1. Call to Order

2. Approval of Agenda

3. Declaration of Conflict of Interest

4. Receipt of Minutes of Previous Meeting (Enclosed for Information)
   Monday, June 6, 2011

5. POLICY ITEMS

   11-16 Policy #515.0, Cumulative Sick Leave and Retirement Gratuity Plan - Permanent Non-Union Employees (First Draft Revision) (Procedure Attached for Information)  4:30 p.m. Chris Tulley, Bruce Richardson, Janet Hicks, Val D'Sa

   17-18 Policy #238.0, Parent, Family and Community Engagement (First Draft Comments - None Received)  4:40 p.m Ken Thurston, Cecil Roach

   19-24 Policy #250.0, Violence Prevention and Intervention (First Draft Comments - None Received) (Procedure Attached for Information)  4:50 p.m. Chris Tulley, Renate Kaskow

   25-29 Policy #540.0, Health and Safety - Employees (First Draft Comments - None Received) (Procedure Attached for Information)  5:00 p.m. Chris Tulley, Renate Kaskow

   31-35 Policy #620, Community Involvement Hours (First Draft) (Procedure Attached for Information)  5:10 p.m. Ken Thurston, Allan Hoyle, Lisa Gibson

   37-45 Policy #670.0, Student Awards (First Draft Revision) (Procedure Attached for Information)  5:20 p.m. Ken Thurston, Christina Choo-Hum
5. **POLICY ITEMS**

47-58  
Policy #103.0, Awards (First Draft Revision)  
*(Procedure Attached for Information)*  
5:30 p.m. Ken Thurston, Christina Choo-Hum

59-70  
Policy #240.0, Respectful Workplace and Learning Environment (First Draft Revision)  
*(Procedure Attached for Information)*  
5:40 p.m. Chris Tulley, Dorothy Cammaert

71-73  
Policy #330.0, Literacy (First Draft Comments - Attached)  
5:50 p.m. Denese Belchetz, Beate Planche

75-78  
Policy #359.0, Reading Recovery (First Draft Comments - None Received)  
*(Procedure Attached for Information)*  
6:00 p.m. Denese Belchetz, Beate Planche

79  
Policy #155.0, Payment of Accounts (First Draft Comments - None Received)  
6:10 p.m. Bruce Richardson

6. **DISCUSSION ITEMS**

7. **INFORMATION ITEMS**

81-84  
Policy Review Status Chart  
L. Barnes

Policy #180.0, External Research (Verbal Update)  
L. Barnes

New Agenda Format (Verbal Update)  
Lori Barnes

8. **Date of Next Meeting - Monday, October 3, 2011**

9. **Adjournment**
The Policy and By-Law Committee met at 4:37 p.m. in Room 200 on Monday, June 6, 2011 with Committee Chair A. DeBartolo presiding and the following trustee members and resource staff present: L. Carruthers, C. Chan, N. Elgie, D. Giangrande, J. Hertz, J. Nathan, M. Van Beek and A. Yeung, Director of Education K. Thurston, Senior Manager, Board and Trustee Services L. Barnes, Secondary Principal Representative T. Dungey and Elementary Principal Representative K. Tanaka.

Also in attendance: Student Trustee L. Shelson, Coordinating Superintendents of Education D. Belchetz and C. Tulley and Assistant Manager, Board and Trustee Services L. Reinhardt.

Absent: Trustee A. Tam and Student Trustee M. Bun

CALL TO ORDER

Committee Chair A. DeBartolo called the meeting to order at 4:37 p.m.

APPROVAL OF AGENDA

(*)1. Moved by N. Elgie, seconded by A. Yeung:

   That the agenda be approved as amended.

   - Carried -

DECLARATION OF CONFLICT OF INTEREST

Chair A. DeBartolo asked that any trustee who has a direct or indirect pecuniary interest in any matter being discussed during the meeting to state their conflict and the nature thereof. No conflicts were declared by trustees at this time.

RECEIPT OF MINUTES

The minutes of the May 9, 2011 Policy and By-Law Committee meeting were received for information.
Coordinating Superintendent of Education C. Tulley and Senior Manager, Administrative Services D. Neale attended the meeting to discuss revisions made to Policy #680.0, Student Transportation.

In response to the one comment received on the first draft circulation of this policy, Senior Manager, Administrative Services D. Neale indicated that Board Policy #108.0, Student Accommodation – Attendance Areas and Student Transfers outlines the student transfer process including students’ eligibility for transportation. He further clarified that if the caregiver’s address is within the school boundary and the designated transportation zone, transportation will be made available to this address provided that it is consistently used. No changes to the policy are being recommended at this time. Staff will consider how to effectively communicate this differentiation with the system.

Committee members discussed the provision of rural skeletal transportation to students attending specialized secondary programs. Student Transportation Services investigates specific circumstances where ride times on public transit exceed approximately 60 minutes. Wherever possible, they work with Municipal or Regional transit service providers to identify ways to improve service for students. Staff will review and clarify for trustees how rural skeletal service is provided in areas where there is a high volume of traffic and lengthy ride times.

Committee members discussed walk zones. Staff updated trustees on a discussion between York Region and York Catholic District School Board trustees at a recent Joint Board Consortium Committee meeting. Trustees requested that staff provide a report on the cost implications with regard to walk zones.

Note: Secondary Principal Representative T. Dungey entered the meeting at 4:50 p.m.

Several minor changes to the policy were noted.

(*2. Moved by D. Giangrande, seconded by M. Van Beek:

That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #680.0, Student Transportation, as amended, be forwarded to the June 16, 2011 Board Meeting for final approval. (Appendix 1)

- Carried -

POLICY #610.0, REPORTING CHILDREN IN NEED OF PROTECTION

Superintendent of Student Services L. Moreau and Supervisor, Attendance Services J. Lewis were in attendance to discuss Policy #610.0, Reporting Children in Need of Protection. No comments were received on the first draft circulation of this policy. A few minor revisions to procedure were included for information.
No additional changes were requested by the committee.

(*)3. Moved by A. Yeung, seconded by L. Carruthers:

That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #610.0, Reporting Children in Need of Protection be forwarded to the June 16, 2011 Board Meeting for final approval. (Appendix 2)

- Carried -

POLICY #108.0, STUDENT ACCOMMODATION – ATTENDANCE AREAS AND STUDENT TRANSFERS

Senior Manager, Planning and Property Development J. Ross attended the meeting to discuss Policy #108.0, Student Accommodation – Attendance Areas and Student Transfers. It was noted that no comments were received on the first draft circulation of this policy and that the language is consistent with the Student Transportation policy.

No additional changes were requested by the committee.

(*)4. Moved by C. Chan, seconded by N. Elgie:

That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #108.0, Student Accommodation – Attendance Areas and Student Transfers be forwarded to the June 16, 2011 Board Meeting for final approval. (Appendix 3)

- Carried -

POLICY #305.0, ASSESSMENT, EVALUATION AND COMMUNICATION OF STUDENT LEARNING AND ACHIEVEMENT

Coordinating Superintendent of Education D. Belchetz, Superintendent of Curriculum and Instructional Services B. Planche and Manager, Assessment and Evaluation D. Lindsey attended the meeting to discuss revisions made to Policy #305.0, Assessment, Evaluation and Communication of Student Learning and Achievement.

Superintendent Planche identified that this policy has been reviewed through the equity lense and is now consistent with the Ministry of Education’s Growing Success document.

Manager, Assessment and Evaluation D. Lindsey highlighted several significant changes to the document.

• The title of the policy has been revised to include communication of student learning and achievement to support the use of a wide variety of communication methods.
Reference to two new procedures, which will become sub-procedures to this policy and that are required by the Ministry regarding the timely completion and submission of assignments for evaluation and academic honesty by students has been included in the policy statement.

The development of a procedure outlining how the Assessment, Evaluation and Communication of Student Learning and Achievement Policy will be implemented in the system.

The definition of equity has been taken directly from the Ministry’s Equity and Inclusive Education Strategy.

Clarification was provided to committee members regarding how staff handle sensitive situations, that are reflective of society and the school community, regarding equity and diversity in the classroom.

Following a discussion regarding how to incorporate 21st Century learning in the evaluation process, it was decided that the words “including technology” would be added to the policy statement to reinforce that high-quality assessment practices may include the use of technology.

(*)5. Moved by M. Van Beek, seconded by J. Nathan:

That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #305.0, Assessment, Evaluation and Communication of Student Learning and Achievement (First Draft Revision), as amended, be circulated to the system for comment. (Appendix 4)

- Carried -

POLICY #316.0, ELEMENTARY PROGRAMS

Coordinating Superintendent of Education D. Belchetz and Principal, Alexander Muir Public School C. LaTouche attended the meeting to discuss revisions made to Policy #316.0, Elementary Programs. It was noted that this new policy responds to several discussions between trustees and staff. The main themes in the draft document are:

- excellence and equity in all elementary schools;
- elementary schools as community schools;
- inclusion of key elements of comprehensive elementary programs;
- French Immersion is the only optional program at the elementary level;
- the Ontario Curriculum or Individual Education Plans are the basis of programming in all elementary schools in York Region; and
- Special Education programs are not optional.
The draft policy includes:

- a focus on student achievement and well-being;
- a focus on critical thinking and inquiry;
- recognition of differentiated approaches to teaching and learning in all program settings;
- acknowledgement that individual school cultures and contexts need to be part of considering how education is provided in the individual school community;
- recognition of the role that students, parents, community members, staff and school and system leaders play in determining the culture of a school;
- flexibility for individual school communities to identify the focus on programming in collaboration with Superintendents and other system staff in consultation with community members;
- alignment with all Board policies and procedures, Ministry direction and Board planning processes; and
- the need for ongoing monitoring.

Several wording changes to the policy were noted to improve clarity.

Superintendent of Student Services L. Moreau reviewed how the Board provides services to students with special needs. It was noted that depending on the level of support required and availability of resources, certain programs may be offered in one local community school instead of at each school location. She indicated that the ratio of resource teachers to students with special needs is outlined in the Education Act and depends on the nature of the disability.

Director of Education K. Thurston confirmed that the general structure of elementary schools in the York Region District School Board is kindergarten to grade eight; however, there are some schools that have developed creative solutions outside of this model to meet the needs of the community.

Trustees requested that the location of the definition of French Immersion be moved under optional programs.

(*)6. Moved by C. Chan, seconded by L. Carruthers:

   That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #316.0, Elementary Programs (First Draft Revision), as amended, be circulated to the system for comment. (Appendix 5)

   - Carried -
POLICY #237.0, APPOINTMENT OF COMMUNITY MEMBERS TO BOARD COMMITTEES

Director of Education K. Thurston, Principal on Special Assignment R. Swarup and Senior Manager, Board and Trustee Services L. Barnes were in attendance to discuss Policy #237.0, Appointment of Community Members to Board Committees. It was noted that this policy includes all committees with community members, not just those which are legislated.

(*)7. Moved by J. Hertz, seconded by D. Giangrande:

That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #237.0, Appointment of Community Members to Board Committees (First Draft Revision) be circulated to the system for comment. (Appendix 6)

- Carried -

POLICY #262.0, SCHOOL COUNCILS

Director of Education K. Thurston and Principal on Special Assignment R. Swarup were in attendance to discuss revisions made to Policy #262.0, School Councils.

Principal on Special Assignment R. Swarup noted that some of the content in the policy and procedure was amended to be consistent with the current format of Board policies and procedures and some of the responsibilities were moved in order to maintain alignment with Ministry requirements.

(*)8. Moved by C. Chan, seconded by M. Van Beek:

That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #262.0, School Councils (First Draft Revision) be circulated to the system for comment. (Appendix 7)

- Carried -

POLICY #221.0, STUDENT TRUSTEES

Director of Education K. Thurston, Superintendent of Schools C. Roach and Senior Manager, Board and Trustee Services L. Barnes were in attendance to discuss revisions to Policy #221.0, Student Trustees.

Senior Manager, Board and Trustee Services L. Barnes noted that the changes to this policy are in response to the new Student Leadership Policy, development of the new York Region District School Board Secondary School Cooperative Education Credit Program for Student Trustees, clarification of the role of student trustees on the York Region Presidents’ Council and updated expense allocations for student trustees. She thanked Student Trustees M. Bun and L. Shelson for their input.
(*)9. Moved by A. Yeung, seconded by L. Carruthers:

That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #221.0, Student Trustees (First Draft Revision) be circulated to the system for comment. (Appendix 8)

- Carried -

On behalf of the Policy and By-Law Committee, Chair A. DeBartolo thanked Elementary Principal Representative K. Tanaka and Secondary Principal Representative T. Dungey for their commitment and input on the committee over the past year.

Note: The Policy and By-Law Committee recessed for ten minutes at 5:34 p.m.

POLICY #320.0, HOMEWORK

Coordinating Superintendent of Education D. Belchetz, Superintendent of Curriculum and Instructional Services B. Planche and Curriculum Coordinator D. Totten attended the meeting to discuss revisions to Policy #320.0, Homework.

Curriculum Coordinator D. Totten highlighted the major changes to the Homework policy including:

- aligning the content with the Ministry’s Growing Success and Equity and Inclusive Education Strategy documents;
- taking into consideration personal and family well-being;
- aligning the definition of literacy with the Board’s revised definition; and
- ensuring that homework is not assigned over school holidays or Board identified significant faith days.

In response to a trustee question, it was noted that every school is responsible for developing a specific homework policy that is tailored to the school community and the priorities in the school improvement plan. It was noted that there are some very specific parameters which every school must follow, as outlined in this document.

(*)10. Moved by J. Nathan, seconded by N. Elgie:

That in accordance with Board Policy #285.0, Board Policies and Procedures, Policy #320.0, Homework (First Draft Revision) be circulated to the system for comment. (Appendix 9)

- Carried -
INFORMATION ITEMS

Policy Review Status Chart
The list of policies scheduled for review was included with the agenda for information.

Date of Next Policy and By-Law Committee Meeting
The next Policy and By-Law Committee meeting is scheduled for Monday, September 12, 2011 at 4:30 p.m.

ADJOURNMENT

(*)11. Moved by C. Chan, seconded by A. Yeung:

  That the Policy and By-Law Committee meeting adjourn at 5:51 p.m.

    - Carried -
Policy Statement

It is the policy of the Board to provide a Cumulative Sick Leave and Retirement Gratuity Plan for permanent employees not included in a union bargaining unit. All statutory requirements shall supersede this policy.

Responsibilities

The Board of Trustees is responsible for:

• reviewing the Cumulative Sick Leave and Retirement Gratuity Plan – Permanent Non-Union Employees policy on a regular basis and in accordance with Board Policy #285.0, Board Policies and Procedures.

The Director of Education is responsible for:

• implementing and operationalizing the Cumulative Sick Leave and Retirement Gratuity Plan – Permanent Non-Union Employees policy.

Human Resource Services is responsible for:

• administering the cumulative sick leave and retirement gratuity plan.

