



POLICY COMMITTEE

AGENDA

Tuesday, June 20, 2017

5:30 p.m. – Grimsby Lincoln Room – Education Centre

Chair: Cheryl Keddy Scott

1. Welcome and Introduction
2. Approval of Agenda
3. Review of Minutes of March 21, 2017
4. Review of Minutes of March 28, 2017
5. Business Arising from the Minutes
6. New Business Cheryl Keddy Scott
 - G-35: Copyright Provisions Stacy Veld
 - G-31: Aboriginal-Voluntary, Confidential Aboriginal Student Self-Identification JoAnna Roberto
 - E-11: Equity and Inclusive Education..... John Dickson
 - I-01: Guidelines for Retirement/Resignation Dates for Teachers Lora Courtois
 - I-03: Interprovincial/International Teacher Exchange Lora Courtois
 - E-02: Sexual Harassment(postponed) Jennifer Feren/Lora Courtois
 - A-02: Attendance at Board and Committee Meetings..... Jennifer Feren
 - G-05: Weapons Jennifer Feren/Helen McGregor
 - G-08: Code of Student Behaviour..... Jennifer Feren/Marian Reimer-Friesen
7. End of Year Policy Status..... Cheryl Keddy Scott
8. Adjournment

Next Meeting: Tuesday, January 16, 2018 – 5:30 p.m. – Education Centre – Grimsby/Lincoln Room

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-35
TOPIC:	COPYRIGHT PROVISION	PAGE:	Page 1 of 1
		DATE:	November 2012 June 2017
REVIEW DATE:	November 2017 June 2022	REVISED:	

1. Purpose

This policy provides guidance to District School Board of Niagara (DSBN) staff with respect to compliance with copyright provisions under the Fair Dealing Guidelines as developed by the Council of Ministers of Education Canada Copyright Consortium.

2. Policy Statement

It is the policy of the ~~District School Board of Niagara~~ DSBN to comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. The ~~District School Board~~ DSBN will communicate the *Fair Dealing Guidelines* to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the *Copyright Modernization Act*.

Legal Framework

~~Copyright Modernization Act~~

~~Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC) Copyright Consortium~~

Reference

~~Copyright Modernization Act~~

~~Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC) Copyright Consortium~~

Administrative Procedure 4-16: Copyright Provision

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-31
TOPIC:	ABORIGINAL VOLUNTARY, CONFIDENTIAL ABORIGINAL INDIGENOUS STUDENT SELF-IDENTIFICATION	PAGE:	Page 1 of 2
		DATE:	September 2011 June 2017
REVIEW	September 2012 June 2022	REVISED:	

It is the policy of the District School Board of Niagara (DSBN) to provide programs and put into place measures to support all First Nation, Métis and Inuit students. to support all First Nation, Métis and Inuit students who may be experiencing gaps in their education by putting into place measures that respond to particular needs. who may be experiencing gaps in their education by putting into place measures. All First Nation, Métis and Inuit students have the right to voluntarily self-identify so that they may receive supportive programming and instructional practices that better serve their learning needs. The first such measure in recognizing this right is to establish self-identification procedures to identify, collect and aggregate student achievement data for First Nation, Métis and Inuit students.

1. DEFINITION

Indigenous ~~Aboriginal~~ identification refers to the definition in the "Constitution Act, 1982, Section 35 (2)", in that "Aboriginal peoples" include "Indian, Inuit and Métis."

These groups include the following categories:

- First Nations students who attend provincially funded elementary or secondary schools
- Métis students who attend provincially funded elementary or secondary schools
- Inuit students who attend provincially funded elementary or secondary schools

The ~~DSBN District School Board of Niagara~~ recognizes diversity within cultures, however, families will need to choose one self-identification that is most reflective of how each student identifies.

2. RATIONALE

The learning, aspirations and potential of Indigenous ~~Aboriginal~~ students can be realized through a responsive, transparent and accountable process. This process that focuses on improved services and supports that builds on strong partnerships with Indigenous ~~Aboriginal~~ parents and their communities. Collecting student achievement data of Indigenous ~~Aboriginal~~ students allows for analysis to determine programming to meet learning needs. Continued data collection and analysis will provide information for future decision-making surrounding Indigenous ~~Aboriginal~~ student success.

3. IMPLEMENTATION

Voluntary Self-Identification data will can continue to be collected on currently enrolled students and students new to the DSBN using the ~~DSBN District School Board of Niagara Student Registration Verification~~ Forms (located in the student information database). beginning in the 2011-2012 school year.

