicable conference/meeting date(s) and for locations outside York Region.

3.3 Other

- 3.3.1 Phone calls: If you are away on Board business, reimbursement will be made for reasonable, necessary personal calls home for each night away.
- 3.3.2 Parking: Reimbursement for necessary and reasonable expenditures on parking.
- 3.3.3 Internet: When away from the office on business, internet access may be reimbursed if required for normal business activity.

4. MEALS

- 4.1 The Board shall reimburse employees cost of meals while traveling on Board business, subject to the meal allowance rates and claim requirement in Appendix B
- 4.2 The most senior staff member in attendance shall pay the bill to ensure proper expense authorization take place. Meals paid by a subordinate that the approver is also in attendance must be approved by the approver's supervisor. In the case of a catering or takeout order, approval from the claimants' supervisor is sufficient. The number of attendees and their names must be indicated on the claim
- 4.3 Meal expenses may not be claimed where the meals are already included in another expense, airline, conference fees or fees of other organizations.
- 4.4 When an employee's attendance is required 'outside standard work hours', the employee is eligible to claim a meal following the Board's reimbursement rate in Appendix B or the kilometres to their residential address, but not both. Reimbursement for mileage is only applicable if the employee is travelling from their residential address outside standard work hours
 - 4.4.1 Examples where an employee's attendance is required, but not limited to, include:
 - 4.4.1.1 Catholic School Council meetings
 - 4.4.1.2 Board Meetings
 - 4.4.1.3 Trustee Committee meetings
- 4.5 Reimbursement for the cost of alcoholic beverages is not permitted.

5. HOSPITALITY

- 5.1 For the purposes of this guideline, hospitality is the provision of food, beverage, accommodation, transportation and other amenities paid out of public funds.
- 5.2 Hospitality may only be provided to individuals/groups, other than noted below:
 - 5.2.1 The York Catholic District School Board or
 - 5.2.2 Any of the Ontario government ministries, agencies and public entities covered by the OPS Travel, Meal and Hospitality Expenses Directive (available on the Ministry of Government Services website).
- 5.3 The Board shall reimburse hospitality expenses only when it's economical and appropriate to do so.
- 5.4 Hospitality may never be offered solely for the benefit of anyone covered in 5.2. Examples include office social events, ticket costs for theatre, concert, movie or sporting events, individual retirement parties and holiday lunches or other expenses that do not support Board business.

6. EXPENSES FOR CONSULTANTS AND OTHER CONTRACTOR (SHOULD BE READ IN CONJUNCTION WITH THE 'PRG')

- 6.1 Under no circumstances can hospitality, incidental or food expenses be considered allowable expenses for consultants and contractors under the rules or in any contract between an organization and a consultant or contractor. Therefore, they cannot claim or be reimbursed for such expenses, including:
- Meals, snacks and beverages
 - Gratuities
 - Personal telephone calls
- 6.2 Reimbursement for allowable expenses can be claimed and reimbursed only when the contract specifically provides for it.

7. NOT ELIGIBLE FOR REIMBURSEMENT

In addition to items listed in 3.1.3, the following will not be reimbursed:

- Recreational costs (e.g. Fitness facilities, video rentals, mini-bar charges, etc.)
- Personal expenses (laundry or dry cleaning)
- Valet parking (unless circumstances warranted and explanations provided)
- Traffic or parking violations

8. REIMBURSEMENT PROCEDURE

- 8.1 To request reimbursement for kilometres, parking and toll, employees or preparers shall use the Travel Reimbursement Input Program (*TRIP*) accessed through MyPortal.
- Instructions for completion can be found in the Boards Conferences or within the *TRIP* application.
- 8.2 To request reimbursement for non-mileage, employees or preparers shall complete the Admin #3 form (Expense Reimbursement non mileage).
- Instructions for completion are included with the Admin #3.
- 8.3 Reimbursement will be included as a non-taxable payment added to an employee's regular remuneration
- 8.4 For claims that relate to Professional Development events agenda/registration form must be attached to the Admin # 3 claim
- 8.5 Out of Province travel – An Admin #83 form (Travel Meals and Other Expenses Out of Province (outside Ontario Application and Authorization) is to be used to obtain the appropriate authorization prior to registration and must be included as part of the reimbursement request.
- 8.6 Missing Receipts: If a receipt is not available identify on the Admin # 3 and provide the vendor name, description, reason and the dollar amount