Payroll Services is responsible for:

• ensuring that the cumulative sick leave and retirement gratuity plan is administered in accordance with Canada Revenue Agency rules.

Superintendents, Managers and Principals are responsible for:

• ensuring that permanent, non-union employees abide by the Cumulative Sick Leave and Retirement Gratuity Plan – Permanent Non-Union Employees policy; and
• requesting documentation to support absences when required.

Legislative Context

Education Act
Income Tax Act
Definitions

Retirement
The date on which a permanent employee severs the employment relationship with the Board in order to immediately collect pension benefits.

Pension
Regular monthly payments made by the Ontario Municipal Employees Retirement System (OMERS) or the Ontario Teachers' Pension Plan (OTPP).

Department
Human Resource Services

Policy History
Approved 1997
Revised 2003
Revision Drafted September 7, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both parents and guardians in all Board policies and procedures.
This procedure outlines how sick leave and retirement gratuities are managed in the York Region District School Board for all permanent non-union employees, excluding vice-principals and principals.

Definitions

Cumulative Sick Leave Plan

The Cumulative Sick Leave Plan – Non-Union Employees is calculated as follows:

<table>
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<tr>
<th>Employee Group</th>
<th>Annual Sick Leave Credit</th>
<th>Sick Leave Maximum Credit</th>
<th>Annual Maximum Retirement Gratuity Credit</th>
<th>Maximum Retirement Gratuity Days</th>
<th>Gratuity Formula Denominator</th>
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<tr>
<td>Permanent full-time employees (12 month)</td>
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<td>Part-Time employees (12 month)</td>
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<td>Permanent 10 month employees</td>
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<td>Psychologists/Psycho-educational Consultants/ Psychological Associates</td>
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The Cumulative Sick Leave Plan does not deprive employees of their right to be paid for any statutory holidays while in the services of the Board. The benefits provided by this plan are gratuitous and are not to be vested in the employee.
Gratuity Payment

A one-time lump sum payment made upon retirement that is based on accumulated gratuity credits, sick leave balance, and annualized salary.

Retirement Gratuity

The Cumulative Sick Leave Plan chart outlines the annual maximum gratuity credits each non-unionized employee group is entitled to accumulate should there be no usage of sick leave in that year.

At the end of each school year, the number of days added to the Retirement Gratuity account with respect to the year shall be the annual maximum gratuity credit indicated in the chart above, by group, less the first and second days only of each absence, accept that in no case can the figure added to the Retirement Gratuity account exceed the number of days by which the sick leave account has been increased because of that year.

The calculation of the retirement gratuity is the number of days in the gratuity account multiplied by the annualized salary at the time of retirement divided by the appropriate gratuity formula denominator (as indicated in the Cumulative Sick Leave chart) except that no payment shall be made unless the employee has five or more years of service with the Board. The gratuity by statute may not exceed 50% of the credit in the sick leave account.

\[
\text{number of gratuity credits or 50\% of sick leave whichever is less } \times \text{ annualized salary at retirement} / \text{gratuity formula denominator as outlined in the above Cumulative Sick Leave chart}
\]

In the event of the death of an employee while in the service of the Board, a calculation of the gratuity shall be made as if he/she had retired on the date of his/her death. This payment shall be made to the employee’s designated beneficiary on file for life insurance purposes unless otherwise designated by the employee in writing.

Sick Leave Account

A mechanism that tracks the number of sick days allotted, used and remaining under the Board provided sick leave plan.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Cumulative Sick Leave and Retirement Gratuity Plan – Permanent Non-Union Employees procedure.

The Coordinating Council of Superintendents shall:

- decide whether to charge to the sick leave account a permitted absence, exceeding five days, from employment when such absences results from exceptional circumstances including urgent personal business which can be conducted only on a school day, or donated service; and

The Associate Director of Education, Staff and Human Resources may:

- at his/her discretion, charge to the sick leave account a permitted absence from employment of an employee for reason of an emergency up to five working days; and
- withhold payment of benefits provided by this plan if the absence is the result of improper conduct by the employee, or if employment has been terminated for cause.
Superintendents, Principals and Managers may:

- review the sick leave accounts for staff reporting to them; and
- request a medical certificate to verify any absence(s) from work for reasons of illness.

Human Resource Services shall:

- keep a sick leave register or registers in which shall be entered the credits, the accumulated credits, and deductions;
- provide an electronic statement of the employee’s credits in the sick leave account and the retirement gratuity annually;
- pro-rate sick leave for an employee who commences employment after the first day of the working year, at the stated rate per month from the date of commencing employment until the end of the working year;
- pro-rate sick leave for an employee going on leave or terminating employment before completion of the year/upon their return from leave, according to the number of months worked;
- transfer sick leave credits where an employee has formerly been an employee of another municipality or local school board as provided by the Education Act, S.180, when proof of the credits is supplied;
- not grant sick leave credits if the employee received from a former employer a service gratuity or other allowance paid in respect to accumulated sick leave;
- review the sick leave and the gratuity account of a retiree from the Board who has already been paid at his/her retirement a gratuity and who is re-hired to ensure that the sick leave and gratuity account default to zero;
- upon request, supply a statement of sick leave credit, for transfer purposes to an employee who ceases to be employed by this Board and transfers to another employer;
- not grant sick leave credits to employees on leave of absence, deferred salary leave, or educational leave;
- shall re-instate the accumulated sick leave credit held by the employee at the time of resignation, but not any retirement gratuity credits held on resignation, in the event of the re-employment of a former employee, provided that the sick leave credits held at the time of termination were not transferred to another board or municipality or other organization in the intervening period;
- administer the sick leave account in accordance with employment insurance regulations;
- ensure that employees’ sick leave accounts are charged correctly, based on entitlement and limits;
- consider an employee to have retired for health reasons who, immediately on retirement, receives a disability pension in accordance with the provisions of the Ontario Teachers’ Pension Plan (OTPP) or the Ontario Municipal Employees Retirement System (OMERS);
- ensure that the employee meets all criteria before processing the gratuity payment, if not, advise him/her accordingly;
- apply the following conditions to the payment of retirement gratuity credits for an employee choosing to withdraw the commuted value of his/her pension prior to becoming eligible for a pension;
  - obtain appropriate proof to ensure that the plan member has exercised the commuted value of pension option within the six month window prior to the plan member qualifying for a pension and thereafter process the retirement gratuity, and
  - not make payment for retirement gratuity to employees who elect to withdraw the commuted value of their pension outside the six-month window;
- encourage employees to plan their retirement date to best meet the program needs of our students; and
- in the event of the death of an employee while in the service of the Board, calculate the retirement gratuity which would have been paid to the employee had he/she retired on the date of his/her death.

Payroll Services shall:

- pay the retirement gratuity in one payment within 45 days following the date of retirement or by January 31st of the following year at the option of the employee;
• in the event of the death of an employee while in the service of the Board, pay the retirement gratuity to the employee’s designated beneficiary on file for life insurance purposes unless otherwise designated by the employee in writing; and
• in the event of illness, pay an employee the regular per diem rate of pay until the number of days standing to the credit of the sick leave credit account have been exhausted.

Employees shall:

• record their absences on the appropriate absence tracking system;
• use proper coding when recording the intended purpose of their absence;
• review their annual sick leave statement and contact Human Resource Services with any questions arising in connection with this statement by the deadline stipulated on the sick leave statement;
• provide medical documentation, suitable to the Board, when the absence exceeds five consecutive working days, or when the superintendent/principal/manager requests it;
• provide a medical certificate, suitable to the Board, stating the need to retire for health reasons, prior to his/her retirement age; and
• understand the eligibility to receive the retirement gratuity payment will be subject to the production of appropriate proof from the Ontario Teachers’ Pension Plan (OTPP) or the Ontario Municipal Employees Retirement System (OMERS) to support that the plan member will receive a pension immediately upon retirement or chosen the commuted value of pension.

Employees may:

• subject to credit in the employee’s sick leave account, charge their sick leave account with each day of absence for which payment is made, except as provided in Procedure #560.0, Leaves of Absence Permanent Non-Union Employees and in accordance with the employment insurance regulations for reasons which may include:
  a) personal illness,
  b) the severe illness of a mother, father, spouse, child, (maximum 3 days total per school year),
  c) writing examinations (maximum 1 day per exam),
  d) the employee's own convocation or that of their spouse/child (maximum 1 day per event),
  e) moving (maximum 1 day per school year),
  f) funeral (maximum 1 day per occasion),
  g) observance of religious holidays (maximum 2 days per school year), and/or
  h) birth or adoption of employee's child (maximum 5 consecutive days) where the employee is not accessing maternity leave or adoption leave. Time is to be taken upon the release of the child into the care/custody or control of the employee.
• examine their sick leave accounts on line.

Related Procedures

Procedure #560.0, Leaves of Absence Permanent Non-Union Employees
Procedure #580.0, Retirement: Documentation and Timeline Requirements

Department

Human Resource Services

Procedure History

Drafted September 7, 2011
It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.
Policy Statement

The York Region District School Board respects the importance of partnerships in public education and the positive impact these relationships have on student achievement and success. Parent, family, and community engagement is a collective responsibility. The Board of Trustees welcomes and appreciates the ideas, perspectives and contributions of all partners. Their collective input informs Board policies, practices and planning processes. Trustees recognize the need to be proactive, equitable, inclusive and innovative by employing diverse strategies to attract input from all partners and to facilitate their engagement in support of students.

Legislative Context

Education Act

Definitions

Parent, Family and Community Engagement

Parent, Family and Community Engagement refers to the interdependent relationship in partnerships established to support student achievement and social development in alignment with the Ministry of Education’s Parent Involvement Policy.

Partner Engagement

Partner engagement connects people at various levels within the organization and the community within a variety of contexts (at home, in the community, in the classroom, at school, within families of schools, and at the Board). Partner engagement supports the development of strategic, cooperative, collaborative partnerships which build strong communities.

Partnerships

Partnership refers to a relationship in which the Board, its schools and staff members are involved with parents, families, caregivers, business partners, various levels of government, volunteers, community service agencies, parent groups, those who contribute to and have an interest in the community, and the general public to support student achievement and success in education in York Region public schools.

Parent, Family and Community Engagement Advisory Committee

The Parent, Family and Community Engagement Advisory Committee a legislated committee of the Board that represent the overall voice of parents who have children in the York Region District School Board. This committee also includes one trustee representative.
Responsibilities

The Board of Trustees is responsible for:

- approving the appointment of one trustee and community members to the Parent Engagement Advisory Committee annually;
- approving the Parent, Family and Community Engagement Advisory Committee Operational By-Laws; and
- receiving the Parent, Family and Community Engagement Advisory Committee annual report.

The Director of Education, or designated Superintendent, is responsible for:

- implementing and operationalizing the Parent, Family and Community Engagement policy; and
- ensuring that the responsibilities outlined in the Parent, Family and Community Engagement Advisory Committee Operational By-Laws are implemented;
- report to the Ministry of Education as required; and
- report to the Board of Trustees on the status of the Parent, Family and Community Engagement Advisory Committee annually.

Parent, Family and Community Engagement Advisory Committee shall:

- report annually to the Ministry of Education on the status of consultation with and engagement of parents within the York Region District School Board;
- report annually to the Board of Trustees and the Director of Education on the status of the Board’s consultation with and engagement of parents, information transparency, and communication to parents;
- adhere to the Parent, Family and Community Engagement Advisory Committee Operational By-Laws;
- ensure that clear and accurate records of the committee’s activities are maintained and given to the following school year’s committee; and
- provide input on relevant policies and parent engagement during their term on the committee.

Department

Director’s Office

Policy History

Approved 2008
Revision Drafted April 11, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.
The York Region District School Board is committed to providing a safe and healthy environment in all schools and workplaces. The Board is committed to ensuring that students, teachers, staff and trustees learn and work in an environment that is always respectful, supportive and welcoming.

It promotes a violence-free workplace and does not tolerate incidents of workplace violence perpetrated against or by any employee or any other persons.

The Board prohibits reprisals against those who have made good-faith complaints or provided information regarding a complaint or incident of workplace violence.

**Application of Policy**

This policy applies to all Board employees as well as all persons working at, attending or visiting a school or workplace including, but not limited to, students, visitors such as parents or community members, and contractors.

The [Respectful Workplace and Learning Environment Policy](#) applies whenever there are concerns about harassment in the workplace.

**Responsibilities**

*The Board of Trustees is responsible for:*

- upholding the *Violence Prevention and Intervention* policy; and
- reviewing this policy at least annually.

*The Director of Education is responsible for:*

- implementing and operationalizing the *Violence Prevention and Intervention* policy;
- ensuring reasonable preventative measures are implemented to protect employees and others from workplace violence; and
- ensuring employees are trained in identifying risks and using the Threat Assessment Protocol appropriate.

*The Associate Director of Education, School and Human Resources is responsible for:*

- ensuring that workplace violence risk-assessments are conducted and reassessed as deemed necessary; and
- ensuring that all employees are trained in the prevention and reporting of workplace violence.

*Superintendents, Principals, Vice-Principals, Managers and Supervisors are responsible for:*

- communicating and reviewing this policy and related procedure with the employees they supervise or manage;
- verifying that all persons working at, attending or visiting a school or workplace are aware of and adhere to this policy and procedure;
• informing employees about all procedures that address workplace violence risk(s) applicable to their job responsibilities;
• posting this policy;
• encouraging the reporting of incidents of workplace violence;
• recognizing potential risks and conducting a Threat Assessment if necessary; and
• adhering to the reporting, investigation and information sharing requirements in Board procedures.

Employees are responsible for:

• immediately notifying their supervisor unless the incident relates to that person (supervisor) in which case the person to whom the supervisor reports must be notified of any incident of workplace violence whether the notifying worker is the victim or not;
• informing their supervisor if they are experiencing domestic violence outside of the workplace that may create a risk of danger to themselves or others in the workplace; and
• complying with training, reporting and investigative requirements in accordance with applicable legislation.

Legislative Context

Education Act
Occupational Health and Safety Act

Definitions

Workplace Violence (also defined in Equity and Inclusive Education Policy)

Workplace violence is:

(1) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury;
(2) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; or
(3) a statement or behavior that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.

Department

Human Resource Services

Policy History

Approved 2010
Revised April 12, 2011
The purpose of this procedure is to provide information regarding the reporting and investigation of incidents of workplace violence.

Responsibilities

The Director of Education shall:

• allocate staff and resources to support the Violence Prevention and Intervention procedure.

The Associate Director of Education, School and Human Resources shall:

• ensure that this policy and procedure are posted in a conspicuous place and communicated to all persons working at, attending or visiting a school or workplace; and
• establish a process for reporting and responding to incidents of workplace violence that is communicated, maintained and adhered to.

