

TUESDAY, NOVEMBER 16, 2021

Public Session: 5:30 P.M. – Virtual Meeting

AGENDA

A. WELCOME

A. Bradnam

B. APPROVAL OF THE AGENDA

A. Bradnam

C. BUSINESS ARISING FROM THE MINUTES

A. Bradnam

D. NEW BUSINESS:

- 1. A-11: Flag Protocol**
Recommended Motion
“That Policy A-11: Flag Protocol be deferred to the February 8, 2022 Policy Committee Meeting”
- 2. B-09: Privacy Management**
Jennifer Feren
- 3. E-03: Health and Safety**
Stacy Veld
- 4. E-15: Workplace Violence and Harassment Prevention**
Stacy Veld
- 5. E-11: Equity and Inclusive Education**
Kelly Pisek
- 6. NEW – G-09: Anti-Sex Trafficking – Keeping Students Safe**
Mike St. John
- 7. G-40: Supporting Students with Prevalent Medical Health Conditions**
Mike St. John

E. FUTURE AGENDA ITEMS

K. Pisek

- 1. A-18: Environmental Sustainability**

E. ADJOURNMENT

Next Meeting: Tuesday February 8, 2022 @ 5:30 P.M.

District School Board of Niagara

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	B-09
TOPIC:	Privacy Management	PAGE:	1 of 2
		DATE:	March 2017 November 2021
REVIEW DATE:	March 2022 November 2026	REVISED:	

It is the policy of District School Board of Niagara (DSBN) to collect, access, use, retain, correct and disclose personal information in the course of meeting its statutory duties and responsibilities. The DSBN is committed to the protection of privacy for DSBN students and staff, and complies with all applicable provisions in the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), the *Personal Health Information Protection Act* (PHIPA), and any other applicable legislation.

The protection of personal information held by the DSBN is guided by the principles contained in the [Ontario School Board Privacy Standard](#). These principles include accountability and responsibility; specified purpose; consent; limiting collection; limiting use, retention and disclosure, accuracy of information collection; safeguards; openness and transparency; access and correction; and compliance.

In accordance with MFIPPA, the DSBN designates the Director of Education as head for the purposes of MFIPPA. The Director of Education will delegate the duties under MFIPPA to the Board Lawyer as the Freedom of Information Coordinator, including to:

- a) Receive all formal requests for information under MFIPPA;
- b) Retrieve and review DSBN records in response to formal requests and/or delegate responses as appropriate;
- c) Prepare correspondence related to notification and access, including tracking of requests, and an estimate of costs to access information;
- d) Prepare DSBN records for access, including severing of personal information where required under MFIPPA;
- e) Oversee the administration of fees made under MFIPPA, in cooperation with the Finance Department;
- f) Prepare the DSBN's annual MFIPPA and PHIPA Statistical Reports to the Information and Privacy Commissioner, in cooperation with other DSBN staff as appropriate; and
- g) Assist with staff training related to implementation of the legislation.

Definitions

“Personal Information”, as defined in MFIPPA (s. 2), means recorded information about an identifiable individual, including,

- a) information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,
- b) information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,
- c) any identifying number, symbol or other particular assigned to the individual,
- d) the address, telephone number, fingerprints or blood type of the individual,
- e) the personal opinions or views of the individual except if they relate to another individual,
- f) correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,
- g) the views or opinions of another individual about the individual, and
- h) the individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.

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“Personal Health Information”, as defined in PHIPA (s. 4), means identifying information about an individual in oral or recorded form, if the information,

- a) relates to the physical or mental health of the individual, including information that consists of the health history of the individual's family,
- b) relates to the providing of health care to the individual, including the identification of a person as a provider of health care to the individual,
- c) is a plan of service within the meaning of the *Home Care and Community Services Act, 1994* for the individual,
- d) relates to payments or eligibility for health care, or eligibility for coverage for health care, in respect of the individual,
- e) relates to the donation by the individual of any body part or bodily substance of the individual or is derived from the testing or examination of any such body part or bodily substance,
- f) is the individual's health number, or,
- g) identifies an individual's substitute decision-maker.

