

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 9

Tuesday, October 13, 2015
Time: 7:00 p.m.
Red Lake District High School
Red Lake, Ontario

Video & Teleconference Sites

QEDHS 24A
DHS 115
Kenora Education Centre

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes – September 8, 2015
7. Presentations/Delegations
8. Observer Comments
9. Presentation of Reports and Accompanying Motions
 - 9.01 Education
 - A. Students Come First
 - *Red Lake DHS Rams Fitness*
 - B. Student Trustee Report
 - C. 2015-2016 Board Strategic Improvement Plan for Student Achievement Report
 - D. Summer Learning 2015 Report
 - 9.02 Executive Committee
 - A. 2016 Board Meeting Schedule
 - 9.03 O.P.S.B.A. Update
 - 9.04 Parent Involvement Committee/School Council Reports (nil)
 - 9.05 Operations
 - A. 2015 Enrolment Report
 - B. Capital Plan Committee Update
 - 9.06 Finance
 - A. By-law #63 – Tax Levy 2016

All stakeholders create a culture of learning so that students come first.

- 9.07 Human Resources
 - A. Policy 705, Health and Safety
 - B. Policy 709, Workplace Harassment
 - Procedure 709 NEW
 - C. Policy 711, Workplace Violence
- 9.08 Special Education Advisory Committee
- 9.09 Native Education Advisory Council
- 10. Other Motions
- 11. Correspondence
- 12. New Business
- 13. Observer Comments
- 14. Next Meeting Date – November 10, 2015
Dryden High School
Dryden, ON
- 15. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #8

The minutes of Regular Board Meeting # 8 of the Keewatin-Patricia District School Board held September 8, 2015 at New Prospect PS, Dryden, ON.

Call to Order	The meeting was called to order at 7:00 p.m.					
Roll Call	C. Marcino L. Barnes J. Kitowski M. Ott	R. Griffiths D. Penney D. Wilkinson	G. Kleist G. Seaton J. Manitowabi (vc, tc with td) K. Korobanik			
Absent with Regret	S. Seymour					
Officials	Sean Monteith, Caryl Hron, Joan Kantola, Dean Carrie, Susanne Bastable, Scott Urquhart, and visiting school administration.					
Also Present	Media, Staff and interested public.					
Agenda	Moved by: Seconded by:	G. Kleist D. Wilkinson				
Motion	158-15	THAT the agenda for the Regular Board Meeting #8 dated September 8, 2015 be amended to defer agenda item 9.01 B – Student’s Come First, The Possibilities are Endless: A new way of Learning.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
		Moved by:	D. Wilkinson			
		Seconded by:	G. Kleist			
Motion	159-15	THAT the agenda for the Regular Board Meeting of September 8, 2015 be approved as amended.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda				None	
Business Arising from Committee of the Whole	None					
Minutes	Moved by: Seconded by:	D. Wilkinson G. Kleist				
Motion	160-15	THAT the minutes of Regular Board Meeting held June 9, 2015 having been duly circulated be confirmed.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
Observer Comments	None					

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Students Come First	2015 Kids Come First Video
	Presented by: Sheena Valley, Communications Assistant & Website Administrator, with Jordan Hinchey from Spot on Creative.
	"The Possibilities are Endless: A new way of Learning" (Deferred)
FNMI Graduation Coach Report	Moved by: G. Kleist Seconded by: D. Wilkinson
	Presented by: Kieran McMonagle, FNMI Graduation Coach, Dryden High School
Motion 161-15	THAT the First Nation, Métis and Inuit Graduation Coach Report be received.
	Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED
	Binding FOR 10 OPPOSED 0 CARRIED
Aboriginal Family Case Worker	Moved by: G. Kleist Seconded by: D. Wilkinson
	Presented by: Heather Gardner, Aboriginal Family Case Worker, Open Roads PS.
Motion 162-15	THAT the Open Roads Aboriginal Family Case Worker Report be received.
	Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED
	Binding FOR 10 OPPOSED 0 CARRIED
	J. Manitowabi experienced VC technical difficulties and left the meeting
Scholarships & Awards	Moved by: G. Kleist Seconded by: D. Wilkinson
Motion 163-15	THAT the reports for the following awards be received: i) Good Citizenship Award ii) Secondary School Scholarships and Awards
	Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED
	Binding FOR 9 OPPOSED 0 CARRIED
OPSBA	Moved by: D. Wilkinson Seconded by: G. Kleist
Motion 164-15	THAT the O.P.S.B.A. verbal update be received.
	Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED
	Binding FOR 9 OPPOSED 0 CARRIED
OPSBA Regional Meeting Update	Moved by: D. Wilkinson Seconded by: G. Kleist
Motion 165-15	THAT the Ontario Public School Boards' Association October 16-17, 2015 Northern Regional Meeting update be received.
	Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED
	Binding FOR 9 OPPOSED 0 CARRIED

"All Stakeholders create a culture of learning so that students come first."

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Keewatin-Patricia District School Board

October 13, 2015

NOTICE OF MOTION

THAT the 2015-2016 Board Strategic Improvement Plan for Student Achievement Report be received.

2015-2016 Board Strategic Improvement Plan For Student Achievement

Vision

“All stakeholders create a culture of learning so that students come first.”

Goals of the Strategic Plan 2013 – 2018

- #1 Ensure increased individual student achievement by providing programs and services designed to meet the needs of the whole child.**
- #2 Close the achievement gap in order to meet the needs of our at risk students.**
- #3 Communicate to students, their families, and community members that 21st Century learning (21C@KP) is relevant.**

Goal of the BSIP 2015 - 2016:

“As we practice in a 21 C culture of learning and support the ‘whole student’ we will facilitate all students to independently demonstrate higher order and critical thinking.”

Priority Areas:

- 1. Engagement in Learning**
 - a. Collaborative Inquiry focused on student and adult ‘thinking’
 - b. Authentic tasks based on curriculum
- 2. We use an integrated instruction and assessment model based on strategies contained in ‘Growing Success’ which must include ALL of the following:**
 - a. Learning Goals
 - b. Success Criteria
 - c. Descriptive Feedback
 - d. Self and Peer Assessment
 - e. Goal Setting
- 3. We use intervention strategies for any student not achieving success.**
 - a. Personalized, precise instruction and supports

9.01 D

Keewatin-Patricia District School Board

October 13, 2015

NOTICE OF MOTION

THAT the 2015 Summer Learning Report be received.

**Summer Learning Programs
2015**

Summer Learning Programs in literacy and numeracy were offered once again this past summer at Evergreen Public School, New Prospect Public School, and Ear Falls Public School. Literacy camps were offered in Dryden, Ear Falls and in Kenora with the Evergreen program also having a specific aboriginal perspective built into it. Numeracy camps were offered in Dryden and Kenora. The programs were open to all primary students from each of the area public schools through an application and recommendation process.