The Health and Safety Manager shall:

• review the risk assessment annually with the Joint Occupational Health and Safety Committees and reassess the risks of workplace violence as deemed necessary;
• develop and maintain training, in consultation with the Joint Occupational Health and Safety Committees, related to workplace violence;
• maintain and monitor compliance training records related to workplace violence; and
• ensure that Employee Accident/Incident Reports for violent incidents are forwarded to the Joint Occupational Health and Safety Committees.

All staff shall respond to incidents of workplace violence by adhering to the following:

A. Emergency Response Measures

If you witness or are involved in a violent incident:

• summon immediate assistance, if available and in the case of an extreme or imminent threat of physical harm to yourself or any person from workplace violence, or when immediate assistance if unavailable, call 9-1-1 to receive police support; and
• refer to the Emergency Preparedness Guide if necessary.

B. Reporting and Investigating Incidents of Workplace Violence

By an employee against another employee of the Board

1. All incidents of violence by an employee against another employee must immediately be reported to the supervisor unless the incident relates to that person (supervisor) in which case the person to whom the supervisor reports must be notified.
2. The supervisor must investigate the incident and, where appropriate, consult with law enforcement authorities.

3. The supervisor must notify the Associate Director of Education, School and Human Resources and the union or federation as appropriate.

4. All incidents that have caused physical harm or could have caused physical harm to an employee must be reported and investigated by the supervisor in accordance with Board Policy and Procedure #540 Health and Safety.

5. The supervisor, in consultation with the employee, must complete the Employee Accident/Incident Report Form and record any steps taken to prevent a recurrence.

By a student against an employee of the Board

1. All incidents of violence by a student against an employee of the Board must immediately be reported to the school principal.

2. All incidents that have caused physical harm or could have caused physical harm to an employee must be reported and investigated by the supervisor in accordance with Board Policy and Procedure #540, Health and Safety.

3. The supervisor, in consultation with the employee, must complete the Employee Accident/Incident Report Form and record any steps taken to prevent a recurrence.

4. Where an employee suffers workplace violence that is initiated by a student or is the result of behaviour by a student, the incident must also be reported in accordance with the Safe Schools Act and applicable Ministry of Education Regulations, Policy and Memoranda and Board Policy #668.0, Safe, Caring and Supportive Schools and/or as outlined in the Working Safely in Schools and Workplaces document.

5. Where an employee suffers workplace violence and requires medical attention resulting from the incident, the incident must be reported to law enforcement authorities as per the Police Protocol with YRDSB (Section 6).

6. The school principal, in consultation with the student services coordinator, will review the Safety Plan for the student, as outlined in the Working Safely in Schools and Workplaces document, and where there is no safety plan, if appropriate, one will be created for a student who engages in behaviours which pose a danger to self or others.

7. The school principal must ensure that relevant information contained in a safety plan is shared with all YRDSB staff (e.g., teachers, educational assistants, caretakers, office staff, lay assistants, supply staff) who have contact with the student. Sharing of information in a safety plan is done to ensure that all staff that have contact with the student are able to respond with safe and supportive methods.

By a parent/guardian, visitor, contractor or other third party against an employee of the Board

1. All incidents of violence by a parent/guardian, visitor, contractor, or other third party against an employee of the Board must immediately be reported to the school principal, or supervisor of the program or department.

2. All incidents that have caused physical harm or could have caused physical harm to an employee must be reported and investigated by the supervisor in accordance with Board Policy and Procedure #540 Health and Safety.
3. The supervisor, in consultation with the employee, must complete the Employee Accident/Incident Report Form and record any steps taken to prevent a recurrence.

4. The school principal, or supervisor of the program or department must investigate the incident and, where appropriate, consult with law enforcement authorities.

5. The school principal, supervisor of the program or department, in consultation with the appropriate superintendent, will report the incident to the perpetrator’s employer and/or such other person as the YRDSB determines is appropriate in the circumstances.

By a student against another student of the Board

1. All incidents of violence by a student against another student of the Board must immediately be reported to the school principal.

2. The school principal must investigate the incident in accordance with Board Policy and Procedure #668.0 Safe, Caring and Supportive Schools.

3. The school principal, in consultation with the student services coordinator, will review the safety plan, and where there is no safety plan, if appropriate, one will be created for a student who engages in behaviours which pose a danger to self or others.

4. The school principal must ensure that relevant information contained in a safety plan is shared with all Board staff (e.g., teachers, educational assistants, caretakers, office staff, lay assistants, supply staff) who have contact with the student. Sharing of information in a safety plan is done to ensure that all staff that have contact with the student are able to respond with safe and supportive methods.

5. The appropriate Superintendent’s office will keep records of such incidents.

By an employee, parent/guardian, visitor, contractor or other third party against a student, parent/guardian, visitor, contractor or other third party

1. All incidents of violence by an employee, parent/guardian, visitor, contractor or other third party against a student, parent/guardian, visitor, contractor or other third party must immediately be reported to the school principal, supervisor of the program or department or appropriate superintendent.

2. The school principal, supervisor of the program or department or appropriate superintendent must investigate the incident, if reported to them, where appropriate, report to CAS (if against a student under 16 years of age) and consult with law enforcement authorities.

3. Where the perpetrator is an employee of the Board, the Associate Director of Education, School and Human Resource Services and the union or federation as appropriate must be notified of the incident.

4. The investigation must be documented in writing.

5. The school principal or supervisor of the program or department, in consultation with the appropriate superintendent, will report the incident to the perpetrator’s employer and/or such other person as the YRDSB determines is appropriate in the circumstances.

6. The appropriate Superintendent’s office will keep records of such incidents.
C. **Where there is a risk of violence or when it is evident that a person has a history of violence**

The supervisor will plan for safe entry of students by following the *Admission and Support Management Process for Students with a Current History of Aggressive and Violent Behavior* (hyperlink), and

The supervisor will use the Threat Assessment Protocol (hyperlink) as appropriate.

The supervisor, in consultation with the appropriate superintendent, will provide information, including personal information, to employees about a person with a history of violence if:

- the employee can be expected to encounter that person in the course of his or her work; and
- the risk of workplace violence is likely to expose the worker to physical injury.

Where there is no Safety Plan, one will be created if appropriate or the Individual Action Plan for Staff Safety will be used.

D. **Reporting of and Response to Reports of Domestic Violence**

1. Employees will inform their supervisor if they are experiencing domestic violence outside of the workplace that may create a risk of danger to themselves or others in the workplace.

2. The supervisor, regardless of whether the threat of domestic violence is from a co-worker or from someone outside of the workplace, under the advice of the superintendent, must take steps to ensure the victim and other workers are protected. Such steps may include, but are not limited to, warnings, employee transfers, informing police, and requesting restraining orders.

E. **Reporting and Investigating Complaints of Reprisal from or against Board Employees**

1. All complaints of reprisal must be immediately reported to the supervisor unless the incident relates to that person (supervisor) in which case the person to whom the supervisor reports must be notified.

2. The supervisor, in consultation with the superintendent and Human Resources Services, must promptly investigate complaints of reprisal. Appropriate disciplinary action, up to and including dismissal will be rendered where appropriate.

**Procedure History**

Approved 2010
Revision Drafted April 12, 2011

*It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.*
Policy Statement

It is the policy of the York Region District School Board to provide and maintain a safe and healthy working environment that supports the well-being of employees.

Responsibilities

The Board of Trustees is responsible for:

- upholding the Health and Safety - Employees policy; and
- reviewing the Health and Safety – Employees policy on an annual basis.

The Director of Education is responsible for:

- ensuring every precaution reasonable in the circumstances is taken for the protection of an employee;
- ensuring all employees - through supervisors, principals and managers – are provided with ongoing information and training on safe work practices;
- ensuring information, procedures and required training for employees are developed in consultation with the Joint Occupational Health & Safety Committees; and
- ensuring this policy is posted in all workplaces.

Supervisors are responsible for:

- ensuring employees comply with health and safety policy, procedures and programs; and
- taking every precaution reasonable in the circumstances for the protection of an employee by informing employees of hazard(s) in the workplace and taking prompt corrective action should a hazard arise.

Employees are responsible for:

- immediately reporting to their supervisor any safety hazards of which they become aware; and
- making health and safety a part of their daily activity and work routine.

Application of Policy

As workplace health and safety is a joint responsibility, the York Region District School Board and all of its employees are to act in compliance with the requirements of the Occupational Health and Safety Act. Therefore, this policy applies to employees of the York Region District School Board.

Legislative Context

Occupational Health and Safety Act

Definitions

Employee

An employee of the York Region District School Board is defined as a worker under the Occupational Health and Safety Act. A worker means a person who performs work or supplies services for monetary compensation.
Employer

The York Region District School Board is defined as the employer under the Occupational Health and Safety Act. An employer means a person who employs one or more workers or contracts for the services of one or more workers.

Hazard

A hazard is any source of potential damage, harm or adverse health effects on something or someone under certain conditions at work. Examples of hazards include toxic chemicals, moving machinery parts, high voltage electricity, working at heights, temperature extremes, workplace violence or slippery work surfaces.

Supervisor

A supervisor is defined under the Occupational Health and Safety Act as a person who has charge of a workplace or authority over a worker. Examples of supervisors in the York Region District School Board include superintendents, principals, vice-principals, managers, as well as those with the specific title of supervisor.

Workplace Violence (also defined in Policy #250.0, Workplace Violence Prevention and Intervention, and Policy #261.0, Equity and Inclusive Education)

Workplace violence is (1) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury; (2) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; or (3) a statement or behavior that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.

Department

Human Resource Services

Policy History

Approved 1997
Revised 2002
Revised 2005
Revised 2006
Reviewed 2008
Revised 2010
Revision Drafted April 11, 2011

Chair of the Board     Director of Education
York Region District School Board   York Region District School Board

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property will respect the policies and procedures of the Board. The term “parents” refers to both parents and guardians in all Board policies and procedures.
The purpose of this procedure is to provide a guide to health and safety for or on behalf of Board employees which will meet applicable legislative requirements and ensure a safe and healthy work environment.

Responsibilities

The Director of Education shall:

- ensure that the appropriate equipment, materials, protective devices and procedures, as required by law, are pre-determined, prescribed and provided, maintained in good condition, and used as prescribed;
- acquaint an employee or person in authority over an employee with any hazard in the workplace of which the employer is aware and related work procedures;
- ensure that the supervisor or employee is provided with the instruction and supervision necessary to protect the employee's health and safety; and
- distribute the Health and Safety Policy and Procedure to all Board locations and ensure that this information is posted on the Health and Safety bulletin boards at each Board location.

Supervisors shall:

- ensure that an employee works in compliance with the prescribed measures and procedures, uses the prescribed equipment, protective devices and/or clothing;
- advise the employee of the existence of any potential or actual danger to the health or safety of the employee of which the supervisor is aware; and
- provide written instructions and/or training to the employee on the measures and procedures; to be taken for the employee's protection.

Employees shall:

- participate in and apply training;
- work in compliance with prescribed measures, plans and procedures;
- use or wear prescribed equipment, protective devices and/or clothing;
- not remove or make ineffective any prescribed protective device, or operate any equipment, machine or device in any manner that may endanger the employee or fellow employees; and
- report all accidents/incidents, hazards or workplace concerns to the supervisor.

A. Concern or Hazard Reporting

1. Employee: The employee must report to the supervisor the absence of or defect in any equipment or protective device, or the existence of any hazard or contravention of the prescribed measures or procedures of which the employee becomes aware. Where an employee reports a hazard to the supervisor, the employee is discharging his or her legal responsibility, and in so doing is placing that responsibility with the supervisor.

2. Supervisor: Where a supervisor becomes aware of a hazard in the workplace, or is made aware by an employee, of a hazard or health and safety concern in the workplace, it becomes the legal responsibility of the supervisor to take the appropriate corrective action on that hazard or health and safety concern.
3. If the hazard or health and safety concern reported by the employee cannot be resolved, then the supervisor is to notify the appropriate teacher and/or support staff Health and Safety Committee representative(s). The committee representative(s), with the supervisor, will investigate the reported hazard or health and safety concern, and endeavour to resolve it. The Occupational Health and Safety Manager may be requested to assist with the investigation. All investigations will be recorded on the Board’s "Concern or Work Refusal Report Form". If the reported hazard or concern remains unresolved, then the investigations shall be reported to the respective Joint Occupational Health and Safety Committee for review and recommendation (if any), to the Coordinating Council of Superintendents and the Board.

B. Employee Accident/Incident Reporting and Investigation

The purpose of the Employee Accident/Incident Report Form is to provide a method of collecting data on accidents and incidents/near misses which can then be utilized by the York Region District School Board and the Joint Occupational Health and Safety Committees to prevent recurrences and, thereby, reduce the frequency and severity of accidents and incidents in the workplace.

The Employee Accident/Incident Report Form is to be completed by the supervisor in consultation with the injured employee when an employee:

1. is disabled from performing his or her usual work or requires medical attention as a result of a critical injury, accident, explosion or fire causing injury, or an occupational illness, the employer will notify the appropriate Joint Occupational Health and Safety Committee and respective trade union, utilizing the "Accident Investigation Form";

2. is injured in a work-related accident/incident which results in missed time from the employee’s regularly scheduled work day;

3. seeks medical attention because of a work-related accident/injury;

4. seeks first aid treatment because of a work-related accident/injury;

5. is injured in a work-related accident which does not result in missed time from the employee’s regularly scheduled work day;

6. is involved in an incident/near miss in the workplace; or

7. is involved in a violent incident: threat of, attempt of or physical harm.

C. Refusal to Work where Health and Safety is in Danger

1. An employee may refuse to work or do particular work where the employee has reason to believe that:

   a) any equipment, machine device or thing to be used is likely to endanger the employee or another employee; or

   b) the physical condition of the work place or part thereof in which the employee works or is to work is likely to endanger the employee;

   c) workplace violence is likely to endanger the employee; or

   d) any equipment, machine, device or thing the employee is to use or operate, or the physical condition of the workplace or part thereof, is in contravention of the OHSA or Regulations and such contravention is likely to endanger the employee or another employee.
2. When a supervisor is made aware of a work refusal by an employee then the appropriate respective Teacher and/or Support Staff Health and Safety Committee Certified representative(s) must be contacted immediately. The Committee representative(s) are to thoroughly investigate the employee’s work refusal and, with the supervisor, shall endeavour to resolve it. The employee shall remain at a safe place that is as near as reasonably possible to his or her work station; and available to the employer or the supervisor during this initial investigation.

3. All work refusals by the employee shall be recorded on the Board’s “Concern or Work Refusal Report Form”. All parties investigating the work refusal will ensure that the requirements prescribed in Section 43 of the Act are applied and adhered to.

4. Where the work refusal remains unresolved after the initial investigation, the Occupational Health and Safety Manager must be contacted immediately in order to arrange for a Ministry of Labour Inspector to attend. Until this investigation is completed, the employee shall perform reasonable alternative work under the direction of the supervisor or the person in charge. If no such alternative work exists, the employee shall remain in a safe place that is as near as reasonably possible to his or her work station and available to the employer or the supervisor for purposes of the investigation.

