



## **DURHAM DISTRICT SCHOOL BOARD**

### **NOTICE OF MEETING**

#### **GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION**

Chair: Tracy Brown

Vice Chair: Shailene Panylo

**DATE:** Wednesday, February 1, 2023

**TIME:** 6:00 p.m.

**LOCATION:** Hybrid

**ATTACHMENTS:** Agenda

**Copies to:**

All Trustees

Director of Education

All Superintendents

**GOVERNANCE AND POLICY COMMITTEE MEETING**  
**Wednesday, February 1, 2023**  
**6:00 p.m.**

	PAGE
1. <u>Call to Order</u>	Verbal
2. <u>Land Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>Acknowledgement of Black History Month</u>	Verbal
4. <u>Declarations of Interest</u>	Verbal
5. <u>Motion to Approve Agenda</u>	Verbal
6. <u>Minutes</u>	
(a) DRAFT Minutes of the Governance and Policy Committee Meeting of October 3, 2022	1 – 2
7. <u>Information Items</u>	
(a) Committee Overview and the Policy Development Process (General Counsel Patrick Cotter, Executive Lead Robert Cerjanec)	3 - 18
(b) Communications from the Board Chair (Committee Vice Chair Shailene Panylo)	Verbal
8. <u>Recommended Actions</u>	
(a) People and Culture: Rescission of Policies and Regulations (Superintendent Heather Mundy)	19 - 50
(b) Inclusive Student Services: Rescission of Policy (Superintendent Andrea McAuley)	51 – 54
9. <u>Adjournment</u>	



## **Minutes - Governance and Policy Committee Meeting**

**Monday, October 3, 2022, 8:00 p.m., Hybrid**

Trustees: Kate Bird, Donna Edwards, Darlene Forbes, Linda Lowery, Niki Lundquist, Scott Templeton

Regrets: Trustees Carolyn Morton, Christine Thatcher

Staff present: Director of Education Norah Marsh, Associate Director David Wright, General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Superintendent Margaret Lazarus, Policy Analyst Ahmad Khawaja

Recording Secretary: Gillian Venning

### **1. Call to Order**

Trustee Niki Lundquist, Committee Vice Chair, called the meeting to order at 8:23 p.m.

### **2. Land Acknowledgment**

Trustee Niki Lundquist read out the Land Acknowledgement.

### **3. Declarations of Interest**

There were no declarations of interest.

### **4. Approval of Agenda**

Trustee Kate Bird put forth a motion to approve the agenda. The agenda was approved as distributed.

### **5. Approval of Minutes – June 13, 2022**

The minutes were approved as distributed.

### **6. Recommended Actions**

#### **(a) Election of Chairperson**

Executive Lead Robert Cerjanec facilitated the election process. Nominations for the position of Chair of the Governance and Policy Committee were opened and Trustee Niki Lundquist self-nominated.

## 2

After three calls for additional nominations and seeing none, nominations for the role of Chair were closed.

Trustee Lundquist was acclaimed Chair of the Governance and Policy Committee and presided over the remainder of the meeting.

Chair Niki Lundquist opened nominations for the role of Vice Chair of the Governance and Policy Committee and Trustee Scott Templeton self-nominated.

After three calls for additional nominations and seeing none, nominations for the role of Vice Chair were closed.

Trustee Templeton was acclaimed Vice Chair of the Governance and Policy Committee.

### **(b) Parent Involvement Committee (PIC) and School Community Council (SCC) Policy**

Superintendent Margaret Lazarus presented the draft consolidated Parent Involvement Committee (PIC) and School Community Council (SCC) Policy, noting that as part of the policy revision process, associated regulations are being rescinded and associated procedures are being consolidated.

Trustee questions were answered.

Trustee Darlene Forbes moved that the draft consolidated Parent Involvement Committee and School Community Council Policy, including minor amendments as discussed, be brought to the next regular meeting of the Board as a Notice of Motion.

CARRIED

### **(c) Supervisory Officer Recruitment Policy**

General Counsel Patrick Cotter presented the draft policy, noting that it will replace the existing Hiring of Superintendents Policy and Procedure, and that the equitable recruitment framework will be engaged by the new Policy.

Trustee Darlene Forbes moved that the draft Supervisory Officer Recruitment Policy be brought forward at the next regular meeting of the Board as a Notice of Motion.

CARRIED

## **7. Adjournment**

Meeting adjourned at 8:40 p.m.

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee **DATE:** February 1, 2023

**SUBJECT:** Committee Overview and the Policy Development Process **PAGE:** 1 of 8

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Patrick Cotter, General Counsel  
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

### 1.0 Purpose

The purpose of this report is to provide the Governance and Policy Committee with an overview of the mandate of the committee and a summary of the activities of the committee to date. A draft schedule of items to be brought forward is also set out in this report.

### 2.0 Ignite Learning Strategic Priority/Operational Goals

**Success** – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

**Well-being** – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

**Leadership** – *Identify future leaders, actively develop new leaders and responsively support current leaders.*

**Equity** – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

**Engagement** – *Engage students, parents and community members to improve student outcomes and build public confidence.*

**Innovation** – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

### 3.0 Background

Under the *Education Act*, the Board of Trustees is responsible for the adoption of Board policies, while the Director of Education is responsible for the implementation of those policies. The policy making function of the Board of Trustees is one of its key responsibilities.

In order to better support the fulfilment of its policy making function, the Board of Trustees has established a Governance and Policy Committee, a standing committee of the Board, with a mandate to, amongst other things, undertake policy development and review and to report to the Board of Trustees on these matters.

A policy will typically contain statements of intention, position, direction and/or objectives: "This is what we stand for; this is the direction that we are going in; these are the rules we are going to

live by on this subject”. It will lay-out principles and rules that will govern a certain topic/matter/issue which will then be the guideposts for implementation, action and decisions. So, a policy articulates what must be done but does not deal with how it is to be done. The “how” is operational in nature and within the purview of the Director of Education. The Ontario Education Services Corporation (OESC) Good Governance Guide states as follows:

*It is through policy that the board informs the public, the administration, and other staff of its intent. All policies should align with the board’s vision and goals. A policy is a principle or rule that guides decisions that will achieve the organization’s goals. It articulates what must be done and the rationale for it but does not deal with how it is to be done. A procedure, or a protocol, is usually administrative, and provides the details of how policies are to be implemented.*

One of the key tools utilized by the Director of Education to implement Board policy is the adoption and implementation of procedures. So, the Board adopts a policy, and the Director adopts a procedure to implement the policy. As stated in OESC’s Good Governance Guide:

*The Act distinguishes between a board’s responsibility for policy development and the responsibility of the director of education for operationalizing that policy. It is important that the board of trustees be clear about roles and responsibilities and determine, through policy, which matters are operational and therefore addressed by the director of education, and which matters are policy and, therefore, decided on by the board.*

The DDSB has many policies and procedures, but there are also a number of “Regulations” that were adopted by the Board of Trustees, usually in conjunction with a related policy. The use of the word “Regulation” to describe a policy document adopted by a Board of Trustees is very unusual and confusing. Regulations, as commonly understood, are made by Provincial and Federal government officials when a statute gives them the power to do so. Regulations are subordinate to a statute but still have the force of law. The *Education Act* does not grant School Boards the authority to make “Regulations” as that term is commonly understood in a law-making or governance context. Rather, Boards of Trustees are granted the power to make policy. Many of the existing Regulations at the DDSB address not only matters of policy but also “how” a policy is to be implemented. As noted above, “how” a policy is to be implemented is an operational question that is within the purview of the Director of Education.

In light of the issues discussed in the previous paragraph, the Board of Trustees passed a resolution in March 2020, that DDSB “Regulations” be reviewed and phased out, with relevant and salient “policy” points from the Regulations moved into revised policies and relevant and salient “procedure” points moved into revised procedures. No new Regulations have been adopted.

The review was slowed significantly by the COVID-19 pandemic. In addition, significant time and energy was dedicated to major substantive policy initiatives. In particular, the Governance and Policy Committee successfully considered and recommended the adoption of the Board’s Consolidated By-laws, a new comprehensive *Human Rights, Anti-Discrimination and Anti-Racism Policy*; an updated and expanded *Safe and Respectful Workplace and Harassment Prevention Policy*; and a *Supervisory Officer Hiring Policy*.