4. FRAMEWORK GOALS

The ~~DSBN District School Board of Niagara~~ believes that all students can learn. Our mission is to be committed to student success by working together to inspire, empower, and support all learners to achieve their full potential. Our intent mission is to enable each and every student to learn effectively, to reduce achievement gaps and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation and other forms of historical marginalization.

The Voluntary, Confidential Indigenous ~~Aboriginal~~ Student Self-Identification Policy is designed to support this mission by establishing the following goals for Indigenous ~~Aboriginal~~ education within the ~~DSBN's Board's~~ jurisdiction:

- To provide high-quality learning opportunities that are responsive, flexible, and accessible to the learners.
- To continue to set high expectations for learner achievement in supported learning environments.
- To improve the retention rate of First Nation, Métis and Inuit students.
- To ensure that learners are well-prepared for participation in post-secondary studies and the world of work.
- To use achievement data from a variety of sources to determine possible gaps and areas for focused intervention.
- To promote effective, respectful working relationships and partnerships with First Nation, Métis and Inuit parents and the general First Nation, Métis and Inuit community.

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-31
TOPIC:	ABORIGINAL VOLUNTARY, CONFIDENTIAL ABORIGINAL INDIGENOUS STUDENT SELF-IDENTIFICATION	PAGE:	Page 2 of 2
		DATE:	September 2011 June 2017
REVIEW	September 2012 June 2022	REVISED:	

5. GUIDING PRINCIPLES

The ~~Aboriginal~~ Voluntary, Confidential ~~Indigenous~~ ~~Aboriginal~~ Student Self-Identification policy will ~~continue to~~ evolve as the DSN Board seeks to improve achievement and program delivery for First Nation, Métis and Inuit students. For implementation and for future refinement of this policy, the following principles will continue to guide us:

- Transparency
- Inclusivity
- Innovation
- Learner-centered
- Equity
- Responsiveness
- Collaboration
- Respect for individual privacy and dignity
- Results-oriented
- Acknowledging and reflecting on cultural diversity
- Contributing to the knowledge base through research
- Holistic health and overall well-being

6. SECURITY PROTOCOL

- a) All data will be securely stored in the confidential student information database to respect privacy and used only as a means to enhance First Nation, Métis and Inuit education programs within the District School Board of Niagara.
- b) Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Legislation governing School Boards and Ministry of Education.
- c) The information gathered will be used in the aggregate and for the purpose of developing and implementing supportive programs.
- d) Information will be communicated to EQAO and the Ministry of Education for reporting purposes by the province. Information given for this purpose will be protected by the protocols as outlined in the Education Act for EQAO and the Ministry of Education.

References

Policy D-07: Third Party Provision of Student Support Services

Policy E-09: Human Rights

Administrative Procedure 2-15: Voluntary, Confidential ~~Indigenous~~ ~~Aboriginal~~ Student Self-Identification

Administrative Procedure 4-08: Third Party Provision of Student Support Services

Administrative Procedure 5-10: Human Rights

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-11
TOPIC:	EQUITY AND INCLUSIVE EDUCATION	PAGE:	Page 1 of 6
REVIEW DATE:	June 2022 April 2017	DATE:	June 2017 April 2012
		REVISED:	

In the District School Board of Niagara (DSBN), we believe that all students can learn and our mission is to enable every student to learn effectively, to reduce achievement gaps and to improve learning outcomes for all, regardless of race, class, gender, gender identity and gender expression, ethnicity, disability, sexual orientation and other historical forms of discrimination marginalization¹.

The Board DSBN upholds the principles of respect for human rights and fundamental freedoms enshrined in the *Canadian Charter of Rights and Freedoms*, the *Constitution Act, 1982* and confirmed in the *Ontario Human Rights Code (the Code)* (the OHRC). The Board DSBN and its staff are also committed to the elimination of all types of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy, 2014* (the Strategy) and the Ontario Ministry of Education (the Ministry) Policy/Program Memorandum No. 119. The Board DSBN recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the system.

The Board DSBN is therefore committed to an equitable education system that upholds and reflects the principles of fair and inclusive education and employment which should permeate all policies, programs, practices, and operations.

The following definitions (as per Policy/Program Memorandum No. 119) are included for the purposes of this policy only.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

AREAS OF POLICY FOCUS:

The three goals of the equity and inclusive education strategy are as follows:

- shared and committed leadership by the DSBN to eliminate discrimination through the identification and removal of biases and barriers
- equity and inclusive education policies and practices to support positive learning environments that are respectful and welcoming to all
- accountability and transparency with ongoing progress demonstrated and communicated to the ministry and the community.

