



POLICY COMMITTEE

AGENDA

Tuesday, February 9, 2021

5:30 p.m. – TEAMS

Chair: Alex Bradnam

1. Welcome and Introduction
2. Approval of Agenda
3. Business Arising from the Minutes – Revised and approved Policy I-03: Policy Generating Process is attached for information purposes.
4. Correspondence referred to Policy Committee from January 26th Board meeting.....A. Bradnam/J. Feren
(correspondence received as of February 2nd, 2021 is attached and any further correspondences will be forwarded to committee members)
5. New BusinessAlex Bradnam
 - I-01: Policy - GeneralKelly Pisek
 - I-02: Policy Advisory CommitteeKelly Pisek
 - A-12: School CouncilsSimon Hancox
 - C-04: Community Planning and PartnershipStacy Veld
 - G-21: Advertising in SchoolsStacy Veld
 - D-11: Arts Program Marian Reimer-Friesen
 - G-02: Safe Schools Mike St. John
 - G-38: Complaint Resolution Policy Jennifer Feren
6. Adjournment

Next Meeting: Tuesday, May 11, 2021– 5:30 p.m. – via TEAMS

District School Board of Niagara

POLICY

SECTION:	PREAMBLE	POLICY:	i-03
TOPIC:	POLICY GENERATING PROCESS	PAGE:	1 of 1
		DATE:	November 2020
REVIEW DATE:	November 2025	REVISED:	

Recommendations for development of Policy may be initiated by a variety of sources: Trustees, students, staff, members of Senior Administration, Ministry of Education or parents/guardians and community. This may occur through individual, group or committee action. Stakeholder input into the agenda may be done through written submission to the Chair who will bring it to the agenda setting meeting.

Recommendations for Policy development will normally be channelled through the Policy Committee for consideration by the Board of Trustees. Where this is not possible or practical, due to short timelines or other constraints, the recommendation may be routed directly to the Board of Trustees and subsequently reviewed by the Policy Committee. The development or approval of some specific Policy matters (e.g., Finance, Board Governance) may be directed to other District School Board of Niagara Committees.

The Policy Committee may also review any existing Policy and recommend to the Board of Trustees reconsideration, revision, modification, deletion or any other course of action.

Whether generating or reviewing Policy, the District School Board of Niagara is committed to ensuring a learning and working environment, through inclusive programs, curriculum, services, and operations, in which everyone is treated with respect, and no one is subject to discrimination. This commitment confirms and upholds the principles enshrined in the Canadian Charter of Rights and Freedoms, the Constitution Act, 1982, the Ontario Human Rights Code ("the Code" hereafter) and the Education Act.

Correspondence received via email from Vilma Moretti

From coast to coast to coast, there have been numerous name changes of schools, streets, swimming pools and parks because those names are honouring racist people. In Port Alberni, British Colombia; A.W. Neill Elementary, in Edmonton, Alberta; Dan Knott School and Oliver School, in Regina, Saskatchewan; Dewdney Aveue, and Park and Pool, in Winnipeg, Manitoba; Wolseley Ave. and School and Cecil Rhodes School, in Toronto, Ontario; Vaughan School. Prime Minister Trudeau renamed the Langevin Block, out of respect for the Indigenous Peoples because Sir. Hector Langevin was associated with the Residential school system and in Halifax, Nova Scotia: Sir John A. MacDonald School. All of these instances were reported in newspapers such as the Globe and Mail, on television –C.B.C. Global and C.T.V. Surely, the Trustees on the District School Board of Niagara have seen at least one of the articles.

This should be a wake up call for D.S.B.N. to reconsider the name change from E.W.Farr Memorial School to Wellington Heights in Fenwick. Isn't it time for the Ministry of Education to mandate that every Board look at the names of their Schools through an anti-racist lens? We should not have to petition them to do the right thing.

The Duke of Wellington was a racist who epitomized white privilege. He is not the person that our students should look up to. Granted, he was a great commander and defeated Napoleon in the Battle of Waterloo and was Prime Minister of Britain but we cannot celebrate him when we know that he was an anti-semitic, was pro slavery and basically dismissed our Indigenous people. His values are of the past and we cannot celebrate them.

Is it any wonder that Indigenous people and people of colour are so frustrated. Is there no one listening?

“There are none so blind as those who will not see. There are none so deaf, as those who will not hear.” This is such a simple fix and what a perfect opportunity to do so.