A teacher cannot refuse to work as per Ontario Regulation 857 Teachers under the Occupational Health and Safety Act where the circumstances are such that the life, health or safety of a Pupil is in imminent jeopardy.

D. Health and Safety Committees

1. The York Region District School Board has established two Joint Occupational Health and Safety Committees - teaching staff and support staff - both of which function in accordance with the requirements of Section 9 of the Occupational Health and Safety Act (OHSA).

2. The structure and functions of the two Joint Occupational Health and Safety Committees are contained in the committee “guidelines” as agreed between the respective teacher federations and support staff unions and the York Region District School Board. The OHSA requires the committee structure and names of the representatives to be posted in a prominent position in all Board facilities.

3. The inspecting representatives from the Joint Occupational Health and Safety Committee have the authority to inspect the workplace, and have the power to identify situations that may be a source of danger or hazard to employees. The appropriate representative(s) can make observations and recommendations on the Workplace Inspection Report to the respective supervisor for the improvement of the health or safety of employees.

4. The supervisor who receives the Workplace Inspection Report from the Joint Occupational Health and Safety representative(s) shall respond, in writing, to the observations or recommendations made in the report within twenty-one calendar days.

Procedure History

Revised 1998
Revised 2006
Reviewed 2008
Revised 2010
Revision Drafted April 11, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property will respect the policies and procedures of the Board. The term “parents” refers to both parents and guardians in all Board policies and procedures.
Policy Statement

It is the policy of the York Region District School Board to support the Ministry of Education requirements for community involvement hours.

The York Region District School Board is committed to a healthy, robust and meaningful service experience for students as they complete their community involvement hours. Community involvement is about giving of oneself to make a difference for others and for the greater good of the community. It is about developing strong character. By donating time to help others, each individual develops their sense of self fulfillment and enhances their understanding of, and appreciation for, the character attributes adopted by the York Region District School Board.

The York Region District School Board believes that the purpose of the community involvement requirement is to encourage students to develop an understanding of civic responsibility and the role they can play in supporting and strengthening their communities. Community involvement increases student awareness of community needs and how they can make a positive difference. Helping others enhances the self-image of students and fosters a greater sense of belonging to the greater whole.

All secondary school students must complete 40 hours of community involvement in order to graduate from secondary school. These hours may be completed at any time prior to graduation, beginning in the summer following grade eight.

Legislative Context

Education Act
Municipal Freedom of Information and Protection of Privacy Act

Definitions

Community Involvement Guide

The Community Involvement Guide, provided by the York Region District School Board, outlines information regarding the selection and approval of eligible and ineligible activities for community involvement hours.

Ineligible Activities

Ineligible Activities are activities that may not be included in community involvement hours by students as outlined by both the Ministry of Education and the York Region District School Board.

Eligible Activities

Those volunteer activities that may be counted towards 40 community involvement hours that must be accumulated by students as a graduation requirement.

Responsibilities

The Board of Trustees is responsible for:

- reviewing the Community Involvement Hours policy in accordance with the approved policy review cycle; and
• understanding and communicating with members of the community about the Community Involvement Hours policy.

Director of Education is responsible for:
• implementing and operationalizing the Community Involvement Hours policy.

The Associate Director of Education, School and Human Resources is responsible for:
• ensuring all participants, including students and the sponsors of community involvement activities, are adequately covered by the Board's insurance.

Superintendents of Schools - Operations are responsible for:
• promoting the spirit and intent of community involvement hours among internal and external stakeholders.

Superintendents of Schools are responsible for:
• ensuring school staff are aware of the Community Involvement Hours policy and communicating it to the broader school community.

Principals are responsible for:
• supporting the community involvement requirement in their schools through the creation of eligible volunteer opportunities for students;
• communicating the community involvement requirement, including the roles and responsibilities of the various participants, as well as the list of eligible and ineligible activities;
• providing parents and community involvement activity supervisors with the location of the community involvement information; and
• ensuring that proposed and completed activities are acceptable and do not include any activities on the ineligible list.

Students are responsible for:
• completing 40 hours of community involvement in order to graduate from secondary school; and
• selecting activities that meet the Ministry and Board requirements for community involvement hours.

Legislative Context

Education Act
Municipal Freedom of Information and Protection of Privacy Act

Department
Education and Community Services

Policy History

Drafted September 8, 2011
The purpose of this procedure is to outline the process for support and administration of the Community Involvement Hours policy for the community involvement hours that are required by secondary students in order to graduate.

**Definitions**

Ineligible Activities are activities that may not be included in community involvement hours by students as outlined by both the Ministry of Education and the York Region District School Board. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled;
- takes place during the time allotted for the instructional program on a school day with the exception of an activity that takes place during the student's lunch breaks or “spare” periods, which is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home or personal recreational activities;
- involves a court-ordered program;
- involves any volunteer work for a York Region District School Board trustee; or
- involves participation in extra-curricular activities at secondary school, or any position for which a student stands for election.

Eligible Activities

Eligible Activities are volunteer activities that may be counted towards 40 community involvement hours that must be accumulated by students as a graduation requirement. Eligible activities are those activities that provide services to improve the community or well-being of its members. If an activity does not fall within the categories approved by the Board, and is not on the list of ineligible activities students must obtain written approval from the principal before beginning the activity.

Eligible Activities include:

- **Elementary Schools** - assist with school events, assist School Councils, activities for children;
- **Secondary Schools** – organization and leadership of school activities that benefit the community;
- **Animal Care** – volunteering in a zoo, animal shelter, or on a farm;
- **Arts and Culture** - volunteering in galleries, libraries, community productions;
• Charitable Organizations - assisting with special events, programs, clerical tasks;
• Children/Youth Programs - assisting with children/youth programs, volunteering in a child care centre or camp;
• Community Organizations - assisting with special events, food banks, community support services, shelters, clerical tasks;
• Community Service for Individuals - assisting community members in need;
• Environmental Projects - flower/tree planting, beautification projects, recycling projects, recycling depot;
• Health Agencies - volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic), donating blood (time required to donate);
• Law Enforcement Agencies – volunteering for activities sponsored by the police;
• Political Organizations – activities related to legitimate and recognized political organizations; municipal, provincial and federal political activities except for York Region District School Board Trustees;
• Religious Organizations – assisting with programs, special events;
• Senior Citizens - assisting in seniors’ residences, providing services for seniors in the community;
• Sports and Recreation - coaching, organizing special events, assisting with projects/events; or
• Service Focused Club Activities – those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.).

**Responsibilities**

*The Director of Education shall:*

- allocate staff and resources to support the Community Involvement Hours procedure.

*The Associate Director of Education, School and Human Resources shall:*

- provide support for the implementation of the Community Involvement Hours procedure.

*The Superintendents of Schools - Operations shall:*

- maintain a list of approved activities that does not include activities that are designated as ineligible by the Ministry of Education in consultation with the school councils of schools in their jurisdiction, the Special Education Advisory Committee, and the Board's insurer; and
- ensure that the Notification and Completion of Planned Community Involvement Activities form is developed in accordance with Ministry requirements.

*Principals shall:*

- ensure a description of the community involvement requirement and an outline of the policies and procedures for completing the requirement are communicated to the school community;
- ensure that students are provided with the information and form needed to complete the community involvement requirement, including information about activities that are approved by the Board and activities that are ineligible, as well as copies of the Board's information document that are to be given to parents/guardians and to the person supervising the community involvement activity; and
- ensure that personal information is collected and stored in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

*Guidance Staff shall:*

- provide advice and clarify the community involvement hours requirement for students, parents and community sponsors;
- collect forms, verify that the activities are eligible activities and coordinate data input into the student record;
- ensure that community involvement records are collected and stored appropriately;
• electronically track hours submitted to a maximum of 40 hours of community service; and
• electronically track hours submitted beyond 40 hours for those students who specifically request this through administration or guidance teachers.

Students shall:

• complete 40 hours of community involvement activities at any time during their secondary school program, beginning in the summer following grade eight;
• ensure that parents and supervisors of their community involvement activities receive a copy of the Community Involvement Guide;
• plan and select their community involvement activities from the Board’s list of approved activities, in consultation with parents if they are under the age of eighteen years;
• confirm that the community involvement activity they have selected is not on the Board or Ministry’s list of ineligible activities;
• obtain written approval from their school principal for a community involvement activity that is not on the list of approved activities; and
• complete and submit a Notification and Completion of Planned Community Involvement Activities form to the guidance office.

Parents shall:

• receive information about the Community Involvement hours from students;
• assist students under the age of eighteen with planning and selecting community involvement activities;
• sign the Notification and Completion of Planned Community Involvement Activities form for children under the age of eighteen; and
• not act as formal community activity sponsors for their own children.

Community Involvement Activities Supervisors shall:

• receive information about the community involvement hours from students;
• ensure that the activities that they offer meet the requirements for the York Region District School Board community involvement hours;
• provide appropriate training, health and safety precautions and supervision of students during the completion of their community involvement hours; and
• complete and sign the appropriate sections of the Notification and Completion of Community Involvement Activities form to verify that the activity has been completed.

Department

Education and Community Services

Procedure History

Drafted September 8, 2011
Policy Statement

The York Region District School Board encourages and recognizes outstanding student achievement. Student awards reflect our belief that all pathways should be honored and valued. Academic performance is but one form of excellence recognized by student awards.

Application of Policy

This policy applies to all students of the York Region District School Board. It includes school and Board awards. It does not apply to awards created by the various levels of government.

Responsibilities

**The Director of Education is responsible for:**

- implementing and operationalizing the Student Awards procedure.

**Superintendent of Curriculum and Instructional Services is responsible for:**

- the coordination of the Excellence in Mathematics awards.

**Superintendents of Schools are responsible for:**

- approving all new student awards from external individuals/organizations received by the principal.

**Elementary principals are responsible for:**

- reviewing and approving submissions for individual school awards for student that are offered by an external individual/organization for the recognition of various criteria including, but not limited to, academic performance, demonstration of learning skills, citizenship skills, or other areas as deemed appropriate and in accordance with the Board’s mission, vision and values;
- ensuring superintendent approval is obtained for all new student awards from external individuals/organizations;
- presenting the Outstanding Student Awards; and
- awarding a suitable certificate to each student completing their elementary school education.

**Secondary principals are responsible for:**

- reviewing and approving submissions for individual school awards for student that are offered by an external individual/organization for the recognition of various criteria including, but not limited to, academic performance, demonstration of learning skills, citizenship skills, or other areas as deemed appropriate and in accordance with the Board’s mission, vision and values;
- ensuring superintendent approval is obtained for all new student awards from external individuals/organizations;
- presenting the Outstanding Student Awards;
- submitting nominations for the S.L.G. Chapman Award and the Board’s Ontario Youth Apprenticeship Scholarship Fund; and
• presenting, together with a certificate, a $150.00 Director’s Achievement Award to the Grade 12 student or students who have made significant accomplishments in each secondary school as determined by the principal and staff. If the Grade 12 enrolment exceeds 149, the following formula should be used to determine the number of awards.

<table>
<thead>
<tr>
<th>Enrolment in Grade 12 on October 31</th>
<th>Number of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>150-299</td>
<td>2</td>
</tr>
<tr>
<td>300-499</td>
<td>3</td>
</tr>
<tr>
<td>Over 499</td>
<td>4</td>
</tr>
</tbody>
</table>

Public Affairs and Communications Services is responsible for:

• managing and communicating the nomination and award presentation processes for the following award recipients during the school year;
  • Applause! (on a monthly basis), and
  • Celebrating Student Success.

Definitions

Applause!

Applause! is the monthly recognition of significant contributions and achievements of staff, students, and community partners at a York Region District School Board public meeting. It is intended to recognize specific, one-time accomplishments, not careers or bodies of work.

Celebrating Student Success

Celebrating Student Success (CSS) is an annual event that highlights 20 exemplary York Region District School Board students who achieve success every day. CSS also recognizes the contributions of staff and parents/families to student success. The event supports the Ministry of Education’s “Education Week” initiative. Traditionally, the selected students personify excellence through a combination of character, leadership, academic achievement and service to the school and/or community.

Celebrating Excellence in Mathematics

Celebrating Excellence in Mathematics is an annual event that highlights the successes of students in mathematics in the Board.

Nomination

A nomination is a concise summary of the contributions made by the nominee submitted in a reproducible format by a nominator. Nominations reflect and respond to the specific criteria of the award for which the nominee is being recommended.

Nominator

A nominator is defined by the criteria for each specific student award and is the person who prepares and submits a nomination form for the award categories.

Nominee

A nominee is any student recommended by a nominator for a student award.
Outstanding Student Achievement Awards

The Outstanding Student Achievement Awards are awards given by each principal to Grade Eight students with the highest academic achievement in each subject area of the Ontario Curriculum, one award per program, including students in both regular and special education programs. At the secondary level, two awards for overall academic achievement are granted to students in each grade (9 to 12) using criteria determined by the principal and staff.

Ontario Youth Apprenticeship Scholarship Fund (OYAP)

This scholarship fund supports secondary schools in their recognition of outstanding achievement by graduating students who are pursuing a career in a skilled trade as a Registered Apprentice.

S.L.G. Chapman Scholarship in Mathematics

This scholarship is presented by the York Region District School Board in recognition of the outstanding service and contribution of Mr. S.L.G. Chapman, Director of Education and Secretary-Treasurer of the Board from its inception on January 1, 1969 until his retirement on June 30, 1981.

Department

Public Affairs and Communications Services
Education and Community Services

Policy History

Approved 1996
Revised 2002
Revised 2008
Revision Drafted September 7, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.
This procedure outlines the process for administering existing awards which recognize the achievements of York Region District School Board students as well as the conditions necessary for approval of new awards. Eligibility for awards varies and is dependent upon the criteria of each individual award. Students are not limited in the number or types of awards they may receive.

**Responsibilities**

*The Director of Education shall:*

- allocate staff and resources to support the Student Awards procedure.

*Education and Community Services shall:*

- forward to individual schools the appropriate number of awards prior to commencement exercises.

*Finance Services shall:*

- distribute cheques to principals 48 hours prior to commencement exercises; and
- at the end of each school year, prepare and forward to schools an annual statement for all school awards held in trust.

*Superintendents of Education shall:*

- provide for trustees an information report prior to the end of the school year which summarizes the awards that were approved and presented to York Region District School Board students.

*Secondary principals presenting cash awards shall:*

- request from the donor a cheque (made payable to the York Region District School Board or the recipient) for each approved cash award to be forwarded to reach the principal’s office one month prior to the date of the commencement exercise where the award is to be made;
- once received, forward cheques made payable to the York Region District School Board to the Associate Director of Education, Business and Finance Services at least three weeks prior to commencement;
- retain cheques made to the recipient at the school until presentation at commencement; and
- submit a cheque requisition form for each award and include the following information;
  - name of the recipient,
  - identification and amount of the award,
  - name and address of the donor, and
  - where the donor is an organization, the name and address of the contact person.