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014), *Ontario's Equity and Inclusive Education Strategy* (2014) and Policy/Program Memorandum No. 119 (2009) (2013) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" identify eight areas of focus for implementing equity and inclusive education.

The following Each areas of focus will be introduced and anchored by a preamble and a policy statement which will serve to guide the actions of the Board DSBN and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting:

¹ The Ontario Human Rights Code identifies the following prohibited discrimination grounds: age, ancestry, citizenship, colour, creed, disability, ethnic origin, gender identity, gender expression, marital and family status, place of origin, race, record of offences, sex, and/or sexual orientation.

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-11
TOPIC:	EQUITY AND INCLUSIVE EDUCATION	PAGE:	Page 2 of 6
REVIEW DATE:	June 2022 April 2017	DATE:	June 2017 April 2012
		REVISED:	

1. BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES**Preamble:**

Through cyclical policy reviews, the Board DSNB will ensure that its policy review cycle will result in the alignment and integration of embed the principles of equity and inclusive education, the requirements of the Code OHRC, Policy/Program No. 119 and the Strategy into all Board DSNB policies, programs, procedures, and practices. Equity and inclusive education is an integral part of DSNB's operations and Respect for the diverse perspectives of the entire school and community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to, and opportunity for, effective student engagement and achievement. The goal is to ensure that school and work environments are inclusive and welcoming and reflect the makeup of their diverse communities.

It is the Policy of the Board to:

Serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Code.

2. SHARED AND COMMITTED LEADERSHIP

The Board DSNB subscribes to an informed leadership philosophy that advocates, inspires, empowers, and supports all stakeholders to join together to implement institutional practices and behaviours that cultivate equity and inclusive education.

The Board DSNB is committed to providing informed shared leadership and mentoring to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing discriminatory biases and systemic barriers to learning. all barriers and forms of discrimination, consistent with the principles of the Code. Specifically, the DSNB will identify a contact person to liaise with the ministry and other boards to share challenges, promising practices and resources.

The Board DSNB recognizes the critical connection between student leadership and improved student achievement and will strive to include the student, parent/guardian, and community voice in the implementation of equity and inclusive education.

In accordance with the Ministry's Ontario Leadership Strategy, effective Board and school leaders the DSNB will encourage and promote the development of a collaborative environments in which participants share a commitment to approach to all dimensions of equity and inclusive education principles and practices. This collaborative approach includes and supports the active engagement, which ensures the participation of students, parents/guardians, unions, colleges and universities, service organizations and other diverse community partners.

It is the Policy of the Board to:

The DSNB will establish and maintain collaborative shared leadership relationships with diverse communities so that the perspectives and experiences of all students are recognized to help meet their needs.

3. SCHOOL-COMMUNITY RELATIONSHIPS**Preamble:**

The Board DSNB recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire school community.

The Board DSNB values the assets that all stakeholders can bring to enable each and every student to learn effectively and enhance educational opportunities for all.

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-11
TOPIC:	EQUITY AND INCLUSIVE EDUCATION	PAGE:	Page 3 of 6
		DATE:	June 2017 April 2012
REVIEW DATE:	June 2022 April 2017	REVISED:	

The Board DSBN is committed to the maintenance, development, and expansion, and review of partnerships, structures & committees to help ensure that they reflect the principles of equity and inclusive education. with parents/guardians and diverse communities and their respective community support services that sustain system and school improvement. The DSBN will continue to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and organizations. The DSBN will draw upon the expertise of their partners to explore innovative ways of sharing resources that can help them meet the diverse needs of their students and provide new and relevant learning opportunities.

The Board DSBN will undertake to identify, examine, and remove barriers that exist which may inhibit full participatory school-community relations.

It is the Policy of the Board to:

The DSBN will establish, maintain, and strengthen collaborative relationships with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

Students need to feel engaged in and empowered by what they are learning, supported by teachers and staff, and welcome in their learning environment. To this end, the DSBN will use inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of all students and the learning pathways that they are taking. The DSBN will provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures and perspectives. Students will also be able to see themselves represented in curriculum, programs, and culture of the school.

The DSBN will draw upon strategies that have been shown by the evidence to support student success and reduce achievement gaps. These include reviewing resources, instruction, and assessment and evaluation practices to identify and eliminate stereotypes, discriminatory biases, and systemic barriers. For example, schools will make use of differentiated instruction, which takes into account the backgrounds and experiences of students in order to respond to their individual interests, aptitudes, and learning needs.