December 05, 2020

District School Board of Niagara
191 Carlton Street
St. Catharines, ON L2R 7P4

Attention:

Director of Education & Secretary:
Warren Hoshizaki, c/o Karen Bellamy
Cheryl Morgan

Board Trustees:
Kate Baggot
Sue Barnett
Nancy Beamer
Alex Bradnam
Lora Campbell
Jonathan Fast
Elizabeth Klassen
Kevin Maves
Shannon Mitchell
Doug Newton
Dave Schaubel

Student Trustees:
Keelee Hollowell c/o A.N. Myer Secondary School
Salony Sharma c/o Westlane Secondary School
Karina Tavernese c/o Ann Gilmore, Principal
Sir Winston Churchill Secondary School

Superintendent for Pelham Schools:
Kelly Pisek c/o Jennifer Reid

Canadians everywhere have been awakened to our history, as it relates to the mistreatment of our Black and Indigenous citizens. It is reassuring that students in our schools will now have the benefit of studying these past mistakes so as never to repeat them.

Vilma Moretti, a Pelham citizen, has again raised with The District School Board of Niagara, the issue of the renaming of the former E.W. Farr Memorial School in Fenwick, Ontario. In support of her appeal of the DSBN to reconsider the name of Wellington Heights, we also request that The Superintendent, The Director, Board of Trustees, and

School Trustees revisit this matter by placing this request in the official correspondence of the Board's next meeting.

As the DSBN's student trustees serve an important role and represent the voice of students in decisions about education in Niagara, I have attached a history of the Duke of Wellington so as to educate them to the seriousness of our appeal. These school trustees keep students informed about important decisions that affect them and we hope they will have the courage to support this appeal.

The Waterloo District Board have recently adopted a motion to re-examine the names of all board schools and buildings in view of the reconciliation wanted by Canadians and implemented by our governments. We understand the DSBN's Board is establishing a new committee that will focus on inclusion and other equity issues.

Now is the time to reconsider the decision to use Wellington's name on the Fenwick School. We will not go over, yet again, the arguments against this inappropriate name; we ask that you fulfil your commitment to ***“work towards the elimination of discrimination with the purpose of enhancing public confidence in the DSBN response to claims of discrimination of any kind”***. You can do this by revisiting the school name. The Board has an opportunity now to set a fine example for its students by reconsidering its position and writing a misguided decision.

We have all the confidence that the DSBN will do so.

Sincerely,

Rosemary & Gary Chambers

Attachment: 1

OPEN LETTER TO: The District School Board of Niagara (DSBN)

This letter is in support of Vilma Moretti who has raised the issue of the name Wellington Heights for our public school in Fenwick. I request the superintendent, the Director and the Trustees revisit this matter by placing this letter in the official correspondence of the meeting of the Board on January 26, 2021

Every day since George Floyd was killed in the summer of 2020 it seems there is another monument or statue pulled down, another building or school renamed. There is a reckoning happening now for the problematic figures of the past, figures who are rooted in the history of slavery and the monuments and places built or named to honour them.

The government of Wales has put 2 monuments, 32 street names and 14 buildings/places commemorating the Duke of Wellington on a list created November 26, 2020. This list is an audit of commemorations in Wales with respect to the Slave Trade and the British Empire. The Duke of Wellington is listed in the section of people who opposed abolition of the slave trade or slavery. The authors of this audit were waiting on the publication of a book by the historian Michael Taylor for more information regarding Wellington.

Michael Taylor's book titled: **The Interest, How the British Establishment Resisted the Abolition of Slavery** has now been published. Michael Taylor is an historian of colonial slavery, the British Empire and the British Isles. The book is not yet available in Canada. I ordered and obtained a copy from the UK. Michael Taylor makes it explicitly clear that the Duke of Wellington *'was the most pro-slavery frontline politician of the day'* (Taylor, pg. 153) *'He was also the figurehead of the High Tories, the conservatives whose hostility to reform – whether parliamentary, religious, or colonial – was implacable'* (Taylor, pg. 154) and that *'slave emancipation would never happen on the watch of the High Tories'* (Taylor, pg. 161).

The Duke of Wellington's racism and biases to Catholics, Jews and non-elites were pointed out to the DSBN in 2016, the colonial failings we discussed in terms of our Indigenous people only (Treaty of Ghent). I was unaware of the Duke of Wellington's involvement with resisting the anti-slavery movements. I thought slavery was abolished in 1807 by Britain. I was wrong, slave trading was abolished Jan 01, 1808 but slavery itself was not abolished until August 01, 1834. Approximately 700,000 men, women and children remained in bondage in the West Indies (Taylor, pg.24) in 1808 and for 26 years continued to endure the horrors of beatings and flogging, murder, rape, and family separations under British rule (History of Mary Price; Taylor, pg. 41-46).

Mr. Taylor writes that while Prime Minister *'the Duke of Wellington's private papers reveal that he was working doggedly to frustrate the abolitionists'* (pg.158). In a speech *'the prime minister appeared to deny the right of parliament to pass laws for the colonies'* and *'as long as the reform of slavery was entrusted to the ministry, real progress could be delayed, perhaps indefinitely'* (pg.159).

Michael Taylor writes that *'The Dukes hostility to slave freedoms infected his views of other colonial policies. He noted in 1829 that no slave, whether male or female, ought to marry without the consent of the owner' and 'a planter who was found guilty of cruelty towards an enslaved person would not forfeit ownership of that person; but if that enslaved person could not prove an allegation of cruelty against his owner, the 'false' nature of such a complaint deserved punishment.'* (pg. 160).