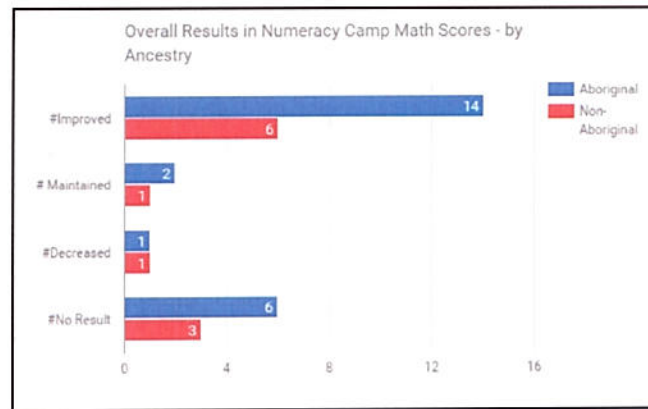
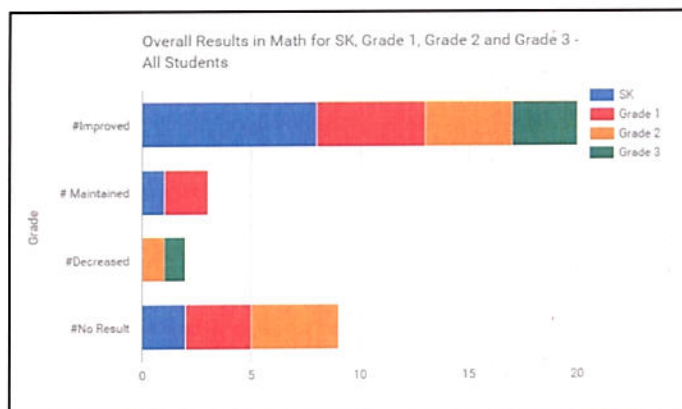
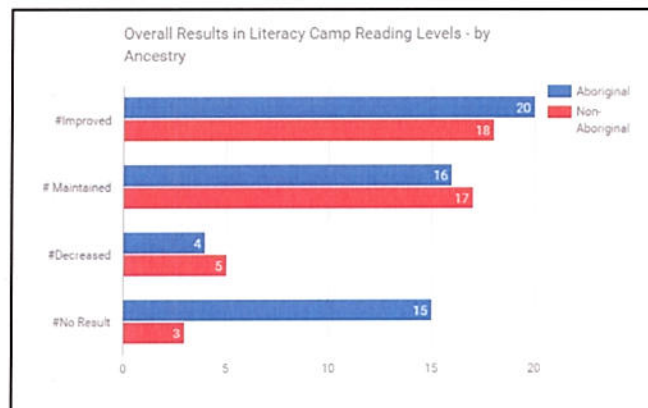
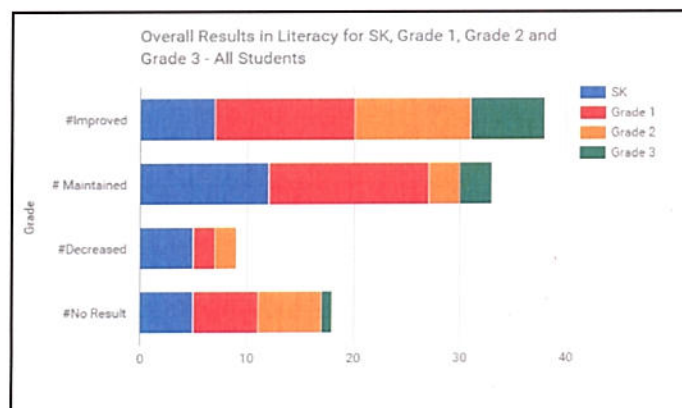
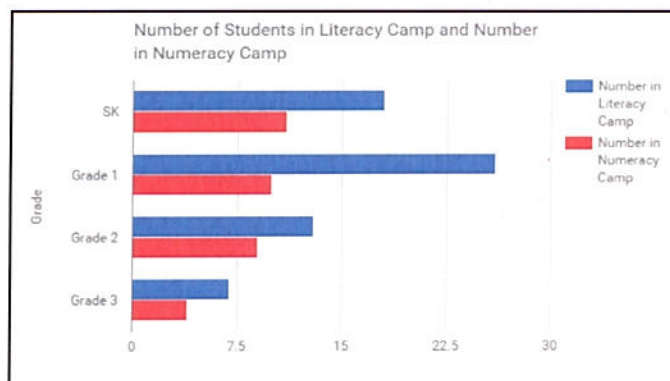
Fully funded by CODE, 20 spaces were made available in each of the 5 summer camps for students. Student selection was careful and deliberate based on specific criteria for student selection, school recommendation as well as space. All applications were looked at individually. Students selected for the camps were in Year 2 Kindergarten, Grades 1, 2 or 3 with greater emphasis on early intervention for younger students over older students when all other indicators were seemingly equal. Recommendations from schools were sought to provide information beyond the applications so that preference was given to selecting students who may not have had the same opportunities as their peers for educational summer opportunities, who would commit to attending daily to the summer program, who would benefit from a boost in skill development and self-confidence to support transition to the next grade in September, and who would enjoy the extended activities and recreational opportunities given through the program. For the most part, families were asked to transport their children to and from the program daily, however; students were not turned away if transportation was an issue, Heather Gardner from ORPS as well as staff in Kenora gave rides daily and worked with families to ensure that all summer campers were able to get to the camps and home each day. Family nights were held in each area prior to camp beginning in order to further support students and families.

Each program was run by a qualified teacher and had an additional adult helper...most were summer students in the education field; one was the school ECE. The program ran for a three week period, from July 13th to 31st. Students in the program attended from 8:30 until 1:30 each day. Lunch, snacks and all materials, activity or field trip costs were covered by the program funds from CODE. In Kenora, the Rotary Club donated \$500 to support literacy activities and the Lake of the Woods Museum supported the program by waiving their admission fee for all 40 students and providing the museum educator, Brayden Murray to run a museum scavenger hunt with the students. The program consisted of daily explicit literacy/numeracy instruction supported by a strong recreation component. There was a focus on fun and enjoyment as well as academic success in order to promote a love of learning.

McMaster University remains involved as a research partner in the program, and as such, we are currently in year 3 of a 3 year longitudinal study of the effects of summer learning programs on the maintenance of literacy skills over the summer months.

Respectfully submitted by:
Tracy Lindstrom
Curriculum Administrator


Results 2015



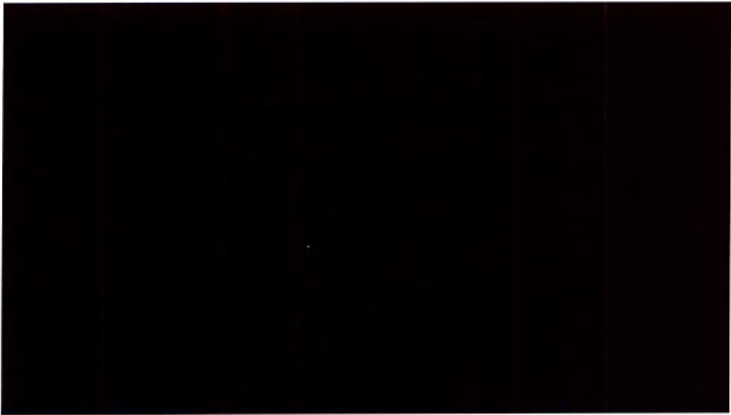
Respectfully submitted by:
Tracy Lindstrom
Curriculum Administrator

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Our Classroom Environment



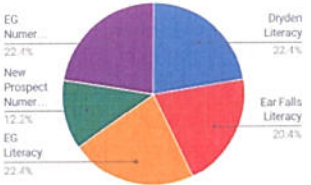
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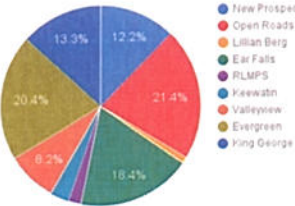
Our Programs

Count of Program




Program	Count	Percentage
Dryden Literacy	22.1	22.1%
Ear Falls Literacy	20.4	20.4%
EG Literacy	22.4	22.4%
New Prospect Numeracy	12.2	12.2%
EG Numeracy	22.4	22.4%

Count of Home School



Home School	Count	Percentage
New Prospect	13.3	13.3%
Open Roads	12.2	12.2%
Lillian Berg	21.4	21.4%
RLMPs	16.4	16.4%
Keewatin	8.2	8.2%
Valleyview	20.4	20.4%
Evergreen	6.2	6.2%



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Our Kids



Keewatin Patricia
DISTRICT SCHOOL BOARD

Count of Status in Canada

Status	Percentage
Aboriginal	43.9%
Non-Aboriginal	56.1%

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Ear Falls



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DISTRICT SCHOOL BOARD

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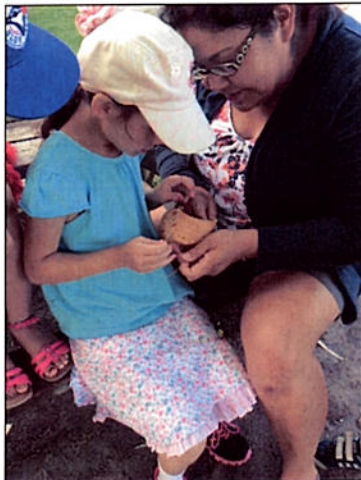
Dryden



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Kenora



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Testimonials



These twins participated in our literacy camp at Evergreen...they came to us by request because:

- Behind in SK
- Missed a lot of school in SK; particularly literacy time
- Behaviours in class were getting in the way of their success in the classroom, but the Principal believed they could succeed and camp would be a great opportunity for them
- New into foster care
- Foster mom warned us these two would "keep us hopping!" when we invited them to participate in the summer camp program



	Grade Last Year	Sept 2014 Reading Level	June 2015 Reading Level	July 2015 Reading Level	Attendance in SK		Attendance in Summer Camp Program	
					Late	Absent	Late	Absent
Twin A	SK	0	2	2	36	18.5	0	0
Twin B	SK	0	1	1	35	14.5	0	1

Summer Camp saw the girls:

- Happy, enjoying the camp, building confidence socially with friends as well as in reading;
- No adverse behaviours; great attendance;
- According to foster mom..."I don't know what you do here that makes these girls get up and want to come to school in the summer time!...they love this!"
- Successful (from the report card)..."...has been making new friends and sharing her reading abilities! ...is beginning to recognize sight words and is getting the first sound on her lips... is using the pictures to support her." and "...has really blossomed throughout the Literacy Program! ...is beginning to gain confidence in her use of reading strategies."