In order to help ensure that assessment and evaluation are valid and reliable and lead to improvement of student learning, teachers must use assessment and evaluation strategies outlined in the assessment and evaluation section of the curriculum policy documents. Assessment tasks must be designed to ensure consistency of standards, and any discriminatory biases in the way students' work is assessed and evaluated should be identified and addressed.

Preamble:

When we consider inclusive curriculum and assessment practices, we need to consider both the "how" and the "what". What we bring to students in terms of content is as important as the way it is delivered. We must consider both what is included and what is excluded, as it is known that our students learn both the explicit and underlying curricula. Both in its content and methodology, inclusive curriculum seeks to recognize and affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

Providing opportunities for assessment, evaluation, and reporting practices and procedures must be fair, transparent, and equitable for all students as essential components of an inclusive curriculum. Multiple opportunities for assessment allows for student learning and accuracy of instruction and varied opportunities for students to demonstrate learning. Effective evaluation includes researched best practices that truly reflect the current and consistent level of achievement of the student. A student's understanding of assessment and evaluation practices increases the depth of understanding and learning.

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-11
TOPIC:	EQUITY AND INCLUSIVE EDUCATION	PAGE:	Page 4 of 6
		DATE:	June 2017 April 2012
REVIEW DATE:	June 2022 April 2017	REVISED:	

It is the Policy of the Board to:

~~Implement an inclusive curriculum based on Ministry of Education curriculum guidelines and to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.~~

5. RELIGIOUS ACCOMMODATION**Preamble**

The DSBN recognizes and values the religious diversity within its community and is committed to providing a safe, respectful and equitable environment for all, free from all forms of discriminatory or harassing behaviour, including those based on religion.

Freedom of religion is an individual right and a collective responsibility. The DSBN and the community it serves must work together to foster an inclusive learning environment that promotes acceptance and protects religious freedom for all individuals. While the DSBN and its staff will take all reasonable steps to ensure freedom of religion and religious practices, it is expected that students, their families, and DSBN staff will help the DSBN to understand their religious needs and will work with the DSBN to determine appropriate and reasonable accommodations.

It is the Policy of the Board to:

~~Acknowledge each individual's right to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behavior. The Board is committed to taking all reasonable steps to provide religious accommodations to staff and students.~~

As part of its equity and inclusive education policy and implementation plan, the DSBN has developed and implemented a religious accommodation guideline in keeping with the ~~Code~~ OHRC.² Through cyclical review, The DSBN Religious Accommodation Guidelines are updated in accordance with the ~~Code~~ OHRC and the requirements stated in Policy/Program Memorandum No. 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools", and in sections 27-29 ("Religion in Schools") of Regulation 298. Accordingly, the DSBN will use its Religious Accommodation Guidelines when providing religious accommodation for students and staff.

6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

The DSBN is committed to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment. DSBN ~~Board~~ mechanisms work towards the eradication of discrimination and harassment with the purpose of enhancing public confidence in the ~~Board's~~ DSBN's response to claims of discrimination of any kind.

The DSBN's policy on equity and inclusive education is designed to foster a positive school climate that is free from discriminatory or harassing behavior. A positive and inclusive climate is one where all members of the school community feel safe, included, welcomed, and accepted. The principles of equity and inclusive education support a whole-school approach to foster positive student behavior. These principles must also be applied in progressive discipline, particularly when it is necessary to take into account mitigating and other factors.³ When relationships are founded on mutual respect, a culture of respect becomes the norm. The DSBN has put procedures in place that will

² Under the Ontario Human Rights Code, the duty to accommodate requires accommodation to the point of undue hardship. For further details, see Ontario Human Rights Commission, *Policy on Creed and the Accommodation of Religious Observances (1996)* *Policy on Preventing Discrimination based on Creed* (2015), available at www.ohrc.on.ca.

³ Ontario Regulation 472/07, "Suspension and Expulsion of Pupils", identifies mitigating factors and other factors that must be taken into account in individual cases.

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-11
TOPIC:	EQUITY AND INCLUSIVE EDUCATION	PAGE:	Page 5 of 6
REVIEW DATE:	June 2022 April 2017	DATE:	June 2017 April 2012
		REVISED:	

enable students and staff to report incidents of discrimination and harassment safely, and that will enable the DSBN to respond in a timely manner.