I know the Board acted in good faith back in 2016 given the information provided them. They thought the children choosing the name was the most important criteria in their decision making. It's time for the adults to take charge and be on the right side of history. No matter how hard you try to spin the name, Wellington Heights Public School will be forever associated with the Duke of Wellington. DSBN students, staff, administration (teacher, principals at the time, superintendent at the time and DSBN Chair at the time who was also our trustee) all linked the Duke of Wellington to the school name Wellington Heights. Our new trustee, Nancy Beamer, has a copy of all this information so please talk to her. The principals, superintendent, trustee/Chair are all now gone and soon too will the students who chose this name as they are now finishing grade 12 but the community of Fenwick is left with a name on the wall of our public school that commemorates a man of abhorrent character.

Wellington's racist character and policies make him a poor choice for a school name whose students, alumni and school board must be firmly committed to combatting racism in all its forms.

Like the Waterloo Region District Board, the DSBN must institute a policy to examine all school names in its district, not just Wellington Heights, to ensure they meet your commitment to "work towards the elimination of discrimination with the purpose of enhancing public confidence in the DSBN response to claims of discrimination of any kind.

The most disheartening thing I've read in putting this letter together to you was a review of the Wellington Heights website under the section About Wellington Heights. I expected a description as to how the new school name *'inspired its students to reach for the heights, inspire others to reach for lofty goals, reach for excellence'* (Dale Robinson, Voice of Pelham June 7, 2017) instead I found the line "**Regardless of the school name or location**, our mission remains the same, to continue to work hard to provide a meaningful and enriching learning experience for all of our students.. (Bolding is mine).

Dr Jina Ker

OPEN LETTER TO : The District School Board of Niagara

Canadians everywhere have been awakened to our history as it relates to the mistreatment of our Black and Indigenous citizens. It is reassuring that students in our schools will now have the benefit of studying these past mistakes so as to never repeat them.

Vilma Moretti , a local Pelham citizen , has raised with the Board the issue of the renaming of the former E.W. Farr Memorial school. In support of her appeal for D.S.B.N. to reconsider the name of Wellington Heights we also request that the Superintendent , the Director and the Trustees revisit this matter by placing this request in the official correspondence of the next meeting of the Board.

The Waterloo Region District Board recently adopted a motion to re-examine the names of all board schools and buildings in view of the reconciliation wanted by Canadians and implemented by our government. We understand the Board is establishing a new committee focusing on inclusion and other equity issues.

Now is the time to reconsider the decision to use the Wellington name on the Fenwick school . We will not go over ,yet again , all the arguments against this inappropriate name ; we ask that you fulfill your commitment to "work towards the elimination of discrimination with the purpose of enhancing public confidence in the DSBN response to claims of discrimination of any kind " . You can do this by revisiting the school name.

The Board has an opportunity to set a fine example for its students by reconsidering its position and righting a misguided decision. We are confident D.S.B.N. will do so.

Keith and Marilyn Ebert

Correspondence via email

The citizens of Wainfleet have learned that we are to have a new elementary school. This new school is a combination of three existing schools. In order to avoid any future complaints regarding the name of the new school it would be advisable to refrain from naming it after an individual. Both the Provincial & Federal governments have systems for rewarding individuals for their contribution to society, and for their achievements.

The naming of Fenwick School was a mistake, the Board was not made aware of the stigma attached to the name Wellington. Wellington was famous for the battle of Waterloo, as described in most British history records, he was the hero of the campaign, however under the German/English Alliance he was greatly aided by the Prussian General Blucher. As a military general Wellington was well known for his "scorched earth" policy both in India and in the Iberian Pen. which destroyed food crops, homes and the lives of hundreds of people including children. Neither Canada or Pelham ever benefitted from Wellington.

Wainfleet taxpayers would not welcome another school named for an individual, we have already experienced the inconvenience of many road name changes in recent years. It is time to respect the wishes of many Fenwick residents who are opposed to the name Wellington.

Please acknowledge receipt of this letter and confirm that it's contents will be noted in the record of the Jan. 2021 DSBN meeting.

Thank you.

Robina M. Davis. Wainfleet.

cc. warren.hoshizaki@dsbn.org Kelly.pisek@dsbn.org
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POLICY

SECTION:	PREAMBLE	POLICY:	i-01
TOPIC:	POLICY - GENERAL	PAGE:	Page 1 of 1
		DATE:	November 2018 February 2021
REVIEW DATE:	November 2023 February 2026	REVISED:	

The ~~Board~~ District School Board of Niagara (DSBN) will establish policy in the general areas of:

- A. Board Governance and Administration
- B. Business
- C. Community Relations
- D. Educational Programs and Student Services
- E. Human Resources - General
- F. Facility Services and Operations
- G. General School Operations
- H. Support Staff
- I. Teaching Staff
- J. Transportation

All clauses of the *Education Act* and the Regulations of the Ministry of Education which apply to public elementary schools or secondary schools shall be considered as part of the governance of the ~~District School Board of Niagara~~ DSBN.