“Health Information Custodian” (HIC) is defined in PHIPA (s.3), as a person or organization who has custody or control of personal health information as a result of or in connection with performing the person's or organization's powers or duties.

“Health Care Practitioner” as defined in PHIPA (s.2), includes a person who is:

- a) a member of a health profession within the meaning of the *Regulated Health Professions Act, 1991*, and who provides health care; or,
- b) a member of the Ontario College of Social Workers and Social Service Workers and who provides health care.

All records created by DSBN staff in the course of business or related to DSBN business are the property of the DSBN. Under PHIPA (s. 8), this equally applies to the records of DSBN employees who are also HICs under PHIPA as the records in the custody or under the control of HIC employed by the DSBN are subject to the access and correction provisions of MFIPPA.

References

Policy B-08: Records Management Policy

Policy G-15: Student Medical Information

~~DSBN Directory of Records~~

~~DSBN Records Retention and Classification Schedule~~

~~Ontario School Board Privacy Standard Privacy and Information Management Standard~~

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-03
TOPIC:	HEALTH AND SAFETY	PAGE:	Page 1 of 1
		DATE:	November 2020 November 2021
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The District School Board of Niagara (DSBN) is committed to the health and safety of all its employees, by protecting all employees from workplace injury or occupational illness. All supervisors and workers must be dedicated to sharing the responsibility of reducing the risk of injury and illness by working in compliance with the law and with work practices and procedures established by the DSBN.

The DSBN shall:

1. Establish a Multi-Workplace Joint Health and Safety Committee (MWJHSC) consistent with terms of the Ontario Occupational Health and Safety Act and the DSBN MWJHSC Terms of Reference.
2. Make every reasonable effort to ensure that all administrators/supervisors know their responsibilities as described in the Occupational Health and Safety Act, and regulations thereunder, the DSBN MWJHSC Terms of Reference and this policy.

All supervisors* must:

- a) Maintain safe and healthy work conditions for staff under their authority.
- b) Ensure that staff work in accordance with safe work practices and procedures.
- c) Correct unsafe or unhealthy conditions and acts by initiating appropriate corrective action.
- d) Report and investigate all accidents/incidents.
- e) Instill safety awareness in workers through education and training.

* NOTE: A supervisor, as defined by the Occupational Health and Safety Act, Section 1. (1) means a person who has charge of a workplace or authority over a worker. A supervisor will be held accountable for the health and safety of the employees under their authority. Supervisors are responsible for ensuring that the workplace is safe and that employees work in compliance with established safe work practices and procedures.

3. Make every reasonable effort to ensure that all staff know their responsibilities as described in the Occupational Health and Safety Act, the DSBN MWJHSC Terms of Reference and this policy.

All staff must:

- a) Follow safe work procedures and practices.
- b) Use protective equipment supplied.
- c) Report any work-related illness or injury immediately to their supervisor.
- d) Report all unsafe and unhealthy acts and conditions to their supervisor.
- e) Complete appropriate training in their specific work tasks to protect their health and safety.

References

Policy E-15: Workplace Violence and Harassment Prevention
 Health and Safety Act (OHS) Workplace Harassment
 MWJHSC Terms of Reference

POLICY

SECTION:	HUMAN RESOURCES	POLICY:	E-15
TOPIC:	WORKPLACE VIOLENCE AND HARASSMENT PREVENTION	PAGE:	Page 1 of 2
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The District School Board of Niagara (DSBN) is committed to the prevention of workplace violence and harassment and to ensure the health and safety and dignity of all employees and workers in its workplace. Any threats or acts of violence or harassment by or against employees or workers or the public are unacceptable and will not be tolerated. This includes situations where an employee may be exposed to domestic violence while at work. The DSBN will take steps required to protect their workers from workplace violence from all sources. To better understand workplace violence and workplace harassment, the definitions are listed below:

Workplace violence:

- (a) Is the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- (b) Is an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.
- (c) Is a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Workplace harassment:

- (a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- (b) workplace sexual harassment.