Regular school and board monitoring of school climate is essential. Monitoring through school climate surveys, as outlined in Policy/Program Memorandum No. 144, "Bullying Prevention and Intervention", can help identify inappropriate behaviours, barriers, or issues that should be addressed. Questions of equity and inclusive education are included in DSBN school climate surveys. The DSBN conducts anonymous school climate surveys of its students and staff and the parents of its students at least once every two years, in accordance with subsection 169.1(2.1) of the Education Act.

Preamble:

School climate must welcome all stakeholders and encourage active participation of parents/guardians, students and staff in ensuring that the principles of the Code and the Equity Strategy are applied in our schools. The Equity strategy requires Boards to use a range of tools, including an equity lens, reflection tools and Code principles to examine their policies, procedures and practices to address what may be discriminatory practices. Respectful school climate includes the active participation of underrepresented peoples as valued participants.

It is the Policy of the Board to:

Commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.

7. PROFESSIONAL LEARNING**Preamble:**

Professional learning increases the knowledge and skills that staff bring to the craft and science of education, and, thus, engages students in learning. Continuous professional learning and collaboration is the groundwork for positive growth, and achieving ambitious outcomes in our schools.

It is the Policy of the Board to:

The DSBN provides professional learning opportunities that are ongoing, evidence-based, and focused on positive outcomes for students, staff and school communities. The DSBN provides administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Code OHRC. Enhancing individual and collective behavior, as well as organizational and institutional practices, will help ensure that the education system is free from discrimination.

8. ACCOUNTABILITY AND TRANSPARENCY**Preamble:**

As a publicly funded education system, the Board The DSBN acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater a continued commitment to transparency and accountability, the Board DSBN, in respectful collaboration and communication with the whole school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of The Strategy Ontario's Equity and Inclusive Education Strategy.

It is the Policy of the Board to:

The DSBN assesses and monitors DSBN Assess and monitor Board progress in implementing The Strategy Ontario's Equity and Inclusive Education Strategy; to embed the principles into all Board DSBN policies, programs, guidelines and practices; and to communicate these results to the community.

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-11
TOPIC:	EQUITY AND INCLUSIVE EDUCATION	PAGE:	Page 6 of 6
		DATE:	June 2017 April 2012
REVIEW DATE:	June 2022 April 2017	REVISED:	

References

Policy E-9: Human Rights

Administrative Procedure 5-10: Human Rights: Discrimination/Harassment Complaint Process **** (not current)**Administrative Procedure 6-5: Multicultural Education **** (not current)**

Administrative Procedure 6-06: Equity and Inclusive Education Compliance Guidelines

DSBN Religious Accommodation Guidelines

Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013

*Ontario Human Rights Code**Ontario's Equity and Inclusive Education Strategy (2014)*Ontario Human Rights Commission, *Policy on Preventing Discrimination based on Creed* (2015)

Ontario's Ministry of Education Policy/Program Memorandum No. 108

Ontario's Ministry of Education Policy/Program Memorandum No. 119

Ontario's Ministry of Education Policy/program Memorandum No. 144

POLICY

SECTION:	TEACHING STAFF	POLICY:	I-1
TOPIC:	GUIDELINES FOR RETIREMENT/RESIGNATION DATES FOR TEACHERS	PAGE:	1 of 1
REVIEW DATE:	January 2017 June 2022	DATE:	January 2012 June 2017
		REVISED:	

1. RETIREMENT/RESIGNATION

The District School Board of Niagara (DSBN) believes that resignations for retirement or personal purposes are best co-ordinated with student program and learning when the retirements come at natural breaks in the school year. Requests for retirement or resignation will be granted if:

- (a) written notice is given by November 30th for retirement/resignation at the end of December (elementary);
- (b) written notice is given by November 30th for retirement/resignation at the end of Semester 1 (secondary);
- (c) written notice is given by May 1st for retirement/resignation at the end of June, July or August (both elementary and secondary).

2. SPECIAL CIRCUMSTANCES

- (a) All other dates must be recommended to the Board DSBN by the Director of Education as "special circumstances". There is no automatic approval if the notice given is less than the statutory requirement of the Employment Standards Act. Teachers should contact the appropriate Superintendent if they are contemplating retirement or resignation at a time other than those outlined in #1 above.
- (b) Please note: Teachers contemplating resignation for the purpose of remaining eligible for commuting a pension are subject to the guidelines stated above.