1. **DEFINITION OF POLICY**

Policy may be defined as the statement of formal guidance that provides the operational framework within which the organization functions. Policy statements help focus attention and resources on high priority issues by aligning and merging efforts to achieve the organizational vision.

2. **POLICY MANUAL AND CONTRACTUAL AGREEMENTS**

- (a) The Policy Manual shall include all policies passed by the Board of Trustees.
- (b) If there is any conflict between the collective agreements and a ~~Board~~ DSBN policy, the terms of the collective agreement(s) shall take precedence.

- 3. ~~Board~~ DSBN policies are available on the external website.

District School Board of Niagara

POLICY

SECTION:	PREAMBLE	POLICY:	i-02
TOPIC:	POLICY COMMITTEE	PAGE:	1 of 1
		DATE:	September 2015 February 2021
REVIEW DATE:	September 2020 February 2026	REVISED:	

RATIONALE

The District School Board of Niagara (DSBN) recognizes that input is valuable in the formulation of sound organizational policies. The Policy Committee shall provide access to policy input from all stakeholders including staff, students, parents, and members of the community. The DSBN Board of Trustees understand their legislative responsibility for making policy.

COMPOSITION OF COMMITTEE

1. The Policy Committee shall be a standing committee of the Board which will meet a minimum of three times per year between the months of September and June or as required.
2. The Policy Committee shall consist of five trustees.
3. Two (2) administrative resource people designated by the Director shall assist the Committee.
4. Depending on the issues to be discussed, additional resource people may be invited to the meeting if it is deemed desirable.
5. Trustees are the only voting members of the committee and will make the final decision.

CHAIR OF THE COMMITTEE

The position of Chair shall be held by a Trustee representative who will preside over the Committee and be responsible for reporting on the policies discussed at a subsequent Regular Meeting of the Board.

SETTING AGENDA

The Chair and the two resource people designated by the Director shall form an agenda committee to determine which items will be placed on the agenda for each meeting.

Annually, at the final Policy meeting policies that will be reviewed according to the cycle and any new policies will be distributed for information purposes. A three-step process will be followed to gather input from stakeholders.

THREE STEP PROCESS

1. Policies scheduled for review will be made available to stakeholders via posting on the DSBN public website and an email distribution list will be developed to alert stakeholders. This webpage will enable stakeholders to provide their input electronically on any policy within the review timeframe of 8 weeks.
2. A summary of the input shared will be presented to the Trustees at each of the Policy Committee meetings
3. At the Policy Committee meeting, after the expiration of the review timeframe, the revised Policy will be presented. Individuals or organizations may make a presentation to the Policy Committee provided they have followed the application process and been approved. Presentations will follow the Delegation ByLaws R-6–R-8-8.2 as located on the DSBN website. Following the Policy Committee meeting, a report will be presented to the Board of Trustees by the Chair of the Policy Committee.

District School Board of Niagara

POLICY

SECTION:	BOARD GOVERNANCE AND ADMINISTRATION	POLICY:	A-12
TOPIC:	SCHOOL COUNCILS	PAGE:	1 of 1
		DATE:	January 2016 February 2021
REVIEW DATE:	January 2021 February 2026	REVISED:	

The District School Board of Niagara (DSBN) is committed to encouraging a partnership with parents/guardians that will enhance the education of our students and foster increased sharing of information between schools and the community about the programs being offered in our schools. In order to facilitate these partnerships, a school(s) shall establish and maintain a School Council.

The role of the School Council is advisory in nature, focussed on forging parent/guardian/community alliances to enhance the input provided to the school on issues, thereby allowing the school to respond to its community. The Council has a major role in establishing partnerships with parents/guardians and the community for the improvement of student learning. The role of School Councils is intended to be meaningful and relevant to the local school community, developed through local consultation, and consistent with the *Education Act* and Regulations 612/00 and the constitution and by-laws of the Council. Members of the Council are encouraged to regularly participate in meetings and in activities within the school community. A person shall not receive any remuneration for serving as a member or officer of a School Council.

The DSBN has established the Parent Involvement Committee to offer support (including some assistance with expenses) to School Councils, to co-ordinate the work of School Councils and to facilitate additional communication between Councils and the DSBN.

The DSBN believes that all parents should have equal access to contribute to School Councils and the Parent Involvement Committee and every effort should be made to remove any barriers for parents to participate.