*New Awards*

*The Coordinating Superintendent(s) and Associate Directors of Education shall:*

- review and approve if deemed appropriate;
- invest funds; and
• return the unsigned request form to the principal along with a letter outlining the reasons the request was denied.

Superintendents of Education Schools shall:

• examine the conditions of the award submitted by principals and recommend (or not recommend) approval; and
• sign the completed request for award approval form to indicate approval and return to the principal.

Principals shall:

• consult with the school staff and/or staff awards committee to examine the conditions of the award to ensure that the following guidelines are met;
  • the award is in compliance with Board policies and procedures,
  • the award recognizes some aspect of educational excellence that can be readily measured,
  • the award is of sufficient worth and pledged for a sufficient period to make a formal presentation appropriate (the sum of $100.00 awarded annually should be considered a minimum),
  • the award is designed to acknowledge but not advertise or promote a product, a business or political bias,
  • the award does not duplicate or conflict with an existing award, and
  • the donors of the award have or have had some significant connection with the school;
• once the conditions of a new award are acceptable;
  • complete and forward the Request for Award Approval to the appropriate superintendent of education outlining the details and conditions of the award along with the principal's recommendation, and
  • forward a copy of the approved Request for Award Approval, with a cheque attached, to the Associate Director of Education Business Services and Finance if the award is to be funded from an amount of money to be invested by the Board; and
• in the event that any aspect of a new award is not approved, consult with the donor to explain the reason(s) and allow the donor an opportunity to formulate a more satisfactory set of conditions for the award.

Award donor shall:

• make any request to present an award to a student in the York Region District School Board in writing to the principal of the school where the award is to be given; and
• include a clearly described award, stating the conditions upon which it will be given and its monetary value, for any request.

**Applause!**

_The Chair’s Committee may:_

• supplement the list of Applause! recipients in exceptional circumstances.

_Public Affairs and Communications Services shall:_

• with the approval of the Director of Education and/or Board Chair prepare a report of recommendations for the recognition of students at each month’s Board Meeting to the Chair’s Committee each month;
• through the appropriate principal invite each individual or group of students and their parents to the determined Board Meeting;
• send an invitation to the recipients outlining what information about what will take place at the Board meeting and the Applause! process of the Board Meeting to the monthly recipients;
• submit information about those being recommended for Applause! recognition to Board and Trustee Services for scheduling on the appropriate Board and Committee Meeting agendas; and
• supply certificates and materials for the introductions of Applause! to the Director for the monthly Board Meetings.

**Board and Trustee Services shall:**

• schedule the recommended Applause! recipients on the appropriate Board and Committee Meeting agendas.

**Applause! Award Criteria for Students**

Applause! is the monthly recognition of significant contributions and achievements of staff, students and community partners at a York Region District School Board public meeting.

The awarding of this recognition is determined by the Director of Education, Board Chair and Public Affairs and Communications Services based on information provided by staff, school councils or members of the community to the aforementioned. Annual theme nights are predetermined and additional recipients will be scheduled based on vacancy. Recipients will be contacted in advance and informed of the date in which they will be requested to attend.

Applause! recognition is based on the achievements and contributions of the nominee in reinforcing the Board’s Mission, Vision and Values statement and the goals set out in the Trustee’s Multi-Year Plan in combination with the criteria below.

**Criteria**

**Student Achievements and Contributions -include:**

• highest academic standing in a specific competition at a provincial level (first, second or third place);
• highest academic standing in a specific competition at a provincial level (first, second or third place) or Canadian or international level (standings between first and tenth place) for individual contributions, accomplishments or achievements;
• provincial (first, second or third place), national or international (first to tenth place) for individual contributions, accomplishments or achievements in the field of sports or the Arts;
• receipt of provincial, national or international awards—;

**Contributions:**

• significant contributions of students or community members which provide a positive impact on the quality of education programs in York Region public or on a broader level; and
• exceptional contributions to the Board by a student.

**Staff Achievements and Contributions -include:**

• significant contributions of staff, over and above daily job requirements, which provide a positive impact on the quality of education programs in York Region schools or on a broader level;
• contributions to education which result in the positive promotion of the Board or the development of partnerships that result in significant cost savings to the Board; and
• does exceptional contributions to the Board by a staff member that reinforces the Board’s Mission, Vision, and Values statement.
Community Member and School Council Achievements and Contributions include:

- significant contributions of community members or school councils which provide a positive impact on the quality of education programs in York Region or on a broader level.

Exclusions include:

- Does not include committee work, special projects, projects for professional development or personal gain, or for which individual(s) receive remuneration; and

Exceptional Contributions to the Board:

- significant contributions by a student that reinforces the Board’s Mission, Vision, Value statements.

- Is not intended as a form of tributes for retiring employees, length of service or employees who have resigned.

Celebrating Student Success

Public Affairs and Communications Services shall:

- select a theme that aligns with Board-wide objectives; and
- coordinate the date and location of celebration event, including:
  - ensuring that the venue chosen is appropriate, taking into consideration budget, suitable menu options (no alcohol), AV requirements, and convenience of location,
  - confirming availability of the Director of Education and Chair of the Board, and availability of appropriate Learning Resources Services staff,
  - sending out notification and forms for each specific year’s theme to schools,
  - collecting and tracking nominations put forward by teachers, guidance counselors and approved by principals,
  - designing a certificate for all nominees,
  - finalizing details of the selection committee to ensure that the committee has representation by trustees; superintendents; and principals from the elementary and secondary schools,
  - distributing nomination packages to each committee member to select their choices based on annual criteria,
  - facilitating one selection meeting for committee members, scheduled approximately 4-5 weeks after deadline for submission of nominations to select recipients,
  - notifying recipients (with a congratulatory letter accompanied by a waiver form and an invitation for them and two guests to the dinner-presentation) and principals of recipients (with an invitation to the dinner-presentation) once the selection committee has completed their selection,
  - communicating results of the selection meeting to Learning Resources Services and work with Learning Resources Services in the creation of a video profile of each student to be presented at celebration,
  - communicating date and details of event to all schools to be attended by the recipients, recipients’ parents, principals, superintendents, trustees and selection committee,
  - arranging for a master of ceremonies (preferably the student trustees) for the awards evening,
  - coordinating speaking notes of student trustees (MC of event), Director of Education and Chair of the Board,
  - working with Learning Resources Services in the creation of a poster featuring the recipients and Director of Education,
  - finalizing details for the dinner presentation including:
    - RSVP the number of guests attending and meals ordered to the banquet facility,
    - room layout,
    - AV requirements,
• finalizing outstanding payments,
• completing appropriate room and table decorations, and
• coordinating speaking notes,
• notifying media of the event and student profiles,
• distributing certificates through the principals, to the students not selected,
• distributing annual posters to schools, public libraries, and
• distributing videos to the schools attended by the Celebrating Student Success students.

Learning Resources Services shall:
• provide graphic and AV support to Public Affairs & Communications Services for the invitation, student poster and DVD of event by;
• arranging interviews with each selected student, nominator and/or principal on-site at each student’s school,
• producing a video (approximately 240 minutes in length) that profiles each Celebrating Student Success student for viewing at the dinner-presentation,
• attending the Celebrating Student Success dinner in order to take the group photo of the students with the Director of Education, and
• creating, and arranging for printing, of the Celebrating Student Success poster.

Celebrating Student Success Selection Committee shall:
• attend the selection meeting to choose 240 students; and
• make every effort to attend the annual celebration.

The Excellence in Mathematics Awards

The Excellence in Mathematics Awards committee shall:
• coordinate date and location of celebration event, including;
  • ensuring that the venue chosen is appropriate, taking into consideration budget suitable menu options (no alcohol); AV requirements; and convenience of location,
  • confirming of availability of the Director of Education and Chair of the Board, and the availability of appropriate Learning Resources Services staff,
• sending out notification to schools,
• collecting and tracking nominations put forward by teachers, guidance counselors and approved by principals,
• designing a certificate for all nominees,
• finalizing details of the selection committee to ensure that the committee has representation by trustees; superintendents; and principals from schools,
• distributing nomination packages to each committee member to select their choices based on annual criteria,
• facilitating one selection meeting for committee members, scheduled approximately 4-5 weeks after deadline for submission of nominations to select recipients,
• notifying recipients and invite them to the celebration,
• communicating date and details of event to all schools to be attended by the recipients, recipients’ parents, principals, superintendents, trustees and selection committee,
• arranging for a master of ceremonies (MC),
• coordinating speaking notes of student trustees (MC of event), Director of Education and Chair of the Board,
• finalizing details for the dinner-presentation including,
  • RSVP the number of guests attending and meals ordered to the banquet facility,
  • room layout,
  • A/V audio-visual (AV) requirements,
• finalizing outstanding payments,
• completing appropriate room and table decorations, and
• coordinating speaking notes,
• notifying media of the event and student profiles,
• distributing certificates through the principals, to the students not selected, and
• distributing annual posters to schools, public libraries.

Learning Resources Services shall:

• provide graphic and AV support to Public Affairs & Communications Services for the invitation, and student poster of event by;
• arranging interviews with each selected student, nominator and/or principal on-site at each student's school,
• attend the Mathematics Awards celebration in order to take the group photo of the students with the Director of Education, and
• create, and arrange for printing, of the Mathematics Awards media.

Department

Curriculum and Instructional Services
Education and Community Services
Public Affairs and Communications Services

Procedure History

Approved 1997
Revised 2008
Revision Drafted September 7, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.
Policy Statement

The York Region District School Board encourages and recognizes outstanding contributions that support student success. York Region District School Board’s awards celebrate the exemplary performance and contributions of staff whose level of service is significantly beyond prescribed job responsibilities. Outstanding contributions from community partners are also recognized.

Definitions

Applause!

Applause! is the monthly recognition of significant contributions and achievements of staff, students, and community partners at a York Region District School Board public meeting. It is intended to recognize specific, one-time accomplishments, not careers or bodies of work.

James “Jim” Albery Award

This award was created on the recommendation of the Special Education Advisory Committee in honour of the late James Albery, teacher of the Program for Individual Development and Enrichment (PrIDE) program for gifted students. The award recognizes one school each year which has demonstrated innovative practices promoting excellence in special education.

Mara Amolins Award

As an extension of the late Mara Amolin’s support for ESL teachers, this annual award recognizes employees whose successful efforts include the development of unique, innovative ESL/ELD programs or activities and advocacy for ESL/ELD students and their families.

North Star Award

The purpose of this award is to recognize the contributions that teachers make to the well-being of their peers and the morale of their workplace. The North Star award is based on nominations from teachers only and is awarded monthly throughout the school year.

Outstanding Service Award

The Outstanding Service Award honours employees, departments, and educational partners who make outstanding, significant contributions to education by modeling and putting into practice the Board’s values of quality, service and teamwork.

Plant Services Exceptional Achievement Award

This award will recognize Plant Services employees who, through their actions, make significant contributions that contribute to positive learning environments and/or in furthering the organization in achieving its goals.
Russ Seltzer “Silver Fox” Award

In honour of the late Russ Seltzer, a guidance counselor and mentor admired for his significant personal qualities, this award recognizes one individual each year that has worked with York Region elementary or secondary public students, and in doing so consistently demonstrates the salient characteristics of Russ Seltzer. These characteristics include high spirit, acceptance of others, a unique style, problem solving capacity, and the ability to be supportive and encouraging.

Teacher Appreciation Certificates

To help principals recognize their teachers for co-curricular work, teacher appreciation certificates are made available for schools to order and personalize as needed. The certificates are made available to schools during the spring each year.

Teacher of the Year

The award honours one elementary and one secondary teacher each year who exemplify the Board’s mission, vision and values as well as other practices pertaining to their success in the classroom and their school.

Responsibilities

The Board of Trustees is responsible for:

- approving trustee membership on applicable award selection committees; and
- understanding and communicating with members of the community about the Awards policy.

The Board Chair is responsible for:

- presenting a York Region District School Board lapel pin and certificate following each introduction for Applause! and the North Star Award at each Board Meeting.

The Director of Education is responsible for:

- implementing and operationalizing the Awards policy.

Human Resource Services is responsible for:

- managing and communicating the nomination and award presentation processes and honouring the following award recipients on an annual basis;
  - James “Jim” Albery Award,
  - Mara Amolins Award,
  - Outstanding Service Award,
  - Plant Services Exceptional Achievement Award,
  - Russ Seltzer “Silver Fox” Award, and
  - Teacher of the Year.

Public Affairs and Communications Services is responsible for:

- managing and communicating the nomination and award presentation processes for the following award recipients during the school year;
  - Applause! (on a monthly basis),
  - North Star Award (on a monthly basis), and
  - Teacher Appreciation Certificates (on an annual basis).
It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.
This procedure outlines nomination and selection criteria, how employees are informed of the nomination process, how nominations are collected, and how recipients are selected for the various York Region District School Board awards.

Eligibility for awards varies and is dependent on the criteria of each individual award. Employees are not limited in the number or types of awards they may receive or the frequency with which they may receive them.

**Procedure Definitions**

**Nomination**

A concise summary of the contributions made by the nominee submitted in a reproducible format. Nominations are to reflect and respond to the specific criteria of the award for which the nominee is being recommended.

**Nominator**

Any employee or educational partner (e.g. parent, school council representative, student, or community representative) who is eligible to prepare and submit a nomination form for the award categories noted in the corresponding policy.

**Nominee**

Any employee, work group or school being recommended by a nominator for any of the above award categories.

**Selection Committee**

A group of Board representatives who review the nomination forms and select a recipient or number of recipients based on pre-established award criteria.

**Responsibilities**

**The Board Chair shall:**

- present a York Region District School Board lapel pin and certificate following each introduction for Applause! and the North Star Award at each Board Meeting.

**The Director of Education shall:**

- introduce each Applause! and North Star Award recipient(s) (and their principals if in attendance) to the Board during Applause!

The Coordinating Superintendent of Education, Associate Director of Education, School and Human Resources shall for those awards coordinated by Human Resource Services:

- communicate an invitation to the system each year, in early January, for nominations;
- confirm a nomination deadline date within the last week of March;
- collect and monitor receipt of nomination forms;
contact Board and Trustee Services to identify the names of trustees requesting membership on the Outstanding Service Award and Russ Seltzer “Silver Fox” Award selection committees;

ensure that representation on the various selection committees is reflective of the essence of the award and in certain cases the group which the award will honour;

collect a list of the identified recipients for each of the service award categories;

review the personnel file for each of the identified award recipients and/or vet the names of the intended recipients through the superintendents of education; and

canfirm final approval of the list of intended recipients with the various selection committees.