POLICY

SECTION:	TEACHING STAFF	POLICY:	I-3
TOPIC:	INTERPROVINCIAL/INTERNATIONAL TEACHER EXCHANGE	PAGE:	1 of 1
		DATE:	November 2011 June 2017
REVIEW DATE:	November 2016 June 2022	REVISED:	

It is the policy of the District School Board of Niagara (DSBN) to permit opportunities for professional growth of its teaching staff through a Teacher Exchange policy administered in accordance with the Administrative Procedures.

The opportunity is directed at teachers with a proven record of excellence. Applicants shall be required to fulfill expectations in the areas of qualifications, experience and a record of commitment to the District School Board of Niagara DSBN, as outlined in the Administrative Procedures. The period of exchange will last for a school year with start and end dates coinciding with the natural breaks in our school year calendar such as, start/end of semesters, holiday periods or as determined by the Board DSBN.

The Board DSBN shall pay all salary and benefits to a successful applicant in accordance with the appropriate Collective Agreement and subject to the provisions of the benefit carrier.

The successful applicant shall agree to continue active teaching employment with the District School Board of Niagara DSBN for a full year after the exchange, thus providing the opportunity to share professional growth gained during the exchange. The Board DSBN shall guarantee the successful applicant's employment with seniority rights, subject to redundancy, as outlined in the appropriate Collective Agreement, upon his/her return to the District School Board of Niagara DSBN.

Reference

Administrative Procedure 5-15: Interprovincial/International Teacher Exchange

District School Board of Niagara

POLICY

SECTION:	BOARD GOVERNANCE AND ADMINISTRATION	POLICY:	A-02
TOPIC:	ATTENDANCE AT BOARD OF TRUSTEE AND COMMITTEE MEETINGS	PAGE:	1 of 1
		DATE:	June 2017 April 2012
REVIEW DATE:	April 2017 June 2022	REVISED:	

In accordance with the *Education Act* provisions which allow the Board of Trustees to set the minimum requirements for attendance at meetings, this the Board of Trustees of the District School Board of Niagara (DSBN) supports the policy that Board of Trustees Members and sStudent tTrustee(s) shall be physically present at Regular Board of Trustees Meetings and Committee Meetings each year beginning December 1 to November 30, unless there are extenuating circumstances.

The *Education Act* also provides that if a member of the Board of Trustees absents himself or herself from three (3) consecutive regular meetings of the Board of Trustees without being authorized by resolution entered in the Board of Trustees minutes, the member vacates his/her seat.

BENEFITS OF ATTENDANCE

The District School Board of Niagara DSBN supports the concept that the holding of Board of Trustees meetings and eCommittee mMeetings where Board of Trustees Members, staff members and members of the public are physically present in the same room allows for greater ease of personal interaction, enhances meaningful discussion, facilitates the decision-making process, and simplifies the voting procedures and declarations of conflict of interest.

SPECIAL CIRCUMSTANCES - ELECTRONIC MEANS

However, the Board of Trustees recognizes that special circumstances may arise that prevent the attendance of Board of Trustees Members and sStudent tTrustee(s) from being physically present at meetings of the Board of Trustees or at committees of the Board of Trustees. In these limited special circumstances, in the interest of ensuring that a quorum is reached and providing for the maximum opportunity for participation by Board of Trustees Members and sStudent tTrustee(s), the Board of Trustees shall provide the electronic means for participation, where practical, at all Board of Trustees and eCommittee mMeetings through the establishment of telephone conference call connections in designated meeting rooms.

Permission must be granted by the Chair of the Board of Trustees to join a meeting by electronic means. Such requests would normally be made at least twenty-four hours before the scheduled meeting.

DESIGNATED ALTERNATE

In the event a Board of Trustees Member is unable to attend a eCommittee mMeeting, the Board of Trustees Member or the Committee Chair shall make every effort to find an alternate Board of Trustees Member to attend as their designated replacement and shall notify the Committee Chair of the name of the designated Board of Trustees Member. If a designate has not been named, then the Committee Chair will have the right to designate another Board of Trustees Member, and the designated replacement will have all voting privileges.

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-05
TOPIC:	WEAPONS	PAGE:	Page 1 of 1
		DATE:	June 2017 November 2014
REVIEW DATE:	November 2016 June 2022	REVISED:	

The term "weapon" has broad meaning. It includes everything from firearms and knives to commonplace objects like pen knives, laser pointers, aerosol/pump sprays and elastic bands. The design, intended use and specific circumstances will often dictate whether an object is viewed as a weapon or not.

Section 2 of the *Criminal Code of Canada* defines "weapon" as follows:

- Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not or
- Anything used or intended for use for the purpose of threatening or intimidating any person.
- Firearms are included in this definition.