9. CROSS REFERENCES - RELATED POLICIES AND PROCEDURES

There are other procedures that have been established for specific types of transactions. These are cross referenced within the Travel, Meals and Expense Reimbursement Policy 808. Please refer to these specific items when submitting reimbursement.

Related YCDSB Policies:

YCDSB Policy 105 Trustee Professional Development
YCDSB Policy 111 Trustee Services and Expenditures
YCDSB Policy 423 Conflict of Interest
YCDSB Policy 701 Access to School and Board Premises
YCDSB Policy 801 Use of Board/School Funds for Recognition/Acknowledgement purposes
YCDSB Policy 802 Purchasing, Lease & Rental of Goods & Services
YCDSB Policy 803 School Generated Funds

Related Procedures and Forms:

[Travel Reimbursement Input Program \(TRIP\) accessed through MyPortal](#)

[TRIP Quick reference guide and User Guide for Claimant and Approver](#)

Admin #3 – Expense Reimbursements for non-mileage expenses

Admin# 83 – Professional Development, Travel Meals and Other Expenses

Out of Province (outside Ontario) Application and Authorization Form

Admin #19B – Exception Approval Form

Purchasing Card Procedure

Purchasing Reference Guide

Professional Membership Fees

York Catholic District School Board Approval Authority Schedule (AAS)

Other:

Ministry of Education, Broader Public Sector Expenses Directive

Ministry of Education, Broader Public Sector Perquisites Directive

Effective Date	September 1, 2014
	<i>Date</i>
Revision Date	September 1, 2016
	<i>Date</i>
Review Date	September 1, 2017

APPENDIX A - KILOMETRE REIMBURSEMENT RATES FOR PERSONAL VEHICLES USED FOR BUSINESS TRAVEL

The reimbursement will be paid at the following rates per kilometre (km) for Business Travel:

Reimbursement Rate (\$CAD) (*)
\$0.49 per Kilometre driven

(*)Rates will be periodically reviewed by the Board.

Approved Business travel includes:

- Travel to meetings/in services,
- Conferences or consultations,
- Representing the Board at Business events

Business travel excludes (See appendix C for examples):

- Social events
- Optional travel
- Personal visitation to funerals
- Travel from home to (PWL)

APPENDIX B - MEAL REIMBURSEMENT RATES

Meals are reimbursed at the following rates:

Meal	Reimbursement Rates (\$ CAD) (*)
Breakfast	\$12
Lunch	\$20
Dinner	\$35

(*) Rates will be periodically reviewed by the Board.

- Taxes and gratuities are included in the meal rates. A reasonable gratuity for a restaurant meal is 10-15%.
- All meals reimbursed for travel of one day or less than one day are to be the actual costs of the meal up to the appropriate meal allowance
- For travel of more than one day, the maximum allowance for any one meal (Breakfast, Lunch or Dinner) may be exceeded, but the total reimbursed will be limited to the daily maximum allowance (\$67). Receipts are required in all cases.
- For travel in the U.S. or other international countries, meal reimbursements must not exceed the Canadian equivalent.

APPENDIX C - BUSINESS AND PERSONAL TRAVEL GUIDANCE WITH BUDGET CATEGORIES

The following table assists with processing employee reimbursements that qualify as business travel and identifies the budget category.