The table below contains a summary of key policy initiatives approved by the Board of Trustees in the 2022 calendar year:

**Table 1: 2022 Summary**

Name	Type	Status	Rationale
Parent Involvement Committee	Policy	Rescinded	New consolidated Parent Involvement Committee and School Community Councils policy created resulting from phase out of accompanying regulation
Parent Involvement Committee	Regulation	Rescinded	Regulation phased out into new consolidated Parent Involvement Committee and School Community Council Policy, and new Parent Involvement Committee procedure
School Community Councils	Policy	Rescinded	New consolidated Parent Involvement Committee and School Community Councils policy created resulting from phase out of accompanying regulation
School Community Councils	Regulation	Rescinded	Regulation phased out into new consolidated Parent Involvement Committee and School Community Council Policy, and new School Community Council procedure
Learning Materials Selection Policy	Policy	Rescinded	New Resource Selection policy created to incorporate provisions outlined in new Indigenous Education, and Human Rights, Anti-Discrimination, and Anti-Racism Policies
Learning Materials Selection Policy	Regulation	Rescinded	Regulation phased out into new Resource Selection policy and procedure
School System Procedures for Emergency Closing	Policy	Rescinded	New Emergency Closing policy created resulting from phase out and consolidation of policy and regulation, includes updates for parents/guardians on accessing information on school closures
School System Procedures for Emergency Closing	Regulation	Rescinded	Regulation phased out into new Emergency Closing policy and procedure
Workplace Harassment and Workplace Sexual Harassment	Policy	Rescinded	New Safe and Respectful Workplace and Harassment Prevention Policy and Procedure created from resulting phase out of regulation, feedback from 2021 Employee Experience Checkpoint incorporated to include language addressing forms of harassment not included in previous iteration of policy, including microaggressions and forms of online/digital harassment

Workplace Harassment and Workplace Sexual Harassment	Regulation	Rescinded	Regulation phased out into new Safe and Respectful Workplace policy and procedure
<b>NEWLY CREATED POLICIES</b>			
School Community Council & Parent Involvement Committee	Policy	Active	Consolidated School Community Council (SCC) & Parent Involvement Committee (PIC) Policy from previous Policies and Regulations
Emergency Closing of Schools	Policy	Active	Replaces School System Procedures for Emergency Closing Regulation and Policy
Human Rights, Anti-Discrimination and Anti-Racism	Policy	Active	New policy supports new Indigenous Education and Safe and Respectful Workplace policies, addresses forms of discrimination not previously recognized to develop employment and learning and working environments that are safe, welcoming, respectful, inclusive, equitable, accessible and free from all form forms of discrimination, oppression and harm
Safe and Respectful Workplace and Harassment Prevention	Policy	Active	Replaces Workplace Harassment and Workplace Sexual Harassment Policy and Regulation
Learning Resource Selection Policy	Policy	Active	Replaces Learning Materials Selection Policy and Regulation that were consolidated and updated pursuant to updates to the Indigenous Education Policy, Human Rights, Anti-Discrimination, and Anti-Racism Policy.

#### 4.0 Policy Review Process

The process by which policy review is undertaken is summarized below and in the Flowchart attached as Appendix “A”.

Each of the Board’s policies is assigned to a department. The department stays abreast of relevant amendments to applicable laws & regulations, best practices, and/or relevant Ministry PPM’s or other Ministry directives. Members of the Administrative Council also stay abreast of pending changes to laws & regulations or Ministry directives (though industry groups, professional organizations and the like). Finally, all policies are subject to review by the Board of Trustees, on a five-year cycle. This is also tracked by the relevant department. It should be noted that some current policies are past their five-year review date as we have focused our efforts on the above-noted significant policy initiatives and on phasing out the regulations.

Once it is flagged that a new policy may be needed or there may need to be amendments to an existing policy, the matter is brought to Administrative Council for consideration. Staff prepare the



necessary draft documents. This process typically includes initial staff consultations with identified stakeholders and a jurisdictional scan for best practices. Potential stakeholders could include: the

Indigenous Advisory Committee, Special Education Advisory Committee, Parent Involvement Committee, Equity/Diversity Committee, Student Senate, and other groups as identified e.g., employee groups, union/federation representatives, affinity networks, etc. Depending on the issues engaged, and in keeping with the Indigenous Education Policy and the Human Rights Policy, it may be necessary to have initial stakeholder consultations prior to any drafts being prepared.

The drafts are vetted, refined and approved by members of Administrative Council. This process includes a legal and compliance review; detailed consideration of the operational issues and impacts; consideration of any necessary strategy for roll-out/implementation; and ensuring compliance with, and advancement of, the Board's Indigenous Education Policy and Human Rights Policy. Typically, draft procedures are prepared at the same time through this same process.

It should also be noted that a staff review may also indicate that a policy or regulation is no longer necessary or appropriate (given current legislation, other Board policies, etc.). In these instances, a recommendation to rescind a policy or regulation will come forward to the Committee.

In light of the creation of the Governance and Policy Committee as a standing committee of the Board, and its terms of reference, the policies and regulations around policy review are outdated and are set for review by this committee in Phase 2 (outlined below).

## **5.0 Agenda Setting and Committee Meetings**

Staff assigned to the Governance and Policy Committee will keep the Chair of the Committee informed and up to date on draft policies that may be coming forward and the anticipated timing with draft agendas provided to the Chair in advance of a pending meeting for consideration and approval or changes, as appropriate. The monthly agenda setting meetings with the Chair and Vice-Chair of the Board of Trustees also include discussion of timing of policies that may come forward so that scheduling issues are co-ordinated.

Once a draft policy is approved by Administrative Council, then the draft policy (typically with track changes of any proposed changes to an existing policy) will come to the Governance and Policy Committee for consideration with any associated draft procedures typically also provided to the Committee for information (so that the Committee has a reasonably fulsome picture of "how" the policy will be implemented). As noted above, recommendations for rescission may also come forward (without any recommendation to create a new policy or to amend an existing policy). A covering report is provided so that the Committee can appreciate the rationale, objectives, relevant legislative changes etc. The staff most engaged in the policy drafting and the issues engaged by the draft policy will attend at the Governance and Policy Committee meeting(s) to address any questions or concerns the Committee may have. Typically, any concerns or comments from the Committee that call for revisions to a draft policy are taken away by staff and a further revised draft is then brought back to the Committee at the next meeting for further consideration.

Staff currently assigned to the Committee are: Associate Director of Equitable Education, Jim Markovski; General Counsel, Patrick Cotter; and Executive Lead, Strategic Initiatives and External Relations, Robert Cerjanec. Gillian Venning acts as the recording secretary for the Committee.

These staff members attend each meeting and provide ongoing assistance to the Committee in carrying out its mandate.

## 6.0 Current Status

Currently, we have 112 policies and 63 regulations. These are listed in Appendix “B” and “C” respectively. As noted, the remaining 63 regulations are to be eliminated.

Two reports will be presented to the February 1, 2023, Governance and Policy Committee meeting recommending the rescission of 10 policies and 7 regulations as set out in the following table. It is important to note that full details including the rationale for rescission of these policies will be included in the respective reports.

**Table 2: Phase 1 (Policies and Regulations proposed to be addressed at the February 1 Governance and Policy Committee meeting)**

Name	Type
Domestic Violence	Regulation
Employee Assistance for the Management of Alcohol and Drug Problems	Policy
Procedure for the Effective Management of Employee Alcohol and Drugs Problems – Teaching Employees	Regulation
Employees Seeking Public Office	Policy
Physical and Verbal Abuse of Board Employees	Policy
Physical and Verbal Abuse of Board Employees	Regulation
Staff Appeals	Policy
Staff Appeals	Regulation
Teacher Exchanges	Policy
Teacher Exchanges	Regulation
Employment Equity	Policy
Employment Equity	Regulation
Non-Affiliated Staff Compensation	Policy
School Attendance Officer	Policy

The next grouping of regulations and policies to come forward for consideration are set out in Table 3 below. The scheduling of exactly when these will come forward to the Committee will be determined in consultation with the Chair of the Committee and based on the timing of approvals

moving through Administrative Council. One can also anticipate new and emerging issues that may also need to come to the Committee for consideration as part of this second phase.

It is important to note that while regulations listed in phase 2 will be recommended for rescission, the same may not apply to the policies listed. For example, it is possible that in some cases, a policy may be reviewed and recommended for revisions to align with existing policies and any relevant legislation.

As each policy and regulation in phase 2 is brought to the Committee, the detailed rationale for its recommendation will be provided.

**Table 3: Phase 2**

Name	Type
Trustee Criminal Reference	Policy
Trustee Criminal Reference	Regulation
Legal Opinions	Regulation
Cooperative Education for Secondary Schools	Policy
Privacy	Policy
Program Evaluation	Policy
Privacy	Regulation
Music-Elementary Schools	Policy
Music-Elementary Schools	Regulation
Protocol for Collaboration Agreement with External Agencies For Provision Of Services By Regulated Health Professionals, Regulated Social Service Professionals, And Paraprofessionals	Regulation
Use of Service Animals in Schools	Policy
Appointments to Other Boards and Committees	Policy
Recognition of Long Service & Retirement of Employees	Regulation
Consultative Process	Regulation
Public Consultation	Policy
Policy Formulation and Review	Policy
Policy Review	Regulation
Public Concerns	Regulation

We continue to develop our list for phase 3 which will be presented to the Committee as soon as it is available.

We would be remiss if we did not also mention, as part of this report, the crucial importance of the development of the new Strategic Plan during the next several months, which necessarily calls for a significant amount of trustee and staff time through review, analysis, consultation and development. The ongoing effort to phase out regulations and update the Board's policy framework must be balanced with the requirements around the critical work of developing a new

Strategic Plan. A new Strategic Plan will also firmly establish the Board's priorities and help guide the work to create new policies and to review and revise existing policies.

## **7.0 Communication Plan**

As changes are made to policies and regulations requiring review, updated documents will be posted to the DDSB website and shared with staff as applicable.

## **8.0 Conclusion and/or Recommendations**

This report is provided to the Governance and Policy Committee for information.

## **9.0 Appendices**

Appendix A – Policy Development and Review Process Flowchart

Appendix B – List of all DDSB Policies

Appendix C – List of all DDSB Regulations

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

## DURHAM DISTRICT SCHOOL BOARD

# POLICY DEVELOPMENT AND REVIEW PROCESS

1

New or existing policy identified for development or revision by Board of Trustees, senior team, or relevant departmental staff. Each of the Board's policies are assigned to a department where they along with the Policy Analyst and Administrative Council stay abreast of the policy review cycle, amendments to applicable laws & regulations, best practices, and/or relevant Ministry PPM's or other Ministry directives.