The Regulations under the *Criminal Code of Canada* confirm ~~P~~prohibited weapons include such things as gas discharge devices, ~~mace~~, numchuks, throwing stars, electronic "zappers", brass knuckles, silencers, and switchblades.

1. (a) Firearms or prohibited weapons defined under the *Criminal Code of Canada* and its Regulations will not be permitted on school property or at any school sponsored event or activity.
(b) Any student who threatens to use, or is found in possession of, a firearm or prohibited weapon will face disciplinary action by the ~~Administrator~~ ~~Principal~~. Consequences may include maximum-term suspension and recommendation to the ~~DSBN Board~~ for expulsion.
(c) Police shall be involved when a student has threatened to use, or been found in possession of, a firearm or prohibited weapon.
2. If any firearm or prohibited weapon is found, ~~p~~Police ~~will~~ **must** be notified and the firearm or prohibited weapon will be turned over to the Police.
3. Disciplinary consequences regarding the threat to use or use of other weapons (excluding firearms or prohibited weapons) by students may include maximum-term suspension and recommendation to the ~~DSBN Board~~ for expulsion. Police may be involved.
4. If the ~~Administrator~~ ~~Principal~~ in their sole discretion determines that it is prudent to return certain confiscated objects (~~other than firearms and prohibited weapons~~) to the student's parent/guardian, the ~~Administrator~~ ~~Principal~~ will do so with the clear instructions to the parent/guardian that such object(s) shall not be brought to school in the future.

References

Policy G-02: Safe Schools

Policy G-308: ~~Code of Student Behaviour~~ Suspensions

Policy G-28: Student Discipline

Administrative Procedure 3-08: ~~Police Protocol~~ ~~Protocol Between Niagara Regional Police Services and District School Board of Niagara~~

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-08
TOPIC:	CODE OF STUDENT BEHAVIOUR	PAGE:	1 of 4
		DATE:	January 2012 June 2017
REVIEW	January 2017 June 2021	REVISED:	

It shall be the policy of the District School Board of Niagara (DSBN) to support and encourage the staff, students and parents in developing a school environment which is conducive to effective learning and to attitudes of mutual respect and trust and one that promotes a safe, inclusive and accepting school climate. This umbrella code of conduct is intended to provide direction to Principals Administrators as they develop a school code of conduct in consultation with parents, staff and students.

ROLES AND RESPONSIBILITIES

Students have the responsibility to learn and observe the rules of conduct and discipline. Each student is expected to contribute to the development of a positive school community which supports self discipline and a mutual regard for each other and personal property.

Parents/Guardians, as partners in the education of their children, have the responsibility to be aware of and understand the rules governing student behaviour in the school. It is expected that they will assist the school staff through their active participation in reinforcing, supporting and providing input to revisions for the school code of behaviour.

Support Staff have the responsibility to be aware of and understand the rules governing student behaviour in the school. They shall communicate and model the standards of behaviour. Support staff who work directly with students, must respond to incidents that may have a negative impact on school climate.

Teachers have the legal authority and the responsibility granted by the Education Acts and Regulations for the supervision and discipline of the students in the classroom and in other places where they are assigned by the Principal Administrator to be in charge of students. Teachers shall communicate, reinforce and model the standards of behaviour and provide input to revisions for the school code of behaviour.

Principals Administrators have the responsibility for maintaining an orderly atmosphere which is conducive to learning. Policies and procedures, in keeping with Ministry and Board Regulations, are to be made known to all teachers, support staff, students and parents/guardians. Such policies must emphasize consistency and fairness and be supported by school staff.

Superintendents of Schools have the responsibility to ensure that the Policies of the Board DSBN are administered in a fair and reasonable manner in the best interests of all members of the learning community. They must also work with the school in its attempt to maintain a positive learning environment.

DSBN The District School Board of Niagara has the responsibility for the effective application of Policy for codes of behaviour and discipline. Such a Policy should recognize the responsibilities and the rights of students, parents/guardians and staff. The Board will support Principals Administrators and staff in the implementation and application of such Policies.

GENERAL POLICY

It is the goal of the District School Board of Niagara DSBN that the discipline Policy in each school will assist the students in developing a sense of self-worth and self-control. Students who experience difficulty will be counselled by one or more of their teachers, the support staff and administration. All efforts will be made to resolve issues before they become serious problems. Parents will be involved, wherever possible and appropriate, in the school's efforts to guide and counsel their children.