The Selection Committees shall:

• establish nomination criteria and selection guidelines prior to the review of nominations;
• collect the completed nomination forms from the coordinating superintendent of education, Associate Director of Education, School and Human Resource Services;
• review the details captured in the nomination and compare to the pre-established award criteria;
• select the appropriate number of recipients based on pre-established award guidelines;
• communicate the names of the identified recipients with the coordinating superintendent of education, Human Resource Services, Associate Director of Education, School and Human Resources;
• following coordinating superintendent of education, Human Resource Services, Associate Director of Education, School and Human Resources approval, contact the award recipients to inform them of their success; and
• invite the recipient(s) to the Annual Awards Evening where they will be formally recognized and receive their award.

The Recruitment and Retention Team Services, Human Resource Services awards shall:

• collect the names of the approved recipients in all award categories to be used in preparation for print and promotional materials for the annual awards evening; and
• coordinate the annual awards evening event.

Public Affairs and Communications Services for Applause! shall:

• with the approval of the Director of Education and/or Board Chair prepare a report of recommendations for the recognition of staff and community members at the upcoming Board Meeting to the Chair’s Committee each month. The Chair’s Committee may supplement this list in exceptional circumstances;
• through the appropriate principal or supervisor, invite each individual or group to the upcoming Board Meeting;
• send the invitation to the recipients outlining which will take place at the Board meeting;
• submit information about those being recommended for Applause! recognition to Board and Trustee Services for scheduling on the appropriate Board and Committee Meeting agendas;
• include the information about those being recognized in the Board agenda;
• supply certificates and materials for the introductions of Applause! and North Star recipients to the Director of Education for the monthly Board Meetings;
• chair the North Star selection committee which consists of four teachers;
• distribute North Star nominations to the selection committee for review;
• facilitate a conference call with the North Star selection committee for the purpose of selecting one teacher to be recognized at a Board Meeting;
• consult with Human Resource Services to ensure the proposed recipient is in good standing;
• invite the recipient and the recipient’s principal to the North Star Award Board Meeting presentation; and
• notify the Elementary Teachers’ Federation of Ontario, Ontario Secondary School Teachers’ Federation and trustees of the recipient prior to the North Star Award presentation.

Public Affairs and Communications Services shall:

• coordinate printing of teacher certificates with the Board’s Printing Services; and
• communicate the availability of the teacher certificates to schools.

Board and Trustee Services shall:

• schedule the recommended Applause! recipients on the appropriate Board and Committee Meeting agendas.

Award Criteria

1. **Applause!**

   *Applause! is the monthly recognition of significant contributions and achievements of staff, students and community partners at a York Region District School Board public meeting.*

   The awarding of this recognition is determined by the Director of Education, Board Chair and Public Affairs and Communications Services based on information provided by staff, school council or members of the community to the aforementioned. **Annual theme nights are pre-determined and additional recipients will be scheduled based on vacancy.** Recipients will be contacted in advance and informed of the date in which they will be requested to attend.

   (a) **Applause!** recognition is based on the achievements and contributions of the nominee in reinforcing the Board’s Mission, Vision and Values statement and the goals set out in the **Trustee’s Multi-Year Plan** in combination with the criteria below.

   **Criteria**

   --- **Student Achievements**

   • does not include individual academic achievements (i.e. obtaining degrees or doctorates)

   (b) **and Contributions—Students include:**

   • significant highest academic standing in a specific competition at provincial level (first, second or third place) or Canadian or international level (standings between first and tenth place) for individual contributions, accomplishments or achievements;
   • provincial (first, second or third place), national or international (first to tenth place) for individual contributions, accomplishments or achievements in the field of sports or the arts;
   • receipt of provincial, national or international awards;
   • significant contributions of students or community members which provide a positive impact on the quality of education programs in York Region or on a broader level; and
   • exceptional contributions to the Board by a student.
Staff Achievements and Contributions – Staff include:

- significant contributions of staff, over and above daily job requirements, which provide a positive impact on the quality of education programs in York Region schools or on a broader level;
- significant contributions of community members which provide a positive impact on the quality of education programs in York Region or on a broader level;
- contributions to education which result in the positive promotion of the Board or the development of partnerships that result in significant cost savings to the Board; and
- does exceptional contributions to the Board by a staff member that reinforces the Board’s Mission, Vision and Values statement.

Community Member and School Council Achievements and Contributions – Community Members and School Councils include:

- significant contributions of community members or school councils which provide a positive impact on the quality of education programs in York Region or on a broader level.

Exclusions include:

- Does not include (i.e. obtaining degrees or doctorates)
- Does not include committee work, special projects, projects for professional development or personal gain, or for which individual(s) receive remuneration; and
- tributes for retiring employees, length of service or employees who have resigned, and
- is not intended as a form of tribute for retiring employees, length of service or employees who have resigned.

(c) Exceptional Contributions to the Board

significant contributions by a student or staff member that reinforces the Board’s mission, vision, and values statement.

2. James “Jim” Albery Award

The Selection Committee will consist of the Chair and/or Vice-Chair of the Special Education Advisory Committee (SEAC) and representatives from Special Education Services, Student Services. One York Region public school will be recognized each year.

The purpose of the award is to recognize a school staff, not individuals, which have demonstrated innovative practices in implementing the Board’s Special Education Plan, supporting student learning, and involving as many partners of the school community as possible. Staff and/or the community may make nominations.

The Selection Committee shall consider schools that:

(a) demonstrate exemplary practices in Special Education by;

- planning collaboratively among staff involved with exceptional students,
- organizing opportunities for staff to discuss special education programming needs, modifications, and/or accommodations and resources, and
- basing program on the results of continuous assessment;

(b) provide classrooms that are inviting, supportive, responsive, interactive, and collaborative by;
• implementing a variety of teaching and learning strategies suited to the needs of exceptional students are employed to maximize their potential, and
• ensuring that students are made to feel part of their school and are active participants in all aspects of school activity; and

(c) provide opportunities for partnership development with a variety of school/community groups or individuals by;
• having a positive impact on the school community,
• fostering learning communities which develop conditions that promote each member being treated with respect and dignity, and
• ensuring that strategies for effective communication with parents are in place.

3. **Mara Amolins Award**

The Selection Committee will consist of the Superintendent of Education responsible for ESL/ELD and representatives of the Board’s ESL/ELD programs. No more than two (2) awards will be handed out each year.

The Selection Committee shall consider employees who:

(a) consistently advocate for elementary and secondary ESL/ELD students, work with administrators to improve ESL programs, and develop professional supports such as networks, documents and workshops for ESL teachers;
(b) have developed unique, innovative ESL/ELD programs or activities, and/or have advocated in some specific way for ESL/ELD students and their families; and
(c) in these programs have demonstrated innovation, sustainability, transferability to other schools and a positive impact on the school community.

Individuals nominated for this award will have already received recognition for their contributions and accomplishments from their work location. Their contributions are of such a significant nature and are so far reaching in their impact that they deserve Board-wide recognition. Staff and/or the community may make nominations.

4. **North Star**

Any Board teacher may nominate another Board teacher by completing the nomination form.

The nomination form must include basic information about the nominator and nominee, along with a simple description of the nominee. Nominations are considered on the basis of the description of service, attitudes or behaviours, demonstrated by the nominee, that bring about a positive working and social climate in York Region District School Board schools.

5. **Outstanding Service Award**

The Selection Committee will consist of the coordinating superintendent of education, Human Resource Services, Associate Director of Education, School and Human Resources, a superintendent of education, an appointed trustee(s), an elementary and secondary principal, an administrative manager, and a Recruitment and Retention Services representative. No more than eight awards will be issued each year.

The purpose of the award is to recognize extraordinary service that has a positive impact in furthering the organization in achieving its mission and goals. Such service results in significant improvement to existing programs, organizational practices, professional development, community involvement, etc.
The Selection Committee shall consider individuals, groups or educational partners, who, through their endeavours, have demonstrated:

(a) change;
   • as a result of their contribution, there has been a positive change in the organization;

(b) success;
   • the contribution has a significant improvement of a permanent nature on the quality, service and teamwork of the organization as evidenced by an increase in the level of achievement and performance of the school, department or work site, and
   • the organization as a whole enjoys increased success as a result of the contribution;

(c) communication;
   • the contribution is not made in isolation, but is communicated to others so that they may learn and improve their own practices; and

(d) positive influence;
   • the recipients are individuals who influence, foster and encourage others to be greater contributors in the workplace. The recipients show exceptional imagination and creativity on the job and influence those around them to stretch their own capacities.

Individuals nominated for the award will have already received recognition for their contributions and accomplishments at their work location. Their contributions are of such a significant nature and are so far reaching in their impact that they deserve Board-wide recognition.

6. Plant Services Exceptional Achievement Award

The selection committee will consist of the Assistant Manager of Quality Standards and representatives from the Caretaking, Maintenance, Energy and Environment and New Construction Services teams. No more than four awards will be handed out each year. Staff may make nominations.

The purpose of the award is to recognize Plant Services employees who best demonstrate actions that have a positive impact on student learning and/or in furthering the organization in achieving its goals. Such service results in significant improvement to student, staff and community support and organizational practices.

Demonstrations of these endeavours may include a combination of the following:

(a) modeling continuous improvement;
   • as a result of their contribution(s), the employee’s efforts result in: positive contributions or a positive impact to the learning/work environment; the ability to embrace and implement technologies in support of their role; and provide environmental stewardship.

(b) achievements;
   • the employee’s contributions involve improved organizational performance and/or operational efficiency. Examples of such meritorious actions include,
     • demonstrated lifelong learner,
     • consistent high performance and service,
     • cultivating positive morale,
     • community and/or volunteer service,
     • providing leadership,
• support of school and Board initiatives, and  
• responsive to school and system needs.  

(c) character:  
• in addition to professionalism, dependability and adaptability, the employee demonstrates the Character Matters! traits of respect, responsibility, honesty, empathy, fairness, optimism, courage, perseverance, integrity, and initiative.  

7. Russ Seltzer “Silver Fox” Award  
The Selection Committee will consist of the coordinating superintendent of education, Human Resource Services Associate Director of Education, School and Human Resources, a superintendent of education, an appointed trustee(s), a principal, a teacher/consultant and a Recruitment and Retention Services representative. No more than one award will be handed out each year. Staff and/or the community may make nominations.  
The purpose of the award is to recognize individuals who exemplify the salient characteristics of Russ Seltzer, including; kindness and thoughtfulness, a natural mentor and counselor, a wonderful ability to accept people whatever their situation, helping students take steps towards healthy growth, an avid listener and an ability to laugh at one’s self and see the humorous side.  
The Selection Committee shall:  
• consider individuals who have worked with York Region public students for at least five years and who have consistently demonstrated a quality of service and impact on education within the workplace (office, classroom, school) while exemplifying most of these characteristics listed;  

(a) acceptance,  
• shows sensitivity and acceptance of individual differences in students and aids in their developmental growth,  
• respects others and their abilities in day to day situations, and  
• exhibits the ability to deal with others based on ‘face value’ merits with no preference to social, economic, sex, race or status in the educational hierarchy;  

(b) sense of humour,  
• shows a light-hearted, positive approach to life,  
• has the ability to lighten serious situations with humour when necessary,  
• has the ability to laugh at himself/herself and life’s absurdity, and  
• has the ability to communicate and encourage everyone to carry on in the face of life’s difficulties.  

(c) sensitivity and empathy,  
• has the ability to watch and listen intently for the feelings which underlie a conversation,  
• is sought by many people for his/her wise counsel, and  
• demonstrates recognition of very practical approaches to problem solving always in the best interest of the student;  

(d) persistence and achievement,  
• demonstrates a career-long commitment to helping students, teachers and parents,
has strength of character that is evidenced in an unwillingness to compromise when it is inappropriate to do so,

is a champion of causes through drawing on the strengths of people working in schools with children,

achieves a level of accomplishment which comes from persistent effort according to long established beliefs and principles, and

is recognized and respected by peers for competence and excellence; and

(e) style,

performs all tasks whether assigned by others or personal causes with great care and attention to detail and especially with concern for others,

exhibits a tolerance for and respect of divergent views, and

has his/her own special style of operation that makes the undertaking special.

8. Teacher Appreciation Certificates

To help principals recognize their teachers for co-curricular work, blank teacher appreciation certificates are made available for schools to order and personalize as needed. The requested number of certificates are made available to schools in May and June through Public Affairs and Communications Services.

9. Teacher of the Year

The Teacher of the Year Award stands as a symbol of the high regard in which we hold York Region public school teachers and serves as a beacon of excellence for others to follow. Principals are encouraged to nominate a teacher in their school that exemplifies the Board’s Mission, Vision and Values as well as other specific criteria pertaining to their success in the classroom and in their school.

Nominees must have completed a minimum of five years teaching with our Board and must have received a satisfactory rating through the Teacher Performance Appraisal process. The nomination should reflect the candidate’s contribution to the Board’s Mission Statement and to the staff and the Board. Candidates will have strength in curriculum leadership, Literacy, mentoring, character education, building family and community capacity, etc. in working with students and colleagues.

Each Elementary Community Education Centre will select three elementary and four secondary principal-supported teacher nominations, one from each area, received within their area and forward them to the coordinating superintendent of education, Human Resource Services. Associate Director of Education, School and Human Resources.

The Secondary Community Education Centre will select four principal-supported teacher nominations, one from each area, and forward them to the coordinating superintendent of education and Human Resource Services.

A selection committee including the Director of Education and the coordinating superintendent of education, Associate Director of Education, School and Human Resources Services will then select two teachers (one from each panel elementary and one secondary) to be honoured. A book, selected by the teachers, is purchased by Director’s Services to honour all nominees and donated to the selected teachers’ current school library. A picture of the recipients is on display at the Education Centre – Aurora for the first year and subsequently on display at one of the Education Centres.

No more than two awards will be handed out each year.
Selected teachers will represent all teachers in the York Region District School Board.

**Department**

**Director's Office** Public Affairs and Communications Services  
Human Resource Services

**Procedure History**

Replaces: the Outstanding Service Award, Board Procedure NP571.0, January 2002 (Revised);  
James “Jim” Albery Award, Board Procedure NP550.0., January 2002 (Revised); and the Russ  
Seltzer “Silver Fox” Award, Formerly Board Procedure NP573.0, January 2002 (Revised)

Approved 2007  
Revised 2009  
Revised 2010  
**Revision Drafted** September 7, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.
Policy Statement

It is the policy of the York Region District School Board that all persons are entitled to work and learn in an environment that promotes human rights and equity of opportunity, free from discrimination and harassment.

The York Region District School Board recognizes its responsibility to provide a healthy and productive working environment that fosters respect for and is supportive of the dignity, self-esteem and fair treatment of everyone taking part in its activities. The Board recognizes and respects the diversity of our people as a source of strength and does not tolerate any expression of prejudice. The Board respects the racial and ethno-cultural diversity of its students, community and employees. The diversity differing backgrounds, culture, language and ideas of our people help us in meeting our goals as an institution.

As a large employer and education provider to our learning community, this policy is intended to reflect our values relating to equity, inclusiveness, human rights and responsibilities and to ensure a safe, nurturing community. The Board is committed to ensuring equity in its policies and programs by identifying and eliminating systemic inequities and barriers.