Item #	Description	Additional Details	Reimbursable		Budget Category
			YES	NO	
1.	Staff social events	Examples include but not limited to: retirements, Christmas functions, birthday parties, staff social events. Refer to Policy 801 for further guidance		X	N/A
2.	Funeral visitation/attendance - For employees of the Board (superordinate, subordinate, or colleague)	Travelled by all Board employees		X	N/A
		Travelled by Trustees	X		Department Budget
	Funeral visitation/attendance - For students	Travelled by Principal/teacher	X		Central Budget
		Travelled by Trustees	X		Department Budget
	Funeral visitation/attendance - For Related family of all Board employees	Travelled by all Board employees and Trustees		X	N/A
3.	Employees not on call - Employees requested by the Board to travel to work outside their work calendar (weekends and holidays).	With compensation or lieu time (less PWL deduction)	X		Department Budget
		Without compensation or lieu time	X		Department Budget
4.	In-service, professional development and conferences at Board's request as part of employee's job function	Hosting Department	X		Department Budget
5.	Conferences and educational seminars/courses for employee's personal development or accreditation	Examples - Masters, AQ courses		X	N/A
6.	Hospital visits- For Students and all employees	Travelled by all Board employees and Trustees		X	N/A
7.	Bank and post office – Travel	School Staff	X		Central Budget
		CEC Staff	X		Department Budget
8.	Board Meetings –Travel	School Staff	X		Central Budget
		CEC Staff	X		Department Budget
9.	Board organized school council events	Examples - Annual Conference and YCPIC	X		Central Budget
10	Subject Council and IPRC		X		Central Budget
11	Travel relating to sporting events, teams, clubs, excursions, leagues and tournaments	Transportation provided to the event		X	N/A
		Principal approved - Coach or supervisor only in their own vehicle	X		School GSB/ School Bank Account

Item #	Description	Additional Details	Reimbursable		Budget Category
			YES	NO	
12	Main school events - Travel and refreshments	Examples - Sacraments, dances, prom, graduation, BBQ's	X		School GSB
13	Parent/Teacher interview – Travel and refreshments		X		School GSB
14	Catholic School Council meetings - Travel and refreshments	School Staff	X		School GSB
15	School purchases – Travel	Travel must be during the employees work calendar	X		School GSB
		Travel during July and August submitted by 10 month and 11 month employees		X	N/A

Factors	Definition
Primary work location ("PWL")	- PWL is the location where an employee normally reports to on a daily basis and usually has a work station, or mailbox - Per the policy, the PWL needs to be approved by the Manager/Principal/Superintendent and is consistent and remains static over a school year or semester. (unless the employee changes positions) - Where an Employee regularly reports to more than one location, the Supervisor(Manager/Superintendent) will assign the PWL
Budget categories	
Department Budget	Budget for a specific department and is the responsibility of the Fund Centre Manager
Central Budget	Budget maintained centrally for Board organized events attended by school staff
School GSB	Allocation of budget by the Board provided to schools to fund educational resources and is the responsibility of a school principal
School Generated Funds/School Bank Account	Funds raised at the school level for the purpose of enhancing the means by which educational goals are achieved and is the responsibility of a school principal Note: Funds collected for travel and deposited into School bank account, an EFT can be used to offset the travel charge to the School GSB
N/A	Not applicable as the expense is considered personal and non-reimbursable



YORK CATHOLIC DISTRICT SCHOOL BOARD

SUPERINTENDENT OF HUMAN RESOURCES OFFICE

TO: Policy Review Committee

FROM: Lynda Coulter, Superintendent of Human Resources

DATE: October 12, 2016

SUBJECT: Policy 411 Workplace Accommodation

This memo is intended to inform the Policy Review Committee of the rationale for the termination of policy 411.

Policy 411 Workplace Accommodation is no longer necessary as the principles and standards are now incorporated within the Disability Management – Early Intervention, Accommodations and Return to Work procedure. This procedure may be found under policy 413 Attendance Support Program.

The Attendance Support Program, as listed under the cross references, has 5 accompanying procedures:

YCDSB Procedure: Absence Reporting

YCDSB Procedure: Confidentiality of Medical Records

YCDSB Procedure: Disability Management –

Early Intervention, Accommodations and Return to Work

YCDSB Procedure: Health and Wellness Program

YCDSB Procedure: Attendance Management

The Board's statutory responsibilities under the Ontario's *Human Rights Code* are addressed within these procedures.