Workplace sexual harassment:

- (a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

This policy is not intended to limit or constrain the reasonable exercise of management functions in the workplace. Reasonable action or conduct by an employer, manager or supervisor that is part of his or her normal work function would not normally be considered workplace harassment.

This policy recognizes that workplace violence and harassment may occur between co-workers, workers and members of the school community and workers and strangers. This policy applies to all workplace activities that occur both at and away from the workplace. Every individual at DSBN has responsibilities to ensure a healthy, safe and respectful work environment. Everyone is expected to uphold this policy and to work together to prevent workplace violence and harassment.

The DSBN will ensure this policy and the resolution process are implemented and maintained and that workers and supervisors have the appropriate information and instruction to protect them from violence and harassment in the workplace.

All workers will adhere to this policy and the resolution process. School Administrator(s)/Supervisors are responsible for ensuring that measures and procedures are followed by workers and that workers have the appropriate information they need to protect themselves.

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Every worker must work in compliance with this policy and the resolution process. All workers are encouraged to raise any concerns about workplace violence and harassment and to report any violent incidents, threats of violence and workplace harassment as defined above immediately.

The DSBN will investigate and deal with all incidents and complaints of workplace violence and harassment in a fair and timely manner, respecting the privacy of all concerned as much as possible.

Student to Staff

Harassment and risks of workplace violence that may arise because of student behavior towards employees and workers will be dealt with under the Safe Schools legislation.

This policy must be reviewed at least annually.

POLICY

SECTION:	HUMAN RESOURCES – GENERAL SCHOOL OPERATIONS	POLICY:	G-03-E-11
TOPIC:	EQUITY AND INCLUSIVE EDUCATION	PAGE:	Page 1 of 6
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~~The~~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,~~ believes that diversity is a source of strength and innovation, and our schools embrace and appreciate the values, identities and lived experiences of students. DSBN is committed to creating a learning and working environment that is free of discrimination and harassment regardless of race, class, gender, gender identity and gender expression, ethnicity, disability, sexual orientation and other forms of discrimination¹.

Guided by the principles enshrined in the Canadian Charter of Rights and Freedoms, the Constitution Act (1982), the Ontario Human Rights Code (the Code), and as outlined in PPM No. 119 (2013), the DSBN and its staff are committed to the elimination of discrimination as outlined in the Ontario's Equity and Inclusive Education Strategy (the Strategy).

Creating a culture of transformative and impactful change requires a collective commitment to disrupting the status quo, engaging in courageous conversations on equity and designing new pathways to achieving equitable outcomes for all students. The DSBN stands behind an inclusive design that uses an asset-based lens of students, and is anchored in anti-oppression, anti-racism and human rights. This inclusive framework involves:

- Continuing to grow in our knowledge about the systems and structures that create and sustain racism, oppression and exclusion,
- Collectively taking action to revisit and re-evaluate our practices through an anti-oppression, anti-bias and anti-racism lens,
- Creating the conditions to ensure every child, regardless of their social identity, is challenged to reach high standards,
- Embedding culturally and historically relevant content so students see themselves reflected in the curriculum.

~~The 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 OHRC). The 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 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 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 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.~~

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.

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Anti-Racism: Anti-racism is a process of actively identifying and opposing racism. The goal of anti-racism is to disrupt racism and actively change the policies, behaviours, and beliefs that perpetuate racist ideas and actions at the individual, institutional, and structural levels.

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 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 (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 areas of focus will serve to guide the actions of the DSBN and its schools, [in providing a safe, inclusive environment free from inequity, discrimination and harassment](#).