2

Staff prepare the necessary draft documents. This process typically includes initial staff consultations with identified stakeholders and a jurisdictional scan for best practices. Potential stakeholders could include: Indigenous Advisory Committee, Special Education Advisory Committee, Parent Involvement Committee, Equity/Diversity Committee, Student Senate, and other groups as identified e.g. employee groups, union/federation representatives, affinity networks, etc. Depending on the issues engaged, and in keeping with the Indigenous Education Policy and the Human Rights Policy, it may be necessary to have initial stakeholder consultations prior to any drafts being prepared.

3

The draft policy is presented to, vetted and refined by members of Administrative Council. This process includes a legal and compliance review; detailed consideration of the operational issues and impacts; consideration of any necessary strategy for roll-out/implementation; and ensuring compliance with, and advancement of, the Board's Indigenous Education Policy and Human Rights Policy. Typically, draft procedures are prepared at the same time through this same process.

4

Once a draft policy is approved by Administrative Council, the new or revised policy draft comes before the Governance and Policy Committee for consideration with any associated draft procedures typically provided to the Committee for information. Drafts requiring substantive revisions will be resubmitted through Administrative Council before coming back to the Committee. If additional consultation is required by the Committee, staff will implement a consultation plan to engage relevant stakeholders and bring forward a revised draft policy back to the Committee for consideration.

5

The Governance and Policy Committee determines if the new or revised policy draft will move forward to a Board Meeting. Approved drafts are then put forward as a Notice of Motion at the next Board of Trustees meeting. The draft policy is also posted publicly on the Board website for a minimum period of two weeks.

6

If the draft is approved, the new or revised policy is implemented and shared with stakeholder groups through the communications plan. **The policy will be reviewed again at least every 5 years.**

Name	Department	Responsibility	Date of Last Review
<a href="#">Accessible Customer Service</a>	Inclusive Student Services	ANDREA MCAULEY	2018-11-19
<a href="#">Additions To K-6 Schools as Regards Special Rooms</a>	Facilities Services	DAVID WRIGHT	2018-09-11
<a href="#">Administration of Prescriptive Oral Medication</a>	Operations	JIMMY MARKOVSKI	2016-07-04
<a href="#">Advocacy</a>	Director's Area	CAMILLE WILLIAMS-TAYLOR	2013-11-20
<a href="#">After School Early Years Recreation Programs</a>	Operations	JIMMY MARKOVSKI	2016-11-21
<a href="#">Alternative Arrangements for School Accommodation</a>	Facilities Services	DAVID WRIGHT	2017-10-18
<a href="#">Alternative Education</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Appointment and Transfer of Staff in Positions of Principal, Vice Principal and Officer</a>	Operations	JIMMY MARKOVSKI	2014-03-17
<a href="#">Appointments to Other Boards and Committees</a>	Director's Area	ROBERT CERJANEC	2012-02-06
<a href="#">Architectural, Engineering &amp; Real Estate Fees</a>	Facilities Services	DAVID WRIGHT	2018-09-11
<a href="#">Assessment, Evaluation and Reporting of Student Achievement</a>	Equitable Education	JACK NIGRO	2011-05-17
<a href="#">Audit of School Funds</a>	Corporate Services	DAVID WRIGHT	2018-09-11
<a href="#">Awarding Contracts</a>	Corporate Services	DAVID WRIGHT	2018-09-11
<a href="#">Budget Policy</a>	Corporate Services	DAVID WRIGHT	2014-10-24
<a href="#">Changes in Construction Contracts: Change Orders</a>	Facilities Services	DAVID WRIGHT	2018-09-11
<a href="#">Character Education</a>	Positive School Climate	GARY CROSSDALE	2017-02-21
<a href="#">Cheating and Plagiarism Prevention and Intervention</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2014-01-24
<a href="#">Child Care</a>	Operations	JIMMY MARKOVSKI	2017-01-20
<a href="#">Code of Conduct, and Discipline for Students</a>	Positive School Climate	GARY CROSSDALE	2019-02-19
<a href="#">Co-Instructional Activities</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Commemorative Plaques in Schools</a>	Director's Area	ROBERT CERJANEC	2014-12-04
<a href="#">Communicable Diseases</a>	Operations	JIMMY MARKOVSKI	2012-06-29
<a href="#">Communications</a>	Director's Area	ROBERT CERJANEC	2011-05-06
<a href="#">Community Use of Schools</a>	Facilities Services	DAVID WRIGHT	2017-11-29
<a href="#">Concussion Management</a>	Operations	JIMMY MARKOVSKI	2014-01-21
<a href="#">Contests in Art Sponsored by Outside Agencies</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Continuing Education: Adult/Alternative Programs</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2018-10-10
<a href="#">Cooperative Education for Secondary Schools</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2017-02-21
<a href="#">Criminal Background Checks</a>	People & Culture	HEATHER MUNDY	2012-01-04
<a href="#">Daily Physical Activity (Elementary Schools)</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-02
<a href="#">Definitely Durham</a>	Director's Area	ROBERT CERJANEC	2014-02-19
<a href="#">Definitions</a>	Director's Area	ROBERT CERJANEC	2012-10-15

<a href="#">Director of Education Performance Review</a>	Director's Area	CAMILLE WILLIAMS-TAYLOR	2020-07-08
<a href="#">Disposal of Furniture and Equipment</a>	Corporate Services	DAVID WRIGHT	2017-11-29
<a href="#">Early Years</a>	Operations	JIMMY MARKOVSKI	2009-06-15
<a href="#">Emergency Closing of Schools</a>	Operations	JIMMY MARKOVSKI	2022-06-20
<a href="#">Employee Assistance for the Management of Alcohol and Drug Problems - Policy</a>	People & Culture	HEATHER MUNDY	2014-07-29
<a href="#">Employees Seeking Public Office</a>	Operations	JIMMY MARKOVSKI	2016-07-04
<a href="#">English Language Learner (ELL) Instruction</a>	Indigenous Education	ERIN ELMHURST	2019-12-20
<a href="#">Environmental Policy</a>	Facilities Services	DAVID WRIGHT	2014-12-04
<a href="#">Equitable Recruitment</a>	People & Culture	HEATHER MUNDY	2017-05-15
<a href="#">Equity and Inclusive Education</a>	Early Years	MOHAMED HAMID	2018-11-20
<a href="#">Fees for Learning Materials and Activities</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2018-10-11
<a href="#">Fencing of School Properties and Walkways</a>	Facilities Services	DAVID WRIGHT	2014-12-04
<a href="#">French Instruction</a>	Family of Schools	MARGARET LAZARUS	2019-02-01
<a href="#">Fundraising</a>	Family of Schools	MARGARET LAZARUS	2018-10-01
<a href="#">Future School Sites</a>	Facilities Services	DAVID WRIGHT	2018-09-11
<a href="#">Hiring of Superintendents</a>	Director's Area	CAMILLE WILLIAMS-TAYLOR	2012-05-22
<a href="#">Human Rights, Anti-Discrimination and Anti-Racism</a>	Human Rights	DEVIKA MATHUR	2022-05-16
<a href="#">Indigenous Education Policy</a>	Indigenous Education	ERIN ELMHURST	2021-09-21
<a href="#">Investment of Board Funds</a>	Corporate Services	DAVID WRIGHT	2020-03-10
<a href="#">Learning Resource Selection</a>	Operations	JIMMY MARKOVSKI	2022-09-19
<a href="#">Legal Opinions</a>	Legal Services	PATRICK COTTER	2017-10-18
<a href="#">Litter Free Schools</a>	Facilities Services	DAVID WRIGHT	2014-12-04
<a href="#">Lower Limit of Range of Percentage Marks on Report Cards, Grades 9 - 12</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2017-02-21
<a href="#">Materials for Personal Projects</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Moving Stationary Machinery</a>	Facilities Services	DAVID WRIGHT	2014-12-04
<a href="#">Music - Elementary Schools</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Naming of Schools</a>	Corporate Services	DAVID WRIGHT	2013-11-20
<a href="#">Non-Affiliated Staff Compensation</a>	People & Culture	HEATHER MUNDY	2016-05-10
<a href="#">Official School Opening</a>	Facilities Services	DAVID WRIGHT	2014-12-04
<a href="#">Partnerships, Facility Partnerships, Sponsorships and Donations</a>	Operations	JIMMY MARKOVSKI	2010-05-17
<a href="#">Payroll Deduction - Non-Profit/Not for Profit Organizations</a>	People & Culture	HEATHER MUNDY	2012-10-10
<a href="#">Physical and Verbal Abuse of Board Employees</a>	People & Culture	HEATHER MUNDY	2014-07-29