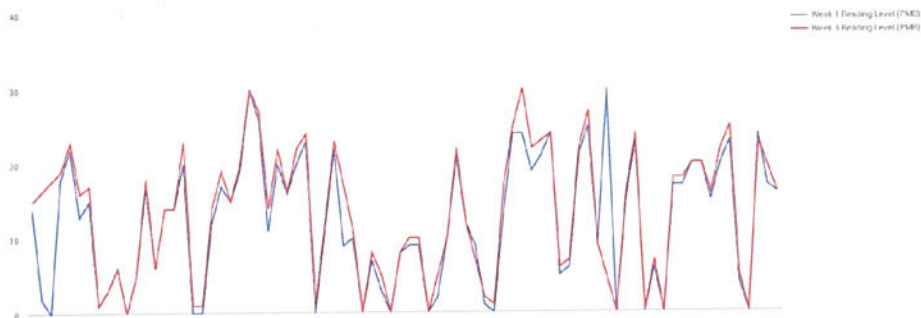
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Our Results – Reading

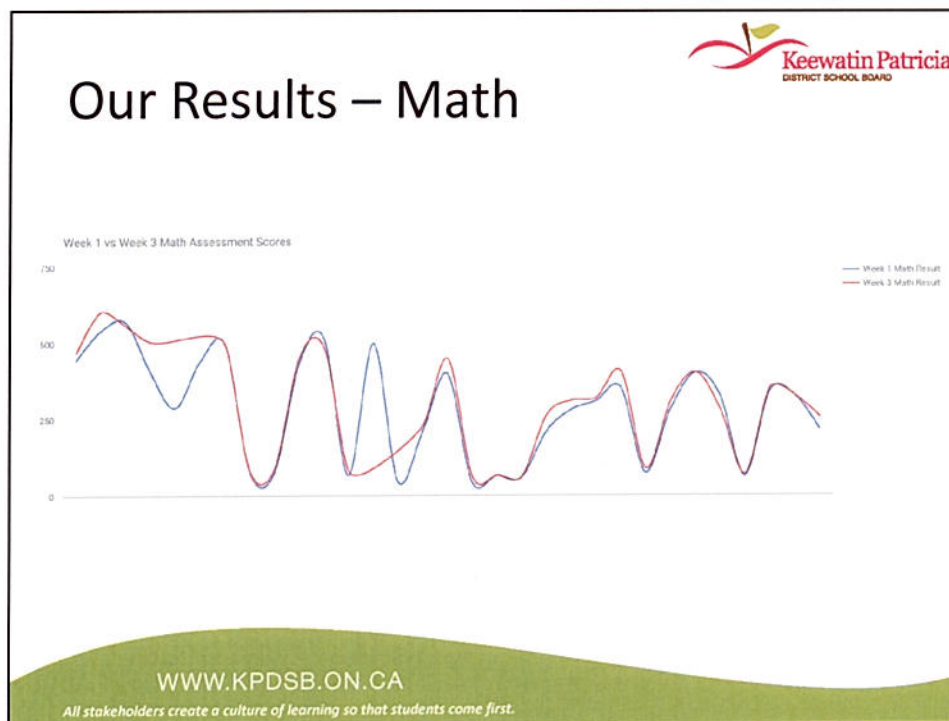


Week 1 vs. Week 3 Reading Level (PMB)




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Report Cards

 Keewatin Patricia
DISTRICT SCHOOL BOARD

Summer Learning Program Report Card

Date: July 31, 2015

Student Name [REDACTED]	Valleyview Home School	Grade 1 Grade in 2014-2015
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Summer Learning Program and Site: Evergreen Literacy	
Teacher: Ms. Anna Percy	
Teacher Assistant: Ms. Denise Desmarais	

Assessments	Attendance (15 Days)	
	Days Absent	Times Late
	0	0

Assessments	Line School Reading Benchmark	Beginning of Summer Camp Reading Benchmark	Summer Camp Final Reading Benchmark
	8	7	8

Comments - Summary of Student Steps

[REDACTED] has had a great few weeks, making friends and having fun. [REDACTED] has really enjoyed showing her literacy skills through writing about our adventures to the Museum, Oakville Beach, and Ashby. [REDACTED] is beginning to recognize some of the sight words. It is to encourage to work on both recognition and reading them at home. [REDACTED] was better with the week 1 test now and on her own while using the prompts to describe a known word. At home, [REDACTED] is encouraged to continue to talk and write about things that interest her. Great work, [REDACTED].

 Keewatin Patricia
DISTRICT SCHOOL BOARD

Summer Learning Program Report Card

Date: July 31, 2015

Student Name [REDACTED]	Owen Roads Home School	Grade 5A Grade in 2014-2015
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Summer Learning Program and Site: New Project Numeracy	
Teacher: Ms. Celeste Harrison	
Teacher Assistant: Andrew Pacheco	

Assessments	Attendance (15 Days)	
	Days Absent	Times Late
	0	0

Assessments	Line School Reading Benchmark	Beginning of Summer Camp Reading Benchmark	Summer Camp Final Reading Benchmark
	9	8	7
Assessments	Beginning of Summer Camp Numeracy Score	Summer Camp Final Numeracy Score	
	72	88	

Comments - Summary of Student Steps

[REDACTED] has been a pleasure to have in the program this summer. [REDACTED] has been a student who always eager to participate, and very thoughtful of the other students in the class. [REDACTED] has been hard and never gives up when faced with a challenge. [REDACTED] is reading just above grade level, and has excellent strategies in place for solving unfamiliar words. The next step is to look and try the beginning sound of a word and to use it. [REDACTED] has done very well in the numeracy portion of the program. She is able to do simple addition and subtraction problems using objects to help her count. Her next steps are to continue to practice adding the numbers 1-12 in words, and counting forward by 2's to 100. It was the end of your year in [REDACTED] and your last in Grade 5.

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9.02 A

Keewatin-Patricia District School Board

October 13, 2015

NOTICE OF MOTION

THAT the 2016 Board Meeting Schedule be received.

THAT the 2016 Board Meeting Schedule be approved.



Schedule

Regular Board Meetings And Committee of the Whole Meetings

* Regular Board **Face-to-Face** Meetings

DRAFT

Year 2016

Date	Type of Meeting	Region	Meeting Location
January 12, 2016	Regular	Dryden	Dryden HS
January 26, 2016	C of W	Videoconference	Kenora/Dryden
February 9, 2016	Regular	Dryden	Dryden HS
February 23, 2016	C of W	Videoconference	Kenora/Dryden
March 8, 2016	Regular	Dryden	Dryden HS
March 22, 2016	C of W	Videoconference	Kenora/Dryden
* April 12, 2016	Regular	Kenora	Beaver Brae SS
April 26, 2016	C of W	Videoconference	Kenora/Dryden
May 10, 2016	Regular	Sioux Narrows	Sioux Narrows PS
May 24, 2016	C of W	Videoconference	Kenora/Dryden
* June 14, 2016	Regular	Kenora	Evergreen PS
June 21, 2016	C of W	Videoconference	Kenora/Dryden
September 13, 2016	Regular	Dryden	Dryden HS
September 27, 2016	C of W	Videoconference	Kenora/Dryden
* October 11, 2016	Regular	Red Lake	Red Lake-Madsen PS
October 25, 2016	C of W	Videoconference	Kenora/Dryden
November 8, 2016	Regular	Dryden	Dryden HS
November 22, 2016	C of W	Videoconference	Kenora/Dryden
* December 13, 2016	Regular	Dryden	Dryden HS



Schedule

Regular Board Meetings And Committee of the Whole Meetings

* Regular Board **Face-to-Face Meetings**

DRAFT

Year 2017

Date	Type of Meeting	Region	Meeting Location
January 10, 2017	Regular	Dryden	Dryden HS
January 24, 2017	C of W	Videoconference	Kenora/Dryden
February 14, 2017	Regular	Dryden	Dryden HS
February 28, 2017	C of W	Videoconference	Kenora/Dryden
* March 14, 2017	Regular	Dryden	Lillian Berg PS
March 28, 2017	C of W	Videoconference	Kenora/Dryden
April 11, 2017	Regular	Upsala	Upsala PS
April 25, 2017	C of W	Videoconference	Kenora/Dryden
May 9, 2017	Regular	Pickle Lake	Crolancia PS
May 23, 2017	C of W	Videoconference	Kenora/Dryden
* June 13, 2017	Regular	Red Lake	Golden Learning Centre PS
June 27, 2017	C of W	Videoconference	Kenora/Dryden
September 12, 2017	Regular	Dryden	Dryden HS
September 26, 2017	C of W	Videoconference	Kenora/Dryden
* October 10, 2017	Regular	Sioux Lookout	Sioux Mountain PS
October 24, 2017	C of W	Videoconference	Kenora/Dryden
November 14, 2017	Regular	Dryden	Dryden HS
November 28, 2017	C of W	Videoconference	Kenora/Dryden
* December 12, 2017	Regular	Dryden	Dryden HS