Application of Policy

This policy applies to all members of the Board’s community including, but not limited to, students, staff, trustees, contractors, parents, volunteers, permit holders and all other persons who are invited to or who work on Board property. This policy also applies to harassment which may take place outside of Board property but which has the effect of or results in adversely affecting the Board’s working and learning environment. It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property will strive to maintain the highest level of professional and personal courtesy when interacting with Board employees and students.

Legislative Context

Ontario Human Rights Code
Teaching Profession Act
Occupational Health and Safety Act

This policy also covers discrimination and harassment which occurs outside Board property and/or hours of operation and which are proven to have repercussions that adversely affect the workplace and/or learning environment.

Responsibilities

The Board of Trustees is responsible for:

- supporting an environment respectful of human rights —and free of discrimination and harassment;
• reviewing the Respectful Workplace and Learning Environment policy in accordance with the approved policy review cycle; and
• understanding and communicating with members of the community about the Respectful Workplace and Learning Environment policy.

The Director of Education is responsible for:

• implementing and operationalizing the Respectful Workplace and Learning Environment policy.

The Associate Director of Education, School and Human Resources is responsible for:

• supporting and providing direction in the application of the Respectful Workplace and Learning Environment policy.

Superintendents, Principals and Managers are responsible for:

• taking reasonable steps to remove any discriminatory barriers in employment policies and practices and in accessing programs, resources and facilities;
• communicating and reviewing this policy and related procedure with the staff they supervise or manage;
• formulating, communicating and enforcing work requirements and behavioural expectations;
• conducting investigations into any complaints under the Respectful Workplace and Learning Environment policy and procedure;
• mediating or arranging for mediation for resolution of complaints; and
• administering corrective disciplinary action.

Human Resource Services is responsible for:

• providing consultative services to superintendents, principals and managers in managing RWLE Respectful Workplace and Learning Environment complaints;
• determining if the complaint is best handled meets the threshold for a complaint under this policy, or if it is a matter better dealt with through other Board processes, e.g., such as, but not limited to, performance management or professional misconduct and progressive discipline at the school/department; and
• conducting investigations, or assisting in the investigation of complaints.

All employees are responsible for:

• being aware of, and sensitive to issues of discrimination and harassment, and taking proactive steps to encourage respectful behavior with students and staff;
• providing positive role models;
• demonstrating professional and positive behaviour consistent with individuals who are responsible for the safety, learning and well-being of students and staff;
• conducting themselves in a professional manner that meets the accepted standards of practice; and
• co-operating in the investigation of complaints, and as a party to a RWLE complaint, working to achieve resolution at the earliest possible stage if they are a party to a Respectful Workplace and Learning Environment complaint.

Application of Policy

This policy applies to all students, staff, trustees, contractors, parents, volunteers, permit holders and all other persons who are invited to or who work on Board property. This policy also applies to harassment which may take place outside of Board property but which has the effect of or results in adversely affecting the Board’s working and learning environment. It is the expectation of the York Region District
School Board that all employees, students and persons invited to or visiting Board property will strive to maintain the highest level of professional and personal courtesy when interacting with Board employees and students. This policy also covers discrimination and harassment which occurs outside Board property and/or hours of operation and which are proven to have repercussions that adversely affect the workplace and/or learning environment.

Legislative Context

Ontario Human Rights Code Occupational Safety
The Ontario Human Rights Code exists to prevent discrimination or harassment and to foster programs to promote human rights in the Province of Ontario.

Definitions

Discrimination

Based upon a prohibited ground under the Ontario Human Rights Code, differential treatment which negatively affects the status of a person.

Harassment

Harassment is defined in subsection 10(1) of the Ontario Human Rights Code as "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome". The Ontario Human Rights Code along with other explanatory information can be found at www.ohrc.on.ca. The Ontario Human Rights Code states that every person has a right to equal treatment with respect to employment without discrimination because of; race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status, or disability.

Furthermore, every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status or disability.

Not-Code related Harassment or Personal Harassment

Patterns of comment or conduct of an excessive nature that are known or ought reasonably to be known to be unwelcome, unwanted, offensive, intimidating, hostile or inappropriate. Such behaviours include: physical intimidation and/or threats of violence; use of profanity (swearing) or vulgarity; bullying tactics such as ridiculing, taunting, threatening, belittling or humiliating another person; derogatory name calling; and inappropriate use of computer images, email and websites.

Mediation

Mediation involves an unbiased third party acting as facilitator in direct communication between the parties who voluntarily agree to this process. It is an opportunity to resolve disputes in a mutually respectful manner. By agreement of the parties, mediation can take place at any time in the process.
Timelines

All complaints must be reported within one year of the most recent alleged contravention of this policy.

Confidentiality

All parties associated with a complaint (complainants, respondents, and others involved with the complaint) will ensure that all matters remain confidential. Upon conclusion of the matter, all documentation will be maintained in a secure location in Human Resource Services. The Board may be required to provide information to an outside agency, e.g., such as the Ontario Human Rights Tribunal, another tribunal, or court.

Misuse of the complaints procedure

If there is a determination that a complaint has been filed in bad faith, the complaint process may discontinue and disciplinary action may occur. Board Policy #578.0.

Standard of Proof

The standard of proof to be applied is the balance of probabilities. This means that occurrence.

Anonymous Complaints

An anonymous complaint filed against a respondent will not be investigated.

Adverse Report

Section 18(1)(b) of the Regulation made under the Teaching Profession Act states that a member shall, “on making an adverse report on another member furnish him (her) with a written statement of the report at the earliest possible time and not later than three days after making the report.”

However, a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need NOT provide him or her with a copy of the report or with any information about the report. Information provided a teacher about another teacher during the course of an investigation does not trigger the requirement to submit an adverse report.

Department

Human Resource Services

Related Policies

Policy #578.0, Professional Misconduct and Progressive Discipline
Policy #668.0, Safe, Caring and Supportive Schools

Policy History

Approved 1993
Revised 1998
Revised 2002
January 2005 to January 2006 (Working Document)
Approved 2006
Revision Drafted September 8, 2011

It is the expectation of the Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.
The Board takes proactive steps to inform staff of its policies and expectations including Board Policy #240.0, Respectful Workplace and Learning Environment. This procedure refers specifically to mediation and the filing of complaints by an employee against another employee of the Board; by an employee against his/her supervisor; by an employee against a parent/guardian, visitor, contractor or other third party; by a student against an employee of the Board; by a student or by an employee of the Board against a student; or by an employee of the Board or a student against a trustee.

**Definitions**

**Adverse Report**

Section 18(1)(b) of the Regulation made under the *Teaching Profession Act* states that a member shall, "on making an adverse report on another member furnish him (her) with a written statement of the report at the earliest possible time and not later than three days after making the report."

However, a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need NOT provide him or her with a copy of the report or with any information about the report. Information provided a teacher about another teacher during the course of an investigation does not trigger the requirement to submit an adverse report.

**Anonymous Complaints**

An anonymous complaint filed against a respondent will not be investigated.

**Confidentiality**

All parties associated with a complaint (complainants, respondents, and others involved with the complaint) will ensure that all matters remain confidential. Upon conclusion of the matter, all documentation will be maintained in a secure location in Human Resource Services. The Board may be required to provide information to an outside agency, such as the Ontario Human Rights Tribunal, another tribunal, or court.

**Timelines**

All complaints must be reported within one year of the most recent alleged contravention of this policy.

**Confidentiality**

All parties associated with a complaint (complainants, respondents, and others involved with the complaint) will ensure that all matters remain confidential. Upon conclusion of the matter, all documentation will be maintained in a secure location in Human Resource Services. The Board may be required to provide information to an outside agency, such as the Ontario Human Rights Tribunal, another tribunal, or court.
Misuse of the complaints process

If there is a determination that a complaint has been filed in bad faith, the complaint process may discontinue and disciplinary action may occur, in accordance with the Board Policy #578.0, Professional Misconduct and Progressive Discipline.

Potential Outcomes of a Respectful Workplace and Learning Environments Investigation

Subject to the specific situation, the following actions may be taken subsequent to investigation and findings:

- counseling for one or both parties;
- strategies to restore a positive and respectful workplace and learning environment;
- training for one or both parties;
- workshops;
- restorative measures; and/or
- disciplinary action as outlined in Board Policy #578, Professional Misconduct and Progressive Discipline.
- where the complaint is not upheld, no further action and expunging of the record unless otherwise requested by the respondent.

Standard of Proof

The standard of proof to be applied is the balance of probabilities. This means that on the evidence and information provided, the occurrence of the event was more likely than not.

Timelines

All complaints must be reported within one year of the most recent alleged contravention of this policy.

Anonymous Complaints

An anonymous complaint filed against a respondent will not be investigated.

Adverse Report

Section 18(4)(b) of the Regulation made under the Teaching Profession Act states that a member shall, “on making an adverse report on another member furnish him (her) with a written statement of the report at the earliest possible time and not later than three days after making the report.”

However, a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need NOT provide him or her with a copy of the report or with any information about the report. Information provided a teacher about another teacher during the course of an investigation does not trigger the requirement to submit an adverse report.

Mediation

By agreement of the parties, mediation can take place at any time in the process.

Mediation involves an unbiased third party acting as facilitator in direct communication between the parties who voluntarily agree to this process. It is an opportunity to resolve disputes in a mutually respectful manner.
Potential Outcomes to a RWLE Investigation

Subject to the specific situation, the following actions may be taken subsequent to investigation and findings:

- Counseling for one or both parties
- Strategies to restore a positive and respectful workplace and learning environment
- Training for one or both parties
- Workshops
- Restorative measures
- Disciplinary Action as outlined in Board Policy # 578, Professional Misconduct and Progressive Discipline.

Procedure for Filing a complaint

It is the responsibility of the Associate Director of Education, School and Human Resources, on recommendation by the assigned investigator to discern if the complaint meets the definition of harassment as defined by the Respectful Workplace and Learning Environment Policy #240.0. The finding of the Associate Director, School and Human Resources is subject to appeal as delineated in this procedure.

Complaint Resolution Process

Early/Site Based Resolution of Complaint

Parties to a complaint are encouraged to attempt to resolve concerns at the earliest possible stage. Early/site based resolution is a process that provides an opportunity for parties to resolve a dispute in a respectful manner, without unnecessary escalation.

Any individual who believes that he/she has been harassed or discriminated against may, at his or her option if he or she feels comfortable in doing so:

- attempt to resolve the issue by directly approaching the person(s) involved, stating clearly that the behaviour or actions are objectionable and must be stopped; and/or
- if, having chosen to approach the person(s) involved, the complainant finds that the behaviour does not stop or that the behaviour escalates; OR if the individual does not wish to address the person(s) involved directly, he/she may;
  - contact his/her supervisor, school principal, designated Human Resource Services staff, Superintendent, Associate Director, School and Human Resources, or union representative for advice and possible courses of action.

Where a site based resolution has been found, supervisors, managers or administrators will follow up by monitoring the situation, and as necessary, conducting subsequent meetings to ensure resolution is maintained.

Formal Complaint

Any behaviour of a violent nature including physical and/or sexual assault will be reported and a formal complaint filed.

Any individual who believes that he/she has been harassed or discriminated against may file a formal complaint. A formal complaint must:

- be in writing and signed,
- specify the name(s) of person(s) involved if known;
where appropriate, indicate the steps taken by the complainant to attempt to resolve the matter, prior to filing a formal complaint; and
be submitted to the appropriate senior staff as outlined in the processes below.

Appeal Process/Final Review of Decision (sections A through D only)

1. Either party may make an appeal to the Director of Education.

2. An appeal must be submitted in writing within ten working days of receipt of decision of person investigating the formal complaint.

3. The Director of Education may designate the appeal to the appropriate Coordinating Superintendent, Associate Director of Education or to an externally engaged third party if he/she deems it appropriate.

4. The Director of Education (or designate or third party) will review and then affirm the original decision or amend the decision and do so in writing within 15 working days.

Note: An appeal is not meant to duplicate the investigative procedure. A person who requests an appeal of a decision must have appropriate grounds for the appeal such as:

- the investigator did not follow the procedures;
- there is new evidence that was not known at the time of the investigation;
- witnesses that could corroborate a complaint or response or provide key information, were not interviewed; and/or
- there is new evidence that could change the assessment of the credibility of one or more of the persons interviewed.

A. By an employee against another employee of the Board

1. Any behaviour of a violent nature including physical and/or sexual assault will be reported and a formal complaint filed.

2. Any individual who believes that he/she has been harassed or discriminated against may file a formal complaint. A formal complaint must:

- be in writing and signed;
- specify the name(s) of person(s) involved if known;
- where appropriate, indicate the steps taken by the complainant to attempt to resolve the matter, prior to filing a formal complaint;
- be submitted to the Associate Director of Education, School and Human Resources.

3. Any individual named as a respondent in a complaint will be provided with a copy of the written complaint within two days of its submission. This timeline may be extended up to five days in exceptional circumstances. The reason for the extension should be stated in writing to both parties by the Associate Director of Education, School and Human Resources.

4. The Associate Director of Education, School and Human Resources will designate a person to investigate the complaint. The person investigating may be internally appointed or, subject to internal workload or the complexities of certain complaints, engaged as a third party investigator.

5. A meeting must be held with each of the complainant and the accused individually. Every effort will be made to schedule these meetings within five working days or at a time mutually acceptable to the parties.
4. Each person has the right to be represented by accompanied one representative, such as, but not limited to, i.e., a personal advisor, federation, union or professional association representative during the meeting. All participants are bound by the confidentiality obligations as outlined in the glossary.

6. The respondent, in addition to being interviewed, is encouraged to reply in writing to the allegations.

7. Subsequent meetings may will be held by the person investigating with witnesses deemed by the investigator to have information key to the understanding and/or resolution of the complaint.

8. A joint meeting with the parties may or may not be arranged to facilitate a mutually acceptable solution. Since harassment and discrimination are issues of imbalance of power, such a meeting should only take place where it is absolutely certain that both parties are in agreement. Should one of the parties not wish a joint meeting to take place, such a meeting will not be arranged.

9. Any resulting discipline will be retained in accordance with the Professional Misconduct and Progressive Discipline policy and procedure.

9.10 If the decision uphold the respondent and there is no finding under this policy or procedure, the record will be expunged unless otherwise requested by the respondent.

10. If a mutually acceptable solution is not found, the Associate Director of Education, School and Human Resources will be notified within two working days, and will, in a timely manner:
   • meet with the individual and the complainant and his/her representative(s) within 10 working days or at a time mutually acceptable to the parties;
   • make a determination regarding the merit of the complaint;
   • determine if disciplinary action is warranted;
   • communicate the decision without undue delay.

11. If the complaint is upheld, the report and decision will be filed in a confidential file for three years after the date of the report, after which it will be destroyed. If the decision upholds the accused, the record will be expunged unless otherwise requested by the accused.