References

Policy A-08: Parent Involvement Committee
Policy B-03: Financial Accountability of School Generated Funds
Policy G-19: Fundraising/Canvassing Initiated by School
[Ministry of Education: School Councils – A Guide for Members](#)

POLICY

SECTION:	COMMUNITY RELATIONS	POLICY:	C-04
TOPIC:	COMMUNITY PLANNING AND PARTNERSHIPS	PAGE:	1 of 3
REVIEW DATE:	October 2020 February 2026	DATE:	October 2015 February 2021
		REVISED:	

The primary responsibility of the District School Board of Niagara (DSBN) is to provide quality education to students in facilities that are safe, secure and being used in an efficient manner. The DSBN also believes that co-operative and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable publically funded education system. In order to maximize the efficient use of facilities and recognize the role of partnerships, the DSBN will work with community partners to share facilities in a manner that will benefit both parties. These partnerships will not prevent the DSBN from building, renovating or closing schools or from disposing of surplus assets when required.

1. Intent

The intent of Partnerships is:

- To reduce facility operating costs
- To improve services and supports available to students
- To strengthen the relationships between the DSBN and community partners and the public
- To maximize the use of public infrastructure
- To provide a foundation for improved service delivery for communities

2. Opportunities for Facility Partnerships

Through the planning process, the DSBN conducts ongoing accommodation analysis of all schools under the DSBN's jurisdiction. This information will assist the DSBN in identifying facilities that may be suitable for partnerships with respect to use of space within existing schools or co-build opportunities when undertaking new construction or significant renovations. The analysis should include enrolment projections, school capacity, renewal needs, potential consolidations, construction or renovations. Facility Partnerships are distinguished from Community Use of Schools in that Facility Partnerships allow the DSBN to enter into agreements that grant partners exclusive use of underutilized space within an identified school, potentially during instructional hours, whereas Community Use of Schools allows rental of space, outside of instructional hours, that is otherwise required for the DSBN's purposes.

It is the role and responsibility of school boards to determine what facilities are suitable and not suitable for partnerships, what entities are suitable and not suitable partners, and when to enter into a partnership.

3. Criteria for Partnerships

The DSBN considers the value of the partnerships to students when applying the following criteria in approving partnerships:

- The health and safety of students must be protected
- Partnerships must be appropriate for the school setting
- Partnerships must not compromise the student achievement strategy
- Entities providing competing education services such as tutoring services, JK–12 private schools or private colleges, and credit offering entities that are not government funded, are not eligible partners

4. Co-building Opportunities

New schools, additions and significant renovations may be considered as opportunities for partnerships. The DSBN will notify potential partners of opportunities to partner 1 to 3 years prior to the potential construction start date. The DSBN does not have to have a funding source or Ministry approval to solicit partners for co-building opportunities but partnership agreements will not be finalized until both the DSBN and the partners have an approved source of funding. The DSBN encourages community partners to provide notification to the DSBN when community partners have proposals or plans to build their own new facilities.

POLICY

SECTION:	COMMUNITY RELATIONS	POLICY:	C-04
TOPIC:	COMMUNITY PLANNING AND PARTNERSHIPS	PAGE:	2 of 3
REVIEW DATE:	October 2020 February 2026	DATE:	October 2015 February 2021
		REVISED:	

5. Underutilized Space Versus Surplus Space

If the space is both suitable for partnerships and is available for the long-term, the DSBN will consider whether the space should be declared surplus and circulated for lease through Ontario Regulation 444/98.

If the space is suitable for partnerships but is not declared as surplus to the DSBN's needs by the Board of Trustees, the DSBN will follow the notification process outlined in this policy.

6. Factors to Consider When Determining Suitability of Underutilized Space

- a) 65% utilized or less for two years
- b) Ability to identify and create a distinct and contiguous space within the facility, separate from the students
- c) The space is not required for DSBN programming or other uses
- d) The safety and security of students is not compromised
- e) Configuration of facility will allow appropriate access to the space without disturbing students
- f) Suitable parking
- g) Site use restrictions, zoning restrictions
- h) Facility condition
- i) Other criteria as appropriate

Using the above criteria schools will be identified that may be suitable for partnership opportunities. The Superintendent of Business Services or designate will prepare a report for the Finance Committee identifying a list of schools that have suitable space for partnership opportunities.

7. Notification Process

The DSBN will post information on the DSBN external website regarding their intention to build new schools or to undertake significant renovations as well as information regarding unused space in an open and operating facility that is available for partnership opportunities. This information will be updated annually.

The DSBN will post ~~the name and~~ contact information of the ~~department and/or~~ staff member at the DSBN who will respond to questions regarding partnerships throughout the year.

The DSBN will also notify the entities listed in Ontario Regulation 444/98 of the facilities that may be suitable for partnerships, including:

- Co-terminus school boards
- Local municipalities
- Region of Niagara
- Niagara College
- Brock University
- Provincial and federal governments
- Existing child care operators
- Applicable District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s)
- Applicable Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres
- Other entities as requested

The DSBN will hold a public meeting ~~and/or~~ ~~make a public announcement~~ at least once a year to discuss potential partnership opportunities with the community. Additional staff-level meetings may be held to discuss additional information with relevant entities. Entities on the notification list and the general public will be notified about the public meeting.