Schedule

Regular Board Meetings And Committee of the Whole Meetings

* Regular Board **Face-to-Face** Meetings

DRAFT

Year 2018

Date	Type of Meeting	Region	Meeting Location
January 9, 2018	Regular	Dryden	Dryden HS
January 23, 2018	C of W	Videoconference	Kenora/Dryden
February 13, 2018	Regular	Dryden	Dryden HS
February 27, 2018	C of W	Videoconference	Kenora/Dryden
March 13, 2018	Regular	Dryden	Dryden HS
March 27, 2018	C of W	Videoconference	Kenora/Dryden
* April 10, 2018	Regular	Sioux Lookout	Queen Elizabeth DHS
April 24, 2018	C of W	Videoconference	Kenora/Dryden
May 8, 2018	Regular	Keewatin	Keewatin PS
May 22, 2018	C of W	Videoconference	Kenora/Dryden
* June 12, 2018	Regular	Savant Lake	Savant Lake PS
June 26, 2018	C of W	Videoconference	Kenora/Dryden
September 11, 2018	Regular	Dryden	Open Roads PS
September 25, 2018	C of W	Videoconference	Kenora/Dryden
* October 9, 2018	Regular	Ear Falls	Ear Falls PS
October 23, 2018	C of W	Videoconference	Kenora/Dryden
November 13, 2018	Regular	Dryden	Dryden HS
November 27, 2018	C of W	Videoconference	Kenora/Dryden
* December 11, 2018	Regular	Dryden	Dryden HS

9.05 A

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

October 13, 2015

NOTICE OF MOTION

THAT the 2015 Enrolment Report be received.

(Document to be distributed before Board meeting)

9.05 B

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

October 13, 2015

NOTICE OF MOTION

THAT the Capital Plan Committee Update be received.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

October 13, 2015

NOTICE OF MOTION

THAT the verbal report on By-law #63 be received.

THAT By-law #63, being a by-law to authorize the tax levy for 2016, be taken as read a first time.

THAT By-law #63, being a by-law to authorize the tax levy for 2016, be taken as read a second time.

THAT the rules of order be suspended to allow third and final reading of By-law #63.

THAT By-law #63, being a by-law to authorize the tax levy for 2016, be taken as read a third time and finally passed.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

BY-LAW #63

**BEING A BY-LAW TO PROVIDE FOR THE 2016 TAX LEVY IN LOCALITIES WITHIN
THE AREA JURISDICTION OF KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD**

Whereas subsection 257.7(1) of the Education Act (Act) requires the Board to levy the tax rates prescribed under section 257.12 of the Act;

And whereas Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the Act;

Now therefore the Board enacts as follows:

The rates set out in Regulation 400/98 for 2016 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the Act.

READ A FIRST TIME THIS 13th DAY OF October, 2015

READ A SECOND TIME THIS 13th DAY OF October, 2015

READ A THIRD TIME AND FINALLY PASSED

THIS 13th DAY OF October, 2015

Chair

Secretary

Keewatin-Patricia District School Board

October 13, 2015

NOTICE OF MOTION

THAT the verbal report on Policy 705, Health and Safety, be received.

THAT Policy 705, Health and Safety, be reaffirmed and reviewed annually.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to fulfill its responsibilities under the Occupational Health and Safety Act and make every effort to provide and promote a safe and healthy working and learning environment. Further, it is the policy of the Board to:

- a) take every reasonable precaution to prevent personal injury and to provide and maintain a safe and healthy working environment for all of its employees and students;
- b) comply with all applicable health and safety legislation, including annual review of the policy;
- c) institute and maintain, on an ongoing basis, training and education, as well as health and safety programs;
- d) demonstrate the Board's commitment to achieve the objective of the Occupational Health and Safety Act, R.S.O., or successors; and
- e) eliminate or reduce injuries, accidents, illness and near misses.

Rationale

The Occupational Health and Safety Act is built upon the principle that employees and employers must act together to ensure a healthy and safe workplace environment.

The Keewatin-Patricia District School Board is committed to the health and safety of its employees and students. Protection of employees and students in the areas of health and safety is a major continuing objective.

Unless otherwise stated, the phrase "the Act" shall mean the Occupational Health and Safety Act, R.S.O., or successors.

Guidelines

1.
 - a) Duties of the Supervisor
The Act sets out certain specific duties for supervisors. A supervisor means a person who has charge of a workplace or authority over a worker. A supervisor must:
 - ensure that a worker complies with the Act and regulation;
 - ensure that any equipment, protective device or clothing required by the employer is used or worn by the worker;
 - advise a worker of any potential or actual health or safety dangers known by the supervisor;
 - take every precaution reasonable in the circumstances for the protection of worker.

b) Duties of the Worker

Workers also have several general duties under the Act. Workers must take responsibility for their own health and safety at the workplace insofar as they are able. Under the Act, a worker must:

- work in compliance with the Act and regulations;
- use or wear any equipment, protective devices or clothing required by the employer;
- report to the employer or supervisor any known missing or defective equipment or protective device that may be dangerous to any worker;
- report any known workplace hazard to the employer or supervisor;
- report any known contravention of the Act or regulations to the employer or supervisor;
- not remove or make ineffective any protective device required by the employer;
- not use or operate any equipment or work in a way that may endanger himself or herself;
- not engage in any prank, contest, feat of strength, unnecessary running or rough and boisterous conduct.

2. a) A Central Safety Steering Committee comprised of all Bargaining Unit Presidents, the Facilities Manager, a Principal Representative and a Human Resources Officer shall be established by the Human Resources Manager. The Committee will oversee safety matters on a system wide basis.
- b) The site based Joint Occupational Health and Safety Committees shall operate in compliance with the Act, and the applicable Board Procedure(s).
3. Employees shall attend required Occupational Health and Safety training programs.
4. This policy is to be posted in all schools and offices under the terms and conditions of the Act.

Keewatin-Patricia District School Board

October 13, 2015

NOTICE OF MOTION

THAT the verbal report on Policy 709, Workplace Harassment, be received.

THAT Policy 709, Workplace Harassment, be approved as amended with the next review date in year 2018.

Policy Statement

The Keewatin-Patricia District School Board is committed to providing a working and learning environment in which all individuals are treated with respect and dignity in accordance with the provisions of the Ontario Human Rights Code.

Rationale

Every student, employee, trustee, parent and community member has the right to equal treatment and to learn and work in an environment free of harassment.

This Policy is intended to provide a greater awareness of and responsiveness to the damaging effects of harassment. Procedures have been developed to ensure that workplace harassment complaints are dealt with expeditiously, using appropriate resources.

Scope

The Workplace Harassment Policy applies to all Board students, employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This Policy also covers harassment by such persons which is proven to have repercussions that adversely affect the Board's learning/working environment.

Definitions

1. Harassment

Harassment, is often but not always, persistent, ongoing conduct or communication (in any form), of attitudes, beliefs or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation or it is from a person in authority. Harassment may be either subtle or blunt.

Clarity note: harassment can take the form of intimidation of or threats to anyone for whom the Policy applies.

Harassment is not the normal exercise of supervisory responsibilities, including training, direction, instruction, counselling and discipline.

2. Workplace

The workplace is any place where employees, students and other users perform work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

3. Student

Includes all persons regardless of age who are enrolled in any program offered by the Board.

4. Employee

Includes all persons employed by the Board.

5. Other Users

Includes all persons, who are neither students nor employees while on Board premises or attending Board or school programs/functions at other premises or in a business/social community relationship with the Board.

Consequently, the Policy applies to and covers all members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of organizations not related to the Board but who nevertheless work on or are invited onto Board premises.

Guidelines

1. Duties and Responsibilities

A school community is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All persons in its learning/working environment will:

- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;

- respect and treat others fairly, regardless of their age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender, marital status, place of origin, race, sexual orientation, socio-economic status, gender identity;
- respect the rights of others;
- show proper care and regard for Board property and for property of others;
- demonstrate honesty and integrity; and
- respect the need of others to work in an environment of learning and teaching.

The Keewatin-Patricia District School Board has a duty to maintain an environment respectful of human rights and free of harassment for all persons served by it. It must be ever vigilant of anything that might interfere with this duty. The Board expects that all persons in its learning/working environment will:

- be aware of and sensitive to issues of harassment;
- support individuals who are, or have been targets of harassment;
- prevent harassment through training;
- take reasonable steps to remove any discriminatory barriers in employment policy and practices;
- take all allegations of harassment seriously and respond promptly;
- provide positive role models; and
- not demonstrate, allow or condone behaviour contrary to the Policy, including reprisal.

The Human Resources Department of the Board has the responsibility to designate resources for ensuring the implementation of and compliance with this Policy and these Procedures.

Supervisory and managerial personnel have a specific duty to implement the Policy. This duty includes the prevention of and the response to harassment, the education of staff, students and the school community.

Failure to take measures to address harassment in the learning and working environment may have legal implications for the Board.