12. Complaints will not be considered under more than one Board policy or procedure.

B. By an employee against his/her supervisor

1. Any employee who believes he/she has been harassed or discriminated against by his/her supervisor may file a complaint directly to the person to whom the supervisor reports or to the Associate Director of Education, School and Human Resources.
2. Leadership in the resolution of the complaint will be carried out by the person to whom the supervisor reports or as assigned by the Associate Director of Education, School and Human Resources and will follow the steps outlined in the complaint resolution procedure process in Section A, employee against another employee of the Board: employee/employee.

C. **By an employee against a parent/guardian, visitor, contractor or other third party**

1. An employee who believes he/she has been harassed by a parent/guardian, visitor, contractor or other third party may file a complaint directly with the principal of the school, supervisor of the program or department, or appropriate superintendent.

2. The procedure for investigating such a complaint will follow due process and attempt to find an appropriate and mutually agreeable solution.

3. Failing a mutually agreeable solution, the person leading the investigation will consult with the appropriate Board staff to determine what resolution is possible under the Education Act and its Regulations, within Board policies and/or civil or criminal statutes.

4. Should the complaint against the parent/guardian, visitor, contractor or other third party be upheld, the individual(s) against whom the complaint is made could be excluded from Board property, have their contract with the Board terminated, and/or be subject to civil or criminal procedures.

D. **By a student or parent against an employee of the Board**

1. All complaints by a student, or the parents/guardians/or the advocate of the student, against an employee of the Board, must be immediately reported to the school principal.

2. If the complaint is against the school principal or vice-principal, the complaint must be made to the Superintendent of Education/Superintendent of Schools for the Community Education Centre.

3. Verbal complaints must be followed by a written description of the situation. Students unable to write out a complaint may use the assistance of an adult third party.

4. The principal or the Superintendent of Education/Superintendent of Schools will immediately inform the parent(s)/guardian(s) of the student(s) that a complaint has been made. Contact with parents/guardians is not required for students who are 18 years or older unless the student so requests or agrees.

5. The principal or the Superintendent of Education/Superintendent of Schools will provide the respondent with a copy of the written complaint within two working days of the complaint being made.

6. The Superintendent of Education/Superintendent of Schools in conjunction with the Associate Director of Education, School and Human Resources will designate the person who will investigate.

7. The principal or the Superintendent of Education/Superintendent of Schools or an external third party engaged to investigate the complaint, must hold a meeting with the persons involved within five days of the receipt of the complaint by the respondent or at a mutually agreeable time.

8. The person investigating will interview witnesses of the described events in a timely manner. Written and signed witness statements are desirable.
9. Further meetings with the parties may be arranged with a view to reaching a mutually acceptable solution. Joint meetings of the parties may be held but only if agreed to and desired by all parties, recognizing the imbalance of power in the case of a teacher or school administrator and a student or students that could render a joint meeting ineffective.

10. If a mutually acceptable solution is not found, the person investigating will submit within two working days, the written complaint, a summary report of the action taken to date and notification to the Superintendent of EducationSuperintendent of Schools for a meeting to resolve the issues.

11. In the case of a complaint against a principal or vice-principal, the Superintendent of EducationSuperintendent of Schools will submit the documentation referred to in step nine to the appropriate Coordinating SuperintendentAssociate Director of Education, School and Human Resources.

12. The next step meeting must take place within ten working days of the notification or at a time mutually agreeable to the parties.

13. The resolution to the complaint will be communicated in writing to the parties within five working days after the conclusion of the meeting. Where disciplinary action is recommended against an employee of the Board, contact must be made with the Associate Director of Education, School and Human Resources to ensure system consistency.

14. The resolution to the complaint will be retained in the appropriate files for a period of three years.

E. By a student or by an employee of the Board against a student

1. A student(s) or an employee(s) who reveal(s) that they have been harassed by another student or students must have their complaint reported immediately to the principal of the school or program/department where the harassment took place.

2. The principal will immediately inform the parent(s)/guardian(s) of the student(s) that a complaint has been made. Contact with parents/guardians is not required for students who are 18 years or older unless the student so requests or agrees. the head of the program/department where the harassment took place.

3. The principal or appropriate other senior system manager staff will hold discussions with the affected parties and attempt to resolve the incident/complaint within five working days. Employees have the right to be represented at all times by their union or federation.

4. Appropriate action will be taken in accordance with the school’s Code of ConductBehaviour and relevant policy and procedures.

5. Procedural assistance may be provided by the area Superintendent or the Associate Director of Education, School and Human Resources.

6. If a resolution cannot be found at the school level, the Superintendent of EducationSuperintendent will attempt to affect a resolution.

7. A student or students who is/are found to be responsible for an act of harassment is/are subject to the full range of disciplinary procedures as outlined in the Board’s Safe, Caring and Supportive Schools policy and its related procedures. up to and including expulsion.
8. A record of the incident and the resolution will be kept in the offending student’s OSR file for a period of one year.

Appeal Process (by a student or by an employee of the Board against a student)

An appeal may be made in respect to a disciplinary action against a student in accordance with Board procedures. These procedures are available through the school principal or office of the Superintendent.

F. By an employee of the Board or a student against a trustee

1. Any individual who believes he/she has been discriminated against or harassed by a trustee should report the incident/complaint to their superintendent. In the case of a student, to the school principal who shall report the incident to the Superintendent of Schools.

2. The superintendent shall bring the complaint forward to the Director of Education or designate who will report the incident/complaint to the Chair of the Board of Trustees.

3. An incident involving the Chair of the Board should be reported to the Director of Education or designate who will bring the matter to the Board of Trustees.

G. By a trustee against an employee, student, parent/guardian, visitor, contractor or other third party

1. A trustee who believes he/she has been discriminated against or harassed by an employee, student, parent/guardian, visitor, contractor or other third party shall report the incident/complaint to the Director of Education.

2. The incident/complaint shall be investigated by the Director of Education or designate.

3. The investigation of such a complaint will be conducted with due process, following the steps as set out in Sections A, C, and E.

Related Procedures

Procedure #578.0, Professional Misconduct and Progressive Discipline
Procedure #668.0, Safe, Caring and Supportive Schools

Procedure History

January 2005 to January 2006 (Working Document)
Approved 2006
Revision Drafted September 8, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.
Policy Statement

The York Region District School Board is committed to equity and excellence in literacy learning in order to promote achievement and well-being for each student. Literacy skill development is foundational to the role of multi-literacies as students progress. To that end, every student shall receive relevant, inclusive, engaging and comprehensive literacy instruction based on the expectations defined in the Ontario Curriculum or their Individual Education Plan (IEP). In addition, every member of the learning community shall be provided with opportunities for on-going growth regarding how an understanding of literacy and its critical, multi-faceted elements are best woven into an equitable educational experience.

Definitions

Learning Community

A learning community is a community in which students, parents, school staff, trustees, Board personnel and community members work together to enhance student learning, achievement and well-being through a collaborative process with a focus on continual planning, implementation, monitoring and reflective action through Board, department and school plans for continuous improvement.

Literacy

Literacy is the acquisition of knowledge, skills and attitudes that enable achievement, personal well-being and full participation in an interconnected and changing world community.

Multi-literacies

The notion of multi-literacies acknowledges the many facets of literacy in current educational practice. The following list is not inclusive but indicative of the multiple applications of literacy development;

- traditional literacy,
- social and emotional literacy,
- health literacy,
- digital literacy,
- media literacy,
- information literacy,
- cultural literacy,
- financial literacy,
- critical literacy,
- mathematical,
- scientific,
- technological, and
- environmental literacy.

Department

Curriculum and Instructional Services

Policy History

Approved 1996
Revised 2002
Revised January 2006
Revision Drafted April 11, 2011
Hi Lisa,

I was reading the literacy draft policy and spotted one possible error. This may have already been caught, but in the Multi-literacy definitions section, where it says "The following list is not inclusive but indicative..." should it read "The following list is not _exclusive_ but indicative ...," meaning that the list could be extended with other applications?

Thank you,
Lauren Matheson
Unionville High School
Policy Statement

The York Region District School Board is committed to ensuring equitable and inclusive education for each child in order to maximize his or her potential.

To support individual student growth in foundational reading skills and reduce achievement gaps, the York Region District School Board provides Reading Recovery™ to each grade one student who meets the criteria.

In supporting students, Reading Recovery™ is implemented in English language elementary schools in adherence with the Canadian Institute of Reading Recovery Standards and Guidelines.

Definitions

Reading Recovery™

Reading Recovery™ is a pre-referral, preventative intervention available to all grade one students who meet the criteria in English language elementary schools. International research confirms it is a highly effective, short-term intervention.

Responsibilities:

The Board of Trustees is responsible for:

• supporting Reading Recovery™ as an effective early intervention strategy; and
• receiving the annual Reading Recovery™ Site Report.

The Director of Education is responsible for:

• implementing and operationalizing the Reading Recovery™ policy; and
• ensuring that the implementation of Reading Recovery™ is in accordance with Board policies and procedures and the Standards and Guidelines of the Canadian Institute of Reading Recovery.

Department

Curriculum and Instructional Services

Policy History

Approved 2005
Revision Drafted April 11, 2011
This procedure outlines how the York Region District School Board operates Reading Recovery™. Reading Recovery™ is an integral component of the York Region District School Board overall strategy for literacy development and supports Board and School Improvement Work Plans.

Definitions

Reading Recovery School Teams

Membership on the Reading Recovery School Team includes all appropriate personnel, including grade level representatives of former Reading Recovery children. The team meets regularly to monitor the progress and outcomes of children in Reading Recovery.

Responsibilities:

The Director of Education shall:

- allocate staff and resources to support Reading Recovery™.

Superintendents shall:

- implement Reading Recovery™ to maximize student achievement by assuring adherence to the Standards and Guidelines of the Canadian Institute of Reading Recovery;
- ensure that all grade one students who meet the criteria for early intervention have access to Reading Recovery™;
- make flexible use of Reading Recovery™ staffing where necessary in order to support the needs of neighbouring schools; and
- plan for the specific implementation needs of Reading Recovery™ according to the Standards and Guidelines.

Principals shall:

- implement Reading Recovery to ensure all grade one students who meet the criteria for early intervention are able to access it;
- ensure that the teachers selected to receive training meet the required Reading Recovery™ Standards and Guidelines;
- ensure that staffing assignments, resources and materials required, meet the Reading Recovery™ Standards and Guidelines;
- make flexible use of Reading Recovery™ staffing where necessary in order to support the needs of neighbouring schools;
- plan for the specific implementation needs of Reading Recovery™ according to the Standards and Guidelines; and
- ensure that Reading Recovery™ School Teams,
  - monitor the progress of children in Reading Recovery,
  - guide the implementation at the school, and
  - safeguard the role of the Reading Recovery™ teacher.
Reading Recovery™ Teacher Leaders shall:

- manage the implementation of Reading Recovery™ in the York Region District School Board according to the Standards and Guidelines of the Canadian Institute of Reading Recovery™;
- teach children in Reading Recovery, individually for daily, 30 minute lessons;
- provide the in-service course for training teachers and ongoing professional development and support for trained Reading Recovery™ teachers;
- manage the selection and monitoring the progress of students in Reading Recovery™;
- collect student progress data, and Reading Recovery student outcomes;
- support the development of Reading Recovery™ School Teams;
- work closely with administrators to achieve effective Reading Recovery™ implementation; and participate in the Reading Recovery™ network to maintain their own professional development.

Reading Recovery Teachers shall:

- assure consistent, 30 minute daily instruction for Reading Recovery™ children;
- attend the equivalent of two days of assessment training (training teachers);
- participate in in-service sessions held bi-weekly (training teachers);
- attend a minimum of eight continuing contact sessions each year (trained teachers);
- teach a live lesson for colleagues during continuing contact sessions (trained teachers);
- teach live lessons several times throughout the year at in-service sessions (training teachers);
- administer, analyze and summarize data from the Observation Survey for children entering Reading Recovery™;
- keep complete records on each Reading Recovery™ child as a basis for ongoing instruction;
- maintain a close liaison with classroom teachers throughout the Reading Recovery lesson series;
- work closely with principals, school teams, and parents in monitoring the progress of Reading Recovery™ children;
- receive a minimum of one school visit from the Teacher Leader annually (trained teachers);
- receive a minimum of five visits from the Teacher Leader throughout the school year (training teachers);
- monitor the progress of children whose lessons have been discontinued;
- prepare an annual Reading Recovery™ school report; and
- return to regular classroom teaching after 4-5 years of teaching Reading Recovery™.

Parents shall:

- ensure their child’s consistent attendance in order to benefit from daily, individualized 30 minute Reading Recovery™ lessons;
- communicate with the Reading Recovery™ teacher in order to monitor their child’s progress;
- listen to their child read books sent home daily by the Reading Recovery™ teacher; and
- attend a Reading Recovery™ lesson in order to observe their child’s progress in individualized daily instruction.
Students in Reading Recovery™ shall:

- participate in the daily 30 minute Reading Recovery™ lesson; and
- assume responsibility for reading familiar books sent home daily by the Reading Recovery teacher.

Department
Curriculum and Instructional Services

Procedure History
Approved 2005
Revision Drafted April 12, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property will respect the policies and procedures of the Board. The term “parents” refers to both parents and guardians in all Board policies and procedures.
Policy Statement

The York Region District School Board oversees the management and disbursement of funds to ensure the effective operation of school buildings and sites in accordance with the Board’s mission, vision and values. Accordingly, all accounts are paid on the authority of the Director of Education.

Responsibilities:

- The Board of Trustees is responsible for:
  - reviewing and approving monthly Cash Disbursement reports.

- The Associate Director, through the Director of Education, is responsible for:
  - reporting to the Board, usually at the Board Standing Committee meeting, the total amounts spent on a monthly basis in the Cash Disbursements report;
  - reporting individually each expenditure in excess of $15,000;
  - reporting to the Board any item not in the budget or any item that exceeds its overall budget allocation either by a significant amount ($50,000) or a significant percentage (25%);
  - ensuring that senior staff are present to answer questions and provide additional information for trustees with regard to the monthly report of Cash Disbursements; and
  - bringing to the Board, for direction, any account which he/she considers to be excessive, or to be beyond his/her normal authority, or which has been contracted by any staff member without proper authorization.

Legislative Context

Education Act

Department

Business Services

Policy History

Approved 1989
Reviewed 1994
Revised 1999
Revised 2004
Revised 2006
Revision Drafted April 11, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.
<table>
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<th>Procedure #</th>
<th>Description:</th>
<th>Draft Sent to SO’s for Comment</th>
<th>CCS Meeting Date</th>
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**Colour Code**

- Blue Text indicates the September Policy Meeting
- Red Text indicates the October Policy Meeting
- Purple Text indicates the November Policy Meeting
- Green Text indicates pending/upcoming/ongoing policies