<a href="#">Policy Formulation and Review</a>	Director's Area	ROBERT CERJANEC	2012-10-15
<a href="#">Positive School Climate</a>	Positive School Climate	GARY CROSSDALE	2018-10-15
<a href="#">Posting Student Information on Board Websites</a>	Communications	ROBERT CERJANEC	2007-09-17
<a href="#">Principals'/Vice-Principals' Duties and Responsibilities</a>	Corporate Services	DAVID WRIGHT	2011-02-24
<a href="#">Privacy</a>	Legal Services	PATRICK COTTER	2012-02-21
<a href="#">Professional Activity Days</a>	Operations	JIMMY MARKOVSKI	2012-03-29
<a href="#">Program Evaluation</a>	Equitable Education	JACK NIGRO	2016-11-02
<a href="#">Prohibiting Smoking and Associated Devices</a>	Positive School Climate	GARY CROSSDALE	2019-02-19
<a href="#">Public Concerns</a>	Communications	ROBERT CERJANEC	2018-06-26
<a href="#">Public Consultation</a>	Communications	ROBERT CERJANEC	2005-06-11
<a href="#">Pupil Accommodation Review</a>	Facilities Services	DAVID WRIGHT	2016-10-17
<a href="#">Purchasing</a>	Corporate Services	DAVID WRIGHT	2017-11-29
<a href="#">Purchasing for Personal Use</a>	Corporate Services	DAVID WRIGHT	2013-01-25
<a href="#">Receipt of Gifts</a>	Corporate Services	DAVID WRIGHT	2013-01-25
<a href="#">Recognition of Long Service &amp; Retirement of Employees</a>	People & Culture	HEATHER MUNDY	2012-02-29
<a href="#">Recovery of Salary Overpayment</a>	People & Culture	HEATHER MUNDY	2013-09-26
<a href="#">Recreational Equipment on Board Property</a>	Facilities Services	DAVID WRIGHT	2013-01-25
<a href="#">Regulations</a>	Director's Area	CAMILLE WILLIAMS-TAYLOR	2010-05-17
<a href="#">Rewards for Information on Vandalism</a>	Facilities Services	DAVID WRIGHT	2014-12-04
<a href="#">Safe and Respectful Workplace and Harassment Prevention</a>	People & Culture	HEATHER MUNDY	2022-05-16
<a href="#">Safe Arrivals</a>	Positive School Climate	GARY CROSSDALE	2014-02-18
<a href="#">School Attendance Officer</a>	Operations	JIMMY MARKOVSKI	2011-03-03
<a href="#">School Boundaries</a>	Facilities Services	DAVID WRIGHT	2014-12-04
<a href="#">School Community Council &amp; Parent Involvement Committee</a>	Family of Schools	MARGARET LAZARUS	2022-11-07
<a href="#">School Design</a>	Facilities Services	DAVID WRIGHT	2018-09-11
<a href="#">School Food and Beverage</a>	Operations	JIMMY MARKOVSKI	2016-11-15
<a href="#">School Signs</a>	Facilities Services	DAVID WRIGHT	2014-12-18
<a href="#">School Sites - Operating Budget Surplus</a>	Corporate Services	DAVID WRIGHT	2017-10-18
<a href="#">Security and Safety</a>	Positive School Climate	GARY CROSSDALE	2017-07-05
<a href="#">Shop Drawings Prior To Final Approval</a>	Facilities Services	DAVID WRIGHT	2017-10-18
<a href="#">Staff Appeals</a>	People & Culture	HEATHER MUNDY	2013-09-26
<a href="#">Staff Complement</a>	People & Culture	HEATHER MUNDY	2012-10-15
<a href="#">Student Dress Code</a>	Positive School Climate	GARY CROSSDALE	2020-05-19
<a href="#">Student Lockers - Policy</a>	Positive School Climate	GARY CROSSDALE	2011-10-20



<a href="#">Substance Abuse-Students - Policy</a>	Positive School Climate	GARY CROSSDALE	2017-02-21
<a href="#">Supporting Children and Students With Prevalent Medical Conditions In Schools</a>	Operations	JIMMY MARKOVSKI	2018-10-18
<a href="#">Teacher Exchanges</a>	People & Culture	HEATHER MUNDY	2011-01-21
<a href="#">Tenders for Building Construction Projects</a>	Facilities Services	DAVID WRIGHT	2018-09-11
<a href="#">Transportation (Pupil)</a>	Corporate Services	DAVID WRIGHT	2017-10-18
<a href="#">Traumatic Response - Policy</a>	Positive School Climate	GARY CROSSDALE	2018-01-22
<a href="#">Travel Allowance</a>	Corporate Services	DAVID WRIGHT	2013-09-26
<a href="#">Trust Funds</a>	Corporate Services	DAVID WRIGHT	2017-11-29
<a href="#">Trustee Criminal Reference Checks</a>	Director's Area	CAMILLE WILLIAMS-TAYLOR	2013-11-21
<a href="#">Trustee Expense Policy</a>	Corporate Services	DAVID WRIGHT	2021-05-17
<a href="#">Unauthorized Use of School Property</a>	Facilities Services	DAVID WRIGHT	2014-12-04
<a href="#">Use of Service Animals in Schools</a>	Inclusive Student Services	ANDREA MCAULEY	2020-03-23

Name	Department	Responsibility	Date of Last Review
<a href="#">Accessible Customer Service</a>	Inclusive Student Services	ANDREA MCAULEY	2018-11-19
<a href="#">After School Early Years Recreation Programs</a>	Operations	JIMMY MARKOVSKI	2016-11-21
<a href="#">Alternative Arrangements For School Accommodation</a>	Facilities Services	DAVID WRIGHT	2021-02-16
<a href="#">Alternative Education</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Appointment and Transfer of Staff in Positions of Principal, Vice Principal and Officers</a>	Operations	JIMMY MARKOVSKI	2014-03-24
<a href="#">Appointment of Architects</a>	Corporate Services	DAVID WRIGHT	2020-08-04
<a href="#">Architectural, Engineering &amp; Real Estate Fees</a>	Corporate Services	DAVID WRIGHT	2020-11-19
<a href="#">Audit of School Funds</a>	Corporate Services	DAVID WRIGHT	2018-02-20
<a href="#">Character Education</a>	Positive School Climate	GARY CROSSDALE	2017-02-21
<a href="#">Child Care</a>	Operations	JIMMY MARKOVSKI	2017-01-20
<a href="#">Code of Conduct, and Discipline for Students</a>	Positive School Climate	GARY CROSSDALE	2019-02-19
<a href="#">Commemorative Plaques in Schools</a>	Director's Area	ROBERT CERJANEC	2013-03-18
<a href="#">Communicable Diseases</a>	Operations	JIMMY MARKOVSKI	2012-06-29
<a href="#">Communications</a>	Communications	ROBERT CERJANEC	2006-08-08
<a href="#">Consultative Process</a>	Communications	ROBERT CERJANEC	2013-07-15
<a href="#">Contests in Art Sponsored By Outside Agencies</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-02
<a href="#">Daily Physical Activity (Elementary Schools)</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Definitely Durham</a>	Communications	ROBERT CERJANEC	2018-10-15
<a href="#">Disposal of Surplus Furniture, Equipment and Materials</a>	Corporate Services	DAVID WRIGHT	2013-01-25
<a href="#">Domestic Violence</a>	People & Culture	HEATHER MUNDY	2011-01-17
<a href="#">Early Years</a>	Operations	JIMMY MARKOVSKI	2016-11-21
<a href="#">Equity and Inclusive Education</a>	Early Years	MOHAMED HAMID	2016-11-15
<a href="#">Fees for Learning Materials and Activities</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2018-10-11
<a href="#">Fencing of School Properties and Walkways</a>	Facilities Services	DAVID WRIGHT	2019-11-08

<a href="#">Fundraising</a>	Family of Schools	MARGARET LAZARUS	2018-11-20
<a href="#">Guidelines for Administration of Prescriptive Oral Medication</a>	Operations	JIMMY MARKOVSKI	2016-07-04
<a href="#">Guidelines for the Provision of Co-Instructional Activities</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Hiring of Superintendents</a>	Director's Area	CAMILLE WILLIAMS-TAYLOR	2012-05-22
<a href="#">Investment of Board Funds</a>	Corporate Services	DAVID WRIGHT	2020-03-10
<a href="#">Legal Opinions</a>	Legal Services	PATRICK COTTER	2018-02-01
<a href="#">Materials for Personal Projects</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Moving Stationary Machinery</a>	Facilities Services	DAVID WRIGHT	2019-11-08
<a href="#">Music - Elementary Schools</a>	Student Achievement & Curriculum	STEPHEN NEVILLS	2016-11-15
<a href="#">Official School Ceremonial and Milestone Celebrations</a>	Director's Area	JIMMY MARKOVSKI	2013-03-18
<a href="#">Official School Opening</a>	Facilities Services	DAVID WRIGHT	2019-11-08
<a href="#">Partnerships, Facility Partnerships, Sponsorships And Donations</a>	Operations	JIMMY MARKOVSKI	2015-09-21
<a href="#">Payroll Deduction - Non-Profit..Not for Profit Organizations</a>	People & Culture	HEATHER MUNDY	2006-08-08
<a href="#">Physical and Verbal Abuse of Board Employees</a>	People & Culture	HEATHER MUNDY	2014-07-29
<a href="#">Policy Review</a>	Director's Area	ROBERT CERJANEC	2013-09-17
<a href="#">Positions of Responsibility- Appointment and Evaluation</a>	People & Culture	HEATHER MUNDY	2012-06-29
<a href="#">Positive School Climate</a>	Positive School Climate	GARY CROSSDALE	2018-10-15
<a href="#">Privacy</a>	Legal Services	PATRICK COTTER	2012-02-21
<a href="#">Procedure for the Effective Management of Employee Alcohol and Drug Problems - Teaching Employees</a>	People & Culture	HEATHER MUNDY	2014-07-29
<a href="#">Professional Activity Days</a>	Operations	JIMMY MARKOVSKI	2012-03-29
<a href="#">Protocol For Collaboration Agreement With External Agencies For Provision Of Services</a>	Family of Schools	MARGARET LAZARUS	2010-01-20
<a href="#">Public Concerns</a>	Communications	ROBERT CERJANEC	2018-06-26
<a href="#">Purchasing</a>	Corporate Services	DAVID WRIGHT	2020-02-18
<a href="#">Recognition of Long Service &amp; Retirement of Employees</a>	People & Culture	HEATHER MUNDY	2012-02-29
<a href="#">Recovery of Salary Overpayment</a>	People & Culture	HEATHER MUNDY	2013-09-26
<a href="#">Recreational Equipment on Board Property</a>	Facilities Services	DAVID WRIGHT	2019-11-08
<a href="#">Rewards for Information on Vandalism</a>	Facilities Services	DAVID WRIGHT	2019-11-08
<a href="#">Safe Arrivals</a>	Positive School Climate	GARY CROSSDALE	2014-02-18
<a href="#">School Block Budgeting</a>	Corporate Services	DAVID WRIGHT	2020-01-27