1.1 — Complaints

~~All those who are covered by this Policy have a right to complain about harassment and are entitled to have access to the complaint procedures. Every attempt should be made to resolve matters through an informal resolution. The first step is to inform the individual that his/her behaviour is inappropriate and must stop immediately. Many complaints can be~~

~~resolved quickly and effectively using this approach. In order to stop harassment, supervisory and managerial personnel must address and attempt to resolve complaints under this Policy and Procedures document in a timely fashion.~~

2. Procedures

2.1 General

~~In accordance with the Policy, these Procedures provide a mechanism for dealing with workplace harassment complaints. Nothing in these procedures denies or limits access to other avenues of redress available under the law or the filing of a grievance. In such a case, this process and the Procedures shall cease.~~

2.2 Who May Initiate a Complaint

~~All those individuals who are included under the section Scope have access to complaint procedures. Individuals who believe that they are targets of harassment may initiate a complaint. In addition, those who have witnessed harassment directly, have received reports of harassment incidents or have reasonable grounds to suspect that harassment is occurring, may initiate a complaint. Third party disclosures should only go forward (to formal stage) with the victim's consent.~~

2.3 Timelines

~~All complaints must be reported within ten months of the most recent alleged harassing behaviour. A complaint outside this time frame may be considered by consulting the principal, appropriate supervisor or supervisory officer.~~

2.4 Confidentiality

~~It is the duty of the supervisory and managerial personnel to maintain strict confidentiality in the complaint process. All complainants, respondents and other persons involved with the complaint processes under these Procedures will ensure that all matters remain confidential.~~

~~Witnesses should be informed that supervisory and managerial personnel, in obtaining a statement, will maintain such statement in strict confidence, subject to their ability to conduct a full and thorough investigation.~~

~~The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act.~~

~~2.5 Records~~

~~All correspondence and other documents generated under these Procedures must, subject to the Municipal Freedom of Information and Protection of Privacy Act, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in the possession of the Human Resources Department.~~

~~2.6 Misuse of the Complaint Procedures~~

~~If there is a determination on a balance of probabilities that a complaint has been filed in bad faith, the complaint process will be discontinued.~~

~~2.7 Reprisals~~

~~Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals shall be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of harassment.~~

~~2.8 Informal Resolution~~

~~Informal Resolution is a procedure that provides an opportunity for parties to resolve a dispute mutually in a respectful manner. The Board encourages supervisory and managerial personnel, as well as union/federation representatives, to first attempt Informal Resolution as a means of resolving issues.~~

~~Supervisory or managerial personnel, as well as union/federation representatives may facilitate an informal resolution by:~~

- ~~▪ suggesting that the complainant confront the problem by making it clear to the alleged harasser that the behaviour is not acceptable and by obtaining a commitment that the behaviour will stop;~~
- ~~▪ informing the alleged harasser of the concern regarding the behaviour and the Board's expectation for appropriate behaviour, by providing a copy of the Workplace Harassment~~

~~Policy and Procedures and/or other relevant Board policies, and by obtaining a commitment that the behaviour will stop;~~

~~• following up with the complainant to ensure that the behaviour has stopped.~~

~~In cases where an informal plan of action is implemented, supervisory and managerial personnel shall follow up by monitoring the situation, holding, if necessary, subsequent meetings with the parties and taking further steps to ensure that the harassment has stopped.~~

~~Supervisory and managerial personnel shall advise those involved in the informal resolution process that information obtained during an informal resolution will not be introduced as evidence in any subsequent formal proceeding.~~

~~For informal complaints, where the parties are members of a union, federation, association or the school community, a resolution facilitated by the appropriate representative(s) is recommended, if acceptable to the parties.~~

~~3. Formal Complaint Procedures~~

~~3.1 Initiating a Formal Complaint~~

~~When initiating a complaint, student complainants should contact their principal or vice-principal directly. If the student needs assistance in reporting the complaint, contact with the school administration should be made on the student's behalf by another individual such as a parent, teacher (in accordance in the provisions of Teaching Profession Act), other supportive adult in the school, or other student. If the principal is the party alleged to be responsible for the harassment or alleged to condone the behaviour, the complainant shall be reported to the appropriate School Superintendent. Student respondents may wish to contact their principal or vice-principal directly, their parents, teachers, other supportive adults in their school, or another student. For assistance and representation throughout the complaint process, both student complainants and student respondents are referred to the list above.~~

~~Employee complainants should contact their appropriate supervisor, a colleague, union, federation or association representative. If an employee requires assistance in making this complaint, another individual such as a colleague, union, federation or association representative should make the complaint on the employee's behalf. If the supervisor is the party alleged to be responsible for the harassment or alleged to condone the harassment,~~

~~the complaint should be reported to the appropriate manager above the supervisor. Employee respondents may wish to contact the appropriate supervisor, a colleague, union, federation or association representative.~~

~~For assistance and representation throughout the complaint process, both employee complainants and employee respondents are referred to the list above and section 3.3 below.~~

~~Other user complainants should report the complaint to the appropriate supervisory and managerial personnel at the Board or, if they require assistance in reporting, another individual (i.e. a colleague or parent can make the complaint on their behalf).~~

~~Other user respondents may also want to contact other appropriate personnel; for example, an employee of another organization may want to seek assistance and support from within that organization. For assistance and representation throughout the complaint process, both other user complainants and other user respondents are referred to the suggested support people listed above.~~

~~Supervisory and managerial personnel who are contacted shall proceed in accordance with the procedures set out in section 4 – Managerial Procedures for Dealing with a Complaint.~~

~~3.2 Respondents to a Complaint~~

~~Individuals who are named as respondents in a complaint have a right to know in a timely manner that they are the subject of a complaint, what the allegations are and what approach to a resolution is being considered. In particular, a respondent has a right to know the specifics of an allegation, including times, dates and actions.~~

~~3.3 Assistance for Complainants, Respondents and Witnesses~~

~~Prior to initiating any complaint and throughout the complaint process, complainants have a right to assistance and support. Individuals who are named as respondents in a complaint, as well as witnesses, also have a right to assistance and support throughout the complaint process.~~

~~The following people may provide support:~~

- | | |
|---|---|
| <input type="checkbox"/> parent/guardian/other caregiver | <input type="checkbox"/> trained resource person |
| <input type="checkbox"/> school support staff | <input type="checkbox"/> teacher |
| <input type="checkbox"/> student | <input type="checkbox"/> union/federation/association representative |
| <input type="checkbox"/> employee or colleague | <input type="checkbox"/> translator/interpreter (if necessary) |

~~3.4 Managerial Procedures for dealing with a complaint~~

~~Supervisory and managerial personnel may become aware of harassment in the workplace or learning environment in different ways. They may observe harassment directly or receive a report from the individual affected. The Workplace Harassment Policy and Procedures require that all those who are covered by the Policy report immediately alleged occurrences of harassment. Consequently, supervisory and managerial personnel may receive reports from third parties.~~

~~It is important that supervisory and managerial personnel pay attention to symptoms of possible harassment such as reduced productivity, changes in behaviour, absenteeism, requests for transfers or rumours. Without assistance, the targets of harassment may be embarrassed or reluctant to report a situation.~~

~~A speedy resolution of a complaint can prevent escalation and further negative consequences while promoting restoration of a healthy learning or workplace environment. In all cases, supervisory and managerial personnel have a duty to respond to and take action to resolve any alleged or suspected situations involving harassment. The following steps provide a framework for the initial response:~~

~~i) Fact Finding~~

~~— Conduct preliminary fact finding to ascertain:~~

- ~~▪ Past history of both the respondent and the complainant regarding similar past complaints or allegations/offences~~
- ~~▪ the behaviour, policy or practice involved;~~
- ~~▪ the violation of this or another Board policy;~~
- ~~▪ the identification of the parties;~~
- ~~▪ the severity of the situation; and/or~~
- ~~▪ the possible witnesses.~~

~~ii) Informing~~

~~— Fully inform and advise, if appropriate, those who are and have the potential of becoming involved in the complaint procedures about the Policy, including the appropriate union representative.~~

~~iii) Choosing a Procedure~~

~~(a) Mediated Resolution~~

~~Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agree to enter into this process. It is an opportunity to resolve disputes in a respectful manner.~~

~~Where there is already a formal complaint being investigated under these procedures, at any time during the investigation, the parties may agree to hold the investigation in abeyance and attempt to achieve a mediated resolution.~~

~~Mediation is not appropriate in the following circumstances:~~

- ~~• not all parties are sincerely committed to the process;~~
- ~~• one of the parties is in a position to withhold or confer a benefit, since the authority/power imbalance may result in coercion;~~
- ~~• students involved in disputes with employees or other users, including parents and community covered by this policy.~~

~~Supervisory and managerial personnel shall advise both parties who agree to mediation that information obtained during mediation or an attempted settlement arising from the mediation cannot be introduced as evidence in any subsequent formal proceeding.~~

~~In cases where mediation is sought, the Human Resources Department shall provide trained mediators who are acceptable to both parties. In no circumstances shall a mediator be used who is involved in any capacity in the same learning or work site as the parties.~~