POLICY

SECTION:	COMMUNITY RELATIONS	POLICY:	C-04
TOPIC:	COMMUNITY PLANNING AND PARTNERSHIPS	PAGE:	3 of 3
REVIEW DATE:	October 2020 February 2026	DATE:	October 2015 February 2021
		REVISED:	

When inviting entities on the notification list to the annual meeting, the DSBN will request that organizations prepare to bring relevant planning information, including but not limited to:

- Population projections
- Growth plans
- Community needs
- Land-use and green space/park requirements

Those that are interested in being on the Notification List to discuss potential partnership opportunities or co-building are encouraged to contact the DSBN's ~~Community Outreach Coordinator~~ Manager of Operational Service Excellence and Community Partnerships directly rather than waiting for the annual public meeting to present their ideas. Contact information will be posted on the DSBN website and provided through any advertisements.

8. Partnership Proposals

Entities who are interested in submitting proposals for the use of underutilized space in existing facilities or co-building opportunities can contact the DSBN's ~~Community Outreach Coordinator~~ Manager of Operational Service Excellence and Community Partnerships.

9. Selection of Partnership Proposals

Partnerships will be evaluated based on how well the proposal meets the Criteria for Partnerships (section 3 of the policy). The DSBN will have full discretion when evaluating and selecting partners. Before being approved potential partners must:

- Provide financial statements showing financial viability of their organization
- Agree to operate in accordance with DSBN policies
- Be willing to enter into a lease or joint-use/partnership agreement
- Present proof of criminal background checks for staff working within the school

10. Costs

The DSBN will not incur any additional costs to support partnerships. On a cost recovery basis, the fees charged to partners should cover the operations and capital costs. It is the responsibility of the partner to bear the costs of any renovations to make the space suitable for the partnership. In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint use or shared space.

11. Agreements

The DSBN will provide clear instructions to potential partners regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or lack thereof, of DSBN policies including accessibility and inclusiveness.

The successful partner is expected to enter into agreements for the use of space within DSBN facilities. The DSBN will ensure that all legal agreements respect the *Education Act* and protect the rights of the school board. Agreements may contain clauses regarding, but not limited to the following:

- Term of the agreement
- Cost sharing
- Use of the leased premises
- Hours of operation
- Maintenance
- Improvements or alterations to the building
- Insurance/liability
- Mediation in the event of conflict
- Terms of termination
- Other clauses as deemed applicable
- Duties and responsibilities of the parties

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-21
TOPIC:	ADVERTISING IN SCHOOLS	PAGE:	1 of 1
		DATE:	March 2016 February 2021
REVIEW	March 2021 February 2026	REVISED:	

The District School Board of Niagara (DSBN) is committed to student success by working together to inspire, empower, and support all learners to achieve their full potential. To maintain our educational environments, it is important that exposure to advertising within in-person or virtual school settings is carefully considered.

The District School Board of Niagara (DSBN) recognizes that its primary responsibility is to provide quality education to students. As such, it is acknowledged that exposure to advertising within the school setting requires careful consideration. The purpose of this Policy is to provide a framework which outlines the type of advertising that may be appropriate for and/or make a positive contribution to school settings.

1. No person, business or organization shall be permitted to advertise, distribute, promote, offer for sale or sell, directly or indirectly, any product, activity or service to students in a school either in-person or virtually or on the school property without permission from the School Administrator(s) and the Area Superintendent. normally in consultation with the School Council. These consultations are to ensure that students are not unnecessarily exposed to commercial advertising.
2. Materials approved for advertising or distribution will be in keeping with the DSBN's strategic plan and Mission and Value Statements and will not be in contravention of any DSBN Policy. The School Administrator(s) shall ensure that students are not unnecessarily exposed to commercial advertising.
3. Fees shall be charged, or goods/services in kind received, for commercial advertisements.
4. A written advertising contract between the school and the advertiser shall be prepared for each type of advertisement.
5. From time to time, direction may be given to the system by the Director of Education or designate in respect to DSBN-wide approvals or cautions about particular advertising.
6. Items that may be considered advertisements but are acquired and physically placed in schools through the DSBN's official procurement process are administered through Purchasing Services. These Such items are governed by the terms of procurement contracts and are therefore exempt from the terms of this policy (e.g., beverage and snack vending machines).
7. Should a School Administrator(s) have any questions about the administration, operation or implementation of this Policy, the School Administrator(s) shall contact his/her Area Superintendent.

References

POLICY

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	D-11
TOPIC:	ARTS PROGRAM	PAGE:	Page 1 of 1
		DATE:	March 2016
REVIEW DATE:	March 2021 March 2026	REVISED:	March 2021

It is the goal of the District School Board of Niagara's (DSBN) Arts Program to make the Arts integral to the complete education of every child. Students will have the opportunity to receive a balanced, culturally relevant, inclusive and comprehensive Arts Program which supports the development of communication, leadership, creativity, and critical thinking.