<a href="#">School Boundaries</a>	Facilities Services	DAVID WRIGHT	2019-11-08
<a href="#">School Food and Beverage</a>	Operations	JIMMY MARKOVSKI	2016-11-15
<a href="#">School Sites-Operating Budget Surplus</a>	Corporate Services	DAVID WRIGHT	2017-10-18
<a href="#">Security and Safety</a>	Positive School Climate	GARY CROSSDALE	2017-07-05
<a href="#">Special Occasion Permits at the Education Centre and Board Approved Schools</a>	Facilities Services	DAVID WRIGHT	2021-01-06
<a href="#">Staff Appeals</a>	People & Culture	HEATHER MUNDY	2013-09-26
<a href="#">Standards for Quality in the Assessment, Evaluation and Reporting of Student Achievement</a>	Equitable Education	JACK NIGRO	2016-11-15
<a href="#">Substance Abuse - Students - Regulation</a>	Positive School Climate	GARY CROSSDALE	2017-02-21
<a href="#">Teacher Exchanges</a>	People & Culture	HEATHER MUNDY	2016-07-04
<a href="#">Transportation (Pupil) - Regulation</a>	Corporate Services	DAVID WRIGHT	2017-09-01
<a href="#">Trustee Criminal Reference Checks</a>	Director's Area	CAMILLE WILLIAMS-TAYLOR	2013-11-21

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee

**DATE:** February 1, 2023

**SUBJECT:** People and Culture: Rescission of Policies and Regulations

**PAGE:** 1 of 6

**ORIGIN:** Heather Mundy, Superintendent of People and Culture  
 Patrick Cotter, General Counsel  
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

### 1.0 Purpose

The purpose of this report is to recommend the rescission of selected policies and regulations that fall under the People and Culture department.

### 2.0 Ignite Learning Strategic Priority/Operational Goals

**Leadership** – *Identify future leaders, actively develop new leaders and responsively support current leaders.*

- Ensuring all human resource related policies, procedures and regulations are up to date, relevant, and accurately aligned to appropriate legislation, collective agreements, employment contracts and existing Durham District School Board (DDSB) policies supports system leaders in operational implementation.

### 3.0 Background

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that are centered around human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

It is important to accurately maintain current policies to support Board governance and system operations. Consistent with this objective and in furtherance of the Board's direction to phase out regulations, the People and Culture department has undertaken a review of policies and regulations that fall under its area of responsibility.

#### 4.0 Analysis

The table below outlines the policies and regulations recommended to be rescinded including staff's rationale in bringing forward the recommendation. These policies and regulations are attached at Appendix A and each of the policies and regulations referenced in the table below are hyperlinked.

**Table 1 – Listing of People and Culture Policies and Regulations Recommended for Rescission**

Title	Created	Type	Rationale for Rescission
<a href="#">Positions of Responsibility – Appointment and Evaluation</a>	1978-06-25	Regulation	<p>The regulation was created in 1978 and was last reviewed in 2012. It speaks to the length of staff appointments to certain roles and provides a mechanism for the board to trigger a staff appraisal.</p> <p>Such matters are covered by contract or in the Principals and Vice-Principals terms and conditions (OPC Durham Terms and Conditions).</p> <p>Similarly, staff appraisals and evaluations are addressed in Contracts, Terms and Conditions, Collective Agreements and Labour Law and are operational in nature.</p>
<a href="#">Staff Complement</a>	1970-11-16	Policy	<p>The policy was developed in 1970 and was last reviewed in 2012. The policy speaks to Board approval of staffing numbers. Such matters are covered by class size limits under the Education Act and other Ministry Regulations as well as the provisions of various Collective Agreements and are operational in nature.</p>

Title	Created	Type	Rationale for Rescission
<a href="#"><u>Domestic Violence</u></a>	2011-01-17	Regulation	This regulation was developed in 2011 and has never been reviewed. It addresses requirements regarding domestic violence as stipulated under OHSA. These matters are addressed under an existing procedure - the Workplace Violence Management Program Procedure
<a href="#"><u>Employee Assistance for the Management of Alcohol and Drug Problems</u></a>	1976-01-26	Policy	This policy was developed in 1976 and was last reviewed in 2014. The policy speaks to alcohol and drug use by employees. The policy is outdated in language and approach and addresses matters that are operational in nature and handled by staff within the Ability Management group on a case-by-case basis.
<a href="#"><u>Procedure for the Effective Management of Employee Alcohol and Drug Problems – Teaching Employees</u></a>	1976-01-26	Regulation	Same as above.
<a href="#"><u>Employees Seeking Public Office</u></a>	2005-01-19	Policy	This policy was developed in 2005 and was last reviewed in 2016. It addresses leave requests by employees. Such matters are governed by contract, collective agreements and terms and conditions.
<a href="#"><u>Physical and Verbal Abuse of Board Employees</u></a>	1982-05-25	Policy	The policy was developed in 1982 and was last reviewed in 2014. It addresses alleged abuse of staff. Such matters are addressed in the Board's newly adopted Safe and Respectful Workplace and Harassment Prevention Policy.

Title	Created	Type	Rationale for Rescission
<a href="#">Physical and Verbal Abuse of Board Employees</a>	1982-05-25	Regulation	Same as Above
<a href="#">Staff Appeals</a>	1982-05-25	Policy	The policy was developed in 1982 and last reviewed in 2013. It covers operational matters. Employee rights to challenge workplace circumstances are addressed in collective agreements, terms and conditions and employment contracts or in specific policies such as the Safe and Respectful Workplace and Harassment Prevention Policy and the Human Rights, Anti-Discrimination and Anti-Racism Policy.
<a href="#">Staff Appeals</a>	1982-05-25	Regulation	Same as Above
<a href="#">Teacher Exchanges</a>	1983-01-24	Policy	The policy was developed in 1983 and last reviewed in 2011. The leave process and terms are governed by collective agreements.
<a href="#">Teacher Exchanges</a>	1983-01-24	Regulation	The regulation was developed in 1983 and last reviewed in 2016. The rationale is same as above.
<a href="#">Employment Equity</a>	1983-01-24	Policy	The policy was developed in 1983 and last reviewed in 2006. It addresses employment equity as to gender. This matter is now subsumed in the Equitable Recruitment Policy and Employment Pay Equity Plans.
<a href="#">Employment Equity</a>	1983-01-24	Regulation	Same as Above



Title	Created	Type	Rationale for Rescission
<a href="#">Non-Affiliated Staff Compensation</a>	1970-11-16	Policy	This Policy was developed in 1970 and was last reviewed in 2016. It addresses compensation issues for staff not within a union. Such matters are operational and are covered by contract/MPA Terms and Conditions and applicable wage restraint legislation,

## 5.0 **Financial Implications**

Not applicable.

## 6.0 **Evidence of impact**

Rescinding outdated and obsolete policies and regulations will bring clarity to applicable processes for system leaders and staff.

## 7.0 **Communication Plan**

Communication regarding the removal of rescinded policies and regulations will be provided to system leaders as applicable to their role. The website listing of policies, procedures and regulations will be updated.

## 8.0 **Conclusion and/or Recommendations**

It is recommended that the Governance and Policy Committee recommend to the Board of Trustees that the policies and regulations in Appendix A be rescinded.

## 9.0 **Appendices**

Appendix A – Policies and Regulations referenced in Table 1 that are recommended for rescission

Report reviewed and submitted by:



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Heather Mundy, Superintendent of People and Culture



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Patrick Cotter, General Counsel



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Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

# REGULATION

## CORPORATE SERVICES

### Positions of Responsibility- Appointment and Evaluation

#### 1.0 Conditions of Appointment

That conditions of appointment to positions of responsibility be:

- (a) New appointments as Supervisory Officers shall be for a term of 5 years in a contract form approved by the Board.
- (b) New appointments to positions as Principal, Vice-Principal, or Department Head shall be permanent unless modified through the appraisal process.
- (c) Appointments to positions of Facilitator shall be on secondment for a term of up to five years.

AND THAT

#### 2.0 Appraisal

- 2.1 At the request of a majority of Trustees, the Director, or an Administrative Staff member, a particular evaluation may be initiated at any time. Such evaluations shall be the subject of a report to the Employee Relations Committee of the Board.

#### Appendix:

None

#### Effective Date

78-06-26

#### Amended/Reviewed

2006-08-08

2012-06-29

**CORPORATE SERVICES**

**Staff Complement**

- 1.0 The total staff complement in all functions, Academic, Business and Facilities Services shall be established from time to time by the Board.
- 1.1 Within the staff complement approved by the Board, the Director or designate shall have authority to deploy all personnel in the system.

**Appendix:**

None

**Effective Date**

70-11-16

**Amended/Reviewed**

82-11-09

2006-08-08

2012-02-06

2012-10-15

# REGULATION

## HUMAN RESOURCES SERVICES

### Domestic Violence

#### 1.0 Domestic Violence in the Workplace

A person who has a personal relationship with a worker – such as a spouse or former spouse, current or former intimate partner or a family member – may physically harm, or attempt or threaten to physically harm, that worker or co-workers at work. In these situations, domestic violence is considered workplace violence.

#### 2.0 Duty of the Employer

Under the [Occupational Health and Safety Act](#), an employer must take every precaution reasonable in the circumstances for the protection of workers when they are aware, or ought reasonably to be aware, that domestic violence may occur in the workplace, and that it would likely expose a worker or co-workers to physical injury.