~~in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting;~~

~~1. BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES~~

~~Through cyclical policy reviews, the DSBN will embed the principles of equity and inclusive education, the requirements of the OHRC, Policy/Program No. 119 and the Strategy into all DSBN policies, programs, procedures, and practices. Equity and inclusive education is an integral part of DSBN's operations and 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.~~

~~2. SHARED AND COMMITTED LEADERSHIP~~

~~The DSBN 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 DSBN 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~~

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~~to learning. Specifically, the DSBN will identify a contact person to liaise with the ministry and other boards to share challenges, promising practices and resources.~~

~~The DSBN 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, the DSBN will encourage and promote the development of collaborative environments in which participants share a commitment to equity and inclusive education principles and practices. This collaborative approach includes and supports the active engagement of students, parents/guardians, unions, colleges and universities, service organizations and other diverse community partners.~~

~~The DSBN 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~~

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

~~The DSBN is committed to the maintenance, development, expansion, and review of partnerships, structures & committees to help ensure that they reflect the principles of equity and inclusive education. The DSBN will continue to foster new partnerships that engage a cross-section of diverse students, parents/guardians, 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 DSBN will undertake to identify, examine, and remove barriers that exist which may inhibit full participatory school-community relations.~~

~~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~~

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~~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.~~

~~5. RELIGIOUS ACCOMMODATION~~

~~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.~~

~~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 OHRC.² Through cyclical review, The DSBN Religious Accommodation Guidelines are updated in accordance with the 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 mechanisms work towards the eradication of discrimination and harassment with the purpose of enhancing public confidence in the 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 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/guardians of its students at least once every two years, in accordance with subsection 169.1(2.1) of the Education Act.~~

~~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 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.~~

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~~7. PROFESSIONAL LEARNING~~

~~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 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~~

~~The DSBN acknowledges and assumes the responsibility for its policies, actions, and decisions. In a continued commitment to transparency and accountability, the 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 *Ontario's Equity and Inclusive Education Strategy*.~~

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

POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

~~Serve staff, students, and families by incorporating the principles of equity and inclusive education into all aspects of the DSBN's operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Ontario Human Rights Code.~~

SHARED AND COMMITTED LEADERSHIP

~~Establishing a truly equitable and inclusive education system requires commitment from all levels. All partners in education, within the Ministry, DSBN and its schools, have a critical role to play in leading the identification and removal of bias, discrimination, and barriers to an inclusive education system.~~

SCHOOL-COMMUNITY RELATIONSHIPS

~~Establish and maintain collaborative relationships with communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.~~

INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

~~Implement a culturally and historically responsive curriculum so each student may see their identity reflected. Review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases to maximize each student's learning potential.~~

CREED ACCOMMODATION

~~Acknowledge each individual's right to follow or not to follow religious or creed-based beliefs and practices, which shall be free from discriminatory or harassing behaviour. The DSBN and its schools are committed to adhering to the DSBN's creed accommodation guidelines.~~

SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

~~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. The DSBN will monitor through school climate surveys, as outlined in Policy/Program Memorandum No.144, "Bullying Prevention and Intervention", to help identify inappropriate behaviours, barriers, or issues that should be addressed.~~

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PROFESSIONAL LEARNING

Provide 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.

ACCOUNTABILITY AND TRANSPARENCY

Assess and monitor DSBN progress in implementing the Strategy; to embed the principles into all DSBN policies, programs, guidelines, and practices; and to communicate these results to the community through established DSBN committees, the DSBN equity website and the DSBN equity action plan.

References

~~Policy E-9: Human Rights~~

G-02: Safe Schools

G-08: DSBN Code of Conduct for Schools

Policy G-28: Student Discipline

Policy G-29: Safe and Accepting Schools: Bullying Prevention and Intervention

G-39: Human Rights Discrimination and Harassment or Occupational Health and Safety Workplace

~~Administrative Procedure 5-10: Human Rights: Discrimination/Harassment Complaint Process~~

~~Administrative Procedure 6-5: Multicultural Education~~

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

DSBN Recognising & Respecting Creed Diversity: Creed Accommodations Guidelines 2021 ~~Religious Accommodation Guidelines~~