~~Meetings required for mediation sessions shall be scheduled as soon as possible and, where practical, in a time and place convenient for the complainant, the respondent and the mediator, while ensuring the privacy of those concerned.~~

~~Any settlement that is reached must be mutually accepted by the parties in writing.~~

~~Supervisory and managerial personnel shall ensure that the terms that the parties have agreed to have been met.~~

~~— (b) — Managerial Formal Resolution~~

~~Managerial Formal Resolution requires an investigation of the complaint allegations.~~

~~Where the complainant and the respondent have different reporting structures, supervisory and managerial personnel involved will determine who is the appropriate person(s) to take responsibility for the investigation.~~

~~Under Managerial Formal Resolution, supervisory or managerial personnel who conduct the investigation shall ensure that the following steps are taken as soon as possible:~~

- ~~1) take appropriate steps to ensure the safety of the complainant;~~
- ~~2) notify the complainant(s), the respondent(s) and witness(es) that they are entitled to support and assistance throughout the process;~~
- ~~3) ensure that the respondent(s) have a copy of the complaint;~~
- ~~4) interview the complainant(s) and/or the third party reporting the complaint~~
- ~~5) inform the respondent(s) of the allegations and provide an opportunity for response;~~
- ~~6) interview the respondent(s);~~
- ~~7) interview witness(es);~~
- ~~8) come to conclusions about whether a specific incident did or did not occur based on a balance of probabilities;~~
- ~~9) provide an opportunity for the complainant(s) affected and the respondent(s) to respond to the findings and to the conclusions; and~~
- ~~10) take appropriate action(s) to resolve the situation.~~

~~If the respondent declines to participate in the formal investigative process, the investigation shall proceed. The respondent should be encouraged to participate in the interest of a balanced and fair process.~~

~~iv) Standard of Proof~~

~~The standard of proof to be applied is the balance of probabilities.~~

~~Outcomes in Managerial Formal Investigations~~

~~In the event a complaint is not substantiated, no further action will be taken, subject to the section on maintaining records. However, if there is a need to restore a positive learning or working environment or if the complainant and/or respondent require counselling, appropriate steps shall be taken to meet such needs.~~

~~v) Follow-up possibilities may include:~~

- ~~• counselling for the parties;~~
- ~~• application of strategies to restore a positive learning/working environment~~
- ~~• mediation;~~
- ~~• specific training for the complainant or respondent;~~
- ~~• workshops for the staff and/or students in the school/workplace regarding their Rights and responsibilities (see Appendix A);~~
- ~~• permanent separation of respondent and complainant from each other;~~
- ~~• restorative measures.~~

~~4. Disciplinary Actions~~

~~4.1 Student Respondents~~

~~After due process and following the principles of progressive discipline, the principal may deem that the offence warrants discipline. The principal will follow the appropriate procedures for addressing student misconduct, as outlined in the Education Act and other Board policies and procedures, such as the Board's Code of Conduct or Safe Schools Policies.~~

~~4.2 Employee Respondents~~

~~The appropriate supervisor or manager shall impose discipline as appropriate.~~

~~The principles of progressive discipline will be applied in dealing with disciplinary actions under this policy. These may include the following possibilities:~~

- ~~• verbal warning;~~
- ~~• written reprimand;~~
- ~~• suspension with pay;~~
- ~~• suspension without pay;~~
- ~~• dismissal from employment with the Board.~~

~~4.3 Other User Respondents~~

~~Actions must be determined as appropriate for the individual situation and may include such responses as a letter of disapproval and warning, a revoking of permits or contracts, an issuing of a trespass warning, or other remedies as provided by the common law and/or the appropriate legislation. The involvement of the appropriate Superintendent, or designate, is recommended in these cases.~~

~~5. Review~~

~~In the event a complainant or respondent to a formal complaint has one or both of the specific concerns listed below, a request may be made to the Director of Education, or designate, to convene a Review. Such request must be made within ten (10) working days of the response. A Reviewer will be appointed by the Director of Education, or designate.~~

~~The grounds for review are:~~

- ~~• the investigator is alleged to have had a conflict of interest and the reviewer finds grounds which support the allegation~~
- ~~• the investigators fail to comply with these Procedures;~~
- ~~• new evidence becomes known after the final decision but before the expiry of the ten working days limitation period for requesting a review.~~

~~No review of the final decision will be undertaken with regard to the claim that the conclusions drawn by the investigator(s) based on findings of fact were incorrect.~~

~~The Reviewer will report his/her findings to the Director of Education, or designate, who will affirm or amend the final decision, or require that a new investigation be undertaken.~~

Appendix A

WORKPLACE HARASSMENT RIGHTS AND RESPONSIBILITIES

Everyone has the right to work and learn in an environment that is free of un-welcomed or intimidating behaviour that could create an unsafe and /or unhealthy environment and could interfere with job performance and ability to learn.

Responsibilities of All Persons in Board Learning/Working Environments

It is the responsibility of every person to create and contribute to a climate of understanding and mutual respect for the rights and dignity of each individual by:

- showing courtesy and self discipline in actions and words;*
- seeking informal problem solving of issues;*
- respecting rules, regulations and practices that are in place which provide for safe and secure learning and working environments;*
- demonstrating honesty, integrity and behaviours that are representative of a positive and supportive atmosphere;*
- showing proper care and regard for Board property and for the property of others.*

Responsibilities of the Board

- It is the responsibility of the Keewatin-Patricia District School Board to recognize the dignity and worth of every person and to provide for fairness and equal opportunities without discrimination.*
- It is a commitment of the Keewatin-Patricia District School Board to work towards the elimination of discrimination and harassment in our schools and workplaces.*
- It is the duty of the Keewatin-Patricia District School Board to maintain an environment respectful of human rights that is safe, nurturing and positive for all persons served by it.*

By knowing your rights and responsibilities, you can stop harassment. Anyone who feels that they are being harassed has the right and responsibility to tell the alleged harasser that the behaviour is offensive, unwelcome, and must cease. They also have the right to report the offensive behaviour to someone in a position of authority who can facilitate resolution of the matter.

• If you are experiencing harassing behaviour, contact your Principal, Manager/Supervisor or Supervisory Officer, as well as your union representative

Appendix B

PRIVATE AND CONFIDENTIAL

WORKPLACE HARASSMENT FORMAL COMPLAINT FORM

Name(s) of Complainant(s): _____

School/Department/Worksite: _____

Complainant(s): ☐ Student ☐ Employee, Job Title _____ Other _____

Description of Alleged Harassment. (Please use additional pages if necessary).

Name of Respondent(s) (Alleged Harasser(s)): _____

School/Department/Worksite: _____

Respondent(s): ☐ Student ☐ Employee, Job Title _____ Other _____

Date(s) of incident(s) or Time Frame: _____

Cross Reference:

321, Safe Schools Policy 322, Code of Conduct
328, Bullying Prevention and Intervention
329, Progressive Discipline and Promoting Positive Student Behaviour
706, Employee Code of Conduct
708, Respectful Working & Learning Environment: Conflict Prevention
& Resolution
Procedure 709, Workplace Harassment

Date Approved: November 14, 2006

Date Revised: May 13, 2008

Last Revised: June 14, 2011

Review by: 2014

Has the complaint been reported previously? — Yes — No

If Yes, to whom, and what actions were taken? (Please use additional pages if necessary).

Complainant(s) Signature(s): _____ Date: _____

The information contained in this form is of a highly confidential nature and will be protected in accordance with the provisions of the Municipal Freedom of Information and Protection of Privacy Act. This form and any attachments will be copied to the respondent(s) named above, in accordance with the Formal Complaints Process.

INSTRUCTIONS FOR HANDLING THIS FORM

*Please place this form in a sealed envelope marked **"PRIVATE AND CONFIDENTIAL"** and send it to the attention of the appropriate Principal/Supervisor. If the concern is in regard to a Principal/Supervisor, the completed, sealed and marked envelope should be submitted to the attention of the appropriate Superintendent.*

A union member making a complaint should contact their union representative to review his/her professional obligations.

PROCEDURE

Workplace Harassment

October 13, 2015

Respectfully submitted by
Jocelyn Bullock, Human Resources Manager

Complaints

All those who are covered by this Policy have a right to complain about harassment and are entitled to have access to the complaint procedures. Every attempt should be made to resolve matters through an informal resolution. The first step is to inform the individual that his/her behaviour is inappropriate and must stop immediately. Many complaints can be resolved quickly and effectively using this approach. In order to stop harassment, supervisory and managerial personnel must address and attempt to resolve complaints under this Policy and Procedures document in a timely fashion.

1. Procedures

1.1 General

In accordance with the Policy, these Procedures provide a mechanism for dealing with workplace harassment complaints. Nothing in these procedures denies or limits access to other avenues of redress available under the law or the filing of a grievance. In such a case, this process and the Procedures shall cease.