Accordingly, Human Resources is recommending the termination of policy 411 Workplace Accommodation.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 602
<i>Former Policy #:</i> 703	<i>Page</i> 1 of 4
<i>Original Approved Date:</i> December 21, 1999	<i>Subsequent Approval Dates:</i> April 6, 2010 June 26, 2015

POLICY TITLE: SAFE ARRIVAL, SAFE DEPARTURE & ATTENDANCE – ELEMENTARY

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes that managing and monitoring student attendance **throughout the instructional day** is the mutual responsibility of the home and school. When a student is absent from school, late coming to school, **needing to leave school early** or late returning home from school, communication between the home and school must be an automatic procedure. This is especially important in the case of an unexplained failure to arrive at school, **attend scheduled classes** or return home on time.

2. POLICY STATEMENT

The York Catholic District School Board is committed to strong communication between the home and the school in relation to student arrival and departure **as well as attendance throughout the instructional day**. Such communication is important for the safety of our students, the efficient operation of the school, as well as for ensuring that Parents/Guardians are kept informed. Therefore, in order to promote the safety of our students, it is the policy of the Board to support the development and implementation of effective safe arrival, safe departure **and attendance** procedures which are performed as part of elementary school attendance taking.

3. PARAMETERS

- 3.1 The safety of students is the collective responsibility of the Parent/Guardian and the school.
- 3.2 The responsibility for communicating a student absence, lateness **to or early departure from** the school on a timely basis is the Parent's/Guardian's.

- 3.3 In order to ensure timely communication between home and school or school and home, the Parent/Guardian shall ensure the provision of current and accurate 'emergency contact' information to the school.
- 3.4 School staff is responsible for communicating the non-attendance of any student in their scheduled classes to the office immediately.
- 3.5 School staff is responsible for communicating the late departure of a student to the Parent/Guardian in a timely manner.
- 3.6 The "Safe Arrival & Safe Departure" procedures shall be communicated to the school community at a minimum of twice per school year (i.e., September and February), as well as during the registration process of any new student.
- 3.7 The "Safe Arrival & Safe Departure" procedures should be aligned with other Board, school and community safety programs and initiatives.
- 3.8 "Safe Arrival" procedures, specifically, the "Student Arrival Reporting" procedures for Parents/Guardians shall be posted on the school website.
- 3.9 "Safe Departure" procedures shall be posted on the school website for Parent/Guardian reference.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Safe Arrival & Safe Departure – Elementary policy.

4.2 Principal

- 4.2.1 To ensure the communication and implementation of the Board's automated safe arrival procedures for the managing and monitoring of student attendance.
- 4.2.2 To ensure the establishment, communication and implementation of a safe departure procedure.
- 4.2.3 To inform the school community of the "Safe Arrival & Safe Departure" procedures a minimum of twice per school year and during the registration of any new student.
- 4.2.4 To post "Safe Arrival & Safe Departure" procedures on the school website.
- 4.2.5 To implement procedures for monitoring and recording student attendance each morning and each afternoon of every school day and during all specialist, itinerant and rotary classes.
- 4.2.6 To maintain an effective message system that will receive calls outside of school hours.
- 4.2.7 To establish a procedure for student attendance tracking during transition times throughout the instructional day.
- 4.2.8 To establish a procedure for informing a Parent/Guardian when a student will be late leaving school/arriving home.
- 4.2.9 To obtain from the Parent/Guardian, at the beginning of every school year, information on how and where they may be contacted by the school during the school day (Form S2 – Contacts/Emergency & Consent).

- 4.2.10 To ensure that current and accurate student attendance information is **recorded and available** at all times.
- 4.2.11 To ensure that staff filling in for absent teachers are familiar with the school's "Safe Arrival & Safe Departure" procedures **as well as attendance taking during transition times throughout the instructional day.**
- 4.2.12 To ensure that the Parent/Guardian is contacted as soon as possible and informed of the student's absence when an unexplained absence is recorded.
- 4.2.13 To ensure that the Parent/Guardian of any regular bus riding student, who is unexpectedly late and no notice to substantiate the lateness has been received by the school, is notified immediately.
- 4.2.14 To notify the Police of a student's absence in situations where contact cannot be made with the Parent/Guardian, Caregiver and/or Emergency Contacts, and no reason for the student's absence has been substantiated or is known.
- 4.2.15 To ensure a log of outgoing calls is maintained.