Personal safety is the shared responsibility of the Durham District School Board and all of its employees. When an employee's safety is threatened as a result of domestic violence, the employer and supervisor will assist the employee and take any reasonable precaution for the protection of that employee while the employee is at work.

#### 3.0 Duty of Employees

Measures and procedures in the workplace violence prevention program can help protect an employee and co-workers from domestic violence in the workplace. It is the responsibility of an employee to report concerns to their immediate supervisor if they fear domestic violence may enter the workplace.

Co-workers are also encouraged to report, in confidence, to their immediate supervisor concerns or indicators that an employee is experiencing any form of domestic violence.

The Durham District School Board will take active measures to help protect the safety of employees who request assistance and will keep requests for assistance confidential.

#### 4.0 Information and Instruction

The Durham District School Board will provide information and instruction for all employees about the issue of domestic violence, signs of domestic violence, impact on individuals and families, confidentiality, individualized response, safety plans and the supports available within the Board and the community.

#### 5.0 Responding to Victim-Survivors of Domestic Violence

When an employee discloses that she or he is a victim-survivor of domestic violence or if a supervisor observes indicators of domestic violence, it is recommended that the supervisor convey the messages:

- the supervisor is concerned for the person and will support the person;
- the victim-survivor is not alone and is not to blame;
- there is help available – see Appendix B;
- information that is shared will be kept confidential and provided to others on a 'need to know' basis; and,
- the supervisor will offer to work with the employee to create a Workplace Safety Plan. In the case where an employee refuses to co-create a Workplace Safety Plan with a supervisor then the supervisor will contact the appropriate Manager or Supervisory Officer regarding the provision of workplace precautions for the protection of all employees. The Manager or Supervisory Officer will contact the union president for that employee, if applicable.

## 6.0 Workplace Safety Plan – See Appendix A

A workplace safety plan:

- identifies actions to increase worker safety;
- is prepared in advance based on the possibility of violence;
- needs to be created with the affected employee who knows the abuser's patterns of behaviour, the higher-risk times, and the resources available;
- suggests actions that the worker and employer can take, including police involvement; and,
- can be reviewed and revised as needed to respond to changes.

A workplace safety plan may include:

- at least one emergency contact if the employer is unable to reach the worker;
- increased security measures for the victim-survivor while at work or travelling to and from work;
- record-keeping options for possible police evidence (e.g. threatening voice mails or emails);
- alternative work arrangements to adjust the worker's schedule or location in order to increase the worker's safety;
- creating an emergency plan with procedures for calling the police when required;
- referring the employee to appropriate internal and external resources and organizations – see Appendix B;
- developing a procedure to inform co-workers of the potential for domestic violence in the workplace;
- upholding all known court orders that bar any individual(s) from a worksite;
- discussion of personal leave options.

Where the employee identifies a concern about domestic violence when the spouse is a Durham District School Board employee, the supervisor will notify the Superintendents of Employee Relations and Operations about the situation. If necessary a change in workplace location will be reviewed by the Superintendent of Employee Relations in coordination with the Superintendent of Operations.

### Appendix:

Appendix A – Domestic Violence – Workplace Safety Plan

Appendix B – Durham Region Contacts for Domestic Violence

Appendix C – Signs of Domestic Violence in the Workplace

### Effective Date

2011-01-17

### Amended/Reviewed

**APPENDIX A: DOMESTIC VIOLENCE - WORKPLACE SAFETY PLAN**

Name of Employee: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

**Part 1 – Questions about Immediate Need:**

How great is your risk today?

What are your needs right now?

Have you left the home?

Are your children safe? Which school do they attend?

Have you contacted the police? Do you need to speak with a police officer today?

Is there a restraining order against the abuser?

**Part 2 – Questions about Workplace Precautions:**

Who is the abuser? (Name, description and photograph)

Has the abuser contacted you at work? What is the likelihood that the abuser will show up at the workplace?  
Is there a risk to co-workers?

If he/she arrives at work looking for you - do you want 911 called?

Do you want phone calls or emails screened and saved?

Arrival and departure from work - how can we help you get into and out of the building safely? (review safety of parking arrangements)

Who else at work can be advised about the plan and who to watch for?

### Part 3 – Supervisor Checklist for Workplace Safety Plan

- ☐ ☐ ☐ Contact Area Superintendent or Manager
- ☐ Contact Superintendent of Employee Relations
- ☐ Contact school, if applicable, where employee's children attend
- ☐ Superintendent of Employee Relations contacts union president, if applicable
- ☐ Provide employee with Durham Region contact list – Appendix B
- ☐ Arrival and departure plan - may include:
  - Establish set arrival and departure times
  - Arrangements to provide escorts to and from the parking lot
  - Car-pool arrangements with other employees
  - Change of parking assignment to a reserved spot close to entrance
- ☐ Screening of phone calls or emails
  - Contact Information and Technical Services to block email from abuser
  - Inform office staff to request identity of callers
  - When a Workplace Safety Plan has been invoked, avoid using students to answer phones
  - Develop response protocol for unwanted calls
- ☐ Record-keeping
  - Retain copies of threatening emails sent to workplace
  - Make recordings of voicemail
  - Supervisor keeps restraining orders on file
- ☐ Emergency Security Protocol – if abuser attends workplace:
  - Call 911
  - Supervisor or designate informs victim-survivor
  - Move victim-survivor to safe location in building until police arrive
- ☐ Alternative Work Arrangements – (consult with Manager or Superintendent of Operations first):
  - Adjust shift start time and/or finish time
  - Change location of workplace – temporary or permanent
- ☐ Ongoing Employee Responsibilities
  - Keep supervisor informed of any changes to level of risk or changes of circumstance

This Workplace Safety Plan has been created by:



Employee	_____	_____
	Print Name	Signature
Supervisor	_____	_____
	Print Name	Signature

**APPENDIX B: Durham Region Contacts for Domestic Violence**

<b>Police and Victim Services:</b>	
Emergency Services	911
Durham Regional Police Service	905 579 1520/ 1 888 579 1520
DRPS Victim Services Unit	905 579 1520/ 1 888 579 1520 ext 5616
Victim Services of Durham Region	905 579 1520 ext 1848
<b>Emergency Housing:</b>	
1. Bethesda House (24 hrs)	905 623 6050/ 1 800 338 3397
2. Herizon House	905 426 1064/1 866 437 4066
3. Denise House (24 hrs)	905 728 7311/1 800 263 3725
<b>Counselling Services:</b>	
Catholic Family Services	Ajax 905 428 1984 Oshawa 905 725 3513
Domestic Violence & Sexual Assault	905 571 3344 ext 105
Durham Family Counselling	1 866 840 6697
Durham Mental Health Crisis Service	905 666 0831 After hours 905 666 0483
Oshawa Community Health Centre	905 723 0036
Employee Assistance Program	1 800 387 4765
<b>24 Hour Crisis Numbers:</b>	
Distress Centre	1 800 452 0688
Rape Crisis Centre	905 668 9200
Kid's Help Line	1 800 668 6868
Assaulted Women's Help Line	1 866 863 9511
<b>Legal Services:</b>	
Family Law Information Centre	905 427 7849
Durham Family Court Clinic	905 436 6754
Ontario Family Court	905 430 4900
Luke's Place	905 728 0978
<b>Other Services:</b>	
Women's Multicultural Resource and Care Centre	905 427 7849
Victim Crisis Assistance & Referral Service (VCARS)	905 579 1520 ext. 1846
Neighbours, Friends & Families Campaign	<a href="http://www.neighboursfriendsandfamily.com">www.neighboursfriendsandfamily.com</a>
DRIVEN (Durham Region Intimate-Relationship Violence Empowerment Network)	1 877 SAFE 905 (723 3905) 905 432 SAFE (432 7233)

**APPENDIX C: Signs of Domestic Violence in the Workplace**

The victim may:

- try to cover bruises;
- be sad, lonely, withdrawn, and afraid;
- have trouble concentrating on a task;
- apologize for the abuser's behaviour;
- be nervous when the abuser is in the workplace;
- make last-minute excuses or cancellations;
- use drugs or alcohol to cope; or
- miss work frequently or more often than usual.

The abuser may interfere with the victim while at work by:

- repeatedly phoning or emailing the victim;
- stalking and/or watching the victim;
- showing up at the workplace and pestering co-workers with questions about the victim;
- displaying jealous and controlling behaviours;
- lying to co-workers;
- threatening co-workers;
- verbally abusing the victim or co-workers;
- destroying the victim's or the organization's property; or
- physically harming the victim and/or co-workers.

The abuser may attempt to prevent the victim from getting to work by:

- interfering with transportation by hiding or stealing the victim's car keys or transportation money;
- hiding or stealing the victim's identification cards;
- threatening deportation in a situation where the victim was sponsored;
- failing to show up to care for children; or
- physically restraining the victim.

**HUMAN RESOURCES SERVICES****Employee Assistance for the Management of Alcohol and Drug Problems****1.0 Preamble**

- 1.1 The Board of Education recognizes that excessive or inappropriate use of alcohol or other drug can result in physical and/or mental illness. Such misuse of alcohol or other drug is generally accompanied by a variety of other problems adversely affecting the individual's well-being with regard to his/her family, financial affairs, employment and social life.

**2.0 Purpose**

- 2.1 Treatment of these cases can be successful, and this policy is prepared for the following purposes:
- (a) To provide Board personnel with an education program aimed at the prevention of dependence on alcohol or other drugs.
  - (b) To facilitate early recognition of, and supportive treatment for, any employee of the Board who may be suffering from this disability.