1.2 Who May Initiate a Complaint

All those individuals who are included under the section Scope have access to complaint procedures. Individuals who believe that they are targets of harassment may initiate a complaint. In addition, those who have witnessed harassment directly, have received reports of harassment incidents or have reasonable grounds to suspect that harassment is occurring, may initiate a complaint. Third party disclosures should only go forward (to formal stage) with the victim's consent.

1.3 Timelines

All complaints must be reported within ten months of the most recent alleged harassing behaviour. A complaint outside this time frame may be considered by consulting the principal, appropriate supervisor or supervisory officer.

1.4 Confidentiality

It is the duty of the supervisory and managerial personnel to maintain strict confidentiality in the complaint process. All complainants, respondents and other persons involved with the complaint processes under these Procedures will ensure that all matters remain confidential.

Witnesses should be informed that supervisory and managerial personnel, in obtaining a statement, will maintain such statement in strict confidence, subject to their ability to conduct a full and thorough investigation.

The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act.

1.5 Records

All correspondence and other documents generated under these Procedures must, subject to the Municipal Freedom of Information and Protection of Privacy Act, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in the possession of the Human Resources Department.

1.6 Misuse of the Complaint Procedures

If there is a determination on a balance of probabilities that a complaint has been filed in bad faith, the complaint process will be discontinued.

1.7 Reprisals

Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals shall be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of harassment.

1.8 Informal Resolution

Informal Resolution is a procedure that provides an opportunity for parties to resolve a dispute mutually in a respectful manner. The Board encourages supervisory and managerial personnel, as well as union/federation representatives, to first attempt Informal Resolution as a means of resolving issues.

Supervisory or managerial personnel, as well as union/federation representatives may facilitate an informal resolution by:

- suggesting that the complainant confront the problem by making it clear to the alleged harasser that the behaviour is not acceptable and by obtaining a commitment that the behaviour will stop;
- informing the alleged harasser of the concern regarding the behaviour and the Board's expectation for appropriate behaviour, by providing a copy of the Workplace Harassment Policy and Procedures and/or other relevant Board policies, and by obtaining a commitment that the behaviour will stop;
- following up with the complainant to ensure that the behaviour has stopped.

In cases where an informal plan of action is implemented, supervisory and managerial personnel shall follow up by monitoring the situation, holding, if necessary, subsequent meetings with the parties and taking further steps to ensure that the harassment has stopped.

Supervisory and managerial personnel shall advise those involved in the informal resolution process that information obtained during an informal resolution will not be introduced as evidence in any subsequent formal proceeding.

For informal complaints, where the parties are members of a union, federation, association or the school community, a resolution facilitated by the appropriate representative(s) is recommended, if acceptable to the parties.

2. Formal Complaint Procedures

2.1 Initiating a Formal Complaint

When initiating a complaint, student complainants should contact their principal or vice-principal directly. If the student needs assistance in reporting the complaint, contact with the school administration should be made on the student's behalf by another individual such as a parent, teacher (in accordance in the provisions of *Teaching Profession Act*), other supportive adult in the school, or other student. If the principal is the party alleged to be responsible for the harassment or alleged to condone the behaviour, the complainant shall be reported to the appropriate School Superintendent. Student respondents may wish to contact their principal or vice-principal directly, their parents, teachers, other supportive adults in their school, or another student. For assistance and representation throughout the complaint process, both student complainants and student respondents are referred to the list above.

Employee complainants should contact their appropriate supervisor, a colleague, union, federation or association representative. If an employee requires assistance in making this complaint, another individual such as a colleague, union, federation or association representative should make the complaint on the employee's behalf. If the supervisor is the party alleged to be responsible for the harassment or alleged to condone the harassment, the complaint should be reported to the appropriate manager above the supervisor. Employee respondents may wish to contact the appropriate supervisor, a colleague, union, federation or association representative. For assistance and representation throughout the complaint process, both employee complainants and employee respondents are referred to the list above and section 3.3 below.

Other user complainants should report the complaint to the appropriate supervisory and managerial personnel at the Board or, if they require assistance in reporting, another individual (i.e. a colleague or parent can make the complaint on their behalf).

Other user respondents may also want to contact other appropriate personnel; for example, an employee of another organization may want to seek assistance and support from within that organization. For assistance and representation throughout the complaint process, both other user complainants and other user respondents are referred to the suggested support people listed above.

Supervisory and managerial personnel who are contacted shall proceed in accordance with the procedures set out in section 4 - Managerial Procedures for Dealing with a Complaint.

2.2 Respondents to a Complaint

Individuals who are named as respondents in a complaint have a right to know in a timely manner that they are the subject of a complaint, what the allegations are and what approach to a resolution is being considered. In particular, a respondent has a right to know the specifics of an allegation, including times, dates and actions.

2.3 Assistance for Complainants, Respondents and Witnesses

Prior to initiating any complaint and throughout the complaint process, complainants have a right to assistance and support. Individuals who are named as respondents in a complaint, as well as witnesses, also have a right to assistance and support throughout the complaint process.

The following people may provide support:

- | | |
|--|--|
| <input type="checkbox"/> parent/guardian/other caregiver | <input type="checkbox"/> trained resource person |
| <input type="checkbox"/> school support staff | <input type="checkbox"/> teacher |
| <input type="checkbox"/> student | <input type="checkbox"/> union/federation/
association representative |
| <input type="checkbox"/> employee or colleague | <input type="checkbox"/> translator/interpreter (if necessary) |

2.4 Managerial Procedures for dealing with a complaint

Supervisory and managerial personnel may become aware of harassment in the workplace or learning environment in different ways. They may observe harassment directly or receive a report from the individual affected. The Workplace Harassment Policy and Procedures require that all those who are covered by the Policy report immediately alleged occurrences of harassment. Consequently, supervisory and managerial personnel may receive reports from third parties.

It is important that supervisory and managerial personnel pay attention to symptoms of possible harassment such as reduced productivity, changes in behaviour, absenteeism, requests for transfers or rumours. Without assistance, the targets of harassment may be embarrassed or reluctant to report a situation.

A speedy resolution of a complaint can prevent escalation and further negative consequences while promoting restoration of a healthy learning or workplace environment.

In all cases, supervisory and managerial personnel have a duty to respond to and take action to resolve any alleged or suspected situations involving harassment. The following steps provide a framework for the initial response:

i) Fact Finding

Conduct preliminary fact finding to ascertain:

- Past history of both the respondent and the complainant regarding similar past complaints or allegations/offences
- the behaviour, policy or practice involved;
- the violation of this or another Board policy;
- the identification of the parties;
- the severity of the situation; and/or
- the possible witnesses.

ii) Informing

Fully inform and advise, if appropriate, those who are and have the potential of becoming involved in the complaint procedures about the Policy, including the appropriate union representative.

iii) Choosing a Procedure

(a) Mediated Resolution

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

Where there is already a formal complaint being investigated under these procedures, at any time during the investigation, the parties may agree to hold the investigation in abeyance and attempt to achieve a mediated resolution.

Mediation is not appropriate in the following circumstances:

- not all parties are sincerely committed to the process;
- one of the parties is in a position to withhold or confer a benefit, since the authority/power imbalance may result in coercion;
- students involved in disputes with employees or other users, including parents and community covered by this policy.

Supervisory and managerial personnel shall advise both parties who agree to mediation that information obtained during mediation or an attempted settlement arising from the mediation cannot be introduced as evidence in any subsequent formal proceeding.

In cases where mediation is sought, the Human Resources Department shall provide trained mediators who are acceptable to both parties. In no circumstances shall a mediator be used who is involved in any capacity in the same learning or work site as the parties.

Meetings required for mediation sessions shall be scheduled as soon as possible and, where practical, in a time and place convenient for the complainant, the respondent and the mediator, while ensuring the privacy of those concerned.

Any settlement that is reached must be mutually accepted by the parties in writing.

Supervisory and managerial personnel shall ensure that the terms that the parties have agreed to have been met.

(b) Managerial Formal Resolution

Managerial Formal Resolution requires an investigation of the complaint allegations.

Where the complainant and the respondent have different reporting structures, supervisory and managerial personnel involved will determine who is the appropriate person(s) to take responsibility for the investigation.

Under Managerial Formal Resolution, supervisory or managerial personnel who conduct the investigation shall ensure that the following steps are taken as soon as possible:

- 1) take appropriate steps to ensure the safety of the complainant;
- 2) notify the complainant(s), the respondent(s) and witness(es) that they are entitled to support and assistance throughout the process;
- 3) ensure that the respondent(s) have a copy of the complaint;
- 4) interview the complainant(s) and/or the third party reporting the complaint
- 5) inform the respondent(s) of the allegations and provide an opportunity for response;
- 6) interview the respondent(s);
- 7) interview witness(es);
- 8) come to conclusions about whether a specific incident did or did not occur based on a balance of probabilities;
- 9) provide an opportunity for the complainant(s) affected and the respondent(s) to respond to the findings and to the conclusions; and
- 10) take appropriate action(s) to resolve the situation.