4.3 Human Resources

- 4.3.1 To provide appropriate training related to the Board's automated "Safe Arrival" procedures to relevant employee groups.

4.4 Parent/Guardian

- 4.4.1 To provide current and accurate 'emergency contact' information to the school (Form S2 – Contacts/Emergency & Consent).
- 4.4.2 To inform the school through the "Safe Arrival Parent Portal Website" or by calling the "Parent Toll Free Safe Arrival Phone Number" when their child will be absent or late **or in need of early departure.**
- 4.4.3 To provide the school with a reason for their child's absence, lateness **or early departure** through the Safe Arrival program or a written note.
- 4.4.4 To provide a signature for their child's **late arrival** for students in Grades JK-3 in the School Student Attendance Log available in the main office.
- 4.4.5 To provide a signature for their child's **early dismissal** for students in Grades JK-8 in the School Student Attendance Log available in the main office.
- 4.4.6 To provide a note to the school authorizing permission for another adult to pick up their child.

4.5 Teachers & Instructors

- 4.5.1 To record attendance after the opening exercises of each morning and afternoon session as well as during **transition times between** specialist, **itinerant and** rotary classes.
- 4.5.2 To send attendance registers to the office immediately after attendance is recorded both in the morning and the afternoon, even if there is no change from the morning attendance or there is a nil absence report.
- 4.5.3 To notify the office immediately in order to amend the attendance register if a student arrives to class without an "Admittance Slip" and the attendance register has already been submitted to the office.
- 4.5.4 To notify the office immediately if a student is not present during the transition between teachers or classes and no known reason for the absence is known.**
- 4.5.4 To communicate with the Parent/Guardian regarding a student's late departure from school, if the lateness is significantly different from the usual arrival time to home.

4.6 Other Staff (including but not limited to teaching staff, custodians, educational

assistants)

- 4.6.1 To be vigilant in ensuring that each student is in their respective classroom during the times school is in session.
- 4.6.2 To report to the Principal when a student is not attending class as required.

4.7 Students

- 4.7.1 To arrive at school on time each day.
- 4.7.2 To return from the lunch recess on time if parental permission to be off school property has been received by the Principal.
- 4.7.3 To attend school and classes each day, as required.

4.8 School Secretary

- 4.8.1 To complete the "Student Information System" data entry from information contained in Form S2 – Contacts/Emergency & Consent as expeditiously as possible.
- 4.8.2 To update the school's Safe Arrival voicemail message annually.
- 4.8.3 To complete Safe Arrival responsibilities as efficiently and expeditiously as possible.

5. DEFINITIONS

5.1 Safe Arrival Procedures

An automated reporting series of steps which are performed in conjunction with daily school attendance taking to ensure student safety and to account for any student's absence or late arrival.

5.2 Safe Departure Procedures

A series of steps that Schools establish and communicate to Parents/Guardians to account for:

- 5.2.1 The safe departure of students at the end of the school day or following after-school/co-curricular programs and events, and,
- 5.2.2 Any unexplained student absence from a school-sanctioned after-school activity or event.

6. CROSS REFERENCES

Education Act

Ontario Regulation 298 – Operation of Schools

Ministry of Education Policy/Program Memorandum No. 123 – Safe Arrivals

Police & School Board Protocol

YCDSB Student Arrival Reporting Procedures

7. RELATED FORMS

YCDSB S2 Contacts/Emergency & Consent Form

Approval by Board	June 26, 2015 <i>Date</i>
Effective Date	June 26, 2015 <i>Date</i>
Revision Dates	June 26, 2015 <i>Date</i>
Review Date	June 2020 <i>Date</i>