Students, at all times, are expected to pursue their studies diligently, refrain from disruptive behaviour, and comply with the requests of District School Board of Niagara personnel. They are expected to exercise due consideration for the safety of themselves and others, and to exercise self discipline. Students are required to dress in a manner appropriate to the school environment, as outlined in the school's Code of Conduct.

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-08
TOPIC:	CODE OF STUDENT BEHAVIOUR	PAGE:	2 of 4
		DATE:	January 2012 June 2017
REVIEW	January 2017 June 2021	REVISED:	

These standards of behaviour apply to students whether they are on school property, on school buses or other transportation means supplied by DSBN, at school-related events or activities or in any other circumstance that could have an impact on the school climate.

The Board DSBN expects all students to observe the Policies and routines of the school they attend, to respect school property and to care adequately for texts and other materials issued to them. If school property is lost or damaged, the student and/or parent may be asked to make restitution.

All students are expected to be courteous, co-operative and respectful in their interactions with other students, with faculty and with school support staff. They shall attend classes punctually and regularly. When a student is absent, the parents will communicate the reason to the school.

Inability or failure to meet these expectations will be dealt with by the staff, in consultation with the parents when appropriate. When unacceptable behaviour occurs, the student can expect a variety of corrective actions as listed in the chart below. The intensity of the corrective action will depend upon the severity and chronic nature of the problem. Corrective actions such as those listed below will be utilized by the Administrator in conjunction with the principles in DSBN Policy G-28 (Student Discipline), which principles includes progressive discipline and consideration of mitigating factors (eg. A student's ability to control his or her behaviour). Each school will expand upon this Policy by developing Codes of Behaviour that include one or two specific examples of unacceptable behaviour and possible corrective actions the sequence of likely consequences. The Board DSBN does not support the use of corporal punishment. **Definitions, listed in alphabetical order, of possible corrective actions are outlined below.**

POSSIBLE CORRECTIVE ACTIONS	
Controlled Supervised Timetable	Is a measure by which a student is assigned to a specified area, under supervision, for a designated period of time.
Detention	The student will be asked to compensate through the performance of a specific task or through the serving of a prescribed amount of time.
Expulsion	In certain cases, the Principal Administrator, in consultation with the appropriate Supervisory Officer and the Board Lawyer, may recommend to the Board's Student Discipline Committee that a student be expelled from one or all schools of the DSBN Board.
Interview	With teacher, Vice Principal or Administrator Principal. May be informal or formal, depending upon the circumstances. Purpose may be to enlighten, educate or warn the individual concerned.
Parental Involvement	May take the form of a phone call, an interview or a letter home.
Police Involvement	May involve the laying of appropriate charges. May involve police documenting the concerns, speaking with the student(s) and parent(s)/guardian(s) involved, and/or directing the parties to community supports.
Removal of Privileges	This consequence involves the removal of services/opportunities provided by the school or DSBN Board, including cafeteria services, bus transportation, parking and extracurricular activities.
Restitution	May take the form of work, remuneration or an apology, depending upon the behavioural problem.

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-08
TOPIC:	CODE OF STUDENT BEHAVIOUR	PAGE:	3 of 4
		DATE:	January 2012 June 2017
REVIEW	January 2017 June 2021	REVISED:	

Restrictions	May take the form of limitations relating to the use of school equipment, access to specific area(s) of the school premises, interactions with particular students, or participation in school events.
Suspension	Is the removal of the student from the school premises for up to twenty (20) days, or as modified upon appeal.
Withdrawal from School	Such action is normally taken after consultation with parents and/or Special Education staff.

COMMUNICATION WITH PARENTS/GUARDIANS

The Principal Administrator shall annually notify all parents/guardians and students, in writing, of the school's code of student behaviour. These should be written in a direct, concise and easy to understand format.

References

Policy E-11: Equity and Inclusive Education Interim Policy
 Policy G-5: Weapons
 Policy G-7: Vandalism

Administrative Procedure 3-1: Safe Schools Plan
 Administrative Procedure 3-4: Completion and Submission of Violent/Major Incident Forms

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-08
TOPIC:	CODE OF STUDENT BEHAVIOUR	PAGE:	4 of 4
		DATE:	January 2012 June 2017
REVIEW	January 2017 June 2021	REVISED:	

Administrative Procedure 3-8: Police Protocol and Emergency Preparedness Program

Administrative Procedure 3-36: Student Discipline

Administrative Procedure 7-1: Empowering Educators: The Legal Rights of Educators in Maintaining Order and Discipline