If the respondent declines to participate in the formal investigative process, the investigation shall proceed. The respondent should be encouraged to participate in the interest of a balanced and fair process.

iv) Standard of Proof

The standard of proof to be applied is the balance of probabilities.

Outcomes in Managerial Formal Investigations

In the event a complaint is not substantiated, no further action will be taken, subject to the section on maintaining records. However, if there is a need to restore a positive learning or working environment or if the complainant and/or respondent require counselling, appropriate steps shall be taken to meet such needs.

v) Follow-up possibilities may include:

- counselling for the parties;
- application of strategies to restore a positive learning/working environment
- mediation;
- specific training for the complainant or respondent;
- workshops for the staff and/or students in the school/workplace regarding their Rights and responsibilities (see Appendix A);
- permanent separation of respondent and complainant from each other;
- restorative measures.

4. Disciplinary Actions

4.1 Student Respondents

After due process and following the principles of progressive discipline, the principal may deem that the offence warrants discipline. The principal will follow the appropriate procedures for addressing student misconduct, as outlined in the *Education Act* and other Board policies and procedures, such as the Board's *Code of Conduct* or *Safe Schools* Policies.

4.2 Employee Respondents

The appropriate supervisor or manager shall impose discipline as appropriate.

The principles of progressive discipline will be applied in dealing with disciplinary actions under this policy. These may include the following possibilities:

- verbal warning;
- written reprimand;
- suspension with pay;
- suspension without pay;
- dismissal from employment with the Board.

4.3 Other User Respondents

Actions must be determined as appropriate for the individual situation and may include such responses as a letter of disapproval and warning, a revoking of permits or contracts, an issuing of a trespass warning, or other remedies as provided by the common law and/or the appropriate legislation. The involvement of the appropriate Superintendent, or designate, is recommended in these cases.

5. Review

In the event a complainant or respondent to a formal complaint has one or both of the specific concerns listed below, a request may be made to the Director of Education, or designate, to convene a Review. Such request must be made within ten (10) working days of the response. A Reviewer will be appointed by the Director of Education, or designate.

The grounds for review are:

- the investigator is alleged to have had a conflict of interest and the reviewer finds grounds which support the allegation
- the investigators fail to comply with these Procedures;
- new evidence becomes known after the final decision but before the expiry of the ten working days limitation period for requesting a review.

No review of the final decision will be undertaken with regard to the claim that the conclusions drawn by the investigator(s) based on findings of fact were incorrect.

The Reviewer will report his/her findings to the Director of Education, or designate, who will affirm or amend the final decision, or require that a new investigation be undertaken.

Appendix A

WORKPLACE HARASSMENT RIGHTS AND RESPONSIBILITIES

Everyone has the right to work and learn in an environment that is free of un-welcomed or intimidating behaviour that could create an unsafe and /or unhealthy environment and could interfere with job performance and ability to learn.

Responsibilities of All Persons in Board Learning/Working Environments

It is the responsibility of every person to create and contribute to a climate of understanding and mutual respect for the rights and dignity of each individual by:

- showing courtesy and self discipline in actions and words;
- seeking informal problem solving of issues;
- respecting rules, regulations and practices that are in place which provide for safe and secure learning and working environments;
- demonstrating honesty, integrity and behaviours that are representative of a positive and supportive atmosphere;
- showing proper care and regard for Board property and for the property of others.

Responsibilities of the Board

- It is the responsibility of the Keewatin-Patricia District School Board to recognize the dignity and worth of every person and to provide for fairness and equal opportunities without discrimination.
- It is a commitment of the Keewatin-Patricia District School Board to work towards the elimination of discrimination and harassment in our schools and workplaces.
- It is the duty of the Keewatin-Patricia District School Board to maintain an environment respectful of human rights that is safe, nurturing and positive for all persons served by it.

By knowing your rights and responsibilities, you can stop harassment. Anyone who feels that they are being harassed has the right and responsibility to tell the alleged harasser that the behaviour is offensive, unwelcome, and must cease. They also have the right to report the offensive behaviour to someone in a position of authority who can facilitate resolution of the matter.

• If you are experiencing harassing behaviour, contact your Principal, Manager/Supervisor or Supervisory Officer, as well as your union representative

Appendix B

PRIVATE AND CONFIDENTIAL

WORKPLACE HARASSMENT FORMAL COMPLAINT FORM

Name(s) of Complainant(s):

School/Department/Worksite:

Complainant(s): __ Student __ Employee, Job Title _____
Other _____

Description of Alleged Harassment. (Please use additional pages if necessary).

Name of Respondent(s) (Alleged Harasser(s)):

School/Department/Worksite:

Respondent(s): __ Student __ Employee, Job Title _____

Other _____

Date(s) of incident(s) or Time Frame:

Has the complaint been reported previously? Yes No

If Yes, to whom, and what actions were taken? (Please use additional pages if necessary).

Complainant(s) Signature(s): _____

Date: _____

The information contained in this form is of a highly confidential nature and will be protected in accordance with the provisions of the Municipal Freedom of Information and Protection of Privacy Act. This form and any attachments will be copied to the respondent(s) named above, in accordance with the Formal Complaints Process.

INSTRUCTIONS FOR HANDLING THIS FORM

Please place this form in a sealed envelope marked **“PRIVATE AND CONFIDENTIAL”** and send it to the attention of the appropriate Principal/Supervisor. If the concern is in regard to a Principal/Supervisor, the completed, sealed and marked envelope should be submitted to the attention of the appropriate Superintendent.

A union member making a complaint should contact their union representative to review his/her professional obligations.

Keewatin-Patricia District School Board

October 13, 2015

NOTICE OF MOTION

THAT the verbal report on Policy 711, Workplace Violence, be received.

THAT Policy 711, Workplace Violence, be reaffirmed and reviewed annually.

Policy Statement

The Keewatin-Patricia District School Board recognizes that violence and threat of violence are a serious hazard to its employees and is committed to preventing and controlling such risks in its workplace. This includes situations where an employee may be exposed to domestic violence while at work. This policy applies to all Board employees and includes, but is not limited to, all visitors, contractors, vendors and delivery persons.

Rationale

As part of the internal responsibility system, individuals engaging in unsafe activity will be held accountable for their actions. This, together with Safe Schools legislation, means that violent and potentially violent activity will be investigated by the Board and will be acted upon in a manner that protects members of the school community in the workplace. Violent behavior which increases the risk of violence in the workplace will not be tolerated.

Definition

Workplace Violence

As defined by the Occupational Health and Safety Act, workplace violence is:

- a) 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) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker
- c) a statement or behavior 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

The workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.

Guidelines

1. There are expectations for all parties in the workplace:
 - (a) Managers and supervisors are responsible for insuring that the workplace is safe and workers are protected from hazards. To this end they must, on behalf of the employer, ensure employees are familiar with the Workplace Violence and Harassment Program Procedure (OW-10). This includes recognizing and communicating to others where hazards related to violence may exist, immediately investigating incidents and establishing measures to prevent recurrences.
 - (b) Employees are responsible for reporting any hazard, which includes potentially violent circumstances of which he/she is aware. Employees are also responsible for cooperating in investigations and participating in associated training.

2. Domestic Violence

Any employee experiencing violence outside of the workplace (i.e. domestic violence) that may create a risk of danger to themselves or others in the workplace is encouraged to report such violence so that the Board can take reasonable preventive steps.

3. No Reprisal

This policy prohibits reprisals against employees who have made good faith complaints or provided information regarding a complaint or incident of workplace violence.



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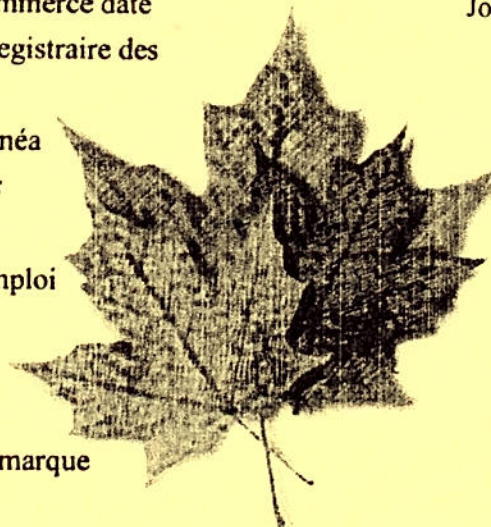
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Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 16 septembre 2015, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des services.



TRANSITIONS
NORTH

Certificate

This is to certify that in the Trade-marks Journal dated September 16, 2015, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for services.

Numéro de dossier
File Number

923591

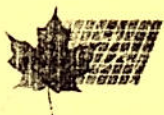
Autorité publique
Public Authority

Keewatin Patricia District School Board

Registraire des marques de commerce
Registrar of Trade-marks

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