DSBN Equity Action Plan

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

Ontario Human Rights Code

[Canadian Charter of Rights and Freedoms, The Constitution Act \(1982\)](#)

Ontario’s Equity and Inclusive Education Strategy (2014)

Ontario Human Rights Commission, *Policy on Preventing Discrimination based on Creed* (2015)

[Education in Ontario: Policy and Program Direction](#)

- 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

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The District School Board of Niagara (DSBN) believes that diversity is a source of strength and innovation, and our schools embrace and appreciate the values, identities and lived experiences of students. DSBN is committed to creating a learning and working environment that is free of discrimination and harassment regardless of race, class, gender, gender identity and gender expression, ethnicity, disability, sexual orientation and other forms of discrimination. ¹

Guided by the principles enshrined in the Canadian Charter of Rights and Freedoms, the Constitution Act (1982), the Ontario Human Rights Code, and as outlined in PPM No. 119 (2013), the DSBN and its staff are committed to the elimination of discrimination as outlined in the Ontario’s Equity and Inclusive Education Strategy (the Strategy).

Creating a culture of transformative and impactful change requires a collective commitment to disrupting the status quo, engaging in courageous conversations on equity and designing new pathways to achieving equitable outcomes for all students. The DSBN stands behind an inclusive design that uses an asset-based lens of students, and is anchored in anti-oppression, anti-racism and human rights. This inclusive framework involves:

- Continuing to grow in our knowledge about the systems and structures that create and sustain racism, oppression and exclusion
- Collectively taking action to revisit and re-evaluate our practices through an anti-oppression, anti-bias and anti-racism lens
- Creating the conditions to ensure every child, regardless of their social identity, is challenged to reach high standards
- Embedding culturally and historically relevant content so students see themselves reflected in the curriculum

The following definitions are included for the purposes of this policy.

Anti-racism: A process of actively identifying and opposing racism. The goal of anti-racism is to disrupt racism and actively change the policies, behaviours, and beliefs that perpetuate racist ideas and actions at the individual, institutional, and structural levels.

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 FOCUS

The following areas of focus will serve to guide the actions of the DSBN and its schools, in providing a safe, inclusive environment free from inequity, discrimination and harassment.

POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

Serve staff, students, and families by incorporating the principles of equity and inclusive education into all aspects of the DSBN’s operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Ontario Human Rights Code.

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.

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SHARED AND COMMITTED LEADERSHIP

Establishing a truly equitable and inclusive education system requires commitment from all levels. All partners in education, within the Ministry, DSBN and its schools, have a critical role to play in leading the identification and removal of bias, discrimination, and barriers to an inclusive education system.

SCHOOL-COMMUNITY RELATIONSHIPS

Establish and maintain collaborative relationships with communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

Implement a culturally and historically responsive curriculum so each student may see their identity reflected. Review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases to maximize each student’s learning potential.

CREED ACCOMMODATION

Acknowledge each individual’s right to follow or not to follow religious or creed-based beliefs and practices, which shall be free from discriminatory or harassing behaviour. The DSBN and its schools are committed to adhering to the DSBN’s creed accommodation guidelines.

GENDER IDENTITY AND GENDER EXPRESSION

Acknowledge each individual’s right to bring their full selves to an inclusive school and work environment, which shall be free from discriminatory or harassing behaviour. The DSBN and its schools are committed to adhering to the DSBN’s gender identity and gender expression guidelines.

ABILITIES

Implement supports, services and strategies that inspire and engage students, which shall be free from discriminatory or harassing behaviour. Services and strategies are responsive to the strengths and needs of each student and ensure a caring learning environment where every student can achieve.

SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

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. The DSBN will monitor through school climate surveys, as outlined in Policy/Program Memorandum No.144, “Bullying Prevention and Intervention”, to help identify inappropriate behaviours, barriers, or issues that should be addressed.

PROFESSIONAL LEARNING

Provide 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.