**3.0 Voluntary Referral**

- 3.1 Any employee of the Board who feels that he (or she) may have an alcohol or other drug problem is encouraged to make an appointment with the Manager of Employee Services with a view to obtaining a diagnosis and, if necessary, referral to a treatment service and follow-up as indicated.

**4.0 Mandatory Referral**

- 4.1 Any employee of the Board whose unsatisfactory performance of his/her duties may be attributable to the repeated misuse of alcohol or other drug will be required by his/her supervisor to report to the Manager of Employee Services to obtain a diagnosis.
- 4.2 In the case of a mandatory referral where performance of duty has been impaired by continued or repeated misuse of alcohol or other drug, acceptance by the employee of the diagnosis, and adherence to the prescribed treatment program, and improvement in job performance to an acceptable level, will be considered a condition of continued employment with the Board.

**5.0 Training and Treatment**

- 5.1 The Board will provide training for supervisors in the recognition of signs which may indicate developing dependence on alcohol or other drugs and in the interviewing and referring procedure for such employees. The Board (through the Manager of Employee Services) will arrange with treatment agencies and other resources in the community for the provision of adequate treatment and support.
- 5.2 Whether the referral to the Employee Services Department is voluntary or mandatory, the employee will receive the same consideration and benefits as are provided by the Board for employees affected by any other illness.

**Appendix:**

None

**Effective Date**

76-01-26

**Amended/Reviewed**

2006-08-08

2014-07-29

**Procedure for the Effective Management of Employee Alcohol and Drug Problems - Teaching Employees**

- 1.0 Whether the referral to the Manager of Employee Services is voluntary or mandatory, the employee will receive the same consideration and benefits as are provided by the Board for employees affected by other illness.
- 1.1 When job performance, attendance or conduct of a teacher is unsatisfactory, the Principal will:
- (a) Confront the teacher with documented work evidence of the problem.
  - (b) Advise the teacher that improvement is expected, suggest that if there is some personal problem, help can be obtained through the Manager of Employee Services, and encourage the teacher to take advantage of this service. These services will consist of a diagnostic and counselling consultation by recognized professional personnel such as provided by Addiction Research Foundation, Pinewood Clinic or medical specialist.
  - (c) Require the teacher to inform the Principal within one week as to what action the teacher is taking to solve the problem.
  - (d) Document the interview with copies to the Superintendent of Education, teacher and Manager of Employee Services. Remind the teacher, in this letter, that it is the teacher's privilege to consult with his Federation if the teacher desires.
  - (e) Continue to document work performance.
  - (f) It is the responsibility of the principal to inform the respective Provincial Federation that the teacher's employment is in jeopardy.
- 1.2 If subsequent job performance, attendance or conduct is unsatisfactory, the Principal will:
- (a) Consult with the Superintendent of Education/Area concerning overall impressions of the situation and discuss appropriate action.
  - (b) Confront the teacher, review the teacher's work record and inform the teacher that the Superintendent of Education/Area has been contacted in relation to unsatisfactory job performance.
  - (c) The course of action to be taken at this point will have been decided when step 2(a) was taken. This may involve:
    - (i) continuance of a program already instituted;
    - (ii) the requirement of the teacher accepting referral to recognized professional personnel.
  - (d) Advise the teacher of consequence of non-compliance, i.e., termination of employment.
  - (e) Document the interview with copies to the Superintendent of Education/Area, the teacher and Manager of Employee Services. Remind the teacher again, in this letter, that it is the teacher's privilege to consult with Federation if the teacher so desires.

1.3

(a) Assuming dependency is diagnosed and treatment has followed, the Principal will discuss with the teacher on a regular basis (monthly) the teacher's progress, performance and conduct in the school situation, at which time the progress reports from the treatment facility will also be reviewed.

(b) Document these interviews with copies as above.

1.4

If a teacher voluntarily seeks help for a problem of this type from the Principal, the latter should contact the Manager of Employee Services who will make arrangements for treatment. The teacher affected will not be required to discuss this matter with any other staff member except the Principal.

1.5

If a teacher voluntarily seeks help for a problem of this type but does not want to approach it through his Principal, the teacher may contact the Manager of Employee Services directly for confidential advice and information.

1.6

If the problem is affecting a Principal's job performance, this policy applies by substituting the words Principal for teacher and Superintendent of Education/Area for Principal.

## 2.0 Termination

2.1

When job performance, attendance or conduct continues to be unsatisfactory, the principal will recommend suspension and ultimately termination. These recommendations will be forwarded to the Superintendent of Education/Area with copies to the teacher, and the Manager of Employee Services.

2.2

It is the duty of the Principal to inform the teacher of the teacher's right to a Board of Reference as stated in the Education Act.

### NOTE:

(a)

This procedure has been written specifically for a Principal dealing with a teacher or a Superintendent of Education/Area dealing with a Principal. In the case of a Principal dealing with an educational services employee a slightly different procedure has been outlined.

(b)

Employees shall be notified that treatment for an alcohol or drug problem shall be considered as illness, and all benefits under the SICK LEAVE and DISABILITY PENSION Regulations will apply.

2.3

When job performance, attendance or conduct of an employee is unsatisfactory, the appropriate supervisor will:

(a) Advise his/her superior, then:

(b) Confront the employee with documented work evidence of the problem.

(c) Advise the employee that improvement is expected, suggest that if there is some personal problem, help can be obtained from the Superintendent of Education/Employee Services, and encourage him/her to take advantage of these services.\*

(d) Continue to document work performance until the problem has been corrected.

(e) Document the interview if felt desirable, with copies to his/her superior, the employee, the Union if applicable, and the Personnel File.

2.4

On the next occasion, when job performance, attendance or conduct is unsatisfactory, the appropriate supervisor will:

- (a) Advise his/her superior.
- (b) Confront the employee and review with him/her the unsatisfactory work record.
- (c)
  - (i) Insist that the employee perform his/her work satisfactorily.
  - (ii) Advise employee of consequence of non-compliance, i.e., suspension and if no improvement then termination of employment.
- (d) Require the employee to inform him/her, within one week, as to what action he/she is taking to solve the problem.
- (e) Document the interview with copies to his/her superior, the employee, the Union if applicable, and the Personnel File.
- (f) Review and evaluate on a continuing basis (suggest one month).

2.5 If no improvement is noted following review 2. (f), the appropriate supervisor will:

- (a) Advise his/her superior.
- (b) Confront the employee, review his/her work record; inform him/her that the job performance is unsatisfactory; and insist that he/she must accept help or be terminated.
- (c) Assuming he/she chooses help, instruct him/her that the Manager of Employee Services will be contacted to enter him/her into a program of help.
- (d) Document the interview with copies to his/her superior, the employee, the Union if applicable, and the Personnel File.

2.6

- (a) Assuming dependency is diagnosed and treatment has followed, the appropriate supervisor will discuss with the employee on a regular basis (monthly) his/her progress, performance and conduct in the work situation, at which time the progress reports from the treatment facility will also be reviewed.
- (b) Document these interviews with copies to his/her superior, the employee, the Union if applicable, and the Personnel File.

2.7 If an employee voluntarily seeks help for a problem of this type from you, the supervisor, you should contact the Manager of Employee Services, who will make arrangements for treatment. The employee affected will not be required to discuss this matter with any other staff member except you.

2.8 If an employee voluntarily seeks help for a problem of this type, but does not want to approach it through his supervisor, he may contact the Manager of Employee Services directly for confidential advice and information or the Union.

### 3.0 Termination

3.1 When job performance, attendance or conduct continues to be unsatisfactory, the employee will be terminated.



NOTE:

Employees shall be notified that treatment for an alcohol or drug problem shall be considered as illness and all benefits under the SICK LEAVE and DISABILITY PENSION Regulations will apply.

\*The services through the Superintendent of Education/Employee Services include diagnostic and counselling consultation by recognized professional personnel, such as Pinewood Clinic, medical specialists, Addiction Research Foundation and Family Counselling.

**Appendix:**

None

**Effective Date**

76-01-26

**Amended/Reviewed**

2006-08-08

2014-07-29

**CORPORATE SERVICES**

**Employees Seeking Public Office**

- 1.0 The Durham District School Board encourages its employees to seek and hold public office.
- 1.1 Employees seeking public office may be granted or asked to take unpaid leaves of absence at the discretion of the Director of Education in consultation with the appropriate Superintendent and the Superintendent of Operations.

**Appendix:**

None

**Effective Date**

2005-01-19

**Amended/Reviewed**

2006-08-08

2010-10-04

2016-07-04

## **HUMAN RESOURCES SERVICES**

### **Physical and Verbal Abuse of Board Employees**

- 1.0 In cases of alleged abuse of staff by any person which results in charges being laid, staff will be given as much assistance and support as is required and appropriate to the circumstances of the case and is within the legal authority of the Board.
- 1.1 Information in respect to any such incident received by Trustees or Staff should be reported as soon as possible to the Director of Education or his/her designate.

**Appendix:**

None

**Effective Date**

82-05-25

**Amended/Reviewed**

2006-08-08

2014-07-29

# REGULATION

## HUMAN RESOURCES SERVICES

### Physical and Verbal Abuse of Board Employees

- 1.0 All such cases should be reported immediately to the Superintendent of Education/Employee Services in cases involving non-teaching personnel. The report should include all pertinent information describing the incident(s) and any action taken in respect to reporting the matter to the Police.
- 1.1 The Superintendent of Education/Employee Services will decide, on review of the above reports and any other available information whether or not legal counsel is advisable and is to be supplied. The details of the incident will be discussed with the Board's Solicitor if advice is required.