It is the policy of the DSBN to provide comprehensive education in the Arts according, yet not limited, to current Ministry of Education curriculum standards. Through the arts, respect and knowledge an appreciation and understanding of a variety of cultures will be fostered.

The DSBN supports, through a variety of means, comprehensive personal and professional development in the Arts for teachers. The DSBN is committed to assisting teachers with Arts Programs and to providing leadership in the development, implementation, maintenance, and review of Arts Programs.

Curricular Program

The DSBN supports an Arts education that provides every student with the opportunity to participate in a wide variety of artistic explorations, investigations, and expressions. The curriculum areas are: Dance, Drama, Instrumental Music, Vocal Music, Visual Arts, and Media Arts. In the Elementary School Arts Program, students are taught aspects of each Arts strand. As students advance through the Secondary School Arts Program, areas of specialization may be available.

Co-curricular Program

The DSBN recognizes the value of including Arts performances and exhibitions in the culture of each school. Involvement of students individually or as members of a group in co-curricular Arts activities at the school and district level is encouraged. The purpose of the Arts Program is to develop within the students an appreciation for, and an interest in, the Arts which will foster their personal growth and development.

Community Partnerships

The DSBN endorses visits to arts venues, linking the learning process in schools with arts organizations in the community, and involving professional artists to complement and enrich school programs. The DSBN encourages the schools and students of the DSBN to interact with the local communities by providing exhibitions and performances at suitable venues.

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-02
TOPIC:	SAFE SCHOOLS	PAGE:	1 of 1
REVIEW DATE:	January 2021 February 2026	DATE:	January 2016 February 2026
		REVISED:	

It is the policy of the District School Board of Niagara (DSBN) to foster and maintain a safe environment for its students, staff and community through the implementation of effective measures to ensure safety and security in schools and at school sponsored events.

The DSBN will act to achieve safe and secure schools through such means as:

- a) ~~Promoting~~ Encouraging mutual well-being affirming healthy and respectful relationships throughout the whole school community and encouraging positive attitudes that develop in students the skills and knowledge necessary to foster and maintain healthy and respectful relationships in a safe, inclusive and accepting learning environment.
 - b) Creating conditions where students feel valued and safe and have a sense of well-being and belonging to the school community.
 - well-being
 - a)c) Establishing and implementing procedures designed to encourage a positive school climate.
 - b)d) ~~Implementing~~ Employing strategies that address the to prevention and impact of inappropriate behaviour, as well as identifying identifying and provideing support for students at risk of being bullies and/or victims.
 - e)e) Collaboratively promoting positive student behaviour through a code of conduct ~~Ensuring the establishment of a code of behaviour.~~
 - d)f) Establishing procedures to be followed by staff in situations involving serious violent incidents and the aftermath impact of such incidents.
 - g) Addressing inappropriate behaviour through progressive discipline that acknowledges individual student identities, considers all mitigating factors, contributes to the restoration of healthy and respectful relationships, and is in accordance with provincial and federal legislation, the Education Act and DSBN Policy.
- ~~Applying immediate consequences through fair and consistent disciplinary action in response to inappropriate behaviour in accordance with provincial and federal legislation, the Education Act and DSBN Policy.~~
- e)h) Ensuring appropriate support and staff development and support for those staff involved in the administration of this Policy.
 - (h) Ensuring that each school develops a safe school plan.

References

Policy C-01: Community Use of Schools - General
 Policy G-04: Trespass
 Policy G-05: Weapons
 Policy G-08: DSBN Code of Conduct for Schools ~~Code of Student Behaviour~~
 Policy G-28: Student Discipline
 Policy G-29: Bullying Prevention and Intervention

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-38
TOPIC:	COMPLAINTS RESOLUTION POLICY	PAGE:	Page 1 of 3
REVIEW DATE:	October 2020 February 2026	DATE:	October 2015 February 2021
		REVISED:	

The District School Board of Niagara (DSBN) is committed to encouraging a strong relationship with parents/guardians, students and community. The DSBN is committed to addressing public concerns in a fair, respectful and effective manner.

GENERAL INQUIRIES

In the normal course of business, the DSBN receives inquiries, questions and/or concerns via the DSBN reception, letters, or email ~~format~~ and social media. These inquiries, questions and/or concerns are redirected to [the](#) appropriate ~~departments and/or~~ supervisor who will then respond to the inquiry or facilitate a resolution or routinely disclose the information. In addition, the supervisor may also access and consult with central resources as part of the resolution process, including the equity and inclusion team and other departments such as human resources, facility services, legal services and information technology.