ACCOUNTABILITY AND TRANSPARENCY

Assess and monitor DSBN progress in implementing the Strategy; to embed the principles into all DSBN policies, programs, guidelines, and practices; and to communicate these results to the community through established DSBN committees, the DSBN equity website and the DSBN equity action plan.

References

- [Policy D-09: Framework for the Provision of Special Education Services](#)
- [Policy G-02: Safe Schools](#)
- [Policy G-08: Code of Conduct for Schools](#)
- [Policy G-28: Student Discipline](#)
- [Policy G-29: Safe and Accepting Schools: Bullying Prevention and Intervention](#)

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[Policy G-39: Human Rights Discrimination and Harassment or Occupational Health and Safety Workplace](#)

[DSBN Recognizing & Respecting Creed Diversity: Family Guidelines 2021](#)

[Pride & Joy 2019](#)

[Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

[Ontario Human Rights Code](#)

[Canadian Charter of Rights and Freedoms, The Constitution Act \(1982\)](#)

[Ontario's Equity and Inclusive Education Strategy \(2014\)](#)

[Ontario Human Rights Commission, Policy on Preventing Discrimination based on Creed \(2015\)](#)

[Education in Ontario: Policy and Program Direction](#)

- 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:	School Operations	POLICY:	G - 09
TOPIC:	ANTI-SEX TRAFFICKING: KEEPING STUDENTS SAFE	PAGE:	1 of 2
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RATIONALE

The District School Board of Niagara (DSBN) recognizes that ensuring schools are safe – both physically and mentally – is critical for student achievement and well-being. The DSBN recognizes the urgent need to safeguard the safety, mental health, and well-being of school-aged children and youth, in collaboration with other sectors and community partners.

This policy aims to protect students and empower school communities to play a key role in fighting sex trafficking and keeping children and youth safe from sexual exploitation. The policy framework outlined in PPM 166, issued July 6, 2021, sets clear provincial standards for school boards to establish and follow a protocol for preventing, identifying, and recognizing sex trafficking and developing responses to facilitate early and appropriate intervention.

DEFINITIONS

Human Trafficking: Section 279.01 (1) of the Criminal Code of Canada defines “trafficking in persons” or human trafficking as the act of recruiting, transporting, transferring, receiving, holding, concealing or harbouring a person, or exercising control, direction or influence over the movement of a person, for the purpose of exploiting them or facilitating their exploitation.

Sexual Exploitation: Section 153 (1) of the Criminal Code of Canada defines “sexual exploitation” as an offence in which a person in a position of trust or authority towards a young person, who is a person with whom the young person is in a relationship of dependency or who is in a relationship with a young person that is exploitative of the young person, and who

- (a) for a sexual purpose, touches, directly or indirectly, with a part of the body or with an object, any part of the body of the young person; or
- (b) for a sexual purpose, invites, counsels or incites a young person to touch, directly or indirectly, with a part of the body or with an object, the body of any person, including the body of the person who so invites, counsels or incites and the body of the young person.

Sex Trafficking: Sex trafficking is a form of sexual exploitation and is a crime under the *Criminal Code of Canada*. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

PROTOCOL COMPONENTS

It is the policy direction of the Ministry of Education that the DSBN’s anti-sex trafficking protocol clearly articulates roles, responsibilities, and accountability measures. It also addresses threats associated with digital technology and the internet. The core and essential elements of the protocol are:

1. Statement of principles

The protocol includes the Statement of Principles outlined in PPM 166.

2. Strategies to raise awareness and prevent sex trafficking

The protocol includes culturally safe strategies to raise awareness about sex trafficking with students, staff, parents and caregivers, and the broader school community. This includes processes to:

- make the protocol and related procedures and resources publicly available on the DSBN website,
- raise awareness among parents and caregivers about internet safety, the signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student and how to get help safely, how concerns may be reported to the DSBN and the DSBN’s process for responding to concerns, and approaches to overcome barriers to participation that some individuals may face,
- raise awareness among students on the signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student, and how to bring concerns to the school without fear of reprisal,

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- help prevent recruitment of students for sex trafficking, including through curriculum-based learning about healthy relationships, consent, mental health and well-being, coping skills, personal safety and online safety, as well as through work with local community-based organizations and survivors, and
- use existing technology and tools to identify and deter potential situations involving students who could be at risk of sex trafficking and other online threats, while using school board-provided technology.