**Appendix:**

None

**Effective Date**

82-05-25

**Amended/Reviewed**

2006-08-08

2014-07-29

**HUMAN RESOURCES SERVICES**

**Staff Appeals**

1.0 Any employee may initiate an appeal over any issue not governed by the provisions of a Collective Agreement.

**Appendix:**

None

**Effective Date**

82-05-25

**Amended/Reviewed**

2006-08-08

2013-09-26

# REGULATION

## HUMAN RESOURCES SERVICES

### Staff Appeals

- 1.0 Employees shall notify their immediate superiors\* of the problem, and seek to resolve the matter.
  - 1.1 If the problem remains unresolved, the employee may initiate an appeal in writing to the Secretary of the Board within a reasonable time following notification to superiors.
  - 1.2 The Director or designate shall inquire into the facts surrounding the problem and resolve the issue or prepare a written report for the Employee Relations Committee with a copy to the employee.
  - 1.3 The employee shall be entitled to Federation, Union or Association representation at the meeting of the Employee Relations Committee when the appeal is heard.
  - 1.4 The Employee Relations Committee shall deny or grant an appeal and may make recommendations to the Board.

\*For academic employees, this is deemed to be Principal and Superintendent of Education/Area.

#### Appendix:

None

#### Effective Date

82-05-25

#### Amended/Reviewed

2006-08-08

2013-09-26

**SCHOOL OPERATIONS & EQUITABLE EDUCATION**

**Teacher Exchanges**

- 1.0 The Durham District School Board encourages the participation of staff in exchanges within the Province, to other Provinces, Countries and on assignment to The Department of National Defence.

**Appendix:**

None

**Effective Date**

83-01-24

**Amended/Reviewed**

91-05-13

2006-08-08

2010-10-04

2011-01-21

# REGULATION

## SCHOOL OPERATIONS & EQUITABLE EDUCATION

### Teacher Exchanges

- 1.0 Requests will be received by the Manager of Employee Services with a copy to the Superintendent of Education/Operations in accordance with Ministry of Education deadlines.
  - 1.1 To be eligible to apply, teachers must be on a permanent contract.
  - 1.2 An exchange will normally be approved for up to a maximum of three years.
  - 1.3 Such exchanges or assignments shall be reported annually to the Board by the Director.

#### Appendix:

None

#### Effective Date

83-01-24

#### Amended/Reviewed

91-05-13

2006-08-08

2012-03-01

2016-07-04



**PERSONNEL**

**Employment Equity**

- 1.0 The Durham District School Board and its employees shall demonstrate commitment to achieving the Ministry of Education's Employment Equity mandate. This will be accomplished through the development and implementation of Employment Equity strategies and programmes, which eliminate barriers and provide an equal opportunity environment in which female employees can reach their full potential.

**Appendix:**

None

**Effective Date**

83-01-24

**Amended/Reviewed**

92-03-09

2006-08-08

# REGULATION

## PERSONNEL

### Employment Equity

#### 1.0 The Durham Board of Education Shall:

- (a) form an Employment Equity Committee comprised of a minimum of two Trustees, the Director of Education (or Designate), a representative of each Principals' Association, a representative of each Federation, a community representative, a representative from the guidance staff, a representative from the consultant group, representation from the Custodial/Maintenance Management staff, a representative from CUPE Office/Clerical/Technical, a representative from CUPE Custodial/Maintenance, a representative from CUPE Educational Assistants, and a Non-affiliate representative;
- (b) develop and implement a program of in-service and staff development that includes strategies to increase the representation of women in positions of added responsibility for both teaching and educational services staff in accordance with the mandate established by the Ministry of Education outlined in Program Policy Memorandum 111;
- (c) provide in-service and training for female staff regarding non-traditional roles to increase awareness and move towards the objectives set by the Ministry of Education for the year 2000;
- (d) ensure staff knowledge of and commitment to The Sexual Harassment Policy, and The Inclusionary Language Guidelines and Standard Procedure For Written Correspondence;
- (e) ensure that the Hiring/Promotion Procedures encourage female staff, at all levels, to seek positions of added responsibility;
- (f) provide annual budget proposals to facilitate the attainment of the goals of Employment Equity;
- (g) receive a report from the Director of Education by June 30th of each year, outlining the progress towards implementation of the Employment Equity Plan.

#### Appendix:

None

#### Effective Date

83-01-24

#### Amended/Reviewed

84-05-28

92-03-09

2006-08-08

**HUMAN RESOURCES SERVICES****Non-Affiliated Staff Compensation****1.0 Coverage**

- 1.1 This policy applies to non-affiliated staff in the following groups:
- Administrative (excludes Supervisory Officers and Director of Education)
  - Administrative Secretarial
  - Attendance Counsellors
  - Psychological Services
  - Social Workers
  - Speech Pathology Services

**2.0 Broad Policy Statements**

- 2.1 The salaries for positions occupied by Non-Affiliated Staff will be based on a fair comparison with negotiated settlements reached between the Durham District School Board and local C.U.P.E. Unions.
- 2.2 Internal equity will be maintained regarding the salaries paid to Non-Affiliated Staff with consideration to relative job size, the employee's time in the job and individual performance.
- 2.3 The Board's policy is to pay competitive salaries which will ensure its ability to attract, retain, and reward employees of a high calibre.
- 2.4 Non-Affiliated Staff benefit program coverages and Board contributions thereto will be based on a fair comparison with the programs in effect for the Board's affiliated and unionized employee groups.

**3.0 Specific Policy Statements**

- 3.1 Non-Affiliated Staff job rates will be annually reviewed and adjusted as of July 1st by a percentage increase which reflects an average of the settlements reached with the Durham District School Board and local C.U.P.E. Unions during the same year. Bi-annual external comparisons will be undertaken by staff for certain benchmark positions to ensure that our salary ranges remain competitive with the external market.
- 3.2 Non-Affiliated Staff benefit programs, and Board contributions thereto, will be reviewed annually as of March 1st to ensure that available coverages and the value of Board contributions are comparable to that for other Board employee groups.

**4.0 Salary Ranges**

- 4.1 Under the Salary Administration Program an employee will normally begin at the 'Start Rate' appropriate for the position. The employee's increment progression to 'Maximum Rate' for the position will be dependent upon performance.
- 4.2 The 'Start Rate' for all positions which are on a three year grid will normally be set at 90% of the determined 'Job Rate'.
- 4.3 The 'Maximum Rate' for a position will be equal to the 'Job Rate'.
- 4.4 A satisfactory employee will achieve the 'Maximum Rate' for his/her position.
- 4.5 Progression from the 'Start Rate' to the 'Maximum Rate' will normally occur over a three-year period.

**Appendix:**

None

**Effective Date**

70-11-16

**Amended/Reviewed**

78-10-23

82-09-13

91-01-28

93-04-13

2006-08-08

2012-10-10

2016-05-10

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee **DATE:** February 1, 2023

**SUBJECT:** Inclusive Student Services: Rescission of Policy **PAGE:** 1 of 3

**ORIGIN:** Andrea McAuley, Superintendent of Equitable Education, Inclusive Student Services  
 Patrick Cotter, General Counsel  
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

### 1.0 Purpose

The purpose of this report is to recommend that the Governance and Policy Committee recommend to the Board of Trustees that the School Attendance Officer policy be rescinded.

### 2.0 Ignite Learning Strategic Priority/Operational Goals

**Success** – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

**Well-being** – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

**Leadership** – *Identify future leaders, actively develop new leaders and responsively support current leaders.*

**Equity** – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

**Engagement** – *Engage students, parents and community members to improve student outcomes and build public confidence.*

**Innovation** – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

### 3.0 Background

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that are centered around human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination. It is important to accurately maintain current policies to support Board governance and system operations. Inclusive Student Services has undertaken a review of policies and regulations that fall under its area of responsibility and as part of that review has discovered that the School Attendance Officer policy is no longer required within the current context. This process is being undertaken in accordance with the March 2, 2020 Board resolution that confirmed the phase out of all DDSB regulations in support of good governance practices.

#### **4.0 Analysis**

The School Attendance Officer policy was originally adopted in 1969 and last updated in 2011. It is a one-line Policy that states:

*The Director is designated as School Attendance Officer for the purpose of administering the regulations regarding school attendance.*

The Education Act now calls for the appointment of “one or more attendance counsellors” (per: section 25(1)). The DDSB has filled this statutory role (by appointment of the Senior Manager and Clinical Lead for social work). The Ministry of Education reaches out to school districts on an annual basis to confirm the primary school attendance counsellor lead.

#### **5.0 Financial Implications**

Not applicable.

#### **6.0 Evidence of impact**

Rescinding outdated and obsolete policies and regulations will bring clarity to applicable processes for system leaders and staff.

#### **7.0 Communication Plan**

Should the Board rescind the policy, communication will be provided to system leaders as applicable to their role. In addition, the website listing of policies, procedures, and regulations will be updated.

#### **8.0 Conclusion and/or Recommendations**

That the Governance and Policy Committee recommend to the Board of Trustees that the School Attendance Officer policy be rescinded.

#### **9.0 Appendices**

Appendix A – School Attendance Officer Policy

Report reviewed and submitted by:



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Andrea McAuley, Superintendent of Inclusive Student Services



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Patrick Cotter, General Counsel



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Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

## SCHOOL OPERATIONS & EQUITABLE EDUCATION

### School Attendance Officer

- 1.0 The Director is designated as School Attendance Officer for the purpose of administering the regulations regarding school attendance.

#### Appendix:

None

#### Effective Date

69-05-14

#### Amended/Reviewed

73-12-10

2006-04-07

2011-03-30