DEFINITION OF A COMPLAINT

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

Anonymous or pseudonymous complaints or material, unless it is believed that such complaint or material references an illegal, abusive or protection matter, or is otherwise believed to be relevant in law will not be considered, copied, distributed, repeated, responded to or entertained by the ~~Board~~ DSBN. In consultation with the appropriate Superintendent, anonymous or pseudonymous complaints or material of an illegal, abusive or protection matter will be referred to the appropriate party or parties such as the police and/or Family and Children Services. Anonymous or pseudonymous written complaints received by staff, excluding those which it is believed refer to an illegal, abusive or protection matter will be shredded.

PROCESSING OF COMPLAINT

Complaints will not be processed, where the complainants are members of the public who have had a recent opportunity to comment on a Board ~~of Trustee's~~ decision or a similar complaint by the individual has already been processed, or where another process is in place to hear complaints, such as public meetings.

Complainants, who persist in opposing rules, routines and functions of a school or the ~~Board~~ DSBN, to the point of complaints being malicious, frivolous, vexatious or harassing of ~~employees~~ staff, will be advised that such action will not be condoned or tolerated.

PROCESS FOR RESOLVING COMPLAINTS OF PARENT(S)/GUARDIAN(S) ON SCHOOL BASED MATTERS

From time to time, a parent/guardian may contact the Education Centre or Trustees for further discussion relating to [a](#) school issue. A parent/guardian should be directed to follow the process outlined below in the hope that the issue can be resolved at the school level. In order to assist individual complainants regarding the appropriate process, it is important to listen to see if the question relates to a classroom concern, a school-wide concern, or district wide ~~Board~~ DSBN concern.

If a parent/guardian has a concern about a school matter, the following steps (which may require one or more meetings at each step) should be followed [by the parent/guardian](#):

Step 1: Review of the issue with the student's Teacher

Step 2: Review of the issue by the School Administrator(s)

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-38
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Step 3: Review of the issue by the Superintendent of Education

Step 4: Review of the issue by the Director of Education or Designate

Representative of the Parent(s)/Guardian(s):

From time to time, a parent/guardian may believe or feel that they need support in order that they can adequately address their child's interests. This support may be necessary while the parent/guardian is attending meetings with the staff employed by the ~~Board~~DSBN.

A parent/guardian has the right to have a representative of their choosing in attendance at meetings with staff, subject to any limitations established in administrative procedures except where there may be a conflict of interest or as noted below. Any costs/expenses associated with such a representative are the responsibility of the parent/guardian.

Principals, staff and the parent/guardian will be notified in advance of a meeting as to who is anticipated to be in attendance.

A representative supporting the parent/guardian must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parent/guardian and staff.

Matters that should not be discussed with Staff

Although the subject matter of meetings between parent/guardian and staff (including meetings at which a representative or a parent/guardian is present) may be fairly broad, these meetings will generally relate to the education of the parent's/guardian's student at the school in question. However, there are certain matters that staff are unable to discuss with the parent or guardian.

Such matters that cannot be discussed include, for example, personal details or disciplinary measures concerning other students, and personal details related to staff or performance issues related to staff.

In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parent's/guardian's student at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or personal details about staff or issues relating to staff performance.

Role of Trustees

A parent or guardian may contact Trustees at any time. Trustees will facilitate the communication process between the parent/guardian and the appropriate staff and provide information and direction. Trustees shall direct the parent or guardian to the process which should be followed in resolving any concerns or to the appropriate person or step in the process (dependent on the steps the parent/guardian has already undertaken to resolve the concerns at the time the Trustee is contacted) but shall not act as a representative of the parent or guardian.

Members of the public may contact Trustees for further discussion relating to other types of issues and decisions of the Board of Trustees. Trustees will then contact the Chair of the Board, Vice Chair, or the Director of Education in order to facilitate further discussion of the issue.

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-38
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Role of School Councils

School councils are not forums to discuss individual parent/guardian-teacher-student issues. Any of these matters brought to a school council member or any school council meeting will be referred immediately to the ~~principal~~school Administrator.

APPEAL TO THE BOARD OF TRUSTEES: DELEGATIONS

If not satisfied with the outcome of the above complaint process, individual complainants may also make a written request to the Chair of the Board to make a delegation to the Board of Trustees. Any approved delegation will be conducted in accordance with DSNB Board By-Laws and Procedures on Delegations and depending on the nature of the issue may be dealt with at an in camera private session or in the open Board meeting.

References:

Policy D-09: Framework for the Provision of Special Education Services
 Policy D-12: Home Use of Equipment Purchased Through the Special Equipment Amount (SEA)
 Policy D-13: Applied Behaviour Analysis
 Policy E-09: Human Rights
 Policy G-02: Safe Schools
 Policy G-13: Use of Physical Intervention with Students
 Policy G-15: Student Medical Information
 Policy G-16: Administering Emergency Health Services to Students
 Policy G-17: Provision of Health Support Services to Students
 Policy G-28: Student Discipline
 Policy J-01: Transportation Policy