3. Response procedures

The protocol establishes procedures for staff to respond in situations where a student may be at risk of or is being sex trafficked, may be targeting, luring, grooming or recruiting others for the purpose of sex trafficking, or is returning to school after they have been trafficked or involved in trafficking others.

4. Training for school board employees

The protocol outlines a process for providing training for staff, including teachers, administrators, and other school staff. The training is tracked and available on an ongoing basis throughout the year. Training is updated and delivered regularly to stay current with emerging issues relating to trafficking and changes in community services and response.

5. Measuring success: accountability and evaluation

The protocol will be reviewed as part of the DSNB's policy review cycle. Community anti-human trafficking partners and local agencies will be invited to participate in the reporting process to the Ministry of Education, in collaboration with the DSNB, to determine how the protocol helps children and youth stay out of, or exit, human trafficking. This will be measured carefully with performance indicators on how the protocol prevents trafficking in the Niagara Region.

MULTI-SECTOR APPROACH

The DSNB's anti-sex trafficking protocol is developed in collaboration and partnerships with persons with lived experience of trafficking as well as Indigenous organizations, Family and Children's Services Niagara, Victim Services Niagara, Niagara Regional Police, the Kristen French Child Advocacy Centre, Niagara Sexual Assault Centre, and other community-based service providers. This regional protocol also involves the Niagara Catholic District School Board, in order to facilitate information-sharing and a coordinated approach.

References

Policy D-01: Digital Technology Use by Students
 Policy G-01: School Volunteers
 Policy G-02: Safe Schools
 Policy G-08: DSNB Code of Conduct for Schools
 Policy G-28: Student Discipline
 Policy G-29: Bullying Prevention and Intervention

POLICY

SECTION:	SCHOOL OPERATION	POLICY:	G-40
TOPIC:	SUPPORTING STUDENTS WITH PREVALENT MEDICAL HEALTH CONDITIONS	PAGE:	Page 1 of 1
REVIEW DATE:	September 2023 <u>November 2026</u>	DATE:	November 2018
		REVISED:	<u>November 2021</u>

To promote the safety and well-being of students, the District School Board of Niagara (DSBN) is committed to supporting students in schools who have anaphylaxis, asthma, diabetes, epilepsy and other serious medical conditions. These medical conditions, hereafter referred to as prevalent medical health conditions, have the potential to result in a medical incident or a life-threatening medical emergency.

Supporting students with prevalent medical health conditions in schools is complex. A whole-school approach is needed where education and community partners, including health care professionals, have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn. These supports enable students with prevalent medical health conditions to participate in school to their full potential, in all school and school board activities (e.g., field trips, overnight excursions, DSBN-sponsored sporting events).

Supports for students with prevalent medical health conditions ~~requires both proactive and reactive measures to keep the students safe and healthy. Proactive strategies include annual training of staff, and educating the school community on students and parent/guardians on prevalent medical health conditions, developing an individualized student Plan of Care, and by collaboratively creating a Plan of Care. In addition, there are reactive strategies such as allowing and allowing certain students in certain situations~~ to carry their own medication and self-administer.

~~These supports and resources cannot be implemented in a manner that violates existing provisions of collective agreements and the Ministry of Education Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings.~~

~~Individual student Plans of Care, developed in consultation with parents/guardians and health care professionals, will outline the procedure for trained DSBN staff to administer prescribed rescue medication in a life-threatening medical emergency.~~

~~These supports and resources cannot be implemented in a manner that violates existing provisions of collective agreements and the Ministry of Education Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings.~~